

SIXTH FORM OPTIONS BOOKLET 2024 - 2025

LLYFRYN OPSIYNAU
CHWECHED DOSBARTH
2024 - 2025



**CHEPSTOW
SCHOOL**
SIXTH FORM
INSPIRING FUTURES



ABOUT OUR SCHOOL AM EIN YSGOL

We are a thriving English-medium school set within the Wye Valley area of outstanding natural beauty, benefitting from a large site that has fantastic outdoor spaces and state of the art sports facilities. Our pupils are enthusiastic, polite, friendly, welcoming and incredibly proud of their school.

Teaching and learning is excellent at Chepstow and our highly qualified and enthusiastic team of staff work very hard with all pupils to achieve excellence. We are very proud of the high-quality education we provide, the engaging and exciting curriculum we offer, the inspirational teaching and learning, the exemplary behaviour and conduct of our pupils and their engagement within their community.

To complement our academic success, we value the importance of enrichment and extra-curricular activities to enhance classroom experiences. These additional opportunities provide a wealth of authentic important experiences that further contribute to pupils personal, social and academic growth.

We are passionate about staff and pupil wellbeing and provide a fully inclusive and caring school to meet the needs of every individual pupil. We recognise that high quality wellbeing underpins the success of our pupils and reflects our school's values. In addition, we continue to work in close partnership with pupils and parents to raise pupils' expectations, ambitions and standards of achievement in a caring, secure and supportive environment. We also work closely with a wide network of other schools including our partner primary schools. Chepstow also benefits from very close relationships with Cardiff High School (our partner school) and strong links with Cardiff University, University of Wales Trinity Saint David and Bristol University.

We hope that this prospectus gives you an insight into life at Chepstow School and begins to answer the questions you may have. We look forward to meeting you at our Open Events, whilst extending the offer for you to visit us during the school day should you wish.

Our reputation within the local community and further afield is strong, and deservedly so.

INSPIRING LEARNING YSBRYDOLI DYSGU



CHEPSTOW SCHOOL

INSPIRING LEARNING
YSBRYDOLI DYSGU



**Having been at Chepstow
from Year 7, I can
confidently say that I am
proud to be a Chepstow
School student and to
be a part of the school
community.**

- Student



ABOUT OUR SIXTH FORM AMDANOM EIN CHWECHED DOSBARTH

We are a Sixth Form that reflects exceptional teaching, offers an inspirational curriculum, is committed to expanding the horizons of learners and is driven by the highest focus on pastoral care and wellbeing.

Our Sixth Form is vibrant, dynamic and inclusive, offering a range of A-level and BTEC courses (as well as the Advanced Skills Challenge Certificate) to suit all students' needs. We have a strong support team, which includes mentors who offer regular, personalised coaching and we are committed to aiding all students in their various achievements.

In addition to their academic pursuits, students at Chepstow School Sixth Form experience a wide range of enrichment activities such as Duke of Edinburgh, Youth Speaker competitions and international tours with the Music and sports departments. We also offer students the opportunity to supplement their learning with MOOCs and Seren opportunities, which challenge and stretch all learners.

Support for students wishing to attain places at university is outstanding and for those considering other pathways, our advice and guidance is superlative, driven by strong working relationships with Careers Wales.



INSPIRING LEARNING YSBRYDOLI DYSGU

OUR SCHOOL VALUES

#POSITIVITY

#PERSEVERANCE

#AMBITION

#CURIOSITY

#EQUITY



CHEPSTOW
SCHOOL
1863-1914



ABOUT OUR COURSES AM EIN CYRSIAU

The Sixth Form provides a wide range of subjects at Level 3, BTEC National, AS and A level. Normally, we would expect students following two year Level 3 courses (or equivalent) to have at least 5 GCSEs with grades A*- C, including English and Maths, or equivalent 5 BTECs with Merit grades. Some AS & A2 subjects require specific GCSE subjects and minimum grades to progress onto their courses. All students should check the individual subject requirements with the teachers and on the separate 'subject specific requirements' section, regarding suitability. We will also look at each student on merit.



INSPIRING LEARNING YSBRYDOLI DYSGU

HOW DO I CHOOSE?

It is important, when choosing subjects, that if you have a particular career or university course in mind, you ensure you are taking suitable subjects for it. You should check with the Sixth Form Team or your Careers Adviser for information on this. Otherwise, it is sensible to choose a balance of facilitating subjects and those which you most enjoy and are good at. You will be spending a great deal of time on each subject and it will be easier to maintain motivation throughout the course if you are interested in the area you are studying.

WHEN DO I HAVE TO DECIDE?

After our 6th form evening pupils will be asked to complete a free choice of the subjects that they would like to choose. From this information, we will create our 6th form blocks. These will then be published to pupils and parents in order to allow pupils plenty of time to seek advice and guidance about their post 16 pathway. All students will have an Information and Guidance (IAG) meeting during the Spring Term with a senior member of staff to confirm the suitability of all courses and chosen subjects. After GCSE results have been received in August, the Sixth Form Team will meet all Year 12 students for enrolment to confirm subject entry requirements have been met and to enrol students onto the relevant courses.

WHO WILL HELP?

Talking to teachers and students will help you to think about your options. All students who apply to our Sixth Form will have individual interviews, and support and guidance with form tutors and senior staff, can help with individual guidance on subject choices and the implications of these choices on future pathways.

UNIVERSITY ENTRANCE REQUIREMENTS

All suitably qualified students will find a place at university, but institutions and courses offered vary enormously in popularity, style and quality. The more popular the course and the university, the higher the

UCAS points score will be required for entry. Entry to the top academic universities is very competitive and, for the first time, students will be working not just to achieve a set standard, but with all others in the whole of their age group, in state and private schools, for the most sought-after places. UCAS points tariffs can be found at www.ucas.com/new-tariff. There is no upper limit on points and universities may require not only a total point score, but a particular score in a specific subject. BTEC National Courses have the same point scores as other AS and A Levels for university entrance. It is quite acceptable to mix the two types of course although this will be dependent on the suitability of the combination. Students should carefully check the appropriateness for Higher Education Courses before embarking on Sixth Form subjects, via www.ucas.com.

It is also worth reading the Russell Group publication, 'Informed Choices', which is available online at www.russellgroup.ac.uk/informed-choices/.

N.B. The subjects listed in this guide are the basis of our Curriculum Offer. However, availability of all subjects will be controlled by the uptake of students and, therefore, these subjects may change.



**I am enjoying Sixth Form at Chepstow. It encourages me to be an independent learner while still having support if I ever need it.
- Student**

ART & DESIGN

SELF A DYLUNIO

As Art is a broad-based course that provides flexibility in content and approach. We provide opportunities for students to develop their skills in using a variety of media, materials and processes; such as clay, paint, digital photography, printmaking, collage, textiles and more. Drawing is central to our curriculum and we ensure that students are taught good observational skills as well as analytical skills.



What will I learn?

We offer an exciting and diverse curriculum which provides opportunities for you to reflect, research and analyse, along with learning to work independently. Students learn to think creatively, take risks with their work and ideas, be ambitious and curious about the world. These skills are applicable for any university and the world of work.

Year 12 – AS

It consists of one unit called 'Personal Creative Enquiry'. There is no exam unit at AS level in Year 12. Students are required to complete an exploratory project and outcomes based on themes and subject matter which are personal and meaningful to them.

Work is completed and internally assessed by the centre and externally moderated.

Year 13 – A2

It consists of two integrated constituent parts:

1. An investigative project with outcomes based on themes and subject matter that have personal significance. This must include an extended written element of 1000 words minimum.

This 'Personal Investigation' is internally assessed by the centre and externally moderated.

2. An Externally Set project which is released to candidates on or after February. The preparatory study period starts in February and finishes in April with a 15 hour sustained focus study.

Work is internally assessed and externally moderated.

What should I do at the end of my course?

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media.

The study of Art can also help you develop transferable skills that you can take into any career or job.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs R. Jeffery

Entry Requirements:

B or above in Art GCSE

AS Unit 1 - Personal Creative Enquiry

This makes up 40% of the A Level qualification.

- Internally set.
- Non-exam internally assessed
- Externally moderated.

A2 Unit 2 - Personal Investigation

This makes up 36% of the A Level qualification.

- Internally set.
- Non-exam internally assessed.
- Externally moderated

A2 Unit 3 - Externally set examination

This makes up 24% of the A Level qualification.

- Externally set.
- Internally assessed.
- Externally moderated.

APPLIED CRIMINOLOGY

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Not all types of crime are alike. Which different types of crime take place in our society?
How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance?
How do we explain why people commit crime? What happens to those who commit a crime? Why and how do we punish people? What organisations do we have in our society to control criminality?



An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics. WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of Psychology, Law and Sociology.

Year 12

Unit 1: Coursework

Changing Awareness of Crime —Internally Assessed.

You will develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.

Unit 2: Exam

Criminological Theories- Externally Assessed.

You will gain an understanding of why people commit crime, drawing on what you have studied in Unit 1. You will explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

Year 13

Unit 3: Coursework

Crime Scene to Courtroom—Internally Assessed.

You will have an understanding of the criminal justice system from the moment a crime has been identified to the verdict. You will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Unit 4: Exam

Crime & Punishment- Externally Assessed.

You will apply your understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

KEY INFORMATION

Level: Level 3 Applied Diploma
(A Level)

Examining Board: WJEC

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade or above in English

Year 12

Unit 1: Coursework (25%)

Unit 2: Exam (25%)

Year 13

Unit 3: Coursework (25%)

Unit 4: Exam (25%)

Assessment method:

Coursework (50%)

Exam (50%)

BIOLOGY

BIOLEG

Biology is a dynamic and exciting subject where new developments often raise issues that result in public discussion. At A level, it is a huge discipline which encompasses all aspects of life and life processes from complex Molecular Biology to the intricacies of balancing life within a habitat. Wherever you look in the natural world, Biology is at work, and the more you learn the more your eyes become opened to this fascinating subject.



The study of Biology at A level is rewarding and demanding. Students find that taking Chemistry and/or Maths is a help. There is also considerable crossover between our course and Geography and PE. Many of the components of the Biology A level course are designed to stretch and challenge even the most capable of students. The entry requirements for Biology reflect this. Double Award students require a AA grade in Double Award Science. The course is examined in a combination of written examinations and a practical examination. The practical exam is completed in year 13 only and accounts for 10% of the final grade.

Year 12 - AS

Unit 1: Basic Biochemistry and Cell Organisation
Written examination: 1 hour 30 minutes (80 marks)
20% of qualification.

Unit 2: Biodiversity and Physiology of Body Systems
Written examination: 1 hour 30 minutes (80 marks)
20% of the qualification.

Year 13 – A2

Unit 3: Energy, Homeostasis and the Environment
Written examination: 2 hours (90 marks) 25% of qualification.

Unit 4: Variation, Inheritance and Options
Written examination: 2 hours (90 marks) 25% of qualification.

Examinations 1 - 4 consist of a range of short and longer structured questions and one extended response.

Unit 5:
Practical examination (50 marks) 10% of qualification.
This unit comprises of two tasks:
Experimental Task (20 marks)
Practical Analysis Task (30 marks)

We believe that the study of Biology develops over a lifetime and that we are extremely fortunate to be in a career that enables young people to discover their own love of this subject and to witness the joy that the study of Advanced Biology can bring. The skills you will develop are analytical, practical and evaluative. Future pathways offer degrees in Biology, Medicine, Veterinary Science, Biomedical Sciences, Biochemistry and Physiotherapy.

KEY INFORMATION

Level: AS and Advanced Level

Examining Board: WJEC

Curriculum Leader: Mrs I. Davies

Entry Requirements:
B or above in GCSE Science

Year 12 - AS

Unit 1: Basic Biochemistry and Cell Organisation

Unit 2: Biodiversity and Physiology of Body Systems

Year 13 - A-Level

Unit 3: Energy, Homeostasis and the Environment

Unit 4: Variation, Inheritance and Options

Unit 5: Practical examination

Assessment method:
90% examination
10% practical examination

BUSINESS STUDIES

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Business Studies will give students a solid grounding in many of the skills required for business life in today's rapidly changing world. It is a real life subject, which is happening around us all of the time and students are encouraged to keep up to date with current business issues through TV, newspapers and the internet. The course assumes no prior knowledge of business and you do NOT have to have studied GCSE Business Studies.



Business Studies is a potential for everybody because virtually everyone will experience working in a business organisation of one kind or another. Business Studies is a subject that can happily work with any combination of subjects both of a science and arts nature. The majority of pupils go on to university where Business Studies represents by far the largest single subject in the university sector. For potential employers, the broad study base of the subject and the balance of numerical and written skills is an ideal foundation for the recruitment of students for managerial positions.

Year 12-AS

Unit 1: Business Opportunities

This unit covers the characteristics students need to develop to be successful in business and how new or existing businesses generate their product or service ideas and test them through market research. Students will also consider the competition in the market, the economic climate, how the business might be financed and how much revenue the idea might generate.

Unit 2: Managing the Business

This unit covers key activities which students may be involved in if they were to set up and/or manage a business whether small, medium-sized or large. It looks at the core functions of Marketing, Finance, Human Resources and Operations.

Year 13 -A2

Unit 3: International Business

This unit looks at aims and objectives of business, decision making tools and market analysis.

Unit 4: Making Business Decisions

In this unit, students will be able to assess the current competitiveness of a business. They will analyse corporate objectives and strategy and study external influences on the business. It will also focus on international trade, globalisation and the EU.

Assessment Method:

AS

Paper 1 – 15%

Paper 2 – 25%

Both at end of Year 12

A2

Paper 3 – 30%

Paper 4 – 30%

Both at end of Year 13

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Mrs S. Giddy

Entry Requirements:

B or above in Mathematics/Numeracy

AS Level Modules

Unit 1: Business Opportunities

Unit 2: Business Functions

A2 Level Modules

Unit 3: Business Strategy

Unit 4: Business in a Changing World

Assessment method:

100% Examination

BTEC BUSINESS

BUSNES BTEC

By the time you have completed this course you will have a good knowledge of the wide world of business and a practical skill set that will prepare you for the next stage in your business career. You will have developed the necessary skills, knowledge and understanding in a vocational context. It is a practical qualification which is designed to enable you to progress to either higher education or employment in the broad business sector. If you are looking for a career in Retail, Finance/Accounting, HR, Marketing, Law or running your own business then this is the course for you. It is an excellent route to university.



Business affects nearly every part of our daily lives. All business organisations demand well qualified, versatile and adaptable employees with high level skills and knowledge, plus sound business acumen. The rewards for such people are high and the employment prospects dynamic.

Units you will study include:

Extended Certificate

Unit 1: – Exploring Business (Coursework)

Unit 2: - Developing a Marketing Campaign (Exam)

Unit 3: – Personal and Business Finance (Exam)

Unit 27: – Work experience in business (Coursework and practical experience) Diploma

In addition to the above units:

Unit 4: – Managing an Event (Coursework)

Unit 5: – International Business (Coursework)

Unit 6: – Principles of Management (Exam)

Unit 9: – Team Building in Business (Coursework)

Work is assessed by assignments, projects or case studies, presentation work, group tasks, work experience and also exams. These assessments take place on a regular basis to enable student to monitor their performance throughout the course. Marks can either be a Pass, Merit or Distinction for each assignment.

KEY INFORMATION

Level: Level 3 Qualification

Examining Board: Pearson

Curriculum Leader: Mrs S. Giddy

Entry Requirements:

General Sixth Form entry requirements

UNITS:

4 for extended certificate
(Equivalent to 1 A Level) 8 for
Diploma (Equivalent to 2 x A Level)

Assessment method:

Certificate:

58% Exam.
42% Coursework

Diploma:

45% Exam,
55% coursework

CHEMISTRY

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The study of Chemistry is to gain an understanding of everything that surrounds us. The world around us is simply made up of around 100 elements and learning how these elements react, combine and create new things can be an exciting and challenging process. A level Chemistry builds upon the knowledge gained at GCSE but goes much further, revealing some significant simplifications taught at GCSE. Ideally, you should achieve a grade B or equivalent in GCSE Chemistry for sufficient preparation for A-level. It contains a slightly greater level of mathematical content and overlaps with some topics taught in Physics.

By taking Chemistry you develop some very useful skills that can be applied well outside of the subject discipline; these include problem solving, numeracy, practical skills as well as developing a broad scientific background. As a result it's a highly respected and useful qualification for higher education and employment in a wide range of areas.



Year 12 - AS

Unit 1: The language of Chemistry, Structure of Matter and Simple Reactions

Written examination: 1 hour 30 minutes (80 marks) 20% of qualification.

Unit 2: Energy, Rate and Chemistry of Carbon Compounds

Written examination: 1 hour 30 minutes (80 marks) 20% of qualification.

Both these papers consist of a range of short answer, structured and extended response questions.

Year 13 – A2

Unit 3: Physical and Inorganic Chemistry
Written examination: 1 hour 45 minutes (80 marks)
25% of qualification.

Unit 4: Organic Chemistry and Analysis
Written examination: 1 hour 45 minutes (80 marks)
25% of qualification.

Unit 5:

- Practical (60 marks) 10% of qualification.
- Experimental Task (30 marks)
- Practical Methods and Analysis Task (30 marks)

What else can I do?

Other subjects that go well with a study of Chemistry are Biology, Physics and Maths. However, many other combinations are also suitable. You may be concentrating on arts, humanities or modern language subjects and wish to take Chemistry to AS to broaden your studies by continuing to take a science subject. As a science subject practical work is a very important part of the course. The course provides many opportunities for interesting and relevant practical work and has a practical coursework element to the assessment.

Where can I go with Chemistry?

Studying Chemistry opens doors to many different degree courses and careers, such as: anatomy, agricultural science, beauty therapy, biochemistry, biology, physics, engineering, environmental science, chemistry, dentistry, dietetics, forensic science, forestry, materials science, medicine, pathology, pharmacy, polymer science, veterinary science, zoology and many, many more. Chemistry is essential if you wish to enter the medical profession. Also, potential employers value the analytical and conceptual skills that are developed during the study of chemistry. Such skills, coupled with the ability to work in a meticulous and accurate manner, enable chemistry students to pursue careers within, or outside, the vast area of Science.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs I. Davies

Entry Requirements:
B grade or above in GCSE Science

AS Level Modules:

Unit 1: The Language of Chemistry, Structure of Matter & Simple Reactions.

Unit 2: Energy, Rate and Chemistry of Carbon Compounds

A2 Level Modules:

Unit 3: Physical and Inorganic Chemistry

Unit 4: Organic Chemistry and Analysis

Unit 5: Practical

Assessment method:
90% Exam
10% Coursework

COMPUTER SCIENCE

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Computing is the study of how computers and computer systems work and how they are constructed and programmed. It's primary aspects of theory, systems and applications are drawn from the disciplines of Technology, Design, Engineering, Mathematics, Physical Sciences and Social Sciences.



```
        if (r = t.apply(e[i], n), r === !1) break
    } else
      for (i in e)
        if (r = t.apply(e[i], n), r === !1) break
    } else if (a) {
      for (; o > 1; i++)
        if (r = t.call(e[i], i, e[i]), r === !1) break
    } else
      for (i in e)
        if (r = t.call(e[i], i, e[i]), r === !1) break;
    return e
  },
  trim: b && !b.call("\uffeff\u00a0") ? function(e) {
    return null == e ? "" : b.call(e)
  } : function(e) {
    return null == e ? "" : (e + "").replace(C, "")
  },
  makeArray: function(e, t) {
    var n = t || [];
    return null != e && (N(Object(e)) ? x.merge(n, "string" == typeof e ? [e] : e) : b.call(n, e), n
```

Computing is not just programming. A working knowledge of programming is necessary but not sufficient for a thorough grounding in computing. Programming nevertheless plays a special role. You will require a good mathematical background for logic and problem solving, analytical and evaluative skills, good communication skills for working with others, practical ICT skills and the ability and willingness to program a computer. You will develop the ability to analyse and evaluate, and develop practical programming skills using Visual Basic, Java, Python and HTML. Future careers are often in computer programming and technical aspects based on the scientific approach to computers and their use and implementation.

As computers play an increasing role in society it is vital that we can educate students to become creators of computer systems rather than just users. This course is designed to allow students the chance to learn how to write computer programs and how to understand the variety of different computer languages there are available today.

A good student will seek to find answers to complex computer solutions; they should be able to question aspects of computer use such as the security and safety of using computers in all aspects of our everyday lives, and to understand and develop a knowledge that could see them as the next generation of designers of the main applications we will use in the future.

Modern computing careers are crying out for both male and female, intelligent, well-trained students in an effort to fill a skills gap in the UK. There are enormous opportunities for careers in this country and abroad and this course is hopefully a first step for the innovators of the future to start seeing what the possibilities could be.

KEY INFORMATION

Level: AS and Advanced

Examining Board: Pearson

Curriculum Leader: Mrs S. Giddy

Entry Requirements:

B or above in GCSE Mathematics or Computer Science

AS Level Modules:

Unit 1: Fundamentals of Computer Science – 2hrs (25% - written exam)

Unit 2: Practical Programming – 2 hrs (15% on-screen exam)

A2 Level Modules:

Unit 3: Programming & System Development – 2 hrs (20% -written exam)

Unit 4: Computer Architecture, Data, Communication & Applications - 2hrs (20% written exam)

Unit 5: Programmed solution to a Problem – (20% coursework)

Assesment method:

80% Examination

DRAMA & THEATRE STUDIES

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THEATR

Drama and Theatre Studies provides students with an in-depth understanding of Theatre Arts, and also provides opportunities to develop practical skills in performing, directing and devising through practical and theoretical exploration. Students will gain knowledge of influential Theatrical Practitioners, an ability to analyse texts from a performance perspective and, through theatre visits, the ability to evaluate good theatre practice. Students who study Drama and Theatre Studies should have a genuine interest in the theatre, enjoy performance work and have achieved at least a C at GCSE. Although students with a C grade or equivalent may find the theory work challenging.



Unit 1: Theatre Workshop - non-exam assessment: internally assessed, externally moderated (24% of qualification). Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre, based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce: a realisation of the performance or design, a creative log and an evaluation.

Unit 2: Text in Theatre - written examination: 1 hour 30 minutes (16% of qualification). A series of questions based on one performance text from a list created by WJEC e.g.

- An Enemy of the People – Ibsen
- A View from the Bridge – Miller

Unit 3: Text in Action – non-exam assessment: externally assessed by visiting examiner (36% of qualification). Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC.

A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognized theatre company (a different practitioner or company to that chosen for Unit 1. An extract from a text in a contrasting style chosen by the learner. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5 – 10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

Unit 4: Text in Performance – written examination: 2 hours (24% of qualification, sections A and B). Two questions, based on two different texts from a list created by WJEC e.g.

- Sweeney Todd, Sondheim Sheers
- The Radicalisation of Bradley Manning

Students who choose to study Drama at A Level are expected to participate in any extracurricular events associated with the department. For example, the school production is a huge event, one in which the sixth form Drama students play a huge role during the planning stages and the performance. The role of the Drama students can be as part of the cast who entertain the audience on stage or as part of the technical/stage team who help make everything run smoothly. It's a wonderful subject which is demanding but thoroughly rewarding.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs R. Jeffery

Entry Requirements:

C grade or above in Drama and English at GCSE

AS Level Modules:

Theatre Workshop, covering 24% of overall mark.

Text in Theatre, written paper covering 16% of overall mark.

A Level Modules:

Text in Action, covering 36% of overall mark.

Text in Performance a written examination covering 24% of overall mark.

ECONOMICS

ECONOME

Economics is a subject that helps students improve their understanding of the world in which we live and work. Decisions that Sixth Form students make about their educational future are essentially economic, and reflect anticipated costs and benefits. The subject matter is always topical and will be enjoyed by those who like reading about current affairs, arguing, debating and formulating their own opinions about the world in which we live:

- Should we pay more taxes or cut public services?
- Do we do enough to help less economically developed countries?
- Is it right that we bail out the banks?
- Are energy companies ripping us off?
- Should alcohol be taxed more to reduce binge drinking?



Year 12 - AS

Unit 1: Introduction to Economics (Micro Economics): This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real-world situations; to understand why markets might not allocate resources efficiently; and the methods of dealing with market failure, together with an evaluation of their effectiveness.

Unit 2: Economics in Action (Macro Economics): This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy. Students will be able to understand which government policies may be seen as appropriate ways of managing an economy, predict the possible impact of such policies, argue for different approaches and identify criteria for success.

Year 13 - A2

Unit 3: Exploring Economic Behaviour (Business Economics): This unit develops the content of Unit 1 and examines how competition between firms is affected by the number and size of firms in a market. At the end of this unit, students should be able to analyse the pricing and output decisions of firms in different markets. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

Unit 4: Evaluating Economic Policies (Macro Economics): Students will need to understand and evaluate the different economic policies used by government.

Assessment: AS A2

Paper 1 - (15%) Paper 3—(30%)

Paper 2 - (25%) Paper 4—(30%)

Both at end of Year 12 Both at end of Year 13

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs S. Giddy

Entry Requirements:

Grade B or above in Mathematics or Computer Science

AS Level Modules:

Unit 1: Introduction to Economics (Micro Economics)

Unit 2: Economics in Action (Macro Economics)

A Level Modules:

Unit 1: Introduction to Economics (Micro Economics)

Unit 2: Economics in Action (Macro Economics)

Assessment Method:

100% Examination

ENGLISH LANGUAGE AND LITERATURE

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Why study English Language and Literature?

The aim of the course is to encourage an enjoyment and appreciation of English Language and English Literature which enables learners to develop intellectual maturity through exploring a range of literary and non-literary texts. Through their reading, learners are able to develop the skills required to interrogate texts, be critically reflective, consider other viewpoints, be independent, make connections across a range of texts and to understand and evaluate the effects of a variety of contexts. Students should be prepared to work independently, reading a wide range of literature, as well as in-depth study of texts. They will be expected to participate in discussions, share their creative writing responses and demonstrate knowledge and understanding by applying linguistic and literary concepts.



What are the course entry requirements?

A desirable requirement is that students have achieved a Grade B or equivalent in English and English Literature and an essential requirement is enthusiasm for the subject. English Language and Literature may be studied alongside many AS and A Level courses such as Politics, Law, Music and Art.

What will I learn?

Year 12 - AS

Unit 1: Comparative Analysis and Creative writing (closed book)

Unit 2: Drama and Non-Literacy Study (open book, clean copy)

Year 13- A2

Unit 3: Shakespeare (closed book)

Unit 4: Unseen test and Prose study (open book, clean study)

Unit 5: Critical and Creative Genre Study

Where have past students progressed onto

Studying English Language and Literature enables students to follow numerous courses in higher education or pursue a variety of careers. Degree courses in English Language, Literature, Journalism, Librarianship or Media Studies are obvious options, but other possible avenues are teaching, law and the Civil Service. Students will develop important key skills throughout the course, to include: communication, creative writing, information technology, working with others, problem solving and improving their own learning and performance. Students will be given the opportunity to see productions of set texts and to participate in appropriate workshops and lecture days.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Miss E. Martinez

Entry Requirements:

B grade or above in English Literature and Language

AS Level Modules:

Unit 1: Comparative Analysis and Creative Writing

Unit 2: Drama and Non-Literary Study

A Level Modules:

Unit 3: Shakespeare Study

Unit 4: Unseen Text and Prose Study

Unit 5: Critical and Creative Genre Study

FOOD SCIENCE AND NUTRITION

GWYDDONIAETH FWYD A MAETHEG

This is an exciting new course which will allow learners to gain a wealth of knowledge about Food Science and Nutrition. You will have the opportunity to learn about the relationship between the human body and food, as well as developing practical skills linked to experimental work and the cooking and preparation of food. There is a strong emphasis on practical work, making this an ideal choice for learners who prefer to learn by doing. The purpose of WJEC Level 3 Diploma in Food Science and Nutrition (QCF) is to offer experiences that focus learning for 16 -19 year olds through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food industry.



Food scientists have a natural love of food and they are inspired by simply working with it. They are interested in experimenting with ingredients to develop different aromas, textures and flavours of dishes. They have lots of ideas and can produce these quickly, are able to think outside the box and always looking to solve problems and improve things.

Skills you will develop are organisation, the ability to communicate an idea to a given audience, creativity, innovation, specific use of technical terminology, analytical skills, presentation skills, visual communication skills, practical/manufacturing skills, understanding of ingredients and their properties, health and safety skills, commercial design and manufacturing techniques and the use of new and emerging technology that is used in the production of food products.

Course Progression:

Together with other relevant qualifications, at A level learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

As this course is very broad it covers many different careers paths which include – Nutrition, Dietetics, Food Science, Sport Science, Product Development, Marketing, Food & Consumer Studies, Environmental Health, Hospitality and Catering, Leisure and Tourism, Social Work, Health & Social Care disciplines, Nursing, Teaching and many more modules.

KEY INFORMATION

Level: AS and A2 Level

Examining Board: WJEC

Curriculum Leader: Mrs I. Davies

Entry Requirements:

B grade or above in GCSE Food and Nutrition

AS Level units: DT1:

Unit 1 Exam Paper Meeting Nutritional Needs of Specific Groups
Coursework is also based on this unit

A2 Level units:

Unit 2: Ensuring Food is Safe to Eat

Unit 3: Experimenting to Solve Food Production Problems

Assessment method:

60% Coursework
40% Examination

The written exam is taken at the of Year 12. Coursework is carried out in Years 12 and 13

GEOGRAPHY DAEARYDDIAETH

Geography is highly valued by universities as an A Level choice. The Russell Group report published in 2011 names Geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university. For careers in the world of business, an understanding of global economics forms an important part of Geography. If you are thinking of a career in law, human rights, international relations or welfare then Geography gives you the opportunity to consider relevant issues such as :How do we measure development? What are the consequences of migration on societies?



Year 12—AS

Unit 1: Changing Landscapes – written examination: 2 hours (24% of qualification) 96 marks

Section A: Changing Landscapes - Choice between two themes, either Coastal or Glaciated Landscapes.

Section B: Tectonic Hazards

Unit 2: Changing Places – written examination: 1 hour 30 minutes (15% of qualification) 64 marks

Section A: Changing Places

Section B: Fieldwork Investigation in Physical and Human Geography

Year 13—A level (the above plus a further 3 units)

Unit 3: Global Systems and Global Governance – written examination: 2 hours 15 minutes (24% of qualification)

Section A: Global Systems & Water and Carbon Cycles.

Section B: Global Governance: Change and Challenges, Processes and patterns of global migration and global governance of the Earth's oceans

Section C: 21st Century Challenges

One compulsory extended response question drawing on both Units 1, 2 and 3 with resource material.

Unit 4: Contemporary Themes in Geography – written examination: 2 hours (20% of qualification) (80 marks)

Section A: Tectonic Hazards

Section B: Contemporary Themes in Geography

Four optional themes: Ecosystems; Economic Growth and

Challenge: India or China or Development in an African Context; Energy challenges and Dilemmas and Weather and Climate. Two essay questions chosen from these four optional themes.

Unit 5: Independent Investigation

Non-exam assessment: 3000 – 4000 words (20% of qualification) One written independent investigation, based on the collection of both primary data and secondary information.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade or above in GCSE Geography, English or another Humanities subject

AS Level Units:

Changing Landscapes
Changing Places

A2 Level Units:

Global Systems and Global Governance

Contemporary Themes in Geography
Independent Investigation

Assessment method:

AS: 2 written exam papers

A2: 2 written exam papers, 1 assessment

GERMAN ALMAENEG

German is a key language and in the European world of business and commerce it is a big player. Alongside the business world, the worlds of Industry and Science are always on the look-out for German speakers. Having a language is increasingly valuable and gives you that extra edge in the job market.

We concentrate on practical communication in AS and A level German and an important element of the course is the regular small-group work. The four skills (speaking, listening, reading and writing) are developed by studying different aspects of life, society and culture.



Course Outline

The A Level specification content covers the two main areas of interest:

- Social issues and trends
- Political, intellectual and artistic culture.

Under these two areas of interest a total of four themes have been chosen to offer learners an extensive and pertinent learning experience

AS Course Content

- Being a young person in German-speaking society
- Understanding the German-speaking world (including the study of a German film)

A2 Course Content

- Diversity and difference
- The Making of Modern Germany: 1989 onwards (including the study of a literary text)

Assessment

This qualification is made up of a total of five units: two at AS and three at A level.

AS Units 1 (AS) and 3 (A level) are speaking assessments; Units 2 (AS) is a combined listening, reading, translations and critical response examination (an essay based on the film of study).

Unit 4 (A level) is a combined listening, reading and translation examination; Unit 5 (A level) is a critical and analytical writing examination based on the literary text studied.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Miss E. Martinez

Entry Requirements:

GCSE Grade B in German (minimum of Grade B in writing and speaking units)

AS Level Units:

Unit 1 Speaking Assessment

Unit 2: Combined listening, reading, translation and critical response exam.

A2 Level Units:

Unit 3: Speaking Assessment

Unit 4: Combined listening, reading and translation exam

Unit 5: Critical and analytical writing exam.

Career Opportunities:

Commerce & industry, Executive, Media, Sales & marketing, Travel & tourism, Retail, Education, Public Administration, Engineering, Translator/interpreter, International Organisations, Banking & Finance, EU bodies e.g. administrative & legal.

HEALTH & SOCIAL CARE (LEVEL 3)

IECHYD A GOFAL CYMDEITHASOL

Health and Social Care is designed to prepare students for a career in Health or social care. It will provide you with the skills, theory and understanding needed to work effectively in a health and social care environment.



Units you will study include:

Certificate

Unit 1 (Coursework) – Principles of care and safe practice within outcome focused person-centred care (25%)

Unit 2 (Exam) – Factors effecting individuals growth and development (50%)

Unit 3 (Coursework) – Promoting the rights of individuals across the lifespan (25%)

Diploma

Unit 1: (Coursework) – Principles of care and safe practice within outcome focused person-centred care (12.5%)

Unit 2: (Exam) – Factors effecting individuals growth and development (25%)

Unit 3: (Coursework) – Promoting the rights of individuals across the lifespan (12.5%)

Unit 4: (Coursework) – Understanding how the body is affected by common conditions (10%)

Unit 5: (Exam) – Supporting individuals at risk (25%)

Unit 6: (Coursework) - Working in the Health and Social Care sector (15%)

Work is assessed by assignments, projects or case studies, presentation work, group tasks, work experience and also exams. These assessments take place on a regular basis to enable student to monitor their performance throughout the course.

KEY INFORMATION

Level: Level 3 Qualification

Examining Board: WJEC

Curriculum Leader: Mrs E. Jones

Entry Requirements:

B grade or above in GCSE English

Course content:

Units 3 for certificate (Equivalent to 1 A Level)

6 for Diploma (Equivalent to 2 x A Level)

Assessment method:

50% exam, 50% coursework

HISTORY HANES

Skills required:

Students who succeed in and enjoy the subject will relish debating ideas, expressing their views and identifying the flaws in others. They will benefit from good knowledge of current affairs and are often willing to challenge the conventional viewpoints. The course is taught in such a way as to develop a wide range of transferable life skills. These include the ability to deal with a wealth of information, to abstract and synthesise ideas and arguments, to present such points clearly and precisely and the ability to weigh up both sides of an argument before reaching a balanced conclusion. Learning activities encourage students to research and present information both verbally and in written work.



History is a subject that engages students in a wide range of activities and thought processes. This is a diverse course that focuses on early modern and modern history and covers a whole range of social, political, economic and cultural issues. As such, it enables students to build an understanding of the world in which they live, but also to develop a healthy questioning approach to issues and events. The course is taught in such a way as to develop a wide range of transferable life skills. These include the ability to deal with a wealth of information, to abstract and synthesize ideas and arguments, to present such points clearly and precisely and the ability to weigh up both sides of an argument before reaching a balanced conclusion. Learning activities encourage students to research and present information both verbally and in written work.

Unit 1: Government, rebellion and society in Wales and England c.1485-1603 (The Tudors) This topic focuses on the developments and changes in Tudor England. Students need to analyse and explain the causes and consequences of historical events such as the Henry VIII's Break from Rome and Elizabethan society. The period study will be assessed through essay style questions, which allow learners to develop their understanding of key terms, concepts and skills.

Unit 2: American Civil War - Part 1: sectional differences and the road to civil War c.1840-1861The American Civil War unit requires in depth analysis of the causes of the Civil War. Learners will investigate the significance of slavery, western expansion, the lack of political compromise and Abraham Lincoln’s election. The assessment of topic combines evidence based questions with a focus on historical sources and different interpretations of the period.

Year 2 – A2 Level

Unit 3: Changing Leadership and Society in Germany, c.1871-1989. Here learners are required to study a broad unit based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference on leadership and society within Germany. The course studies the leadership styles of Bismarck, Wilhelm II and Hitler. Students will be expected to understand the connections and complexities within German society during the Third Reich and Cold War.

Unit 4: American Civil War – Part 2: civil war and reconstruction c.1861-1877. This unit studies the latter part of the American Civil War. Students will continue with the period study and investigate how and why the Union won the Civil War, the role of President Lincoln and Emancipation and Reconstruction. This unit is assessed by analysis of historical sources and essay style questions.

Unit 5: Non- Examined Assessment (NEA)
This is the coursework element of the course. Learners will develop a substantiated historical argument on Nazi Germany. Students are expected to consider who was the greatest opposition to the Nazis during the 1930s.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade in GCSE History, English or another Humanities subject

AS Level Modules:

Unit 1: England 1485-1558: The Early Tudors

Unit 2: The Crisis of the American Republic c.1840-1877

A2 Level Modules:

Unit 3: Germany Democracy and Dictatorship

Unit 4: Historical Interpretation

Assessment method:

Unit 1: 1hr 45m exam, 20% of A Level

Unit 2: 1hr 45m exam, 20% of A Level

Unit 3: 1hr 45m exam, 20% of A Level

Unit 4: 1hr 45m exam, 20% of A Level

Unit 5: 3,000-4,000 word essay, 20% of A Level

DIGITAL TECHNOLOGY

TECHNOLOG DDIGIDOL

Digital Technology delves into the ever-evolving world of digital systems that have become an integral part of our daily lives. From the smartphones in our pockets to the smart devices in our homes, this subject explores how these technologies have grown and how they continue to shape our society. Whether you've already dabbled in digital technology at the GCSE level or are just keen to step into the digital realm, this course has something for everyone.



Digital Technology is more than just understanding gadgets. It's about comprehending the connective tissue between various digital entities, realizing their societal impacts, and acquiring practical skills to create digital solutions. With the increasing integration of technology in all fields, a background in Digital Technology offers an edge in numerous career paths and higher education avenues. It seamlessly pairs with subjects like computer science, mathematics, and even areas like art, history, and economics.

Year 12-AS

Unit 1: Innovation in Digital Technology

Dive deep into the world of smart devices, Artificial Intelligence, and how digital systems are designed keeping user experience in mind. This unit also sheds light on the significance of social media in both individual and organizational contexts.

Unit 2: Creative Digital Practices

Get hands-on with game creation! This project-based unit allows you to ideate, design, and launch your own game, honing your digital creativity skills along the way.

Year 13 -A2

Unit 3: Connected Systems

Explore the intricacies of data collection, storage, and analysis. Understand the importance of cybersecurity and get acquainted with the underlying networks that make digital connections possible.

Unit 4: Digital Solutions

Put on your developer hat as you create a transactional website linked to a robust database system. From planning to testing, experience the entire lifecycle of website development.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs S. Giddy

Entry Requirements: B grade or above at GCSE

AS Level Modules:

Unit 1: Innovation in Digital Technology

Unit 2: Creative Digital Practices

A Level Modules:

Unit 3: Connected Systems

Unit 4: Digital Solutions

Assessment Methods:

Unit 1: Exam (2 hours - 20%)

Unit 2: Coursework (20%)

Unit 3: Exam (2 hours 30 mins - 30%)

Unit 4: Coursework (30%)

WELSH CYMRAEG

Why study Cymraeg?

The Welsh Government has set a target to have a million Cymraeg speakers by 2050. Welsh medium education will not reach this target on their own. Students from English medium schools are part of this target – as are their parents and families.



“Welsh Highly Desirable”

A quick glance online will quickly remove any doubts you may have about the importance of Welsh in today's jobs' market. Careers ranging from medicine, dentistry, journalism, teaching, the Civil Service, Government and business can all require knowledge of Cymraeg – not just because the status of Welsh has changed within the legal framework of the country. Employers over the last decade have increasingly stressed the importance of 'soft skills' – those skills which were once largely overlooked in favour of academic brilliance. With a higher proportion of young people entering higher education, employers can afford to look for not only academic excellence but for additional skills such as the ability to speak Cymraeg. Take, for example, the General Practitioner who sees a number of patients every day who speak Cymraeg as a first language and who find it difficult to express the subtle nuances of pain in their second language, the primary school teacher who has to use a large percentage of Cymraeg in their lessons; or a personal trainer who can offer their services in both English and Cymraeg. A candidate for a job who speaks Cymraeg is in a far better position than one who does not. Welsh is a good choice for anyone who wants to be in a good position when the job advert says: “Welsh Highly Desirable.”

Why study Cymraeg at Ysgol Cas-gwent?

- The department has been reborn over the previous couple of years with the vision to become a hub of second language learning in Monmouthshire.
- Staff in the department are at the forefront of leading and creating new ideas. Staff collaborate with a number of schools across south Wales to offer 'sector leading provision'.
- Students are given a variety of opportunities to use their Cymraeg on a daily basis by helping out in transition and KS3 Cymraeg lessons and on trips to places such as Llangrannog.
- Students will possess a variety of opportunities to engage with a number of Welsh universities. The department shares a very close relationship with Cardiff University and Coleg Cymraeg Cenedlaethol.
- Students can speak with a variety of public and private sector organisations who value Cymraeg. These include but are not limited to; Gwent Police, the NHS, Hugh James solicitors, the Welsh Rugby Union and Welsh Water/Dwr Cymru.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Miss A Jones

Entry Requirements:

B grade or above in GCSE Cymraeg

Assesment Method:

Unit 1: Oracy Examination based on the film 'Patagonia' – 15%

Unit 2: Internal Written Assessment based on Welsh culture or history – 20%

Unit 3: Written Examination based on five famous Welsh poems – 15%

Unit 4: Oracy Examination based on the Welsh play 'Crash' - 25%

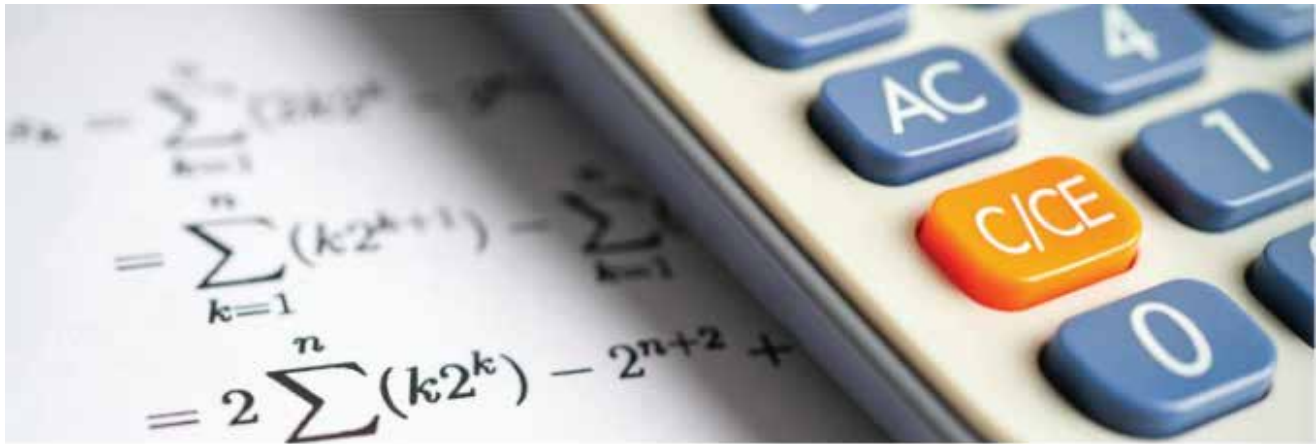
Unit 5: Written Examination based on the history of the Welsh Language and it's development over the past 60 years – 15%

Unit 6: Written Examination based on Welsh grammar in short stories – 20%.

MATHEMATICS

MATHEMATEG

The Advanced Subsidiary (AS) and Advanced Level (A2) courses in Mathematics have been designed to provide a complete course in Mathematics for those who wish to proceed further in the subject. We aim to provide a firm mathematical foundation for those who wish to pursue further study of mathematics or a closely related subject and to complement other studies and provide support for those taking AS/A2 courses in other subjects. Students following Advanced Level Mathematics courses are expected to have gained a grade A in the subject at GCSE level. Students who have gained a B or equivalent Grade at GCSE will be considered on an individual basis. All students study pure mathematics, and a combination of statistics and mechanics. The new course is divided into a total of four units, 2 AS units and 2 A2 units. They are differently weighted.



AS Unit 1: Pure Mathematics

Written examination 2hrs 30mins

25% of qualification

Contents

Proof, Algebra and Functions, Coordinate geometry, sequences and series.

Trigonometry, Exponentials and logarithms. Differentiation, Integration and vectors.

AS Unit 2: Applied Mathematics
Written examination 1hr 45 mins
15% of qualification

Section A: Statistics 40% - Statistical sampling, Data representation and interpretation. Probability, Statistical distributions, hypothesis testing.

Section B: Mechanics 35% - Quantities and units, Kinematics, forces and Newton's law. Vectors.

A2 Unit 3: Pure Mathematics
Written Examination 2hrs 30mins
35% of qualification

Contents

Proof, Algebra and functions, Coordinate geometry, sequences and series, Trigonometry. Differentiation, Integration

A2 Unit 4: Applied Mathematics
Written examination 1hr 45 mins
25% of qualification

Section A: Statistics 40% - Probability, statistical distributions, hypothesis testing.

Section B: Differential equations, Numerical methods and Mechanics—Trigonometry, Differentiation, Integration, Numerical methods, Kinematics. Forces and Newton's Laws, moments and vectors.

More able students are encouraged to study Further Mathematics. This leads to the awarding of 2 A Levels. The course develops some of the concepts met in A Level Maths.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs M. Lane

Entry Requirements:
AA or above in Maths and Numeracy

Modules:
All students study pure Maths and a combination of statistics and Mechanics.

Assessment method:
100% examination

FURTHER MATHEMATICS

MATHEMATEG BELLACH

For progression to many courses at university, it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree courses, A level Mathematics is a requirement and AS or A level Further Mathematics is often a preferred subject. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics to at least AS level as the additional content helps ensure a successful progression to university. Having A level Further Mathematics on your university application is a good way to make it stand out.

	$\frac{r(50-r)!}{50(r+1)(50-(r+1))!} \times 0.15^{r+1} \times 0.85^{50-(r+1)}$ <p>eg $\frac{\frac{1}{50-r} \times 0.85}{\frac{1}{r+1} \times 0.15}$ or $\frac{0.85}{50-r} \times \frac{r+1}{0.15}$ oe</p> $= \frac{17(r+1)}{3(50-r)} \text{ AG}$	A1	2.1	Any correct simplification without factorials OR without indices		
		A1	1.1	Any correct simplification without factorials AND without indices and correctly obtain result		
		[3]			M1	No factorials or indices
		M1	3.1b	$\frac{1}{50-r} \times 0.85 \leq \frac{1}{r+1} \times 0.15$ oe $0.85(r+1) \leq 0.15(50-r)$ $r \leq 50 \times 0.15 - 0.85$	A1	Correct, in fe or $r <$ correc
ii) (a)	$\frac{17(r+1)}{3(50-r)} \leq 1$ oe $17r + 17 \leq 150 - 3r$ oe $20r \leq 133$ $r \leq 6.65$ $r \text{ is an integer so } r \leq 6$	A1	1.1			
		A1	1.1			
		A1	1.1			
				SC: $P(X=6)=0.142, P(X=7)=0.157, P(X=8)=0.149$ BI ... be these three) hence $r \leq 6$ BIdep		No wking

A level Further Mathematics broadens your mathematical skills and promotes deeper mathematical thinking. You will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts. Studying it is likely to improve your grade in A level Mathematics. The extra time, additional practice, further consolidation and development of techniques contribute to improved results in A level Mathematics.

The Course Involves:

Year One:

AS Unit 1: Further Pure 1 including Proof, Complex Numbers, Matrices, Further Algebra and Functions and Further Vectors

AS Unit 2: Further Statistics including Random Variables and Poisson Processes and Goodness of Fit

AS Unit 3: Further Mechanics including Momentum and Motion and Differentiation and Integration of Vectors

Year Two:

A2 Unit 4: Further Pure Mathematics including Complex Numbers, Further Trigonometry, Matrices, Further Algebra and Functions, Further Calculus, Polar Coordinates, Hyperbolic Functions and Differential Equations

A2 Unit 5 or 6: Further Statistics or Further Mechanics, extending units 2 and 3 respectively

Assessment

Unit 1: Written paper 13.3 % A level, 33.3 % AS level

Unit 2: Written paper 13.3 % A level, 33.3 % AS level

Unit 3: Written paper 13.3 % A level, 33.3 % AS level

Unit 4: Written paper 25% A level

Lorem ipsum

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs M. Lane

Entry Requirements:
AA or above in Maths and Numeracy

Modules:
All students study pure Maths and a combination of statistics and Mechanics.

Assessment method:
100% examination

MEDIA STUDIES

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It has been argued that media in the 21st Century dominates our lives and that the media we consume is the basis for our understanding of the world in which we live. Students will study all forms of Media - television, radio, newspapers, magazines, film, the internet, videos, DVDs, CDs and computer games. Students will learn how texts are constructed, representation, audience response and how to de-construct print and audio visual texts. It is not necessary for students to have followed a course in GCSE Media Studies. Students who complete the AS specification will have acquired the necessary practical and intellectual skills to progress to advanced level study in Media or apply their learning to a variety of related subjects.



Year 12 - AS

AS Unit 1: Investigating the Media Written examination: 2 hours 30 minutes 24% of qualification. The exam consists of three sections.

Section A: Selling Images – Advertising and Music Video. This section assesses knowledge and understanding of media language, representation and audiences in relation to advertising or music video. There is one question based on unseen print or audio-visual resource material.

Section B: News in the Online Age — This section assesses knowledge and understanding of media language, representation, media industries and audiences. There is one two-part question requiring reference to the set news products studied.

Section C: Film Industries from Wales to Hollywood. This section assesses knowledge and understanding of media language, media industries and audiences. There is one two-part question requiring reference to the set films studied.

AS Unit 2: Creating a Media Production NEA coursework 16% of qualification 80 marks. Students will be tasked with creating a film poster or an advertisement of a product.

Year 13

A2 Unit 3: Media in the Global Age Written examination:

Section A: Television in the Global Age There is one question from a choice of two based on the set television programmes studied.

Section B: Magazines – Changing Representations - There is one question from a choice of two based on the set magazines studied.

Section C: Media in the Digital Age – Video Games There is one question from a choice of two based on the set video games studied.

A2 Unit 4: Students will be tasked with researching and creating a magazine front cover, contents page and additional pages.

The skills achieved through studying Media are wide ranging. Students will learn how to explore, analyse, interpret and create a wide range of media products such as adverts, films and video games. These skills are applicable for many University courses and the wider world of work. Studying Media provides students with the opportunity to develop both their written and digital skills which are ever relevant in our modern world. The media, creative and technology industries are one of the fastest growing industries and as a result has many university courses and career opportunities.

Career Opportunities include: Marketing, journalism, designers, photographers, fashion, social media managers and public relations to name a few!

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs R. Jeffery

Entry Requirements:
GCSE Grade C in English

AS Modules:

- Investigating the Media.
- Creating a Media Production

AS Assessment:
24% Written Exam
16% Coursework

A2 Modules:

- Media in the Global Age
- Creating a cross Media production

A2 Assessment:
36% Written Exam
24% Coursework

PHOTOGRAPHY

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Photography helps us to be present and focus on what is happening in the world around us. Photographs instil in us a sense of time and appreciation for light. Learning how to observe through the camera can improve one's way of seeing the world in different perspectives. Students are encouraged to work independently as artists and photographers, experimenting with a variety of processes and techniques and following their creative instincts.



How will I study?

The AS level (Year 12) consists of an exploratory coursework project/portfolio titled 'Personal Creative Enquiry'. The A2 (Year 13) is an additional year of study and is made up of two units titled 'Personal Investigation' and 'Externally set examination'.

What will I learn?

We offer an exciting and diverse curriculum which provides opportunities for students to reflect, research, analyse along with learning to work independently and manage time efficiently. These skills are applicable for any university course and area of life.

How will my work be assessed?

The full A level is divided into a total of 3 units, 1 AS unit and 2 A2 units.

What career opportunities could lead from studying Photography?

The skills achieved through studying A level Photography are wide ranging. Students learn to think creatively, take risks with their work and ideas, be ambitious, playful and curious about the world. Students learn to reflect, research, analyse along with learning to work independently and manage time efficiently. These skills are applicable for any university course and area of life. Studying an Art and Design endorsed Photography course provides entry to an unprecedented range of specialisms and skills – both traditional and digital. The creative industries are one of the fastest growing in the UK and this is reflected in the broad range of creative courses available at university as well as future careers.

Where have past students progressed onto?

Many of our students go on to Art Foundation Courses and Universities. Past students have gone on to gain careers in advertising, animation, graphic design, games design, fashion, architecture and broadcasting.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs R. Jeffery

Entry Requirements:

C grade or above in Media or Art GCSE

AS Unit 1 - Personal Creative Enquiry

This makes up 40% of the A Level qualification.

- Internally set.
- Non-exam internally assessed
- Externally moderated.

A2 Unit 2 - Personal Investigation

This makes up 36% of the A Level qualification.

- Internally set.
- Non-exam internally assessed.
- Externally moderated

A2 Unit 3 - Externally set examination

This makes up 24% of the A Level qualification.

- Externally set.
- Internally assessed.
- Externally moderated.

PHYSICAL EDUCATION

ADDYSG GORFFOROL

The practical content of the course has been increased to 40% of the total mark at AS and the main focus is on participation and performance in physical activity as part of a balanced, active and healthy lifestyle. This will enable candidates to increase their physical competence, develop their involvement and effectiveness in physical activity, become informed and discerning decision-makers in relation to their own and others' involvement in physical activity, raise awareness of the key factors influencing participation in PE, consider the impact of contemporary products on participation and consider the impact that consumer focused influences have on participation.



Year 12 AS – 2 Units

Unit 1: Exploring Physical Education – written examination : 1 ¾ hours (24% of qualification) to assess all AS subject content to include: Exercise Physiology, Performance Analysis and Training, Diet and Nutrition, Sports Psychology, Skill Acquisition and Sport and Society.

Question types – contextualised questions to include multiple choice, data response, short and extended answers.

Unit 2: Improving Personal Performance in Physical Education Non-exam assessment: (16% of qualification)

To assess:

- Practical performance in one activity as a player/performer
- Practical performance as a coach
- Personal Performance Profile

Year 13 A2 – (the above 2 AS Units plus a further 2 below)

Unit 3: Evaluating Physical Education – written examination: 2 hours (36% of qualification) to assess all A level subject content and include Exercise Physiology, Sports Psychology and Skill Acquisition.

Question types – A range of questions to include data response, short and extended answers.

Unit 4: Refining Personal Performance in Physical Education

- non exam assessment (24% of qualification)
- Practical performance in one activity as a player/performer, coach or official
- Investigative research

You do not need to be an 'International Athlete' to succeed on this course but you must be physically competent in at least one practical activity. You also need to be confident enough to deliver coaching sessions as this forms part of your assessment. You will definitely need a good work ethic, as this is a challenging course with a heavy workload. An ability to work with others is essential.

This course provides a suitable foundation for specialist study in both PE and Sports Studies at Higher Education. It is useful for students intending to pursue careers in teaching, coaching, sports development and the leisure Industry, recreational management, health, public services, leisure and fitness, professional sports medicine, physiotherapy and nursing. When applying to university, PE is sometimes considered a science.

KEY INFORMATION

Level: AS and Advanced

Examining Board: WJEC

Curriculum Leader: Mrs E. Jones

Entry Requirements:

B grade or above in GCSE PE

AS Unit 1: Exploring Physical Education –written exam: 1 ¾ hrs(24%)

AS Unit 2:

Improving Personal Performance in Physical Education – non exam assessment (16%)

A2 Level: (the above plus a further 2 units)

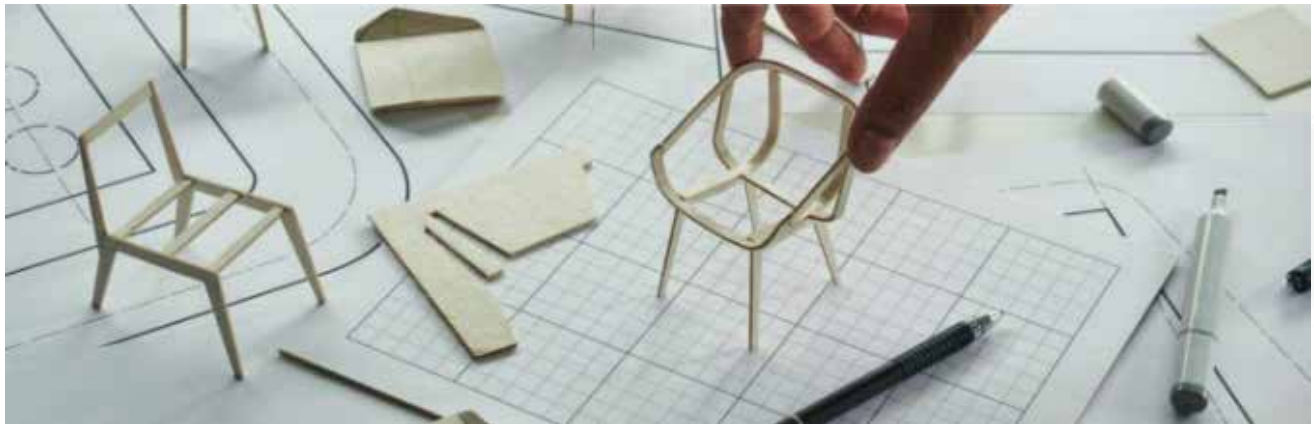
A2 Unit 3: Evaluating Physical Education – written exam: 2 hrs (36%)

A2 Unit 4: Refining Personal Performance in Physical Education – non exam assessment (24%)

PRODUCT DESIGN

DYLUNIO CYNNYRCH

Product Design is a varied and interesting course which will test students and push their creative thinking. Students will develop key skills necessary to become a product designer. Through a selection of 'live' briefs pupils will design and make a product of their choice supported by a detailed design portfolio of research, analysis, designs and evaluation. It is a popular, challenging course which offers pupils a unique opportunity to develop design and manufacturing skills incorporating CAD/CAM to develop and refine a final prototype. Product designers are quick idea generators, with good design skills and be able to think outside the box and always looking to solve problems and improve things. Logical thinkers, good sketchers, detailed workers make good product designers.



An ability to be able to see both sides of an argument and articulate a reasoned response is also essential. Skills developed include organisation, the ability to communicate an idea to a given audience, creativity, innovation, specific use of technical terminology, analytical skills, presentation skills, visual communication skills, practical/manufacturing/workshop skills, understanding of materials and their properties, health and safety skills, commercial design and manufacturing techniques, and the use of new and emerging technology.

Year 12 - AS

DT1 Examination Paper: 25% of overall mark (2 hours in total) This paper will contain two sections which will test your knowledge and understanding of the following areas within product design:

- Designing and innovation
- Product analysis
- Materials and components
- Industrial and commercial practice

The paper is split into 2 sections:

Section A: questions require short answers.

Section B: questions require open-ended essay type responses.

DT2 Design and Make Task: 25% of overall mark (over approximately 40 hours). Students submit one design and make task which consists of an A3 folio and a practical task.

Year 13 – A2

DT3 Examination Paper: 25% of overall mark (2½ hours in total) This paper consists of three sections and will assess knowledge and understanding drawn from the whole subject content of one focus area. Section A and B questions require short answers and Section C questions require open-ended essay type responses and will specifically test the following: designing and innovation, product analysis, human responsibility, public interaction, materials and components, industrial and commercial practice, processes and production systems and control.

DT4 Major Project: 25% of overall mark (over approximately 60 hours) Students will undertake a single substantial project. Each year the WJEC will set eight themes for the project, though students can also submit their own proposals. The project requires candidates to demonstrate their designing and making skills and knowledge and understanding.

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Mrs I. Davies

Entry Requirements:
B grade or above at GCSE

AS Level Modules:

Exam Paper covering 25% of overall mark Design & Make Task (A3 Folio and practical task) Covering 25% of overall task

A2 Level Modules:

As AS plus exam paper covering 25% of overall mark Major Project covering 25% of overall mark

Assessment method:

50% Examination

50% Coursework

PSYCHOLOGY SEICOLEG

Psychology is the scientific study of people, the mind, and behaviour. It is both a thriving academic discipline and a vital professional practice. Psychologists and psychological research have a big impact on all aspects of public life, particularly in areas such as education, health, the economy, industry, and the criminal justice system. A level Psychology gives you an understanding of important aspects of human behaviour. The course covers a range of fascinating topics such as child development, stress, aggression, and social relationships, media influences on behaviour, schizophrenia, ethics and memory. It is one of the most popular subjects chosen to study at university and can lead to careers in a wide variety of disciplines.



Course Content—WJEC Psychology A

Year 12 - AS

Unit 1: Psychology: Past to Present – 1 hour 30 minutes Exam (20%) The basic core elements of psychology. This unit will involve the study of classic research to gain an appreciation that psychology continues to develop and evolve.

Unit 2: Using Psychological Concepts -1 hour 30 minutes Exam (20%) This unit provides an opportunity for independent research into areas that psychology has influenced. Learners are encouraged to carry out appropriately supervised, ethical investigations.

Year 13 – A2

Unit 3: Psychology: Implications in the Real World -2 hours 30 minutes Exam (40%). Having learnt about the various psychological approaches in Unit 1, learners will apply this knowledge and understanding to human/animal behaviours and understand that psychology has the potential to impact on society as a whole, by developing methods of modifying behaviour.

Unit 4: Psychology: Applied Research Methods -1 hour 30 minutes Exam (20%) The purpose of this unit is to ensure students know and understand the methodologies used in psychology and be able to evaluate the strengths and weaknesses of these. Learners are expected to gain first-hand experience of two research methods.

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade or above in Biology, Maths and English

AS Level Modules:

Unit 1 Psychology: Past to Present

Unit 2: Using Psychological Concepts.

A2 Level Modules:

Unit 3 Psychology: Implications in the Real Work.

Unit 4 Psychology: Applied Research Methods

Assessment Method:

100% examination

PHYSICS FFISEG

Did you know that you get wider as you go through doors? Have you ever wondered how a CD player works? How much elastic would you need to do a bungee jump? Physics has the answers. Physics investigates all aspects of the world around us. This can be seen in the wide variety of topics covered by the AS and A2 courses. The courses aim to build on your knowledge and experiences and explore new areas of application. It encourages you to analyse situations and suggest possible solutions to new problems. It is designed to meet your needs whatever your final destination post A level. In order to be successful at AS and A2 Physics, you will need to meet the minimum entry requirements.



Year 12 - AS

The course is divided into two units:

Unit 1: Motion, Energy and Matter. A study of mechanics (forces, energy, power) materials, stars and nuclear physics.

Unit 2: Electricity and Light. A study of electricity, waves and photons.

Year 13 - A2

The course is divided into three units:

Unit 3: Oscillations and Nuclei. A study of circular motion, kinetic theory, thermal physics and nuclear physics.

Unit 4: Fields and Options. A study of capacitance, magnetic fields and electromagnetic induction and medical imaging.

Unit 5: Practical examination. An experimental task and a practical analysis task. Specified practicals are carried out throughout the course and are written up in laboratory books.

Why study Physics?

Physics lies at the heart of all science and engineering and so studying physics offers a wide choice of careers including:

Civil Engineering, Ophthalmology, Computing, Vehicle Engineering, Astrophysics, Radiography, Forensic Science, Osteopathy, Pharmacy, Nuclear Physics, Physiotherapy, Manufacturing Accountancy, Medicine, Architecture, Transport Technology, Photography, Patent Agent, Aeronautical Engineering, Dentistry, Geophysics, Medical Physics, Agricultural Science, Metallurgy, Geology and Laboratory Technician.

Physics can be studied with a myriad of other subjects ranging from the arts to languages to other sciences. You will find physics challenging, stimulating, fascinating and fun!

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Mrs I. Davies

Entry Requirements:

B grade or above in Science

AS Level Modules:

Motion, Energy and Matter Electricity and Light

A2 Level Modules:

Oscillations and Nuclei Fields Practical examination

Assessment Method

90% exams

10% practical

BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED PSYCHOLOGY

TYSTYSGRIF ESTYNEDIG GENEDLAETHOL BTEC MEWN SEICOLEG GYMHWYSOL

With a similar content to 'A-Level' Psychology , this option allows students to be assessed instead via a mixture of coursework and exams. The focus is on why people behave the way they do, and what can be done to change these behaviours. There are two exam units, which can be taken in the January and June of each year, and two units of coursework which are internally assessed.



Year 12

Unit 1: Psychological approaches and applications (Exam)

This focuses on 4 different psychological approaches—social, cognitive, learning and biological. It also looks at how these approaches can be used to explain different elements of human behaviour, specifically that of aggression, consumer behaviour and gender.

Unit 3: Health Psychology (Exam)

This considers both physical and behavioural additions, the causes of stress and how to promote positive behavioural change.

Year 13

Unit 2: Personal research investigation (Coursework)

This is where learners develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

Unit 4: Criminal and forensic Psychology (Coursework)

Learners will explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system.

KEY INFORMATION

Level: Level 3 (A-level equivalent)

Examining Board: Pearson

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade or above in Biology, Maths and English

Year 12: (2 x exam)

Unit 1: Psychological approaches and applications

Unit 2: Health Psychology

Year 13: (2 x coursework)

Unit 3: Criminal and forensic psychology

Unit 4: Conduct your own psychological research

SKILLS CHALLENGE CERTIFICATE TYSTYSGRIF HER SGILIAU

The Welsh Baccalaureate is delivered over two years and awarded at the end of Year 13. Grades awarded range from A*-E. There is no examination involved but to meet the qualification's requirements, students submit portfolios of evidence. The emphasis is very much on learning through doing. The focus of the Welsh Baccalaureate at Advance level is to provide a vehicle to consolidate and progress the development of essential and employability skills. The qualification will help learners develop more complex skills, attributes and behaviours. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment.



The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Support Qualification must be met in order to achieve the overarching Welsh Baccalaureate.

3 Elements:

- Skills Challenge Certificate (1 individual project and 3 challenges)
- GCSE English Language or Welsh Language and GCSE Mathematics - Numeracy

- Supporting qualifications (For example, other GCSE's; A levels/AS qualifications; vocational qualifications. All of these skills will be developed in a variety of ways across the curriculum and throughout learning:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking & Problem Solving
- Planning & Organisation
- Creativity & Innovation
- Personal Effectiveness

The Welsh Baccaulaureate will:

- Enable learners to consolidate and formalise learning of skills;
- Provide a theoretical underpinning of knowledge and techniques related to skills;
- Encourage reflection, analysis and articulation of the learner's own proficiency in the skills;
- Engage learners in exploring, development practising and applying the skills;
- Increase confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' contexts and purposes.
- Universities throughout the UK accept WBQ as a valued alternative to an A level and some will even reduce entry requirements for those studying it.

KEY INFORMATION

Level: Advanced

Examining Board: WJEC

Curriculum Leader: Mrs S . Giddy

Entry Requirements:

General Sixth Form entry requirements

Learners will need to complete:

- Skills Challenge Certificate
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge
- Supporting qualifications (See subject teacher)

SOCIOLOGY

CYMDEITHASEG

The Sociology course is designed to make you think about how society works. You will examine questions such as: 'How should we deal with crime?', 'How is wealth distributed in this country?' and 'Does education change society?' As sociologists, we study the social lives of humans, groups and societies. All human behaviour is social and therefore the subject matter ranges from the family to the hostile mob; from organised crime to religious cults; from the division of race, gender and social class, to the shared beliefs of common cultures and from the sociology of work to the sociology of sports.



Year 12 - AS

Unit 1: Acquiring Culture - Written examination: 1 hour 15 minutes - 15% of A level Qualification (37.5% of AS qualification). This unit focuses on the theme of socialisation, identity and culture and is divided into two sections.

Section A: of the unit is compulsory and focuses on the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity.

Section B: Families and households

Unit 2: Understanding Society and Methods of Sociological

Enquiry - Written examination:

2 hours. 25% of A level qualification (62.5% of AS qualification) Unit 2 focuses on the themes of socialisation, identity and culture and methods of sociological enquiry and is divided into two sections.

Section A: of the unit is compulsory and focuses on methods of sociological enquiry.

Section B: of the unit develops understanding of the key themes of socialisation culture and Identity. This section of the unit also includes consideration of the themes of differentiation, power and stratification through detailed study of one of three options: education, media or religion.

Year 13 - A2

Unit 3: Power and Control - Written examination: 2 hours - 25% of qualification. This unit focuses on the themes of power, differentiation and stratification with issues relating to social order and social control studied through one of the following options: crime and deviance, health and disability, politics or world sociology.

Unit 4: Social Inequality and Applied Methods of Sociological Enquiry - Written examination: 2 hours 15 minutes—35% of qualification. This unit focuses on the themes of social differentiation, power and stratification and on the application of knowledge and understanding of methods of sociological enquiry. Emphasis is on effective demonstration of knowledge, high level skills of analysis, interpretation and evaluation.

Section A: focuses on the processes of research design and on the application of knowledge and understanding of methods of Sociological enquiry previously studied in unit 2.

Section B: focuses on the themes of social differentiation, power and stratification.

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Mrs E. Wilks

Entry Requirements:

B grade or above in GCSE English

AS Level Modules:

Unit 1: Acquiring Culture

Unit 2: Education and Research Methods

A2 Level Modules:

Unit 3: Power & Control

Unit 4: Social Inequality & applied methods of Sociological enquiry.

Assessment Method

100% Examination

BTEC LEVEL 3 EXTENDED DIPLOMA SPORT

CHWARAEN DIPLOMA ESTYNEDIG LEFEL 3 BTEC

This BTEC Extended Diploma has been designed to provide you with the opportunity to gain detailed academic knowledge and understanding of sports coaching and development. You will look in detail at sports coaching techniques as well as the role of sports development.



In addition, you will also study the principles of fitness, psychology, nutrition, injuries and other sport related subjects. You will participate in both theory and practical sessions covering a range of topics and different activities. The BTEC Extended Diploma is broadly equivalent to three A Levels. Progression from this course could be into employment in the sports and fitness industry where learners might take professional body examinations or complete NVQs. Alternatively learners could continue to degree or other Higher Education programmes in the same vocational sector or in a related sector.

Mandatory content (78%). External assessment (42%)

Mandatory (core) units: (all 10 units must be taken): Practical Sport, Assessing risk in Sport, Testing for Sports, Fitness Testing for Sport and Exercise, Principles of Anatomy and Physiology in Sport, Psychology for Sports Performance, Sports Nutrition, Sports Development, Technical and Tactical Skills in Sport, The Athlete's Lifestyle.

Specialist Units (optional 9 units): Leadership in Sport, Current Issues in Sport, Instructing Physical Activity and Exercise, Physical Education and the Core of Children and Young People, Rules, Regulations & Officiating in Sport, Sports Coaching, Sports Injuries, Organising Sports Events, Work Experience in Sport.

In addition, there may be the opportunity to study additional qualifications alongside the main qualification, such as coaching awards and fitness qualifications.

This course is for students who have an interest in sport and are committed to succeed in their academic studies. You must have achieved a minimum of a Merit at BTEC Sport Level 2 plus a further 3 GCSEs to be accepted on this course. This can also be offered as a 1 or 2 A level equivalent option.

KEY INFORMATION

Level: BTEC L3 Extended Diploma in Sports Level Coaching & Development

Examining Board: WJEC

Curriculum Leader: Mrs E. Jones

Entry Requirements:
Merit at BTEC L2 or a C at GCSE PE.

10 Mandatory Units:

- Practical Sport
- Assessing Risk in Sport
- Testing for Sports
- Fitness Testing for Sport & Exercise
- Principles of Anatomy & Physiology in Sport
- Psychology for Sports
- Performance
- Sports Nutrition
- Sports Development
- Technical & Tactical Skills in Sport
- The Athlete's Lifestyle and 9 Optional Units

Assessment method:
100% coursework

SPANISH SBAENEG

The MFL department offers Spanish at AS and A Level. The courses require students to build upon the listening, speaking, reading and writing skills acquired at GCSE and, in addition, to develop a deeper awareness of the culture and traditions of Spain. Students are encouraged to use the language as much as possible during lessons. Newspaper and magazine articles, as well as DVDs and computers are used to make lessons more lively and interesting. Potential students should already have reached a good standard in Spanish and preferably achieved a Grade A or B or equivalent at GCSE. The AS may be taken as a free-standing, self-contained course, or as the first year of the full Advanced Level. It is therefore suitable both for the keen linguists who intend to progress to A Level and for those who are simply looking to put some breadth into their choice of AS subjects. The WJEC syllabus is followed.



Year 12 - AS

Advanced Subsidiary Level

Unit 1: Speaking 12%

Unit 2: Listening, Reading and Translation and critical response in writing to a film 28%

Year 13—A2

Advanced Level (the above plus a further 3 units)

Module 3: Speaking 18%

Module 4: Listening, Reading and Translation 30%

Module 5: Critical and analytical response in writing to a literary work 12%

Modern Languages may be studied alongside many AS and A Level courses and may be equally well combined with Arts or Science subjects. Many businesses in Britain today trade on a European and indeed a world level and language skills are playing an increasingly important part in their success.

Anyone who has a qualification in a Modern Foreign Language becomes particularly attractive to a whole range of prospective employers. Key Skills are integral to the study of AS/A2 Spanish. Students are encouraged to develop their IT skills by using the internet to search for up to date articles on contemporary issues and by word-processing any written assignments. In addition, students work on their general communication skills, by regularly working in groups to debate some of the topics and also by preparing oral presentations.

KEY INFORMATION

Level: Advanced and AS Level

Examining Board: WJEC

Curriculum Leader: Miss E. Martinez

Entry Requirements:

B grade or above in GCSE Spanish

AS Subject Content:

- Being a young person in Spanish speaking society.
- Understanding the Spanish speaking world.

A Level Subject Content:

- Diversity and difference.
- Occupation and post-war years or the Two Spain's 1936 onwards. Assessment Returned.

BTEC LEVEL 3 NATIONAL CERTIFICATE IN UNIFORMED PROTECTIVE SERVICES

TYSTYSGRIF GENEDLAETHOL BTEC LEFEL 3 MEWN GWASANAETHAU AMDDIFFYNNOL MEWN LIFRAI

This qualification is designed to support learners who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study. Including key topics that apply to the wider world such as the Criminal Justice System, working in teams, communication skills, Psychology and Sociology elements in context. The qualification requires learners to develop the transferable and higher-order skills, such as research, presentation and communication skills, discipline and the ability to be resourceful and work collaboratively, that are highly regarded by higher education and employers. There is an option to do practical assessments throughout the course.



Assessment:

You will complete four units over the two-year course:

Year 12

Unit 2: mandatory unit (exam) Behaviour and discipline in the uniformed services

In the unit, you will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective service. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice.

Year 13

Unit 5: mandatory unit (coursework) - Teamwork, Leadership and Communication in the uniformed protective services.

In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective team member while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services and the importance of clear communication.

Option Coursework Units (two of the following)

Police Powers and the Law:

- Examine the legal framework surrounding the powers of the police to tackle criminal behaviour
 - Investigate the various roles undertaken by the personnel of the courts
 - Explore the criminal trial process to be followed once the individual has been charged with an offence
- Introduction to criminology:

- Examine the effects of crime on individuals, communities, the uniformed protective services and other public services
- Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders
- Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crimes

Professional Development in the Uniformed Protective Services:

- Investigate career and job opportunities in the uniformed protective services
- Explore own skills, using a skills audit, to inform a career development action plan
- Undertake a recruitment activity to demonstrate the process that can lead to a successful job offer in a selected career pathway
- Reflect on the recruitment and selection process and own individual performance

KEY INFORMATION

Level: Level 3 BTEC – 1 A Level.
Equivalent UCAS points.

Examining Board: Pearson

Curriculum Leader: Mrs E. Jones

Entry Requirements:

Merit at Level 2

AS Units:

2 Units in Year 12

A2 Units:

2 Units in Year 13

Assessment:

Four units over the two years.
67% Coursework.
33% Exam

LEVEL 2 PATHWAYS TO EMPLOYMENT COURSES

Cyrsiau Llwybrau at Gyflogaeth Lefel 2

These exciting new post 16 Level 2 vocational courses will be based in your school and with Sport/Leisure/Play and Childcare employers within your local community.

The qualifications, WJEC/City and Guilds Level 2 Children's Care, Play, Learning and Development and BTEC Level 2 Diploma Sports Industry Skills are designed for post 16 learners and will provide you with the skills, experience and qualifications to enter a wide range of related occupations on completion of the course. In addition, a range of sector specific qualifications, such as Food Hygiene and First Aid will be available throughout the duration of the course.

GCSE Maths or English would be available, alongside these courses if required.

WJEC/City and Guilds Level 2 Children's Care, Play, Learning and Development CBACT/City and Guilds Lefel 2 Gofal, Chwarae, Dysgu a Datblygiad Plant

Core Qualification:

Theory units taught in school.

Five Mandatory Units:

- Principles and Values of Children's Care, Play, Learning and Development
- Health, Well-Being, Learning and Development
- Professional Practice as an Early Years and Childcare Worker
- Safeguarding Children
- Health and Safety in Children's Care, Play, Learning and Development

Practice & Theory Qualification:

Theory units taught in school and a minimum 40 days on placement in a childcare setting.

Five Mandatory Units:

- Supporting Core Practice in Children's Care, Play, Learning and Development
- Supporting Play, Learning, Growth and Development
- Supporting Nutrition and Hydration in Early Years
- Responding to Signs of Potential Illness and Infestation/Infection
- Understanding Children's Care, Play, Learning and Development

BTEC Level 2 Diploma Sports Industry Skills

Diploma BTEC Lefel 2 y Diwydiant Chwaraeon

This qualification is a part of the BTEC Level 2 Sports Industry Skills suite for the Sport and Leisure sector with a variety of routes available through the qualification

- BTEC Level 2 Diploma in Sports Industry Skills (Leading Children's Sports Activities)
- BTEC Level 2 Diploma in Sports Industry Skills (Instructing Exercise in a Gym Environment)
- BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit training)

Mandatory Theory Units include:

Working in the Sport and Active Leisure Industry

Roles and Responsibilities of a Recreation Assistant

Physical and Sports Education in a School and Community Setting

Mandatory Work Based Units include:

Working as a Sports or Play Leader

Working as Gym Instructor

Customer Service Skills

Entry Requirements:

A range of Level 1 and 2 qualifications that demonstrate the skills, aptitudes and independence required of these courses.

If you would like more information about these exciting new courses, please see Mr Woodland



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