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Headteacher's Foreword

Dear Student, Parent/Guardian,

It gives me great pleasure to provide a brief introduction to this handbook which, we trust, will be of assistance when faced with a number of important decisions.

Glantaf's Sixth Form offers students a warm welcome and a friendly working environment. Current facilities have been extended and upgraded affording Year 12 and 13 students access to cutting edge technology and first class accommodation. Our Sixth Form offers a wide curriculum and a variety of experiences outside formal lessons. Advice and guidance are also readily available from teachers and tutors. Our aim is to enable students to develop academically, vocationally, personally and socially, and to become mature, responsible, bilingual citizens.

Over the years, our Sixth Form students have brought distinction to the school in a wide range of fields. We expect every student to be committed to their studies, to promote the Welsh ethos of the school, to be responsible young leaders within the pupil community and to enjoy the new experiences available in the sixth form. The school is grateful to parents and guardians for their continued co-operation in support of these aims.

We look forward to welcoming you back in September.

Yours sincerely,



Alun Davies
Headteacher

1. Reasons for returning to Glantaf's Sixth Form

There are many considerations. Ysgol Glantaf offers you the opportunity to develop as a person, not only in a Welsh-speaking environment but through widening horizons.

Extra-Curricular Achievements:

- **Music:**
Concerts; Carol Service, the Sixth Form farewell concert. Musicals. Eisteddfod. Members of the Sixth Form have also earned places in the Welsh National Orchestra, Bands and Choirs as well as being successful in winning Scholarships. A foreign music trip every two years.
- **Drama:**
Success in the National and Urdd Eisteddfods and in local independent drama companies. Several have made television and film appearances. A number of students have earned places in the National Youth Theatre of Wales and the British National Youth Theatre. A number have also won scholarships to Drama Colleges.
- **Sport:**
There have been major achievements across a broad spectrum: rugby, football, basketball, athletics, hockey, netball, cross country running, tennis, swimming etc, represented Wales in different disciplines and a large number have represented the County. There are three highly successful 6th form Rugby teams who compete in the Welsh Schools league and play most Saturdays.
- **Travel:**
Modern Languages. Work experience in France and Germany
Music Department. Barcelona, Italy, Malta, Portugal
Art Department. Amsterdam, Paris, Barcelona, Paris
History Department. Berlin, Prague, Somme, Poland, Belgium, Washington
Rugby. Australia, South Africa, Zimbabwe, Australia, Hong Kong, New Zealand, Canada
Ski-ing. Austria, France
Expeditions - Zambia, Botswana, Borneo, Peru and India, Morocco, Turkey, Sweden.
- **The Urdd:**
Llangrannog and Glanllyn - Mentor training courses
Urddaholics
Glantaf Urdd Group
Football, rugby, netball and hockey team training opportunities
Running clubs for primary school and year 7 and 8 pupils
- **Miscellaneous:**
Duke of Edinburgh Award Schemes
Theatre visits
Higher Education Fairs
Public Speaking

Maths and Computer Challenge Competitions
National Competition held by the Royal Biological Society
Filming and acting opportunities

- **The Welsh Ethos:**
The opportunity to use the language on a daily basis, and to help and encourage younger pupils. For example, house leadership
'Swogs' in Llangrannog Year 7 and Year 6
Reading scheme
House activities e.g. sport, cross country
Years 6 to 7 Transition activities
- **Political:**
Mock-Elections
Debating Society
International Affairs discussion Conference
Mock United Nations Conference
European Youth Parliament
School Council

Curricular Reasons

If you return to the open Sixth Form in Glantaf, you will have the opportunity to improve your academic qualifications through:

- a wide range of subjects to study and qualifications to gain, many of the subjects are in more than one option column.
- in-depth study of some subjects which you have already followed to GCSE standard or beginning courses in subjects not studied previously in AS Level, A Level, BTEC or the Welsh Baccalaureate.
- re-sitting GCSE courses. Welsh Language, English Language and Mathematics may be re-taken (providing the students has already gained at least a grade D) in November or January while all other subjects may be re-sat in June at the end of Year 12.

Academic Success

By returning to our Sixth Form you will be returning to a school who annually boasts some of the best results in the country.

We are very pleased by the number of students that have:

- entered higher education
- won Scholarships to Universities in Wales
- attended interviews and earned places at Oxford and Cambridge

These students have studied a wide range of subjects.

Their success is highly encouraging and is indicative of the strength of every department.

A Level Results:

Year	A - C
2009	84%
	A* - C
2010	86%
2011	80%
2012	88%
2013	86%
2014	82%
2015	83%

Pastoral Care and Further Education/Workplace Guidance

By continuing your education in a familiar place comes the security that the careful pastoral care given at Glantaf will continue. Each Sixth Form student will:

- register every morning with their form teacher
- have the opportunity to discuss their progress at parents' evening
- receive reports on their effort and academic achievement.

Additionally, during the one or two years the student will spend in the 6th form we will prepare them thoroughly towards the next stage in their lives, be that in Further Education, apprenticeships or in work by:

- work experience
- mock-interviews
- attending university and departmental open days
- Eton Summer school
- Sutton Trust Summer School
- new 6th Form induction events
- attending meetings about Cambridge/Oxford University
- Nottingham University preparation courses i.e. Medlink

- two day visit to Oxford University
- preparation towards university entrance exams i.e. LNAT, HAT, BMAT, UKCAT
- careers advice – Careers wales
- GAP year advice.

In addition there are numerous opportunities for each student to develop as people and gain further valuable and transferable skills through:

- assisting in the Special Needs' department homework club
- school Council
- Swogs in Llangrannog Years 7 and 6
- sixth Form Committee
- reading scheme
- voluntary work in the community as part of the Welsh Bac
- Duke of Edinburgh
- Head boy and Head girl elections
- the school's peer-led counselling scheme (Seren)
- charitable and fundraising work
- Leading year and School Council
- and the Prom!

2. Expectations of 6th Form Students

The Rounded Profile

Your academic qualifications are important, but your personality and happiness are equally important. Consider the interview situation, whether it is for employment or for a place in higher education. Interviewers will be faced with the dilemma of choosing between applicants with similar qualifications. The decisive factor will be the personality and experience best suited to that particular environment. You need also to demonstrate that you are able to co-operate and work as a team, take responsibility, and carry out your duties in an independent and dependable way. It is hoped that all students develop these qualities to their full potential during their time in the Sixth Form.

Responsibilities in the Sixth Form

Returning to the Sixth Form is the individual's choice. It is only fair, therefore, to offer some guidelines about responsibilities in the Sixth Form in order to help each student arrive at an informed decision, before signing the official contract for returning to the Sixth Form.

It is the aim of the school to give each member of the Sixth Form the opportunity to develop every potential, be it academic, extra-curricular or social, and all within a Welsh atmosphere and ethos. The aim is also to allow freedom of individual opinion and behaviour as long as this freedom does not over-step consideration towards peer-group, younger pupils, teachers and all members of the school community.

Generally there are three main points:

- To use and be proud of the Welsh Language and culture.
- To behave in a way which reflects the special status of membership of the Sixth Form.
- Commitment to every aspect of a rounded education, and readiness to listen to guidance in balancing work and leisure.

Personal responsibilities

You are expected to:

1. Follow a minimum of 15 hours of lessons per week.
2. To be punctual in every lesson, assembly, registration period and any arranged activity.
3. Work quietly in the Study Rooms, and to realise the importance of self-discipline and individual research in the Sixth Form. You should spend up to 20 hours a week on academic study outside your timetabled lessons. Be on a constant lookout for additional information.
4. Present homework punctually and regularly, always paying attention to standards and following up on any weaknesses. Every piece of work is important. Students who have experience of modular examinations have already learnt the importance of work in the Lower Sixth.

5. Limit your unsupervised time; for your own benefit, there is regular monitoring. Should any of your teachers draw your attention to under-achievement, **take note** and act positively.
6. Organise your social life sensibly. Symptoms of the 'night before' will not be conducive to the learning process the following day.
7. Consider carefully the time and energy spent on waged employment. There are unavoidable circumstances, including the difficulties of helping to finance yourself. However, many students undertake long hours merely to sustain a lively social life.

You are expected to work hard, but you can be assured of every help and support.

Your responsibilities to the School

1. As senior pupils, it is all-important that the Sixth Form sets an example to the rest of the school - in language, behaviour, attendance, punctuality and appearance. (Please refer to guidelines on sixth form 'uniform').
2. You are encouraged to contribute positively to the school as a whole, productions, 'Eisteddfodau', House activities, school teams, helping younger pupils, etc.
3. Constitutional affairs and social arrangements within the Sixth Form are run largely by the Sixth Form through its own elected representatives. It is a personal and social responsibility to support and actively help your representatives.
4. You should not leave the premises without signing in the register. This rule is not designed to restrict and confine; it is a pattern of safety and courtesy that is observed in most work and post-school situations. For the same reasons, we require the support of parents and guardians in supplying a covering note for any absence.
5. The relationship between you and the Staff certainly changes in the Sixth form. You will no longer be pupils, but students. Enjoy and respect the difference.

The amenities available in the Sixth Form

Students are assured of a well-equipped study room, and have daily use of the bistro and refectory.

3. How to Choose Subjects in the 6th Form

1. Subjects you do well at GCSE results
2. Consider new subjects, but avoid choosing all new ones.
3. Subjects that you enjoy
4. Be realistic – if the majority of your GCSE results are grades B and C you are unlikely to meet the entry requirements of a Medical School, therefore it would be unwise to study 3 sciences at A Level ‘just in case’.
5. The gap between GCSE and A Level is wide – take the teachers’ advice if they express concerns regarding your ability to cope with particular subjects.
6. Many universities welcome a **range** of subjects at AS Level, for example History, Chemistry, Maths and French.
7. Similarly, most universities welcome **contrasting** subjects for example three sciences and music.
8. Do not listen to ‘hearsay’ for example ‘X is easy’ – everyone is different.
9. Do not base your decisions on your friends’ choices – you might have more fun in the lessons but they will not be any use to you in the exams!
10. Do not choose subjects because you think ‘they’ll look good on an application form’ unless you have a particular aptitude for that subject. It is better to have an A at Sociology than an E at Chemistry.
11. Everyone should start with 3/ 4 AS subjects & Welsh Baccalaureate.
12. Look for a balance between coursework and exam assessment.
13. If coursework let you down at GCSE don’t choose subject that are heavily weighted towards this type of assessment at A Level.
14. Look for subjects that compliment each other e.g. Economics and Maths Statistics, Biology and Physical Education, Psychology, and Health and Social Care.
15. If you have a future career in mind do your research carefully before choosing your subjects – some will be necessary, some preferred, e.g. GCSE Science at grade C or above for Primary Education.
16. Refer to “Informed Choices” booklet in the Sixth Form area of the school’s Website.

Look carefully at university workplace/college admissions criteria:

- Architecture: The ability to draw, an interest in History of Art, Maths GCSE.
- Computer Science: Maths
- Engineering: Maths (Physics in some universities)
- Law: Subjects which develop your logical thinking e.g. Maths, Science, Modern or Classical Languages as well as a subject which requires you to discuss e.g. History.
- Music: At least grade 5 piano.
- Medicine: Varies greatly but Chemistry at A Level is required by all universities, policies on Biology and Physics/Maths varies.
- Natural Sciences: Maths
- Maths: Further Maths
- Teaching: GCSE Science, Maths and English Language (B grade) as well as one more national curriculum subject at A Level.
- Physiotherapy: Biology

www.bbc.co.uk

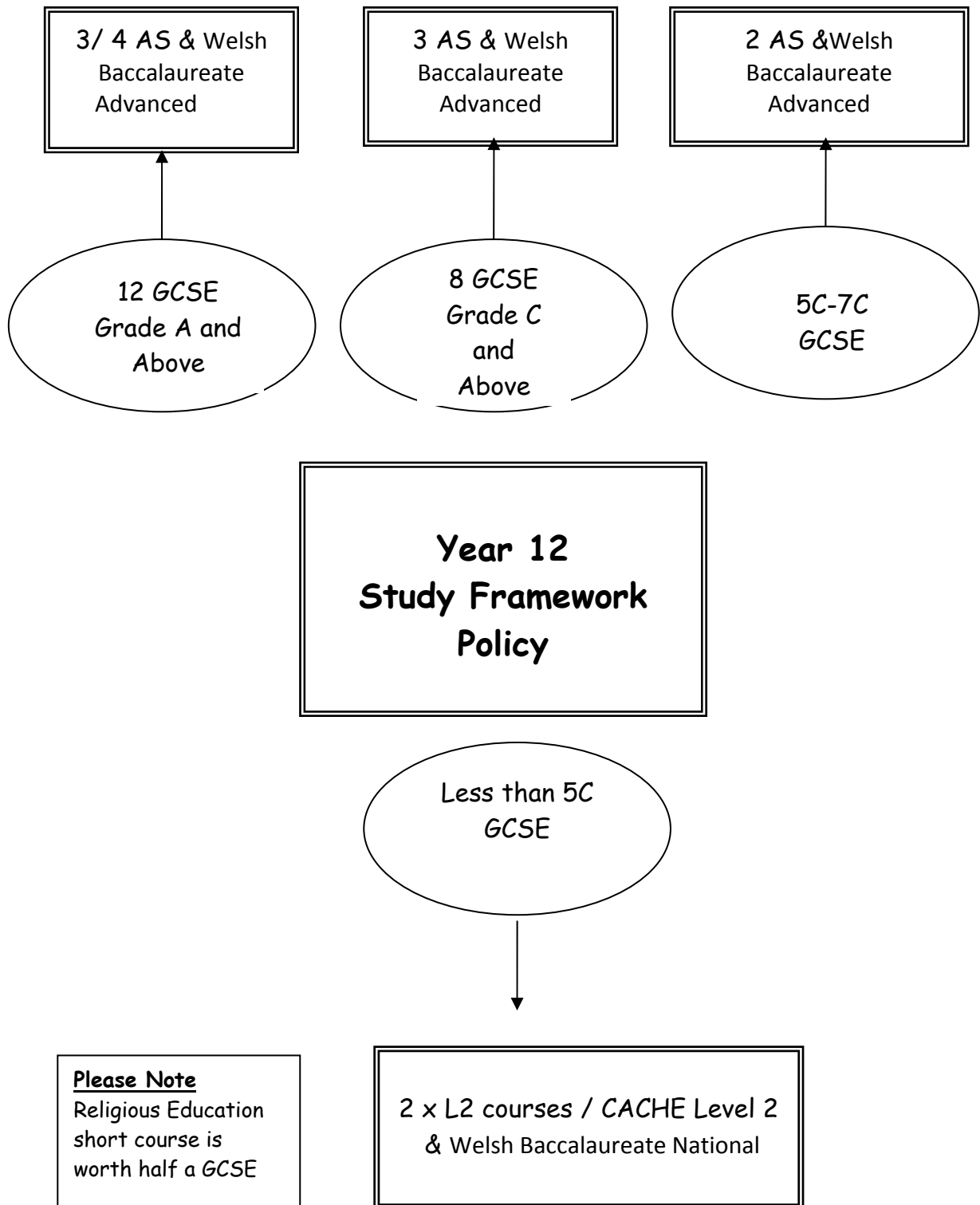
www.teenissues.co.uk

www.careersserviceni.com

www.doyou.co.uk

www.cam.ac/admissions/undergraduate/requirements

4. Study Framework



5. Subjects and Heads of Departments

Art and Design	-	Mrs L Rees
BTEC Applied Science Level 3	-	Mrs C Roberts-Amos
Biology	-	Mr D Rees
Business Studies	-	Mrs K Llewelyn
CACHE Level 2 (Childcare)	-	Mrs K Llewelyn
Chemistry	-	Mrs C Roberts-Amos
Cisco (BTEC)	-	Mr M Mathias
Computer Science	-	Mr H Marshall
Drama and Theatre Studies	-	Mr W Jones
D & T Product Design	-	Mr H Pritchard
Economics	-	Mrs J Burnhill
English	-	Mrs M Rumming
French	-	Miss S O'Regan
Geography	-	Mrs R Norton
German	-	Mrs H Watts
Health and Social Care	-	Mrs N Rees
History	-	Mrs S Thomas
Mathematics	-	Mr H E Davies
Media Studies	-	Mr W Jones
Music	-	Mrs D M Lloyd
Music Technology and Performing	-	Mr Eifion Davies (Plasmawr)
Physical Education	-	Mr R Garner
Physics	-	Mrs N Owen
Politics and Government	-	Mrs E H Evans
Psychology	-	Mrs N Rees
Public Services	-	Mr A Morgan (Plasmawr)
Religious Studies	-	Mr I Roberts
Sociology	-	Mrs B Newis
BTEC Level 2 & 3 Tourism and Sport	-	Mr G H K Norton
Tourism	-	Mr G H K Norton
Welsh	-	Mr Owain Sion Williams

The option columns will be ready by the end of March.

6. Sixth Form Uniform

GIRLS:

- Black Shoes (No trainers or boots)
- Dark plain socks
- Black Skirt or Trousers of an appropriate style (No chinos/ denim/ cords/ combats/leggings)
- White shirt
- Sixth Form Tie
- Jumper/ Cardigan Black-V Neck with the Sixth Form badge to be bought from YC Sports. (No patterns or logos)
- Black Coat (No Denim), no hoodies
- Jewellery, piercings and make-up – if worn should be discreet

BOYS:

- Black Shoes (no trainers)
- Dark plain socks
- Black trousers of an appropriate style (No chinos/ denim/ cords/ combats)
- White shirt
- Sixth Form Tie
- Jumper/Cardigan – black V Neck (No patterns or logos)
- Black Coat (No Denim), no hoodies
- Jewellery and piercings – if worn should be discreet

7. Sixth Form Entry Policy

Years 12 and 13 are open to students that meet the Admission to the Sixth Form Framework. Every prospective student is expected to meet with the:

- a. Academic requirements and the
- b. Personal requirements

Academic Requirements

GCSE grades	Students who have achieved these results will be accepted for the following courses.	Additional Requirements
Under 5 Cs	<ul style="list-style-type: none">• Level 2 Tourism• Level 2 Sport• CACHE Level 2 (Childcare)• Welsh Baccaulaureate National• Glantaf's Higher Education Certificate	By recommendation of 4 teachers that have taught the pupil in Years 10 and 11
5 C grades or more or merit in Level 2 course	Advanced Level Courses BTec Level 3 Courses & Welsh Baccaulaureate Advanced	Grade C or above at GCSE is expected in a subject relevant to an Advanced Level course

Personal Requirements

The student has:

- Conformed with Glantaf's (or another school's) expectations consistently in Years 7-11
- Shown respect for others and their possessions in lessons and outside the classroom
- Students must enrol to the 6th form before the end of September. Any enrolment requests after this date will be at the Head's discretion.
- The Headteacher's decision is final.

8. Year 13 Entry Policy

Year 12 students who wish to continue to year 13 are expected to meet the following criteria:

- Attend all lessons (allowing for some exceptions)
- Submit work punctually, exercises, essays, course work, presentations, research work etc
- Work consistently and conscientiously.
- Make the utmost effort to achieve potential.
- **Achieve respectable grades in the AS modular examinations which reflect the individual's effort and potential.**
- Make appropriate and responsible use of non-contact time.
- Level 2 BTEC students should attain the Merit/ Distinction in all subjects in order to continue with Level 3 courses (subjects that are a natural progression from BTEC)
- Students who achieve low grades (D, E, and U) due to a lack of effort and application will not be allowed to return to year 13. The Headteacher's decision will be final.
- Students who achieve low grades due to a lack of effort and application will not be allowed to re-start year 12. The Headteacher's decision will be final.

9. Partnership with Plasmawr

The Partnership's Aims and Objectives

The partnership's aim and objective is to ensure education and training of the highest possible standard through the medium of Welsh in the Cardiff area. Through the partnership the students' curriculum choice will be broadened whilst ensuring the progression of 14-19 education and training. Effective education is offered with regard to the development of the students' personal, social and key skills. Also the partnership's aim is to increase our students' employability.

The Brand

<p>Excellent proficiency in the Welsh language and bilingually</p> <p>A high level of key skills</p> <p>A high level of subject-specific skills (academic and vocational)</p> <p>High quality interpersonal skills</p> <p>Well-balanced and responsible citizens</p> <p>No-one will be without qualifications</p> <p>A commitment to life-long learning</p>
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Subjects

GLANTAF	PLASMAWR
Sports (Level 2) Tourism (Level 2) CACHE (Level 2) Childcare CISCO (Level 3) German Health and Social Care Economics Politics	Public Services (Level 3) Music Technology (Level 3) Spanish (Level 3)

Entry and Pastoral Policy

- See the school handbook of the chosen course.

Registration and Subject Induction

- This is done in discussion between the Heads of 6th Form of both schools.
- Each enquiry for a place on a course in the sister-school should initially go through the Head of 6th Form in the mother-school.
- Registration for entry to the 6th Form for September 2016 takes place in Glantaf on Tuesday, June 21st 2016.
- Registration takes place in Plasmawr on the first day of Year 12 in September 2016.
- An opportunity is given during the induction day for Students to attend the sister-school and have the opportunity to meet the teachers and receive relevant paper work e.g. timetables and transport plans etc.

Policy on Discipline

- Students are expected to behave according to the guidelines of the sister-school within which he/she attends lessons.
- The conditions for receipt of EMA are the same in both schools. The sister-school is notified of lack of attendance, effort and work.
- Every complaint regarding students, their work, behaviour, attendance and punctuality will go to the Head of 6th Form of both schools.
- Both schools will have their own procedures for dealing with complaints but in principle they will follow the guidelines of the school where the subject is taught.

- | | |
|---------------|--|
| Step 1 | A warning from the subject teacher. |
| Step 2 | A Letter to the student's home from the subject teacher / Head of Department and a copy to the Head of 6 th Form of the school who will transfer the information to the Head of 6 th Form of the other school. |
| Step 3 | Arrange a meeting over the phone / in person with the student's parent / guardian by the Head of 6 th Form of the mother-school. |
| Step 4 | The punishment systems of the mother-school will be followed. |

Students' Absence Policy

It is the students' responsibility to notify the school of absence due to illness. This is essential before a trip or visit.

Ms Adele Worner (Plasmawr) 02920 405499

Mrs Alison Harris (Glantaf) 02920 333090

Transport

Whenever possible, transport is arranged for the partnership's courses.

Changes to the Normal Timetable

The schools will notify students at the start of each term of any proceedings in the school that will have an impact on normal lessons e.g. INSET day, PSE day, festivals, and home study leave.

Policy for Registration and Sitting Examinations

Subject examinations take place in the school where the subject is taught.

Report to Parents

Parents are expected to attend parents' evenings where the subject is taught. Information is obtained from the Head of 6th Form of the mother-school.

Entry Policy for Year 13

One does not have an automatic right to continue into year 13. See both schools' entry policy.

Addendum

Please note that as a result of students' free choices the Headteacher may decide to withdraw courses from the offer. This may happen when too few students choose to study a course as it would be too costly to put on the course for just a small number of learners.

There may also be occasions where the student's choice is not possible such as:

- ♦ A student chooses a course that is not suited to their academic ability.
- ♦ Where it may conflict with other choices that the student has made.

We will let you know about changes in courses as part of the information we give out on a regular basis to students and parents.

When an individual has particular concerns we will discuss them informally to try and resolve them.

You may also ask the Headteacher for a review where a student's choice has been declined.

Welsh Baccaureate National (Post 16)

The central focus of the National (Post 16) Welsh Baccaureate at is to provide a vehicle for level 2 post 16 learners to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.

Through the Welsh Baccaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. It provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project	50%	<ul style="list-style-type: none"> • Planning and Organisation • Critical Thinking and Problem Solving • Literacy • Numeracy • Digital Literacy 	✓	✓
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> • Creativity and Innovation • Personal Effectiveness • Numeracy • Digital Literacy 	✓	✓
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Literacy 	✓	✓
Community Challenge	15%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	✓	✓

WJEC National (post-16) Welsh Baccaureate

To achieve the National (post-16) Welsh Baccaureate learners must achieve the Skills Challenge Certificate at National (post-16) level together with specified Supporting Qualifications.

The following Supporting Qualifications must be achieved **either** during the course **or** previously:

- GCSE English Language or GCSE Welsh Language at grade A* - C
(Alternatively legacy GCSE English Language and GCSE Welsh Language at grade A* - C accepted or until November 2016 Essential Skills Wales level 2 Communication accepted);
- GCSE Mathematics – Numeracy at grade A* - C
(Alternatively legacy GCSE Mathematics at grade A* - C accepted or until November 2016 Essential Skills Wales level 2 Application of Number accepted).

The following Supporting Qualifications must be achieved while following the National (post-16) Welsh Baccaureate programme:

- A maximum of four Level 2 qualifications with a total of at least 300 GCH.

WELSH BACCALAUREATE ADVANCED (post – 16)

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for level 3 learners 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.

Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. It provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project	50%	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Planning and Organisation • Critical Thinking and Problem Solving 	✓	✓
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> • Numeracy • Digital Literacy • Creativity and Innovation • Personal Effectiveness 	✓	✓
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> • Literacy • Critical Thinking and Problem Solving • Creativity and Innovation 	✓	✓
Community Challenge	15%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	✓	✓

WJEC Advanced Welsh Baccalaureate

To achieve the Advanced Welsh Baccalaureate learners must achieve the Skills Challenge Certificate at Advanced level together with Supporting Qualifications:

The following Supporting Qualifications **must** be achieved **either** during the course **or** previously:

- GCSE English Language or GCSE Welsh Language at grade A* - C (Alternatively legacy GCSE English Language and GCSE Welsh Language at grade A* - C are accepted);
- GCSE Mathematics – Numeracy at grade A* - C (Alternatively legacy GCSE Mathematics at grade A* - C is accepted);

One of the following Supporting Qualifications options **must** be achieved during the Advanced Welsh Baccalaureate programme:

- **Two** A levels at grade A* - E;
- **One** A level at grade A* - E and a Pass in **one** level 3 vocational qualification of at least 300 GLH;
- Pass grade in **one** or **two** level 3 vocational qualifications which total at least 600 GLH.

10. Summaries of Subjects and Assessment Structures

ART AND DESIGN

Outline of AS course:

AS consists of one coursework unit, which counts towards 40% of the overall A Level grade.

Coursework:

The coursework unit offers the opportunity for the student to choose a theme that appeals and to work within any medium or collection of media. There is great emphasis on drawing from life, collecting first hand research and developing ideas and work from personal experiences/perspective. There are no restrictions on the type of work, from traditional painting to photography and film, from textiles to product design. The finished pieces are to be supported by a substantial body of research, analysis and development.

Assessment Structure:

Course Work:

Unit 1: Personal Investigation. Marked out of 160.

The course is assessed under 4 headings, which consist of:

AA1: The ability to develop ideas through sustained and focused investigations. (40)

AA2: The ability to explore and select appropriate resources/media/techniques. (40)

AA3: The ability to record ideas, observations and insights relevant to intentions. (40)

AA4: The ability to present a personal and meaningful response realising intentions. (40)

BTEC APPLIED SCIENCE LEVEL 3

Introduction

The BTEC level 3 course is relevant to the science workplace. With more employers looking for qualified people in the field of science, technology and engineering it is a great opportunity to gain a science qualification which is more vocational and skills based. This appeals to many students as they are assessed over a series of assessments which concentrate on certain criteria rather than formal external exams. The course prepares students for a wide range of scientific degree courses or to follow a career in the workplace such as in Forensics, Pharmaceutical Drug Research, Laboratory Technician, Nursing, Dental Technician etc. The students learn through completing assessments based on situations, activities and requirements of the real work place.

This BTEC Level 3 is equivalent to 1 A level.

Course Structure

The course consists of 3 core units studied in year 12 and 3 specialized units of our own choice in year 13.

Core Units in Year 12

Unit 1 – Fundamentals of Science

The aim of this unit is to develop the practical techniques necessary to pursue a career as a laboratory technician. Students will investigate the quantities needed in chemical reactions, the structure and functions of cells, the calorific value of different fuels and develop skills in communicating scientific information.

Unit 2 – Working in the Science Industry

The aim of this unit is to enable students to gain the knowledge and skills required by an employee in the science industry to be an effective and safe member of a team. Students will know communication practices, how laboratories are designed, how information is stored in laboratory information management and how to work safely in a scientific workplace.

Unit 4 – Scientific Practical Techniques

The aim of this unit is to enable students to use a range of practical techniques used in science such as the analysis of substances, the separation of substances and the use of instruments/sensors. The variety of techniques in the content allows the unit to be tailored to reflect the focus of different areas of study within Chemistry, Physics and Biology.

Year 13 Units

Unit 11 – Physiology of Human Body Systems

In this unit students will learn about the different systems of the body and how they work together. These include the nervous, cardiovascular, respiratory, renal, musculoskeletal, endocrine, lymphatic, digestive and reproductive systems. Students will learn to appreciate that each of the organ systems is equally important in enabling us to function as complete organisms.

Unit 20 – Medical Physics Techniques

The development of medical imaging technology over the last 50 years has given rise to new and fast means of diagnosis in medicine. In this unit students will gain an understanding of the properties of ionizing radiation and develop an appreciation of radioactive decay and half-life as well as discovering how X-Rays and Ultrasound are formed and used to diagnose medical conditions. They will also develop an understanding of how radiotherapy is used to kill cancer cells or destroy tumors.

Unit 22 – Chemical Laboratory Techniques

This unit will develop the ideas in unit 4 as well as developing ideas about new techniques about quantitative chemistry on a large scale. Student will prepare substances and determine the percentage yield and purity.

Assessment Structure

Every assessment is set and marked by the school and externally verified. There is no written examination and 100% of the qualification comes from these assessment completed under the guidance of the department. The students can gain a pass, merit or distinction qualification based on the amount and types of assessments they choose to complete.

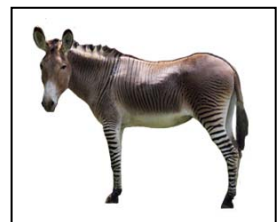
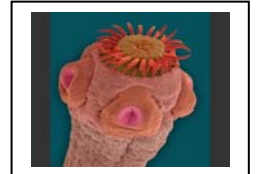
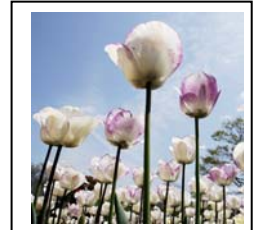
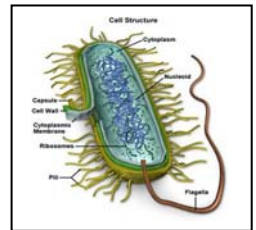
This course cannot be completed successfully without regular attendance at lessons.

YSGOL GYFUN GYMRAEG GLANTAF

AS/ A LEVEL BIOLOGY 2016-18

WHY BIOLOGY?

- The development of a comprehensive knowledge and understanding of living processes.
- An excellent foundation for further study i.e. a degree in "Genetics, Virology, Microbiology, Pharmacy, Statistics, Zoology, Botany, Environmental Science, Nursing, Occupational therapy, Biochemistry, Physiology, Neuroscience, Biotechnology, Natural Sciences, Law etc."
- A respected A Level, which promotes problem solving skills and practical work.
- Compulsory for course such as Medicine, Dentistry, Veterinary Science and Physiotherapy
- Lesson notes provided in colour and comprehensive textbooks.
- A new A level Biology Laboratory.
- Very good results with fantastic teachers!



MODULE 1

Bio Molecules
Cell Structure
Cell Membranes
Enzymes
Nucleic Acids
Mitosis and Meiosis

B1 Examination
1 hr 30 min Summer 2016
Worth 20% of the A level

MODULE 2

Classification and Evolution
Gaseous Exchange
Circulation
Plant Transport
Nutrition and parasitism

B2 Examination
1 hr 30 min Summer 2016
Worth 20% of the A level

MODULE 3

Biochemistry of Respiration.
Biochemistry of Photosynthesis.
Microbiology.
Populations and Ecosystems.
Human impact on the environment.
Excretory System.
Nervous System.

B3 Examination
1 hr 45 min Summer 2017
Worth 25% of the A Level.

MODULE 4

Variation, Genetics and Evolution.
Sexual Reproduction.
Cloning.
Gene Technology.

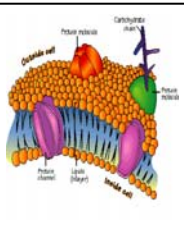
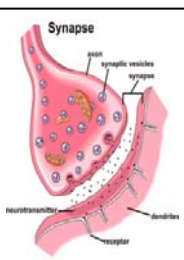
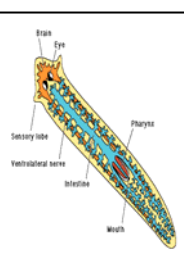
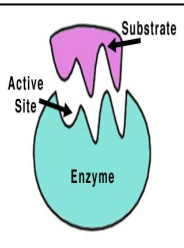
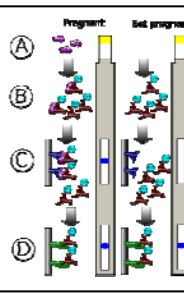
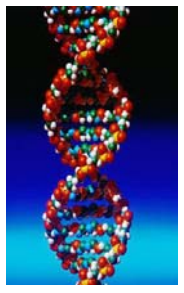
Choice 1 of 3 Options
a. Immune system and disease.
b. The Skeleton and muscle function.
c. Behaviour and Neurobiology.

B4 Examination
1 hr 45 min Summer 2017
Worth 25% of the A Level

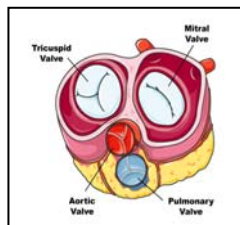
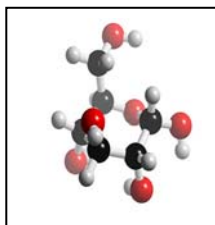
Practical Work

Microscope work and

Practical Examination 3 hrs
Summer 2017



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BUSINESS [GCE AS AND A LEVEL]

This is a new course from September 2015. It is now called Business rather than Business Studies. This specification is divided into a total of 4 units, 2 units in year 12 [AS] and 2 units in year 13 [U2].

The learners are encouraged to develop an enthusiasm for studying business and to gain a holistic understanding of business in a range of contexts. They are also introduced to critical understanding of organisations and their ability to meet society's needs and wants. After completing the course students will acquire a range of relevant business and generic skills, including decision-making and problem-solving. They will also be able to apply numerical skills in a range of business context. Students will also be introduced to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment. The focus is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and inter-related nature of business issues from a local to global perspective.

It is not essential that the student has studied Business for GCSE level.

COURSE CONTENT

UG Unit 1	UG Unit 2	U2 Unit 3	U2 Unit 4
Business Opportunities <ul style="list-style-type: none"> • Enterprise • Business plans • Markets • Market research • Business structure • Business location • Business finance • Business revenue and costs 	Business Functions <ul style="list-style-type: none"> • Marketing • Finance • Human resources • Operations management 	Business Analysis and Strategy <ul style="list-style-type: none"> • Data analysis • Market analysis • Sales forecasting • Aims and objectives • Analysing financial performance • Strategy • Investment appraisal 	Business in a Changing World <ul style="list-style-type: none"> • Change • Risk management • PESTEL • Ethics • International Trade • Globalisation • The European Union

The work will be assessed as follows

AS

Unit 1 = Written examination 1 hour 15 minutes [60 marks] 15% of qualification

Unit 2 = Written examination 2 hours [80 marks] 25% of qualification

U2

Unit 3 = Written examination 2 hours 15 minutes [80 marks] 30% of qualification

Unit 4 = Written examination 2 hours 15 minutes [80 marks] 30% of qualification

The student will be assessed through essays, short data response questions and extended data response questions as well as tests.

CACHE LEVEL 2

Diploma in Children's Care, Learning and Development

This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children's setting including early years and social care.

The course carries 39 credits. It is a year course and learners can progress to the following job roles:

- Pre-school assistants
- Nursery assistants
- Crèche assistants
- Out of school childcare worker
- Cylch Meithrin assistant

This course also may lead onto a Level 3 qualification.

All units will be internally assessed using a range of methods which could include: direct observation within the workplace, a portfolio of evidence and written assignments.

The students are expected to undertake a minimum of 280 hours working in real work environments e.g. primary schools and local nurseries. Therefore the students will attend school for two days and work experience for three days every week.

15 units will be completed during the year, studying topics such as:

- Children and young people's development
- Communication within children and young people's health
- Understanding how to keep children and young people safe
- Contributing to the health and safety of children and young people
- Understanding working in partnership with children and young people's services

This qualification is made up of assignments and practical work, there is no examination. Students will need a DBS before they will be allowed to attend work placements.

CHEMISTRY

Outline of the AS and A2 courses

AS

Unit 1 – (20%)

The Structure of Matter, Simple reactions and The Language of Chemistry

Unit 2 – (20%)

Energy, Rate and Chemistry of Carbon Compounds.

A2

Unit 3-- (25%)

Physical and Inorganic Chemistry

Unit 4 – (25%)

Organic Chemistry and Analysis

Unit 5 – (10%)

Practical Examination

ASSESSMENT STRUCTURE

AS (40%)

Unit 1 & 2 – Written examination 1hour 30minutes.

A2 (60%)

Unit 3 & 4– Written examination 1hour 45minutes containing some synoptic elements.

Unit 5 – A practical examinations to be completed within year 13 on a specific date.

Additional information

Learners should be prepared to apply the knowledge, understanding and skills specified in a range of theoretical, practical, industrial and environmental contexts.

There are specific practical tasks which must be undertaken by learners throughout the course in order that they are suitably prepared for the written examinations. They are required to keep an informal record of their work.

CISCO - BTEC Level 3

Ysgol Glantaf CISCO Academy

In 2006 Ysgol Glantaf accredited with CISCO Academy status. As a result Glantaf is the only school in Wales that can prepare students bilingually for a career in the IT support industry.

Students gain ICT knowledge and practical experience through the Networking Academy program can earn Cisco career certifications and help fill an estimated eight million networking jobs around the world.

Edexcel BTEC Level 3 Subsidiary Diploma in ITC

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualification, with the possibility of entrance into higher education, degree and professional development programmes

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus covers the key knowledge and practical skills required in the IT support industry

The 360 guided learning hours (GLH) (usually six units) provides a qualification which is equivalent to one A level.

Course structure

<u>Edexcel BTEC Level 3 Subsidiary Diploma in ITC</u>				
Unit	Unit Name	Credit	Level	Language / Assessment
1	Communication and Employability Skills for IT (Year 12)	10	3	Welsh / Coursework
2	Computer Systems (Year 12)	10	3	Welsh / Coursework
9	Computer Networks (Year 12)	10	3	Welsh / Coursework
10	Communication Technologies (Year 13)	10	3	Welsh / Coursework
101	CISCO CCNA 1 (Year 13)	10	3	Bilingual / Online
102	CISCO CCNA 2 (Year 13)	10	3	Bilingual / Online

At the end of the course students will have gained 1 A level equivalent qualification as well as completing ½ of the CISCO CCNA programme. Students who complete the course early have the opportunity of gaining the full CCNA qualification.

COMPUTER SCIENCE

Outline of AS and A2 Courses:

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units.

AS: (2 units) – Year 12

Unit 1 Fundamentals of Computer Science

Computer architecture, communication, data representation, data structures, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

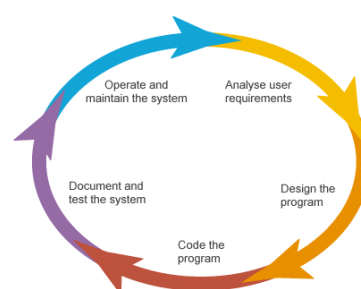
Unit 2 Practical Programming to Solve Problems

The practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.

A2: (3 units) – Year 13

Unit 3 Programming and System Development

Programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.



Unit 4 Computer Architecture, Data, Communication

Computer architecture, communication data representation, organisation and structure of data, programs, algorithms and software applications.

Unit 5 Programmed Solution to a Problem

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to **a problem chosen by the candidate** which must be solved using original code (programming).

Assessment Structure:

AS (2 units)

Module	Mark	Method	Time	Examination
Unit 1	65%	Written Paper	2 hours	Summer Yr. 12 / 13
Unit 2	35%	On-screen examination	2 hours	Summer Yr. 12 / 13

A LEVEL (5 units):-

AS (2 units – Unit 1 =25% , Unit 2 =15%) + A2 (3 units)

Module	Mark	Method	Time	Examination
Unit 3	20%	Written Paper	2 hours	Summer Yr. 13
Unit 4	20%	Written Paper	2 hours	Summer Yr. 13
Unit 5	20%	Practical task	Approx 72 hours	Summer Yr. 13

DESIGN & TECHNOLOGY – PRODUCT DESIGN

Outline of AS and A2 Courses:

Students will design and make products using a range of materials and techniques. The course work will be developed with teacher supervision for approx 40 hours AS, and 60 hours for the Advanced Level. Students will be required to work independently outside the supervised time to complete the work to an appropriate standard. Use of ICT and CAD/CAM is required in the project.

Assessment Structure:

AS:-

DT1	Written Examination	40% AS	20% A2	2 Hrs
DT2	Design and Make Tasks	60% AS	30% A2	40 Hrs

The AS is the first half of an Advanced Course. It contributes 50% of the total advanced marks.

A2:-

DT3	Written Examination		20% A2	2½ Hrs
DT4	Design and Make Task		30% A2	60 Hrs

Rationale

AS and A level specifications in design and technology should encourage students to:

- (a) make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often require definition;
- (b) develop and sustain their creativity and innovative practice;
- (c) recognise and overcome challenges and constraints when working towards the production of high-quality products;
- (d) develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective;
- (e) draw on a range of skills and knowledge from other subject areas;
- (f) draw on and apply knowledge, understanding and skills of production

processes to a range of design and technology activities;

(g) develop an understanding of contemporary design and technology practices;

(h) use digital technologies and information-handling skills to enhance their design and technological capability;

(i) recognise the values inherent in design and technological activities and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts

Specification Content

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

The specification content is presented under the two assessment objectives of designing (AO1) and making (AO2) as follows:

4.1 Designing

4.1.1 Designing and innovation (AS)

4.1.2 Product analysis (AS)

4.1.3 Human responsibility (A2)

4.1.4 Public interaction (A2)

4.2 Making

4.2.1 Materials and components (AS)

4.2.2 Industrial and commercial practice (AS)

4.2.3 Processes (A2)

4.2.4 Production systems and control (A2)

DRAMA AND THEATRE STUDIES

Outline of AS and A2 courses

Four separate unit assessed over two years two for AS and two for A2

AS:-

DA1 Performance workshop – internally assessed externally moderated = 40%

- a practical performance which should include two pieces of work, one from a set text and one devised piece.
- one practitioner must be applied to each.
- exam between November and March.

DA2 Text in performance – written paper, externally marked = 60%

- two texts from two groups, one pre – 1900, one post – 1900.
- one question on each in relation to performance.
- live theatre review.

A2:-

DA3 Performance on a set theme – externally marked = 60%

- Performance based on a theme
- extract from a published text
- devised piece
- written report of performance. Controlled test within 24 hours of performance. One and a half hours duration.

DA4 Text in context – written paper externally marked = 40%

Synoptic unit based on two texts from two groups of selected plays.

Section A/B

- Questions based on whole play based on an actor preparing or director staging

Section C

- unseen text from any period
- create a ground plan
- movement of characters
- lighting/sound
- discussion of concept and justification

ECONOMICS *(from September 2016)*

AS course (40% of the full A2 award)

Two units of work are studied in the AS course

Unit 1

Introduction to Economic Principles

AS Unit 2

Economics in Action

AS assessments

EC1 - Written examination: 1 hour 15 minutes (15% of qualification 55 marks)

The examination includes multiple choice and structured questions that cover the full AS content.

EC2 - Written examination: 2 hours (25% of qualification 80 marks)

The EC2 paper includes compulsory data response questions that cover the full AS content.

A Level (the above plus a further 2 units)

A2 - Unit 3

Exploring Economic Behaviour

A2 - Unit 4

Evaluating Economic Models and Policies

A2 Assessments

EC3 - Written examination: 2 hours (30% of qualification 80 marks)

Structured questions based on A2 content.

One compulsory data response question

This paper covers all the A level content.

EC4 - Written examination: 2 hours 30 minutes (30% of qualification 90 marks)

One essay in each section:

- Section 1 - Microeconomics
- Section 2 - Macroeconomics
- Section 3 - Trade and Development.

This paper covers all the A level content.

ENGLISH LITERATURE AS

The course consists of two exams, 20% each.

Unit One: (closed text)

- a) Pre-1900 Prose (e.g. Austen, Hardy), extract and essay.
- b) Drama (e.g. Dr. Faustus), essay.

Unit Two (open, clean text):

Study of two poets (e.g. Seamus Heaney, Owen Sheers)

- a) Analysis of one poem
- b) Comparison of two poems.

ENGLISH LITERATURE A2

This course consists of two exams and one coursework element, all of which are synoptic and count for 20% each.

Unit Three:

- a) Pre-1900 Poetry (e.g. Chaucer, Keats), analysis of one poem.
- b) Analysis and comparison of two unseen poems.

Unit Four: Shakespeare (e.g. Hamlet)

- a) Extract question
- b) Essay question.

Unit Five: coursework.

Extended essay of 2,500 to 3,000 words in length, based on study of two novels, one written before the year 2000, the other after.

FRENCH

Outline of AS and A2 courses:

The courses will:

- develop the student's understanding of and enthusiasm for the French language
- enable him/her to communicate confidently and effectively in French
- allow the student to develop awareness and understanding of French/Francophone contemporary society and culture through the study of prescribed topics (see below)

TOPICS

AS:-

- Being a young person in a French-speaking society (e.g. family, relationships, trends, education and employment)
- Understanding the French-speaking world (e.g. regional culture and heritage, leisure, art, film and music)

A2:

- Diversity and difference (e.g. migration, integration, cultural identity, marginalisation, discrimination, diversity, celebrating difference)
- France 1940-1950: The Occupation and the post-war years

Assessment Structure:

2 years - 4 Units

First Year

AS:-

- TASK 1: Oral examination (15 minutes) 12% of A level
TASK 2: Listening, Reading and Writing (1 hour30) 15% of A level
TASK 3: Critical Response in Writing (1hour30) 13% of A Level
(Study of a film)

Second Year

A2:

- TASK 1: Oral examination (15-20 minutes) 18% of A level
(Independent research project)
TASK 2: Listening, Reading and Writing (1hour45) 23% of A level
TASK 3: Critical and analytical response in writing (1hour30) 19% of A Level
(Study of a literary text)

GEOGRAPHY

“ More than ever we need the geographer’s foresight to help us learn about our planet ... how we use and abuse it. Geography is the subject which holds the key to our future.”

Michael Palin

AS:-

G1 Changing Physical Environments

(1 hour 30 minute paper)

- Investigating climate change
- Investigating tectonic change
- Investigating hydrological change

G2 Changing Human Environments

(1 hour 30 minute paper)

- Investigating population change
- Investigating settlement change in MEDCs

In addition pupils will be required to undertake research based on field work in relation to both units.

A Level Course Content

G3 Contemporary Themes

(1 hour 30 minute paper)

- Climatic Hazards
- Asia (China)

G3 – Contemporary Research Themes

- Individual research based on fieldwork from a variety of subject options

G4 Sustainability

(1 Hour 45 Minutes)

- Energy
- Food
- Cities
- Water

This paper will contain a problem solving question

You should gain a **GCSE grade C** or above to study the course. **We also welcome pupils who have not studied the subject at GCSE.**

***The new specification is currently being discussed,
and the latest information will be made available
as soon as possible.***

GERMAN

Outline of AS and A2 courses:

The courses will:

- develop the student's understanding of and enthusiasm for the German language
- enable him/her to communicate confidently and effectively in German
- allow the student to develop awareness and understanding of German contemporary society and culture through the study of prescribed topics (see below)

Topics:

AS:-

- Leisure and lifestyles (e.g. tourism, sport)
- The Individual and Society (e.g. youth culture, education)

A2:

- Environmental Issues (e.g. pollution, global warming, renewable energies)
- Social and Political Issues (e.g. the role of the media, immigration)

Please note:

- Work Experience in Germany for both AS and A2 courses

Assessment Structure:

2 years - 4 Units

First Year:

AS:-

GN1: Oral examination (15 minutes) 40% of AS (20% of A level)

GN2: Listening, Reading and Writing (3 hours) 60% of AS (30% of A level)

Second Year

A2:

GN3: Oral examination (15-20 minutes) 40% of A2 (20% of A level)

GN4: Listening, Reading and Writing (3 hours) 60% of A2 (30% of A level)

***The new specification is currently being discussed,
and the latest information will be made available
as soon as possible.***

GOVERNMENT AND POLITICS

AS:- Content Outline

GP1 – People, Politics and Participation

- Participation and voting behaviour
- Electoral Systems
- Pressure Groups

GP2 – Governing Modern Britain

- The British Constitution
- Parliament
- The Core Executive

A2:- Content Outline

GP3a – The Government of the USA

- The US Constitution
- The Legislative Branch
- The Judicial Branch

GP4a – The Politics of the USA

- US Electoral Process
- Political Parties in the USA
- Voting Behaviour in the USA

Assessment Structure:

AS: - GP1 = 1 written exam of 1½ hour (in May/June)
- GP2 = 1 written exam of 1½ hour (in May/June)
Each paper weighting 50% of AS grade and 25% of A2

A2: - GP4a = 1 written exam of 1½ hour (in May/June)
- GP3a = 1 written exam of 1½ hour (in May/June)
Each paper weighting 50% of total A2 (25% of total A Level)

No course work

HEALTH AND SOCIAL CARE

Outline of AS and A2 courses:

This course is aimed at those students who wish to work in the field of Health and Social Care. They learn about human development, health promotion and the structure of British care services.

Aims

The AS and A level specification in Health and Social Care should encourage candidates to:

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

It is expected that students carry out much of the research work independently and produce course work portfolios that is based on clients and work environments.

It is highly recommended that this research involves keeping abreast of current political and economic changes that affect the Health and Social Care services. This means reading current newspapers/magazines as well as using the web.

Assessment Structure:

AS:-

1 Examination – Promoting Quality Care and Communication 40%

1 Portfolio – A health promotion campaign 60%

A2:-

1 Examination – Provision of Health, Social Care and Children's services 40%

1 Portfolio – (a choice of one of the following):

- Care of Older individuals
- the role of Complementary Therapies
- the influence of food and fitness on health
- Working in Health and Social Care 60%

All portfolios are presented and examinations sat in May.

Careers

The types of jobs that ask for this A level are adult, child and special needs nursing, occupational therapy, speech therapy, dental nursing health promotion and caring for others.

HISTORY

Outline of AS and A2 courses:

AS:-

Unit 1– A period study of the History of Wales and England 1485-1603 e.g. Religious Reformation, rebellions, revolution in government and foreign policy e.g. the Catholic Threat.

Unit 2 - In-depth study (Part 1): Weimar Germany 1918-1933:

How Germany tried to deal with her problems after the Great War and the rise of the Nazi Party.

A2:-

Unit 3 – Students will study one of eight topics ranging from the early medieval to late twentieth century history. (Topic yet to be decided)

Unit 4 - In depth study (Part 2): Nazi Germany 1933-45

Unit 5 - Historical Interpretations: Individual research: 3-4,000 words

Assessment Structure:

Unit 1 – External examination: June Yr12	1 hour 30 minutes.	60 marks	20%
Open-ended essays			
Unit 2 – External examination: June Yr12	1 hour 30 minutes.	60 marks	20%
Evidence based questions on sources			
Unit 3 – External examination: June Yr13	1 hour and 45 minutes	60 marks	20%
Unit 4 – External examination: June Yr13:	1 hour and 45 minutes	60 marks	20%
Unit 5 – Historical Interpretations: no examination.		60 marks	20%

A pupil who has not studied History GCSE can study the subject at AS and A Level.

MATHEMATICS

Mathematics at A level is an academically demanding subject which calls for total commitment over the period of two years. The aim of this course is to provide students with a good basic understanding of Mathematics which is a foundation for further study in the subject and to provide support for students taking AS or A level courses in other subjects such as Physics, Business Studies, Economics, Computing and Psychology.

This WJEC course has a modular structure which includes a total of thirteen modules:

Pure Mathematics – C1, C2, C3 and C4

Further Pure Mathematics – FP1, FP2 and FP3

Mechanics – M1, M2 and M3

Statistics – S1, S2 and S3.

Outline of AS and A Level Courses in Mathematics:

Students who follow the Mathematics course as a single subject will study a total of six modules:

Pure Maths C1 and C2 together with either Mechanics, M1, or Statistics, S1, in Year 12 and

Pure Maths C3 and C4 together with either Mechanics, M2, or Statistics, S2, in Year 13.

Within the two-week timetable period there are 5 lessons in Pure Mathematics and 3 in Mechanics or Statistics.

Each examination is of 1½ hour duration.

FURTHER MATHEMATICS

This course provides an excellent foundation for all aspects of Mathematics and for further study at university.

Outline of AS and A Level Courses in Further Mathematics:

Those students who follow Mathematics and Further Mathematics (Double Maths) will study a total of twelve modules.

Pure Maths C1 and C2, Further Pure Maths FP1, Mechanics M1, and Statistics S1 in Year 12 and

Pure Maths C3 and C4, Further Pure Maths FP2 and FP3, Mechanics M2 and M3 and Statistics S2 in Year 13.

Within the two-week timetable period there are 5 lessons in Pure Mathematics, 3 in Mechanics, 3 in Statistics and 5 in Further Pure.

Each examination is of 1½ hour duration.

MEDIA STUDIES

Outline of AS and A2 courses:

Four equally weighted units. Two for AS and two for A2

AS:-

Written exam MS1. - (2½ hours)

- Question 1 requires an analysis of an audio-visual or print-based extract e.g. a trailer, magazine front cover etc.
- Question 2 and 3 will be based on representation and audience issues, sub-divided where appropriate.

Coursework MS2

Candidates will produce three pieces of linked work

- A pre-production reflecting research and demonstrating planning techniques. 20%
- A production which has developed out of pre-production. 40%
- A report of 1200 – 1600 words. 40%

A2:-

Coursework MS3

Candidates are required to produce three pieces of linked work

- An individual research investigation (1400 – 1800 words)
- A production (informed by the investigation).
- A brief evaluation which explores how the production has been informed by the research into the relevant media concept (500 – 750 words)

Written exam MS4

Candidates will study three texts from three different media industries.

- Three questions must be answered using a different industry for each.
- SECTION A: based on texts – a choice of two questions.
- SECTION B: based on industry and audience issues – a choice of two questions from four.

MUSIC

Outline of AS and A2 courses:

(All exams and coursework submitted in April/May.)

AS:- 3 units

MU1 Performing 1 15% External assessment

Solo and/or ensemble performance

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

MU2 Composing 1 15% Internal and external assessment

Teacher assessed and externally moderated

2 contrasting compositions

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

MU3 Appraising 1 20% External assessment

One listening examination in two parts

- Part 1:12%: 1½ hour **appraising** test based on extracts of music [set works] taken from the two Areas of Study selected for study by the centre
- Part 2:8%: 1 hour **aural perception** based on unprepared musical extracts

Music A2 LEVEL:-

(the preceding 3 units plus the following 3 units.

All A2 pupils must choose 2 units of 15% [A] and 1 unit of 30% [B]

MU4 [A] Performing 2 15% External assessment

Solo and/or ensemble performance

- Performance should last between 10-12 minutes
- One piece should reflect the new area of study [music in the 20th/ 21st centuries]
- Assessed by visiting examiner

PTO.....

MU4 [B] Performing 2/3 20% External assessment

Solo and/or ensemble performance

- As above but performance should last between 16-18 minutes
- One piece to reflect a further area of study

MU5 [A] Composing 2 15% Internal and external assessment

2 contrasting compositions

- Compositions should last between 6 – 10 minutes
- One composition demonstrating the Western Classical Tradition
- One composition should reflect the new area of study [music in the 20th/21st centuries]
- One free, innovative composition

MU5 [B] Composing 2/3 20% Internal and external assessment

3 contrasting compositions

- Detail above but compositions should now last between 12 – 18 minutes

MU6 [A] Appraising 2 15% External assessment

One written examination in two parts [2¼ hours]

- Part 1:6%: ¾ hour **listening** exam based on unfamiliar 20th/21st century music
- Part 2:9%: 1½ hour **listening/written** exam analysing a set work

MU6 [B] Appraising 2/3 20% External assessment

One written examination in three parts [3 hours]

- Part 1:6%: ¾ hour **listening** exam based on unfamiliar 20th/21st century music
- Part 2:9%: 1½ hour **listening/written** exam, analysing a set work
- Part 3 :5%: ¾ hour **written** examination requiring candidates to demonstrate an understanding of overall musical styles and output of one of the set work composers

IMPORTANT!

WJEC are introducing new music courses for AS and A2 starting in September 2016. Schools have not received any details yet, but the content will be structured in the same way as the old specification.

MUSIC TECHNOLOGY BTEC L3

Edexcel BTEC Level 3 Certificate in Music Technology (Production)

The BTEC Level 3 in Music Technology is a 2-year course which provides the student with core practical skills for work or further study in this exciting field. The three modules studied in the first year lead to the Level 3 Certificate (equivalent to AS); the three in the second year lead to the Subsidiary Diploma qualification (equivalent to A-level).

A wide range of professional music equipment is available for the use of students studying this subject, including digital recording equipment, sound processors, microphones, synthesisers, guitars, and electronic drums and drum machines. In addition, you will be using specialist music computers and gain experience of software such as *Reason*, *Cubase* and *Sibelius*.

The ability to play a musical instrument is not a prerequisite of the course, although basic piano keyboard skills would be of advantage. Of greater importance is a musical ear, the ability to use a computer with confidence, and the readiness to experiment with new musical skills and techniques to create and manipulate music of all types.

Study Programme

Year 1: Level 3 Certificate in Music Technology (Production)

Unit 25: Music Production Techniques (Core Unit): understanding sound recording equipment, preparing for a recording session, multi-track recording and mixing techniques.

Unit 1: Acoustics for Musicians: the physics of sound; the principles of musical instruments; the mechanisms of human hearing; the characteristics of spaces.

Unit 32: Sequencing Systems and Techniques: setting up computer and MIDI hardware; MIDI and audio sequencing skills.

Year 2: Level 3 Subsidiary Diploma in Music Technology (Production)

Unit 26: Music technology in Performance: using music technology in performance; understand the historical context of electronic music.

Unit 29: Live Sound Techniques: understand the live sound requirements of venues; setting up sound systems.

Unit 35: Sound Creation and Manipulation: understanding the basic theory of synthesis; using synthesisers and samplers; realising musical ideas which combine synthesising and sampling techniques.

For further information, contact Mr E G Davies (egd@plasmawr.cardiff.sch.uk).

BTEC Level 3 IN MUSIC TECHNOLOGY (ACOUSTICS)

Introduction

Music Technology is a well established occupational area, and this BTEC National Award – which we are offering in partnership with Coleg Glan Hafren – offers a coursework-based qualification that focuses on particular aspects of this sector of the music industry. It would be particularly useful to those wishing to broaden their musical experience or to explore aspects of music technology and sound engineering. This is a BTEC Level 3 course, equivalent to a full A-level (A – C).

Course Aims and Objectives

Over two years the course aims to provide the underpinning knowledge and skills for those who would like to obtain a level 3 qualification in Music Technology (Acoustics) and to develop their understanding of sound engineering concepts and practices (including MIDI).

Course Structure

The course is made up of six units; two core units, and four specialist units.

Core Units:

- **Studio Production Process:** the preparation for a recording session and the setting up and management of the studio.
- **Studio Production (Project):** linked to Studio Production Process. It will involve the production of a multi-track recording and the application of skills such as mix-down, editing and the production of a finished product.

Specialist Units:

- **Introduction to Acoustics:** exploring sound and providing a fundamental scientific basis for understanding the raw material of music, including how sound behaves in performance venues and studios, and the basic mechanisms of converting sound to electrical signals.
- **Listening skills:** this unit will help learners to listen to music critically and to describe what they hear, combining aural perception and theory of music.
- **Specialist subject investigation:** offers the opportunity to carry out an in-depth investigation into one aspect of their chosen art form.
- **Sound Recording Techniques:** provides a thorough understanding of the basic concepts and practices involved in analogue and digital sound recording techniques.

Assessment:

All assessment for BTEC Nationals is criterion referenced and based on the achievement of specified outcomes. The core units are externally assessed and will take the form of a Final Major Project to be completed during the second year of the course.

Additional Opportunities:

Music Technology students will also have the opportunity to gain additional experience through providing sound engineering support for school-based activities and events.

PHYSICAL EDUCATION

- Due to the nature of the subject weekly participation in their chosen activity is compulsory in order to develop their performance.
- A good level of commitment to school sports activities is also expected as well as lessons.
- The purchase of Physical Education kit is compulsory as it is the mandatory kit for all practical Physical Education activities.

Outline of courses AS and A2:

AS (2 Units):-

PE1:-

Improving performance in Physical Education

Internal Assessment

(external moderation) – Practical Performance (30% of AS)
Personal Performance Profile (10% of AS)
Coaching or Officiating (10% of AS)

PE2:-

Active lifestyles and Physical Education

The focus in this unit is on:

- Exploring the available lifestyle choices and the factors that affect/influence these choices;
- The opportunities and pathways available to those participating in physical activity;
- What participating in physical activity offers physically, psychologically and technically;
- The role of nutrition in performance and health;
- The lifestyle benefits of leading an active life.

External Assessment (50% of AS) – Compulsory structured questions plus one question requiring extended writing
(1 hour 45 minutes)

PTO.....

A2 (2 units): –

PE3:-

Refining performance in Physical Education

Internal Assessment – Practical Performance (17.5% of A2)
Investigative Research (7.5% of A2)

PE4

Performance, Provision and Participation in Physical Education

The focus in this unit is on:

- refining sporting performance and enhancing and maintaining health;
- the opportunities and pathways available for being involved in physical activity;
- the social, economic, cultural and ethical factors that might influence involvement in physical activity;
- commercialisation of sport;
- Scientific and technological developments in physical activity.

External Assessment – Section A – Compulsory structured questions (15%)

Section B – One question requiring extended writing from a choice of two (10%)
(2 hour paper)

PHYSICS

Outline of AS and A2 courses

AS:-

Unit 1 (Motion, Energy and Matter):

Basic physics, Kinematics, Dynamics, Energy Concepts, Solids under stress, Using radiation to investigate stars, Particles and nuclear structure.

Unit 2 (Electricity and Light):

Conduction of electricity, Resistance, D.C. circuits, The nature of Waves, Wave Properties, Refraction of Light, Photons, Lasers.

Practical Work – Practical work and techniques will be taught alongside the theory and will be examined in the same paper as the Unit 1 and 2 exams.

A2:-

Unit 3 (Oscillations and Nuclei):

Circular motion, Vibrations, Kinetic theory, Thermal physics, Nuclear decay, Nuclear energy.

Unit 4 (Fields and Options):

Capacitance, Electrostatic and gravitational fields of force, Orbits and the wider universe, Magnetic fields, Electromagnetic induction.

Unit 5 – Preparation for practical exam.

Assessment Structure:

UG:-

Unit 1 (PH1) – 1½ hour exam (June), 20% of A level qualification

Unit 2 (PH2) – 1½ hour exam (June), 20% of A level qualification

A2:

Unit 3 (PH3) – 2 hour 15 minute exam (June), 25% of A level qualification

Unit 4 (PH4) – 2 hour exam (June), 25% of A level qualification

Unit 5 (PH5) – Practical exam (June), 10% of A level qualification

PSYCHOLOGY (Wales)

By studying psychology we try to answer questions about human behaviour and the mind. Why do we fall in love with a particular person? Why do some people commit crimes? Why do some people suffer from stress and what are the best treatments for it? Psychology tries to answer these types of questions -that affect all of our lives - by using the scientific method. This means carefully observing human behaviour and conducting research in the laboratory. Sometimes studying animals helps with our understanding too. The information we gather is then used for the good of mankind by helping to improve mental illness, lower the levels of crime and even show a path towards happiness! The field of psychology is vast, interesting and useful. It will be a valuable subject to study whichever path you chose to follow after leaving school.

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

AS (2 units)

AS Unit 1 Psychology: Past to Present
Written examination: 1 hour 30 minutes
20% of qualification

Compulsory questions relating to five psychological approaches, therapies and classic pieces of research evidence.

AS Unit 2 Psychology: Exploring Behaviour
Written examination: 1 hour 30 minutes
20% of qualification

Section A: Theory of Research

Compulsory questions on the theory of psychological research.

Section B: Personal Investigation

One compulsory question based on an investigative activity carried out prior to the assessment.

Section C: Contemporary Debate

One question from a choice of two linked to the given debates.

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A Level (the above plus a further 2 units)

A2 Unit 3 Psychology: Implications in the Real World
Written examination: 2 hours 30 minutes
40% of qualification

Section A: The Study of Behaviours

Three structured essays from a choice of six.

Section B: Controversies

One question from a choice of two requiring a synoptic exploration of psychological controversies.

A2 Unit 4 Psychology: Applied Research Methods
Written examination: 1 hour 30 minutes
20% of qualification

Section A: Personal Investigation

One compulsory question based on an investigative activity carried out prior to the assessment.

Section B: Novel Scenarios Compulsory questions requiring a response to a piece of research.

PUBLIC SERVICES BTEC – L3

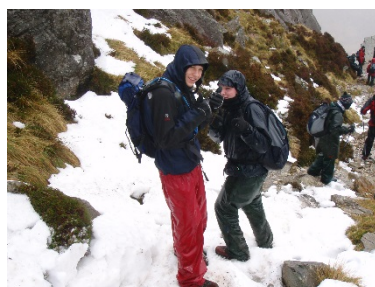
Why BTEC Level 3 in Public Services?

The public services is the largest employer in the UK. The course will aim to teach you all you need to know and the skills required for a career in the Public Services and for further education. By joining us at the Public Services department we will provide you with a learning environment geared to promote skills and personal development that will result in achieving a worthwhile qualification.

BTEC Certificate	
Unit 1	Government, Policies and the Public Services
Unit 2	Leadership and Teamwork in the Public Services
Unit 11	Skills for Water-based Outdoor Adventurous Activities
BTEC Subsidiary Diploma (the above units plus those listed below)	
Unit 3	Citizenship, Diversity and the Public Services
Unit 9	Outdoor and Adventurous Expeditions

What will I study?

The BTEC Certificate is a Level 3 course equivalent to one GCE AS Level.
The BTEC Subsidiary Diploma is a Level 3 course equivalent to one GCE A Level.



What does the BTEC in Public Services Involve?

Unit 1 - Government, Policies and the Public Services

- 1 Know the different levels of government in the UK
- 2 Understand the democratic election process for each level of government in the UK
- 3 Know the impact of UK government policies on the public services
- 4 Be able to demonstrate how government policies are developed

Unit 2 - Leadership and Teamwork in the Public Services

- 1 Understand the styles of leadership and the role of a team leader
- 2 Be able to communicate effectively to brief and debrief teams
- 3 Be able to use appropriate skills and qualities to lead a team
- 4 Be able to participate in teamwork activities within the public services
- 5 Understand team development

Unit 3 - Citizenship, Diversity and the Public Services

- 1 Understand the meaning and benefits of citizenship and diversity
- 2 Know the legal and humanitarian rights that protect citizens and promote diversity
- 3 Understand the role of public services in enforcing diversity and providing equality of service
- 4 Be able to investigate current affairs, media and support

Unit 9 - Outdoor and Adventurous Expeditions

- 1 Know the types of expedition
- 2 Be able to plan expeditions
- 3 Be able to undertake expeditions
- 4 Be able to review their planning and undertaking of expeditions

Unit 11 - Skills for Water-based Outdoor Adventurous Activities

- 1 Know about different water-based outdoor and adventurous activities
- 2 Be able to manage risks in water-based outdoor and adventurous activities
- 3 Be able to participate in water-based outdoor and adventurous activities
- 4 Be able to review own skills development in water-based outdoor and adventurous activities.

What's in it for me?

The course will provide you an opportunity to progress to many of the A Level courses, for example Public services level 3 and further education.

“I really enjoyed this course - It was my favourite subject and I am now studying the level 3 course . It provided me with excellent hands on experiences and the skills that I have learnt have been excellent. The residential courses and expeditions where amazing” Jamie Bevan (2010)

RELIGIOUS STUDIES

Outline of AS and A2 courses:

The department will choose 2 out of the 3 modules according to the interest shown by the pupils.

AS:

- **Eastern Philosophy - Buddhism** – 50% of AS - An opportunity to learn about an eastern religion and philosophy. A religion which is different to the other major faiths of the world, because it doesn't have a God. We will study the Buddha's life history, and the religious beliefs and customs, and an opportunity to nurture and understand meditation skills.
- **Religion in Contemporary Society** - 50% of AS - This module is split into 4 units. Unit 1 – Ethics, Medical and Environmental Issues – euthanasia and animal rights are studied. Unit 2 – Religion and Media: How religious themes are portrayed throughout television – e.g. soap operas and The Simpsons. Unit 3 - Religion and Sociology – students will consider religion's place within modern society e.g. secularism and fundamentalism. Unit 4 – Psychology of Religion – what do psychologists think of religion, in particular the views of Freud and Jung. Is being religious the result of a healthy mind or a mental neurosis.

A2:

- **Buddhism** 50% - An opportunity to extend knowledge and understanding of Buddhism. Emphasis on the various Buddhist customs and beliefs globally.
- **Synoptic** 50% - Life, Death and Life after Death.
The students will study different beliefs about life and life after death within several religions.

Assessment Structure:

Students are expected to sit 2 exams.

An exam on Religion in Contemporary Society and Buddhism – June.

Each exam is 1 hour and 45 minutes.

There is no Coursework.

Reading

“Buddhism” – Denise Cash

Buddhism – Dominique Side

Bwdhaeth ar gyfer myfyrwyr UG – Wendy Dossett (UWIC)

Crefydd mewn Cymdeithas Gyfoes – Wendy Dossett, Karl Lawson, Roger Owen, Andrew Pearce (UWIC)

The Gospel According to the Simpsons – Mark Pinsky

***The new specification is currently being discussed,
and the latest information will be made available
as soon as possible.***

SOCIOLOGY

Outline of AS and A level:

AS Unit 1 Acquiring Culture

15% of the qualification: Written exam 1 hour 15 minutes

Section A - key concepts and processes in the transmission of culture, socialization and culture acquisition

Section B - Youth Cultures

AS Unit 2 Understanding Society and Sociological Research Methods

25% of the qualification: Written examination 2 hours

Section A - Sociological Research Methods

Section B - Understanding society: Develop a deeper understanding of how the education system affects individuals

A2 Unit 3: Power and Control

25% of the qualification; 2 hour written examination

Crime and Deviance

A2 Unit 4: Social Inequality and Applied Methods of Investigation

35% of the qualification: Written examination 2 hours 15 minutes

Section A - Sociological Investigation of methods applied - design, justify and evaluate a piece of Sociological Research

Section B – Social Inequalities - social discrimination and social strata

SPANISH - L3

Introduction/Course Objectives

The Spanish AS course is a challenging course that will enable students to communicate fluently and confidently in the foreign language. It is a complete course in itself, but also provides a suitable base from which to progress to further studies. Studying Spanish AS will naturally enhance the European awareness of candidates. Similarly, opportunities will arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied.

Advanced Subsidiary (AS)

Unit 1: Oral examination 12% of A level

Topic based debate and discussion.

Unit 2: Listening, Reading and Responding 15% of A level

Listening and Responding, Reading and Responding, and translation from Spanish.

Unit 3: Written response 13% of A level

Essay tasks based on one of the films studied.

Advanced Level (A2)

Unit 4: Oral examination 18% of A Level

Presentation and discussion on independent research project.

Unit 5: Listening, Reading and Responding 23% of A Level

Listening and Responding, Reading and Responding, and translation to Spanish.

Unit 6: Written response 19% of A Level

Essay tasks based on one of the books studied.

Assessment/Key Skills

Key skills are an integral part of the AS course. In particular, candidates may demonstrate their ability to fulfill aspects of each of the following Key Skills, normally at level 3:

- Information Technology
- Improving Own Learning and Performance
- Working with others

These are the themes that are studied, with particular reference to Spain and other Spanish speaking countries:

Advanced Subsidiary

Being a young person in Spanish-speaking society. Family structures, traditional and modern values, friendships / relationships. Youth trends, issues and personal identity. Educational and employment opportunities.

Understanding the Spanish-speaking world. Regional culture and heritage in Spain, Spanish-speaking countries and communities. Spain and Latin American countries in a European context. Literature, art, film and music in the Spanish speaking world.

Advanced Level

Diversity and difference. Migration and integration. Cultural identity and marginalisation. Cultural enrichment and celebrating difference. Discrimination and diversity

The Two Spains: 1936 onwards. El franquismo – origins, development and consequences. Post-Civil War Spain – historical and political repercussions. The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography). Spain – coming to terms with the past? "Recuperación de la memoria histórica"

*Please note this is currently a draft specification and will not necessarily be the final specification.

BTEC Level 2 (GCSE) - SPORTS (Outdoor Pursuits)

Outline of this BTEC First Certificate:

This course is equal to 2 GCSEs. The main emphasis is on studying what is happening within the sport industry, especially within Outdoor Pursuits. The students will gain skills in helping them work in the industry. The course studies canoeing, sailing and rock climbing, offering the students the opportunity to arrange and lead an expedition.

Assessment Structure:

There are no external exam for this course, as the course is assessed on coursework in the following units.

- Outdoor Activities
- Organising an expedition
- Sailing Skills

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GCSE – LEISURE and TOURISM

Outline of this GCSE:

The course is equal to 1 GCSEs and is a one year course. The main emphasis is on studying what is happening in the tourist industry, and the students will gain skills in helping them to work within the industry. The course studies the nature of the tourism industry and concentrates specifically on holiday resorts in the UK, Europe and the rest of the world.

Assessment Structure:

There is 1 external exam for this course. The remainder of the course is assessed on coursework in the following units.

- The Tourism Industry
- Tourism destination in the UK ,Europe and the world

SPORTS BTEC (L2)

Must be taken in conjunction with Sports BTEC L2 in column B

Why study the BTEC level 2 Diploma in Sport and Outdoor Activities?

The aim of the BTEC Diploma Level 2 Sport and Outdoor Activities Course is to offer the pupils an opportunity through practical activities and experiences to develop personal performance, knowledge, skills and qualities. The course has a direct link to jobs and further experiences within the field and therefore provides an excellent foundation for future learning and development.

<i>BTEC Level 2 Sport and Outdoor Activities</i>
Unit 5: Safety and Injury in Sport
Unit 16: Leading Outdoor Adventurous Activities
Unit 17: Expedition Experiences

Unit 5: Safety and Injury in Sport

Know the different types of injuries and illness associated with sports participation
Be able to deal with injuries and illnesses associated with sports participation

Unit 16: Leading Outdoor Adventurous Activities

- 1 Understand the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership
- 2 Be able to plan and lead, under supervision, outdoor and adventurous activities
- 3 Be able to review their planning and leadership of outdoor and adventurous activities.

Unit 17: Expedition Experiences

1. Understand the safety and environmental considerations for a multiday
2. Be able to use skills and techniques required for a multiday expedition
3. Be able to use the equipment required for a multiday expedition
4. Be able to plan, carry out and review a multiday expedition.

BTEC Level 3 – TOURISM

Introduction

A BTEC Level 3 is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations from the Tourism Industry.

This BTEC Level 3 is equivalent to one A Level. It introduces students to a particular employment area and provides an excellent choice alongside other work related qualifications and/or A Levels. The course prepares students towards the ever growing number of Tourism courses in University, as well as for employment e.g. Hotels, Travel agents, Tour Reps and hundreds of other jobs.

Course Aims and Objectives

This Level 3 course aims to provide an introduction into the many jobs within the Tourism sector, and help students learn new skills and develop knowledge of the industry.

Course Structure

The course is made up of 6 units; 4 core units and 2 specialist units. The following units will be available to the students:

Core Units:

Investigating the Travel and Tourism Sector
The Business of Travel and Tourism
The UK as a Destination
Customer Service in Travel and Tourism

Specialist Units:

European Destinations
Long-haul Travel Destinations

Assessment

Every assessment is set and marked within the school and assessed by external moderators. There are no examinations, but is made up of portfolio based work which involves completion of units to set deadlines throughout the year. Candidates are able to redraft their work and resubmit portfolios to include more detail. Therefore 100% of the final grade is achieved through coursework which suits many students.

WELSH

Outline of AS and A2 courses:

AS:-

The film 'Hedd Wyn' and the drama 'Siwan' are studied in detail. Numerous grammatical exercises will be completed; 20th century poetry will be studied. Two pieces of coursework have to be submitted- creative writing and an opinion based essay.

A2:-

The novel 'Dan Gadarn Goncrit', prose from the Middle Ages (Branwen ferch Llŷr) and poetry from the 6th century to the 14th century will be studied. There will be an opportunity to appreciate different pieces of prose and poetry to enhance information for the synoptic assessment. The students will be taught to write factual pieces for the purpose of specific audiences.

Assessment Structure:

AS:-

CY1	Oral exam (Film and Drama) April	15%
CY2	Course work by April	10%
CY3	Summer Exam (Grammar and Poetry)	15%

A2:-

CY4	Oral exam (Novel and Synoptic) April	20%
CY5	Summer exam (6 th to 14 th century Poetry, Middle Ages prose)	20%
CY6	Summer exam (Literary Appreciation, Use of Language)	20%

11. Notes