

# Sixth Form Prospectus



# 2014-2015

Cŵyr/Bryn Tawe Partnership



# A word of welcome by both Head Teachers

## Dear prospective Sixth Former and parents.

It is our pleasure to present you with our Sixth Form Partnership Prospectus. The initiation of a Sixth Form Partnership between Gŵyr and Bryn Tawe was an exciting step in the history and development of Post 16+ Welsh medium education within the City and County of Swansea. The success of both schools is very apparent on a local and national level. The academic and cultural standards set have been recognised as being outstanding and this is the foundation for a partnership of excellence. The Gŵyr/Bryn Tawe Partnership means that you can capitalise on an even greater choice of courses and benefit from a vast array of resources and a high level of expertise. There will also be an exciting opportunity for you to develop further within the valuable Welsh Baccalaureate qualification.

As well as preparing you to progress to college, university or to employment the Gŵyr/Bryn Tawe Sixth Form Partnership will provide you with a unique opportunity to socialise with old and new friends and to reap the benefits of a wealth of activities outside the classroom. But even more significantly, you can continue with your Welsh medium studies and profit from contributing to a bilingual community in the City and County of Swansea and beyond.

We sincerely hope that you are ready to meet the challenges ahead, to take the opportunities offered and to play your part in the success of the Gŵyr/Bryn Tawe Sixth Form Partnership.

Yours Sincerely

**Katherine Davies and Graham Daniels**



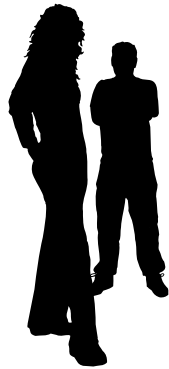
**Katherine Davies**  
*Gŵyr Head teacher*



**Graham Daniels**  
*Bryn Tawe Head teacher*

## Courses

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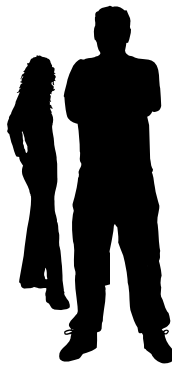






## Advantages of staying on in the Sixth Form

- ◆ Offers a variety of courses, qualifications and opportunities for all students.
- ◆ Supports the progress of each student to his/her full potential.
- ◆ Develops the essential skills and personal attributes that are required to prepare for the future.
- ◆ Gain the experience of responsibility as a Head Boy/Girl, Senior Prefect, Prefect or Team Leader.
- ◆ A wealth of extra curricular activities to promote personal development.
- ◆ Work with committed and experienced teachers.
- ◆ Allows students to continue their education in a familiar Welsh atmosphere that strives to promote the academic and personal development of all students.
- ◆ Excellent facilities – e.g. sixth form study centres.
- ◆ Provides excellent preparation opportunities for higher education.
- ◆ Guides and prepares students for suitable career paths. e.g. modern apprenticeships.
- ◆ Regular contact with a class tutor who provides moral and emotional support.
- ◆ Offers a variety of social and cultural experiences that promote a Welsh identity.
- ◆ An opportunity to study with other Welsh Medium students in Swansea within the Gŵyr/Bryn Tawe Partnership.
- ◆ Receive guidance and advice from the Welsh Baccalaureate Personal Mentor.
- ◆ Sixth Form Common Room and all day access to School Canteen.



## Advantages of Welsh Medium Education and Bilingualism

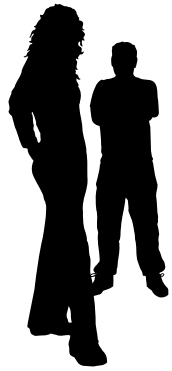
- ◆ **Bilingual Students:**
  - ❖ have a distinct advantage in the job market.
  - ❖ find it easier to learn other languages.
  - ❖ can contribute to, and benefit from, a bilingual society in Swansea and beyond.
  - ❖ have a stronger sense of identity.
  - ❖ value and appreciate other cultures.





## Responsibilities within the Sixth Form

- ◆ Head Girl/Head Boy.
- ◆ Senior Prefects.
- ◆ Sixth form Prefects.
- ◆ Subject Prefects.
- ◆ School Council.
- ◆ Sixth Form Committees e.g. Environment, Fund Raising and Voluntary.
- ◆ Peer Mentoring and Educating Programmes.
- ◆ Team Leaders of various activities.
- ◆ Duke of Edinburgh Award.
- ◆ Team Building sessions.
- ◆ Expeditions to various countries e.g. Alaska, Honduras and The Himalayas.
- ◆ Sporting Competitions e.g. Rosslyn Park Rugby Competition.
- ◆ Voluntary Experiences e.g. Vitalise.
- ◆ Foreign Travel e.g. skiing, cultural and academic tours.
- ◆ Cultural Activities e.g. Senior choirs and School productions.
- ◆ Enterprise schemes e.g. Celtic Enterprise.
- ◆ Debating and Public Speaking e.g. CEWC Cymru, Mock UN Conference.
- ◆ Science Bursaries e.g. Nuffield project.
- ◆ Be a Digital Leader (Bryn Tawe)
- ◆ Educational Initiatives e.g. Engineering Council and Chemistry Olympiad.
- ◆ Summer School activities e.g. medical and engineering experiences.
- ◆ School Eisteddfod as well as the Urdd and Menter Iaith Activities.
- ◆ Residential Courses e.g. Glanllyn, Llangrannog and Tresaith.
- ◆ Work Experience.
- ◆ Community Work within the school and outside.
- ◆ Social Experiences e.g. Sixth Form Christmas Ball.
- ◆ School partnership between Bryn Tawe and Magongo Ribe School in Kenya.





## Transfer to the Sixth Form

The schools make a special effort to assist prospective members of the Sixth Form to choose suitable courses and subjects. Also during the first year in the Sixth Form the students have the opportunity of obtaining detailed instructions on how to adapt to the academic and social changes, which will affect them as a result of being members of the Sixth Form.

**Here is a summary of the activities that are arranged by the schools to assist the transfer into the Sixth Form:**

**Between September and January Year 11:**

- Guidance to Year 11 pupils on careers and Sixth Form courses.
- Careers Advisor interviews.
- Student survey and register for the Sixth Form.
- Advice given by Heads of Sixth Form and Management Teams.

**January – February Year 11:**

- Sixth Form Partnership Prospectus published.
- Sixth Form Information and Options evening for parents and students (in both schools).

**March – May Year 11:**

- An opportunity to apply and confirm choices in conjunction with the Management Teams or Heads of Sixth Form.

**August:**

- GCSE results, and an opportunity to discuss subject choices or courses with the Head Teachers, Management Teams, Careers Advisor and Heads of Sixth Form.

**September, Year 12:**

- Entry into the Sixth Form.
- Induction programme that includes a two day introduction to the Sixth Form course.
- Team Building day.
- Year 12 Contact Evening – for parents and students

**October, Year 12:**

- Evaluating the choice of courses or subjects as part of the mentoring programme.





## Sixth Form Induction Course

An Induction Course is organised at the beginning of the Autumn Term for the new Sixth Form students. The course aims to give our new students the opportunity to settle in together and to get to know their Personal Tutors who will be responsible for them. A full and busy programme of events will be prepared for the course, offering a wide and diverse range of activities. An important part of the course is a detailed introduction to the requirements of the Welsh Baccaulaureate.

The Gŵyr/Bryn Tawe Sixth Form is the only establishment in Swansea that offers such a course. It is a great opportunity to relax with friends and Tutors and to establish a different kind of Sixth Form relationship. It will provide a taster for the challenges of Sixth Form life!

## Transport within the Partnership

If a student elects to study a subject/subjects taught only in a partner school, the transport arrangements will be as follows:

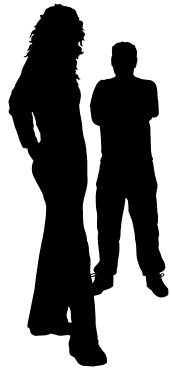
- ◆ Student attends the home school in the usual manner at the beginning of the day.
- ◆ A shuttle bus will be provided to transport students from one campus to the other.
- ◆ All students will be returned to their home school by the end of the day and transported home in the usual manner.
- ◆ If students intend to use personal modes of transport between partner schools e.g. a lift by a parent, it is important that the Transport Officer/The Heads of Sixth Form be notified.
- ◆ If students decide to travel to school by car or motorcycle regularly, the Head of Sixth Form at the home school should be informed so that they can receive further guidance, especially regarding parking.

## Financial Support in the Sixth Form

### Education Maintenance Allowance (EMA)

All students of the Sixth Form are able to apply for an EMA grant which is means tested. The conditions of the allowance are:

- ◆ The allowance is paid directly into the students bank account each fortnight.
- ◆ Students will receive the allowance only if the schools are satisfied with their attendance, academic work and behaviour.







## Sixth Form Dress Code

Sixth form students are expected to maintain the highest possible standard of uniform which is as follows:

- ◆ Black trousers/skirt, home school shirt and jumper.
- ◆ Black shoes and a dark coat.
- ◆ Home school sports wear.

The Gŵyr Sixth Form uniform is available from "The School Uniform Shop", Tŷcoch. The Gŵyr school tie can be bought in the school for £2.00. The Bryn Tawe uniform is available in the usual way, bought through the school.

## Personal Organiser

- ◆ Every member of the Sixth Form receives a Personal Organiser.
- ◆ It should be used in the usual way - to record homework tasks and important dates and information.

## Learning Resources within the Partnership

Students within the Partnership will be entitled to have access to the resources of both schools as required. Learning resources of the highest quality are available from the Departments at both schools. These include interactive whiteboards, computers and tablets and course notes or coursebooks. Amongst the most recent resources will be the very high quality video conferencing facilities located in both schools. Students will be able to work with professional and caring teachers who will provide an excellent educational experience.

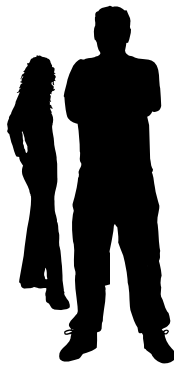
## Sixth Form Learning Centres

Both schools have a Learning Centre for the Sixth Form. Both Centres are available for students within the Partnership for independent research and study time. Computers are located in the Learning Centres with access to the internet. Students can also use the Library, and there are ample study areas within the Centres for personal study and extended reading when completing coursework and assessments. Students in the Sixth Form are expected to allocate free lessons as study periods on their timetable in order to make full use of the Study Centre.

## The Sixth Form Common Room

The Common Room is a centre for relaxing and socialising during free lessons not allocated as study periods. Students in the Partnership are welcome to use the Common Room at both schools.

The Sixth Form students appoint a Common Room committee each year to ensure order, cleanliness and good housekeeping of this area. It is expected that students from both schools respect this facility. The canteens at both schools are open all day to all students from the Partnership. This provides a second location for students during free periods.





## Attendance

- ◆ Regular attendance and punctuality will be expected for registration, lessons, meetings and any other responsibilities.
- ◆ An explanation for any unauthorised absence must be admitted.
- ◆ Notification must be given to the Form Tutors and Subject Teachers of any absence due to specific courses or activities within both schools.
- ◆ Medical appointments should be made outside lesson time. This will also apply to driving lessons and part time work.
- ◆ Attendance will be monitored closely. Parents will be notified of concerns about attendance.

## Registration

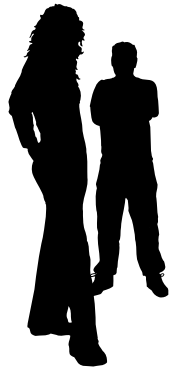
- ◆ If present at the home school, registration will take place in the usual way.
- ◆ If present at the partner school, it is important to register in the Registration Office immediately on arriving on the school campus and on leaving for the home school.
- ◆ This registration arrangement is essential, not only for monitoring of attendance but also to comply with health and safety regulations.
- ◆ Details about absences at the partner school will be transferred to the home school immediately.

## Sickness / Holidays

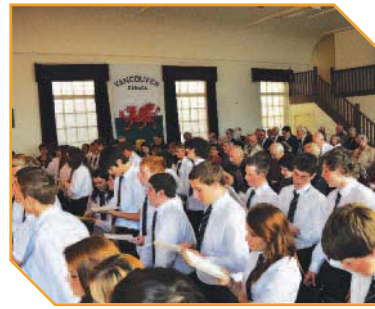
- ◆ If unwell or absent for any other reason, the home school should be notified in the usual way.
- ◆ If a student is unable to attend a lesson at the partner school, a telephone message must be made to notify the relevant teacher.
- ◆ It is courteous to notify the subject teacher if an absence is known beforehand.
- ◆ It is important at Sixth Form level to maintain the continuity of studies, therefore, absences should be kept to a minimum.
- ◆ Family holiday arrangements should not be made during term time.

## Monitoring of Students' Progress and Performance

- ◆ There will be regular monitoring of students' progress.
- ◆ Students will receive an interview with their personal BAC Mentor to monitor progress and performance.
- ◆ If a student wishes to complete a two year course, progress into the second year will be dependent on satisfactory module examination results, grades A - E.
- ◆ Module examination results will also provide feedback on performance in August of Years 12 and 13.





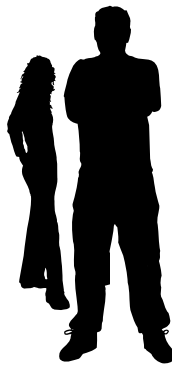


## Reports and Parents Evenings

- ◆ Parents will receive progress reports twice a year – at the end of the Christmas and Easter Terms.
- ◆ Parents will receive copies of both reports by means of the students.
- ◆ There will be a Parents' Evening before the end of the Christmas Term to discuss progress.
- ◆ Parents may contact the Heads of Sixth Form during the year to discuss specific concerns.

## Examination Entry

- ◆ Students will normally sit unit examinations in their home school. Units are assessed in May / June.
- ◆ An attendance record of at least 90% for the subject will be required to guarantee entry, unless there are exceptional circumstances.
- ◆ All coursework requirements and deadlines must be met.
- ◆ The schools will fund one re-sit free of charge.



## Plagiarism

- ◆ The work which will be submitted for assessment must be the student's own work.
- ◆ No student should copy someone else's words, thoughts or ideas and try and pass them as their own. When the source of referencing is not shown this is deemed to be plagiarism and is a serious breach of the regulations.
- ◆ The number of cases of plagiarism is on the increase.
- ◆ The examining board decides on the penalty for plagiarism. It is possible that a student could be disqualified from registering for examinations for a period of time.





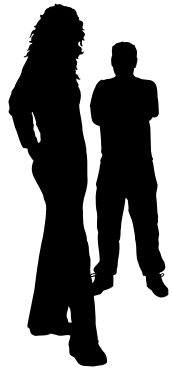
## Sixth Form Courses

Final decisions regarding course choices will be made through discussion between the individual students and parents and the Home school Head Teacher, Management Team, Head of Sixth Form and the Careers Advisor after the publication of the GCSE results. A thorough Induction Programme at the beginning of the Sixth Form will further support this in order to ensure that he/she selects the appropriate courses in relation to his/her interests and ability. During this initial period, students will be able to change their subject choices.

### Courses offered by the schools are:

1. The Welsh Baccalaureate qualification (BAC).
2. GCE Advanced Subsidiary (AS) and Advanced (A2) Level Courses.
3. GCE courses in Applied Vocational Subjects.
4. BTEC Courses
5. Key and Essential Skills qualifications.
6. Re-sit GCSE courses.
7. Other Level 1-2 courses.

- All students will study for the Welsh Baccalaureate qualification (BAC).
- This qualification is divided into two parts – the core and the options.
- The options consist of the students' choice of AS, A2, Applied Vocational and Level 1-2 Qualifications. When studying the core element, the students will complete work within the following subjects – Wales, Europe and the World, Personal and Social Education and the six Key and Essential Skills.
- It is possible to study a combination of academic and vocational subjects.
- Students can select up to 4 subjects in their first year and specialise by studying fewer subjects in their second year.
- Grades A\*, A, B, C, D, E (and U for unclassified or failed) are awarded for AS, A2 and Applied Vocational qualifications.
- All the qualifications – AS, A2, Applied vocational courses, Welsh BAC Advanced Core and Key and Essential Skills will be awarded UCAS points. These points will contribute towards entry into Higher Education Colleges and Universities. For further information see UCAS Tariff table.





## GCSE Advanced Subsidiary (AS) and Advanced (A2) level courses

Advanced Level courses are usually divided into 4 units, with 2 units being studied in the first year and 2 in the second year. The units studied in the first year will comprise of the Advanced Subsidiary Level (AS) which is equivalent to half of an Advanced Level (A2).

The Advanced Subsidiary (AS) qualification provides a shortened course aimed at the standard that Year 12 students usually reach after studying a subject for one year. It has been designed to secure good progression from GCSE and to encourage Year 12 students to choose a broader range of subjects. The likelihood is that the majority of students will study 4 AS subjects in their first year depending on their GCSE results.

During the second year of their study programme, in Year 13, the majority of the students will specialise in fewer subjects to A2, usually 3 of their AS subjects, and secure the AS qualification only in their other subjects.

To study for an Advanced level course a minimum of four to five GCSE subjects at grades A\* - C are usually required. These are the wide variety of courses that are available within the Gŵyr/Bryn Tawe Partnership. Although their inclusion in the sixth form curriculum will depend on the number of students opting for the courses.

In some practical subjects, due to Health and Safety requirements, there must be a maximum number allowed in a class. In the unusual circumstances when the maximum number has been achieved, students will need to be selected on the basis of the following criteria: GCSE grade in the subject, unit marks and the total number of GCSE qualifications.

- |                         |                      |                     |
|-------------------------|----------------------|---------------------|
| ◆ Art                   | ◆ French             | ◆ Physics           |
| ◆ Biology               | ◆ Geography          | ◆ Politics          |
| ◆ Chemistry             | ◆ German             | ◆ Psychology        |
| ◆ Design and Technology | ◆ History            | ◆ Religious Studies |
| ◆ Drama                 | ◆ Mathematics        | ◆ Spanish           |
| ◆ Electronics           | ◆ Media Studies      | ◆ Welsh             |
| ◆ English Language      | ◆ Music              |                     |
| ◆ English Literature    | ◆ Physical Education |                     |







## GCE in Applied Vocational Subjects

GCE qualifications in applied vocational subjects are available in different areas.

**The following areas are offered:**

- ◆ Health and Social Care
- ◆ Applied Business
- ◆ Applied ICT

**They are:**

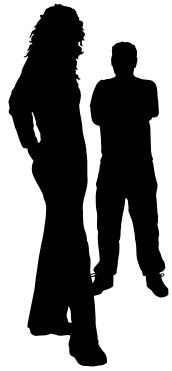
- ◆ 4 unit courses which are equivalent to one full Advanced level.
- ◆ The 4 unit courses take two years to complete.

The applied subject courses have been designed in order to meet the needs of students to follow different vocational areas. The assessment is based on coursework and examinations. Every individual unit is graded. Unit grades are then converted to points that are accredited to produce a grade for the whole qualification. To study for a GCE course in an applied subject, four to five GCSE subjects at grades A\* - C are usually required.

## BTEC and other Vocational Courses

- ◆ Public Services
- ◆ Sport
- ◆ Child Care, Learning and Development
- ◆ Hospitality and Catering
- ◆ Construction
- ◆ Engineering

The above qualifications provide a vocationally specialised preparation for employment or courses in higher education. They offer progression through levels 1 to 3. The qualifications are graded as a Pass, Merit and Distinction. These qualifications can be combined with other qualifications most commonly AS, A2, Applied Vocational subjects and Key and Essential Skills. Child Care, Learning and Development courses are offered which will enable students to gain valuable experiences in work related situations and to progress to employment, a higher level of course or to higher education. The same is true of the Hospitality and Catering course which provides students with worthwhile experiences within professional kitchens and restaurants. By following the Construction or Engineering courses, students will have an opportunity to develop skills that will benefit them in this career pathway.





## Essential and Key Skill Courses

Key and Essential Skills are an integral part of the teaching and learning programmes of study of all Advanced level and vocational courses including the BAC qualification.

- ◆ They are an important preparation for further study, training or employment.
- ◆ The AS, A2, Applied vocational courses as well as the BAC qualification provide opportunities for students to develop their Key and Essential Skills, namely Communication, Application of Number, Information Technology, Problem Solving, Working with Others and Improving Own Learning and Performance.
- ◆ Attainment in each unit of the Key and Essential Skills area is assessed separately.

## Re-sit GCSE Courses

The following re-sit GCSE subjects are available:

- ◆ Welsh.
- ◆ English.
- ◆ Mathematics.
- ◆ Science.

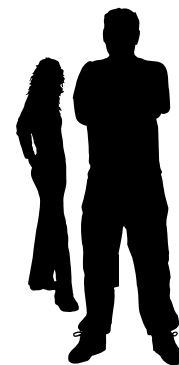
## Careers Guidance and Counselling

The schools provide a broad service of careers and vocational guidance. The Careers Advisor works closely with the schools and the Heads of the Sixth Form. Some members of Year 11 are interviewed individually in order to support them with their post 16+ choices. The Careers Advisor is always available to discuss possible options with students and parents.

## Influences on choice of subjects and courses

- ◆ Estimate of GCSE results.
- ◆ Ideas about possible careers.
- ◆ Favourite subjects.
- ◆ Nature of the assessment of the courses.
- ◆ Advice from the subject teachers.

The information collected about a students choice of subjects will be crucial as it will be used to plan the timetables of both schools. Students are advised to consider carefully before making their choices as it could affect their personal timetable in Year 12.





## UCAS Points System (UCAS Tariff)

This is the system used by Universities and Colleges to select students. The table below shows the points awarded for different grades. (Grades for Advanced level, (A2) Advanced Subsidiary (AS), Applied Vocational courses and the Key and Essential Skills qualification).

UCAS Points System		
Grade	AS/Applied	Advanced/Applied
A*	–	140
A	60	120
B	50	100
C	40	80
D	30	60
E	20	40

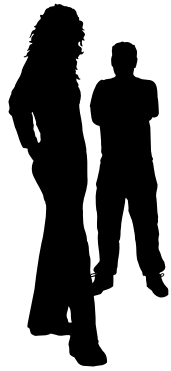
Essential and Key Skills	
Level 2	Level 3
10	20

Welsh Baccalaureate Advanced Diploma qualification (Core)	
Pass (A*– C)	120 points

Universities will make offers to students on the condition that specific examinations grades are achieved, e.g. BCC or a points score of 260 points.

**Key and Essential Skills:** a level 3 in the following skills (Communication, Application of Number and Information Technology) would be worth 60 points and many colleges take this into account.

A comparison of the different qualifications			
1 Advanced Level	4 Unit Applied GCE	BTEC Subsidiary Diploma	NVQ3
1 AS Level	2 Unit Applied GCE	BTEC Certificate	
4 GCSE A* - C	Intermediate courses Level 2	BTEC Diploma (Level 2)	NVQ2
GCSE D - G	Foundation Courses Level 1	BTEC Certificate (Level 1)	NVQ1







# Courses

## Why study Art?

- ❖ People working in design, arts and crafts help to make the world around us a more attractive and a better place. Their creative and original ideas affect the appearance and usefulness of virtually everything around us.
- ❖ Art is an enjoyable course of study which is designed as a natural progression from the GCSE course. Students are encouraged to build on and extend previous ideas and experiences.
- ❖ The course develops practical skills by providing a range of experiences, and a variety of techniques, materials, equipment and resources.
- ❖ Creativity, originality and inventiveness through self-expression are key elements of the course.
- ❖ Students are encouraged to present work professionally
- ❖ Students are shown how to criticise each other's work constructively and evaluate the work of other artists, designers and craftspeople in relation to their own work.

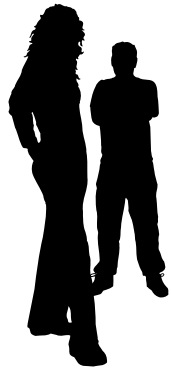


## What does the course contain?

- ❖ Students will work in each of the following areas: Art, Craft and Design, Fine Art, Critical and Contextual studies, Textile Design, Graphic Communications, 3D Design and Photography and Lens.
- ❖ Work will be produced based on the work of artists, designers, craftspeople or the Art of a particular culture or movement in history.
- ❖ Students are encouraged to attend the Art Department's extra curricular weekly Art Club, and make use of the department's facilities during the lunch hour.
- ❖ Workshops will also be provided by craftspeople during and after school hours.
- ❖ Students will need to prepare a portfolio to ensure entry into courses and careers in Art.
- ❖ At least a Grade C in Art and Design at GCSE level is required, as well as the ability to produce observational drawings to a high standard.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	Create a portfolio of work	Internal assessment External moderation
	Unit 2	Externally set examination with 6 weeks preparatory work. Examination period 8 hours	Internal assessment External moderation
<b>A2 - Year 13</b>	Unit 3	Coursework which contains examples of drawing, graphics, textiles and 3D design and a written investigation of no less than a 1000 words	Internal assessment External moderation
	Unit 4	Externally set examination with 6 weeks preparatory work. Examination period of 12 hours	Internal assessment External moderation



## Why Study Biology?

The great diversity of life on Earth gives rise to many important questions:

- ❖ How did such diversity arise?
- ❖ How is it maintained?
- ❖ What will happen as diversity decreases due to human action?

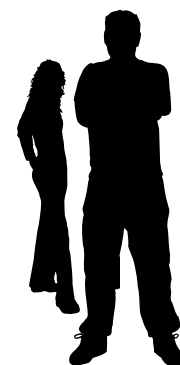


To begin to answer these questions we need an appreciation of the full spectrum of biology, from molecular bioscience to population ecology. Advanced Level Biology provides this breadth of view. In recent years our understanding of biological systems has advanced at an unprecedented rate. Yet with each new finding come more intriguing questions about the complex and dynamic nature of the biological world. During the course, some of these issues will be addressed, and the way in which they are interrelated will be considered.

## What does the course contain?

Biology at this level can be exciting and challenging as there is an opportunity to study a range of topics including Cell Biology, Biochemistry, Genetics, Statistics, Microbiology, Physiology, Evolution and Ecology. The course provides a good foundation for anyone intending to pursue a career in Medicine, Health, Psychology, Science, Agriculture, Veterinary Science or Environmental Studies.

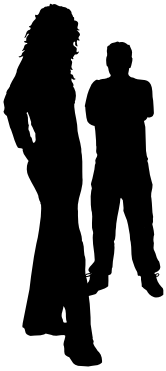
In order to follow the course, students should have gained at least a grade B in both Science I and II at GCSE level. The students will also be expected to show evidence of success in a range of other GCSE subjects including Mathematics.



## Course structure and method of assessment

	Units	Bryn Tawe Course	Gŵyr Course	Assessment
<b>AS - Year 12</b>	Unit 1	Basic Biochemistry and organisation	Cells, Exchange and Transport	Examination
	Unit 2	Biodiversity and physiology of Body Systems	Molecules, Biodiversity and Human Interactions	Examination
	Unit 3	Practical assessment	Practical assessment	Internal Assessment
<b>A2 - Year 13</b>	Unit 4	Metabolism, Microbiology and Homeostasis	Communications, Homeostasis and Energy	Examination
	Unit 5	Environment, Genetics and Evolution	Control, Genomes and Environment	Examination
	Unit 6	Practical assessment	Practical assessment	Internal Assessment





## Why study Business Studies (Applied)?

- ❖ Business Studies is a wide ranging course which develops an understanding of the methods and techniques used in budget setting, human resources management, marketing, managing business operations and enterprise.
- ❖ The relationship between business and the changing external environment is considered as well as decision making between elements such as employment, training and further study.
- ❖ This course can lead to a number of University courses including Business Studies, Public Services, Economics, Marketing and Accountancy.
- ❖ By choosing Business, students will have the opportunity to study a new subject as it is not a requirement that students should have studied the subject to GCSE level.



## What does the course contain?

- ❖ Business Studies allows students to understand matters which affect their everyday lives, for example, how the economy works.
- ❖ The course is a vocational one and therefore students will be encouraged to make visits to local businesses and complete research tasks on these businesses as part of their course work assignments.
- ❖ One exciting feature of this course is the visit being arranged to New York where students will be exploring locations of business interest such as the Stock Exchange in Wall Street and the United Nations.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	Business Research and Finance.	Examination
	Unit 2	Investigation into Business Influences and Activities	Coursework
<b>A2 - Year 13</b>	Unit 3	Making Business Decisions	Examination
	Unit 4	Business Planning	Coursework

## Why study Chemistry?

The study of Chemistry at Advanced Level builds upon the chemical knowledge introduced in the GCSE Science course.

**These are the reasons why students may wish to study Chemistry. In order to:**

- ❖ Pursue a course of further study in Chemistry in Higher Education.
- ❖ Gain a Chemical background for study in other subject areas.
- ❖ Study Languages, the Humanities or Arts and wish to broaden their studies by taking a Science subject.

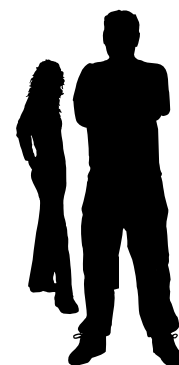


Success in Chemistry is essential for entry to University to study Chemistry, Chemical Engineering, Medicine, Dentistry, Pharmacy, Biological Sciences and Biochemistry.

A qualification in Chemistry AS would be highly desirable for further studies or careers in Environmental Science, Geology and Material Science.

## What does the course contain?

Chemistry is an exciting subject and the skills central to it are very desirable in the workplace and within higher education. The A-level course includes theory and practical work as well the chance to attend extended workshops in order to expand their knowledge and practical experiences. A detailed course structure can be seen in the table below. In order to achieve success in Chemistry, students need to have achieved at least a Grade B in GCSE Science. A Grade C or better in GCSE Mathematics is also recommended.



## Course structure and method of assessment

	Units	Bryn Tawe Course	Gŵyr Course	Assessment
<b>AS - Year 12</b>	Unit 1	Controlling and measuring chemical change	Atoms, Bonds and Groups	Examination
	Unit 2	Properties, structure and bonding	Chains, Energy and Resources	Examination
	Unit 3	Practical Assessment	Practical Assessment	Practical Assessment
<b>A2 - Year 13</b>	Unit 4	Analysing and building molecules	Rings, Polymers and Analysis	Examination
	Unit 5	Physical and Inorganic Chemistry	Equilibria, Energetics and Elements	Examination
	Unit 6	Practical Assessment	Practical Assessment	Practical Assessment

## Why study Child Care and Education?

### Award or Certificate (Level 3)

The Child Care courses are relevant for students wishing to work with children and young people between the ages of 0-16 years in caring, educational and developmental settings e.g. schools, hospitals, crèches and the care sector.



### Award Course Level 3

This is a one year course without any examinations. On completion of the course, students will be able to work with children under supervision e.g. as a classroom assistant in a school, or continue to study for another level 3 qualification. The course includes a number of short assignments to complete, which include practical activities that are fun to do e.g. preparing healthy food, completing a wall display for the class, washing a baby, creating games etc.

### Certificate Course : Level 3

This is a two year course with the majority of the units being assessed by the completion of coursework but one unit is examined through an external written test. After successfully completing the course, students can use this qualification in order to go to university, work independently, or, in some areas, supervise and train others. This is equivalent to one A level qualification. Students should have attained 4 - 5 GCSE A\* - C to enter the course. There are a number of assignments and practical activities within the course e.g. creating posters, teaching materials, developing information booklets.

### Course structures and method of assessment

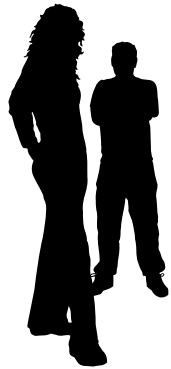
In order to complete both courses, students need to exhibit good study and communication skills as well as show an interest in working with children. Guest speakers are frequently used to explain the different schemes available in the field of Child Care. A placement in child care settings is required in both courses. A CRB check is required when working with children.

### Level 3 Award Course, Yr 12

### Level 3 Certificate Course, Yr 13

Units	Content
Unit 1	Introduction to working with children
Unit 2	Development from birth to 16 years old

Units	Content
Unit 1	Introduction to working with children
Unit 2	Development from birth to 16 years old
Unit 3	Supporting Children
Unit 4	Keeping children safe
Unit 5	Principles which underlie the role of the practitioner working with children



## Why study Construction? BTEC Construction Level 3

This course prepares students to work 'professionally' within the construction industry or for further study in the field. Due to the shortage of 'professional' workers within the UK construction industry, this course will provide ample opportunities for a career pathway. This course could lead to jobs as a Site Manager, Project Manager, Building Surveyor, Quantity Surveyor, Architects Technician, Civil Engineer.



## Course structures and content

The Level 3 course is aimed at pupils who like solving problems and teamwork and students will need to gain 4 GCSEs (A\*-C) in order to do the course. Students will attend Neath Port Talbot College in Llansamlet.

Students will study 3 units of work for the Certificate course and 6 units for the Subsidiary Diploma course and continuous assessment tasks will be set throughout both courses. At the end of the Subsidiary Diploma course Pass, Merit and Distinction grades are awarded. A distinction will gain 120 UCAS points.

It's possible to study this course at 2 levels:

**Level 3 Certificate in Construction – 30 credits** This is equivalent to one AS level

**Level 3 Subsidiary Diploma – 60 credits** This is equivalent to one A level

## Level 3 Content

The course structure is similar to the following:

Units	Content
Unit 1	Health and Safety in Construction
Unit 2	Sustainable Construction
Unit 3	Mathematics in Construction
Unit 4	Science and Materials in Construction
Unit 5/6	<b>2 units from the following:</b> Construction Technology and Design, Building Technology, Surveying and Construction , Construction in Civil Engineering





## Why study DT: Product Design?

**Exciting! Interesting! Creative! Innovative!**

The subject will be of interest to a variety of students.

- ❖ The course is a natural progression for GCSE DT: Resistant Materials or Textiles students or even new students.
- ❖ Opportunities to show imagination, innovation and to work independently.
- ❖ Benefit from the many transferable skills inherent in the study of DT.
- ❖ An unique opportunity within the curriculum to discover and solve problems through designing and making products in a wide variety of contexts to do with your personal interests.
- ❖ Higher Education courses or a career in: Product Design, Textiles, Architecture, Fashion, Engineering, Manufacturing, Graphics, Three-dimensional, Exhibition, CAD, Interior, Jewellery or Furniture design, Buyer for shops, Marketing or an Inventor.
- ❖ Develop as discerning consumers able to make informed choices.

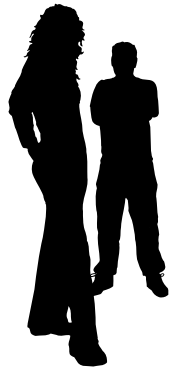


## What does the course contain?

Students will enjoy learning how to use a variety of methods to expand their thinking skills independently or within a group. Problem solving strategies are used to further develop creativity and innovation as well as develop the students' essential knowledge and understanding of industrial practices, technologies and sustainability. The course promotes the use of ICT through research, CAD design, laser cutter manufacturing, presenting data and images. Students learn how to manage their time when completing their project work and also whilst attending extra curricular clubs. Visits to various related venues enhance the teaching, for example, 'Clothes Show Live' and the Innovation Awards.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 DT 1	Product Design: Designing and Innovation, Product Analysis, Materials and Components, Industrial and Commercial Practice.	Examination
	Unit 2 DT 2	Design and Make Task	Coursework
<b>A2 - Year 13</b>	Unit 3 DT 3	Product Design: Human Responsibility, Public Interaction, Processes, Production Systems and Control.	Examination
	Unit 4 DT 4	Main Project Shows an integration of Design and Make skills	Coursework Internal marking, externally moderated



## Why study Drama and Theatre Studies?

Students will have an opportunity to:

- ❖ devise, perform and direct plays.
- ❖ study various genres of plays.
- ❖ enhance their theatrical experiences, by regularly visiting the theatre.
- ❖ experiment with technical aspects appropriate to the creation of productions. e.g. light, sound, costume, stage design.
- ❖ gain an understanding and knowledge of well respected practitioners in the world of theatre.
- ❖ provide opportunities to audition and to participate in various productions.



## What does the course contain?

Students are provided with a wide variety of experiences within the course, which includes project work based set play texts and work devised by the students themselves.

A variety of workshops and visits by guest speakers and leading exponents from related areas are organised as part of the course. A key component of the course are regular visits to the theatre in order to gain experience of a variety of genres.

Students are expected to undertake research by reading a range of plays, and they are encouraged to experiment through staging performances of their own, e.g. using locations such as a castle, a church and open air locations.

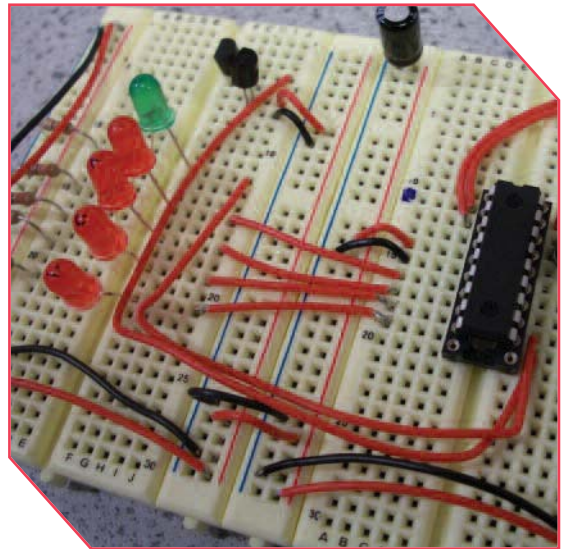


## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	Practical Performances	Internally assessed and verified externally
	Unit 2	Text in Performance and Theatre review	Examination
<b>A2 - Year 13</b>	Unit 3	Performance on a set theme	Externally marked
	Unit 4	Text in Context	Examination

## Why study Electronics?

- ❖ Electronics is an exciting field of study that affects nearly all aspects of our lives.
- ❖ The course attracts students who enjoy working with technology and/or understanding science.
- ❖ It is not necessary for students to have previously studied a course in Electronics.
- ❖ Electronics combines well with Physics, Maths, ICT and many other courses.
- ❖ This course provides an excellent grounding in Electronics, a field which is at the forefront of modern technological industries.
- ❖ It will be very useful for anyone considering a degree or career in Engineering, Physics or Computing.
- ❖ Industries such as robotics, medicine, telecommunications and broadcasting are careers where Electronics would be advantageous and provide great opportunities.

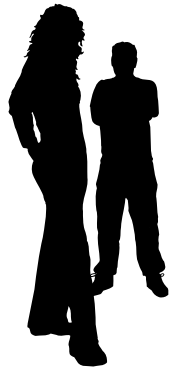


## What does the course contain?

A large aspect of the course deals with problem solving and creating products or systems. Students are taught through a variety of methods including computer simulation, circuit design and analysis, practical work, individual projects and problem solving. Students are expected to plan, develop and complete a major project, and to write a detailed report, making good use of all that has been learned. During the course the students design, build, test and evaluate a chosen electronic device thus gaining an invaluable experience and develop crucial transferable skills. Students are expected to plan, develop and complete a major project and to write a detailed report, making good use of all that has been learned.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	An Introduction to Digital and Analogue Systems	Examination
	Unit 2	Circuits and Components	Examination
	Unit 3	Programmable Control Systems Project	Coursework
<b>A2 - Year 13</b>	Unit 4	Electronic Communications Systems	Examination
	Unit 5	Electronic Systems Applications	Examination
	Unit 6	Electronic Design Project	Coursework



# Why study BTEC Engineering?

The BTEC Subsidiary Diploma in Engineering has been developed in the engineering sector to:

- ❖ give full-time learners the opportunity to enter employment in the mechanical engineering sector or to progress to further vocational qualifications.
- ❖ give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.



The engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. The Subsidiary Diploma in Engineering has been designed to give new entrants to the engineering sector the underpinning knowledge and specific skills needed to meet the needs of modern mechanical engineering industries.

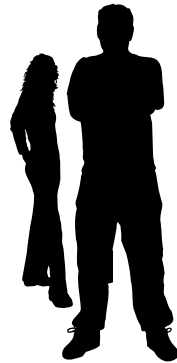
## What does the course contain?

The qualification has also been designed so that learners can progress into Higher Education, for example to BTEC Higher Nationals and undergraduate engineering degree qualifications.

## Course structures and method of assessment

Unit 1 is mandatory for a Certificate in Engineering plus 2 other units from a range of subjects, a sample of which are included below. Unit 1 and either 5 or 6 are mandatory for the Subsidiary Diploma in Engineering, plus 4 other units. There are 40 units in total to choose from and a sample of the units can be seen below.

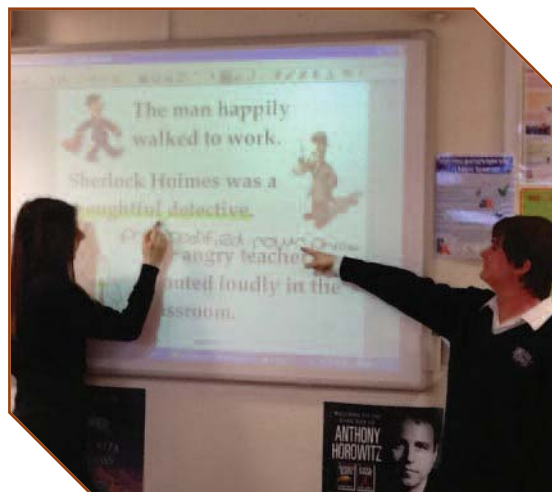
	Units	Content	Assessment
<b>Year 12</b> Certificate in Engineering	Unit 1	Health and Safety in the Engineering Workplace	Continuous Assessment
	Unit 2	Mathematics for Engineering Technicians	Continuous Assessment
	Unit 3	Electrical and Electronic Principles	Continuous Assessment
<b>Year 13</b> Subsidiary Diploma in Engineering	Unit 4	Properties and Applications of Engineering Materials	Continuous Assessment
	Unit 5	Mechanical Principles and Applications	Continuous Assessment
	Unit 6	Engineering Drawing for Technicians	Continuous Assessment





## Why study English Language?

- ❖ It provides a great opportunity for students to develop language skills and expand upon their understanding of the English Language.
- ❖ English Language can be complemented by the literature course, Welsh, Modern Foreign Languages, Media Studies and the Sciences; all of these combinations will prove interesting and rewarding.
- ❖ The course is an excellent chance for students to enter the fascinating world of linguistics and to improve their command of the English language.
- ❖ Studying English Language enables students to pursue a range of Higher Education courses and numerous exciting and challenging careers. English Language can be advantageous for careers such as Journalism, Law, Media, Performing Arts, Speech Therapy, Marketing, Advertising, and Teaching.

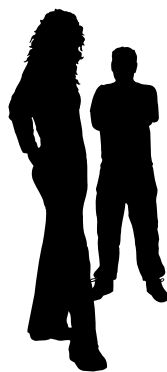


## What does the course contain?

This course provides students with the opportunity to explore how the English language has evolved over centuries; from the original 6th century “Beowulf” manuscript to how the internet and technological developments have impacted upon the English language. It also provides students with a chance to analyse the use of spoken language, to investigate how conversations work, to scrutinize how we communicate within the 21st century. This course offers a variety of interesting and unique experiences, such as taking part in a literacy support programme for younger pupils; there will also be opportunities to attend lectures and seminars, visit theatres, in addition to contributing to a range of public speaking and debating competitions.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 LG 1	Introduction to the language of texts	Examination
	Unit 2 LG 2	Original Writing and Exploring Spoken Language	Coursework
<b>A2 - Year 13</b>	Unit 3 LG 3	Language Investigation and Writing for Specific Purposes	Coursework
	Unit 4 LG 4	Analysing and Evaluating Language Modes and Contexts. Analysis of written language over time	Examination



## Why study English Literature?

- ❖ This is an opportunity for students to prove their individuality and to demonstrate their capacity for original and creative thought.
- ❖ An English Literature course is an ideal preparation for a variety of Further and Higher Education courses and is considered a valuable academic discipline.
- ❖ English Literature can be combined with any other subject and would provide a route to a number of university courses and careers, for example Journalism, Law, Business, ICT and Education. Combining English Literature with the sciences could lead to a degree in medicine, which often requires students to demonstrate interests beyond science.



## What does the course contain?

A wide range of literature will be studied and students will be encouraged to pursue their own literary interests for the LT2 and LT3 elements of the course. The whole class will be studying one text and students will be given the opportunity to choose the other two texts.

The examination board wishes to encourage students following the course to “develop their interest and enjoyment of literature through reading widely and independently”.

Students will set their own agenda; this is an exciting course which requires students to be responsible for their progress and to be collaborators with the teachers.

Students will have many extra-curricular opportunities such as theatre visits and lectures by writers and poets.



## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 LT 1	Poetry 1900 - to the present and Drama 1990 - to the present	Examination
	Unit 2 LT 2	Prose Study and Creative Reading	Coursework
<b>A2 - Year 13</b>	Unit 3 LT 3	Period and Genre Study Three texts - poetry, prose and drama	Coursework
	Unit 4 LT 4	Poetry pre 1800 and Drama (Shakespeare)	Examination

## Why study French?

- ❖ Study one of the world's main languages at a higher level.
- ❖ Gain confidence and develop into a more rounded individual by understanding and enjoying other cultures.
- ❖ Ensure a strong and balanced combination of subjects across the curriculum.
- ❖ Develop a skill which will extend career opportunities in many fields including business, engineering, marketing, science, tourism, the media and technology.
- ❖ Be able to communicate with people all over the world.
- ❖ Raise the standard of a student's own language and be able to learn other languages more quickly.
- ❖ Be able to travel with ease in over 40 countries where French is spoken or spend a period of time in the future studying or working abroad.
- ❖ Master an academic discipline that strengthens communication skills, thinking skills, and memory skills.



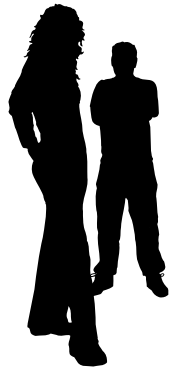
## What does the course contain?

In the course, themes of interest to young people will be studied, such as travel, leisure, sport, fashion, and entertainment. In addition, the course will develop the students' awareness of social issues such as health, young people's problems, education, racism, equal opportunities, moral and political questions. Varied learning methods are used with an emphasis on oral work and the use of current media materials.

Students will be encouraged to develop links with partners in a French speaking country. There will be an opportunity to attend extra-curricular activities, such as the film club and assisting younger pupils in language lessons.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 FN1	Oral: general conversation about yourself and two of the themes studied	Oral examination with an external examiner
	Unit 2 FN2	Examination with listening, reading, writing and translation exercises	Examination
<b>A2 - Year 13</b>	Unit 3 FN3	Oral: discussion based on an article and oral exposé on a film	Oral examination with external examiner
	Unit 4 FN4	Examination with listening, reading, writing and translation exercises	Examination



## Why study Geography?

Geography suits students who:

- ❖ are enthusiastic about people, places and foreign countries;
- ❖ are interested in environmental changes;
- ❖ enjoy investigating topical issues and developing practical and fieldwork skills.

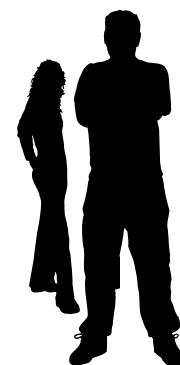


## What does the course contain?

Studying Advanced Level Geography will enable students to develop an understanding of the natural environment, deepen their understanding of different people and communities, together with a better appreciation of a broad range of environmental issues. The course will also provide the opportunity to apply key skills to real, relevant, and topical themes. Geography can support a range of careers including architecture and surveying, conservation, leisure and tourism, meteorology, teaching, general management, and many more. In addition to this, the skills and techniques used in Geography can be applied to a variety of work situations. Many employers seek the problem solving and decision-making skills acquired through the study of Geography. A range of learning experiences and extra curricular activities are used to make the teaching of Geography exciting and relevant.

Teaching takes place inside and outside the classroom by:

- ❖ looking at documentary programmes.
- ❖ using the internet, text books, articles and current journals.
- ❖ using a variety of maps, photos and images.
- ❖ using ICT packages and new technologies such as GIS (geographical information systems)
- ❖ working in the field whilst investigating river processes and urban change.
- ❖ attending lectures given by the Swansea Geographical Society.



## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 G1	Changing Physical Environments	Examination
	Unit 2 G2	Changing Human Environments	Examination
<b>A2 - Year 13</b>	Unit 3 G3	Contemporary Themes and Research in Geography	Examination
	Unit 4 G4	Sustainability	Examination



## Why study German?

- ❖ Study the most widely spoken language in Europe at a higher level.
- ❖ Gain confidence and develop into a more rounded individual by understanding and enjoying other cultures.
- ❖ Ensure a strong and balanced combination of subjects across the curriculum.
- ❖ Develop a skill that will extend career opportunities in many fields including business, engineering, marketing, science, tourism, the media and technology.
- ❖ Be able to communicate with people all over the world.
- ❖ Raise the standard of a student's own language and be able to learn other languages more quickly.
- ❖ Spend a period of time in the future studying, living or working abroad.
- ❖ Master an academic discipline which strengthens communication skills, thinking skills and memory skills.



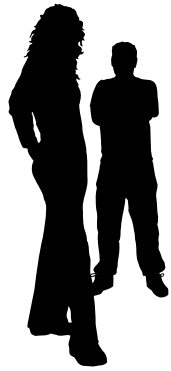
## What does the course contain?

In the course, themes of interest to young people will be studied such as travel, leisure, sport, fashion, and entertainment. In addition, the course will develop the students' awareness of social issues such as health, young people's problems, education, racism, equal opportunities and moral and political questions. Varied learning methods are used and because there is an emphasis on oral work, students will experience weekly sessions with a language assistant as well as use current media materials.

An integral part of studying a foreign language is visiting the country. Visits will be organised to Strasbourg, Freiburg and the Blackforest. There will be an opportunity to attend extra-curricular activities such as the film club and assisting younger pupils in the language lessons. For students wishing to study German afresh, a GCSE qualification is not required, however students must be keen and committed linguists.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 GN1	Oral: general conversation about yourself and two of the themes studied	Oral examination with an external examiner
	Unit 2 GN2	Examination with listening, reading and writing exercises	Examination
<b>A2 - Year 13</b>	Unit 3 GN3	Oral: discussion based on an article and oral exposé	Oral examination with an external examiner
	Unit 4 GN4	Examination with listening, reading, writing and translation exercises	Examination



## Why study Health and Social Care? (Single or Double Award)

- ❖ The course provides vocational opportunities and experiences for students in the field of health, early years' education and social care.
- ❖ It can be taken as a single award (equivalent to 1 A Level) or as a double award (equivalent to 2 A Levels).
- ❖ The skills and information presented as part of the course offers an insight into work in the realms of medicine, education or the care sector. This is an added advantage to students wishing to follow a career in these fields.



## What does the course contain?

- ❖ A variety of teaching methods are used – work experience, community and work links, guest speakers, which are additional to the coursework tasks.
- ❖ There is more of an emphasis on coursework rather than external examinations.
- ❖ The aim is to strengthen the student's ability to research, solve problems and evaluate whilst completing the course work.
- ❖ The course is divided up into units: 4 Units for the Single award and 8 Units for the Double Award.



## Course structure and method of assessment

	Units	Single Award	Assessment	Units	Double Award	Assessment
<b>AS - Year 12</b>	Unit 1	Promote quality care and communication	Examination	Unit 1	Promote quality care and communication	Examination
				Unit 2	Promoting Good Health	Course work
	Unit 2	Promoting Good Health	Course work	Unit 4	Creative Activities	Course work
				Unit 5	Understanding individuals with disabilities	Examination
<b>A2 - Year 13</b>	Unit 7	Provision of Health, Social Care and Children's Services	External Course work	Unit 7	Provision of Health, Social Care and Children's Services	External Course work
				Unit 8	Understanding Human Behaviour	Examination
	Unit 12	Food and Fitness	Course work	Unit 11	The role of Complementary Therapies	Course work
				Unit 12	Food and Fitness	Course work

## Why study History?

- ❖ Our aim is to provide enjoyment and increase students' interest in History and, if they so wish, to prepare them for further study of the subject.
- ❖ History is generally acknowledged as an academic subject. A good grade in History shows employers that the candidate can deal effectively with a substantial body of information and comprehend it.
- ❖ The subject is a good foundation for many further education courses and for careers in banking, law, journalism, teaching and broadcasting.
- ❖ Not only is the study of the past absorbing in itself, but it also provides insights into events occurring in our world today.



## What does the course contain?

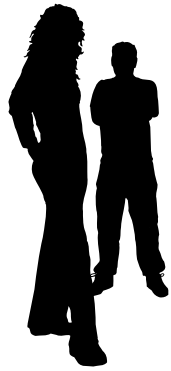
The course is divided into two parts:

- ❖ Aspects of the History of Wales and England c.1780-1886
- ❖ Nazi Germany c.1933-45

We use a variety of teaching methods which include traditional teacher led lessons, seminars, group work, individual research, guest lectures, and visits to historical places of interest. A grade C and above is required in GCSE History.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	Politics and government in Wales and England, 1780-1832 British foreign policy, 1793-1841	Examination
	Unit 2	Nazi Germany, 1933-1939	Examination
<b>A2 - Year 13</b>	Unit 3	The Holocaust	Coursework
	Unit 4	Support and resistance in Nazi Germany, 1933-45 The Conservatives under Peel and Disraeli, 1834-1880 Parliamentary Reform, 1780-1886	Examination



## Why study BTEC Hospitality?

### Subsidiary Diploma Level 3

- ❖ This two year course will provide an excellent foundation for students who have an interest in a career within the Hospitality and Catering industry.
- ❖ The course could lead to a career in local and foreign hotels, cruise ships and event organising.
- ❖ Students choosing this course will be expected to show enthusiasm and willingness to work as part of a team and independently to complete the various tasks.
- ❖ This qualification is equal to 1 'A Level'.

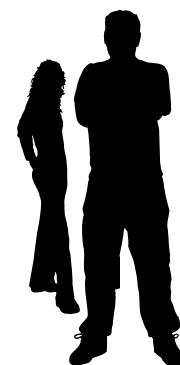


## What does the course contain?

The course offers an unique opportunity within the curriculum for students to study a variety of hospitality related units. Students will gain knowledge and understanding through a variety of learning pathways. These include:-

- ❖ Visits to Hospitality and Catering establishments
- ❖ Practical sessions in food preparation and food service
- ❖ Visiting speakers from the Hospitality industry
- ❖ Theory and research workshops

Students will need 5 GCSEs (A\*- C) in order to do this course.



## Course structure and method of assessment

There will be continuous assessment throughout the course. Each unit has a specific task/assignment which will be graded with a Pass, Merit or Distinction.

	Units	Content	Assessment
<b>Yr 12 and 13</b>	Unit 1	The Hospitality Industry	Continuous assessment
	Unit 2	Principles of supervising customer service performance in Hospitality, Leisure, Travel and Tourism	Continuous assessment
	Unit 3	Providing customer service in Hospitality	Continuous assessment
	Unit 4	In addition to the above named units students will have the opportunity to study and complete a specialist unit such as: <ul style="list-style-type: none"> <li>• European Food</li> <li>• Food and Drinks Service</li> <li>• Planning and Managing a Hospitality Event</li> </ul>	Continuous assessment



## Why study Applied ICT?

- ❖ Studying ICT at Advanced level is a means of developing a deeper understanding of the significance of computers, applications and communications in the workplace and in every day life. Computer systems are used in a wide range of areas, from manufacturing and education to medicine, and ICT skills are valued in all aspects of business and society.
- ❖ In a world of constant technological innovation, there is a demand for people who have the skills to refine and apply new developments to the real world. There's a world-wide shortage of ICT graduates.



## What does the course contain?

The course in Applied ICT provides a completely new viewpoint on the world of Information and Communications Technology. The unit titles which include eBusiness, eSkills and eStudio, provide a glimpse of the radical nature of this qualification. Students will study units which are exciting and modern including on-screen examinations and tasks based on realistic organisations.

Students will have the opportunity to develop a wide range of ICT skills within vocational contexts and will gain a deep understanding which will inform future options in employment, training and further study.

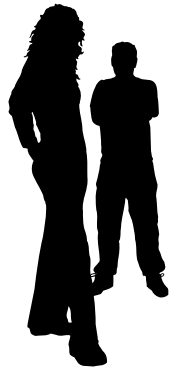
To complete their practical work, students will learn how to use:

- ❖ more complex features of Microsoft Word, Excel spreadsheet and Access database to produce ICT systems;
- ❖ Adobe software - Dreamweaver for web pages & electronic portfolios, Flash for animations, Photoshop for graphics work; and a range of other software tools.

Students are expected to work independently and practice their skills outside of lesson time. Students are allowed access to both the Microsoft Academic Alliance Programme and Microsoft DreamSpark scheme which includes training materials and videos as well as a range of software from Microsoft to download.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	eBusiness – gaining Skills in eBusiness	3 hour on screen examination
	Unit 2	eSkills – Managing eBusiness data (Access Data Base and Excel Spreadsheets)	Internal assessment – WJEC set task
<b>A2 - Year 13</b>	Unit 3	eProject – Planning an ICT project	External assessment – controlled task
	Unit 4	eStudio, or eTransact	Internal assessment – coursework



## Why study Mathematics?

The 'A' Level course in Mathematics offers the opportunity to continue the study of the subject for its own sake or as a support for other subjects. Mechanics will be of benefit to those students who intend studying subjects such as Physics and DT or who aspire to a career in engineering. For the students who intend studying subjects such as Geography, Biology, Chemistry, the Statistics element will be of benefit.

It is possible to study all 3 components of Mathematics i.e. Pure, Mechanics, and Statistics.



## What does the course contain?

### Pure mathematics

Pure mathematics includes the study of algebra, geometry, trigonometry and calculus, where many of the ideas are an extension of the work studied at GCSE.

### Mechanics

Mechanics is primarily concerned with solving problems in dynamics and statics.

### Statistics

Statistics is the study of collecting, presenting and analysing data, together with the development and application of probability theory and models.

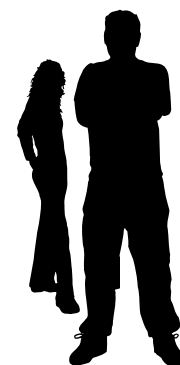
### Double Mathematics

For some students who have a desire to study Mathematics at University, there is the opportunity to study 6 other Mathematic units to acquire an additional Mathematics A level.

## Course structure and method of assessment

It is expected that those students who wish to study Mathematics to Advanced level, will have achieved a good grade at GCSE.

There are numerous combinations which will give an 'A' Level. Discussion with departmental staff to decide on the best combination for the pupils will be **very important in the whole process.**



	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	C1/C2 – Pure Mathematics	Examination
	Unit 2	M1 - Mechanics	Examination
	Unit 3	S1 - Statistics	Examination
<b>A2 - Year 13</b>	Unit 4	C3/C4 – Pure Mathematics	Examination
	Unit5	M2 - Mechanics	Examination
	Unit 6	S2 - Statistics	Examination

## Why study Media Studies?

- ❖ This is an interesting, modern and exciting course which gives the opportunity for students to develop technical skills and form viewpoints on topical issues.
- ❖ There are many career paths open to students in this area including being a television or newspaper journalist, camera technician, producer, researcher, marketing designer, computer games designer, teacher, lecturer, researcher, script writer, editor and presenter.
- ❖ The A Level course is open to any student and it is not necessary to have studied the GCSE course although this would be an advantage
- ❖ This is a course for a student who can understand, use and create exciting and different ways of communicating in this digital age.

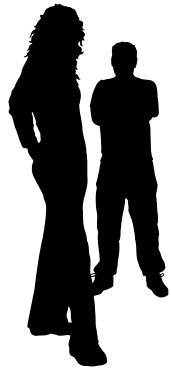


## What does the course contain?

- ❖ Students will learn how to create professional and original media texts using the latest equipment. These can vary from scripting a story for the screen, to planning and producing a film, creating a website, to producing film posters, or a printed text such as a newspaper.
- ❖ The wide range of subjects studied will enable students to extend their understanding of moral, social, economic and cultural matters in our world today.
- ❖ Students will develop a critical opinion of the media not only in their study of a product and media concepts, but also by using creative skills in the production process.
- ❖ Research will be made into the production processes and the most recent digital

## Course structure and method of assessment

	Units	Contents	Assessment
<b>AS - Year 12</b>	Unit 1 MS 1	Representation and Response in the Media	Examination
	Unit 2 MS 2	Media Production Processes	Coursework
<b>A2 - Year 13</b>	Unit 3 MS 3	Media Investigation and Production	Coursework
	Unit 4 MS 4	The Media – Text, Institution and Audience	Examination



## Why study Music?

Music provides a coherent, satisfying and worthwhile experience, regardless of whether students wish to pursue further studies in the subject or not. For those wishing to continue with their studies in the subject, the course provides a suitable foundation for further or higher education, as well as being a preparation for the world of work. But in addition to this, due to the academic approach of the course, skills are developed that can be transferred to other subjects.



## What does the course contain?

Students will have ample opportunities within the course to show their strengths and talents especially when performing, composing and appraising a whole range of different pieces – from Handel to Queen! It is not essential that students will have gained a GCSE certificate in Music before commencing the course. Nevertheless, it is assumed that students will have a broad musical understanding, with the ability to develop their skills, knowledge and musical perception.



## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1	Performing – individual or in an ensemble (8-10 minutes)	Examination
	Unit 2	Composition – 2 contrasting pieces. (4-8 minutes)	Coursework
	Unit 3	Listening and Appraising	Examination
<b>A2 - Year 13</b>	Unit 4	Performing – individual or in an ensemble (10-12 minutes)	Examination
	Unit 5	Composition – 2/3 contrasting pieces	Coursework
	Unit 6	Listening and Appraising	Examination



## Why study Physical Education?

- ❖ Integrate theory and practice in Physical Education.
- ❖ Develop and refine physical competence in different roles as a performer, leader and official.
- ❖ Maintain and develop involvement and effectiveness in lifelong physical activity as a part of a balanced healthy lifestyle.
- ❖ Refine and develop knowledge, understanding and skills that enhance performance in physical activity.



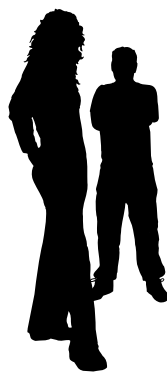
## What does the course contain?

The course is 50% practical and 50% theory. During the two year course, students will have the opportunity to improve their personal performance, train other students and younger pupils and manage groups and teams within the school.

Students will learn about the relationship between lifestyle choices, health and fitness within practical contexts. They will also have the opportunity to visit various establishments that specialise in Physical Education as well as participate in a wealth of extra curricular activities e.g. team competitions, school sports and various related courses.

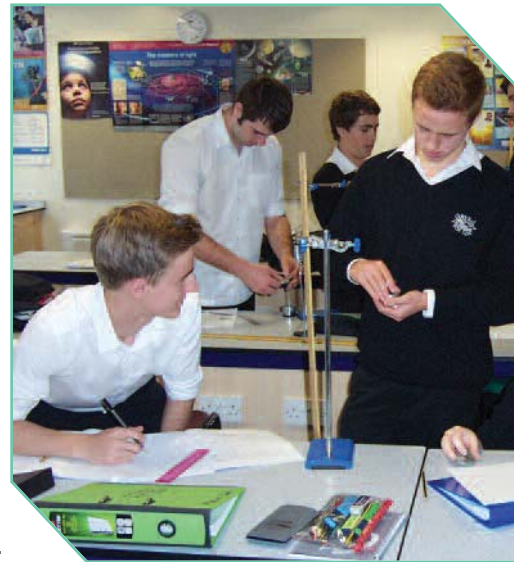
## Course structure and method of assessment

	Units	Contents	Assessment
<b>AS - Year 12</b>	Unit 1 PE1	Improve Performance in Physical Education	Internal Examination
	Unit 2 PE2	Active Lifestyles and Physical Education	Examination
<b>A2 - Year 13</b>	Unit 3 PE3	Refining Performance in Physical Education	Internal Examination
	Unit 4 PE4	Performance, Provision and Participation in Physical Education	Examination



## Why study Physics?

- ❖ Physics seeks to understand the nature of the world in which we live and has offered startling new insights into the way the universe works. Quantum mechanics, relativity, particle physics, chaos theory, astronomy and space science have all revolutionised human knowledge, and are the subject of new and exciting research.
- ❖ Studying Physics along with courses such as Chemistry, Biology, Mathematics, Electronics, Design and Technology, Music Technology or Languages provides a gateway to a wide range of careers (Engineering, Electronics, Medicine, Aerospace industry, Communications industry, Electrician, Meteorologist, Architect) and University.



## What does the course contain?

- ❖ Practical work is an essential feature of Physics and as such is integral to the content. Practical assessment represents 20% of the final mark.
- ❖ A wide range of topics are studied, for example, motion, energy and charge, waves and particles, practical physics, oscillations and fields, electromagnetism and nuclei.
- ❖ Physics provides opportunities to consider a range of applications in areas of engineering and technology. Candidates will study basic physics, kinematics, optics, vibrations, alternating currents, and basic thermodynamics.
- ❖ The quest for the meaning in life, truth and ultimate values is central to the study of physics and in particular, provides opportunities to consider, from a historical perspective, how experimental work has developed and modified physical theories (e.g. quantum physics, radioactivity, probing matter). In this way candidates can appreciate the contributions of individuals to major conceptual developments.



## Course structure and method of assessment

	Units	Bryn Tawe Course	Gŵyr Course	Assessment
<b>AS - Year 12</b>	Unit 1	Motion, Energy and Charge	Mechanics	Examination
	Unit 2	Waves and Particles	Electron, waves and particles	Examination
	Unit 3	Practical Physics	Practical Physics	Internal Assessment
<b>A2 - Year 13</b>	Unit 4	Oscillations and Fields	The Newtonian World	Examination
	Unit 5	Electromagnetism and Nuclei	Forces, fields and frontiers in Physics	Examination
	Unit 6	Practical Physics	Practical Physics	Internal Assessment

## Why Study Politics?

- ❖ Few subjects play such an integral part in our day to day lives as Politics. Politics dominates the news, and our politicians pass laws/acts which affect our daily lives. These policies range from education, health, law and order to name but a few.
- ❖ Studying politics develops many skills which are useful for further study. Students will develop evaluation and research skills as well as extended writing skills. All these skills are very important and are highly regarded by universities.
- ❖ Studying politics can help students get jobs in a number of different fields. These range from teaching, research, news reading/writing, presenting, and working in law, finance, commerce and business.

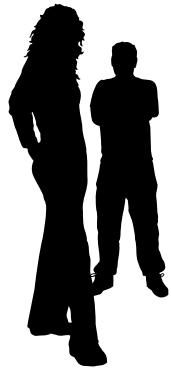


## What does the course contain?

Traditional teacher led lessons, seminars and debates, group work, individual research, guest lectures, attendance at political conferences and other visits of political interest.

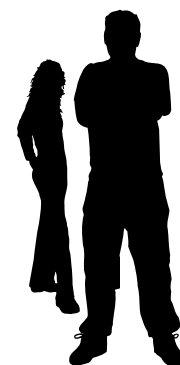
## Course structure and method of assessment

	Units	Contents	Assessment
<b>AS - Year 12</b>	Unit 1 GP1	<b>Politics, People and Participation</b> 1. Electoral Systems 2. Political Parties in Wales and the UK 3. Pressure Groups and Protest Movements	<b>Written exam</b> 1 hour and a half long 25% of the A2 grade 50% of the AS grade
	Unit 2 GP2	<b>Governing Modern Wales</b> 1. The British Constitution 2. Parliamentary Structures in Wales and the UK 3. The Core Executives in Wales and the UK	<b>Written exam</b> 1 hour and a half long 25% of the A2 grade 50% of the AS grade
<b>A2 - Year 13</b>	Unit 3 GP3a	<b>The Politics of the USA</b> 1. The Electoral Process and Direct Democracy 2. Political Parties 3. Voting Behaviour	<b>Written exam</b> 1 hour and a half long 25% of the A2 grade
	Unit 4 GP4a	<b>Government of the USA</b> 1. The Constitutional Framework of US Government 2. The Legislative Branch of Government: US Congress 3. The Executive Branch of Government	<b>Written exam</b> 1 hour and a half long 25% of the A2 grade



## Why study Psychology?

- ❖ Psychology is the study of human nature and this course investigates behaviour in many social and cultural settings, discussing interesting, challenging and sensitive current day issues.
- ❖ The course develops a range of skills applicable to a wide variety of careers in medicine, law, journalism, education, counselling, sport, business and industry.
- ❖ Psychology is also generally accepted as an ideal subject which combines excellently with all other A level courses – Science based or Arts based – due to the biological, research, and socio-cultural elements of the course.
- ❖ The course requires students to learn about new and exciting research conducted by psychologists in the following fields: Forensic, Clinical, Sport, Social and Abnormal – research which has been conducted to help people with difficulties and to improve social conditions.
- ❖ Many employers favour students with a background in Psychology because of the standards of literacy, numeracy, analysis, problem solving and critical thinking which is acquired in the course.



## What does the course contain?

A variety of teaching methods are used: traditional teacher led lessons, practical investigations, seminars, group work, independent study, guest lectures, visits to psychology related institutions e.g. World Mental Health Day, Swansea Crown Court, video conferencing with UWIC, reading and research of various materials: psychological articles and research reports. A 'C' grade in GCSE Maths, English, Science and Welsh is required.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 PY1	Approaches in Psychology	Examination
	Unit 2 PY2	Core studies and Applied Research Methods	Examination
<b>A2 - Year 13</b>	Unit 3 PY3	Research methods and issues in research	Examination
	Unit 4 PY4	Controversies, Topics and Applications: Abnormal Psychology, Forensic Psychology, Psychology of Relationships	Examination



## Why study BT&C: Uniformed Public Services? Level 2 or 3

The Level 2 course is a two year course with an emphasis on coursework and no examinations. The entry requirement for this course is 4 GCSE grades A\* - G. The Level 3 course is a two year course and once again is based on coursework with no examinations. The entry requirement for the level 3 course is 4 GCSE grades A\* - C. Students who successfully complete these courses can seek employment within a wide area of public sector occupations, such as Local Government Administration, Armed Forces, Police, Military Police, Prison Service, Fire Service and Security. These qualifications provide the opportunity to broaden the students' study in public sector related areas and the world of work. These courses enable students to develop skills, techniques, personal qualities and attitudes, which are essential in the Uniformed Public Services sector.



## What do the courses contain?

These courses develop students' initiative and independence and nurture their self-management and self-evaluation skills through various practical activities e.g. Army Challenge and Paintballing. The teaching is enhanced by a strong input from the Public Sector and visits to Outdoor Pursuit centres such as Rhossili, and the Dynamic Rock Climbing Centre.

## Course structures and methods of assessment?

The courses at Level 2 and 3 consist of 4 core units and candidates must choose a further 2 specialist units. Both courses are assessed by means of continuous assessment. The level 2 qualification is equivalent to 4 GCSE grades A\* - C. The Level 3 qualification is equivalent to 1 A Level. At the end of both courses, Pass, Merit and Distinction grades are awarded. At Level 3 a distinction will contribute 120 UCAS points.

### Level 2 Course, Yr 12

Unit	Content
Unit 1	Public Service Skills
Unit 2	Career Planning for the Public Services
Unit 3	Employment in the Public Services (Uniformed)
Unit 4	Public Services Fitness

#### A choice of two units from the following:

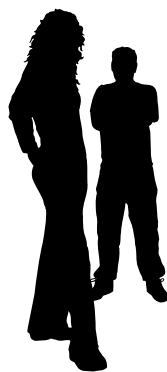
Citizenship, Workplace Welfare, The Individual and Society, Outdoor Activities and the Public Services, Sport and Recreation, Land Navigation with Map and Compass, Law and the Individual, Crime and its Effects, Community and Cultural Awareness, Driving and Collisions, Expedition Skills.

### Level 3 Course, Yr 12 & 13

Unit	Content
Unit 1	The Government, Policies and Public Services
Unit 2	Team Leadership within the Public Services
Unit 3	Citizenship, Modern Society and the Public Services

#### A choice of two units from the following:

Developing Team Work, Understanding the Importance of Discipline, Differences within the Public Services, Physical Preparation and Fitness, An International Perspective, Adventurous Expeditions and Open Air Activities, Land Based Adventurous and Open Air Activities, Water Based Adventurous and Open Air Activities, Crime and its effects on Society, Commands and Management, Planning and Managing an Important Event, Responding to Emergency Services, Employment



## Why study Religious Education?

- ❖ Religious Studies holds many advantages for students. Students who choose to further their studies at a higher level will find that this subject develops unique skills and creates a solid foundation to study any higher degree that includes or concentrates upon the humanities or social sciences.
- ❖ Religious Education equips students with the skills and ability to study and evaluate modern ethical and world issues, then to communicate their own opinion in a mature and responsible fashion. Many vocations where effective and empathetic communication with the public is needed, value this training as an essential skill.



## What does the course contain?

- ❖ Raising awareness of issues associated with world religions that are increasingly evident in our modern world.
- ❖ The study of beliefs and practices of religions in the modern world.
- ❖ Further study of religious ideas that are used to answer deeper and more ambiguous life questions.
- ❖ The study of religions and their varying ideologies, the foundations of their faith and central concepts.

### The course is divided into specific areas of study:

- ❖ Religion in Contemporary Society
- ❖ Buddhism
- ❖ Synoptic: Life, Death and Life after Death

A variety of teaching methods are used within the classroom including discussion, lectures in Trinity College Carmarthen, group work, independent study and educational trips locally and abroad.

A 'C' grade or higher at GCSE level Religious Education (Short or Full Course) is an advantage, however students need not have studied the subject at GCSE level in order to undertake the A Level.



## Course structure and method of assessment

	Units	Contents	Assessment
<b>AS - Year 12</b>	Unit 1	Religion in Contemporary Society	Examination
	Unit 2	Introduction to Buddhism	Examination
<b>A2 - Year 13</b>	Unit 3	Studies in Buddhism or Religion in contemporary society	Examination
	Unit 4	Synoptic Unit: Life, Death and Life after Death.	Examination

## Why study Spanish?

- ❖ Study the third most commonly spoken foreign language.
- ❖ Gain confidence and develop into a complete and conscientious citizen through appreciating other cultures.
- ❖ Ensure a valuable and useful combination of subjects in the sixth form.
- ❖ Earn a skill that will ensure career opportunities in numerous fields, including business, engineering, a science.
- ❖ Communicate with people around the world.
- ❖ Raise the level of a student's language skills and be able to learn other languages more quickly.
- ❖ Travel trouble-free - Spanish is an official language on four continents.
- ❖ Study or live abroad.
- ❖ Master an academic discipline that strengthens communication, memory and thinking skills.

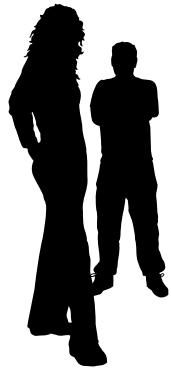


## What does the course contain?

In the course, themes of interest to young people will be studied such as travel, leisure, sport, fashion and entertainment. In addition, the course will develop the students' awareness of social issues such as health, young people's problems, education, racism, equal opportunities, moral and political questions. Varied learning methods are used with an emphasis on oral work and the use of current media materials. An integral part of studying a foreign language is visiting the country and therefore visits will be organised to Madrid. There will be an opportunity to attend extra-curricular activities such as the film club and assisting younger pupils in the language lessons. For students, wishing to study Spanish afresh, a GCSE qualification is not required, however students must be keen and committed linguists.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 SP1	Oral: general conversation about yourself and two of the themes studied	Oral Examination with an external examiner
	Unit 2 SP2	Examination with listening, reading and writing exercises	Examination
<b>A2 - Year 13</b>	Unit 3 SP3	Oral: discussion based on an article and oral exposé	Oral Examination with an external examiner
	Unit 4 SP4	Examination with listening, reading, writing and translation exercises	Examination



# Why study BTEC: Sport?

## BTEC Subsidiary Diploma in Sport Level 3

- ❖ It is a nationally recognised vocational Level 3 sports specific qualification.
- ❖ This course is a two year course and is equivalent to one A Level.
- ❖ The course will provide the knowledge, understanding and competency necessary for employment within the sports sector.



## What is the course content?

Students completing this qualification may seek employment within the sports sector in a range of roles including recreation assistant or sports leader. The qualification will aid the student to progress to either enter employment or to progress to higher qualifications. Students will also develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. Students are required to produce assessment coursework through a range of diverse activities including workplace assessment, role play and oral presentation. The grading criteria will consist of the following grades: Pass, Merit and Distinction grades.



## Course structure and method of assessment

The course consists of 3 core units (Units 1 – 3) and 3 specialist units (Units 4 – 7 are examples of units that could be offered).

	Units	Content	Assessment
<b>Year 12</b>	Unit 1	Principles of Anatomy and Physiology in Sport	Coursework
	Unit 2	Assessing Risks in Sport	Coursework
	Unit 3	Fitness Testing for Sport and Exercise	Coursework
	Unit 4	The Physiology of Fitness	Coursework
<b>Year 13</b>	Unit 5	Sports Coaching	Coursework
	Unit 6	Outdoor and Adventurous Activities	Coursework
	Unit 7	Fitness Training and Programming	Coursework



## Why study Welsh?

- ❖ Enjoy and develop a sense of pride in Wales and the Welsh Language.
- ❖ Develop better communication skills – a firm foundation for any career!
- ❖ A subject that combines well with a variety of other subjects.
- ❖ An excellent insight into the language, history, culture and traditions of our country in an European context.
- ❖ Develop analytical, philosophical and thinking skills.
- ❖ Improve linguistic skills.



## What does the course contain?

- ❖ Film (Hedd Wyn/Branwen).
- ❖ Drama (Siwan by Saunders Lewis/Y Tŵr by Gwenlyn Parry).
- ❖ 20th and 21st Century Poetry.
- ❖ Enthralling modern novels (Un Nos Ola Leuad/Dan Gadarn Goncrit/Martha, Jac a Sianco).
- ❖ Creative writing.
- ❖ Scripting for television.
- ❖ Expressing an opinion on modern, controversial subjects.
- ❖ Early Welsh Folklore.
- ❖ History and Poetry of 6th Century Wales.
- ❖ Translating.

Glan-Ilyn A Level residential course, mentoring on trips to Llangrannog / Glan-Ilyn / Millennium Centre, regular visits to the theatre, University lectures, competing in Urdd competitions, Public Speaking, Talwrn y Beirdd, Menter Iaith Abertawe activities, workshops with popular Welsh poets and writers, leading and preparing school Eisteddfod teams, socialising with pupils from other schools... and plenty more – the list is endless!

At least two C grades in Welsh Language and Welsh Literature is required. Experience of studying Welsh on the higher tier would be of benefit. Nevertheless, we will be more than happy to discuss options with every individual pupil.

## Course structure and method of assessment

	Units	Content	Assessment
<b>AS - Year 12</b>	Unit 1 CY1	Film, Drama and Oral work	External Oral Examination
	Unit 2 CY2	Folio of Written Course Work	Internal Assessment
	Unit 3 CY3	Using Language and Poetry	Written Examination
<b>A2 - Year 13</b>	Unit 4 CY4	The Novel and Oral work	External Oral Examination
	Unit 5 CY5	The 'Chwedlau', 'Hengerdd' and the 'Cywyddau'	Written Examination
	Unit 6 CY6	Appreciating Literature and Using Language	Written Examination

