

# ST CENYDD COMMUNITY SCHOOL



## Welcome

St Cenydd School Sixth Form presents a wealth of opportunity and challenge for students who have taken the decision to extend their education beyond the age of 16. Each year sees a substantial proportion of our Year 11 students choosing this route. This achievement reflects great credit on our students and a dedicated team of staff, who are always willing to teach, support, guide and advise our students on their chosen path.

This collaborative effort is demonstrated in a number of ways; through our examination results, which are among the very best in the local authority, through our enrichment programme which encourages our Sixth Form to make a contribution to the rest of the school and the wider community; and through the range of extra curricular activities where our students are expected to lead as well as to participate. The Welsh Baccalaureate Advanced Skills Challenge gives the students the opportunity to enhance their skills alongside gaining an additional qualification that our current Year 13's have found very valuable in gaining University offers.

Academic performance in the Sixth Form is consistently good. Last year, our pass rate at Advanced Level was 98% with 67% of all grades at C or above. Our teachers are high quality subject specialists who are dynamic and committed to ensuring that you achieve your full potential in the subjects you have chosen.

Life in the Sixth Form is varied, fulfilling, different, as well as demanding. You should be aware that the transition from GCSE to Advanced Level courses requires determination, self-discipline and, in many cases, a considerable degree of patience and hard work.

We are able to offer a wide range of courses with students having access to 16 A Level subjects as well as a range of courses on offer at two other educational institutions, as part of the Caerphilly Basin Schools' Partnership. Whatever your decisions and choice of study you will be fully supported by your subject teachers and the Sixth Form Management team who will be on hand to offer advice and guidance throughout your time in the Sixth Form.

If you require any further information please do not hesitate to contact the school.

Sandy Evans  
Head of Sixth Form

## ST CENYDD COMMUNITY SCHOOL



### CHOICES AT 16+

When you finish Year 11, your compulsory education is complete. You have to decide what step to take next. We make two promises to you:

1. To give you the information, guidance and support you need to make the decision which is most appropriate to you.
2. To offer you a route into Higher Education and employment via our Sixth Form provision.

### ***Why choose the Sixth Form at St Cenydd***

- For those of you already in the school, you know us and we know you. Once you return in September, no time will be lost in adjusting to a different pace and level of work. For those students new to us, both students and staff will do our best to ensure that you settle in quickly.
- We will help you reach your potential.
- The staff are all experienced teachers with an excellent record of helping students to gain the level of qualification necessary to proceed into Higher Education or employment and training.
- We place considerable expectations on our students. We expect high standards of personal behaviour, consideration for others and increasing responsibility for learning. It is attention to these aspects of personal development which enable our students to have the confidence, self-belief and motivation to succeed once they move on into employment and Higher Education.
- We have built up strong links with local Higher Education establishments which means we are very successful at helping students gain entry to courses. 85% of our students went on to Higher Education last year.
- We provide many opportunities for all students to develop skills. The Welsh Baccalaureate Programme provides a wealth of opportunities as part of the curriculum. There is also an extensive range of voluntary activities, overseas trips and extracurricular opportunities available.

## ST CENYDD COMMUNITY SCHOOL



### What can we offer you?

St Cenydd Sixth Form aims to enable you to: -

- achieve highly and challenge the way you think
- learn new skills in an exciting and dynamic environment
- develop your confidence and celebrate your successes
- lead within the school and take on new roles
- become independent learners and take ownership of your education
- experience new activities and improve existing talents

**Teaching and Learning** in our Sixth Form is a real strength of the school. Lessons make full use of available technologies and the teaching style reflects the adult relationship between teachers and students. You will be expected to play an active part in all lessons.

Our newly extended library contains a wealth of books and journals. The Careers Library also contains an abundance of materials relating to Higher and Further Education and to Careers, along with University prospectuses and UCAS reference books.

Sixth Formers also enjoy the use of the Sixth Form Centre where you can relax and socialise. The Centre has a classroom available for quiet study, an IT suite with 20 PC's and a social area which includes a small kitchen area with a microwave, fridge, kettle etc.

### A varied curriculum

In 2015, new orders were introduced which reform the structure of the AS and A2 courses. The Advanced Subsidiary (AS) remains a stand-alone qualification in Wales and is valued as 40% of a full A Level qualification. It has two or three units (assessed at the standard expected for a student half way through an A level course) that contribute 40% of the full A level. The A2 is the second half of a full A level qualification. It also has two or three units (assessed at the standard expected for a student at the end of a full A level course) that are worth 60% of the full A level qualification.

It is important for students to consider their programme of study carefully since decisions made now will affect the choice of course in Higher Education. At St Cenydd, the majority of A-level courses will be delivered to AS-level in the first year and to A2 level in the second year. University entrance to Degree courses tends to require at least two A2 Level courses but more commonly three; entrance to foundation courses can be achieved with one subject at A2 Level. We would recommend students opt for three or four AS levels alongside the Welsh Baccaulaureate in Year 12. The courses can be reviewed at the end of Year 12 to consider the best way forward into Year 13.



## The Welsh Bacalaureate

**At the core of our programme for every student is the Welsh Bacalaureate Advanced Skills Challenge.**

The Skills Challenge offers a wide and diverse programme of study that develops independent learning skills required for further education and the work place. The majority of students will select 3 advanced courses to study alongside the Skills Challenge. The Advanced Welsh Bacalaureate is constructed around a series of 'challenges' through which students develop a range of transferable study skills required to be successful in Further and Higher Education and the world of work. The 'dissertation style' Individual Project enables students to extend their skills beyond A Levels and BTEC Diplomas.

## Progressing onwards from Sixth Form

St Cenydd Sixth Form is part of Oxford University's target schools scheme and Cardiff University's Step-up Plus scheme. This gives students excellent opportunities which are only open to students from certain schools. The school offers expert guidance on applications to university and university life and the UCAS process, both staff within the school and from outside bodies. This includes a Higher Education induction course at the University of South Wales as well as an intensive programme of workshop sessions. 85% of the 2017 cohort entered Higher Education, many gaining places at Russell Group universities. Our more able and talented students have been selected to join the Seren Project which is aimed at supporting Wales' brightest students achieve their full potential. Students are also able to benefit from Nuffield Science projects as well as medical placements at the Aneurin Bevan NHS Trust.

## SUPPORTING YOUR STUDIES

Our support and guidance system enables us to monitor student progress and move students forward successfully, giving them increasing control over their studies as they progress through the Sixth Form into Higher Education. All students in Year 12 receive a review with the Head or Assistant Head of Sixth on a termly basis.

At St Cenydd we aim to provide our Sixth Form students with a caring and supportive environment which promotes their educational development as well as providing opportunities for personal fulfilment. We also place importance on working with and for each other in a spirit of mutual support and co-operation. We pride ourselves on the guidance offered to all students in coping with the demands of post-16 education through:

- Monitoring of performance in academic and vocational areas through half termly monitoring reports.
- Encouraging students to assess their strengths and weaknesses, developing strategies to record achievement and improve performance.
- Providing a comprehensive careers guidance programme.
- Supporting and promoting students in applications for Higher Education and employment. This includes a 'Preparing for Higher Education' course in the summer term.
- Offering a range of opportunities to students to increase their awareness of the adult world at work, such as Work Experience and pupil mentoring schemes.
- Encouraging students to manage their own time and study effectively so that they are prepared for moving on to employment and Higher Education. We also alert students to issues such as health, security and money management in order to prepare them for living away from home.
- Widening horizons, students will have the opportunity to participate in a wide range of activities and visits. Examples include visits to the Senedd and Parliament, public speaking competitions and debates, conferences and committees to name but a few. Numerous educational visits also take place throughout the year.



## **SCHOOL UNIFORM**

Sixth form students are role models for the rest of the school and are required to uphold and embody the standards expected of them.

The Sixth form uniform is as follows:

**School Blazer - Charcoal grey with royal blue piping and embroidered school badge**

**School Clip on Tie – Royal Blue with Grey pinstripe Tie**

**School Jumper/Cardigan/Tank Top – Charcoal Grey V neck with royal blue collar and embroidered school badge**

A school jumper, cardigan or tank top is optional to wear under the blazer

### **Shirt – White**

Conventional white collared shirts are compulsory for all students. They must be plain white with no motifs or logos, have a sleeve, must not be fitted, must be able to be worn with the school tie with the top button of the shirt comfortably fastened at all times, and must be tucked in.

### **Trouser – Black**

Trousers are compulsory for boys and optional for girls. These must be full length and plain black. The following are not permitted – jeans or jean style trousers, denim, cords, bootlegs, leggings, jeggings, hipsters, combats, pinstripes, skinny fit, motifs, splits, rivets, exposed zip or button fly.

### **Skirt – Black**

Skirts are optional for girls but if worn must be knee length and plain black. Skirts should not be tight fit, and should not have any motifs, large splits, rivets or exposed zips. If wearing a skirt, girls must wear tights which must be plain and black.

### **Outdoor coat**

This can be worn to and from school. The coat should fit our school blazer underneath it at all times. The coat should be logo free and be as plain as possible.

**Jewellery** – One small plain stud in each ear lobe. One watch. No other jewellery permitted.

**Hairstyles** – Must not be of an exotic or severe nature. This includes brightly coloured dyed hair, bands of colour tramlines, shapes cut into hair. Only plain hair accessories are permitted.

**Makeup** – Only discreet, not noticeable foundation is allowed. Any other makeup or nail varnish is not permitted.

Uniform can be obtained from:

### **Total Sporting Solutions**

2 Bartlett Street  
CAERPHILLY  
CF83 1JS

Tel: 029 20869452



## **LEARNING DIFFICULTIES**

Sixth Form students who may have clearly identified learning difficulties will continue to receive learning support from the staff of the SRB Department. They may also receive special consideration when sitting external examinations. It is important that any special requirement for examination is signalled at the outset of Year 12 so that the necessary paperwork can be put in place.

## **STUDENT ABSENCE**

Mrs Gail Davies (Sixth Form Administration) is the first contact for absence. If a student is unable to attend school, for any reason, they should contact Mrs Davies on 02920 852504 option 3 for the Sixth Form Centre. We require a note to cover any absence of more than 3 days.

## EMA: Educational Maintenance Allowance

- If you are the only young person in full time education in your household and your household income is less than £20,187, then you could receive £30 a week.
- If there are other young people in full time education, who also qualify for child benefit in your household, and your household income is less than £23,077, then you could receive £30 weekly.

Application forms for EMA will be available from May in the Sixth Form Admin Office. For further information refer to: [www.studentfinance.wales.co.uk](http://www.studentfinance.wales.co.uk)

## STUDY TIME

Study is a vital part of Sixth Form work. It is the path to success. Use your study time positively. There are facilities available in the Sixth Form Centre for private study. The need for self management is probably the most distinctive feature distinguishing life in the Sixth Form. Each student will have a number of non-teaching periods. Effective use of these non teaching/ study periods is essential if you are to succeed in any post 16 courses. Unsupervised study time is an attractive privilege; checks on its use are made and strong disapproval taken in cases of abuse.

## ADMISSIONS POLICY

We consider every application on its merits. However, we want to ensure that any student entering the Sixth Form has a full and balanced programme and is capable of achieving success at AS and A-Level. **In general this requires a minimum of four separate GCSE A\* - C grades. Subject specific entry requirements are highlighted in the prospectus.**

It is also important that students have demonstrated an appropriate attitude to study and possess the capability of working independently and meeting subject requirements. Our induction process, including an interview, will highlight any shortcomings in this regard and students will be given specific targets to meet in order to satisfy us that they are prepared for the challenge of Sixth Form studies.

We welcome students who apply from other institutions. We will invite applicants and their parents to visit the school for a tour and meeting with the Head of Sixth Form. A decision will be made based on GCSE results, an interview with the Head of Sixth Form and a reference from their previous school.

## DECISIONS ... DECISIONS ...

### ***Which subjects should I study?***

You must consider a number of factors in deciding which subjects to take. Here are some questions to ask yourself:

- 1 Do you like a subject?
- 2 Are you good at a subject?
- 3 Do you need a subject to follow a particular career path?

### ***What if the subjects I like are in the same blocks?***

The blocks are arranged in this particular way to give the best choice to all students, but it can happen that the pattern does not work out that way for you. You may need to get advice from careers staff and teachers. You must let us know the problem so that we may advise you of all the possible options available.

### ***I don't know which my 'best' subjects are. Shouldn't I wait until my results come out?***

You are quite right in deciding to make decisions when results come out, but by considering the matter now you are helping to resolve your own feelings about the courses you are likely to take. When your results are known, you will have time to reconsider before finalising your courses. In the meantime, we would like you to indicate the most likely courses you will follow so that we can plan effectively.

### ***How can I find out if certain subject combinations are required by Universities?***

It is true that some University departments prefer certain combinations of subjects at A-Level. You can get advice from the Head of Sixth Form and A Level teachers and in some cases it is advisable to contact to Universities directly and ask for guidance. The UCAS website is a very useful source of information. [www.ucas.co.uk](http://www.ucas.co.uk)

### ***What if I change my mind after filling in the Sixth Form Option Choice Form?***

The Induction programme is designed to make you think about the options available to you. In the end, you have to make decisions and, as long as you have given the matter consideration, those decisions are likely to be right for you. We ask you to fill in an application form at this stage and indicate the subjects you are currently interested in taking so that we can plan effectively. However, it is inevitable that some of you may change your mind and this is perfectly acceptable.

# ST CENYDD COMMUNITY SCHOOL



## TRANSITION PROGRAMME 2018 – 2019

Our Transition programme consists of a series of events taking place during Year 11 which alert students to some of the points they should consider in choosing the most appropriate courses in the Sixth Form.

### **January 29<sup>th</sup> – February 2<sup>ND</sup> 2018: Year 11 Transition INTERVIEWS**

Year 11 students attend a review to discuss their likely preferences post 16. The results are used to consider the balance of our Sixth Form Programme of Study.

### **January 19<sup>th</sup> 2018: St Cenydd Sixth Form Prospectus**

The Sixth Form Prospectus is issued, and students wishing to join the Sixth Form in 2018 will be invited to attend a series of transition activities.

### **January 24<sup>th</sup> 2018: Sixth Form Open Evening**

All parents and students are invited to meet the Sixth Form Management Team as well a discuss options with subject leaders.

### **Thursday 23<sup>th</sup> August 2018: GCSE Results Day**

On the morning of the GCSE results, Mrs. S Evans (Head of Sixth Form) will be available to students and parents to offer support and guidance at this crucial time. Prospective Sixth Form students are required to either confirm their provisional choices or discuss their results with the available staff advisors.



## **ST CENYDD COMMUNITY SCHOOL**

### **LEVEL 3 ADVANCED SUBSIDIARY / ADVANCED G.C.E. / BTEC SUBJECT SPECIFICATIONS**

#### **Please note**

**All courses offered in the prospectus are subject to student uptake and staffing.**

**This means that courses offered may not run. If you have any question please do not hesitate to contact us.**

**ART & DESIGN**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

Art and Design is a subject area characterised by unique relationships that exist between practical experiences, innovative techniques and theoretical understanding. It contributes both to the affective areas of human experience and cognitive understanding. We place a high value in the personal views and ideas of individuals, encouraging innovation, self-expression and the development of communication capabilities.

**CONTENT OF THE AS:**

Students are required to submit one unit of coursework based on themes and subject matter developed from personal starting points that will result in an outcome of their choice. This programme is for committed students who have already had some previous experience of Art and Design.

**CONTENT OF THE A2:**

The A2 course is designed to build on the AS allowing for a greater depth of study. Pupils will need to achieve a D grade at AS Level to continue onwards.

One unit of coursework based on themes and subject matter developed from personal starting points that requires the candidate to communicate their understanding through integrated images and texts that includes a written element of no less than 1000 words. Alongside which candidates will develop their practical skills further.

**ASSESSMENT PROCEDURE:**

Coursework is internally set and assessed and moderated by the WJEC in June.

The Controlled assignment is externally set on 1<sup>st</sup> February and externally moderated in June.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

Art and Design at AS and A Level has been designed for a wide range of candidates. It is particularly suitable for those who enjoy manipulating different materials to produce new outcomes, drawing, print-making, constructing, modelling, fabricating, making, investigating, handling traditional and/or contemporary media, materials, techniques and tools, inventing, improvising, planning and designing and using historical and contemporary influences and references.

**BENEFITS AND USES:**

Art and Design will help to broaden experiences, develop imagination, foster creativity and promote personal and social development.

The arts have served to connect our imagination with the history of human existence. Studying civilization and creative expression throughout history and across cultures enables students to experience diversity and is multiculturalism in practice. The arts are a fundamental part of the cultural heritage of every student and as such, enhance the quality of life. They bring joy, enrichment, and fulfilment to every human being.

Art allows students to acquire the tools and knowledge necessary to create individual responses to a variety of issues and is essential, not only in understanding life, but in living fully.

## ART & DESIGN CREATIVE TEXTILES AND FASHION

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

Art and Design Creative Textiles and Fashion is a subject area characterised by unique relationships that exist between practical experiences, innovative techniques and theoretical understanding. It contributes both to the affective areas of human experience and cognitive understanding. We place a high value in the personal views and ideas of individuals, encouraging innovation, self-expression and the development of communication capabilities.

### CONTENT OF THE AS:

Candidates will be introduced to imaginative and diverse creative workshops that will expand on previous skills and knowledge, visits to textiles and fashion collections and an examination of the work of major textile artist and fashion designers.

Students are required to submit one unit of coursework based on themes and subject matter developed from personal starting points that will result in a textile or fashion based outcome.

This programme is for committed students who have already had some previous experience of Art and Design.

### CONTENT OF THE A2:

The A2 course is designed to build on the AS allowing for a greater depth of study. Pupils will need to achieve a D grade at AS Level to continue onwards.

One unit of coursework based on themes and subject matter developed from personal starting points that requires the candidate to communicate their understanding through integrated images and texts that includes a written element of no less than 1000 words, alongside which candidates will develop their practical skills further.

Pupils will also sit an externally set exam which will be started in February.

### ASSESSMENT PROCEDURE:

Coursework is internally set and assessed and moderated by the WJEC in May.

The Controlled assignment is externally set on 1<sup>st</sup> February and externally moderated in June of Year 13.

### SKILLS/APTITUDES NEEDED TO SUCCEED:

Art and Design Creative Textiles at AS and A Level has been designed for a wide range of candidates. It is particularly suitable for those who enjoy manipulating different materials to produce new outcomes, drawing (including fashion illustration), print-making, constructing, modelling, fabricating, making, investigating, handling traditional and/or contemporary media, materials, techniques and tools, inventing, improvising, planning and designing and using historical and contemporary influences and references to create textile and fashion based outcomes.

### BENEFITS AND USES:

Art and Design Creative Textiles and Fashion will help to broaden experiences, develop imagination, foster creativity and promote personal and social development.

The arts have served to connect our imagination with the history of human existence. Studying civilisation and creative expression throughout history and across cultures enables students to experience diversity and is multiculturalism in practice. The arts are a fundamental part of the cultural heritage of every student and as such, enhance the quality of life. They bring joy, enrichment, and fulfilment to every human being. Art allows students to acquire the tools and knowledge necessary to create individual responses to a variety of issues and is essential, not only in understanding life, but in living fully.

## AS AND A LEVEL BIOLOGY

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

The AS and A level course in Biology encourages students to:

- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of 'How science works'.
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

### CONTENT OF THE AS:

Biology Unit 1:	Biology Unit 2:
Biochemistry	Biodiversity and classification
Cell structure and organisation	Adaptations for gas exchange
Cell membranes and transport	Adaptations for transport
Enzymes and applications	Reproductive strategies
Nucleic acids	Adaptations for Nutrition
Mitosis	Adaptations for parasitism

### CONTENT OF THE A2:

Biology Unit 3:	Biology Unit 4:
Importance of ATP	Genetic code and cell function
Respiration	Sexual reproduction
Photosynthesis	Inheritance
Microbiology	Variation and evolution
Populations	Applications of reproduction and genetics
Homeostasis	Ecosystems
Nervous system	Effects on Human activities and Sustainability

### ASSESSMENT PROCEDURE:

AS Biology:

Biology Unit 1 (20%)/Biology Unit 2 (20%) – Basic Biochemistry and cell organisation/Biodiversity and physiology of Body systems.

Short and longer structured questions and 1 essay. Each exam 1 hour 30 minutes

A2 Biology:

Biology Unit 3 (25%)/Biology Unit 4 (25%) – Metabolism Microbiology and Homeostasis/Environment, Genetics and evolution. Short and longer structured questions and 1 essay. Each exam 2 hours.

Biology Unit 5 (10%) – A Level Practical Examination. Experimental work plus a microscope drawing set in school, completed by the students and marked by the exam board.

### SKILLS/APTITUDES NEEDED TO SUCCEED:

This course builds on knowledge, understanding and skills from GCSE. Students must have a commitment and enthusiasm for the subject. They should also have gained at least a B grade in a recognised GCSE science course.

### BENEFITS AND USES:

This course provides a suitable foundation for the study of Biology or a related area through a range of higher education courses, progression to the next level of vocational courses or direct into employment. This course is also a coherent, satisfying and worthwhile course in its own right.

## A LEVEL BUSINESS STUDIES

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

To develop an understanding of Business

- Concepts, theories and contemporary issues that affect everyday life.
- To allow students to apply their knowledge to the economic, political, industrial and legal environment and gain an invaluable insight into the world of work.

### CONTENT OF THE AS:

#### Unit 1 The Business Framework

- Enterprise
- Business plans
- Markets
- Market research
- Business structure
- Business location
- Business finance
- Business revenue and costs

#### Unit 2 Business Functions

- Marketing
- Finance
- People in organisations (human resources)
- Operations management

### CONTENT OF THE A2:

#### Unit 3 Business Analysis and Strategy

- Data analysis
- Market analysis
- Sales forecasting
- Analysing financial performance
- Aims and objectives
- Strategy and implementation
- Decision-making models
- Investment appraisal
- Special orders

#### Unit 4 Business in a Changing World

- Change
- Risk management
- PEST factors
- Ethical, legal and environmental factors
- International trade
- Globalisation
- The European Union

### ASSESSMENT PROCEDURE:

#### **AS unit 1**

Business Opportunities

Written examination: 1 hour 15 minutes 60 marks  
15% of qualification.

Short answer and structured questions

Business opportunities, business start-ups. SMEs and other types of business organisations and the markets in which they operate.

#### **AS unit 2**

Business Functions Written examination: 2 hours  
25% of qualification 80 marks  
Data response questions. Covers the full AS content.

#### **A2 unit 3**

Business Analysis and strategy

Written examination: 2 hours 15 minutes 80 marks  
30% of qualification

Data response plus structured questions

Business strategy and analytical techniques used in the business decision-making process

#### **A2 unit 4**

Business in a changing World

Written examination: 2 hours 15 minutes 80 marks  
30% of qualification  
Case study plus one essay from a choice of three. Covers the full A level content.

### SKILLS/APTITUDES:

- Although inevitably useful, no prior GCSE, subject specific knowledge is essential.
- Reasonable standards of written communication and numeracy.

### BENEFITS AND USES:

Business Studies is a subject which provides an excellent foundation of vocational industrial and commercial knowledge. It is closely related to the world of work, consequently, employers are very keen to recruit those, with business knowledge. Besides the huge number and wide range of job opportunities available, many are well known for being particularly well paid e.g. Accountancy, Insurance, Banking & Finance, Marketing, Management, etc. Perhaps this helps to explain why B S is, by far, the most popular choice amongst undergraduates in higher education. Besides being the most popular choice, a range of closely related options like Economics, Marketing, Accountancy and Management Science, also appear as separate entities in the top 20. Perhaps students, to an ever increasing degree, are voting with their feet, by neglecting many traditional subjects in favour of a more vocational subject. This enhances their chances of paying off student's debt quickly, after graduation. Perhaps the greatest benefit of Business knowledge is that you will continue to use your acquired knowledge, for the rest of your life, as your employment and constant news media reports, will never allow you to forget your knowledge. Finally the course offers an invaluable source of knowledge and prior experience for anyone interested in setting up their own business, in the future.

**CHEMISTRY**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

The WJEC AS and A level specifications in chemistry aim to encourage students to :

- (a) Develop their interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in the subject.
- (b) Appreciate how society makes decisions about scientific issues and how chemistry contributes to the success of the economy and society.
- (c) Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- (d) Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

**CONTENT OF THE AS:**

There are two main sections of the AS course:

**Unit 1 The Language of Chemistry, Structure of Matter and Simple Reactions** (20% of A level course, 1hr 30min Written Paper 80 marks/100 UMS Marks)

**Unit 2 Energy, Rate and Chemistry of Carbon Compounds** (20% of A level course, 1hr 30min Written Paper 80 marks/100 UMS Marks)

Total = 200 Uniform Marks

**CONTENT OF THE A2:**

On top of the two sections outlined for the AS course above a further three sections must be completed for A2:

**Unit 3 Physical and Inorganic Chemistry** (25%, 1hr 45min Written Paper, 80 marks (125 UMS))

**Unit 4 Organic Chemistry and Analysis** (25%, 1hr 45min Written Paper, 80 marks (125 UMS))

**Unit 5 A2 Chemistry Practical Unit**

This unit comprises two tasks:

- Experimental Task (30 marks)
- Practical Methods and Analysis Task
- (10%, (50 UMS))

Total A2 = 300 Uniform Marks

Total A Level = 200 AS + 300 A2 = 500 UMS

**ASSESSMENT PROCEDURE:**

Units 1, 2, 3 and 4 are all assessed by written exams as outlined above.

Unit 5 comprises of two tasks as outlined above – both of which are externally assessed.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

GCSE Grade C (or above) in Chemistry (or component Grade for Chemistry in Double Award Science Course)

Good maths skills (GCSE C Grade or above): Arithmetic, Handling Data, Algebra, Graphs, Geometry and Trigonometry.

Good communication skills

**BENEFITS AND USES:**

Chemistry is an exciting and evolving subject at the cutting edge of current scientific developments especially in the fields of materials science, pharmaceuticals and nanotechnology. Chemistry is an essential requirement for anyone interested in working in medicine and areas such as forensic science. Also, the skills and knowledge gained by the study of chemistry are transferable to almost any job from e.g. accountancy, law, R and D, food science, marketing, management consultant, teaching, engineering, oil industry, drug design, patent attorney, and so on .....literally anything!

## CYMRAEG/WELSH AS/A LEVEL

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

This course aims to develop students spoken and written Welsh. Students will learn how to use the language in a wide variety of situations. They will study a number of modern Welsh texts and study the media in Wales, enabling them to appreciate Wales' rich, cultural heritage. The course aims to develop students' confidence in their use of Welsh and to take their place in a bilingual society at the start of the 21<sup>st</sup> century.

### CONTENT OF THE AS:

There are three main units

- Unit 1 -The Film and Oracy – students study the film 'Patagonia' and discuss it in pairs or groups. They will also be questioned individually about their chosen topic for Unit 2.
- Unit 2 - Written coursework – students have a choice of themes from which to choose.
- Unit 3 -Language and Poetry – This written examination aims to improve students' written Welsh and they will also study a number of modern Welsh poems.

### CONTENT OF THE A2:

There are three main units:

- Unit 4 - The Drama and Oracy – students will study the drama 'Crash' and will be expected to discuss the use of Welsh on social media, in the theatre as well as in films and magazines. Students will also complete a synoptic assessment individually.
- Unit 5 –The Welsh language in Society and concurrent use of language – Students answer questions about historical events to do with the Welsh language and the challenges which face the language today. They will also be expected to respond in Welsh to an article written in English.
- Use of Language and The Short Story – the aim is to further develop students' written Welsh and to respond personally to one of four short stories.

### ASSESSMENT PROCEDURE:

AS – UNIT 1 – A twenty minute oral examination groups of three or pairs followed by about five minutes of individual questions. (15% = 60 marks)

UNIT 2 – Written coursework. (10% = 60 marks)

UNIT 3 – A two hour language and poetry examination.(15% = 120 marks)

A Level – UNIT 4 – A half hour oral examination in groups of three or pairs followed by about five minutes of individual questions. (25%=75 marks)

UNIT 5 – A two hour written examination on 'Welsh in Society' and students will respond in Welsh to a passage written in English. (15% = 80 marks)

UNIT 6 – A two hour hour examination on use of language and the short story. There will also be a synoptic assessment. (20% = 100marks)

### SKILLS/APTITUDES NEEDED TO SUCCEED:

A passion for the Welsh language and a desire to find out more about the heritage and culture of Wales.

A commitment to avail oneself of all the opportunities to speak and use the Welsh language outside the classroom.

We would expect students to have achieved a 'B' in the Higher Tier papers.

### BENEFITS AND USES:

Students who study Welsh will develop their communication skills throughout the two years of study. The benefits of studying Welsh with a view to working in Wales are obvious, particularly in the public sector and in education. Many private sector companies are also realising the benefits of providing a Welsh language service and need employees who can offer these skills. The skills and discipline needed to succeed at AS and A Level will help students as they progress into higher education and the world of work. Welsh 'A' Level will also support other subjects if students wish to study outside of Wales and has equal status with all other A Levels. Fluency in two languages can also help with the acquisition of a third and fourth language. Finally, studying Welsh can also bring personal satisfaction when students can answer 'Yes I can.' to the question 'Can you speak Welsh then?'

## DESIGN AND TECHNOLOGY

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

Students will further develop their skills in designing, planning, construction and graphical illustration. A deeper understanding and knowledge of design is fostered through careful study and project based activities to enhance the students' design awareness.

It is hoped that through creative and disciplined activities the students will appreciate that design is predominantly a problem solving activity and designers are generally constrained by many factors such as time, cost, context, materials and the needs of clients.

Students are encouraged to express their ideas in a logical, creative, innovative way, helping them to gain experience and understanding to stimulate their design capability and personal reactions to design in the built environment.

### CONTENT OF THE AS:

There is a design and make task that will occupy the students until the end of April of Year 12. Students will identify a design problem. This problem is analysed and a design proposal is formulated to solve the problem. This design is then produced, tested and evaluated.

Students will study in a theory lesson issues covering the design process, materials and manufacturing processes, as well as the impact of design and manufacturing on society and the environment.

### CONTENT OF THE A2:

There is a design and make task that will occupy the students until the end of April of Year 13. Students will select an exam board prescribed question. This question is analysed and a design proposal is formulated to solve the problem. This design is then produced tested and evaluated.

Students will study in more depth issues covering the design process, materials and manufacturing processes, as well as the impact of design and manufacturing on society and the environment.

### ASSESSMENT PROCEDURE:

The design and make tasks for both the AS and A2 are both externally assessed by a visiting Examiner. 50%

The examination of the theory is by formal examination. 50%

### SKILLS/APTITUDES NEEDED TO SUCCEED:

Design and problem solving skills, enjoy making things using your hands and machines, have good presentation of work, can think logically and forward plan.

### BENEFITS AND USES:

Successful completion of the course will show that you have high level thinking and problem solving skills which are sought after by employers and apprenticeships. Technology based employment is going to become more and more important in the future. (currently 1/3 of new jobs in Europe are technology based)

Achieving this subject will allow you to go on to a Design Foundation course at the local further education college and direct entry routes into Higher Education to study Engineering, Architecture, Design including Industrial Design, Graphic Design, Automotive design , Interior design .

**ENGLISH LITERATURE**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

Here's your chance to indulge your love of reading! The course aims to help you to develop your interest and enjoyment of English by:

- Studying the ways in which writers use and adapt language, form and structure in texts.
- Exploring the interpretations of texts by different readers.
- Looking at how texts relate to literary traditions, movements and genres.
- Considering how the cultural and contextual influences on readers and writers.

**CONTENT OF THE AS:**

**Unit 1-** Prose and Drama

**Unit2 -** Poetry Post - 1900

**CONTENT OF THE A2:**

**Unit 3-** Poetry pre – 1900 and unseen poetry

**Unit 4-** Shakespeare

**Unit 5-** Prose study

**ASSESSMENT PROCEDURE:**

**Unit 1- External examination (2 hours)**

**Section A: Prose fiction pre-1900**

One question in two parts, based on the reading of one prose text from a prescribed list.

**Section B: Drama**

One question based on the reading of one play from a prescribed list.

**Unit 2- External Assessment (2 hours)**

**Section A: Critical Analysis**

One question requiring critical analysis of one poem from the prescribed list of poetry texts for this unit.

**Section B: Poetry comparison**

One question requiring comparison of two poetry texts from the prescribed list for this unit.

**Unit 3- External Assessment (2 hours)**

**Section A: Poetry Pre-1900**

One question in two parts, based on the reading of one poetry text from the prescribed list.

**Section B: Unseen Poetry**

One question requiring comparative analyses of two unseen poems.

**Unit 4- External examination (2 hours)**

**Section A: Shakespeare extract**

One question based on an extract from one Shakespeare play from the prescribed list from this unit.

**Section B: Shakespeare essay**

One essay question based on the reading of one Shakespeare's plays from the prescribed list for this unit.

**Unit 5- Internal Assessment**

One 2500-3500 work assignment based on the reading of two prose texts from different periods, one pre-2000 and post 2000, nominated by the centre.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

- A love of reading!
- Curiosity about different genres of literature.
- A desire to consider individual, moral, ethical, social, cultural and contemporary issues.
- A desire to write creatively and to use both written and spoken language effectively.
- It is likely that you will have at least a GCSE B grade in English Language and English Literature

**BENEFITS AND USES:**

The skills acquired through the study of English Literature are transferable to many courses of study and career path. Further study at university could lead to a career in teaching, journalism, public relations, politics, government, writing, broadcasting. the possibilities are endless!

**GEOGRAPHY**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**PLEASE NOTE THAT THE SPECIFICATION OUTLINE IS IN DRAFT FORM AND IS SUBJECT TO CHANGE**

**AIMS OF THE COURSE:**

The WJEC GCE AS and A level in Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn this will enable learners to develop a critical understanding of the world's people, places and environments in the 21<sup>st</sup> Century. Learners should be able to develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable them to progress to higher education and a range of employment opportunities.

The focus of the specification is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts, from a range of specified spatial scales, and through engagement with and practical application of geographical skills and techniques in the field. This specification draws on both physical and human geography, explores people-environment interactions and encourages development of fieldwork at the local level to enable learners to pose enquiry questions.

**CONTENT OF THE AS:**

**Unit 1: Changing Landscapes**

*Section A:* Coastal Landscapes

*Section B:* Tectonic Hazards

**Unit 2: Changing Places**

*Section A:* Changing Places

*Section B:* Fieldwork Investigation in Physical and Human Geography (2 days compulsory fieldwork data collection)

**CONTENT OF THE A2:**

**Unit 3: Global Systems and Global Governance**

*Section A:* Global Systems - Water and Carbon Cycles

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

*Section C:* 21<sup>st</sup> Century Challenges - One compulsory extended response question drawing on Units 1, 2 and 3 with resource material

**Unit 4: Contemporary Themes in Geography**

*Section A:* Tectonic Hazards

*Section B:* Ecosystems and Economic Growth and Challenge: Development in an African Context

**Unit 5: Independent Investigation (2 days compulsory fieldwork data collection)** One written independent investigation, based on the collection of both primary data and secondary information

**ASSESSMENT PROCEDURE:**

**Unit 1** - Written examination: 2 hours 24% of qualification worth 96 marks

**Unit 2** – Written examination: 1 hour 30 minutes 16% of qualification worth 64 marks

**Unit 3** - Written examination: 2 hours 24% of qualification worth 96 marks

**Unit 4** - Written examination: 2 hours 16% of qualification worth 64 marks

**Unit 5** - Independent Investigation (Non-exam assessment: 3000 – 4000 words) 20% of qualification worth 80 marks

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

- A keen interest in the world in which we live, an enquiring mind and an ability to communicate your ideas.
- A wide range of transferable and life skills will be developed during the course of study.

**BENEFITS AND USES:**

Students with AS or A level Geography have access to a wide range of possible career and higher education possibilities. The course develops a vast number of sought after skills that are transferable into both higher education and employment. These include collecting, analysing and interpreting primary data, communicating your findings through reports, presentations and video, identifying and developing links between the human and the physical landscapes. Geography combines well with all other AS and A level subjects. Taken with sciences, it will support applications to traditional science-based courses like engineering, psychology, environmental sciences, oceanography and geology. Taken with humanities, Geography will support an equally wide range of university courses such as economics, business studies, law, media, politics and philosophy. Perhaps uniquely among the AS and A level subjects Geography includes and integrates the arts, sciences and social sciences, providing a correspondingly broad base of knowledge, understanding and skills. As such the study of Geography provides an open door to your career options.

**AS AND A LEVEL HISTORY**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE**

If you enjoy the study of the past both for its own sake and also for the light it throws on the present then History A level is for you. History by its very nature requires students to consider individual, moral, ethical, social, cultural and contemporary issues. It is an analytical subject and if you enjoy asking questions, arguing your point and arriving at your own judgments then you will be well suited to it. Lessons reflect this. We place a lot of emphasis on discussion and debate, encouraging you to develop your own skills and to think independently rather than just learning factual material.

**CONTENT OF THE AS:**

**Unit 1: Period study** – Europe in an age of Conflict and Co-operation c.1890-1991

**Unit 2: Depth study** – Mid Tudor Crisis in Wales and England. Part 1: problems, threats and challenges c1529-1553

**Unit 3: Breadth Study** – Still to be decided but possibly the American Republic 1890-1990

**Unit 4: Depth study** – Mid Tudor Crisis part 2 Challenges facing Mary and Elizabeth c.1553-1570

**Unit 5: Historical interpretations** – Chamberlain and Appeasement

**CONTENT OF THE A2:**

**Unit 3: Breadth Study** – Wales: Resistance, conquest and Rebellion c. 1240-1415

**Unit 4: Depth study (part 2)** – Politics and society in Wales and England c.1900-1939

**Unit 5:** 3,000-4,000 non examined assessment.

**AS Assessment procedure:**

**Unit 1:** 1 hour 30 minutes. Written exam – 1 open ended essay question.

**Unit 2:** 1 hour 45 minutes written exam – evidence based questions with the focus on the evaluation of historical sources and different interpretations.

**A2 Assessment procedure:**

**Unit 3:** 1 hour 45 mins written exam. Essay focussed on relevant historical concepts and based on historical themes.

**Unit 4:** 1 hour 45 minutes. A source based question and an essay.

**Unit 5:** 3,000-4,000 word non-examined assessment based on an historical issue or problem. This is likely to be on Chamberlain and Appeasement.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

**Skills/aptitudes needed to succeed:**

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following history courses will be expected to carry out independent work and independent thinking, as well as a good deal of reading and writing.

**BENEFITS AND USES:**

The study of History trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgments about controversial issues and present a well-ordered case backed by supporting evidence, thereby equipping you for a wide variety of careers. The skill most developed by History is that of critical analysis and the ability to express ideas, knowledge and interpretations clearly and coherently. In the fields of management, law, administration, accountancy, journalism and marketing, this is a highly valued asset. Many employers regard A level History as an excellent training in the marshalling of arguments and in decision-making. As a well respected academic discipline, History is considered a worthwhile A level subject for entry to almost all degree courses.

## Applied ICT AS and A Level

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

Nearly all businesses demand ability in ICT these days, and for many jobs specific ICT skills are essential. This qualification will offer you a highly contemporary experience in ICT and computer programming.

### CONTENT OF THE AS:

**AICT 1: eBusiness** - Gaining Skills. You will investigate how and why ICT is used by organisations. You will demonstrate your skills in an on-screen examination.

**AICT 2: eSkills** -Organisations use ICT to plan, monitor and forecast their daily progress and require experts in the use of spreadsheets and databases to manage this process. You will undertake a set assignment to demonstrate your IT capability. You will produce an e-book to showcase your work.

### CONTENT OF THE A2:

**AICT 5: eProject** -Project planning for ICT. A project of any size needs effective planning to maximise success. Effective project management is essential to the completion of any ICT based project. Project managers need to be skilled in applying their knowledge and skills to solve problems and be able to manage available resources.

**AICT 8 eLearn – Producing Educational Software.** This is a programming unit that requires you follow a system life cycle to create an educational game. The game will be created in a high level programming language.

### ASSESSMENT PROCEDURE:

This is a paperless qualification and will be assessed by on-screen examination, controlled assignment and Awarding Body devised assignments.

AICT1 – 3 hour onscreen examination.

AICT5 - External: controlled assignment

AICT2 & AICT8 - Internal: Awarding Body devised assignment

### SKILLS/APTITUDES NEEDED TO SUCCEED:

You do not need to have a GCSE in ICT to undertake this course. You should however be willing to work hard and work independently.

### BENEFITS AND USES:

This is a general qualification that is suitable for all students who will need to use ICT, typically applications, on a daily basis in a work or study role to enhance personal productivity, facilitate communication, enable collaborative working. It will also support progression into education, training or employment. Further education such as a degree in computing, IT or related fields would be appropriate.

## AS AND A LEVEL MATHEMATICS

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

The Mathematics A-Level course should encourage candidates to:

- Develop their understanding of Mathematics and mathematical processes in a way that promotes confidence and enjoyment;
- Develop skills to reason logically and recognise incorrect reasoning and to construct mathematical proofs;
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- Develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general;
- Take an increasing responsibility for their own learning and the valuation of their own mathematical development.

### CONTENT OF THE AS:

AS Unit 1: Pure Mathematics A

Revision of algebraic techniques, coordinate geometry, Factor Theorem, calculus.  
Sequences and series, logarithms, the circle, trigonometry, further calculus.

AS Unit 2: Applied Mathematics A

Sampling, data, probability, statistical distributions, hypothesis testing, Kinematics, Forces,  
Newton's laws, Vectors

### CONTENT OF THE A2:

A2 Unit 3: Pure Mathematics B

Further Trigonometry, Proofs, Algebra and Functions, Coordinate Geometry, Sequences and  
Series, Differentiation, Integration and Numerical Methods.

A2 Unit 4 Applied Mathematics B

Probability, Statistical Distributions, Hypothesis Testing, Differential Equations, Kinematics,  
Forces and Newton's Laws, Moments and Vectors

### ASSESSMENT PROCEDURE:

AS Level Candidates are required to sit two units – AS Unit 1 and AS Unit 2.

AS Unit 1 is 2 hours 30 minutes. AS unit 2 is 1hour 45 minutes.

A2 Candidates are required to sit two units – A2 Unit 3 and A2 Unit 4.

A2 Unit 3 is 2 hours and 30 minutes and A2 Unit 4 is 1hour 45 minutes.

### SKILLS/APTITUDES NEEDED TO SUCCEED:

An interest in Mathematics and an ability to work independently.

The ability to work to and meet strict deadlines.

### BENEFITS AND USES:

Students learn to work steadily, to present solutions clearly and concisely, and to extend their own thinking within a logical framework. Persistence is necessary, as harder problems will often require several visitations before a way in is identified. Students acquire a confidence and competence to deal with information given in algebraic, numerical or graphical form, which is a highly transferable skill. The written work of trained mathematicians tends to be logical, concise and precise.

An A Level in Mathematics is highly regarded by the majority of employers and universities because of the demands it makes and the skills it develops. As the A Level is comparatively demanding, increasing numbers do go on to degree courses, some of which involve numerate disciplines while many do not: the skills learned are highly transferable. Careers in engineering, IT and finance are common amongst those who study Maths A level.

**MEDIA STUDIES**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

- To enhance your enjoyment and appreciation of the media and its role in your life
- To develop a critical understanding of the media through engaging with a range of media products and concepts and through the creative application of production skills
- To explore production processes and technologies
- To become independent in research skills and their application in your production work and in developing your own views and interpretations
- To raise your awareness of key challenges facing media production in Wales, and provide opportunities for exploration of complex issues of representation of Welsh cultural identity.

**CONTENT OF THE AS:**

**AS Unit 1: Investigating the Media**

Written examination: 2 hours 15 minutes 24% of qualification 90 marks

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

**Section A: Selling Images - Advertising and Marketing**

**Section B: News in the Online Age**

**Section C: Film Industries – from Wales to Hollywood**

**AS Unit 2: Creating a Media Production**

Non-exam assessment 16% of qualification 80 marks

- A media production, including **individual** research and planning, created in response to a **choice of briefs set by WJEC**, and applying knowledge and understanding of key concepts
- An **individual** reflective analysis of the production.

**CONTENT OF THE A2:**

**A2 Unit 3: Media in the Global Age**

Written examination: 2 hours 30 minutes 36% of qualification 90 marks

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

**Section A: Television in the Global Age**

**Section B: Magazines – Mainstream and Alternative Media**

**Section C: Media in the Digital Age – Video Games**

**A2 Unit 4: Creating a Cross-Media Production**

Non-exam assessment 24% of qualification 80 marks

**ASSESSMENT PROCEDURE:**

AS Unit 1 – 2 hours 15 minutes written examination. 3 compulsory questions, including 1 question on unseen audio-visual or print-based material.

AS Unit 2 – internal assessment (coursework)

A2 Unit 3 – 2 hours 20 minutes written examination. 3 questions on set texts.

A2 Unit 4 – internal assessment (coursework)

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

- An interest in a range of media forms; a willingness to explore concepts and ideas using appropriate language; and an ability to communicate ideas in a creative way.
- A wide range of skills will be developed during the course, including communication, research and planning, working with others; and ICT.

**BENEFITS AND USES:**

Students who pursue AS or A Level Media Studies have increasing access to a wide range of possible career and higher education opportunities. The broad range of transferable skills developed during the course will allow students to further their interests in, for example, communication, marketing, design or production. Past students have completed courses in journalism, film production, marketing, public relations and advertising. Media Studies combines well with many other subjects including, amongst others, Art and Design, Business Studies, Design and Technology, English, History, IT and Psychology. By combining practical coursework components with analytical study of a range of media texts, forms and industries, media students are encouraged to become informed, active users of the media and independent media producers.

**PERFORMING ARTS**  
Pearson/BTEC  
Level 3 Foundation Diploma/Diploma

**AIMS OF THE COURSE:**

The course covers key knowledge and practical skills required in Performing Arts (Dance) or Performing Arts (Musical Theatre). The course aims to prepare students for employment in the appropriate sector. The course is also suitable for those who have decided they wish to enter into the Performing Arts Industry.

**CONTENT:**

Students can either take a **BTEC Level 3 Foundation Diploma** or a **BTEC Level 3 Diploma** in Musical Theatre or Dance. The qualification can be done over 1 or 2 years. The Foundation Diploma is the equivalent of 1.5 A levels and the Diploma can be done over 2 years and will give the equivalent of 2 A levels.

The Foundation Diploma consists of 6 units of which 4 are mandatory and 2 optional units. The Diploma includes 8 units of which 6 are mandatory.

Mandatory units include;

**Performing to an audience**

Musical Theatre Performance (Musical Theatre)

**Performance Workshop**

Dance Performance (Dance)

There will be 2 external units for the Foundation Diploma and 3 external units for the Diploma. One of the external units is **Investigating a Practitioners' work**.

Optional units include;

- Jazz Dance
- Site-specific Performance
- Storytelling for Performance
- The Healthy Performer

**ASSESSMENT PROCEDURE:**

Students will create written and practical evidence that meet the criteria for each unit. This will be internally assessed as coursework for 4 out of the 6 units in the Foundation Diploma and 5 out of the 8 units in the Diploma. The other 2 units in the foundation and 3 units in Diploma will be externally assessed.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

Students must be self-motivated as for much of this course they take responsibility for their own learning. They will develop collaboration skills, organisation skills, time management and communication skills. Excellent attendance is also vital as students will be producing their own performances and will be a member of a team.

**BENEFITS AND USES:**

The course as a whole attempts to provide the student with a number of life skills which are also invaluable in a work setting. The course places great emphasis on the practical application of skills, knowledge and understanding within the broad vocational area. It is important that students take responsibility for their own learning by planning their work, conducting research and regularly reviewing their progress. These are all invaluable skills needed in the majority of work places.

## AS/A LEVEL PHYSICAL EDUCATION

WJEC Advanced Subsidiary

WJEC Advanced GCE

### AIMS OF THE COURSE:

If you enjoy any form of physical activity then studying Physical Education at A Level is for you! The A Level PE course integrates theory and practice and is concerned with developing and refining students' physical competence within physical activity, and in different roles such as those of performer, leader/coach and official. It enables students to maintain and develop their involvement and effectiveness in lifelong physical activity as part of a balanced healthy lifestyle.

### CONTENT OF THE AS:

#### PE1: Exploring Physical Education (Theoretical content)

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

**PE2: Improving performance in Physical Education** – The core of this unit is concerned with improving practical performance in either a specific sport/creative or adventurous activity or improving health, fitness and well-being. This is combined with developing coaching/officiating skills.

### CONTENT OF THE A2:

#### PE3: Evaluating Physical Education (Theoretical Content)

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

**PE4: Refining performance in Physical Education** – This unit has two components – refining performance, coaching or officiating in a specific sport, creative or adventurous activity and investigative research into an area relating to the chosen practical activity.

### ASSESSMENT PROCEDURE:

**PE1** – 1 hour 45 minutes written examination – compulsory structured questions and one compulsory essay.

**PE2** – Internally assessed practical performance supplemented by Personal Performance Profile (controlled assessment) and internally assessed performance as a coach or official. All aspects are externally moderated.

**PE3** – 2 hour written examination – compulsory structured questions and one essay.

**PE4** – Practical performance as a Performer, Leader/coach or Official. Investigative research project (IRP). All aspects are externally moderated.

### SKILLS/APTITUDES NEEDED TO SUCCEED:

- A keen interest in physical education and sport.
- Competence as a performer, coach or official in chosen physical activity; coupled with the desire to improve performance in that chosen activity.

### BENEFITS AND USES:

Students achieving an AS or A level in Physical Education have access to a wide range of careers. It equips students with a wide range of skills that are well-received both in the workplace and higher education. With increasing concern for the nation's health and well-being the careers available to students with qualifications in sport and health are constantly increasing. Examples of careers in this area include leisure centre management, sport development officers, teaching, jobs in the fitness industry e.g. personal trainer, sports psychologist, sports scientist, coach, health-related exercise professionals, physiotherapy, sports massage etc.

**PHYSICS**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

To develop an enthusiasm for Physics and to prepare students for further study/a career based on the concepts contained within the discipline of Physical science.

To help develop an appreciation of the role Physics plays in society, in particular how discoveries are applied in industry and medicine and how decisions about the use of new discoveries are made.

**CONTENT OF THE AS:**

The AS course covers basic Physical topics which are found throughout Science in keystages 3 and 4. Although pupils are very familiar with these areas the depth and rigor of study is greater. The topics studied are:

Basic Physics	Conduction of electricity
Kinematics	Resistance
Dynamics	D.C. circuits
Energy concepts	The nature of waves
Solids under stress	Wave properties
Using radiation to investigate stars	Refraction of light
Particles and nuclear structures	Photons
	Lasers

**CONTENT OF THE A2:**

The A2 course covers more advanced Physical concepts that are briefly dealt with in keystone 4. There is also an optional section which discusses the use of Physical principles in everyday situations.

The topics studied are: Oscillations and Nuclei [Unit 3] Fields, Electromagnetism, and an optional module [Unit 4].

**ASSESSMENT PROCEDURE:**

The AS course comprises of two written papers, which are both taken in June. The papers contain questions that examine a candidate's knowledge, ability to handle data and their ability to write extended prose. There will be a synoptic element in all of the papers too.

The A2 course comprises of two written papers, both are sat in June. The make-up of the papers will include short answer questions, data response questions, extended response questions and a comprehension question. There will also be a practical paper.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

A successful student must demonstrate a mature and conscientious approach to their studies. It is essential that any candidate following the AS and A course has a grade B in GCSE mathematics as well as good written communication skills. They will require the ability to research information from a variety of sources and use this information to construct detailed explanations. They must possess good organisational skills and manage their time effectively. Also a genuine interest in Physics and Science in general is essential. A good Physicist must have a sense of awe and wonder. They must be able to dream and use their imagination to take them beyond the everyday and visit the fringes of man's knowledge.

**BENEFITS AND USES:**

A qualification in Physics will help to develop an individual's ability to process data and information effectively, communicate ideas and concepts logically in a structured manner using a range of media. The careers that are open to a Physicist are many and varied from Engineering and Computing to Law and International Banking to Dentistry or a Jet Pilot and even an Astronaut. A Physicist is welcome wherever clear thinking, problem solving and strategic planning are valued.

**RELIGIOUS STUDIES**  
WJEC Advanced Subsidiary  
WJEC Advanced GCE

**AIMS OF THE COURSE:**

Religious Studies by its very nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. It is an analytical subject and if you enjoy asking questions, arguing your point and arriving at your own judgments then RS will be well suited to it. Lessons reflect this. We place a lot of emphasis on discussion and debate, encouraging you to develop your own skills and to think independently rather than just learning factual material. Religious Studies will help you to better understand the world in which we live and will help you to understand how societies and individuals think, how they make decisions and how peoples' beliefs have a tremendous impact upon the world.

**CONTENT OF THE AS** - This specification is divided into a total of five units, two AS units and three A2 units.

**Unit 1: An Introduction to the Study of Religion – Christianity (15%)**

This unit provides learners with the opportunity to undertake an in-depth and broad study of Christianity. Four fundamental religious themes are followed: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity.

**Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion (25%)**

**An Introduction to Religion and Ethics**

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought, Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.

**An Introduction to Philosophy of Religion**

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief and religious experience.

**CONTENT OF THE A2** - This specification is divided into a total of five units, two AS units and three A2 units.

**Unit 3: A study of Religion - Christianity (20%)**

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures, sacred texts (part 2), significant historical developments in religious thought, and religious practices that shape religious identity.

**Unit 4: Religion and Ethics (20%)**

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 2), deontological ethics, determinism and freewill.

**Unit 5: Philosophy of Religion (20%)**

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: challenges to religious belief (part 2), religious experience (part 2), religious language (parts 1 & 2).

**ASSESSMENT PROCEDURE:**

**Units 1: An Introduction to the Study of Religion** – a 1 ¼ hour written examination, made up of two structured essay questions from a choice of five.

**Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion** – a 1 ¼ hour written exam, made up of two structured essay questions from a choice of four.

**Unit 3: A study of Religion** – 1 ½ hour written exam, made up of three structures essay questions from a choice of six.

**Unit 4: Religion and Ethics** – 1 ½ hour written exam, made up of three structures essay questions from a choice of six.

**Unit 5: Philosophy of Religion** - 1 ½ hour written exam, made up of three structures essay questions from a choice of six.

**SKILLS/APTITUDES NEEDED TO SUCCEED:**

Pupils following Religious Studies should have a keen interest in the world in which we live, an enquiring mind and an ability to communicate your ideas. We place a lot of emphasis on discussion and debate, encouraging you to develop your own skills and to think independently rather than just learning factual material. Religious Studies places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following Religious Studies will be expected to carry out independent work and independent thinking.

**BENEFITS AND USES:**

The study of Religion trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgments about controversial issues and present a well-ordered case backed by supporting evidence. The skill most developed by Religion is that of critical analysis and the ability to express ideas, knowledge and interpretations clearly and coherently. Students with AS or A level Religious Studies have access to a wide range of possible career and higher education possibilities. The course develops a vast number of sought after skills that are transferable into both higher education and employment. Religious Studies combines well with all other AS and A level subjects. Taken with sciences, it will facilitate the examination of the ethical aspects of much work undertaken within science and as such is valued by universities where students are applying to study medicine. Taken with humanities, Religious Studies will support an equally wide range of university courses such as law, media, politics, philosophy, English, psychology, and journalism and management. The study of Religion provides an open door to your career options. Many employers regard A level Religious as an excellent training in the marshalling of arguments and in decision-making. As a well-respected academic discipline, Religious Studies is considered a worthwhile A level subject for entry to almost all degree courses.

## WELSH BACCALAUREATE : ADVANCED DIPLOMA

### AIMS OF THE COURSE:

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for Level 3 learners to consolidate and progress their development of essential and employability skills. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment. The Welsh Baccalaureate offers learning experiences relevant to the needs and demands of today's workplace and will encourage the learner to value skills development as a key aspect of their education and life-long learning. The emphasis in the Welsh Baccalaureate is on applied learning that develops a range of transferable skills valued by both education establishments and future employers.

### CONTENT OF THE COURSE:

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

The **Skills Challenge Certificate** consists of four components which are followed by all learners:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The **Supporting Qualifications** include **two mandatory GCSEs** of English Language or Welsh Language together with Mathematics-Numeracy at grades A\*-C.

Learners also require two A levels grade A\* - E.

### ASSESSMENT PROCEDURE:

Each challenge is completed by means of a Controlled Assessment task which is awarded a grade:

Level 3 Pass;                      Level 3 Merit;                      Level 3 Distinction.

In order to achieve the **Skills Challenge Certificate**, learners must achieve **all four components** – the Individual Project plus the three Challenges, with a minimum of all at a level 3 Pass.

The qualification grade is calculated on the basis of the aggregation of the four component scores weighted as below:

Individual Project 50%  
Enterprise and Employability Challenge 20%  
Global Citizenship Challenge 15%  
Community Challenge 15%

The **Advanced Skills Challenge Certificate** is graded A\* - E and is worth one A level qualification.

### SKILLS/APTITUDES developed through study of the Welsh Baccalaureate:

The Welsh Baccalaureate aims to enable learners to develop and demonstrate a proficiency in the essential and employability skills that employers and next-stage educators value and which learners need to succeed in their learning, work and life.

The seven essential and employability skills are:

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

### BENEFITS AND USES:

The Welsh Bac qualification is valued by employers and Universities. Successful completion of the Diploma will provide candidates with the skills and learning experiences to compete and succeed in the very competitive world we live in today.

## APPENDIX



## STUDENT LEARNING AGREEMENT

**STUDENT NAME:** \_\_\_\_\_

**LEARNING CENTRE: ST CENYDD COMMUNITY SCHOOL CAERPHILLY**

### OBJECTIVES

- Make acceptable progress according to the targets set within my programme of study.
- Complete all coursework/homework within the agreed timescales.
- Attend course assessments, examinations (internal and external).
- Comply with the rules and regulations set by my school.
- Show good behaviour at school and show respect to my teachers and fellow students.
- Attend registration, briefing and lessons on time according to the attendance Policy document.
- Attend all review sessions arranged with my teachers.

### STUDENT:

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_



## ST CENYDD SCHOOL

### POST 16 ATTENDANCE POLICY

All students must attend registration, briefing and lessons according to the criteria stated below.

Compliance will result in the authorization of payment of allowances to EMA Wales students.

#### ***Authorised Absences***

St Cenydd School has the discretion to authorize certain absences. Absences are unauthorised unless proven otherwise. It is the responsibility of the student to provide a reason as to why the absence should be authorized.

- Absence from school due to illness will be deemed authorized upon receipt of appropriate evidence provided by the student.
- Home study – strict school guidelines apply.
- Medical appointments which could not be made out of school hours.
- Visit to a University Open Day or career-related interview.
- Work experience placement.
- Attendance at a funeral or wedding.
- Transport disruption which prevents a student from attending school.
- Driving test.
- Extra-curricular activities such as sport participation and educational visits.
- Family emergencies.

#### ***Unauthorised Absences***

- Holidays taken by EMA Wales students during term-time will result in non-authorisation of payment.
- Part-time work which encroaches upon the school day.
- Driving lessons.

This list is not exhaustive. Any other absences will be assessed upon its own merits.

#### ***Procedures***

- It is the responsibility of the student to notify the school of his/her absence preferably on the first day of absence.
- Planned absences must be notified in advance.
- Students are expected to provide written evidence confirming reasons for absence immediately on their return to school. Any delay in the production of this may result in the delay or non-payment of allowance to EMA students.



# EMA WALES LEARNING AGREEMENT

Student Name: _____	Courses: _____
EMA Wales Reference Number: _____	_____
Learning Centre: St Cenydd School	_____
School Reference No: _____	_____

In order to receive my weekly allowance, I agree to attend St Cenydd School according to the criteria stated in the Attendance Policy Document. It has been explained to me and I understand the EMA Wales processes and rules put in place by the school.

I understand that I must sign this agreement to receive my weekly allowance.

**Student:**

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Centre**

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_



This notice has been produced on behalf of: AQA, CCEA, City & Guilds, Edexcel, OCR aWJEC

### Notice to Candidates

### GCE, VCE, GCSE and GNVQ EXAMINATIONS: COURSEWORK AND PORTFOLIOS

This leaflet tells you about some things that you must, and must not, do when you are completing coursework.

**Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you must ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and the world wide web.

Using information from published sources (including the internet) as the basis for your coursework is a great way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

#### **The regulations state that:**

**The work which you submit for assessment must be your own.**

**You must not copy from someone else or allow another candidate to copy from you.**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference should show the name of the author, the year of publication and the page number: For example: (Morrison, 2000, pg.29.) For material taken from the internet, your reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:  
(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>)

You must also include a bibliography at the end of your work, which lists the full details of publications you have used to research your project. For example:

Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

**If you copy the words or ideas of others and don't show your sources in references and a bibliography, you will be committing plagiarism — and that's cheating.**

**Preparing your coursework — good practice**

If you receive help and guidance from someone other than your teacher, tell your teacher who will record the nature of the assistance given to you.

If you worked as part of a group on a project, for example, undertaking field research, you must each write up your own account of the project. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you for submitting drafts and final pieces of work. Your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — you will be running the risk of being caught out. Electronic tools can detect this sort of copying.

### **More about plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously.

Don't think you won't be caught. There are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!)
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks.
- you will be disqualified from that unit for that exam session.
- you will be disqualified from the whole subject for that exam session.
- you will be disqualified and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

**REMEMBER - IT'S YOUR AWARD SO IT NEEDS TO BE YOUR OWN WORK.**

# St Cenydd Community School

**A/AS Examination Resits**

**Exam Series:** \_\_\_\_\_

Centre Number: 68531

Candidate Name: \_\_\_\_\_ Reg: \_\_\_\_\_ Exam No; \_\_\_\_\_

- The school will pay for your 1<sup>st</sup> resit (you must pay for any other resits you wish to be entered for over the 2-year GCE period).
- Discuss your request with each subject teacher and ask them to sign the slip.
- Sign the slip yourself and preferably ask your parent/guardian to also sign.

**Return this form to Ms J Hopkins in the Exams Office with your payment by \_\_\_\_\_**

**Entries will only be made for students who have discussed their re-sit entry with their subject teacher and made the appropriate payment.  
(If you have difficulties with payment please see Mrs S Evans)**

Subject/Specification Name	Unit	Component Code	Subject Teacher's Signature

I enclose the payment of \_\_\_\_\_ in respect of resit entries to be made on my behalf.

Student's signature: ..... Date: .....

Parent/Guardian's Signature:.....

*Receipt*

Student's name: \_\_\_\_\_ Exam No: \_\_\_\_\_ Exam Series: \_\_\_\_\_

I acknowledge receipt of \_\_\_\_\_ in respect of resit entries to be made on your behalf.

Exam Officer's Signature: ..... Date: .....