

PENGLAIS SCHOOL



SIXTH FORM OPTIONS BOOKLET January 2017

Dear Student

Firstly, thank you for reading our options guide for September 2017 and considering Penglais as your place of study for two very important years in your education.

We are proud to be able to offer an extremely broad curriculum within a thriving sixth form. All of our subjects are offered at Level 3 which are either Advanced Subsidiary leading to A Level courses or BTEC qualifications which lead on to university or colleges of higher education. Our subject teachers are a credit to our school and the results speak for themselves.

It is critically important you select your courses based on advice and guidance from a variety of sources. Some combinations of courses will be suitable for your required university courses and some will not. Please start contacting universities in order to discuss your requirements with them. Also make sure you speak to the appropriate staff at parents' evening and in school. All of our teachers will be able to provide advice and guidance on appropriate sixth form choices for you. There is also a Careers Advisor based in school. If you wish to speak to any of these please make an appointment through your Pastoral Manager.

In addition to your Head of Year we have a very experienced team of staff in the Sixth Form who would be willing to offer advice and guidance. The Head of Sixth Form, Mrs Brown, will be available at the Year 11 parents' evening on Tuesday 7th February to discuss possible options and subject combinations.

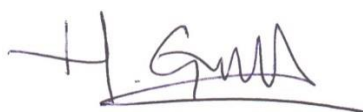
If you are thinking of joining Penglais from another school please do not hesitate to get in touch with us and visit on an informal basis. We have an options talk for all parents and pupils on January 23rd at 6.00pm in the Main Hall in Penglais.

Please read the options form carefully and hand it in completed to your form teacher on Monday 13th February 2017. The school reserves the right to change the options available and this can be due to staffing or budget changes.

I would like to wish you the very best of luck with your choices and hope you find our booklet informative.

Should you have any questions regarding the process do not hesitate to contact me at school.

Mrs H.G. Griffiths.

A handwritten signature in blue ink, appearing to read 'H.G. Griffiths', with a horizontal line underneath.

Acting Head teacher.



PENGLAIS SCHOOL YEAR 12 OPTIONS

NAME:	
FORM:	11
If you are leaving school please explain your plans in this box:	

Please circle the 3 or 4 subjects that you wish to study in September 2017, only one subject may be selected in any box. In addition to the three options all pupils will study the Welsh Bacallaureate in Box 5.

BOX 1 OPTION	BOX 2 OPTION	BOX 3 OPTION	BOX 4 OPTION	BOX 5 COMPULSORY
CHEMISTRY	ART	GEOGRAPHY	BIOLOGY	WELSH BACCALAUREATE
ENGLISH LITERATURE	FRENCH	HISTORY	HISTORY	
HISTORY	GEOLOGY	MATHEMATICS	MATHEMATICS (DOUBLE)	
PHYSICAL EDUCATION	GEOGRAPHY	MEDIA STUDIES	PSYCHOLOGY	
DESIGN AND TECHNOLOGY: PRODUCT DESIGN	PHYSICS	RELIGIOUS EDUCATION	SPANISH	
ART	SOCIOLOGY	MANDARIN	ICT	
HEALTH AND SOCIAL CARE (SINGLE)	TRAVEL AND TOURISM BTEC Level 3	MUSIC	WELSH – Second Language	
		BUSINESS BTEC Level 3	ENGLISH AND MATHS RESIT GCSE	
		VEHICLE TECH BTEC Level 3		

You are strongly advised to seek guidance before completing this form and discussing your chosen options during Year 11 parents' evening on Tuesday 7th February with the appropriate staff. It is particularly important that you speak to teachers who are running the courses which are new to you.

If you want to study a particular course at university or college please check your chosen options will allow you to access those courses.

If you wish to take double Maths then you must take Maths in both boxes 3 and 4.

Please note, the subjects listed above are provisional and may change in light of constraints on the school.

If you wish to study a combination of subjects which is not available above please tick here () and explain fully on the back of the form why you wish to study these courses.

This form must be completed and returned to your form teacher in morning registration on **Monday 13th February 2017**. If the sheet is handed in late it may affect your option choices.

If you are coming to Penglais from elsewhere please send this form to:

Mrs Donna Owen, Sixth Form Manager, Ysgol Penglais School, Waunfawr, Aberystwyth, SY23

Art

Work must be selected from six disciplined areas which are: Fine Art; Textiles; Graphics; 3 Dimensional Studies; Photography and Critical Studies. These apply to both A and AS coursework and once selected the endorsed area/ discipline cannot be changed. The examination in each case will consist of 14 multi-disciplinary questions.

A moderator will visit the centre at the end of both the A and AS courses.

Focus will be on the ability to record well from direct observation of the natural and man-made world, with emphasis on experimentation with media, materials and imaginative development of ideas and themes.

There is an opportunity for pupils to take AS and A2 photography. Please get in touch with the school if you wish to study this course.

Further details are available from Mrs Harper in B3.

WJEC A Level Biology

Biology is the study of living organisms. As organisms ourselves, it is very difficult to escape the relevance of Biology to everyday life. Hardly a day passes without biological issues such as health, nutrition, the environment, biotechnology and human evolution appearing in the media. The AS/A level courses bring biological topics into a scientific context and develop a range of skills including investigative practical techniques and microscope use.

Both the AS and A level Biology courses are content dense and require you to develop effective independent study skills. You will also require basic competence in Chemistry and Mathematics. In order to have a good chance of succeeding in this demanding academic subject, students should ideally have already achieved at least grade Bs at GCSE in Science and Maths.

The AS course (Year 12) consists of 2 modules which cover biochemistry, cell organisation, biodiversity and human and plant physiology. Lessons will include both theory and practical sessions. There are two theory exams in May/June, contributing 40% to the final A Level qualification.

Students need to get at least a grade E at AS to be entered for the A2 exams.

The A2 (Year 13) course builds on the knowledge and skills gained in Year 12. There are two theory modules which cover variation, inheritance, homeostasis and the environment. As in Year 13, lessons include both theory and practical sessions. There are two theory exams in May/June, contributing 50% to the final A level qualification. There is also a practical exam which is worth 10% of the final A level mark.

Further details can be obtained from Mr S Jones in C3.

The WJEC website provides full specifications (syllabus), past papers and examination timetables

Business Studies

BTEC Level 3 Subsidiary Diploma

The BTEC Level 3 Subsidiary Diploma in Business is a two year course. This qualification is equivalent to one A level and is a recognised qualification by UCAS and Universities.

This course is assessed by coursework only. There are NO examinations. All student work is internally assessed, and graded by teachers. Your final grade will be a pass, merit, distinction or distinction *.

Assessments on this course will take the form of presentations, group work, written work and Projects.

You will be required to complete 6 different units.

Four of the units are mandatory these are:

The Business Environment
Business Resources
Introduction to Marketing
Business Communication

You will also complete **two other optional units of your choice**. Some possible units include:

Managing an Event
Business Law
Understanding Retailing
Fashion Retailing
Internet Marketing in Business
Creative Product Promotion

For further information, please see Miss K Davis or Mrs R Bentley

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Chemistry WJEC A LEVEL

Chemistry helps to explain a myriad of phenomena, from the bonding holding the DNA double helix together to the crystal structure that gives diamonds their sparkle. Whether we seek to understand the thinning of the ozone layer or the way in which a detergent works, Chemistry can help to give us answers. Fossil fuels are running out, malnutrition is common in developing countries whilst over-consumption in the West is leading to serious pollution of the environment. Chemists can make a contribution to the solving of these and other problems.

Studying Chemistry in the Sixth Form provides an excellent intellectual exercise, it develops study skills and teaches students good laboratory techniques. An understanding of Chemistry is also essential for many vocational courses, including medicine, dentistry, veterinary science, biological, geological and environmental sciences, agriculture and engineering.

Two units are studied in Year 12. These provide a broad introduction to the major themes of the course, introducing students to physical, inorganic and organic chemistry as three separate, though interrelated disciplines. Practical work is a regular part of the course and students are required to keep a practical logbook.

In Year 13 the basic principles of the first two modules are applied to the study, in greater depth, of some inorganic and organic reactions. Throughout the course reference continues to be made to the practical applications of the reactions studied and to their environmental impact. Further practical work is integrated into the course so that students do as much 'hands-on' chemistry as possible. The practical work from both years is assessed by an examination paper and a practical exam at the end of Year 13.

STUDY METHODS AND ASSESSMENT

Students are encouraged to develop note-taking skills in class and then to reinforce classwork with private study. Textbooks are issued but there is also a library of other excellent texts available for short-term loan. This helps students to evaluate alternative sources of information for themselves. There are regular formal homeworks and a test after each topic to provide students and teachers with feedback on progress.

In order to have a good chance of succeeding in this demanding academic subject, students should ideally have already achieved at least a grade B at GCSE. They should also be motivated and well organised. The course will help to develop methods of study and problem-solving skills which will be useful beyond school. Good grades in these Chemistry courses will be a positive asset for many higher education courses and an essential requirement for some.

See Mrs Reyers in C2 or Mr Black in C6 for more information

Design and Technology (Product Design) WJEC GCE AS/A2

It is common for us as, human beings, to use a product or service and think that it could have quite easily been designed in a more effective way. It is the creativity in us all that allows us to think this way. However, how often do we do anything about these thoughts? Designers do this everyday. Their jobs are to design solutions for our everyday life, to tackle social and moral problems and embrace technology to enhance our lives. They contribute hugely to the visual world around us.

We wear design; interact with design; or 'are influenced by' influence design; we sit on, sleep in, download, drive, talk about, talk into and admire design. Yet, it is something we take for granted and we rarely consider how important it is. Design, manufacture and technology fuel our economy and the UK has a long history of producing some of the best innovators and creative minds.

Product designers solve problems. They have a huge influence on the form, function and style of many of the objects we use in our daily lives – everything from kettles to telephones to televisions – as well as creating much more specialist products such as medical equipment. It is a huge and exciting industry where designers bring innovative ideas to life in functional products. Just imagine walking into a shop where an idea you had and developed is being sold to the public!

A course in Design and Technology offers a unique opportunity in the curriculum from getting candidates to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests.

Candidates will work in the following areas: Design innovation; Product analysis; Human responsibilities; Marketing and research; Materials and components and Industrial and commercial practices. Candidates will be involved in making high quality products which are appropriate for their intended purpose.

DT1 – Examination Paper

AS 40% AL 20%

DT2 – A design and make project of the candidate's choice

DT3 – Examination Paper 20%

DT4 – A design and make project 30%

Project work in both Year 12 and Year 13 involves pupils exploring and solving a given problem. They will master new techniques and work with a variety of new materials.

Every year we have students who go on to do extremely well in design courses at university. There are a wide range of Higher Education courses available to study for those with an interest in, or experience of, Design and Technology. From Architecture to Automotive design, in locations across the UK we have past students becoming the next generation of designers.

See Mrs J. Wells in D20 for more information.

English Literature

AS/A2 LEVEL

Do you enjoy reading and writing independently in addition to studying set texts in school? Then English Literature is the course for you. Over two years you will study some wonderful plays, novels and poetry, ranging in period from Chaucer to the present day.

A qualification in English Literature proves that you are highly motivated, analytical and confident in your ability to construct and convey an argument in both spoken and written form.

As this booklet for A Level goes to press, the exam board, the WJEC is yet to reveal the final version of its new specifications but the English Department is relishing the prospect of choosing new texts to teach and some old favourites too.

The following gives an outline of the new course.

AS (2 units)

AS Unit 1 Prose and Drama (closed-book)

- Written examination: 1.5 hours
- 20% of qualification

Section A: Prose fiction pre-1900:

One question in two parts, based on the reading of *Jane Eyre* by Charlotte Brontë.

Section B: Drama:

One question based on the reading of *A Streetcar Named Desire* by Tennessee Williams.

AS Unit 2 Poetry Post-1900 (open-book, clean copy)

- Written examination: 1.5 hours
- 20% of qualification.
- The poets currently studied are Sylvia Pugh and Ted Hughes.

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.

A Level (the above plus a further 3 units)

A2 Unit 3 Poetry Pre-1900 and Unseen Poetry

- Written examination: 1.5 hours
- 20% of qualification.

Section A: Poetry pre-1900 (closed-book)

One question in two parts, based on the reading of one poetry text from a prescribed list. Poet currently studied: John Keats

Section B: Unseen poetry

One question requiring comparative analysis of two unseen poems.

A2 Unit 4 Shakespeare (closed-book)

- Written examination: 1.5 hours
- 20% of qualification.

Section A: Shakespeare extract

One question based on an extract from King Lear

Section B: Shakespeare essay

One essay question based on the reading of King Lear

A2 Unit 5 Prose Study Non-examination assessment

- 20% of qualification

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000. This year, pupils are studying Far From The Madding Crowd by Thomas Hardy with a post-2000 option of their choice from the following selection: Life After Life by Kate Atkinson, The Colour by Rose Tremain, The long Day by Lynan Jones or Brooklyn by Colin Toibin.

Is there anything else I should know?

The skills that you will learn in this subject, such as independent research, close reading, analysis and evaluation of material and assimilation of material into a formal essay are highly desirable skills for universities. English Literature is therefore an ideal companion to many other subjects, being highly regarded by many universities, regardless of the degree that you wish to study.

Further details from Mrs E. Evans, Ms J. Harbridge and Mrs D. Davies.

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Geography AS and A level

Geography has a vital role in the 21st Century as it develops an understanding of the complex and inter-related issues that we face in our lives such as climate change, poverty and deprivation, global shifts in economic power and the challenge of sustainable resource use. A qualification in Geography develops the breadth of knowledge and the diversity of skills that will enable you to consider a wide range of careers including: water resource management, meteorology, planning, conservation, information systems, tourism, journalism, accountancy, cartography, public relations and environmental impact assessment. Traditionally, Geography graduates are the most employable of all graduates.

AS level

SECTION A – Changing Landscapes

In this section there is a choice between either coastal or glaciated landscapes.

SECTION B – Changing Places

This section is compulsory.

In addition to the above, learners will also complete a minimum of two full days of fieldwork. This usually involves a residential excursion.

A2 Level

Component 2: Global Systems and Global Governance

Written examination: 2 hours

27.5% of qualification

Component 3: Contemporary Themes in Geography

Written examination: 2 hours 15 minutes

32% of qualification

Component 4: Independent Investigation

Non-exam assessment

20% of qualification

Geography AS and A level is open to all pupils, including those who have not previously studied geography at GCSE. Pupils find geography to be a good subject to study in the sixth form as the skills they develop are applicable to a wide range of courses and undergraduate level. The skills developed are used on two fieldwork excursions which allow the pupils to study both the physical and human aspects of the subject in the field. All topics are examined in the summer exam period.

Please see Mr Johnson in B14 for further details.

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Geology

Geology is the study of the Earth; its history since formation, the processes that are occurring and have occurred, the materials of which it is made and the resources that are exploited. Geologists have an important role in society. They are involved in mineral extraction and management, water resources and waste disposal, environmental issues and in planning for engineering and other building work.

AS Geology

GL1 and GL2

Foundation Geology with Geological Skills and Investigative Geology.

This covers a study of rocks and minerals, fossils and geological maps and the history and structure of our planet.

GL3

Geology and the Human Environment

This unit covers how we deal with geological hazards such as earthquakes and volcanoes, engineering for roads, sea defences, water resources etc.

A2 Geology

GL4, GL5 and GL6

The Advanced course (A2) builds on the knowledge and skills obtained in the AS course. There are three more units, which involve two pieces of coursework based on the fieldwork.

As part of the course, all students will be expected to participate in fieldwork. A minimum of three days in Pembrokeshire for the AS course and a week's residential course for the A2 students on the Isle of Arran, Scotland.

Further details from Ms J. M. Lawrence.

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History AS and A Level

History is a qualification valued not only for entry to university but as a preparation for a wide range of careers; many of which have little obvious link with History, but require historical skills. History will provide a range of skills and qualities; such as the ability to analyse, evaluate, communicate and to form conclusions from a wide range of conflicting evidence.

The course is made up of the following areas of study:

2. British History 1780-1880

This period study looks at the development of Britain from the Georgian into the Victorian period. We will study some of the key personalities of the age including: Queen Victoria, William Pitt the Younger, Gladstone and Disraeli. We will also consider some of the problems ordinary people faced and the protest groups they organised to campaign for change.

2. The American Civil War

This depth study will explore the institution of slavery and how black people were treated in the Southern States of the USA. We will then follow the anti-slavery movement and its heroic efforts to try and tackle the evils of slavery. The slavery issue resulted in the American Civil War; a dramatic conflict between North and South, which tore the nation apart. We will explore how the War was fought and why the North won; whilst also studying key individuals like Abraham Lincoln and General Robert E Lee.

3. British History 1890-1990

This unit covers some of the great changes in Britain's recent history. The course includes the impact of the First and Second World Wars, the Depression and social change. In particular, we will consider changes in the living standards of ordinary people from the late Victorian period through to the end of Margaret Thatcher's time in office. We will also learn about changes in popular culture, leisure and entertainment. In addition, we will consider the issues surrounding race relations and immigration.

4. Coursework

Students will be given the opportunity to research an historical theme set by the WJEC. This will result in students producing one coursework essay, which will be worth 20% of the final grade.

The topics covered provide students with an insight into political, social, economic and religious history and include the important individuals of each period. The subject can be studied at both AS and A2 level. The AS qualification will be assessed by two examinations. At A2 two additional examinations and a coursework unit will be sat to complete the qualification.

Further details from Mr. D. Payne

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Information and Communication Technology A Level

This course encourages candidates to become discerning users of ICT, to develop the ability to apply skills, knowledge and understanding of ICT in a wide range of contexts to solve problems; understand the consequences of using ICT, have an awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society. The specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

The WJEC AS ICT course consists of the following units: Unit IT 1 Information Systems and Unit IT 2 Presenting Information.

		Weighting within AS	Weighting within Advanced
IT1	Information Systems	60%	30%
IT2	Presenting Information Task	40%	20%

IT1	30%	2 hours 15 minutes	Written Paper
A written paper of two sections, A and B, presented in a question and answer booklet. There are no optional questions. Quality of written communication is assessed in two questions.			
Candidates will be required to prepare a spreadsheet on a specific topic, defined by WJEC, in advance of the written paper. Hard copies of the spreadsheet are taken into the examination and used to answer questions in Section B. This spreadsheet is submitted with the completed examination paper.			
IT2	20%		Internal Assessment
Candidates undertake DTP and multimedia tasks, presenting the outcome for internal assessment and moderation by WJEC.			

The WJEC A2 ICT course consists of the following units: Unit IT 3 Use and Impact of ICT and Unit IT 4 Relational Databases.

		Weighting within A2	Weighting within Advanced
IT3	Use and Impact of ICT	60%	30%
IT4	Relational Database Project	40%	20%

IT3	30%	2 hours 30 minutes	Written Paper
A written paper of two sections, A and B, presented as a question paper requiring a separate answer booklet. Candidates answer all questions in Section A and one from two in Section B. Quality of written communication is assessed in two questions.			
IT4	20%		Internal Assessment
Candidates analyse, design, implement, test and evaluate a solution to a problem of their choice requiring the use of a relational database.			
This is a substantial piece of work, undertaken over an extended period of time. It is internally assessed and moderated by WJEC.			

For more information, see Mr A Vaughan in A4.

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Mathematics AS and A Level

Penglais School currently uses the OCR exam board for MEI A level Mathematics.

Mathematics

Mathematics at AS and A Level is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in Higher Education.

- You will study Pure Mathematics and Applied Mathematics. The Pure Mathematics is 60% of the course. The Applied Mathematics will include both Mechanics and Statistics.
- Mechanics is an important subject in the study of Engineering, Physics, and some other sciences. It deals with physical problems and examines topics such as the motion of objects and how they respond to the action of forces.
- Statistics is about the collection, preparation, analysis and interpretation of data and the theory of probability. It has applications in a wide variety of fields and is particularly useful to those studying subjects such as Biology, Psychology, Geography, and Business Studies.

Teaching Methods

While studying Mathematics, you will be expected to:

- Use mathematical skills and knowledge to solve problems;
- Solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics;
- Simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances; this will include the use of a large data set;
- Use the mathematics that you learn to solve problems that are given to you in a real-life context;
- Use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand when not to use such technology and its limitations.

Assessment

Each of the units is assessed by an examination, Pure Maths units will last 2 ½ hours, Applied Units will be 1 ¾ hours long. The award of an AS requires completion of Unit 1 (Pure Maths A) and Unit 2 (Mechanics and Statistics, with a slight weighting towards the Statistical content), the full A level requires the two AS units along with Unit 3 (Pure Maths B) and Unit 4 (Statistics and Differential Equations/ Mechanics)

Progression

Although many of the ideas you will meet in Pure Mathematics are of interest in their own right, they serve as an important foundation for other branches of mathematics, especially mechanics and statistics. Graduates in Mathematics are greatly prized in all areas of Industry and Commerce.

Mathematics can be used in engineering, computer sciences, biomechanics, sports science, medical research, insurance, business management, accounting, and many others.

A Maths A/AS Level is desirable for those wanting a career in any Science area, in finance or in business and is essential for many. There are many other career areas where an AS/A in Mathematics is highly relevant.

To be successful with this course you will need to have followed the Higher Tier syllabus at GCSE.

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Further Mathematics AS and A Level

Topics Covered

The topics covered are not necessarily “harder” than the ones for the A Level Maths course; they broaden the mathematical experience by considering concepts and techniques that are more specialised.

AS Further Maths students will take three units (FM1 (Pure); FM2 (Statistics) and FM3 (Mechanics) each unit is equally weighted and assessed through a 1 ½ hour examination). Students who wish to achieve the A level will take a further two units (FM4 (Pure), 35% of the qualification with a 2 ½ hour examination and one of FM5 (Statistics) or FM6 (Mechanics) each of which will contribute 25% towards the final qualification and assessed through a 1 ¾ hour examination).

Students who are considering pursuing a STEM (Science; Technology; Engineering and Mathematics) degree will find this A level to be most beneficial, with many of the “Russell” group universities considering it to be desirable if not an essential prerequisite.

Further details from Dr J. Devlin in B6

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Media Studies AS and A Level

Advanced Level Media Studies is a course that aims to develop interest in and enjoyment of media texts so that students can become critical, independent readers of the Media. Students will examine the development of media institutions and their practices and output; they will analyse the ways in which different media represent the world and apply their knowledge and understanding of media issues and practices to their own practical work. They will also examine critically the ways in which media texts have been produced, circulated, consumed and interpreted by audiences.

At AS Level students will take two units.

AS Unit 1

Students will be encouraged to analyse texts through examining sign systems and media language in advertising, newspapers, magazines, radio sequences, film and television extracts and Internet web pages or CD roms. Students will also examine how media texts represent social and cultural groups, events and issues. This study will lead to an examination of two hours and fifteen minutes.

AS Unit 2

This is a practical unit which is assessed internally. Students will compile a portfolio of three pieces of work. They will create a pre-production piece which will lead on to a production piece. Work for these pieces might include radio scripts, magazine or newspaper mock-ups, storyboards for film trailers, television programmes' opening sequences or internet web pages. In producing their own work, students may use digital video, photography and desktop publishing. Once they have completed their creative pieces they will write a reflective analysis of the production

A2

The Advanced Level course includes a further two units building on the skills and experiences of AS Level. The pattern is the same: A2 Unit 3 is assessed by examination and A2 Unit 4 is internally assessed and includes work of a practical nature.

Further details from Ms K. Porter

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Modern Foreign Languages

Developing your language skills by continuing at A level gives all students a clear advantage in an increasingly global economy where people need skills to effectively communicate at an international level. Many university courses in a wide range of disciplines now offer an opportunity to study abroad as part of the Erasmus scheme, not to mention the ability to combine the study of a language with a huge variety of degree subjects.

Students of AS and A2 level in a MFL should be competent in the four skills at GCSE of speaking, listening, reading and writing. They should be keen to express themselves in the language(s) of their choice and be interested in contemporary issues in countries where that language is spoken. It is the aim of the course to provide students with the necessary tools to communicate, to extend their appreciation of current issues and to develop their study skills.

WJEC A level French/Spanish

Topics covered will be drawn from a range of topic areas which develop the skills acquired at GCSE.

AS (3 units)

Unit 1 (AS): Speaking 12-15 minutes + preparation time

Task 1

Arguing a point of view based on a written stimulus card. (5-6 minutes)

Task 2

Discussion based on a second written stimulus card.(7-9 minutes)

Unit 2 (AS): Listening, Reading and Translation into English/Welsh.

Written examination: 90 minutes.

Unit 3 (AS): Critical response in writing.

Written examination: 90 minutes.

Two essay questions based on the study of one film from the prescribed list.

A level (the above plus a further 3 units)

Unit 4 (A level): Speaking 11-12 minutes.

Presentation of independent research project.

Unit 5 (A level): Listening, Reading and Translation from English into French/Spanish.

Unit 6 (A level): Critical and analytical response in writing.

Written examination: 90 minutes.

Two essay questions – one shorter question and one longer critical and analytical written question based on the study of one literary work from the prescribed list.

Further details are available from Mrs Newbold E7.

Mandarin Chinese A Level

Mandarin

Students of AS and A level Mandarin should be competent in the four skills at GCSE of speaking, listening, reading and writing. They should be keen to express themselves in Mandarin and be interested in Chinese culture, history and modern day China and Asia. It is the aim of the course to provide students with the necessary tools to communicate in Mandarin, to extend their appreciation of China and Asia and to develop their study skills.

There is an increasing number of courses at university, which combine the study of Mandarin with Business Studies, Law, Education and Politics, with many opportunities open to Chinese speakers, including trade, the diplomatic service, education, the media, tourism, translating and interpreting. The Chinese A Level is also a means of deepening familiarisation with Chinese culture and civilization, its rich heritage of novels, short stories, poetry, drama, and film. Fluency in the language and familiarisation with the culture are important for future engagement with China and Asia.

AS Level and A2 Level (Edexcel):

Together, AS and A2 lead to the award of the full advanced level certificate. At AS level, the course covers the following topics: leisure, tourism, sports and hobbies; school, careers, technology, health and life style. In the second year of the course, pupils study three further topic areas and undertake a guided study option from Chinese history, culture, film, or gender issue. The A2 assessment follows a similar format to AS.

Pupils sit the following examinations:

CN/01: Listening, Reading and Translation (1hr 45 min)

CN/02: Listening, Reading and Translation (1hr 40 min)

CN/03: Oral (15 mins prep and 15 mins conversation)

To improve their oral skills, students have the opportunity to schedule individual practise with a qualified teacher from China.

Further details are available from Mrs L. Huws in E4

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Music

'A' level Music encourages students to extend their interest in and enjoyment of music through a study of Performance, Composition and Appraisal.

The specification is divided into a total of 6 units, 3 AS units and 3 A2 units.

AS Level

Mu1 Performing

Total duration of performances: 6-8 minutes

12% of qualification 60 marks

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

MU2 Composing.

Total duration of compositions: 3-6 minutes 12% of qualification 54 marks

Two compositions:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC.

Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the year in which the unit is to be assessed.

2. A free composition of at least 2 minutes duration.

MU3 Appraising.

Written examination: 1 hour 30 minutes (approximately) 16% of qualification 72 marks

Two areas of study:

Area of study A: The Western Classical Tradition (Part 1)

The Symphony 1760-1830 including one set work, Symphony Number 103, Drum Roll, Haydn, Movements 1 and 2.

And

A choice of one area of study from:

Area of study B: Rock and Pop 1965-1990

Area of study C: Musical Theatre, Porter, Rodgers, Schönberg and Lloyd-Webber

A Level (the above plus a further 3 units)

A2 Unit 4: Performing

Option A: Total duration of performances: 10-12 minutes 90 marks 22% of qualification

Option B: Total duration of performances: 6-8 minutes 60 marks 14% of qualification

Option A: Performing (22%)

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Or

Option B: Performing (14%)

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

A2 Unit 5: Composing

Option A: Total duration of compositions: 3-6 minutes 54 marks 14% of qualification

Option B: Total duration of compositions: 5-9 minutes 90 marks 22% of qualification

Option A: Composing (14%) Two compositions:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.
2. A free composition of at least 2 minutes duration.

Or

Option B: Composing (22%) Three compositions:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.
2. A free composition reflecting one other different area of study of at least 2 minutes duration.
3. A free composition of at least 2 minutes duration.

A2 Unit 6: Appraising

Written examination: 2 hours 15 minutes (approximately) 24% of qualification 80 marks

Two areas of study:

Area of study E: The Western Classical Tradition (Part 2)

Either:

The Symphony 1830-1910 including one set work, Symphony Number 1, Movement 4, Brahms

Or:

Religious Choral Music 1800-1890 including one set work, Requiem, Verdi (Dies Irae)

Area of study F: Music of the Twentieth and Twenty-first Centuries Learners choose one strand from list A and one strand from list B.

List A

Either:

Strand 1: Impressionism including one set work, Reflets Dans L'eau, Debussy and two subsidiary pieces Colloque Sentimental, Debussy and Mother Goose (Ballet) (Prelude), Ravel

Or:

Strand 2: Chamber Music in Wales including one set work, Night Dances, Plowman and two subsidiary pieces: Ariel, Samuel and Tango Passacaglia, Wilson-Dickson

List B

Either:

Strand 3: Popular Music in Wales, Gruff Rhys, Super Furry Animals, The Manic Street Preachers and Kizzy Crawford

Or:

Strand 4: American Musical Theatre, Stephen Sondheim and Stephen Schwartz

Or:

Strand 5: Jazz Legends, Duke Ellington and Miles Davis

MU3 Appraising

Two listening papers 1 hour area of study.

In addition 'A' level Music students are given opportunities to perform at school, county and national levels both locally and on concert tours abroad.

Further details from Mrs. E. Wynn Morgans

GCE Physical Education

Content:

The WJEC AS and A level course in physical education will enable learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport

The course is divided into 4 units, 2 AS units and 2 A2 units.

Practical (AS):

- Practical performance in **one** activity as a player/performer
- Performance as a coach **or** official

Coursework (AS):

- Personal Performance Profile: The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

AS (2 Units)

AS Unit 1: Exploring Physical Education
Written Examination: 13/4 hours
24% of qualification
72 marks
AS Unit 2: Improving personal performance in physical education
Practical assessment
16% of qualification
48 marks

Practical assessment	Marks	A level weighting
Practical performance in one activity as a player/performer	24	8%
Practical performance as a coach or official	12	4%
Personal performance portfolio (Coursework)	12	4%
Total	48	16%

A Level Units (2 Units)

Practical (A2)

- Practical performance in **one** activity as a player/performer, coach **or** official
- Investigative Research

1. Practical performance as player/performer

Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

2. Practical performance as a coach

Learners must plan and deliver a progressive coaching session as part of a training programme.

3. Practical performance as an official

Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

4. Investigative Research

The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

A2 Unit 3: Evaluating physical education

Written examination: 2 hours

36% of qualification

90 marks

A2 Unit 4: Refining personal performance in physical education

Practical assessment

24% of qualification

60 marks

Practical assessment	Marks	A level weighting
Practical performance as either player/performer, coach or official	30	12%
Investigative research	30	12%
Total	60	24%

For further information, please see Mrs Phillips in the PE Office

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Physics WJEC A Level

Physics is the most basic and fundamental of all the sciences. Physicists want to REALLY understand how things work, in every detail and at the deepest level. This includes from elementary particles, to nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, living organisms, the human brain, complex systems, supercomputers, the atmosphere, plants, stars, galaxies and the universe itself.

What is the importance of physics?

Physicists invented the transistor, which has led to the development of integrated circuits and computers. They invented nuclear energy and discovered superconductivity. They are the creators of Relativity Theory and Quantum Mechanics. Their theories explain gravitation, nuclear reactions, chemical reactions, energy transfers, light and radiation, the forms of matter, and all the processes and interactions that we witness every day.

Are studies in physics for me?

If you enjoy learning and REALLY understand things, and you like mathematics or computers or experiments, then you should consider becoming a physicist. If you choose to study physics then you should have achieved at least a B grade at GCSE in Physics and Mathematics and you should also seriously consider studying mathematics to at least AS level.

Throughout the AS and A2 courses the topics will be covered both through formal teaching and through practical investigations. In the AS course you will study the physics of: Mechanics, Waves, Energy, Forces, Stars, Circuits, Particle Interactions and Photons and learn about superconductivity, leptons and quarks, the photoelectric effect and LASERS.

The A2 course covers Circular Motion, Thermal Physics, Radioactivity and Nuclear physics, Capacitance, Electrostatic, Gravitational and Magnetic fields. You will learn about Einstein's famous $E=mc^2$ equation, dark matter and extra solar planets as well as how particle accelerators such as the synchrotron at CERN work. The A2 course also includes a practical examination to assess your practical abilities.

Further details can be obtained from Mr S Jones in C3.

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Psychology A level

Awarding body: WJEC

Psychology is the study of the mind and behaviour. It lies at the intersection of many other disciplines, including biology, medicine, linguistics, philosophy, anthropology, sociology and artificial intelligence. Whilst it is mainly concerned with the objective study of observable behaviour, it also recognises the importance of those mental processes that cannot be objectively observed and must simply be inferred.

It is a research-based subject and an understanding of research and research methodology underpins all work at GCE level. The WJEC specification reflects this and presents pupils with a rich array of experiences, including a chance to learn and apply psychological theories and to carry out research.

The specification is divided into a total of 4 units, 2 AS units and 2 A2 units. The AS qualification is the equivalent of 40% of the overall A level, whilst the remaining 60% forms the assessment at A2 level.

At AS level, the Psychology course focuses on the contributions made by five different psychological approaches, including related therapies and research, methods and debate. Pupils are required to carry out their own research and analyse and evaluate it from a methodological perspective in the externally assessed examination at the end of the AS course.

At A2 level there are two further units. The first explores the implications of behaviour in the real world and psychological controversies. The second involves further investigative work and analysis as part of the externally examined assessment process. Pupils will also be required to analyse and evaluate methodology used in set research.

Students who study Psychology at university pursue careers in a range of areas, including clinical psychology, educational psychology, research work, law, social work, health psychology, nursing, teaching, counselling, criminal psychology, personnel management, prison psychology and occupational therapy.

Please see the Head of Department, Mrs A. Trotter, for further details.

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Religious Studies AS and A2 Level

Philosophy and Ethics

If you are reading this you may be asking yourself 'Should I study philosophy and ethics?'

We could tell you to study philosophy and ethics at A Level because it is engaging, academically rigorous and excellent preparation for a wide range of courses at degree level. We could say that the subject involves a study of philosophical, theological and ethical theories which underpin and structure our world today. Or even that an understanding of these ideas is essential to an informed and sensitive engagement with key themes in politics, law, medicine, education, human rights and religion.

In addition to this, we could also say that the aims of the course are to study core philosophical, theological and ethical theories and learn to evaluate them critically. Continuing to say that through the study of philosophy and ethics students will develop the ability to formulate and structure an argument, identify and draw out weaknesses and to express themselves logically and with precision.

To which you may well reply 'Where can ethics and philosophy take me in the future?'

To which we could say that a qualification in ethics and philosophy can lead to a wide range of careers such as: Lecturer, Counsellor, Religious Leader, Teacher, YMCA Youth Worker, Charity Manager, Fundraiser, Volunteer Organiser, Trading Standards Officer, the Police Force, Medicine, the Armed Forces, Journalism, Marketing and many more exciting careers.

Alternatively, we could just tell you why you shouldn't study philosophy and ethics.

First of all, it could prove fatal. Learning to ask difficult questions and challenge the status quo can land you in deep trouble. After all, Socrates was executed in Athens for corrupting the youth and challenging the beliefs held by the state.

Secondly, it will cause you to develop a highly advanced and sensitive nonsense detector. As you are probably aware the world is full of people who talk nonsense and would like you to believe that it is true. These people are not going to appreciate your new nonsense detector.

Thirdly, you are going to have to read, think, write and think and think and think. As we all know thinking is hard work.

Fourthly, you won't find any answers, just more questions. Why is that? Good question.

Finally, you may start to talk to yourself.....out loud.

However, we think it best to leave one of our students to answer the question.

'Other subjects teach you what to think, but philosophy teaches you how to think' anonymous

More details are available from Mr Roberts in M1

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Sociology A Level

Awarding body WJEC

GCE AS and A Level

The study of A level Sociology focuses on contemporary society, including political theory and current events. This popular course helps develop reflective, critical thinking and analytic and evaluation skills, through study of classical and more recent sociological research and theory.

Sociology A level is divided into a total of 4 units, 2 AS unit and 2 A2 units. The first AS unit includes study of the way in which people acquire culture, how it is transmitted, the socialisation process, the acquisition of identity, in addition to an in-depth study of 'the family'. The second unit focuses on sociological enquiry and the sociology of education. The latter is viewed from a range of fascinating theoretical perspectives - Marxist, functionalist, interactionist, feminist, New Right and postmodernist. Both AS units are assessed by external written examination.

At A2 level, in a third unit, students explore issues of power and control in society in relation to health and disability. Students also look further into methods of sociological enquiry and learn to evaluate research, as well as to design their own projects. The final, examined component focuses on issues of social inequality. Social differences – class, gender, ethnicity, age and nation – are all explored in relation to educational attainment, using the latest official statistics. Sociological explanations for difference, including Weberian and New Right thinking are analysed, evaluated and linked to contemporary current affairs and social policy.

Students who study Sociology at degree level often then pursue careers in social work, social policy, teaching, research work, lecturing, law (criminal law and family law), nursing, probation work, journalism.

Please see Mrs A. Trotter for further details.

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Health and Social Care A Level Single A Level.

Awarding body WJEC

The Single Award GCE Health and Social Care is an excellent choice for those interested in a career with people and takes an investigative and problem-solving approach to helping students develop specialist knowledge and understanding of the area. At AS level pupils study two units:

- **Promoting Quality Care and Communication**, covers the essentials of care; aspects of communication and the values, attitudes and approaches needed in order to work successfully in the care sector.
- **Promoting Good Health**, is assessed through coursework and requires students to design, run and evaluate their own health promotion campaign. This unit is challenging and involves a considerable amount of work, but it lays the foundation for success in all other areas of the course.

At A2 level all students study two further units:

- **Provision of Health, Social Care and Children's Services**, is a controlled assessment which explores statutory, private and voluntary provision, both nationally and locally.
- **The Care of Older Individuals**, is a case study, carried out by all pupils of an older individual. Pupils assess both care needs from a holistic perspective and provision made for those needs.

This popular GCE provides pupils with excellent, relevant, up-to-date teaching and the opportunity to gain a broad and deep understanding of Health and Social Care practice. Many pupils go from this A level to study health-related degree subjects at university, however pupils are encouraged to consider the full range of career opportunities at the end of the course.

For further information, please see Mrs A. Trotter.

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Travel and Tourism BTEC LEVEL 3 Subsidiary Diploma

The Travel and Tourism sector is exciting and provides a challenging working environment. Living in a tourist area like Aberystwyth means that there are job opportunities in this sector as well as degree courses at the University. The Subsidiary Diploma is equivalent to one A Level.

This is an introductory unit to Travel and Tourism which will provide you with information to help with all other units.

This unit investigates features of different types of Travel and Tourism organisations. You will investigate how some successful travel businesses were started off by just one person.

You will explore the differing needs of domestic and inbound visitors and how the Travel and Tourism sector provides for those needs.

You will find out about the skills needed to work successfully in the Travel and Tourism industry and practise using them in different situations.

Two optional units will be selected which will broaden your knowledge of the worldwide Travel and Tourism industry. This qualification will help you to continue your studies at University or to gain employment in the Travel and Tourism sector.

For further details, please see Mrs R. Bentley

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Vehicle Technology (Motorsports)

Edexcel BTEC Level 3 Subsidiary Diploma

The automotive sector continues to suffer from a skills' gap and needs to keep up with rapidly developing technologies. New entrants to the sector need to build the underpinning knowledge and specific skills needed to meet the needs of modern vehicle industries.

The BTEC Firsts in Vehicle Technology have been designed with flexible qualification structures and a wide range of units to provide opportunities for learners who intend to progress into technician roles as well as for those who are not yet based in industry and wish to gain an understanding of the sector. The course is designed to give you a high level of understanding of motor vehicle technology and practical skills in all areas of motor vehicle engineering. The course prepares you for work within the motor vehicle repair industry and with motor manufacturers.

Operation of Vehicle Chassis Systems
Motorsport Workshop Practices
Motorsport Vehicle Preparation and Inspection Optional Units
Vehicle Engine Principles, Operation, Service and Repair
Vehicle System Fault Diagnosis and Rectification
Applications of Vehicle Science and Mathematics Electrical and Electronic Principles for Vehicle Technology Vehicle Electrical Charging and Starting Systems
Operation and Maintenance of Light Vehicle Transmission Systems
Light Vehicle Suspension, Steering and Braking Systems, Mathematics for Engineering Technicians
Welding Technology
Professional Practice and Logistics for Motorsports

For further details, please see Mrs Balchin in D3.

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The Advanced Welsh Baccalaureate – all Sixth Form pupils study the WBQ

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

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 Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A*-C. Learners require two A levels grade A*- E, or equivalent level 3 qualifications.

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

- Individual Project

The Individual Project must be produced and presented either as a written account (3,000 –5,000 words in length) or an artefact/product supported by written evidence (1,500 – 3,000 words). There is a wide range of possibilities which can be chosen as a focus for the Individual Project and learners are encouraged to explore a subject with an emphasis on future educational or career aspirations.

- Enterprise and Employability Challenge

Young people today often say they want to make a living by exploiting a personal passion or creating their own business. Learners will experience a simulated work project requiring project management skills and techniques. This will include the opportunity to work in a team or as an individual to design and present an innovative concept/idea based on meeting the needs of customers and/or businesses. The Enterprise and Employability Challenge will involve learners developing a range of skills and showcasing these in a digital Destination Passport. The Destination Passport will record activities undertaken including:

- * Skills Audit;
- * development and presentation of an innovative concept/idea;
- * development of a future destination plan including realistic educational and career pathways and considering key factors such as life style expectations and personal finances;
- * reflection of the development of skills, attributes and experiences during the course of the Challenge.

- Global Citizenship Challenge

Through the study of global issues from a number of the themes listed, learners will have the opportunity to discuss and debate complex arguments, standpoints, views and interpretations. Learners will develop research skills, including the ability to think critically about the usefulness, currency, validity and reliability of source material. Learners will ultimately establish a Personal Standpoint that demonstrates a critical understanding of and/or empathy with alternative perspectives. They will then formulate possible approaches to tackle a global issue, communicating these creatively and innovatively at a Global Choices Conference.

- Community Challenge

In completing the Community Challenge learners will be able to recognise the contributions they can make towards improving the chosen community and the benefits this will have for themselves, for others and for the environment. Where appropriate, learners will be able to demonstrate independence, responsibility and an ability to work well with others. Learners will have an opportunity to develop an understanding of how carrying out a community activity is beneficial to themselves and others.

For more information, see Miss K. Davis

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Cysylltiadau pwysig / *Important contacts*

Rhif ffôn yr ysgol

School's Telephone number: 01970 624811

Pennaeth Mrs H Griffiths

Headteacher

Year 11 Head of Year Mrs J Elgood

Year 11 Pastoral Manager Miss C Jones

Pennaeth y Chweched Dosbarth

(Blynyddoedd 12 a 13)

Head of the Sixth Form (Years 12 and 13) Mrs C Carden-Brown

Sixth Form Pastoral manager Mrs D Owen

Cwmselwr / *Counsellor:* Mrs C Maguire

Cydgysylltydd Addysg a Chyngor

Gyrfaoedd yr ysgol.

Careers Education and Guidance

Co-ordinator Mrs F Balchin

Ymgynghorydd Cyngor a Mrs S Hutchings

Chyfarwyddyd Gyrfaoedd (CGG) Miss I Jones

Careers Advice and Mrs S Gardner [*Specialist for*

Guidance Advisor (CWW) *pupils with Additional Learning Needs]*