



# Sixth Form Prospectus

2025  
2026

Ysgol Uwchradd  
**Llanishen**  
High School



**THE SIXTH FORM (2025-26)**

*(A Guide for Students and Parents)*

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At Llanishen High School we aim to provide a broad range of subject choices and have varied subject entry requirements in order to ensure success at AS and A Level or equivalent. Students applying for the Sixth Form should have achieved a high degree of success in the GCSE or BTEC (Level 2) subjects taken.

The minimum requirement is that all students achieve 5 A\* - C grades in order to study at AS Level. This should, ideally, include GCSE Mathematics and English Language.

Number of GCSE's obtained	Number of AS Levels Advised	Continued study at A Level
5 + A* - C	4 + WBQ	4 or 3 + WBQ
BTEC Level 2 + 3x C Grades at GCSE or Level 2 equivalent	BTEC Level 3 + WBQ	BTEC + WBQ
No 5 A* - C = No pathway		

NB: Students achieving above the required level to study BTEC may study a BTEC subject plus an additional AS Level subject/s.

Students will start Year 12 on **four** AS subjects or the equivalent, alongside the Advanced Skills Baccalaureate Wales, which is compulsory for all students.

In order to automatically continue with a subject into Year 13, a C grade or above will need to be achieved at AS. If D grades have been achieved across the board then we will need to have discussions with individuals and the Heads of Department to look at resits and workload to ensure students are able to achieve their potential. If an E is achieved, students cannot continue with that subject unless there are extenuating circumstances that have affected just that one subject. This will be decided by the Head of Department or Head of Sixth Form. If a U grade is achieved students cannot continue with the subject whatever the circumstances. It is worth noting that these results are in relation to AS Levels and Level 3 Diplomas; BTEC's are not included as they run over the 2 years.

To enter Year 13, a student must be able to continue with a minimum of 3 subjects. This is set by Welsh Government not the school. As a bare minimum, this could be 2 A Level/BTEC subjects and the Advanced Skills Baccalaureate Wales, ASBW, (as long as the student is up to date with their ASBW work). Most students will continue with 3 A Level subjects and the ASBW, a minority with 4 A Level subjects and the ASBW.

#### **IMPORTANT POINTS TO NOTE:**

Students with a Grade C at GCSE will generally be admitted to an AS level course, some subjects require a minimum of a B grade to cope with the demands of the course – please refer to individual subject information sheet.

Where new subjects are introduced (e.g. Economics, Psychology, Politics, Sociology) achievement in other relevant curriculum areas will be considered for course entry. Please see subject information sheet.

#### **MATHEMATICS & ENGLISH GCSE**

A minimum of a C grade is required in Mathematics and English language.

If students have not achieved this standard, they **MUST** re-sit either/both subjects in the November or May/June of Year 12. Students will be given revision materials but a tutor is highly recommended wherever possible.

Failure to meet these requirements may result in withdrawal from the Sixth Form.

**Head of Sixth Form**

Mrs A Hornblow

**Head of Years 12 & 13**

Mr R Thomas

**Advanced Skills Baccalaureate Wales Coordinator**

Mr J Birchall

**Deputy Headteacher & Link to KS5**

Mr C Maidment

**Sixth Form Student Officer**

Mrs J Jones

**Current Sixth Form Learning Tutors**

**YEAR 12**

Mrs A Parry  
Mr P Foster  
Mrs L Leon  
Mr M Furnham  
Miss K Hinchey  
Mr O Kurg

**YEAR 13**

Mr P Edwards  
Mr J Birchall  
Mrs H Sweet-Jones  
Mr O Mann  
Miss E Bright  
Mr N Kemball





**Bagloriaeth Sgiliau  
Cymru Uwch**  
Advanced Skills  
Baccalaureate Wales



## WHY STUDY LEVEL 3 AWARD IN ADVANCED SKILLS BACCALAUREATE WALES?

The Advanced Skills Baccalaureate Wales (AdvSBW) qualification is an exciting new Level 3 qualification that supports students to become effective, responsible and active citizens, equipping them with the skills for future study or to enter the job market.

The qualification has primarily been designed for students aged 16-19, and can be taken alongside other Level 3 qualifications, including A levels.

### WHAT WILL I STUDY?

Our two-year course is made up of 3 projects: Global Community Project, Future Destination Project, and Individual Project. You will develop and apply the 4 Integral skills and have opportunities to develop the 3 Embedded skills. Students will take part in a variety of exciting activities and contexts which will be based on the United Nations sustainable development agenda and Wales's Well-being Goals as defined by the Well-being of Future Generations Act (Wales).

### WHAT SKILLS WILL I DEVELOP?

You will develop a range of skills which are attractive to employers, colleges and universities including:

#### Integral skills

- Planning and Organisation
- Critical Thinking
- Problem-Solving
- Creativity and Innovation

#### Embedded skills

- Literacy
- Numeracy
- Digital Competence

### HOW WILL I BE ASSESSED?

#### Global Community Project (25%)

You will select a global issue to investigate, share your knowledge with others and take part in a community action.

#### Future Destination Project (25%)

You will gain an understanding of yourself, explore future employment and wellbeing goals, and plan how you can achieve this.

#### Individual Project (50%)

You will plan, manage, and research a topic linked to your future education or career aspirations, and create a written dissertation or an artefact.

Assessments can be taken throughout the two-year course with external moderation in January and May. You are likely to complete the Individual Project in the second year.


### CAREERS WITH AdvSBW

This qualification allows you to develop important skills that you can take forward whether you are moving on to university, training or employment. Developing these skills will help you become an effective, responsible and active citizen and can have a profound effect on your future success and wellbeing.

#### FIND OUT MORE:

TALK TO YOUR TEACHER TODAY!

Get the latest tips and advice on Instagram

 @wjecforlearners



This programme is designed for students who have the profile that top universities such as Oxford, Cambridge, Russell Group and Sutton Trust 30 Universities will be looking for. This year the criteria was 5+ A\* grades at GCSE.

Students are placed in the Honours form for registration so have tailored pastoral support for post Sixth Form planning with a very experienced form tutor. Over the course of the year, we will be meeting regularly to establish areas of interest and aspirations. Students will be offered advice on what they could be doing alongside their academic studies, as super curricular activities, to improve their chances of gaining a place at a top university. Much of this will be independent work due to the vast array of areas the students are interested in. We will also be attending some university visits and will also be bringing guest speakers from a variety of professions to talk to the students about career opportunities, writing an effective personal statement and an array of subject specific residential opportunities.

**Bespoke 1 to 1 University Application Support:**



In order to help our students' applications stand out, we offer one to one support with UCAS personal statement guidance, university entrance examination preparation and university interviews. Community partners at the Principality and one of our school governors' law practice ran mock interviews for our students last year. Two of our alumni currently studying at Oxford have benefitted from this personalised support. We also work closely with our students to ensure that their summer school applications are well-planned, well-crafted and stand out to those choosing applicants.

Interview times will be:-

- 9.30 – 10.30
- 10.30 – 11.30
- 11.30 – 12.30

We will run two interviews simultaneously and they will be conducted by the following people. Thomas Callow, Talent Acquisition Partner (and ex Llanishen student!) with Kara Conlon - Senior Manager Financial Crime, and Amanda Williams - Mortgage Manager with myself.

**Lisa Hughes**  
HR Operations Manager

DD: 029 2077 3435

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It all began with a child and a raft. I desperately wanted to win. But how would I ensure my raft got there first? I thought about speed. I thought about weight. I thought about drag. I thought about aerodynamics (even though I'd never heard of the word). Subsequently, on that lake, during my first inter-school challenge, my fascination for engineering began.

Like most aspirational seventeen-year-old's, I am eager to make a lasting impression on the world. To leave a legacy. Through the law, which upholds the fabric of our democracy, I believe I can do this and help change the lives of others for the better.

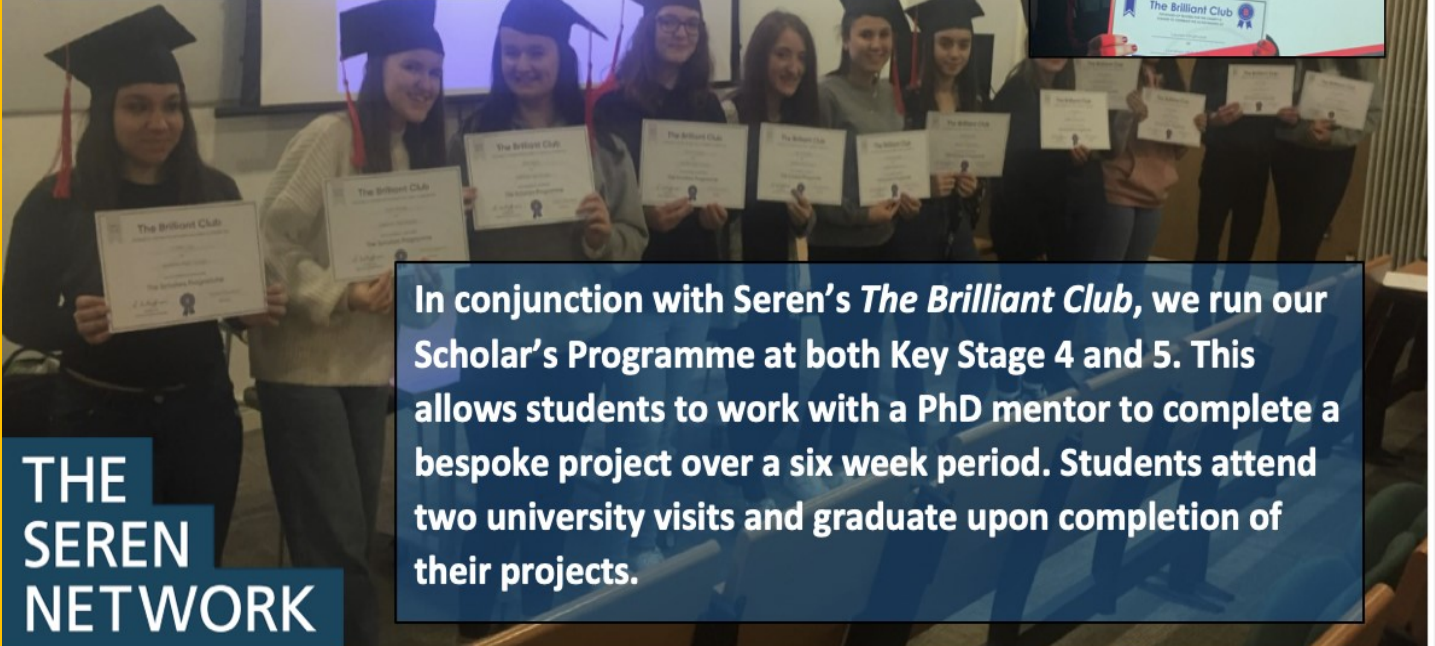
Shakespeare once famously said that 'All the world's a stage'. His stage offered some of the most memorable and incredible art. Yet, he also showed that drama connects us to stories that define who we are. Drama moves us, excites us, plays with our emotions and can touch us deeply and profoundly. Stories told by performers might not solve important equations or further scientific discovery, but, for me, the ability to captivate and enthrall – even teach us about who we are and who we want to be - means that it is the most powerful and enriching job of all.

# BESPOKE 1:1 APPLICATION SUPPORT

Our personalised, 1:1 approach will enable you to create an application that truly reflects your uniqueness and demonstrates the independent thinking skills that Oxford and Cambridge are looking for.



The Scholars' Programme:



THE SEREN NETWORK

In conjunction with Seren's *The Brilliant Club*, we run our Scholar's Programme at both Key Stage 4 and 5. This allows students to work with a PhD mentor to complete a bespoke project over a six week period. Students attend two university visits and graduate upon completion of their projects.

Peer, Alumni and Community Mentoring:



Using those who have already excelled in specific fields to mentor students allows our students to receive the most helpful guidance. Here, Thomas (a former student now at Oxford, St Anne's College) is talking Holly through how to write a stand-out application to an Oxford Law course. Below Ellen, a school governor and lecturer in medicine gives Mohammed some work experience tips.





# Subject Information



We have provided in this section an outline of the syllabuses for AS/A2 courses. On the following page you will find an overview of the requirements for each subject.

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AS LEVEL SUBJECT	SUBJECT GRADE REQUIRED AT GCSE	GRADE REQUIRED AT GCSE	
		ENGLISH LANGUAGE	MATHS
<b>ART &amp; DESIGN</b>	B at GCSE	-	-
<b>BIOLOGY</b>	BB (Higher Tier) – Double Award BBB (Higher Tier) – Triple Award	B	B
<b>BUSINESS</b>	Open to all students providing they meet the 6 <sup>th</sup> Form entry requirements; however, a C in Business is desirable.	C	-
<b>CHEMISTRY</b>	BB (Higher Tier) – Double Award BBB (Higher Tier) – Triple Award	B	B
<b>COMPUTER SCIENCE</b>	B or above in Computer Science is desirable but we will consider pupils who achieve a C.	-	B
<b>DIGITAL TECHNOLOGY</b>	B in Digital Technology, ICT or Computer Science is desirable but we will consider pupils who achieve a C grade.	-	-
<b>DRAMA</b>	Open to all students providing they meet the 6 <sup>th</sup> Form entry requirements, however a C or above in Drama is desirable.	-	-
<b>DT: PRODUCT DESIGN</b>	C or above in a DT subject or Art, L2 Merit+ in L1/2 Engineering	-	-
<b>ECONOMICS</b>	N/A	C	C
<b>ENGLISH LANGUAGE</b>	B in English Language is desirable, but we will consider pupils who achieve a C.	C in Literature	-
<b>ENGLISH LITERATURE</b>	B in English Literature is desirable, but we will consider pupils who achieve a C.	C	-
<b>FRENCH</b>	B is desirable but we would consider pupils with a C grade.	-	-
<b>FURTHER MATHEMATICS</b>	A at Higher Tier Mathematics	-	A
<b>GEOGRAPHY</b>	B in Geography is desirable but we will consider pupils who achieve a C. (If no GCSE, candidate will be considered if B in core subjects.)	-	-
<b>HISTORY</b>	B is preferable but not essential – we will consider students on individual merits.	C	-
<b>MATHEMATICS</b>	B at Higher Tier Mathematics	-	B at Higher Tier
<b>MEDIA STUDIES</b>	C ideally in English Language and Literature. An interest in mass media and current affairs.	C	-
<b>MUSIC</b>	Ability to read/learn music and perform confidently at Grade 5 standard, although it is not necessary for you to have taken the examination.	-	-
<b>MUSIC TECHNOLOGY</b>	Studying GCSE Music is not essential for this course, however being able to read music and having a passion for a range of popular music styles is crucial.	-	-
<b>PHILOSOPHY, RELIGION &amp; ETHICS</b>	C	C	-
<b>PHOTOGRAPHY</b>	B in Art or Photography is desirable but we will consider pupils with a C.	-	-
<b>PHYSICAL EDUCATION</b>	C	-	-

<b>PHYSICS</b>	BB (Higher Tier) – Double Award BBB (Higher Tier) – Triple Award	B	B
<b>PSYCHOLOGY</b>	B Double/Triple Science and GCSE C in a Humanities subject	C	B at Higher Tier
<b>SOCIOLOGY</b>	C+ in English Language and 4 other C+ grades.	C	-
<b>WELSH</b>	C	-	-

LEVEL 3 APPLIED DIPLOMAS AND BTEC	SUBJECT GRADE REQUIRED AT GCSE	GRADE REQUIRED AT GCSE	
		ENGLISH LANGUAGE	MATHS
<b>CRIMINOLOGY</b>	N/A	C	-
<b>ESPORTS</b>	N/A	-	-
<b>FOOD SCIENCE &amp; NUTRITION</b>	GCSE Food & Nutrition grade C required. A C in GCSE English is desirable.	-	-
<b>HEALTH &amp; SOCIAL CARE</b>	If Level 2 Health & Social Care studied a minimum C is desirable.	C	-
<b>MEDICAL SCIENCE</b>	CC - Double Award CCC - Triple Award	C	C
<b>BTEC SPORT DIPLOMA</b>	BTEC Level 2 Pass or C in GCSE Physical Education	-	-

## Additional Qualifications Guidance for Sixth Form Entry 2024

Below is a table of other Level 2 qualifications offered at Llanishen High School outside of the more traditional GCSE subjects. Some of these are not accepted as part of our entry requirements but many support a college application.

Qualification	GCSE Equivalent	Accepted as part of our GCSE entry requirements
GCSE- Languages (Russian etc.)	1	✓
BTEC Sport Level 2	2	✓
Health & Social Level 2	1	✓
Engineering	1	✓
Vocational Hair & Beauty	2	x
Certificate in Financial Capabilities and Careers Development (LIBF)	1	x
SWEET	1	x

**LEVEL AND TYPE OF QUALIFICATION**

AS LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

The AS course is based solely on coursework only: ***there is no examination.***

Three final pieces of artwork are expected to be produced in: Paint/Mixed-Media, Ceramic and Print or Photographic media. Students are expected to show an experimental approach to their studies, demonstrating independence, expertise and creativity.

An understanding of artists' work should be demonstrated through written analysis.

There is an emphasis on drawing and recording.

Students are able to develop personal themes and express their own ideas through their work.

Students will maintain at least one sketchbook throughout the year.

The AS/A Level course is perfect preparation for an Art Foundation course, a degree or employment in the creative sector.

Those students who have completed the GCSE course will be familiar with the assessment objectives of the AS course.

**ENTRY REQUIREMENTS**

B grade at GCSE.

**COURSE SUMMARY-UNITS**

**AO1 - Research** - the study of relevant artists, and the analysis of their work. This is more in-depth than at GCSE.

**AO2 - Development** - how students have incorporated the above in designs; the use of materials and experiments with techniques.

**AO3 - Investigation** - Observational drawings/photographs/written notes which relate to the theme and which can be used as the starting point of ideas.

**AO4 - Personal Response** - How personal students' ideas are, how independently they have worked, and how all the above AO's have been "tied together" to form a coherent and focused project.

**PROGRESSION ROUTES**

Leading to Art Foundation Course, BTEC, Degree and employment in Design or Art, Advertising, TV, Film, Media, Digital Media, Animation, Architecture, Fashion, Photography.

**CAREER OPPORTUNITIES**

Architect	Caricaturist	Book Illustrator	Set Designer
Automotive Designer	Ceramic Artist	Cartoon Artist	Accessories Designer
Furniture Designer	Courtroom Sketch Artist	Comic Book Artist	Dressmaker
Industrial Designer	Craft Artist	Computer Animator	Fashion Consultant
Interior Designer	Floral Designer	Game Character Designer	Fashion Designer
Landscape Architect	Glass Maker	Graphic Designer	Fashion Merchandiser
Product Designer	Graffiti Artist	Layout Artist	Jewellery Designer
Toy Designer	Metal Fabricator	Logo Designer	Makeup Artist
Transportation Designer	Mosaic Artist	Medical Illustrator	Film & TV Special Effects
Urban Designer	Muralist	Motion Graphics Artist	Needle-worker
Art Auctioneer	Painter	Multimedia Designer	Pattern Maker
Art Dealer	Portrait Artist	Print Designer	Shoe Designer
Art Historian	Screen Printer/T-Shirt Printer	Storyboard Artist	Tailor
Art Professor	Sculptor	UI UX Designer	Textile Designer
Art Teacher	Sketch Artist	Video Game Designer	Cinematographer
Art Therapist	Tattoo Artist	Video Game Director	Film Director

<b>LEVEL AND TYPE OF QUALIFICATION:</b> AS and A LEVEL	<b>EXAM BOARD:</b> WJEC <b>COURSE CODE:</b> Biology
<b>BRIEF DESCRIPTION</b> The WJEC A level in Biology aims to encourage learners to develop essential knowledge and understanding of different areas of biology from the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues including human influence on the environment and the ethical considerations of genetics. Learners will develop a deep appreciation of the skills, knowledge and understanding of scientific methods used within biology and in addition improve competence and confidence in a variety of practical, mathematical and problem solving skills.	
<b>ENTRY REQUIREMENTS</b> Double Award Science: minimum BB (Higher Tier only) Triple Award Science: minimum BBB (Higher Tier only) GCSE Mathematics and English Language: B	
<b>COURSE SUMMARY-UNITS</b> <b>AS Biology: Two written examinations</b> Unit 1 – Basic Biochemistry & Cell Organisation. Written examination 80 marks (1 hour 30 minutes)  Unit 2 – Biodiversity & Physiology of Body Systems. Written examination 80 marks (1 hour 30 minutes)  <b>A level Biology: The above plus a further three units.</b> Unit 3 – Energy, Homeostasis and the Environment for Life. Written exam 90 marks (2 hours)  Unit 4 – Variation, Inheritance and Options Written examination 90 marks (2 hours) Section A: 70 marks compulsory questions Section B: 20 marks from a choice of 1 out of 3 options  Unit 5 – Practical examination This unit will assess your practical skills developed over the duration of the course. It comprises two tasks which will be completed on set dates in the Spring term of the second year of study. Experimental task 20 marks (2 hours) You will be given a set of apparatus and examination paper containing a method to follow. You will then carry out the investigation and analyse and evaluate the data. Practical Analysis Task 30 marks (1 hour) You will be provided with experimental data to analyse. The task will also include the theoretical assessment of microscope skills.	
<b>CAREER OPPORTUNITIES</b> Biology is an essential and ideal introduction for those wishing to pursue a career in Medicine, Dentistry, Physiotherapy, Sport Science, Speech or Occupational Therapy, Biochemistry, Radiography, Environmental Sciences, Marine Biology, or Pharmaceutical, Biotechnological and Food Industries, Clinical, Educational, or Experimental Psychology.	
<b>OTHER</b>  <a href="http://www.wjec.co.uk/qualifications/biology/biology-gce/">http://www.wjec.co.uk/qualifications/biology/biology-gce/</a>	

**LEVEL AND TYPE OF QUALIFICATION:**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

Business does what it says. It studies business and how it operates within its environment. It involves studying in some detail how today's businesses carry out their various functions including marketing, finance, operations management (production), and people (personnel). The course also looks at how outside activities affect businesses and in turn how businesses react to these.

**ENTRY REQUIREMENTS**

AS Business is open to all students in year 12 providing they meet the Sixth Form entry requirements. A C grade or above in GCSE Business and English is desirable, however, if you have not done GCSE Business Studies, you will need to make an 'extra effort' as the course is taught on the assumption that you have a knowledge of GCSE and you will also need to be familiar with the key terminology used.

**COURSE SUMMARY-UNITS***AS = 2 Units*

Unit 1 – Business Opportunities

Unit 2 – Business Functions

*A2 = AS Units plus Units 3 & 4*

Unit 3 - Business Analysis and Strategy

Unit 4 – Business in a Changing World

**PROGRESSION ROUTES**

Business combines well with most other A level subjects, including Economics at AS. Students can take both subjects as AS level but are advised not to continue with both to A2. Business offers opportunities to meet the majority of essential skill requirements.

**CAREER OPPORTUNITIES**

Business can lead to many opportunities in further education, as a single honours degree or combined with many other subjects, and employment both inside and outside the U.K.

**OTHER**

The department tries to arrange visits to relevant businesses during the course and attends at least one relevant student conference.

Further information is available from Mr P Edwards, room 54 or Mrs A Hornblow, room 52.

**LEVEL AND TYPE OF QUALIFICATION:**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

If you enjoyed Chemistry at GCSE, you'll love this A/AS level course. In two years that will fly by you'll get a real in-depth knowledge of this fascinating subject, preparing you for further education or giving you the credentials to enhance your job options straight away. Chemists have greatly improved the quality of life for the majority of people. Our A Level course is underpinned by the practical skills that we call 'How Science Works'. You also find out how Chemists are real innovators, designing solutions to the problems that affect modern life.

**ENTRY REQUIREMENTS**

Double Award Science: minimum BB (Higher Tier only)

Triple Science: minimum BBB (Higher Tier only)

GCSE Mathematics B and GCSE English Language B

**COURSE SUMMARY****AS (2 units)**

**AS Unit 1 The Language of Chemistry, Structure of Matter and Simple Reactions** Written examination: 1 hour 30 minutes (80 marks) 20% of qualification. A range of short answer, structured and extended response questions.

**AS Unit 2 Energy, Rate and Chemistry of Carbon Compounds** Written examination: 1 hour 30 minutes (80 marks) 20% of qualification. A range of short answer, structured and extended response questions.

**A Level (the above plus a further 3 units)**

**A2 Unit 3 Physical and Inorganic Chemistry** Written examination: 1 hour 45 minutes (80 marks) 25% of qualification A range of short answer, structured and extended response questions.

**A2 Unit 4 Organic Chemistry and Analysis** Written examination: 1 hour 45 minutes (80 marks) 25% of qualification A range of short answer, structured and extended response questions.

**A2 Unit 5 Practical** 60 marks) 10% of qualification. This unit comprises two tasks

- Experimental Task (30 marks)
- Practical Methods and Analysis Task (30 marks)

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries.

**OTHER**

Studying this A level in Chemistry encourages learners to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society



<b>LEVEL AND TYPE OF QUALIFICATION</b>		<b>EXAM BOARD:</b>
A LEVEL		WJEC
<b>BRIEF DESCRIPTION</b>		
<p>The specification encourages learners to develop:</p> <ul style="list-style-type: none"> <li>• an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation</li> <li>• the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so</li> <li>• the capacity for thinking creatively, innovatively, analytically, logically and critically</li> <li>• the capacity to see relationships between different aspects of computer science mathematical skills</li> <li>• the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.</li> </ul>		
<b>ENTRY REQUIREMENTS</b>		
B or above in Computer Science is desirable but we will consider pupils who achieve a C grade. Grade B or above in Mathematics.		
<b>COURSE SUMMARY-UNITS</b>		
<b>AS (2 units)</b>		
<b>AS Unit 1</b> Fundamental of Computer Science Written Examination: 2 Hours 25% of A-Level (100 Marks)	This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.	
<b>AS Unit 2</b> Practical Programming to Solve Problems On-Screen Examination: 2 Hours 15% of A-Level (60 Marks)	This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.	
<b>A Level (the above plus a further 3 units)</b>		
<b>A2 Unit 3</b> Programming and System Development Written Examination: 2 Hours 20% of A-Level (100 Marks)	This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.	
<b>A2 Unit 4</b> Computer Architecture, Data, Communication and Applications Written Examination: 2 Hours 20% of A-Level (100 Marks)	This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.	
<b>A2 Unit 5</b> Programmed Solution to a Problem Non-Exam Assessment 20% of A-Level (100 Marks)	Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.	
<b>PROGRESSION ROUTES</b>		
The course is a suitable subject to support studies in areas such as IT, Business and Economics, has links with Mathematics and is a core aspect towards the Welsh Baccalaureate Qualification.		
<b>CAREER OPPORTUNITIES</b>		
This course is suitable for careers in all Computing sector industries. Other relevant areas include analytics, economics and data, engineering.		

<p><b>LEVEL AND TYPE OF QUALIFICATION</b></p> <p>Level 3 Applied Diploma</p>	<p><b>EXAM BOARD:</b></p> <p>WJEC</p>
<p><b>BRIEF DESCRIPTION</b></p> <p>The first unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The second unit will allow learners to gain an understanding of why people commit crime. The third unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. In the final fourth unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.</p>	
<p><b>ENTRY REQUIREMENTS</b></p> <p>Criminology is open to all students in Year 12 providing they meet the school's entry requirements.</p>	
<p><b>COURSE SUMMARY-UNITS</b></p> <p>In addition to the WJEC Level 3 Applied Diploma in Criminology, there is also the WJEC Level 3 Applied Certificate in Criminology. This is a smaller qualification with similar characteristics, including two of the same units.</p> <p><b>The following units will be externally assessed: Using 2 exam papers.</b></p> <p><b>Unit 2: Criminological Theories</b> - How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families?</p> <p><b>Unit 4: Crime and Punishment</b> - Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people?</p> <p><b>The following units are internally assessed: Using controlled assessments.</b></p> <p><b>Unit 1: Changing Awareness of Crime</b> - Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media?</p> <p><b>Unit 3: Crime Scene to Courtroom</b> - What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial?</p>	
<p><b>PROGRESSION ROUTES</b></p> <p>The main purpose of the WJEC Level 3 Applied Diploma in Criminology is mainly to use the qualification to support access to higher education degree courses, such as: • BSc Criminology • BA Criminology • BA Criminology and Criminal Justice • BSc (Hons) Criminology and Psychology • LLB (Hons) Law with Criminology • BA (Hons) Criminology and Sociology • BA (Hons) Criminology • BSc (Hons) Psychology and Sociology • BSc Criminology with Law</p>	
<p><b>CAREER OPPORTUNITIES</b></p> <p>Advice worker; Community Development Worker; Detective; Lecturer/Teacher; Policy Officer; Prison Officer; Probation Officer; Social Researcher.</p>	

<b>LEVEL AND TYPE OF QUALIFICATION</b> A LEVEL	<b>EXAM BOARD:</b> WJEC
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<p><b>BRIEF DESCRIPTION</b></p> <p>The specification encourages learners to develop:</p> <ul style="list-style-type: none"> <li>• an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation</li> <li>• the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so</li> <li>• the capacity for thinking creatively, innovatively, analytically, logically and critically</li> <li>• the capacity to see relationships between different aspects of computer science</li> <li>• mathematical skills</li> <li>• the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.</li> </ul>
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<p><b>ENTRY REQUIREMENTS</b></p> <p>B in Digital Technology, ICT or Computer Science is desirable but we will consider pupils who achieve a C grade. .</p>
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<p><b>COURSE SUMMARY-UNITS</b></p> <p><b>AS (2 units)</b></p> <table border="1"> <tr> <td> <p><b>AS Unit 1</b> Fundamental of Computer Science Written Examination: 2 Hours 25% of A-Level (100 Marks)</p> </td> <td> <p>This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.</p> </td> </tr> <tr> <td> <p><b>AS Unit 2</b> Practical Programming to Solve Problems On-Screen Examination: 2 Hours 15% of A-Level (60 Marks)</p> </td> <td> <p>This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.</p> </td> </tr> </table> <p><b>A Level (the above plus a further 3 units)</b></p> <table border="1"> <tr> <td> <p><b>A2 Unit 3</b> Programming and System Development Written Examination: 2 Hours 20% of A-Level (100 Marks)</p> </td> <td> <p>This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.</p> </td> </tr> <tr> <td> <p><b>A2 Unit 4</b> Computer Architecture, Data, Communication and Applications Written Examination: 2 Hours 20% of A-Level (100 Marks)</p> </td> <td> <p>This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.</p> </td> </tr> <tr> <td> <p><b>A2 Unit 5</b> Programmed Solution to a Problem Non-Exam Assessment 20% of A-Level (100 Marks)</p> </td> <td> <p>Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.</p> </td> </tr> </table>		<p><b>AS Unit 1</b> Fundamental of Computer Science Written Examination: 2 Hours 25% of A-Level (100 Marks)</p>	<p>This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.</p>	<p><b>AS Unit 2</b> Practical Programming to Solve Problems On-Screen Examination: 2 Hours 15% of A-Level (60 Marks)</p>	<p>This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.</p>	<p><b>A2 Unit 3</b> Programming and System Development Written Examination: 2 Hours 20% of A-Level (100 Marks)</p>	<p>This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.</p>	<p><b>A2 Unit 4</b> Computer Architecture, Data, Communication and Applications Written Examination: 2 Hours 20% of A-Level (100 Marks)</p>	<p>This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.</p>	<p><b>A2 Unit 5</b> Programmed Solution to a Problem Non-Exam Assessment 20% of A-Level (100 Marks)</p>	<p>Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.</p>
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<p><b>PROGRESSION ROUTES</b></p> <p>The course is a suitable subject to support studies in areas such as IT, Business and Economics, has links with Mathematics and is a core aspect towards the Welsh Baccalaureate Qualification.</p>
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<p><b>CAREER OPPORTUNITIES</b></p> <p>This course is suitable for careers in all Computing sector industries. Other relevant areas include analytics, economics and data, engineering.</p>
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**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

The AS/A2 Drama syllabus emphasises Drama and Theatre Studies as a practical, intellectual and artistic subject. The aims of the course are to:

Promote an enjoyment of and an interest in Drama and Theatre both as a participant and as an informed member of an audience.

Extend the skills, knowledge and understanding needed to communicate through Drama and Theatre.

Provide worthwhile, satisfying and a complete course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development.

Encourage the appreciation of the significance of social, cultural and historical influences on the theatre practice both past and present.

**ENTRY REQUIREMENTS**

Drama is open to all students in Year 12 providing they meet the school's entry requirements.

**COURSE SUMMARY-UNITS****AS (Year 12)****Unit 1** – Practical performance -24%

Title: Theatre workshop - For this unit candidates will either act in a group or contribute their chosen technical production skill to a performance of a piece of theatre based on a *reinterpretation* of an extract from a chosen text. They will work on the ideas of a chosen practitioner. The unit is internally marked and externally moderated. Candidates must produce a realisation of the performance, a creative log and an evaluation.

**Unit 2** – Written paper (1 hour 30 min paper) – 16%. Open text exam.

Title: Text in Theatre. Candidates will answer a series of questions on either:

A Doll's House, Tanika Gupta The Caucasian Chalk Circle, Bertolt Brecht Wyneb yn Wyneb, Meic Povey The Weir, Conor McPherson Lovesong, Abi Morgan Once, Enda Walsh Leave Taking, Winsome Pinnock

The unit is externally marked.

**A2 -the above plus a further 2 units (Year 13)****Unit 3** – Practical performance – 36%

Title: Text in action –Candidates assessed on **either** acting or design.

Candidates to participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

A devised piece using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company.

An extract from a text in a contrasting style chosen by the candidate.

Design candidates must give a 5-10 minute presentation of their design.

An evaluation of performance work for both pieces will be required. The unit is externally marked.

**Unit 4** – Written paper- 24% (2 hour paper)

Title:- Text In performance

Sections A and B

Open book exam answering two questions, based on two different texts from a set list.

These include:

*One Man Two Governors*, Carlo Goldoni (adapted Richard Bean) *The Trial*, Stephen Berkoff Blues for an Alabama Sky, Pearle Cleage *The Curious Incident of the Dog in the Night-Time*, Mark Haddon (adapted Simon Stephens) *Dear Evan Hansen*, Benj Pasek and Justin Paul *The Watsons*, Laura Wade Nyrsys, Bethan Marlow

**PROGRESSION ROUTES** - This is an exciting 'A' level. Universities recognise it as a well-developed course, offering the student a wide range of experiences.

**LEVEL AND TYPE OF QUALIFICATION**

The AS Course is 40% of the A2 LEVEL Course

**EXAM BOARD:**

WJEC

**Course Description**

**Product Design offers a unique opportunity for candidates to identify and solve real problems by designing and making products relating to their personal interests, these could be Engineering or Electronic based products. This subject develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.**

The AS & A2 level course is designed to encourage candidates to take a broad view of technology and design, to develop their capability to design and make products and to appreciate the complex relations between design, engineering, materials, manufacture and marketing.

*We study;*

- *Designing and innovation – looking at the role of a designer, engineer and new technologies.*
- *Product analysis – products in detail – everything from mineral water bottle to lighting.*
- *Materials and components – from traditional materials to modern materials – sustainable design for an eco-future.*

*Industrial and commercial practice – What influences industry? How does design fit in our society?*

Any question please come chat with Mr Beckett – You should have B Grade or higher in Core Subjects – or have evidence of suitable creative flair or artistic talent.

**Entry Requirements**

C or above in a DT subject or Art, L2 Merit+ in L1/2 Engineering

**Course Structure****Year 12 - AS**

**Exam or DT1 20% of the A'Level (2 hours) - Examination Paper (50% of AS Level)** Learners take an examination in product design. The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles

along with their ability to:

- analyse and evaluate design and engineering decisions and wider issues in design and technology, such as how new technologies plan to help the environment and the impact manufacturing has on the environment.

**Coursework Task or DT2 20% (approximately 60 hours) - Design and Make Task (50% of AS)**

Candidates will submit one design and make task which will satisfy the AS assessment criteria.

cont'd overleaf .....

### Pathways to Higher Education

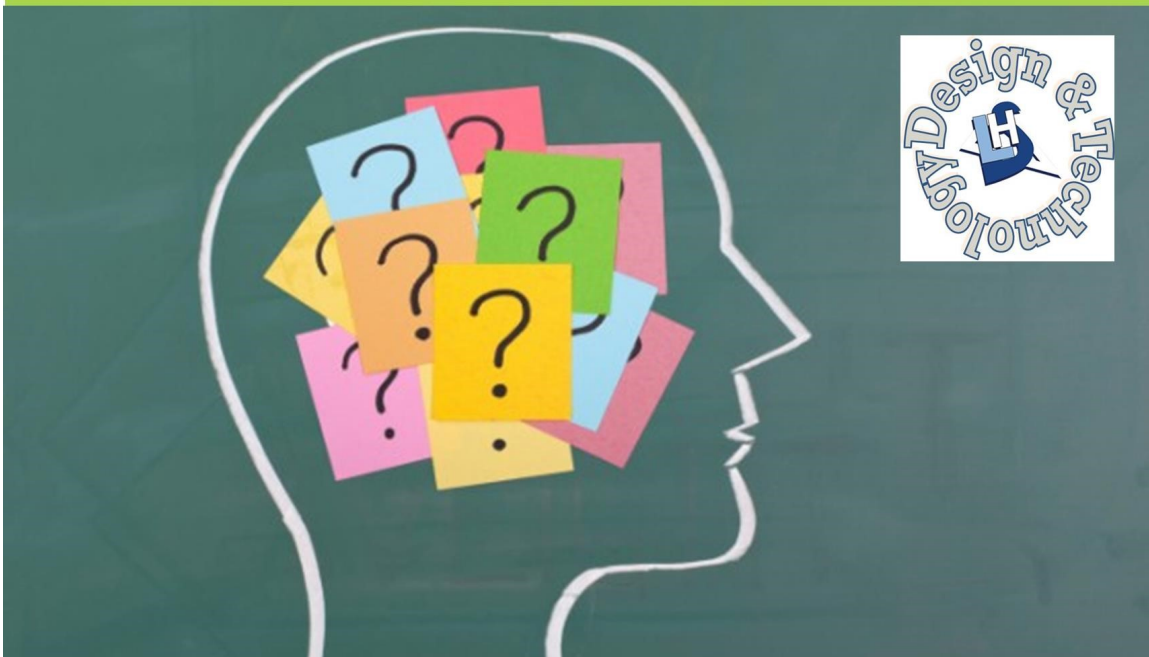
Usually taking with Maths & Physics or Art & Design - The AS and A2 Product Design course provides the foundation knowledge for students to enter higher education having developed essential problem solving skills in a practical environment. Last year pathways to higher education included **Industrial Design, Product Design, Engineering, Art College Foundation and Architecture**. Other courses have in the past included; **Automotive Design, Engineering, Eco and Sustainable Design, Furniture Design and many others**.

### World of Work & Professional Careers

The course is demanding however it is a sound choice for students considering careers in **Architecture, Advertising, Graphic Design, Engineering, Industrial or Product Design, Theatre/Film Set Design and Construction, Multimedia, Lecturing, Teaching, Research and Development**.

## Teaching Kids Design Thinking, So They Can Solve The World's Biggest Problems

The next generation will need to be more and more comfortable with problems of dizzying complexity. And design thinking can teach them that.



<b>LEVEL AND TYPE OF QUALIFICATION:</b>	<b>EXAM BOARD:</b>
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AS and A LEVEL

WJEC

**BRIEF DESCRIPTION**

Economics teaches students to think logically and to use theories to understand how economies operate. At the centre of the subject is the question of how we divide up our scarce resources and how decisions resulting from this affect us all - in other words who gets what and why?

**ENTRY REQUIREMENTS**

Economics is open to all students in Year 12 providing they meet the school's entry requirements. You do not need to have done GCSE. You must also have achieved a C grade or above in Mathematics and English.

**COURSE SUMMARY-UNITS**AS = 2 Units

Unit 1 - Introduction to Economic Principles

Unit 2 – Economics in Action

A2 = AS Units plus Units 3 & 4

Unit 3 –Exploring Economic Behaviour

Unit 4 – Evaluating Economic Models and Policies

**PROGRESSION ROUTES**

Economics will combine well with most other A level subjects, including other social sciences, humanities and Mathematics.

Economics offers many opportunities to meet essential skill requirements.

**CAREER OPPORTUNITIES**

Economics can lead to many opportunities in further education, as a single honours degree or combined with many other subjects, and employment both inside and outside the U.K.

**OTHER**

The department tries to arrange visits to relevant businesses during the course and attends at least one relevant student conference.

Further information is available from Mr P Edwards, room 54 or Mrs A Hornblow, room 52.

**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. Weightings noted in the Course Summary below are expressed in terms of the full A level qualification.

**ENTRY REQUIREMENTS**

Grade C or above in GCSE English Literature.

Grade B or above in English Language is desirable but we will consider pupils who achieve a C grade.

It is vital that you enjoy reading and can work independently.

**COURSE SUMMARY-UNITS****AS (2 UNITS)**

**AS Unit 1** Exploring Language – Written Examination: 1 hour 45 minutes – 20% of qualification – 80 marks

Section A: Analysing Language

Section B: Contemporary English

One question in each section based on unseen material.

**AS Unit 2** Language Issues and Original and Critical Writing – Written Examination: 2 hours – 20% of qualification – 80 marks

One question in three parts: one essay on a language issue, and one original writing task plus commentary linked to the language issue selected.

**A LEVEL (the above plus a further 3 units)**

**A2 Unit 3** Language Over Time – Written Examination: 1 hour 30 minutes - 20% of qualification- 80 marks

One multi-part question and one essay question analysing language change over time.

**A2 Unit 4** Spoken Texts and Creative Re-casting – Written Examination: 2 hours – 20% of qualification – 80 marks

Section A: Analysing spoken language. One question based on unseen transcripts.

Section B: Creative re-casting. One creative writing task using Section A as stimulus.

**A2 Unit 5** Language and Identity – Non-examination assessment: 2500-3500 words – 20% of qualification – 80 marks

An investigation based on one of the following:

Language and self-representation, language and gender, language and culture, language diversity.

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

English is a highly regarded academic subject that can lead to a diverse range of career opportunities including: Editing, Publishing, Teaching/Lecturing and Teaching English as a Foreign Language, Journalism, Broadcasting, TV/Film Production, Advertising, Marketing, Public Relations.

**OTHER**

For further information about this course please contact Mrs E Hazeltine-Rees or Mrs H Card (English Language teachers).

For information about any of the courses that we offer, please contact Mr A Mee (Assistant Headteacher), Miss C Lockwood (Head of English and Media Studies) or any member of the faculty team.



**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. Weightings noted in the Course Summary are expressed in terms of the full A Level qualification.

**ENTRY REQUIREMENTS**

Grade C or above in GCSE English Language.

Grade B or above in English Literature is desirable but we will consider pupils who achieve a C grade.

It is **vital** that you enjoy reading and can work independently.

**COURSE SUMMARY UNITS****AS Level Units**

Unit 1 - External Assessment: Prose and Drama (20%)

Unit 2 - External Assessment: Poetry Post-1900 (20%)

**A Level Units**

Unit 3 - External Assessment: Poetry Pre-1900 and Unseen Poetry (20%)

Unit 4 - External Assessment: Shakespeare (20%)

Unit 5 - Internal Assessment: Prose Study (20%)

**Content**

As learners progress through the two year course, their studies will be extended in breadth and depth, developing and enhancing learners' techniques of analysis, evaluation and comparison of literary texts in the context of a wider range of texts of cultural and literary significance. Each unit, whether internally or externally assessed, offers a choice of texts for study. The texts set for study within this specification have been carefully selected for their richness and diversity. Welsh poets feature prominently in Unit 2, and Welsh authors may be selected for the non-exam assessment unit, Unit 5, Prose Study. Where two texts are specified for study together, they have been selected to illuminate each other, and to enable learners to make connections between literary texts.

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

English is a highly regarded academic subject that can lead to a diverse range of career opportunities including: Editing, Publishing, Teaching/Lecturing and Teaching English as a Foreign Language, Journalism, Broadcasting, TV/Film Production, Advertising, Marketing, Public Relations.

**OTHER**

For information about any of the courses that we offer, please contact Miss C Lockwood (Head of English & Media Studies), Mr A Mee (Assistant Headteacher), Miss Foley (English & Media Studies teacher), or any member of the faculty team.

**LEVEL AND TYPE OF QUALIFICATION**

Level 3 National Extended Certificate in Esports

**EXAM BOARD:** Pearson**BRIEF DESCRIPTION :**

Esports is defined as organised competitive gaming, which is human versus human, either as individuals or in teams. The esports industry is a fast-growing global industry. In February 2019, Newzoo published its 2019 Global Esports Market Report. This stated that, in 2018, the global esports market was valued at U.S. \$655 million. This rose to nearly U.S. \$1.64 billion in 2022 and has reached \$1.98 billion dollars last year.

**ENTRY REQUIREMENTS : N/A****COURSE SUMMARY-UNITS :**

- Unit 1: Introduction to Esports
- Unit 2: Esports Skills, Strategies and Analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports Industry
- Unit 4: Health, Wellbeing and Fitness for Esports Players.

**PROGRESSION ROUTES**

BA (Hons) in Event Management

BA (Hons) in Media

BA (Hons) in Esports

**CAREER OPPORTUNITIES**

• esports player • team coach • shout caster and presenter • social media influencer • video production editor • data analyst.

<b>LEVEL AND TYPE OF QUALIFICATION</b> Level 3 DIPLOMA	<b>EXAM BOARD:</b> WJEC
<b>BRIEF DESCRIPTION</b> <p>This new specification allows candidates to develop an understanding of issues relating to society and health, resource management, nutrition and food production. Students will gain a wealth of knowledge about the food and nutrition industry and have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food. There is an emphasis on applied science.</p> <p>Level 3 Food Science and Nutrition qualifications have been designed around the concept of a 'plan, do and review' approach to learning. There is a strong emphasis on practical work, making this an ideal choice for students who prefer to learn by doing. The qualifications mirror many work activities in the food and nutrition industry and facilitates learning in a range of contexts. Students are able to apply and extend their learning outside the confines of the classroom.</p>	
<b>ENTRY REQUIREMENTS</b> GCSE Food & Nutrition grade C required. A C in GCSE English is desirable	
<b>COURSE SUMMARY-UNITS</b> Assessment is based over <b>two</b> years, covering <b>three</b> Units of Study. Learners must complete three units: two mandatory and one optional: <ul style="list-style-type: none"> <li>• Meeting Nutritional Needs of Specific Groups (Mandatory)</li> <li>• Ensuring Food is Safe to Eat (Mandatory)</li> <li>• Experimenting to Solve Food Production Problems (Optional)</li> <li>• Current Issues in Food Science and Nutrition (Optional)</li> </ul>	
<b>PROGRESSION ROUTES</b> Some students will choose to go on to further or higher education, others will choose to go straight to the world of work. Past students have secured university places on the Food Science and Technology course at Cardiff Met.	
<b>CAREER OPPORTUNITIES</b> The course is not only suitable for those with an interest in food and cooking, but is also an excellent preparation for students wishing to pursue careers in: <ul style="list-style-type: none"> <li>• Consumer Protection</li> <li>• Environmental Health</li> <li>• Food Science</li> <li>• Food Technology</li> <li>• Medicine</li> <li>• Nutrition</li> <li>• Sports Science</li> </ul>	
<b>OTHER</b> For further information, see: Mrs J Anthony-Pettit, Subject Leader or: <a href="http://www.wjec.co.uk/qualifications/food-science-and-nutrition/food-science-and-nutrition-level-3-from-2015.html">http://www.wjec.co.uk/qualifications/food-science-and-nutrition/food-science-and-nutrition-level-3-from-2015.html</a>	

**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

An AS or A Level in a Modern Language is a highly respected qualification that is **increasingly in demand from employers**. It will **develop your communication and literacy skills to a high level** and can give you a significant advantage over monolingual applicants in the job market. All major companies, and many smaller ones, do business in Europe, and many are desperate to recruit candidates with language skills. The top UK universities rank languages among the eight most useful A-level subjects students can study, as they provide more flexibility in degree-course choices than many other courses. A language combines well with ANY subject and is considered as a 'facilitating subject' by universities.

**ENTRY REQUIREMENTS**

B in French is desirable but we will consider pupils who achieve a C grade.

**COURSE SUMMARY-UNITS**

**AS** involves the study of two broad themes, and a French film.

**THEME 1: Being a young person in French speaking society**

including family structures, traditional & modern values, friendships & relationships, youth trends, issues and personal identity – fashion, drugs, smoking, youth problems, eating disorders and educational & employment opportunities

**THEME 2: Understanding the French speaking world**, including regional & cultural heritage in France, French-speaking countries & communities and literature, art, film & music in the French speaking world.

**There are two exams:**

15 minute oral (arguing a point and a discussion on the above themes).

2 ½ HOUR EXAM, covering reading, listening, translation and grammar tasks and critical response in writing on a French film

**A Level** involves the study of two broad themes, and a book.

**THEME 1: Diversity and difference****THEME 2: France 1940-1950: The Occupation & the post war years****There are two exams:**

12 minute oral (presentation of independent research project and discussion)

1 ¼ HOUR EXAM, covering reading, listening and translation tasks.

**PROGRESSION ROUTES**

Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

**“A global market demands language skills”** – the CBI (Confederation of British Industry)

A language qualification vastly increases your employability – Languages open up the possibility of working in a number of countries and continents. **French** is a language spoken on all 5 continents and is the one of the most in-demand languages amongst UK businesses.

A few possible careers in which languages can be an advantage include:

Business, Engineering, hi-tech/IT, Interpreter, Translator, Teacher, Legal Secretary, Lawyer, Librarian, Writer, Foreign Correspondent, Journalist, Banker, Insurance, Tour Guide, Travel Agent, Pilot, Flight Attendant, Hotel Manager, Researcher, Historian, Receptionist, International Salesperson, Fashion Buyer, Customs Inspector, Diplomat, Civil Servant, Immigration Officer, Retail.

## We need languages graduates to steer us through our post-Brexit troubled waters

Languages departments are closing as undergraduate numbers fall. This must change to protect the UK's international relations



Just after the first world war, the UK produced its most comprehensive review of languages provision, the Leathes report. In the **Brexit** era we're now faced yet again with different ideological, cultural and economic battles that have us examining our languages capacity, and discovering it falls well short of what is required.

After Brexit we will need a strong language base for trade, international relations and soft power. Yet instead of a growth in languages, we're experiencing steep decline: the number of modern languages undergraduates fell by 54% between 2008-9 and 2017-18. With fewer students applying, at least nine modern languages departments have closed in the last decade, and many others have shrunk in size or reduced their range of languages. By one estimate, the number of German units has halved from more than 80 in 2002 to fewer than 40 today.

What can universities do to stem this decline? For starters, they need to build capacity in three kinds of language graduates. First we need all our graduates to have had their eyes opened to the world, so widening access to optional language modules and short-term mobility options is crucial.

Second, if Brexit and the debate over the Irish backstop have taught us anything, it is that we need subject specialists with language skills - lawyers, economists, geographers, engineers, and business graduates with the language skills to understand, negotiate, and argue the details.

Third, we urgently need more language graduates with at least two languages to degree level to teach in schools and rebuild and sustain primary and secondary languages. At present we risk most state schools offering pupils only one language to GCSE and many offering none at all to A-level, in

LEVEL AND TYPE OF QUALIFICATION	EXAM BOARD
AS/A LEVEL	WJEC
<p><b>BRIEF DESCRIPTION</b></p> <p>Further Mathematics is a challenging qualification, which both extends and deepens knowledge and understanding beyond the standard A Level Mathematics.</p> <p>Studying Further Mathematics consolidates and reinforces your standard A Level Mathematics work, helping you to achieve your best possible grades.</p> <p>AS Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees.</p> <p>Further Mathematics qualifications are highly regarded and are warmly welcomed by universities. Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematically rich degree.</p> <p>If you are not planning to study for mathematically rich degrees but are keen on mathematics you will find Further Mathematics a very enjoyable course and having a Further Mathematics qualification identifies you as having excellent analytical skills, whatever area you are considering for a career.</p>	
<p><b>ENTRY REQUIREMENTS</b></p> <p>Students choosing to take the subject would be expected to have at least an A grade at GCSE Mathematics.</p>	
<p><b>COURSE SUMMARY-UNITS</b></p> <p>As well as new learning new areas of pure mathematics you will study further applications of mathematics in mechanics and statistics.</p> <p>Further Pure Maths introduces Complex Numbers and Matrices as well as developing further algebra.</p> <p>Further Mechanics extends into Momentum, Circular Motion and extending vectors.</p> <p>Further Statistics extends to Statistical distributions, correlation and regression.</p> <p>All modules are assessed by written examination at the end of the year. There is no course-work.</p>	
<p><b>PROGRESSION ROUTES</b></p> <p>If you are planning to take a degree such as Mathematics, Engineering, Physics, Computer Science, it would be a good idea to take Further Mathematics.</p> <p>Oxbridge and Imperial College will want you to take Further Mathematics if you are planning on studying the courses mentioned above.</p> <p>A Mathematics degree will look for candidates that have a Further Mathematics A Level.</p>	
<p><b>CAREER OPPORTUNITIES</b></p> <p>Aeronautical/Mechanical/Electrical/Product Engineer, Video Game Programmer, Statistician, Cyber Intelligence officer, GCQH, Hedge-Fund Manager.</p>	

**LEVEL AND TYPE OF QUALIFICATION :AS and A LEVEL**

**EXAM BOARD: WJEC**



**Aims: ~ An A level that: ~**

Encourages learners to apply geographical knowledge, theory and skills to the world around them. Enables learners to develop a critical understanding of the world's people, places and environments in the 21st 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.

**What does the Geography specification require of its learners?**

- ◇ Develop knowledge of locations, places, processes and environments, at a range of scales.
- ◇ Develop understanding of geographical processes in both physical and human geography and the concepts which illuminate their significance in locational contexts.
- ◇ Recognise and analyse the complexity of people-environment interactions facing the world today.
- ◇ Develop understanding of, and ability to apply, concepts of place, space, scale and environment.
- ◇ Gain understanding of specialised concepts. Including causality, equilibrium, feedback, identity, inequality, interdependence, globalisation, mitigation and adaptation, representation, risk, resilience, sustainability, systems and thresholds.
- ◇ Improve understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
- ◇ Become confident and competent in selecting, using and evaluating quantitative and qualitative skills.
- ◇ Understand the role of fieldwork as a tool to understand and generate knowledge about the real world.
- ◇ Apply geographical knowledge, understanding, skills and approaches to a range of geographical questions and issues, including those in fieldwork, recognising both the contributions and limitations of geography.
- ◇ Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

**ENTRY REQUIREMENTS**

B Grade at GCSE Geography is desirable but we will consider pupils who achieve a C at GCSE. (Candidates who were unable to sit GCSE Geography but achieved B's or better in core subjects will be considered.)

<p><b><u>COURSE SUMMARY</u></b> <b><u>UNITS: AS (40%)</u></b></p> <p><u>Unit 1 (24%)</u> Section A: Coastal or Glaciated Landscapes. Section B – Tectonics.</p> <p><u>Unit 2 (16%)</u> Section A: Changing Places. Section B: Physical &amp; Human Fieldwork Investigation.</p> 	<p><b><u>COURSE SUMMARY</u></b> <b><u>UNITS: A2 (60%)</u></b></p> <p><u>Unit 3 (24%)</u> Section A – Global Systems. Section B: Global Governance: Change and Challenges. Section C: 21<sup>st</sup> C Challenges.</p> <p><u>Unit 4 (16%)</u> Section A: Tectonic Hazards Section B: Contemporary Themes in Geography</p> <p><u>Unit 5 (20%)</u> Independent Investigation</p> 	<p><b><u>PROGRESSION ROUTES</u></b></p> <p>Undergraduate Qualifications: HND two years study. A vast range of degree choices where you specialise in your favourite geographical field. Three Year BA &amp; BSc courses; Four years study for BEd's &amp; QTS Status.</p> 	<p><b><u>CAREER OPPORTUNITIES</u></b></p> <p>Environmental Management, Information Services, Scientific Services, Leisure, Travel &amp; Tourism, Management &amp; Administration, Education, Professional &amp; Social Services, Business &amp; Finance</p> 
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**OTHER:** Where can I find more information? [www.wjec.co.uk](http://www.wjec.co.uk) [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk) [www.rgs.org](http://www.rgs.org) [www.bbc.co.uk/schools/gcsebitesize/geography/](http://www.bbc.co.uk/schools/gcsebitesize/geography/)

**LEVEL AND TYPE OF QUALIFICATION:**

1 A level equivalent

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

The WJEC Level 3 Diploma in Health and Social Care: Principles and Context equips learners with thorough and in-depth knowledge, understanding and skills related to the development and care of individuals throughout the life span.

Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being.

They will also gain a detailed understanding of the social, physical, emotional, and cultural needs of people who use care and support services and recognise that each individual has a unique blend of abilities and needs.

**ENTRY REQUIREMENTS**

This course requires at least 5 GCSE's grade C to include English Language/Literature

Not essential, but if GCSE Health & Social Care has been studied you need a C grade (minimum).

You need to be organised, have good communication skills and you need to have an interest in working in this field.

**COURSE SUMMARY-UNITS**

**Unit 1 Principles of care and safe practice within outcome focused person-centred care**



**Unit 2 Factors affecting individuals' growth and development across the lifespan and how this impacts on outcomes, care and support needs**



**Unit 3 Promoting the rights of individuals across the lifespan**

**PROGRESSION ROUTES**

A learner can progress to or within employment and/or continue their study in the same or related vocational area. A Level 4 qualification, equivalent to a HNC/HND and a Level 5 qualification, equivalent to a BSC Hons. Degree is available in Health and Social Care at a number of universities across the country.

**CAREER OPPORTUNITIES**

As above there are a wide range of jobs available when you pursue a career in health care these include: **Health Visitor, Dental Nurse, Registered Nurse, Healthcare Assistant, Occupational Therapist, Social Worker, Residential Care Manager, Midwife, Nursery Nurse, Radiographer, Substance Misuse worker, Home Care Coordinator, Family Support Worker, Play Worker, Children's Centre Development Officer, Health Support Worker, Physiotherapist, Speech and Language Therapist and many more.**

**OTHER**

For more details see Mrs Leon in room 49 or Miss Bright in room 50.



<b>LEVEL AND TYPE OF QUALIFICATION</b> AS and A Level	<b>EXAM BOARD</b> WJEC
<p><b>BRIEF DESCRIPTION</b></p> <p>There are two AS components delivered by different teachers which focus on different historical periods.</p> <p>Modern history, Europe c.1890-1991, is the focus of the non-British Paper 1 AS component. This is examined by two traditional essays in exam.</p> <p>Paper 2 is a study in depth examined by source-based essay questions, covering England and Wales during the Mid-Tudor Crisis c.1529-53. The first is based on three primary sources, the second on two differing interpretations.</p>	
<p><b>ENTRY REQUIREMENTS</b></p> <p>Preferably B at GCSE History, but we will consider students without GCSE B on their individual merits. History is inevitably a very literary subject at A level, so C+ at GCSE English (Language or Literature) is strongly advised.</p>	
<p><b>COURSE SUMMARY-UNITS</b></p> <p><b>AS</b></p> <p>Unit 1 is “Europe in an Age of Conflict and Cooperation c.1890-1990”. This includes international relations 1890-1939, including the causes of the two World Wars; Italy 1918-45, Mussolini and Italian fascism; Germany 1918-45, the Weimar Republic and Nazi Germany; Russia 1905-1945, the fall of the last Tsar, the 1917 Revolutions, Bolshevik Russia under Lenin and Stalin; finally international relations 1945-1991, the post WW2 division of Europe, European integration and the EU, coexistence and détente, and the fall of communism in eastern Europe.</p> <p>Unit 2 is “The Mid-Tudor Crisis in Wales and England c.1529-53” includes Wales and the ‘Acts of Union’, Religious Change and the Reformation, politics including the rise and fall of Thomas Cromwell and the regents of Edward VI, protest and rebellions. The focus is on historical and contemporary interpretations of events.</p> <p><b>A2</b></p> <p>Unit 3: the USA c.1890-1990, with a focus on the struggle for civil rights for African Americans, and foreign policy through the twentieth century. Unit 4: the Depth Study will continue to investigate the Mid-Tudor Crisis into the reigns of Mary I (Tudor) 1553-58 and Elizabeth I (1558-1603, though the course ends 1570). Unit 5: The final 20% of the full A level is a 4000 word coursework essay that could be based on almost any area of history so long as there is a debate between historians. Approved coursework titles include Genghis Khan, the Wars of the Roses, the League of Nations, and the Troubles in Northern Ireland.</p>	
<p><b>PROGRESSION ROUTES</b></p> <p>All UK universities recognise History A level as a worthwhile and valuable qualification. A History A level shows you are informed and knowledgeable about aspects of the human past, able to deal efficiently with large amounts of complex information, analyzing and evaluating what is important. You can argue a case, at length, from a range of perspective and can plan and execute long written documents. You have developed research skills and are able to distinguish useful and reliable sources. History A level therefore can lead to a very wide range of opportunities. Most of the school’s successful Oxbridge applicants in recent years have studied History A level.</p>	
<p><b>CAREER OPPORTUNITIES</b></p> <p>Many History students go on to study Law or a degree in the Humanities, English Literature, Modern Foreign Languages, or Social Sciences. Others go for more vocational degrees, e.g. nursing, medicine, dentistry, social work, speech therapy, occupational therapy and engineering. Others enter the workplace able to demonstrate and make use of developed academic and literary skills.</p>	

**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD**

**WJEC**

**BRIEF DESCRIPTION**

Mathematics can be studied for its own beauty and integrity, or as a succinct language for describing and investigating the physical world.

The AS and A Level courses aim to help students acquire an understanding of maths and mathematical processes in a way that promotes confidence and fosters enjoyment.

Students extend their range of mathematical skills and techniques and, in solving a range of problems, develop their abilities to reason logically. They learn to appreciate that maths can be used as an effective means of communication and recognize how situations can be represented mathematically.

Many areas of study now demand a high degree of numeracy and a facility for logical reasoning. Extending skills and knowledge beyond the level acquired at GCSE can support work in other subjects such as the sciences, Geography, Economics, Psychology and IT.

**ENTRY REQUIREMENTS**

Students choosing to take the subject would be expected to have a B grade at Higher Tier Mathematics GCSE.

**COURSE SUMMARY-UNITS**

Sixth form maths consists of a number of branches: Pure Maths, Mechanics and Statistics.

Pure Maths includes fundamental ideas such as calculus, as well as standard algebraic techniques.

Mechanics is the application of maths to classical physics. It involves forces and types of motion.

Statistics is the application of maths to situations of uncertainty. It involves data handling and probability.

Pure Mathematics is assessed within its own modules. Mechanics and Statistics are assessed within the Applied Modules.

In Year 13 the Applied Module also extends to include Differential Equations and Numerical Methods. Assessment is entirely through written examinations. There is no coursework. 4 modules are required for a full A Level qualification.

Year 12			Year 13		
Unit 1	Pure Mathematics	25%	Unit 3	Pure Mathematics	35%
Unit 2	Applied Mathematics	15%	Unit 4	Applied Mathematics	25%

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

An A level in the subject is an invaluable qualification for numerous courses in higher education, for example, Engineering, Physics, Medicine, Business Studies Computer Studies and Accountancy; it is an asset in several areas of employment.

**LEVEL AND TYPE OF QUALIFICATION**

AS and A Level

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

Media Studies examines an increasingly media rich society. It takes everyday texts such as film trailers, magazine advertisements and news bulletins and analyses them, questioning the content and structure of the text, who has created it and why.

**ENTRY REQUIREMENTS**

- 5 C grade passes or more.
- Grade C, ideally or above in English Language and Literature.
- An interest in the mass media and current affairs.
- An ability to communicate your ideas effectively.

**COURSE SUMMARY-UNITS****Unit 1:**

Investigating Media Language and Representation

Written examination: 2 hour 30 minutes

24% of AS qualification

This component covers all of the following media forms:

Section A: Selling Images: Music videos and Advertising;

Section B: News in the online age

Section C: Film: From Wales to Hollywood.

This part of the course will require the study of actual texts and the development of Media language and concepts in responses as well as the use of Media theory to explore issues and ideas in depth.

**Unit 2:**

Media Production Non-exam assessment

16% of AS qualification

A brief will be set by the WJEC and candidates will be expected to produce:

Individual research

Planning

Production, such as creating a series of adverts

A critical reflective analysis of production

Currently Movie Marketing is the focus of this brief but may change as WJEC determines

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight to the world of work.

**CAREER OPPORTUNITIES**

Students with AS and A2 Media Studies have the opportunity to go on to a range of further and higher education courses as well as into related employment. Throughout the course you will have learned a variety of valuable and transferable skills, including interpreting and analysing information, communicating your ideas to others and making links between the different areas you have studied. Typical career paths include; journalism, advertising, animation, broadcasting, teaching, local government.

**OTHER**

For further information about Media A Level please contact Mrs Hennessy, Miss Goaman or Mrs Parsons-Young, or any of the GCSE Media Studies teachers.

<p><b>LEVEL AND TYPE OF QUALIFICATION</b> Level 3 Applied Diploma</p>	<p><b>EXAM BOARD:</b> WJEC</p>
<p><b>BRIEF DESCRIPTION</b> The WJEC offers a Diploma in Medical Science which is equivalent to an A level. This qualification covers all 6 of the units listed in the table below, taught over two years. The Level 3 Applied Certificate in Medical Science is also offered by WJEC in this subject area. The Level 3 Applied Certificate is equivalent in size to 50% of an A level and includes the first three units.</p>	
<p><b>ENTRY REQUIREMENTS</b> CC - Double Award or CCC - Triple Award in Science and C grade in GCSE Mathematics and English</p>	
<p><b>COURSE SUMMARY-UNITS</b></p> <p><b>Unit 1: Human Health and Disease (external assessment)</b> Students will develop knowledge and understanding of human anatomy and physiology, and of the function of organ systems and some problems that can occur in these systems.</p> <p><b>Unit 2: Physiological measurement techniques (internally assessed)</b> Learners examine physiological measurements that can be made to assess the function of major body systems. The unit relates anatomy and physiology to physiological measurement test results, through an understanding of the principles of the measurement techniques.</p> <p><b>Unit 3: Medical Science research methods (internally assessed)</b> This unit develops knowledge and understanding of planning, conducting and reporting of research in medical sciences using a range of methodologies and techniques.</p> <p><b>Unit 4: Medicines and treatment of disease (internally assessed)</b> This unit looks at the science of medicines, and how they work through their interactions with body systems. It also introduces cancer, its relationship to genetics, and the range of therapeutic treatments available.</p> <p><b>Unit 5: Clinical laboratory techniques (externally assessed)</b> This unit looks at clinical laboratory techniques that can be used to assess body functions. It relates knowledge of human physiology and biochemistry to clinical measurement test results through an understanding of the principles of the measurement techniques.</p> <p><b>Unit 6: Medical case study</b> This is a synoptic exam based upon the content of all units in the qualification. The exam questions will be based upon three case studies and will require students to integrate their knowledge, understanding and skills developed through the other units</p>	
<p><b>PROGRESSION ROUTES</b> The Diploma in Medical Science course deals with the maintenance of health and the prevention and treatment of diseases. Learners will acquire the knowledge, understanding and skills in key scientific principles to support progress to higher education or employment in areas such as physiological sciences or clinical laboratory services. The qualification covers health, physiology, pharmacology, physiological measurement, clinical testing and medical research.</p>	
<p><b>CAREER OPPORTUNITIES</b> Midwifery; Nursing; Occupational Therapist; Forensic Scientist; Radiographer; Biomedical Scientist; Anatomical Pathology Technologist; Higher Education Lecturer; Medical Sales Representative; Naturopath; Physician Associate; Prosthetist/Orthoptist.</p>	



**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

A Level Music is an exciting course that allows students to continue their studies in Music through the three main areas of Performing, Composing and Appraising. It is designed to develop students' detailed musical knowledge through study of classical and popular musical styles as well as extending their general musicianship. In addition to the academic course, students are offered frequent opportunities to perform in school concerts, productions and senior recitals and have full access to the ICT facilities in the department for their composition work. The new specification allows students to specialise and focus on their strengths for the A2 part of the course.

**ENTRY REQUIREMENTS**

Pupils should be able to perform confidently to a Grade 5 standard, although it is not necessary for them to have taken the examination. It is an advantage to be able to read music as this will help with MU3 and MU6.

**COURSE SUMMARY****AS MUSIC (40% of total A Level)****AS UNIT 1- Performing 12%**

Solo and/or ensemble performance lasting between 6 and 8 minutes. Externally assessed by a visiting examiner.

**AS UNIT 2 - Composing 12%**

Two contrasting compositions between 3 and 6 minutes combined. One using techniques associated with the Western Classical Tradition in response to a brief set by WJEC and one free composition.

**AS UNIT 3 - Appraising 16%**

This focusses on two Areas of Study – The Western Classical Tradition, and a choice of Pop/Musical Theatre/Jazz. Assessed through a 1 hour 30 minutes written examination.

**A2 Music (60% of total A Level)****A2 UNIT 4 - Performing**

Either Option A 22% - A minimum of 3 pieces lasting 10-12 minutes; at least one piece must be a solo.

Or Option B 14% - A minimum of 2 pieces lasting 6-8 minutes either as a soloist and/or ensemble.

Externally assessed by a visiting examiner.

**A2 UNIT 5 - Composing**

Either Option A 14% Two compositions lasting between 3-6 minutes; One using techniques associated with the Western Classical Tradition in response to a brief set by WJEC and one free composition.

Or Option B 22% Three compositions lasting 5-9 minutes; 1 using techniques associated with the Western Classical Tradition in response to a brief set by WJEC, 1 free composition reflecting a different area of study and 1 further free composition.

**A2 UNIT 6 24%**

Three Areas of Study including set works: The Western Classical Tradition, Music of the Twentieth and Twenty-first centuries, and a choice of Pop/Musical Theatre/Jazz. Assessed through a 2 hour written examination.

**PROGRESSION ROUTES**

A level Music is a rigorous and demanding qualification accepted by all universities. It sets students up for future study in Music, but is also an excellent option to compliment and contrast other subjects due to the practical, aural and creative nature of the course.

**CAREER OPPORTUNITIES**

There are a wide range of careers available within the arts beyond performing or composing, particularly in the emerging field of Music Technology. Careers include arts therapy, administration, advertising, education, sound engineering and media.

<p><b>LEVEL AND TYPE OF QUALIFICATION</b></p> <p>AS and A Level</p>	<p><b>EXAM BOARD:</b></p> <p>Edexcel</p>
<p><b>BRIEF DESCRIPTION</b></p> <p>A Level Music Technology is an engaging, relevant and practical course, which develops students' knowledge and understanding of recording and production techniques. This includes principles of sound and audio technology, as well as the application of how technology has developed over time and the impact on music production and styles.</p>	
<p><b>ENTRY REQUIREMENTS</b></p> <p>Studying GCSE Music is not essential for this course, however being able to read music and having a passion for a range of popular music styles is crucial. You are able to take this qualification alongside the A Level Music course.</p>	
<p><b>COURSE SUMMARY-UNITS</b></p> <p><b>AS UNIT 1 – Recording 20%</b> Using production tools and techniques to capture, edit, process and mix and audio recording.</p> <p><b>AS UNIT 2 – Technology-based Composition 20%</b> Creating, editing, manipulating and structuring sounds to produce a technology-based composition, responding to a set brief by Edexcel.</p> <p><b>AS UNIT 3 – Listening and Analysing 25%</b> Listening examination. Applying knowledge and understanding of recording and production techniques and principles, responding to different styles and contexts.</p> <p><b>AS UNIT 4 – Producing and Analysing 35%</b> Practical examination. Applying knowledge of editing, mixing, creative and production techniques through a range of computer based tasks, including the principles of sound and audio technology.</p> <p><u>Please note:</u> the A2 course is an extension of the AS course, being divided into the same units and weightings as above. It allows students to develop their creativity, building on Year 12 theory and principles and gives students a deeper understanding of sound and synthesis theory.</p>	
<p><b>PROGRESSION ROUTES</b></p> <p>Students who study Music Technology go on to study courses such as creative technology, sound design, production and acoustics at university. It is also an excellent option to complement and contrast other subjects due to the practical, aural and creative nature of the course.</p>	
<p><b>CAREER OPPORTUNITIES</b></p> <p>There are a wide range of opportunities within an exciting and fast moving industry; including composition (for media such as film, computer games and TV), songwriting, sound design, sound engineering, studio technician and producing.</p>	

**LEVEL AND TYPE OF QUALIFICATION:**

- A LEVEL
- 100% examination

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION:**

*Philosophy, Religion and Ethics isn't just about answering the questions, but it encourages you to question the answers; push for greater understanding and not settle for a yes or a no, a right or a wrong.*

Everyone has beliefs. They may not be particularly religious, but we all have ideas, belief, opinions about questions concerning life... *How the world was created? What happens after this life? Is my physical body all that exists? How we should act while we are on this earth? Do we really have freedom?*

**Why study AS or A Level Religious Studies?**

Religion, Philosophy and Ethics offers students at A level the opportunities to engage with fundamental, contentious, ultimate questions and hot topics. It encourages you to delve deeper into issues concerning life and morality, while also pushing you to grapple with the thoughts and teachings of both ancient and modern philosophers. Coupled with Philosophy and Ethics, you are also provided with opportunities to study the beliefs, practices and teachings of a religion.

Throughout the course you will develop personal autonomy in your critical thinking, as well cultivating enquiry, analysis and evaluation skills to construct balanced, informed and evidenced arguments.

**ENTRY REQUIREMENTS:**

A C grade at GCSE Religious Studies and a C grade in English is preferable due to the heavy literacy demands of PRE at A Level. However, if you are concerned about these grades please speak with your teacher who will be able to advise you.

**COURSE SUMMARY-UNITS:**

The course is summatively assessed through five written examinations; two at AS level in year 12 and three at A level in year 13. There will be a choice of questions in the examination and students will opt for those that are suited to their strengths.

Throughout the course, subject teachers will assess students' knowledge and understanding through written essays, homework pieces and mock examinations. Personalised Learning Checklists will also be provided for students to recognise their strengths and areas for improvement.

AS Level (40% of the full A level qualification)	
Unit 1: An Introduction to the Study of Religion 1 hour 15 mins written examination (15%)	Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion 1 hour 45 mins written examination (25%)

A Level (60% of the full A level qualification)		
Unit 3: A Study of Religion 1 hour 30 mins written examination (20%)	Unit 4: Religion and Ethics 1 hour 30 mins written examination (20%)	Unit 5: Philosophy of Religion 1 hour 30 mins written examination (20%)

For a full breakdown of each unit, please pick up an information leaflet from the department and speak with your PRE teacher.

cont. overleaf..

**PROGRESSION ROUTES**

Philosophy, Religion and Ethics is a rigorous and demanding academic discipline. It encourages critical thinking, analysis and philosophical thought; all of which are desirable traits that are sought after by university admissions teams.

The Russell Group of top universities has made it clear that an A level in P.R.E provides 'suitable preparation for University generally'. Both Oxford and Cambridge University include Philosophy, Religion and Ethics in the top level list of 'generally suitable Arts A levels'. Such students were more likely to gain admission to study History at Oxford University than those with A levels in many 'facilitating' subjects.

If you would like any more information, or to discuss the A Level course further please contact: Alice Parry ([a.parry@llanishen.cardiff.sch.uk](mailto:a.parry@llanishen.cardiff.sch.uk)).

**CAREER OPPORTUNITIES**

Many professions and educational institutions highly value the skills developed through the study of the subject. According to AGCAS - the Association of Graduate Careers Advisory Service. Subject graduates go into a wide range of careers including some of the following: **Education sector, Financial Services sector, Legal sector, Politics, Publishing sector, Social Care sector, Voluntary sector, Community Work, Social Work, Law, Medicine and Journalism**





<b>LEVEL AND TYPE OF QUALIFICATION</b>	<b>EXAM BOARD:</b>
AS LEVEL	WJEC

<p><b>BRIEF DESCRIPTION</b></p> <ul style="list-style-type: none"> <li>• The AS course is based solely on coursework only: <b><u>there is no examination.</u></b></li> <li>• Several outcomes based on various themed photoshoots.</li> <li>• Some emphasis will be placed on drawing.</li> <li>• Not necessarily realistic observational drawing, but drawing as a means of recording, designing, experimenting and conceiving ideas.</li> <li>• Primary sources should still be used throughout.</li> <li>• Students are expected to show an experimental approach to their studies, demonstrating independence, expertise and creativity.</li> <li>• An understanding of photographers' work should be demonstrated through written analysis.</li> <li>• Students are able to develop personal themes and express their own ideas through their work.</li> <li>• Students will maintain at least one workbook throughout the year.</li> <li>• The AS/A Level course is perfect preparation for an Art Foundation course, a degree or employment in the creative sector.</li> <li>• Those students who have completed the GCSE course will be familiar with the assessment objectives of the AS course.</li> </ul>
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<p><b>ENTRY REQUIREMENTS</b></p> <p>B grade in Art or Photography at GCSE.</p>
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<p><b>COURSE SUMMARY-UNITS</b></p> <p><b>AO1 - Research</b> - the study of relevant photographers, and the analysis of their work. This is more in-depth than at GCSE.</p> <p><b>AO2 - Development</b> - how students have incorporated the above in designs; the use of photographic media and experiments with techniques.</p> <p><b>AO3 - Investigation</b> - drawings/photographs/written notes which relate to the theme and which can be used as the starting point of ideas.</p> <p><b>AO4 - Personal Response</b> - How personal students' ideas are, how independently they have worked, and how all the above AO's have been "tied together" to form a coherent and focused project.</p>
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<p><b>PROGRESSION ROUTES</b></p> <p>Leading to Art Foundation Course, Degree and employment in Design, Advertising, TV, Film, Media, Digital Media, Animation, Fashion, Photography.</p>
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<b>CAREER OPPORTUNITIES</b>		
Art Auctioneer	Video Game Director	Photo Retoucher
Art Dealer	Visual Effects Artist	News Photographer
Art Historian	Web Designer	Photojournalist
Art Professor	Fashion Consultant	Portrait Photographer
Art Teacher	Fashion Merchandiser	Fashion Photographer
Art Therapist	Film & TV Special Effects/Make-up	Wedding Photographer
Museum Curator	Cinematographer	Wildlife Photographer
Graphic Designer	Film Director	
Layout Artist	Film Editor	
Logo Designer	Video Editor	
Multimedia Designer	Advertising Photographer	
Print Designer	Aerial Photographer	
Video Game Designer	Nature Photographer	

<b>LEVEL AND TYPE OF QUALIFICATION</b> AS and A LEVEL	<b>EXAM BOARD:</b> WJEC
<b>DESCRIPTION</b> <p>The AS and A Level specification in Physical Education should equip students with both a depth and knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This will require them to:</p> <ul style="list-style-type: none"> <li>• Develop theoretical knowledge and understanding of factors that underpin physical activity and sport and use this knowledge to improve performance</li> <li>• Understand how physiological and psychological states affect performance</li> <li>• Understand the key socio-cultural factors that influence people's involvements in physical activity and sport</li> <li>• Understand the role of technology in physical activity and sport</li> <li>• Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics strategies and/or compositional ideas</li> <li>• Develop their ability and evaluate to improve performance</li> <li>• Understand the contribution which physical activity makes to health and fitness</li> <li>• Improve as effective and independent learners and as critical and reflective thinkers with curious and inquiring minds</li> </ul>	
<b>ENTRY REQUIREMENTS</b> <p>Candidates would normally be expected to have successfully completed a GCSE in Physical Education, Grade C or above, but this would not exclude candidates who had not done so.</p>	
<b>COURSE SUMMARY-UNITS</b> <b>AS (2 units)</b> <p><b>AS Unit 1: Exploring Physical Education.</b> Written examination: 1 <math>\frac{1}{2}</math> hours - 24% of qualification – 72 marks. To assess all AS subject content. Questions types: - contextualised questions to include multiple choice, data response, short and extended answers.</p> <p><b>AS Unit 2: Improving Personal Performance in Physical Education.</b> Non-exam assessment – 16% of qualification – 48 marks. To assess practical performance in <b>one</b> activity as a player/performer, practical performance as a coach, Personal Performance Profile.</p> <b>A2 (the above plus a further 2 units)</b> <p><b>A2 Unit 3: Evaluating Physical Education.</b> Written examination: 2 hours - 36% of qualification – 90 marks. To assess all A Level subject content. Question types: - A range of questions to include data response, short and extended answers.</p> <p><b>A2 Unit 4: Refining Personal Performance in Physical Education.</b> Non-exam assessment – 24% of qualification – 60 marks. To assess practical performance in <b>one</b> activity as a player/performer, coach or official, Investigative Research.</p>	
<b>CAREER OPPORTUNITIES</b> <p>The specifications provide an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport.</p> <p>Careers could include: Sports Psychology, Sport and Exercise Sciences, Sports Coaching, Leisure and Sports Management, Physiotherapy, Sports Therapies, Sports Development, Adventure Activity Management, Teaching, and Medicine.</p>	

**LEVEL AND TYPE OF QUALIFICATION:**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Science. While studying these units you will develop practical skills that include planning experiments, collecting data, analysing experimental results and making conclusions. You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings, and the ways in which society uses science to make decisions.

**ENTRY REQUIREMENTS**

Double Award Science: minimum BB (Higher Tier only) Maths B English Language B

Triple Science: minimum BBB (Higher Tier only) Maths B English Language B

**Please note - both Additional Science (Double award) and GCSE Physics (Triple award) prepare you perfectly well for A Level Physics.**

You should have **at least** a grade B in GCSE Mathematics as numerical and mathematical skills are important in Physics. You will need at least a B in English Language due to the need for effective communication skills.

**COURSE SUMMARY-UNITS**

Unit 1 – **Motion, Energy and Matter** - covering motion, forces, energy, power, flow of liquids, solids under stress. Using radiation to investigate stars and particles and nuclear structure.

Unit 2 – **Electricity and Light** - Conduction of Electricity, Resistance, D.C. Circuits, The Nature of Waves, Wave Properties, Refraction of Light, Photons, Lasers

Unit 3 **Oscillations and Nuclei** - Circular Motion, Vibrations, Kinetic Theory, Thermal Physics, Nuclear Decay, Nuclear Energy

Unit 4 – **Fields and Options** Capacitance, Electrostatic and Gravitational Fields of Force, Orbits and the Wider Universe, Magnetic Fields, Electromagnetic Induction. AC Circuits

Unit 5 - **Practical**

**PROGRESSION ROUTES**

Both employers and Universities love Physics! An A-Level in Physics demonstrates you have the ability to solve problems, think critically, apply logic to situations as well as showing grit and determination! Not all those who study Physics stay in the field of Science. Many people go on to work in areas such as Law, Computer Programming, Medicine or even Banking and say that the skills and knowledge gained through studying Physics have helped them in these careers. You could use Physics to support other qualifications or move on to further studies or employment. In fact, Physics is recognised as an entry qualification for a wide range of Higher Education courses and employment opportunities.

**NB Mathematics is a good A Level to go with Physics (though not essential).**

**CAREER OPPORTUNITIES**

Astronomy, Education, Engineering, Medicine, Meteorology and Climate Change, Nanotechnology, Renewable Energy, Scientific Research etc.

See <https://www.iop.org/careers-physics/your-future-with-physics> for more information

**OTHER**

Visit **The Institute of Physics website, (type IOP into Google) for further information on careers in Physics.**

**LEVEL AND TYPE OF QUALIFICATION:**

AS/A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

**Psychology is a science** and involves the study of the mind and behaviour. The discipline of psychology embraces all aspects of the human experience — from the functions of the brain to the environments in which humans and other animals develop.

This course has been designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing your transferable skills of analysis, evaluation and critical thinking.

At AS, the specification offers a broad range of topics, with research methods in context. At A2, there is a range of topic-based options, which bring together explanations from different approaches and engage you in issues and debates in contemporary psychology.

**ENTRY REQUIREMENTS**

GCSE grade B or above in:

- Maths Intermediate/Higher/Double/Triple Science 3

3 GCSE grades C or above including:

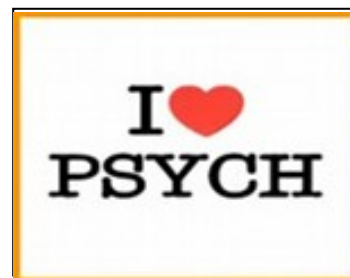
- English Language / English Literature
- A humanities subject e.g. History, Religious Education, Geography

**COURSE SUMMARY-UNITS**

Over the 2 years study of psychology you will look at;

1. Five psychological approaches and classic pieces of research.
2. Contemporary debates in Psychology
3. Principles of research (including the work of social and developmental psychologists).
4. Application of research methods to a novel scenario
5. The study of behaviours.
6. Controversies in psychology
7. Personal investigations

Application of research methods to novel scenarios

**PROGRESSION ROUTES**

A Level Psychology can lead to many different career options, including teaching, nursing, personnel/human resources, research science, not to mention the obvious careers in clinical, educational, occupational, health and counselling psychologists. Degree places are very competitive and require high grades at A2 and will often ask for particular grades in Maths, Science and English at GCSE Level.

**CAREER OPPORTUNITIES**

The following jobs have been undertaken by pupils who have gone on to study Psychology at degree level: - Clinical Psychologist, Counsellor, Educational Psychologists, Forensic Psychologist, Health Psychologist, Occupational Psychologist Psycho-therapist and Research Psychologist.

**OTHER**

For more details see Mrs Leon or Miss Bright in Room 49 or 50.

**LEVEL AND TYPE OF QUALIFICATION:**

AS/A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

Sociology is the study of societies and how they shape people's ideas, social behaviour and cultures and how, in turn, people interact together to shape their own society.

Sociology requires you to take a step back and think about wider perspectives and aspects that affect us all.

Sociology allows us to look at theories and bring them together so that we can form our own opinions and judgements.

**ENTRY REQUIREMENTS**

It would be helpful if you have studied a subject like History at GCSE, but this is not essential.

You must get a **'C' in English Language** and **four other 'C' grades** to study this subject.

**COURSE SUMMARY-UNITS****AS (2 units)**

Unit 1 hour 15mins Written Paper - Acquiring Culture – Socialisation and The Family

Unit 1½ hour Written paper - Understanding Culture – Research Methods and Education.

**A LEVEL (2 AS units plus a further 2 units)**

Unit 1½ hour Written Paper - Understanding Power and Control – Crime and Health

Unit 2 hours Written Paper – Understanding Social Divisions – Research Methods and Social Stratification.

**PROGRESSION ROUTES**

Sociology is accepted in a wide range of universities including Oxford and Cambridge. An A-Level will allow you to carry out courses in Social Policy, Social Work, Education, The Arts, Business Studies, Health care areas, Personnel Management, Leisure and Tourism, The Police Force, The Legal Professions and similar areas. Sociology combines well with most other subjects including Religious Education, Art, Business Studies, English, History, Psychology, Economics and the Sciences.

**CAREER OPPORTUNITIES**

There are a wide range of jobs available when you pursue a career in Sociology these include: Community Worker, Housing Manager, Information Scientist, Journalist, Lecturer, Personnel Manager, Prison Governor, Probation Officer, Social Worker and Welfare Officer, Lawyer, Police Officer, Data Analyst, Teacher and Criminologist.

**OTHER**

For more details see Mrs Leon or Mrs Jenkins in Room 49 or 50.

**LEVEL AND TYPE OF QUALIFICATION**

BTEC Level 3  
National Diploma in Sports Coaching and Development (2019 Specification)

**EXAM BOARD:****BRIEF DESCRIPTION**

The course is delivered in units and **assessed** on a **continual basis** by **coursework assignments** in various formats which replace the examinations at the end of Year 12 and 13. The course is equivalent to TWO A Levels and awarded UCAS tariff points as per other A level subjects.

**ENTRY REQUIREMENTS**

BTEC Level 2 Pass or GCSE PE Grade C

**COURSE SUMMARY**

The course consists of **seven** units, **six** of which are **mandatory**. It contributes to a combined total of **720 guided learning hours (GLH)** for the completed qualification over 2 year course. All units are internally assessed by a range of assessment opportunities (e.g. projects, research, practicals and case studies) and a Pass or above must be obtained in all mandatory units.

**Mandatory Units – all 6 units must be taken:**

- A** Careers in the Sport and Active Leisure Industry
- B** Health, Wellbeing and Sport
- C1** Developing Coaching Skills
- D1** Applied Coaching Skills
- E1** Sport Development
- E2** Self-employment in Sport and Physical

**Optional Units – 1 additional unit must be taken:**

- 3** Sports Psychology
- 4** Nutrition for Physical Performance
- 5** Anatomy and Physiology in Sport
- 6** Sporting Injuries
- 11** Rules, Regulations and Officiating in Sport
- 12** Practical Sports Application

**PROGRESSION ROUTES**

This qualification is intended for post-16 learners wanting to progress directly to employment in the coaching and development sector as a coach. When studied alongside another Level 3 qualification as part of the study programme, it supports progression to higher education programmes related to sport and coaching.

**CAREER OPPORTUNITIES**

Sports Coaching, Sports Development, Sport and PE, Physical Education Teaching, Sport Psychology, Sport & Exercise Science, Personal Training, Armed Forces and Public Services.

**LEVEL AND TYPE OF QUALIFICATION**

AS and A LEVEL

**EXAM BOARD:**

WJEC

**BRIEF DESCRIPTION**

There has never been a better time to learn Welsh. Today anyone living in Wales is at an advantage if they can speak the Welsh language. Many jobs demand it! Even within the predominantly English speaking areas of Wales the public sector is committed to offering a bilingual service.

**ENTRY REQUIREMENTS**

Pupils who have gained C at GCSE Full Course will have a basic understanding and a sound grasp of Welsh. Continuing with study at AS/A level will enhance their skills, enable them to make practical use of the language, and provide them with opportunities for further study or employment in Wales.

**COURSE SUMMARY-UNITS**

Unit 1 - Film and Oracy - 15% (60 marks)

Unit 2 - Written Coursework – 10% (60 marks)

Unit 3 - Use of Language and Poetry – 15% (120 marks)

Unit 4 - Drama and Oracy – 25% (75 marks)

Unit 5 – The use of Welsh in Society and Translanguaging– 15%

Unit 6 - Use of Language and Short Stories – 20% (100 marks)

**PROGRESSION ROUTES**

The AS and A Level course is a rigorous and demanding qualification. Some students will choose to go on to further or higher education, others will choose to go straight into the world of work.

**CAREER OPPORTUNITIES**

A person with two languages will have a wider choice of jobs available to them. Welsh speakers are increasingly needed in the retail sector, public relations, banking and accountancy, the health service, marketing and sales, law and teaching.

Being bilingual does not guarantee a meal ticket, but it gives a person an additional valuable skill when job seeking.

**OTHER**

Lessons are informal and conducted mainly through the medium of Welsh. As well as developing their oral and written skills, pupils are introduced to new elements such as creative writing, and a study of literature i.e. a series of Welsh poems reflecting different themes and styles, a play, a film, and a selection of short stories. They will also discuss popular culture as seen on Welsh television programmes, films and magazines etc.

There are opportunities for students to help with the school Eisteddfod, visit the Urdd Camp at Llan-grannog and the Millenium Centre in Cardiff Bay. Students are also encouraged to assist in lower school lessons and to support pupils with additional learning needs.

The Welsh Government has a vision for one million welsh speakers by 2050. There is a growing demand for Welsh-Medium education and there are hopes to increase the number of people learning and able to use the language with their families, in their communities and in the workplace.

Ymunwch â ni! Join us!

Dewch i ddysgu Cymraeg!

# Personal Development & Wellbeing





## INTRODUCTION

A good Sixth Form education must be more than teaching, learning and personal academic success. We pride ourselves on a strong pastoral system that supports students both academically and socially in the transition from GCSE to A Level. We strive to support students in becoming more independent learners and advise them on how to manage their time effectively to strike a good balance between all their commitments.

## THE TUTOR SYSTEM

Regular attendance and punctuality at assemblies and registration/learning tutor interviews are just as important in the Sixth Form as in the lower years of the school. Important information and opportunities are provided by the Head of Sixth Form, Assistant Year Team Leader and Learning Tutors at this time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 12	Pastoral Support	Pastoral Support	Advanced Skills Baccalaureate Wales Lesson	Advanced Skills Baccalaureate Wales Lesson	Assembly
Year 13	Pastoral Support	Pastoral Support	Advanced Skills Baccalaureate Wales Lesson	Advanced Skills Baccalaureate Wales Lesson	Assembly

### Learning Tutors

Your Learning Tutor is one of the most important members of staff during your time in the Sixth Form. He/she helps you to cope with the demands of Sixth Form life. During these sessions you will discuss your progress and targets set for chosen subjects and ASBW. In Year 13 your tutors will complete your university or employment reference, therefore, it is essential to establish a positive rapport with your tutor so they can include all your individual accomplishments to strengthen your application. Tutors will deliver our assertive mentoring programme to monitor progress against Alps targets or FFT and provide support throughout your studies.

### Sixth Form Team

The Sixth Form Team are based in offices in the Sixth Form Private Study Area (PSA) and operate an open door policy to support students with any academic or emotional concerns they may have. In addition, the school counsellor and our Well-Being Centre provide excellent support for students who require further support or guidance. Careers Wales are also available to support students' future pathways into employment and apprenticeship schemes.

## SIXTH FORM FACILITIES

The Sixth Form PSA provides an excellent base for students to complete their academic studies. There are ample PCs and laptops, access to Wi-Fi, an area for assemblies and presentations from outside speakers and a base for the Sixth Form Student Officer, Mrs Jones.

The Sixth Form Common Room provides a wonderful space for relaxation and recreational activities. In addition, the students have their own newly refurbished café, which is open all day for healthy snacks, meals and refreshments.

**FREE CHOICE ONLINE:** *Opens Monday 11th November, Closes Friday 29th November 2025.*

**PERSONAL INTERVIEW:** *January/February 2025*

*Every applicant is interviewed by the Senior Leadership Team – to discuss their option choices and receive guidance on their future pathway.*

**OPTION BLOCKS FINALISED AND FINAL CHOICES SUBMITTED:**

*March/April 2025.*

**OFFER LETTERS:** *April/May 2025*

*Sent to students outlining final subject choices and subject requirements.*

**RESULTS DAY:** *Thursday 21st August 2025.*

**ACCEPTANCE OF OFFER:**

*Make informed subject choices after collection of your GCSE results. Follow the on-line process outlined in your offer letter which will be sent home via email in April/May.*

If we cannot accommodate you onto our A Level courses, then Careers Wales will be in school on results day to interview you and support you through the college application process.



Ysgol Uwchradd  
**Llanishen**  
High School



*To be an outstanding school, developing outstanding individuals*

Heol Hir  
Llanishen  
Cardiff CF14 5YL

**Tel** 029 20680800  
**Email** [office@llanishen.cardiff.sch.uk](mailto:office@llanishen.cardiff.sch.uk)  
**Website** [www.llanishenhighschool.co.uk](http://www.llanishenhighschool.co.uk)

