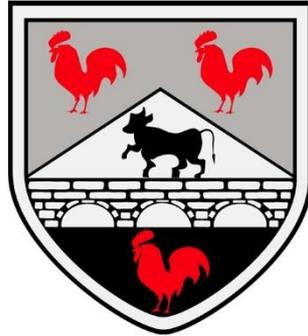
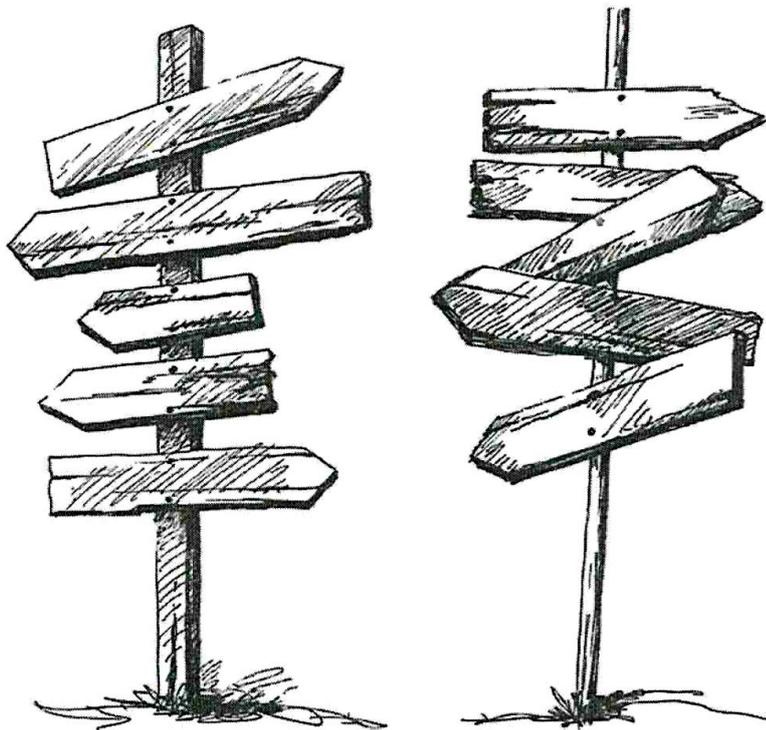
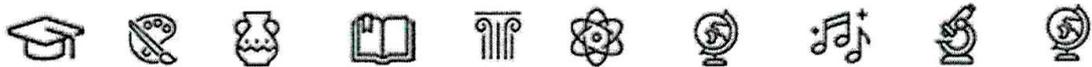


# Cowbridge Comprehensive School



## Key Stage 5 Option Choices



**September 2021**

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Dear Student

The Sixth Form at Cowbridge Comprehensive provides a stimulating, vibrant and friendly setting in which students can continue their academic education beyond GCSE examinations. The school offers a real breadth of choice of academic provision, complimented by a truly enviable range of extracurricular opportunities and facilities.

We offer a combination of excellent teaching, academic challenge, sound advice and first class pastoral care to ensure that students have every opportunity to develop their potential to the full. As a school we have an exceptional record of helping pupils achieve higher grades than GCSE predictions would suggest. Each year we warmly welcome a number of students from other schools into Year 12.

In the Sixth Form, students will undoubtedly benefit from the expertise of highly qualified academic staff, while the supportive pastoral system offers excellent care and guidance as young people make the transition to adulthood and further lifelong learning. The Sixth Form is very much a staging post between the directed learning of the GCSE years and the independent learning that will be undertaken at university and in the world of work. Within a context where appropriate direction is available, students in the Sixth Form are expected to develop the attitudes and skills which enable them to learn on their own and conduct relevant independent research.

It is absolutely essential that students in the Sixth Form enjoy their academic work for its own sake; Sixth Form study provides a passport to university and work. However, that passport will carry far greater weight if it is imprinted with a genuine desire to learn.

Academic work will be the priority in the Sixth Form. However, we also recognise that the world demands much more than a set of good A Level results. The Sixth Form years allow the development and broadening of many other abilities besides the academic. The ability to work in a team; the ability to communicate in a variety of circumstances; the ability to network; the ability to lead others; the ability to have fun and enjoy life appropriately; the ability to accept responsibility and use it effectively. All these are encouraged by our wide programme of extra-curricular and enrichment activities.

In today's rapidly changing world, creativity, flexibility, adaptability and resilience are essential characteristics of successful individuals. We constantly endeavour to develop and foster these values and qualities through a wide range of academic and enrichment activities. Our key aim is to develop self-confident young men and women who will find fulfilment and happiness in their future lives.

Best wishes

Mrs. D. Thomas  
Headteacher

## Admission Requirements

### Cowbridge Comprehensive School

Cowbridge Comprehensive School prides itself on having a thriving, growing and successful Sixth Form admitting approximately 350 students across Years 12 and 13. Our intake of students includes our existing Year 11 students and any other student within and outside of the local community. We aim to enhance every student's further education experience to provide greater opportunity to progress to higher education or personal career choices.

Cowbridge Comprehensive School acts in accordance with the Welsh Government's School Admission Code 005/2013 (dated July 2013). The Code recognises that **school sixth forms may select pupils based on ability and aptitude**. This means that the School is able to refuse entry even if the year group is not full. Selection cannot be made on students' previous attendance, behaviour record or perception of attitude or motivation. Selection interviews will not be used, although meetings to provide advice on options will be held.

The arrangements for admission to the Sixth Form are applied equally to both young people who are currently attending the same school but seeking entry to the Sixth Form and those who are applying to be admitted to the School for the first time.

Our intention in setting admission requirements is twofold;

- **Firstly, it is to ensure that as many as possible of our students with a good chance of succeeding at the Level 3 courses are encouraged to do so.**
- **Secondly, it is to ensure that students for whom AS/A Levels and BTECs are likely to be inappropriate do not start on programmes that would almost certainly lead to failure and a wasted year.**

Although C grades at GCSE are shown as a minimum entry requirement for many subjects, there are some in which all the evidence points to the need for a B grade starting point in order to give a reasonable chance of success.

GCSE English and GCSE Mathematics at C grade or above are required to enter Sixth Form.

Some departments allow students to study at AS Level without having taken the subject at GCSE, however, other GCSEs would then be a requirement; e.g. Sociology and Psychology both require GCSE English at a minimum of B grade. Other departments require more GCSEs than just their subject; e.g. History requires GCSEs in both History and English at a minimum of B grade.

**More information can be found within this prospectus for each specific department**

## Admissions

To join Cowbridge Comprehensive School from other schools/colleges, you must contact Miss Davies, Senior Leader of Achievement, who is responsible for coordination of Sixth Form admissions.

## Entry Requirements

Entry into the Sixth Form is via two routes:

**Route A** - students wishing to follow a mainly traditional structure, for example four AS Levels, will be expected to have at least five GCSE (or equivalent) grades at C or above. Please see individual subject criteria as some subjects require a minimum of a B grade.

**Route B** - students wishing to follow BTEC Performing Arts and one AS Level plus the Advanced Welsh Baccalaureate Qualification will be expected to have four GCSE (or equivalent) grades at C or above. Please see individual subject criteria as some subjects require a minimum of a B grade.

- Pass at Level 2 BTEC or other vocational courses is recognised as equivalent to C grade at GCSE.
- BTEC qualifications (or similar) will only count as a maximum of two GCSE qualifications as part of the stipulated passes.
- BTEC Workskills or a similar qualification **will not** be accepted as one of the stipulated passes.
- Intermediate Welsh Baccalaureate Qualification and Skills Challenge **will not** be accepted as one of the stipulated passes.
- A short course is half a GCSE.

All students must follow four courses in Year 12 e.g.

- 4 AS Levels
- 3 AS Levels & Advanced Welsh Baccalaureate Qualification
- BTEC Performing Arts & 2 AS Levels

The following pages outline the variety of subjects offered at Key Stage 5. These subjects will only be provided if class sizes are educationally and economically large enough.

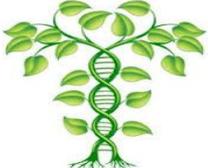
After Year 12, if class numbers fall below acceptable levels, there is no guarantee that students will be able to continue the course into Year 13. However, we will endeavour to meet students' needs as much as possible.

To continue study in Year 13, students must have achieved at least an E grade at AS Level in each of their subjects. A minimum of three A2 Level/2 A2 Level & Welsh Baccalaureate Qualification subjects must be studied in Year 13.

# Option Choices

	<h2 style="text-align: center;">Art &amp; Design (Art, Craft &amp; Design)</h2>
<p><b>Qualification and Examination Board</b></p>	<p>AS Level Art &amp; Design - Art, Craft &amp; Design  A2 Level Art &amp; Design - Art, Craft &amp; Design  WJEC</p>
<p><b>Subject knowledge and skills covered</b></p>	<p>The AS/A2 in Art, Craft and Design has been designed to encourage an adventurous and enquiring approach to the subject. All students are encouraged to explore and experiment with different media and processes including mixed media, painting, photography, 3D design and print making. Skills developed include:</p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Research skills</li> <li>• Practical skills</li> <li>• Critical thinking</li> <li>• Collaboration</li> <li>• Design skills</li> <li>• Problem solving</li> <li>• Perseverance</li> <li>• Presentation skills</li> <li>• Communication</li> <li>• Self-direction</li> </ul>
<p><b>Assessment format</b></p>	<p><b>Assessment Format</b>  AS Level - Unit 1: Personal Creative Enquiry (40% of the qualification)</p> <p>An extended, exploratory project/portfolio and outcome/s based on themes and subject matter which are personal and meaningful to the student. The Art department will in the first instance deliver a structured foundation course that will present opportunities to build the skills, knowledge and understanding necessary to develop the individual 'Personal Creative Enquiry' over the remaining time. Practical enquiry will be linked with, and informed by, critical and contextual study of artists' work.</p> <p>A2 Level - This is an additional year's study and is made up of two units:  Unit 2: Personal investigation (36% of the qualification)</p> <p>Consists of two integrated constituent parts:</p> <ol style="list-style-type: none"> <li>1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on the themes and subject matter that have personal significance, determined by the student and teacher.</li> </ol>

	<p>2. An extended written element of 1000 words minimum, which may contain images and text and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.</p> <p>Unit 3: Externally Set Assignment (24% of the qualification)</p> <p>This unit represents the culmination of students' Advanced Level study and provides a substantial challenge. Students are required to independently develop a personal response to one of a varied range of stimuli set by WJEC within specified time constraints - a set preparatory time and a 15 hour examination.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p><b>Essential:</b> Minimum of <b>grade C</b> in GCSE Art &amp; Design.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p><b>Possible degree options include</b> - Architecture • Art conservation • Art history • Art therapy • Fashion design • Film/video production • Fine art • Graphic design • Illustration • Interior design • Jewellery design • Photography • Product design • Textile design • Theatre design • Three dimensional design • Web design</p> <p><b>Possible career options</b> - Studying an art, craft and design related degree at university can give you all sorts of exciting career options, including - Animator • Architect • Art therapist • Art restoration • Cartoonist • Computer game designer • Community arts worker • Exhibition designer • Fashion designer • Film/video maker • Fine artist • Furniture designer • Graphic designer • Illustrator • Interior designer • Jeweller • Museum/gallery conservator • Medical illustrator • Printmaker • Product designer • Teacher • Theatre designer</p>
<p><b>What else do I need to know?</b></p>	<p>The Art teaching team at Cowbridge are all skilled artists in their own right covering a range of disciplines including painting, printmaking, illustration, graphic design, art therapy and photography, contributing to incredibly broad knowledge and skill base for all students.</p> <p>Your Art teachers mark your work, then a sample is moderated by the exam board, meaning you have constant feedback on your progress and no surprises at exam times.</p>

	<h1>Biology</h1>
<b>Qualification and Examination Board</b>	AS Level Biology A2 Level Biology WJEC
<b>Subject knowledge and skills covered</b>	<p>Biology is an enjoyable but academically demanding subject at AS and A Level.</p> <p>The skills required to be successful are varied and include:</p> <ul style="list-style-type: none"> <li>• Excellent numerical skills.</li> <li>• Problem solving.</li> <li>• The ability to write at length describing and explaining biological concepts.</li> <li>• Good practical skills such as planning and carrying out experiments, analysing results, and working with microscopes.</li> <li>• Effective organisational skills.</li> </ul> <p>The Biology syllabus includes the following topics;</p> <p>Year 12:</p> <ul style="list-style-type: none"> <li>• Basic biochemistry</li> <li>• Cell structure and organisation</li> <li>• Enzymes</li> <li>• DNA</li> <li>• Biodiversity</li> <li>• Evolution</li> <li>• Gas exchange</li> <li>• Transport systems</li> </ul> <p>Year 13:</p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Microbiology</li> <li>• Populations</li> <li>• Human effects on the environment</li> <li>• The kidney</li> <li>• The nervous system</li> <li>• Variation</li> <li>• Inheritance</li> </ul>

<p><b>Assessment format</b></p>	<p><b><u>AS Level</u></b></p> <p><b>Unit 1</b> Basic Biochemistry and Cell Organisation Written examination: 1 hour 30 minutes. 20% of A2 qualification, 50% of AS. A range of short and longer structured questions, some in a practical context and one essay.</p> <p><b>Unit 2</b> Biodiversity and Physiology of Body Systems Written examination: 1 hour 30 minutes, 20% of A2 qualification, 50% of AS. A range of short and longer structured questions, some in a practical context and one essay.</p> <p><b><u>A2 Level</u></b></p> <p><b>Unit 3</b> Energy, Homeostasis and the Environment Written examination: 2 hours, 25% of qualification A range of short and longer structured questions and one extended response.</p> <p><b>Unit 4</b> Variation, Inheritance and Options Written examination: 2 hours, 25% of qualification Section A: 70 marks - A range of short and longer structured questions and one extended response. Section B: 20 marks - Choice of one option out of three: Immunology and Disease, Human Musculoskeletal Anatomy or Neurobiology and Behaviour</p> <p><b>Unit 5</b> Practical examination, 10% of qualification This unit comprises two tasks:</p> <ul style="list-style-type: none"> <li>• Experimental Task (20 marks)</li> <li>• Practical Analysis Task (30 marks)</li> </ul>
<p><b>What qualifications do I need to start the course?</b></p>	<p>The complexity of the Biology used at A Level is a significant step up from that studied at GCSE. Experience has shown us that if students have a grade A* or grade A at GCSE, they tend to encounter fewer problems in the transition from GCSE to A Level, and many can expect considerable success.</p> <p>For this reason it is <b>essential</b> to have at least a <b>B grade in GCSE Biology or a BB grade for GCSE Science (Double Award)</b>. It is also desirable to have at least a <b>B grade in GCSE Mathematics and GCSE English</b></p>
<p><b>How can I use this course after Year 13?</b></p>	<p>The A Level Biology course provides a suitable foundation for the study of Biology or related courses such as Genetics, Microbiology or Environmental Science in further or higher education. It can also lead on to vocational subjects such as Medicine, Dentistry, Physiotherapy, and Veterinary Science.</p>
<p><b>What else do I need to know?</b></p>	<p>Both AS and A Level examinations require students to have an understanding of “How Science Works”. This involves applying scientific knowledge and processes to unfamiliar situations and assessing the validity, reliability and credibility of scientific information. Students should also be able to demonstrate and describe ethical, safe and skilful practical techniques as well as recording valid observations and measurements with precision and accuracy.</p>

	<h1>Business</h1>
<b>Qualification and Examination Board</b>	AS Level Business A2 Level Business WJEC
<b>Subject knowledge and skills covered</b>	<p><b>A Level Business</b> covers all aspects of the Business Environment and the successful setting up and management of an organisation. Topics covered include Marketing, Financial Accounting, through to Production and Human Resources. Throughout each topic, students will engage with relevant, up to date contexts to apply their learning directly to the ‘real life’ and ever changing business environment.</p> <p>In AS, students will learn how small to medium sized enterprises (SMEs) are set up and the importance of SMEs to the economy and the opportunities that exist for entrepreneurs. Students will investigate different types and sizes of organisations in various business sectors and environments, such as private and public sector. Students will draw on local, national and global contexts to help develop a holistic understanding of business and enterprise and an awareness of the opportunities and threats of operating in today’s global marketplace.</p> <p>In A2, students will be expected to be familiar with current issues in the economy and politics to assist them in investigating, analysing and evaluating business problems in a wide range of contexts and recommending strategies to help them adapt to succeed.</p> <p>Across the A Level, students will apply a number of qualitative and quantitative analytical techniques, including financial analysis, decision-making models, investment appraisal tools, and ratio analysis, to evaluate business performance. Confidence in numeracy is essential to success in the course, alongside strength in essay writing and evaluating.</p>
<b>Assessment format</b>	<p>The course is assessed purely through examinations. There are four examinations in total as outlined below:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Business Opportunities (AS Level)</b> <ul style="list-style-type: none"> <li>○ 1 hour examination - short answer and structured questions</li> <li>○ Contributes to 15% of the total A Level</li> </ul> </li> <li>• <b>Unit 2: Business Functions (AS Level)</b> <ul style="list-style-type: none"> <li>○ 2 hour examination - data response questions</li> <li>○ Contributes to 25% of the total A Level</li> </ul> </li> <li>• <b>Unit 3: Business Analysis and Strategy (A2 Level)</b> <ul style="list-style-type: none"> <li>○ 2 hour examination - data response plus structured questions</li> <li>○ Contributes to 30% of the total A Level</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Unit 4: Business in a Changing World (A2 Level)</b> <ul style="list-style-type: none"> <li>○ 2 hour examination - case study plus one essay from a choice of three</li> <li>○ Contributes to 30% of the total A Level</li> </ul> </li> </ul>
<p><b>What qualifications do I need to start the course?</b></p>	<p>It is <u>NOT</u> necessary for students choosing A Level Business to have studied GCSE Business. If, however, a student has studied GCSE Business the <b>essential</b> entry level is at least a <b>grade C</b>.</p> <p>As A Level Business requires complex manipulation of data and numbers, as well as well-developed analytical and evaluative essays, it is also <b>essential</b> that students have <b>at least:</b></p> <ul style="list-style-type: none"> <li>• a <b>grade C in GCSE Mathematics (B grade desirable)</b></li> <li>• a <b>grade C in GCSE English (B grade desirable)</b></li> </ul>
<p><b>How can I use this course after Year 13?</b></p>	<p><b>A Level Business</b> looks attractive to employers as it shows students have background information into how an organisation works based on management theory and complex decision making tools. Whether students want to pursue careers in Law, Politics, Engineering, or Banking - all occupations need to understand the fundamentals of our economy and how organisations are integral to today's society.</p> <p>Popular Business related University choices include: <i>International Management, Marketing, Finance, Economics, Accounting, Banking, Retail Management, Project Management, Manufacturing, and Local Government, Business Law</i></p> <p>The skills developed in data analysis, evaluation and contextualising examples will be directly transferable to many other subjects.</p>
<p><b>What else do I need to know?</b></p>	<p>Part of the content is based on numerical analysis, and students must therefore feel comfortable and confident with numbers to be able to succeed in A Level Business.</p> <p>Students must feel confident using source material to retrieve data and evidence to support arguments, analyse the numbers by expressing themselves in extended prose, and essay examinations.</p>

	<h1>Chemistry</h1>
<b>Qualification and Examination Board</b>	AS Level Chemistry A2 Level Chemistry WJEC
<b>Subject knowledge and skills covered</b>	<p><i>The course seeks to:</i></p> <ul style="list-style-type: none"> <li>• develop interest, and enthusiasm for Chemistry, including developing an interest in further study and careers in Chemistry;</li> <li>• enable students to appreciate how society makes decisions about scientific issues and how Chemistry contributes to the success of the economy and society;</li> <li>• develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of Analytical Chemistry;</li> <li>• develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other and to other branches of science.</li> </ul> <p>During the two years of study students will get the opportunity to develop and extend their knowledge and understanding of Chemistry topics first introduced at GCSE, along with additional topics including spectroscopy, enthalpy and entropy. Practical skills will be taught throughout the course to complement theory and prepare students for a practical examination.</p> <p><b><u>AS Level</u></b></p> <p>Unit 1: The ideas on the atom formulae and equations, calculations, bonding and structure, the Periodic Table and Acids and bases.</p> <p>Unit 2: Enthalpy, rates of reaction, basic organic Chemistry including alkanes, alkenes, halogenoalkanes and alcohols. Instrumental analysis.</p> <p><b><u>A2 Level</u></b></p> <p>Unit 3: Kinetics, enthalpy and equilibrium. Chemistry of the p and d blocks. Acid-base equilibria.</p> <p>Unit 4: Advanced organic Chemistry building on AS, including aromaticity, amines, amino acids, organic synthesis and analysis.</p>
<b>Assessment format</b>	<p><b><u>AS</u></b> - Assessed in two modular examinations - 90 minutes each.</p> <p>Unit 1 - The Language of Chemistry, Structure of Matter and Simple Reactions  Unit 2 - Energy, Rate and Chemistry of Carbon Compounds</p> <p>(Equates to 40% towards of the A2 qualification)</p>

	<p><b>A2</b> - Assessed in three written modular examinations - 105 minutes each and a practical examination.</p> <p>Unit 3 - Physical and Inorganic Chemistry (25% of the A Level qualification)  Unit 4 - Organic Chemistry and Analysis (25% of the A Level qualification)  Unit 5 - Practical Examination (10% of the A Level qualification)</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>The complexity of the Chemistry used at A Level is a significant step up from that studied at GCSE. Experience has shown us that if students have a grade A* or grade A at GCSE, they tend to encounter fewer problems in the transition from GCSE to A Level, and many can expect considerable success.</p> <p>For this reason it is <b>essential</b> to have at least a <b>B grade in GCSE Chemistry or a BB grade for GCSE Science (Double Award)</b>. It is also desirable to have at least a <b>B grade in GCSE Mathematics</b>.</p>
<p><b>How can I use this course after Year 13?</b></p>	<div data-bbox="438 801 877 1097" data-label="Diagram"> </div> <p>Because of its bridging position Chemistry is one of the more versatile subjects for university entrance.</p> <p>Chemistry A2 is essential for the study of Chemistry, Biochemistry, Pharmacy, Chemical Engineering, Medical Sciences and other related degree subjects. It is also a valuable support for many other subjects such as Physics, Biology, Engineering and Geology.</p> <p>Chemistry is also a well respected qualification in other areas. For instance accountancy firms often seek graduates with Chemistry degrees, since the logical, analytical discipline of Chemical Science is very helpful in this profession.</p> <p>Chemistry graduates may pursue careers in industry. They may work in the manufacture of plastics, pharmaceuticals, detergents, fertilisers or in the oil or metals industries. Analytical Chemists may be employed in testing water quality or in forensic laboratories. Environmental Chemists look for ways to improve our environment and limit the damage we may be causing.</p>
<p><b>What else do I need to know?</b></p>	<p>Chemistry is a difficult subject that students will initially find hard as there is a significant jump in the degree of difficulty from GCSE to AS Level and a further jump from AS to A2. With the greater degree of freedom that sixth form provides students are expected to be proactive, not only to put work in during scheduled lessons, but also during free time and after school.</p> <p>If you have any further questions please come and talk to any member of the Chemistry Department.</p>

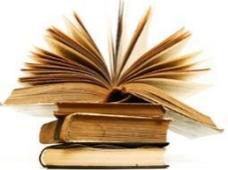
	<h1>Computer Science</h1>																					
<b>Qualification and Examination Board</b>	AS Level Computer Science A2 Level Computer Science WJEC																					
<b>Subject knowledge and skills covered</b>	<p><b>AS Unit 1 - Fundamentals of Computer Science</b>  Computer architecture, communication, data representation, data structures, programs, algorithms, logic, programming methodologies and the impact of computer science on society.</p> <p><b>AS Unit 2 - Practical Programming to Solve Problems</b>  Practical application of knowledge and understanding using programming languages such as Visual Basic.NET, Python or Java.</p> <p><b>A2 Unit 3 - Programming and System Development</b>  Programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.</p> <p><b>A2 Unit 4 - Computer Architecture, Data, Communication</b>  Further computer architecture, communication data representation, organisation and structure of data, programs, algorithms and software applications.</p> <p><b>A2 Unit 5 - Programmed Solution to a Problem</b>  Investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by yourself which must be solved using original code (programming).</p>																					
<b>Assessment format</b>	<table border="0"> <tr> <td colspan="3"><b>AS</b></td> </tr> <tr> <td>Unit 1</td> <td>25% of A-Level</td> <td>2 Hour written examination</td> </tr> <tr> <td>Unit 2</td> <td>15% of A-Level</td> <td>2 Hour on-screen examination</td> </tr> <tr> <td colspan="3"><b>A2</b></td> </tr> <tr> <td>Unit 3</td> <td>20% of A-Level</td> <td>2 Hour written examination</td> </tr> <tr> <td>Unit 4</td> <td>20% of A-Level</td> <td>2 Hour written examination</td> </tr> <tr> <td>Unit 5</td> <td>20% of A-Level</td> <td>Internally assessed practical project</td> </tr> </table>	<b>AS</b>			Unit 1	25% of A-Level	2 Hour written examination	Unit 2	15% of A-Level	2 Hour on-screen examination	<b>A2</b>			Unit 3	20% of A-Level	2 Hour written examination	Unit 4	20% of A-Level	2 Hour written examination	Unit 5	20% of A-Level	Internally assessed practical project
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<b>What qualifications do I need to start the course?</b>	<p>It is <u>not</u> necessary for students choosing A Level Computer Science to have studied GCSE Computing. If however, a student has studied GCSE Computing the <b>essential</b> entry level is a <b>grade C</b>. Students without such a qualification will be assessed on suitability by members of the ICT department. It is also <b>essential</b> that students have at least a <b>C grade</b> in <b>GCSE Mathematics</b>.</p> <p>Previous experience in computing, such as a grade C or above in GCSE Computer Science will mean that the A Level course will be far more accessible and so is desirable.</p>																					
<b>How can I use this course after Year 13?</b>	<p>This course obviously feeds into higher qualifications such as Degree Level courses in Computer Science, Computer Games Technology and Business Computing. Knowledge of computing principles has also been of great benefit in a wide variety of disciplines. For instance, the sequencing of the human genome in 2001 would not have been possible without computer scientists writing new programs to piece the short fragments of DNA fragments together in the correct order.</p>																					

	<h1>Economics</h1>
<b>Qualification and Examination Board</b>	AS Level Economics A2 Level Economics WJEC
<b>Subject knowledge and skills covered</b>	<p>Economics is the science of choice! A logical and analytical subject that considers the rationale and reasoning behind Government decisions and the impact they may have on consumers, businesses, and societies. In the current pandemic, never has there been a more fitting time to study and understand the context of the economic environment and the policies Rishi Sunak and the Bank of England are setting out.</p> <p>In AS, Students learn the fundamentals of economic theory which affect individuals' decisions on a micro level e.g. <i>if the price of iPhones fall, will the number of people buying them increase substantially or only a little? Why?</i></p> <p>Students will also learn about the bigger policies and decisions made by Government on a macro level and how they affect society and economies as a whole e.g. <i>What is the impact of lowering taxes? Where does the Government borrow money from? Why reduce the interest rates to 0.1%? Why are there waiting lists in the NHS? Why should we in the UK care about Italy's debt?</i></p> <p>A Level Economics provides a combination of both <b>Microeconomic</b> (effects of individual decisions) and <b>Macroeconomic</b> (wider society, large scale factors) content. Students will develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and institutions that affect everyday life, drawing on local, national and global contexts.</p> <p>The specification enables learners to develop an in-depth understanding of the role markets play, for example Monopoly markets, and the way in which governments seek to manage them. Students will need to be aware of contemporary developments in macroeconomic policy using sources, such as the Government budget.</p>
<b>Assessment format</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1: Introduction to Economic Principles (AS Level)</b> <ul style="list-style-type: none"> <li>○ 1 hour examination - multiple choice and structured questions</li> <li>○ Contributes to 15% of the total A Level</li> </ul> </li> <li>• <b>Unit 2: Economics in Action (AS Level)</b> <ul style="list-style-type: none"> <li>○ 2 hour examination - compulsory data response questions</li> <li>○ Contributes to 25% of the total A Level</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Unit 3: Exploring Economic Behaviour (A2 Level)</b> <ul style="list-style-type: none"> <li>○ 2 hour examination - compulsory data response questions</li> <li>○ Contributes to 30% of the total A Level</li> </ul> </li> <li>• <b>Unit 4: Evaluating Economic Models and Policies (A2 Level)</b> <ul style="list-style-type: none"> <li>○ 2 hours and 30 minutes examination - three essays</li> <li>○ Contributes to 30% of the total A Level</li> </ul> </li> </ul>
<p><b>What qualifications do I need to start the course?</b></p>	<ul style="list-style-type: none"> <li>• <b>GCSE Economics:</b> It is not necessary for students choosing A Level Economics to have studied the subject at GCSE. If however, a student has studied GCSE Economics the <b>essential</b> entry level is a <b>grade C</b>, with a B grade desirable.</li> <li>• <b>Mathematics:</b> There is a high volume of numerical and graphical data in this subject so <b>at least a grade B in GCSE Mathematics.</b></li> <li>• <b>English:</b> Students are required to create complex analytical and evaluative arguments in their essays so <b>at least a B grade</b> is required in <b>GCSE English.</b></li> </ul>
<p><b>How can I use this course after Year 13?</b></p>	<p>The subject is highly regarded by universities and employers alike for the skill set it equips them with. Economists often work in likeminded logical career areas such as Government roles, Banking, Engineering, Law, Manufacturing, Civil Service, Investment, Business Management, as well as in government agencies, consulting and charitable organisations.</p> <p>In all these settings, employers value economists' logical approach to decision-making, their research and analytical skills, and their experience of viewing problems in their national and international context.</p> <p>At University, the subject is commonly studied as a reputable and challenging standalone subject, or is often studied alongside another in dual degree options, for example with Languages, Business Management, Law, Sociology, or Accountancy.</p>
<p><b>What else do I need to know?</b></p>	<p>Economics is an analytical subject, so the ability to think logically and clearly, and an interest in current political and global issues will get you far in this subject!</p> <p>Confidence in using source material to analyse and interpret data is essential, as well as an ability to draw and interpret diagrams.</p>

	<h1>English Language and Literature</h1>
<b>Qualification and Examination Board</b>	AS Level English Language and Literature A2 Level English Language and Literature WJEC
<b>Subject knowledge and skills covered</b>	<p>English Language and Literature is the study of the use of English in the world around us. The material studied includes, but is not limited to, prose, poetry, drama, film and spoken language. The course is designed to promote the integrated study of English language and English literature by enabling students to access a range of literary and non-literary texts. Students will have already gained some of the knowledge, understanding and skills needed to succeed on this course through their study of English at GCSE but they should be aware that much of the terminology used when analysing texts will be new. Therefore, students are required to work independently and collaboratively to ensure that new skills are consolidated. They will be required to read widely and independently in addition to the set reading undertaken in class. Students taking the qualification through to A2 Level will complete five units, four examinations and one piece of coursework.</p>
<b>Assessment format</b>	<p><b>Year 12</b>  <b>AS Unit 1</b> - Comparative Analysis and Creative Writing (20% of overall qualification).  Students will study a poetry anthology containing poems written before 1914 as well as learning about creative writing and spoken English. The unit is assessed by a <b>two hour examination</b> and <b><i>copies of the poetry anthology are not allowed</i></b> in the examination.  Section A of the examination requires candidates to compare one of these poems to a previously unseen text. Section B of the examination asks students to write creatively and analyse their own work.  <b>AS Unit 2</b> - Drama and Non-Literary Text Study (20% of the overall qualification).  Students will study one play and one non-literary (biographical) text. In the <b>two hour examination</b>, they will answer a question on each text. <b><i>Unannotated, clean copies of the text are permitted</i></b> in the examination.</p> <p><b>Year 13</b>  <b>A2 Unit 3</b> - Shakespeare (20% of the overall qualification).  Students will study one Shakespearean text from a prescribed list. In the <b>two hour examination</b>, they will have to answer two questions; the first will be based on an extract from the text while the second will be on the whole text. <b><i>Copies of the text are not allowed</i></b> in the examination.  <b>A2 Unit 4</b> - Unseen Texts and Prose Study (20% of overall qualification).  Students will study a range of texts, including spoken language texts, in order to analyse the different ways in which the English language is used to impact upon audience. They will also study a prose text from a prescribed list. This unit is assessed by a <b>two hour examination</b> and students are <b><i>allowed to have an unannotated, clean copy of the studied text</i></b> to refer to during the examination.</p>

	<p><b>A2 Unit 5</b> - Critical and Creative Genre Study (20% of overall qualification). This is the non-examination assessment or coursework element of the course. Students will study a text from a prescribed list and submit a 1500-2000 word analysis based on their reading of the text and related wider reading. The study is genre based so will require a good deal of independent reading. In addition to this, students will be required to produce a piece of original writing of approximately 1000-1500 words in the same genre as that studied for the critical prose piece.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>For students wishing to study English Language and Literature at A Level it is <b>essential</b> to have achieved <b>at least a B grade in both GCSE English Language and GCSE English Literature</b>. The course requires a lot of independent reading and critical study. In our experience, students who have achieved this grade or higher cope better with these demands.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Students who dedicate the effort and commitment required to succeed in this subject find the study of English Language and Literature highly enjoyable and rewarding. Because of the fact that the course allows learners to complete an integrated study of the linguistic and literary aspects of English, many students find that they develop broader analytical skills. Opportunities are provided for pupils to extend their life-long learning; good communication is key in whatever career pursued in life and the nature of this subject ensures that both oral and written communication skills are developed and enhanced. Additionally, students following this course are expected to engage creatively and critically with a wide range of texts and explore the ways texts can relate to each other, and the contexts in which they are produced and received. Candidates also have to undertake independent and sustained studies in order to succeed in this subject and these skills are particularly valuable for university. Many students who study English Language and Literature go on to careers in teaching, journalism and the media, law and politics.</p>
<p><b>What else do I need to know?</b></p>	<p>Because of the breadth of skills developed and enhanced through the study of English Language and Literature, this course is extremely useful to have, in conjunction with others, whatever your career path.</p>

	<h1>English Literature</h1>
<b>Qualification and Examination Board</b>	AS Level English Literature A2 Level English Literature WJEC
<b>Subject knowledge and skills covered</b>	<p>English Literature is the study of poetry, prose and drama. During the course, students will develop and extend their analytical skills through discussion of the texts and individual written responses. The GCSE English Literature course will have provided students with a ‘taste’ of what the AS and A2 Level courses have to offer but interpretation and analysis of texts at these levels will be much more detailed. Students will be encouraged to develop informed personal responses to the range of literature studied. They will be required to read widely and independently in addition to the set reading undertaken in class. Students taking the qualification through to A2 Level will complete five units, four examinations and one piece of coursework.</p>
<b>Assessment format</b>	<p><b>Year 12</b>  <b>AS Unit 1</b> - Prose and Drama (20% of overall qualification).  A novel written before 1900 will be studied in addition to a drama text from a prescribed list. This unit is assessed by a <b>two hour examination</b> and <b>copies of the texts are not allowed</b> in the examination.  <b>AS Unit 2</b> - Poetry Post-1900 (20% of overall qualification). Students will study a selection of poetry by two poets writing after 1900. In the <b>two hour examination</b>, students will answer two questions; the first question requires close reading and analysis of one poem while the second question requires students to compare and contrast poems from the two poetry texts that they will have studied. <b>Unannotated, clean copies of the text are permitted</b> in the examination.</p> <p><b>Year 13</b>  <b>A2 Unit 3</b> - Poetry Pre-1900 and Unseen Poetry (20% of overall qualification).  This unit requires students to demonstrate their skills of close analysis and wider understanding by answering one question of two parts in a <b>two hour examination</b>. The first part of the question will focus on an extract from the studied poetry text while the second part allows pupils to show wider knowledge and interpretation of the text as a whole. <b>Unannotated, clean copies of the text are permitted</b> in the examination.</p> <p><b>A2 Unit 4</b> - Shakespeare (20% of overall qualification).  Students will study one Shakespearean text from a set list. In the <b>two hour examination</b>, they will be required to answer two questions on the chosen play. The first will be based on a printed extract and therefore assesses knowledge, understanding and close analysis. Section B requires candidates to answer one essay question from a choice of two and assesses students’ wider knowledge and understanding of the play as a whole. <b>Copies of the text are not allowed</b> in the examination.</p>

	<p><b>A2 Unit 5 - Prose Study (20% of overall qualification)</b>  This is the non-examination assessment or coursework element of the course. Students will study two prose texts from different periods (one published pre-2000 and the second published post 2000) on which they will then produce one 2500-3500 word assignment.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>For students wishing to study English Literature at AS and A2 Level it is <b>essential</b> to have achieved <b>at least a B grade in GCSE English Literature</b>. The course requires a lot of independent reading and critical study. In our experience, students who have achieved this grade or higher cope better with these demands. It is desirable, but not essential, to also have GCSE English Language at grade B or above.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>The study of English Literature at A Level is extremely rewarding and opens up many doors for students who dedicate the effort required to succeed in this subject. Opportunities are provided for pupils to extend their life-long learning; good communication is key in whatever career pursued in life and the nature of this subject ensures that both oral and written communication skills are developed and enhanced. Therefore, English is a subject that would benefit students in a great number of university courses.</p> <p>In the publication <i>Informed Choices</i>, produced by the Russell group of leading UK universities, English Literature is described as a “facilitating subject”. Many students who study English Literature go on to careers in teaching, journalism and the media, law and politics.</p>
<p><b>What else do I need to know?</b></p>	<p>The English Literature course allows you to develop an abundance of skills including, but not limited to, literacy, digital literacy, critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness. As a result, it is an extremely useful subject to have, in conjunction with others, whatever your career choices.</p>

	<h2 style="text-align: center;">Ethics &amp; Philosophy</h2>
<b>Qualification and Examination Board</b>	AS Level Religious Studies A2 Level Religious Studies WJEC
<b>Subject knowledge and skills covered</b>	<p><b>Ethics</b>  AS - Utilitarianism; Natural Law; Situation Ethics; Ethical Language and Thought.  A2 - Ethical Language and Thought; Deontological Ethics; Determinism and Freewill.</p> <p><b>Philosophy</b>  AS - The Teleological and Cosmological Arguments for the existence of God; Evil and Suffering; Religious Experience; Ontological Argument.  A2 - Challenges to Religious Belief; Religious experience; Religious language.</p> <p><b>Hinduism</b>  AS - Beliefs about Deity and Humanity; Key Beliefs; Gods and Goddesses; Festivals and Worship.  A2 - Religious figures and sacred texts; Significant historical developments in religious thought; Significant social development in religious thought and practices.</p>
<b>Assessment format</b>	<p><b>For an AS Level qualification (40%), students study three modules:</b></p> <p>Study of Religion - 15% - 1 hour 15 minutes  Philosophy of Religion/Religion and Ethics - 25% - 1 hour 45 minutes.</p> <p><b>For an A2 Level qualification (60%), students continue their studies of these three modules</b></p> <p>Examination papers are 1 hour 30 minutes long  (each module contributing 20% towards the overall grade)</p>
<b>What qualifications do I need to start the course?</b>	It is <b>essential</b> that all students who wish to take this course have a minimum of <b>grade B in GCSE Religious Studies and a grade B in GCSE English.</b>
<b>How can I use this course after Year 13?</b>	The study of Ethics and Philosophy is rigorous. Should you decide to follow this academic route you will find that your ability to think clearly and to analyse information will be significantly enhanced. British universities hold A Level qualifications in Religious Studies in high regard.

**What else do I need to know?**

These days no one can avoid considering the ethical issues that challenge society. Subjects like Ethics and Philosophy help students to set their own moral compass and to lay down their own principles. The A Level course addresses some of the contemporary ethical and philosophical issues that we face in the workplace and in the course of our lives, and provides students with a framework to reflect upon those challenges.

Furthermore, subjects like Ethics and Philosophy encourage students to empathise with unfamiliar situations and to see things from another person's viewpoint. The discipline enables students to clarify their own ideas and equips them with the skills necessary to put their own point of view whilst adopting an enquiring, critical and reflective approach to the study of religion.

The ability to think clearly and logically is of obvious benefit to those going on to university and beyond. The capacity to understand the arguments of those whom one disagrees with allied with the skill of defending one's own point of view is relevant to any field of work which involves persuading or advising people.

Practitioners of law, journalism, medicine, politics, police work and many other professions all benefit from the ability to think clearly and logically.

	<h1>Film Studies</h1>
<b>Qualification and Examination Board</b>	AS Level Film Studies A2 Level Film Studies WJEC
<b>Subject knowledge and skills covered</b>	<p>Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium.</p>
<b>Assessment format</b>	<p><b>Year 12</b></p> <p><b>1. American Film (35%)</b>  Written examination: 1 hour 30 Minutes  <b>Section A: Hollywood 1930-1990</b> (comparative study) One two-part question, requiring reference to two Hollywood films, one produced between 1930 and 1960 and the other between 1961 and 1990.  <b>Section B: Contemporary American independent film</b> One two-part question, requiring reference to one contemporary American independent film (produced after 2010).</p> <p><b>2. European Film (35%)</b>  Written examination: 1 hour 30 Minutes  <b>Section A: British film</b> One two-part question, requiring reference to two recent British films.  <b>Section B: Non-English language European film</b> One two-part question, requiring reference to one non-English language European film.</p> <p><b>3. Production Non-exam assessment (30%)</b>  This component assesses one production and its accompanying evaluative analysis.  <b>Production (20%)</b>  Either an extract from a film highlighting narrative construction (2½ to 3½ minutes) or a screenplay for an extract from a film highlighting narrative construction of between 1200 and 1400 words plus a digitally photographed storyboard of a key section from the screenplay (approximately 1½ minutes' screen time, corresponding to approximately 15 storyboard shots).  <b>Evaluative analysis (10%)</b>  An evaluative analysis (1000-1250 words) of the production in comparison with other professionally produced films or screenplays.</p> <p><b>Year 13</b></p> <p><b>1. Varieties of film and filmmaking (35%)</b>  Written examination: 2 hour 30 minutes  <b>Section A: Hollywood 1930-1990</b>  One question requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).  <b>Section B: American film since 2005</b>  One question requiring reference to two American films, one mainstream film and one contemporary independent film.  <b>Section C: British film since 1995</b>  One question requiring reference to two British films.</p>

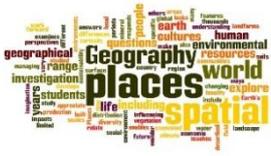
	<p><b>2. Global filmmaking perspectives (35%)</b>  Written examination: 2 hour 30 minutes  <b>Section A: Global film</b>  One question requiring reference to two global films: one European and one produced outside Europe.  <b>Section B: Documentary film</b>  One question requiring reference to one documentary film.  <b>Section C: Film movements - Silent cinema</b>  One question requiring reference to one silent film or group of films.  <b>Section D: Film movements - Experimental film (1960-2000)</b>  One question requiring reference to one film option.</p> <p><b>3. Production (30%)</b>  Non-exam assessment  This component assesses one production and its evaluative analysis.  <b>Production</b>  Either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay.  <b>Evaluative analysis (1600 - 1800 words)</b></p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>For students wishing to study Film Studies at A Level it is <b>essential</b> to have achieved at <b>least a C grade in GCSE English Literature or GCSE English Language</b>. The course requires the study of film 'set texts' and critical analysis skills that will have been developed during GCSE English Literature. In our experience, students who have achieved a grade B or higher cope better with these demands.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Film is a rapidly developing industry in Wales with productions worth in excess of £500m coming to Wales each year via production companies such as Bad Wolf, BBC, Pinewood and Boom. The study of Film Studies at AS and A Level equips students with many of the skills needed to pursue a career in the film and media industries. Production work is a crucial part of the course with students given the opportunity to apply their knowledge and understanding of how films are constructed in order to create their own high quality films and screenplays.</p> <p>As well as developing their practical and creative skills, opportunities are provided for students to extend their oral and written communication, benefitting them in a number of university courses.</p>
<p><b>What else do I need to know?</b></p>	<p>The course reflects the diversity of film and film culture. The films studied include films by women directors and films which represent particular ethnic and cultural experiences. Most of all, it offers the opportunity to explore a range of important ideas and emotions, reflect on art and technology and connect theory and creative practice in ways which are designed to provide an absorbing and motivating educational experience.</p>

	<h2 style="text-align: center;">Food and Nutrition</h2>																				
<b>Qualification and Examination Board</b>	Diploma Food Science and Nutrition WJEC																				
<b>Subject knowledge and skills covered</b>	<p>Meeting the nutritional needs of specific groups.          Ensuring food is safe to eat.          Experimenting to solve food production problems and current issues in Food Science and Nutrition.          Sophisticated making skills: food gastronomy, advanced bread making, pasta, desserts and so much more!</p>																				
<b>Assessment format</b>	<p>The certificate is equal to AS and the diploma is equal to A2.</p> <table border="1" data-bbox="451 1021 1385 1525"> <thead> <tr> <th>Unit</th> <th>Unit Title</th> <th>Assessment</th> <th>Mandatory or Optional</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Meeting the Nutritional Needs of Specific Groups</td> <td>Internal and External</td> <td>Mandatory</td> </tr> <tr> <td>2</td> <td>Ensuring food is Safe to Eat</td> <td>External</td> <td>Mandatory</td> </tr> <tr> <td>3</td> <td>Experimenting to Solve Food Production</td> <td>Internal</td> <td>Optional</td> </tr> <tr> <td>4</td> <td>Current issues in Food Science and Nutrition</td> <td>External</td> <td>Optional</td> </tr> </tbody> </table>	Unit	Unit Title	Assessment	Mandatory or Optional	1	Meeting the Nutritional Needs of Specific Groups	Internal and External	Mandatory	2	Ensuring food is Safe to Eat	External	Mandatory	3	Experimenting to Solve Food Production	Internal	Optional	4	Current issues in Food Science and Nutrition	External	Optional
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4	Current issues in Food Science and Nutrition	External	Optional																		
<b>What qualifications do I need to Start the course?</b>	<p>We would expect all students to have a real interest in the world of food. The course aims to develop a student's ability to investigate and solve problems. If GCSE in Food Technology has been studied, a <b>minimum C grade</b> in the subject is <b>essential</b>.</p>																				
<b>How can I use this course after Year 13?</b>	<p>"Our food industry employs 3.7 million people, contributing almost £90 billion to the economy. But there's a big skills gap across the food chain. The industry must attract more well qualified and ambitious candidates if it is to grow and innovate." <i>Jim Paice</i> Former Minister of State for Agriculture and Food</p>																				

	<p>Food is Europe's largest and most buoyant industry, and nutritionists with food science training work at the forefront of product development and package design.</p>						
<p><b>What else do I need to know?</b></p>	<p><b>In order to succeed, students will need:</b></p> <p>An interest in food production and design and a determination to succeed.          To enjoy practical food and investigative work.          A creative flair and understanding of food products.          The ability to identify and solve real problems.</p> <p>Food is Europe's largest and most buoyant industry, and nutritionists with food science training work at the forefront of product development and package design.</p> <table border="1" data-bbox="451 757 1519 1312"> <tr> <td colspan="3" data-bbox="451 757 1519 790"> <p>These courses will prepare you for the rapidly expanding roles such as:</p> </td> </tr> <tr> <td data-bbox="451 790 805 1312"> <ul style="list-style-type: none"> <li>• public health</li> <li>• pharmaceuticals</li> <li>• medical diagnostics</li> <li>• the catering industry</li> <li>• sports nutrition</li> </ul> </td> <td data-bbox="805 790 1145 1312"> <ul style="list-style-type: none"> <li>• pathology</li> <li>• health care</li> <li>• food production</li> <li>• teaching</li> <li>• quality assurance</li> </ul> </td> <td data-bbox="1145 790 1519 1312"> <ul style="list-style-type: none"> <li>• environmental issues</li> <li>• public health nutrition</li> <li>• health promotion and health education</li> <li>• product development</li> </ul> </td> </tr> </table>	<p>These courses will prepare you for the rapidly expanding roles such as:</p>			<ul style="list-style-type: none"> <li>• public health</li> <li>• pharmaceuticals</li> <li>• medical diagnostics</li> <li>• the catering industry</li> <li>• sports nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• pathology</li> <li>• health care</li> <li>• food production</li> <li>• teaching</li> <li>• quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>• environmental issues</li> <li>• public health nutrition</li> <li>• health promotion and health education</li> <li>• product development</li> </ul>
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	<h1>French</h1>
<b>Qualification and Examination Board</b>	AS Level French A2 Level French WJEC
<b>Subject knowledge and skills covered</b>	<p>Students will use and continue to improve on their GCSE listening, speaking, reading and writing skills.</p> <p>Students will study modern and relevant topics through the medium of French. Students will continue the study of grammar to help further manipulate the language.</p> <p>Students will learn about France, and other Francophone countries, through television, video, music, computers (especially the Internet and iPads), magazines, newspapers and books.</p> <p><b>Students will also study the following topics:</b></p> <p><b>AS - Year 12</b></p> <p><b>Theme 1:</b> Being a young person in French-speaking society • Family structures, traditional and modern values, friendships / relationships • Youth trends, issues and personal identity • Educational and employment opportunities</p> <p><b>Theme 2:</b> Understanding the French-speaking world • Regional culture and heritage in France, French-speaking countries and communities • France, Canada, Switzerland and Les Dom-toms in a European context. • Literature, art, film and music in the French-speaking world</p> <p>Students will also study the film ‘La Rafle’.</p> <p><b>A2 - Year 13</b></p> <p><b>Theme 3:</b> Diversity and difference • Migration and integration • Cultural identity and marginalisation • Cultural enrichment and celebrating difference • Discrimination and diversity</p> <p><b>Theme 4:</b> France 1940-1950: The Occupation and the post-war years • From June 1940-May 1945 (occupation, liberation and end of World War II) • Life in Occupied France and the cultural dimension (<i>théâtre, cinéma, littérature</i>) • 1945-1950: rebuilding and restructuring • Repercussions for modern day France</p> <p>Students will also study ‘Kiffe Kiffe Demain’ a short literary text.</p>

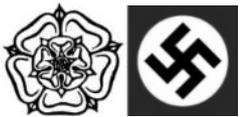
<p><b>Assessment format</b></p>	<p><b>AS -Unit 1: Speaking</b> 12-15 minutes 12% of qualification</p> <p><b>AS - Unit 2: Listening, reading, translation into English and essay on film in French.</b> 90 minutes 28% of qualification</p> <p><b>A2 - Unit 3: Speaking</b> 11-12 minutes 18% of qualification</p> <p><b>A2 - Unit 4: Listening, reading and translation into French</b> 1 hour 45 minutes 30% of qualification</p> <p><b>A2 - Unit 5: Critical and analytical response. Written exam - 1 essay in French on the literary work.</b> 1 hour 30 minutes 12% of qualification</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>A GCSE in French at <b>grade C is essential</b> and a grade B or above in GCSE French is desirable.</p>
<p><b>How can I use this course after Year 13?</b></p>	<ul style="list-style-type: none"> <li>• Studying a language at AS and A2 Level will help students get into universities. Languages have been identified as one of the valued prized “facilitating subjects” by Russell group universities, meaning they will help when applying for degrees at universities.</li> <li>• Studying a foreign language demonstrates good memory and problem solving skills, mental discipline, interest in other cultures and view points and good communication skills. All these valuable skills are required by employers and universities.</li> <li>• French is used by over 120 million people in more than 44 countries.</li> <li>• Many job advertisements in areas such as business, tourism and information technology state that the study of French to an advanced level is advantageous and often a requirement.</li> <li>• Recent statistics show that linguists get jobs, and can command higher salaries!</li> <li>• 94% of UK language graduates succeed in finding a job quickly.</li> <li>• 47% of companies have lost business because of language barriers in French.</li> </ul>
<p><b>What else do I need to know?</b></p>	<p><b>What do previous Y12 students think?</b></p> <ul style="list-style-type: none"> <li>✓ I really enjoy French because it is totally different from other subjects, so it is a refreshing break!</li> <li>✓ I really like doing different things each lesson. One lesson you might be speaking, then you might do some translation, then some listening.</li> <li>✓ It will teach you a life-long skill that you will always be able to use.</li> </ul>

	<h1>Geography</h1>
<b>Qualification and Examination Board</b>	AS Level Geography A2 Level Geography WJEC
<b>Subject knowledge and skills covered</b>	<b>AS Level</b> Unit 1: Changing Landscapes & Tectonic Hazards Unit 2: Changing Places & Fieldwork Investigation  <b>A2 Level</b> Unit 3: Global Systems, Global Governance & 21 <sup>st</sup> Century Challenges Unit 4: Tectonic Hazards & Contemporary Themes in Geography Unit 5: Individual Investigation
<b>Assessment format</b>	<b>AS Assessment</b> Unit 1: Written Examination - 2 hours - 24% of qualification Unit 2: Written Examination - 1 hour 30 minutes - 16% of qualification  <b>A2 Assessment</b> Unit 3: Written Examination - 2 hours - 24% of qualification Unit 4: Written Examination - 2 hours - 16% of qualification Unit 5: Independent Investigation - 3000 - 4000 words - 20% of qualification.
<b>What qualifications do I need to start the course?</b>	It is <b>NOT</b> necessary for students choosing A Level Geography to have studied GCSE Geography. If however, a student has studied GCSE Geography the <b>essential</b> entry level is a <b>grade C</b> . It is also <b>essential</b> that students have at least a <b>grade C</b> in <b>GCSE Mathematics</b> and a <b>grade C</b> in <b>GCSE English</b> although a B grade would be desirable for both.
<b>How can I use this course after Year 13?</b>	<p><i>‘More than ever we need the geographer’s foresight to help us learn about our planet... how we use it and abuse it. Geography is the subject which holds the key to our future.’</i></p> <p style="text-align: right;"><i>Michael Palin</i></p> <p>Geography is a stimulating and challenging subject. It is our ‘window’ on the world around us. The wide variety of skills and themes taught within the subject lead to the development of geographers who are intelligent, analytical and sensitive to the human and physical environment in which we live.</p> <p>Unlike the other ‘facilitating’ subjects recommended by the Russell Group universities, Geography provides students with such a broad range of skills that it provides an excellent accompaniment for most other subjects at A Level. Geography is seen as a useful A Level qualification for the study of Archaeology, Geology, Earth Sciences, Environmental Science, Sociology,</p>

	<p>Law, Medicine, Surveying, Education and Engineering at degree level. Recent research by <a href="http://www.bestcourse4me.com/">http://www.bestcourse4me.com/</a> suggested that it is this broad range of skills that has made Geography one of the top ten recession proof degrees.</p> <p>Previous students who have studied Geography at A Level have gone on to undertake careers in climatology and meteorology, coastal, marine and hydrographic analysis, community development, land management, conservation, education, Geographic Information Systems, social services, law, medicine, planning, resource management, real estate, tourism management, surveying, international development, banking, oil geology and volcanology.</p>
<b>What else do I need to know?</b>	<p><b>Fieldwork</b> - Students will complete fieldwork to develop their geographical understanding and skills of the topics covered in the syllabus. In Year 12 students complete fieldwork in two contrasting environments such as coastal locations and urban locations. In preparation for the Independent Investigation for A2, students will be required to plan, design and undertake their own field study into a geographical enquiry of their choosing.</p>

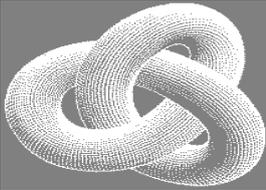
	<h1>Geology</h1>
<b>Qualification and Examination Board</b>	AS Level Geology A Level Geology Eduqas
<b>Subject knowledge and skills covered</b>	<p>Geology is the science of the Earth. We study how the Earth works; how it was in the past, why it is like it is now and how it might be in the future. To unlock the secrets of the Earth we learn how to interpret evidence from earthquakes, rocks, fossils, minerals and volcanoes to understand the planet that we live on. It also allows us to find and extract the resources on which we rely.</p> <p>The AS course studies the fundamentals of Geology in four sections:  <b>Elements, Minerals &amp; Rocks</b> teaches the basic knowledge of the subject, studying the fundamental concepts of the science such as rock and mineral formation.  <b>Rock Cycle</b> looks at the processes that shape the Earth that we see around us.  <b>Time and Change</b> looks at the geological skills used to unravel the history of the Earth  <b>Global tectonics</b> studies the causes and effects of plate tectonic activity.</p> <p>The A level course is composed of 2 sections:  <b>Interpreting the Geological Record</b> teaches the skills needed to analyse all types of geological evidence using some of the ‘big ideas’ of geology (such as mass extinction, evolution, plate tectonics, deep time, mountain building and resource geology) as a basis for study.  <b>Geological Themes</b> takes 3 topics to study in depth. These are:  <b>Geohazards</b>; investigates how earthquakes, volcanoes and tsunamis can be predicted and managed.  <b>Quaternary Geology</b>; looks at recent geological events, in particular the ice ages of the last two million years, to understand the Earth as it currently is.  <b>Geological Applications</b>; aims to use the skills developed through the course to analyse specific geological problems.</p>
<b>Assessment format</b>	<p><u>Year 12</u>  <b>Foundation Geology.</b> A 90 minute examination of short answer, data response questions.  <b>Geological Enquiries.</b> A 90 minute practical examination with a geological map and specimens.</p> <p><u>Year 13</u>  <b>Geological Applications.</b> A two hour examination of short answer, data response questions.  <b>Geological Principles &amp; Processes.</b> A 1 hour 45 minute examination of short answer, data response questions.  <b>Geological Investigations.</b> A 2 hour 15 minute skills examination including a geological map.</p>

<p><b>What qualifications do I need to start the course?</b></p>	<p>Geology students must have commitment, enthusiasm and a sense of humour if they are to achieve well at Geology A level.</p> <p><b>GCSE Geology or Geography are not required for the course.</b> However, if a student has taken GCSE Geology a grade of C or above is essential to progress in the subject.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Many students use an A Level in Geology as a stepping stone to a degree in the Earth Sciences. 80 students in the last 10 years have gone on to university to study Geology or a related subject, many of these to Russell Group universities, including Oxford. Recent school leavers have gone on to study Geology, Geophysics, Geoscience, Exploration Geology and Geotechnical or Mining Engineering at a variety of very good universities. Career prospects are very good, with strong demand for Engineering and Environmental Geologists and Hydrogeologists also in Mining and Petroleum Geology.</p> <p>Most professional geologists spend at least part of their working career doing fieldwork, often involving a lot of travel. In the oil, mining and quarrying industries geologists work in exploration, surveying and surface mapping in geologically promising areas of the world, looking for new prospects and working out the size of the reserves. In the oil industry geologists find suitable oil reserves and decide where to site development wells. The mining industry employs geologists to find and estimate reserves. In the construction industry engineering geologists advise civil engineers on subsurface rock stability. Environmental Geologists assess the suitability of sites for waste disposal and on contaminated land and other human hazards and Hydrogeologists find and manage underground sources of water.</p>
<p><b>What else do I need to know?</b></p>	<p>Geology at Cowbridge is well-resourced and successful with many students choosing to take their studies in the subject further. There are opportunities for students to broaden their geological experience with lectures, work experience and field courses.</p> <p>The YouTube channel "<i>Geology at Cowbridge</i>" is used for homework and revision lessons and is regularly updated with new video content.</p>

	<h1>History</h1>
<b>Qualification and Examination Board</b>	AS Level History A2 Level History WJEC
<b>Subject knowledge and skills covered</b>	<p><b><u>AS Level</u></b></p> <p><b>Unit 1</b>          Period Study - Challenges and Responses  <b>The Tudors: Government, Rebellion and Society in Wales and England c.1485-1603</b>          Challenges and Responses in Wales and England c.1485 - 1559.          Challenge 1: Establishing a Dynasty          Challenge 2: Reformation          Challenge 3: Protest, disorder and opposition          Challenge 4: Social and Economic Challenges</p> <p><b>Unit 2</b>          Depth Study - Crisis, Complexity  <b>Germany: Weimar and its Challenges c.1918-1933</b>          Challenges facing the Weimar Republic 1918-1923          The extent of change on foreign and economic policy 1924-1929          The changing fortunes of the Nazi party 1924-1933          The crisis of the Weimar Republic 1929-1933</p> <p><b><u>A2 Level</u></b></p> <p><b>Unit 3</b>          Breadth Study - Change over Time  <b>The American Century c.1890-1990</b>          Theme 1:          The development of changing attitudes towards civil rights 1890-1945          Changing developments in the demands civil rights 1945-1968          The consequences of the civil rights movement 1968-1990          Similarity and difference c.1890-1990</p> <p>Theme 2:          Change and continuity in US foreign policy 1890-1941          The impact of US involvement in the Second World war and the Cold War          The significance of the détente and the end of the Cold War 1975-1990          Similarity and difference c.1890-1990</p> <p><b>Unit 4</b>          Depth Study - Crisis, Complexity  <b>Germany: Nazi Germany c.1933-1945</b>          Further developments in the Nazi control of Germany after 1933          The impact of Nazi racial, social and religious policies 1933-1945          The effectiveness of Nazi economic policy 1933-1945          Changing Nazi foreign policy and the Second World War 1933-1945</p>

	<p><b>Unit 5</b> Historical Interpretations <b>In depth personal investigation on Martin Luther King and his role within the Civil Rights Movement.</b></p>
<p><b>Assessment format</b></p>	<p><b>AS Level</b>  <b>Unit 1</b> - 20% of qualification; structured essays.  Written examination: 1 hour 30 minutes  <b>Unit 2</b> - 20% of qualification; evaluation of historical sources.  Written examination: 1 hour 45 minutes</p> <p><b>A2 Level</b>  <b>Unit 3</b> - 20% of qualification; extension study, essays focused on key issue.  Written examination: 1 hour 45 minutes  <b>Unit 4</b> - 20% of qualification; essay on focused question.  Written examination: 1 hour 45 minutes  <b>Unit 5</b> - 20% of qualification; coursework.  Non-examination assessment: 3000 - 4000 words</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p><b>Essential:</b>  GCSE English B grade  GCSE History B grade</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Historians tend to be people with balanced views, developed through a study of evidence. They can research, work independently, can cross-reference ideas and have strong written/verbal communication skills. Historians often go into Public Relations, Human Resources, the law, journalism, museum management, politics, the civil service e.g. the Foreign Office and some even teach!</p>
<p><b>What else do I need to know?</b></p>	<p><b>Students should choose History if they:</b></p> <ul style="list-style-type: none"> <li>➤ Liked source analysis at GCSE</li> <li>➤ Like to write</li> <li>➤ Like historical problem solving</li> <li>➤ Want to do a strongly academic subject</li> <li>➤ Want to develop university style working patterns, whatever course they finally do</li> <li>➤ Need to study a Humanities subject e.g. for medicine</li> </ul> <p style="text-align: center;"><b>Students must like the subject!</b>  If you are not happy with your choice, you won't do well.</p>

	<h1>Information and Communication Technology</h1>
<b>Qualification and Examination Board</b>	AS Information and Communication Technology A2 Information and Communication Technology WJEC
<b>Subject knowledge and skills covered</b>	Students will use hardware and software applications to solve a problem involving three separate tasks; the production of a leaflet, a document containing automated routines such as mail merged letter, and finally a presentation to an audience such as a web page or slide type show. Students will also develop an understanding of the consequences of using ICT on individuals, organisations and society, and of social, legal, ethical and other considerations on the use of ICT. In the second year of the course students will analyse, design, implement, test and evaluate a solution to a problem of their choice requiring the use of a relational database.
<b>Assessment format</b>	<p>At AS students will undertake a written paper of two sections, A and B, presented in a question and answer booklet. There are no optional questions. Students will also be required to prepare a spreadsheet on a specific topic, defined by WJEC, in advance of the written paper. Hard copies of the spreadsheet are taken into the examination and used to answer questions in Section B. This spreadsheet is submitted with the completed examination paper. Students' DTP and multimedia tasks will be internally assessed and moderated by WJEC.</p> <p>At A2 students will sit a written paper of two sections, A and B, presented as a question paper requiring a separate answer booklet. Students answer all questions in Section A and one from two in Section B. The relational database project undertaken by students will be internally assessed and moderated by WJEC.</p>
<b>What qualifications do I need to start the course?</b>	It is <u>not</u> necessary for students choosing AS/A2 Level ICT to have studied GCSE ICT. If however, a student has studied GCSE ICT the <b>essential</b> entry level is a <b>grade C</b> . Students without such a qualification will be assessed on suitability by members of the ICT department. Previous experience in ICT, such as a grade C or above in GCSE ICT (full or short course) will mean that the A Level course will be far more accessible and so is desirable.
<b>How can I use this course after Year 13?</b>	This course provides a suitable qualification to progress on to University or full time employment. It leads to career opportunities within a wide variety of Information Communication Technology fields including networking, applications and systems analysis.
<b>What else do I need to know?</b>	Skills gained from this course are transferable across a wide range of subjects both at A Level and university. This course is aimed at students who wish to learn software skills such as desktop publishing, spreadsheets and databases. The course also covers how ICT relates to business and society. A Level ICT complements most other A Levels.

	<h1>Mathematics and Further Mathematics</h1>
<b>Qualification and Examination Board</b>	AS and A2 Level Mathematics AS and A2 Level Further Mathematics WJEC
<b>Subject knowledge and skills covered</b>	<p><b>Mathematics</b> is comprised of two main areas: pure mathematics and applied mathematics. Pure mathematics is the study of the basic principles of mathematics that underpin many real life processes. During this part of the course students will extend their knowledge of such topics as algebra, trigonometry and sequences. Students will also learn new concepts such as calculus. Applied mathematics is a practical application of mathematics. It considers how we can use mathematics to model real-life situations and how best to solve physical problems. Students taking an A Level mathematics qualification will sit four units, two AS units and two A2 units.</p> <p><b>Mathematics and Further Mathematics</b> are two mathematics A Levels, often referred to as double mathematics, and must be taken together. Further mathematics is a course designed for students who wish to extend their learning beyond the ordinary syllabus. It is a suitable course if students have good mathematical ability and may be considering a university course in physics or engineering. Certain "high demand" courses at a number of universities prefer students who have studied further mathematics. If a student chooses an A2 in further mathematics they will need to take an additional five units and if successful will be awarded an A Level in mathematics and an A Level in further mathematics. If they wish to take an AS Level in further mathematics they will need to take an additional 3 units and would be awarded an A Level in mathematics and an AS in further mathematics.</p>
<b>Assessment Format for Mathematics</b>	<p><b>Year 12</b>  Pure Mathematics A - This module extends your GCSE knowledge of algebra, indices, and trigonometry and co-ordinate systems. Calculus is introduced.  Applied Mathematics A - Statistics and Mechanics.</p> <p><b>Year 13</b>  Pure Mathematics B - This module extends the calculus techniques learnt in Core 2. It also looks at functions and natural logarithms.  Applied Mathematics B - Statistics, Differential Equations and Mechanics</p>
<b>Assessment Format for Further Mathematics</b>	<p><b>Year 12</b></p> <ol style="list-style-type: none"> <li>1. Further Pure Mathematics</li> <li>2. Further Statistics</li> <li>3. Further Mechanic</li> </ol>

	<p><b>Year 13</b></p> <ol style="list-style-type: none"> <li>1. Further Pure Mathematics</li> <li>2. Further Statistics or Further Mechanics</li> </ol>
<p><b>What qualifications do I need to start the course?</b></p>	<p>Experience has shown us that if students have a grade A* or grade A at GCSE, they tend to encounter fewer problems in the transition from GCSE to A Level, and many can expect considerable success. It is therefore <b>essential</b> that all students wishing to undertake an A Level in mathematics are required to achieve at least a <b>high grade B at Higher Tier GCSE Mathematics</b>.</p> <p>For students wishing to study further mathematics it is <b>essential</b> to achieve a minimum of <b>grade A in GCSE Mathematics</b>.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>If students enjoy mathematics and feel confident with the work at GCSE, then they should consider mathematics AS or A Level. It is a demanding and challenging subject but, if you are prepared to put in the time and effort required, an extremely rewarding one. Mathematics is a highly employable A-Level to have. Most students who study mathematics go on to careers in engineering, computer science and finance. It is also a useful support for many university courses.</p> <p>Studying further mathematics is excellent preparation for university, especially if you wish to study any mathematics-related subject such as engineering, science, computing or technology, as well as mathematics itself. Many universities now encourage students to take further mathematics qualifications to improve their mathematical preparation for degree courses. Some leading universities now specify further mathematics as an entry requirement for certain courses. The Russell Group of leading UK universities published a guide to post-16 subject choices, <a href="#">Informed Choices</a>. It describes further mathematics as a <i>facilitating subject</i>. The guide also identifies the most common essential and useful A Level requirements for 60 of the most popular university courses. Further mathematics is listed as <b>useful</b> for:</p> <p>Actuarial Science/Studies; Aeronautical Engineering; Biochemistry; Biomedical Sciences (including Medical Science); Chemical Engineering; Chemistry; Computing; Dentistry; Electrical/Electronic Engineering; Engineering (General); Mathematics; Mechanical Engineering; Medicine; Optometry (Ophthalmic Optics); Physics; and Veterinary Science.</p>
<p><b>What else do I need to know?</b></p>	<p>Careers service advice about A Level mathematics is: This is probably the most marketable A Level in terms of accountability. It is difficult to think of any course/career where it would not be welcomed in combination with other subjects.</p>

	<h1>Music</h1>
<b>Qualification and Examination Board</b>	AS Level Music A2 Level Music WJEC
<b>Subject knowledge and skills covered</b>	<p><u>AS Level</u></p> <ul style="list-style-type: none"> <li>• Performing Solo recital</li> <li>• Composing Two compositions</li> <li>• Appraising A study of Western Classical Music, Religious Choral Music and Musical Theatre or Jazz.</li> </ul> <p><u>A2 Level</u></p> <ul style="list-style-type: none"> <li>• Performing Solo recital</li> <li>• Composing Two compositions</li> <li>• Appraising A study of 'Dies Irae' from Verdi's Requiem and Religious Choral Music from 1800-1890; A study of Impressionism A study of American Musical Theatre or Jazz legends.</li> </ul>
<b>Assessment format</b>	<p><u>AS Level</u></p> <p><b>Performing (30%):</b> A solo recital of 6-8 minutes of a minimum of two pieces performed to a visiting examiner.</p> <p><b>Composition (30%):</b> A folio submission of two compositions, one in a free style (minimum length of 2 minutes), and the other in a style associated with the Western Classical tradition (minimum length of 1 minute).</p> <p><b>Appraising (40%):</b> One 'listening' written examination paper - 90 minutes. Based upon Religious Choral Music from 1730-1800, including a study of Mozart's Requiem and a study of Musical Theatre from Cole Porter to Lloyd Webber or a study of Jazz between 1940-1965.</p> <p><u>A2 Level</u></p> <p>Pupils can choose to specialise in either performance or composition.</p> <p><b>Performing:</b> A solo recital of 6-8 minutes of a minimum of two pieces (30%) or a solo recital of 10-12 minutes with a minimum of three pieces performed to a visiting examiner (40%).</p> <p><b>Composition:</b> A folio submission of two compositions, one in a free style (minimum length of 2 minutes), and the other in a style associated with the Western classical tradition (minimum length of 1 minute) (30%) or an extended folio with an additional free composition of two minutes (40%).</p>

	<p><b>Appraising (30%):</b> One ‘listening’ written examination paper - 120 minutes. Based upon “Dies Irae” from Verdi’s Requiem and Religious choral music between 1800 and 1890, as well as the musical style ‘Impressionism’ and either American Musical Theatre (Sondheim and Schwartz) or Jazz legends (Duke Ellington and Miles Davis).</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>Previous examination experience at GCSE is not needed but the ability to <b>sing or play an instrument to Grade 5+ standard is essential</b>. Knowledge of Music theory is desirable. If a student has taken <b>GCSE Music</b> a minimum of <b>Grade C is essential</b>.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Music is an accepted course in nearly all universities for many subjects. Past students have gone on to study medicine and been successful Oxbridge candidates. Students wishing to pursue further education in Music have found success at university and at music conservatoires after studying A Level Music at Cowbridge.</p>
<p><b>What else do I need to know?</b></p>	<p>Studying Music requires commitment to developing performing skills. It is desirable that the student would be having tuition on their chosen instrument or voice as this is not something that is covered on the course, but is still assessed. However, regular performance checks will be undertaken throughout the year and advice given as to choice of repertoire for the final recital in AS and A2.</p> <p>It is also expected that the student would fully immerse themselves in the musical life of the school by joining one of the many extra-curricular groups that are currently on offer.</p>

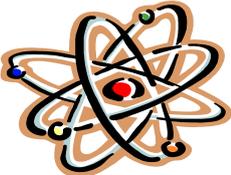
	<h1>BTEC National Diploma in Performing Arts</h1>
<b>Qualification and Examination Board</b>	BTEC Level 3 National Diploma in Performing Arts Pearson
<b>Subject knowledge and skills covered</b>	<p><b>AS Level</b></p> <ul style="list-style-type: none"> <li>• Group Performance Workshop</li> <li>• Developing Skills and Techniques for Live Performance</li> <li>• Investigating Practitioners' Work</li> </ul> <p><b>A2 Level</b></p> <ul style="list-style-type: none"> <li>• Performing Arts in the Community</li> <li>• Individual Performance Commission</li> <li>• Final Live Performance to an Audience</li> <li>• Children's Theatre Performance;</li> <li>• Audio Performance and Writing for Performance Work</li> </ul>
<b>Assessment format</b>	<ul style="list-style-type: none"> <li>• Widely recognised and equivalent in size to two A Levels.</li> <li>• External assessment (46%) Internal assessment (54%)</li> <li>• Students must complete 8 units of which 6 are mandatory and 3 are external.</li> </ul>
<b>What qualifications do I need to start the course?</b>	It is not necessary to have studied Drama at GCSE, or equivalent, to take this course. An <b>interest</b> in theatre and live performance is <b>essential</b> .
<b>How can I use this course after Year 13?</b>	In addition to the performing arts sector-specific content, this qualification provides students with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. This course is an enjoyable subject which has specific reference to careers in all aspects of the arts including radio, television, theatre and film industries, as well as management, public relations, teaching, journalism and administration.
<b>What else do I need to know?</b>	Young people taking their first steps towards a new career need the right blend of technical and academic skills in order to become the highly skilled, work-ready individuals that employers and universities look for. BTEC Level 3 Nationals, equivalent to 2 A levels, are vocational qualifications designed to help students succeed. They have been developed in collaboration with over 5,000 universities, employers and professional bodies with employability at the heart, so our students can develop the skills and confidence they will need to step into their future.

	<h1>Photography</h1>
<p><b>Qualification and Examination Board</b></p>	<p>AS Level Art &amp; Design - Photography  A2 Level Art &amp; Design - Photography  WJEC</p>
<p><b>Subject knowledge and skills covered</b></p>	<p>This option covers a broad and changing area of study with light-based imagery spanning almost two centuries. Learners might engage with early light-based images and rudimentary technology, such as cyanotypes, as well as the most contemporary, which includes the use of digital cameras, photocopiers, scanners and mobile phones. Students will use digital editing packages of Adobe Photoshop and Lightroom.</p>
<p><b>Assessment format</b></p>	<p><b>AS Level</b> consists of the submission of an extended, exploratory coursework project/portfolio titled 'Personal Creative Enquiry' and makes up 40% of the A Level qualification.</p> <p>The Art department will in the first instance deliver a structured foundation course that will present opportunities to build the skills, knowledge and understanding necessary to develop the individual 'Personal Creative Enquiry' over the remaining time. Practical enquiry will be linked with, and informed by, critical and contextual study.</p> <p><b>A2 Level</b>  This is an additional years study and is made up of two units:  <b>Unit 2 - Personal Investigation</b> - this makes up 36% of the A Level qualification and consists of a major, in-depth, practical, critical and theoretical investigative project/theme-based portfolio and outcome/s with integrated <b>extended written critical and contextual analysis</b>. Assignments, briefs or themes undertaken are to be determined by the learner and teacher.  <b>Unit 3 - Externally set examination</b> - this makes up 24% of the A Level qualification. This unit represents the culmination of learners' Advanced level study and provides a substantial challenge. Learners are required to independently develop a personal response to one of a varied range of stimuli set by WJEC within specified time constraints - a set preparatory time and a 15 hour examination.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>It is desirable that students have at least grade C in GCSE in Art and Design.</p>

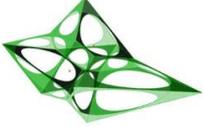
<b>How can I use this course after Year 13?</b>	It is a great course that should be regarded not only as a means of going further in Photography but also as a means of achieving an AS/A Level to enable entry into other courses or employment.
<b>What else do I need to know?</b>	You will need enthusiasm, commitment and a willingness to learn and have access to a camera and card reader. Students are responsible for backing their work up onto Google Drive. For more information please talk to the present Year 12 and 13 students of Photography and your Art and Design teacher.

	<h1>Physical Education</h1>
<b>Qualification and Examination Board</b>	AS Level Physical Education A2 Level Physical Education WJEC
<b>Subject knowledge and skills covered</b>	Practical performance will be studied and improved through technical, tactical, physical and behavioural analysis. Theory modules will cover areas including skill acquisition, psychology of sport, exercise physiology, performance analysis and training, and sport and society across both AS and A2.
<b>Assessment format</b>	<p><b>AS Level</b></p> <p>Unit 1:          1 hour 45 minutes examination paper (skill acquisition, psychology of sport, exercise physiology, performance analysis and training, and sport and society) - <b>60% of AS (24% of A Level)</b></p> <p>Unit 2:          Improving personal performance in physical education - <b>40% of AS (16% of A Level)</b>. To include:</p> <ul style="list-style-type: none"> <li>• Assessment in one chosen practical activity - <b>20% of AS (8% of A Level)</b></li> <li>• Assessment in coaching/officiating in the same practical activity - <b>10% of AS (4% of A Level)</b></li> <li>• Assessment via a written piece of coursework that suggests ways to improve performance in a chosen practical activity - <b>10% of AS (4% of A Level)</b></li> </ul> <p><b>A2 Level</b></p> <p>Unit 3:          2 hour examination paper (skill acquisition, psychology of sport, exercise physiology, performance analysis and training, and sport and society) - <b>36% of A Level</b></p> <p>Unit 4:          Refining personal performance in physical education - <b>24% of A Level</b>.</p> <p>To include:</p> <ol style="list-style-type: none"> <li>1. Assessment in one chosen practical activity - <b>12% of A Level</b>.</li> <li>2. Assessment via a 3000 word written piece of investigative research coursework in a chosen activity - <b>12% of A Level</b>.</li> </ol>
<b>What qualifications do I need to start the course?</b>	It is <b>essential</b> that students are competing at a high level in their chosen sport. It is desirable to also have GCSE Physical Education at grade B or above. Students without this qualification will need to be assessed on suitability to undertake the course by the leader of subject.

<p><b>How can I use this course after Year 13?</b></p>	<p><b>‘Sport is one of the fastest growing industries in the twenty first Century!’</b></p> <p>More and more people are becoming involved in Sport and Physical Education than ever before, and hence, there are more career opportunities in this field. If any of the following areas of work interest you, then maybe A Level Physical Education is a good option for you!</p> <ol style="list-style-type: none"><li>1. Sports medicine.</li><li>2. Sports massage/Physiotherapy.</li><li>3. Sports coaching.</li><li>4. Sports development.</li><li>5. Teaching.</li><li>6. Sports science.</li><li>7. The fire service.</li><li>8. The police force.</li><li>9. Leisure and recreation.</li><li>10. Sports development officer.</li><li>11. Sport and business management.</li><li>12. Professional sport opportunities.</li></ol>
<p><b>What else do I need to know?</b></p>	<p>The school is very proud of the outstanding facilities that are available to our Physical Education students. In addition to designated teaching rooms, students can also access a full size floodlight 3g, full size sports hall, 3 rugby pitches, 3 football pitches, hockey pitch, 4 netball courts, 6 tennis courts, 4 badminton courts and a basketball court. The school have also just opened a fully equipped strength and conditioning suite which allows our students to undertake personalised fitness programmes with our Head of Strength and Conditioning.</p> <p>If you have any questions about the course and the choice of sports available then speak to a member of The Physical Education Department or visit <a href="http://www.wjec.co.uk/qualifications/physical-education/physical-education-gce-a-as/">http://www.wjec.co.uk/qualifications/physical-education/physical-education-gce-a-as/</a></p>

	<h1>Physics</h1>
<b>Qualification and Examination Board</b>	AS Level Physics A2 Level Physics WJEC
<b>Subject knowledge and skills covered</b>	<p>AS and A2 Physics builds upon what you have learnt in your GCSE Physics course, giving you a deeper understanding of the world around us. The subject takes you on a journey from the smallest particles imaginable to the large scale evolution of the universe. You will meet along the way some of the most interesting characters in science who have helped to shape our understanding of nature. You will also gain an insight into some of the most enduring mysteries of the cosmos such as the story of the Big Bang, the crazy world of quantum Physics along with the recent developments in our understanding of Dark matter and Dark energy.</p> <p>The <b>AS course</b> provides a satisfying and worthwhile experience for the candidate who chooses to take AS Physics as part of a broad post-16 curriculum. At the end of the course candidates will know more about the physical sciences and their place in today's world.</p> <p><b>Traditional topics, which form the backbone of the course, include;</b> motion, Newton's laws, energy concepts, electrical circuits, the nature of waves, material structure, refraction of light, quantum and photons. More contemporary subject matter includes topics on lasers, using radiation to investigate stars and the study of subatomic particles including quarks and nuclear structure.</p> <p>The <b>A2 course</b> leads to an Advanced GCE qualification, which enables candidates to go on to degree level qualifications at University and at the same time provides an interesting and stimulating experience for those not pursuing the subject further. The course appeals to pupils who enjoy a challenge, who are confident in their maths skills, and those who like to see the bigger scientific picture and make links to other sciences.</p> <p><b>Topics include:</b> circular motion, oscillations and vibrations, momentum concepts, thermal Physics, electrostatic and gravitational fields of force, capacitance, magnetic fields, electro-magnetic induction, radioactivity and radioisotopes and nuclear fission and fusion. A contemporary topic that will appeal to many is the orbital motion of planets and stars and the Physics of the expanding Universe. Also, there is an additional topic called medical Physics which introduces X-rays, MRI, ultrasound and radioactivity which appeals to students wishing to enter a career in medicine.</p> <p>Within the course there are many opportunities for pupils to develop their practical skills which will be examined within the theory papers and in a practical exam.</p>

<p><b>Assessment format</b></p>	<p>Year 12 study is split up into <b>two units</b> both of which are examined in the summer of Year 12. Students will complete and be assessed on both Units 1 and 2 each consisting of a theory papers of 1 hour 30 minutes duration. There is no practical exam in year 12.</p> <p>Each of the AS examinations contributes 50% to the <b>AS total</b>. These, units are able to be re-taken in the summer of year 13.</p> <p>In Year 13 students will complete and be assessed on a further three units. Unit 3 is a theory module worth 25% of the A2 qualification and is assessed via an examination of 2 hours and 15 minutes duration.</p> <p>Unit 4 is assessed by a 2 hour examination worth 25% of the A2 qualification.</p> <p>The practical examination, Unit 5, is a series of experimental tasks to be undertaken at one sitting and contributes 10% to the A2 total.</p> <p>The final A2 grade is determined by combining all of the year 12 and year 13 units.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>The complexity of the Physics used at A Level is a significant step up from that studied at GCSE. Experience has shown us that if students have a grade A* or grade A at GCSE, they tend to encounter fewer problems in the transition from GCSE to A Level and many can expect considerable success.</p> <p>For this reason, it is <b>essential</b> to have at least a <b>B grade in GCSE Physics or a BB grade for GCSE Science (Double Award)</b>. It is also desirable to have at least a <b>B grade in GCSE Mathematics</b>.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>An understanding of the principals of Physics is a valuable asset in an increasingly technological world. It is essential for many branches of engineering such as civil, electrical, mechanical and aeronautical engineering. It is recommended for courses in pure sciences, electronics, computing, nursing, veterinary science, pharmacy and medicine, including the growing career path of medical Physics.</p> <p>It is also an excellent preparation for many other careers not so obviously related. Within the world of economics and high finance, qualifications in Physics are most highly regarded.</p> <p>A qualification in Physics marks out the holder as having the capability to think logically, solve complex problems, work independently in research and work with others. All skills that are prized in many walks of life.</p>
<p><b>What else do I need to know?</b></p>	<p>Achieving an AS or A Level in Physics is a worthwhile and demanding ambition. Some of the concepts you will encounter challenge the most able minds, therefore, resilience, a positive attitude and the ability to work hard work are necessary requirements for all successful students.</p> <p>Due to the complementary nature of the course, students will benefit from studying other technical subjects such as chemistry, mathematics, biology, computing, geography, geology, and economics although this is not a requirement.</p> <p>Please come and talk to any of member of the Physics Department if you would like further information.</p>

	<h1>Product Design</h1>
<b>Qualification and Examination Board</b>	AS Level Design Technology - Product Design (including Textile Design) A2 Level Design Technology - Product Design (including Textile Design) WJEC
<b>Subject knowledge and skills covered</b>	There are two study units in Year 12 designed to develop students design and make capabilities and their critical understanding of technology activities. The course will consist of a portfolio of design and practical techniques, alongside an extended design and make task.
<b>Assessment format</b>	<p><b>AS Level</b>          Unit 1 Written examination paper 2 hours - (20% of qualification).          Unit 2 Coursework - design and make task, non-examination assessment: approximately 40 hours - (20% of qualification).</p> <p><b>A2 Level</b>          Unit 3 Examination paper 2 hours 30 minutes - (30% of qualification).          Unit 4 Design and make project, non-examination assessment: approximately 60 hours - (30% of qualification).</p> <p><u>How will I be assessed?</u>          Students will be assessed on the ability to develop and sustain their own innovation, creativity and technology capability and critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts.</p>
<b>What qualifications do I need to start the course?</b>	We would expect all students to have a real interest in the world of design. The course aims to develop a student's ability to investigate and solve problems within a design framework. If a student has studied GCSE or BTEC engineering within Design and Technology the <b>essential</b> entry level is a <b>grade C or equivalent</b> .
<b>How can I use this course after Year 13?</b>	At the end of this course students could continue on into further education where there are a variety of related subjects and degree courses. Possible careers include: Product Design, Industrial Design, Architecture, Systems Design, Graphical Design, Packaging Design, Exhibition/Display Design, Mechanical, Civil and Electrical Engineering, Furniture Design and Manufacture, Cabinet Making, Interior Design, Teaching, Apprenticeships and Fashion related courses.
<b>What else do I need to know?</b>	Student are expected to read widely around the subject. A key interest in developments in design, engineering and business is essential. Students will develop the ability to design and make real products to solve real life problems. The critical methods of analysis and other skills can easily be transferred to other areas of study.

	<h1>Psychology</h1>
<b>Qualification and Examination Board</b>	AS Level Psychology A2 Level Psychology WJEC
<b>Subject knowledge and skills covered</b>	<p>Students who want to take Psychology should consider the skills needed to pass this subject. To pass in Psychology you need to be able to give an outline of a subject and give an evaluation from a positive and negative point of view, whilst also being able to describe and evaluate methodology and investigative techniques. Further to this, students need to be able to apply knowledge and understanding of theory and research to behaviours e.g. addiction and criminal behaviour, and also undertake and experience carrying out investigative work.</p> <p>Within AS Level there are two units to cover. Students will research five psychological approaches, therapies and classic pieces of research evidence, whilst also studying the contemporary debates within psychology, such as the mother as primary care-giver of an infant, or the reliability of eye-witness testimony. AS students will also be expected to attain a full understanding of research methods used within psychology e.g. methodologies, sampling and design.</p> <p>To attain A Level there are a further two units to cover. Students are expected to apply their knowledge and understanding of the approaches in unit 1 and particularly understand that psychology then has the potential to impact on society as a whole by developing methods of modifying behaviour. Students will also explore controversies, e.g. ethics and sexism that continue to pose challenges for psychology. In addition, application of the research methods studied at AS Level will also be needed, such as carrying out investigative work using research methods.</p>
<b>Assessment format</b>	<p><b><u>AS Level</u></b>  Unit 1  Psychology: Past to Present Written examination: 1 hour 30 minutes  20% of qualification. Compulsory questions relating to 5 psychological approaches, therapies and classic pieces of research evidence.</p> <p>Unit 2  Psychology: Using psychological concepts. Written examination: 1 hour 30 minutes  20% of qualification. Three sections to complete.</p> <p><b><u>A2 Level</u></b> (the above plus a further 2 units)  Unit 3  Psychology: Implications in the Real World Written examination: 2 hours 30 minutes 40% of qualification  <b>Section A: The Study of Behaviours</b> - Three structured essays from a choice of six.  <b>Section B: Controversies</b> - One question from a choice of two requiring a synoptic exploration of psychological controversies.</p> <p>Unit 4</p>

	<p>Psychology: Applied Research Methods Written examination: 1 hour 30 minutes 20% of qualification</p> <p><b>Section A: Personal Investigation</b> - One compulsory question based on an investigative activity carried out prior to the assessment.</p> <p><b>Section B: Novel Scenarios</b> - Compulsory questions requiring a response to a piece of research.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p><b>Essential:</b> Minimum grade of <b>B</b> in <b>GCSE English</b> and grade <b>C</b> in <b>GCSE Mathematics</b></p> <p><b>Desirable:</b> Minimum grade of <b>B</b> in <b>GCSE Mathematics</b></p>
<p><b>How can I use this course after Year 13?</b></p>	<p>Psychology can help a career either directly or indirectly. For example, if students wish to become a psychologist, therapist or mental health worker, this A Level is of direct value. However, Psychology is a universal subject when thinking of a future career, as there is no career where an insight into human behaviour would not be beneficial. There are a wide variety of University courses and occupations that past students have undertaken, such as medicine, clinical psychologist, veterinary, physiotherapy, sports science, sports coaching, business, police force, midwifery, solicitor, counsellor, primary school teacher and criminology. For further information on careers in psychology see The British Psychological Society website <a href="http://www.bps.org.uk">www.bps.org.uk</a> or review the university website <a href="http://ucas.com">ucas.com</a>.</p>
<p><b>What else do I need to know?</b></p>	<p><b>What is Psychology?</b>  <i>Psychology is a science</i>, which concerns itself with the scientific study of both human and animal behaviour, and therefore interrelates with other disciplines such as philosophy, biology and sociology. In the minds of most though, psychology is connected with the treatment of mental disorders (Clinical Psychology) or assisting the resolution of relationship problems (Counselling Psychology). However, the areas of investigation for psychologists are vast and varied as illustrated by the many specialised fields of psychology open for study, such as: Health Psychology, Neuropsychology, Occupational Psychology, Educational Psychology, Forensic Psychology, Clinical Psychology, Sports and Exercise Psychology, Counselling Psychology, Teaching and Research in Psychology. <i>Psychology is also the study of the mind through behaviour</i>. The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why is it that some people suffer from stress and mental illness? Why do some people fear snakes yet a few think they are cuddly? Psychology looks at questions like this in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications on issues in everyday life, ranging from things like artificial intelligence to social change.</p> <p><b>What is the aim of A Level Psychology?</b>  The aim of AS and A Level Psychology is to develop, apply and evaluate scientific knowledge about various human behaviours e.g. Why do we obey or conform? How can we explain eating disorders? Whilst also to develop an understanding and analysis of methodology and investigative techniques.</p>

	<h1>Sociology</h1>
<b>Qualification and Examination Board</b>	AS Level Sociology A2 Level Sociology WJEC
<b>Subject knowledge and skills covered</b>	<p><u>What is Sociology?</u>  Sociology is a study of people, society and how they react to each other.</p> <p>Students will study four units:</p> <p>AS Unit 1: Acquiring Culture</p> <ul style="list-style-type: none"> <li>• The social construction of culture, the process and agencies of socialisation, and examples of the influence of socialisation on identity</li> <li>• Families and households</li> </ul> <p>AS Unit 2: Understanding Society and Methods of Sociological Enquiry</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Research methods</li> </ul> <p>A2 Unit 3: Power and Control</p> <ul style="list-style-type: none"> <li>• Crime and deviance</li> </ul> <p>A2 Unit 4: Social Inequality and Applied Methods of Sociological Enquiry</p> <ul style="list-style-type: none"> <li>• Research design</li> <li>• Evidence and theories of social inequalities</li> </ul>
<b>Assessment format</b>	<p><b>100% examination:</b></p> <ul style="list-style-type: none"> <li>• AS Unit 1: 15% of qualification 1 hour 15 minute examination paper</li> <li>• AS Unit 2: 25% of qualification 2 hour examination paper</li> <li>• A2 Unit 3: 25% of qualification 2 hour examination paper</li> <li>• A2 Unit 4: 35% of qualification 2 hour 15 minutes examination paper</li> </ul>
<b>What qualifications do I need to start the course?</b>	It is <u>NOT</u> necessary for students choosing AS/A2 Level Sociology to have studied GCSE Sociology. If however, a student has studied GCSE Sociology the <b>essential</b> entry level is a grade C equivalent (grade 4). It is also essential that students have at least a grade C in GCSE Mathematics and a grade B in GCSE English.
<b>How can I use this course after Year 13?</b>	Sociology is a highly valuable qualification. Studying this subject at A Level will provide an excellent base from which to study Sociology at degree level. Also, it will help prepare students for the majority of other degree courses. The subject leads to many different careers in such diverse areas as research, social work, nursing, policing, management, the NHS, politics, law and teaching.
<b>What else do I need to know?</b>	<p><b>What other subjects could I combine with Sociology?</b>  Any combination of subjects is possible. Sociology is seen as an academic broad based subject that can easily combine with any science or humanity.</p>

	<h1>Welsh Baccalaureate Advanced Skills Challenge Certificate</h1>
<b>Qualification and Examination Board</b>	A Level Advanced Skills Challenge Certificate WJEC
<b>Subject knowledge and skills covered</b>	<p>The <b>Skills Challenge Certificate (Advanced Level)</b> is intended to help students to develop more complex skills, attributes and behaviours that are required by employers, colleges and universities. Students will achieve an overall grade from A*-E and equivalent UCAS points.</p> <p>Through three challenges and an Individual Project, students will use and develop proficiency in <b>advanced skills</b>. The seven skills are:</p> <ul style="list-style-type: none"> <li>▪ Literacy</li> <li>▪ Numeracy</li> <li>▪ Digital Literacy</li> <li>▪ Critical Thinking and Problem Solving</li> <li>▪ Planning and Organisation</li> <li>▪ Creativity and Innovation</li> <li>▪ Personal Effectiveness</li> </ul> <p><b>What is the Welsh Baccalaureate?</b></p> <p>The Advanced Skills Challenge Certificate forms a part of the wider Advanced Welsh Baccalaureate qualification. To achieve the Advanced Welsh Baccalaureate students must achieve the Skills Challenge Certificate at Advanced level together with supporting qualifications which must be achieved either during the course or previously:</p> <ul style="list-style-type: none"> <li>▪ GCSE English Language or GCSE Welsh First Language at grade A* - C</li> <li>▪ GCSE Mathematics or Numeracy at grade A* - C</li> </ul> <p>One of the following supporting qualifications options must be achieved during the Advanced Welsh Baccalaureate programme:</p> <ul style="list-style-type: none"> <li>▪ Two A Levels at grade A*- E;</li> <li>▪ One A Level at grade A*- E and a Pass in one Level 3 vocational qualification of at least 300 GLH (e.g. BTEC Sport);</li> <li>▪ Pass grade in one or two Level 3 vocational qualifications.</li> </ul>
<b>Assessment format</b>	50% of the course is based on three challenges: <ul style="list-style-type: none"> <li>▪ Global Citizenship Challenge (15%)</li> <li>▪ Community Challenge (15%)</li> <li>▪ Enterprise and Employability Challenge (20%)</li> </ul>

	<p>The other 50% is based on an Individual Project of 3000-5000 words in which they research a topic related to their future career or course of study which pupils can write about in their UCAS Personal Statement and talk about in interviews. In this aspect of the qualification students develop research and analysis skills which help to prepare them effectively for higher education. All three challenges and the project are assessed internally and students' work is then moderated by WJEC.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>At least 5 GCSEs grade A*-C (in any subjects) are desirable for the Advanced Skills Challenge Certificate.</p>
<p><b>How can I use the Skills Challenge Certificate after Year 13?</b></p>	<p>The Advanced Skills Challenge Certificate will:</p> <ul style="list-style-type: none"> <li>• Increase students' confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' contexts and purposes;</li> <li>• Encourage reflection, analysis and articulation of proficiency in the skills which will help in developing a CV and personal statement;</li> <li>• Engage students in exploring, developing, practising and applying the skills to prepare them for university and the world of work.</li> </ul>
<p><b>What else do I need to know?</b></p>	<p><b>What do previous Y12 students think?</b></p> <ul style="list-style-type: none"> <li>✓ It is great that the course is coursework based and so there are no examinations.</li> <li>✓ The Individual Project has been very helpful in preparing me for writing my UCAS personal statement and for university interviews. I also enjoyed doing the research because I could do it on something I was really interested in.</li> <li>✓ Working as part of a team to complete the Enterprise Challenge was completely different to what we usually do in other subject lessons - using new skills.</li> <li>✓ I can see how I will be able to use the skills I have been using in the challenges in my career in future.</li> <li>✓ I wouldn't have got a place at my chosen university without it.</li> </ul>

	<h2>Cymraeg Ail Iaith</h2> <h2>Welsh Second Language</h2>
<b>Qualification and Examination Board</b>	AS Level Welsh Second Language A2 Level Welsh Second Language WJEC
<b>Subject knowledge and skills covered</b>	<p>This course will advance written and spoken Welsh skills obtained at GCSE. It is aimed at developing language and literature appreciation skills, and increasing fluency and understanding. Students will gain confidence and practical language skills essential for the world of work and further education.</p>
<b>Assessment format</b>	<p><b><u>AS Welsh Second Language</u></b></p> <p><b>Unit 1 - Film and Oracy. Group Oral Assessment (15%)</b>          In small groups, students will discuss various aspects of the film <i>Patagonia</i>. This exam lasts 20 minutes and takes place during the spring term. Students then have a five minute 1:1 discussion with the examiner, during which time they answer questions about the coursework portfolio they produced for Unit 2.</p> <p><b>Unit 2 - Written Coursework. Internal Assessment (10%)</b>          Students complete three written tasks (600-800 words each) on a theme of their choice. One of the three tasks is completed in class as a controlled assessment piece.</p> <p><b>Unit 3 - The Use of Language and Poetry (15%)</b>          Two hour written examination. This unit is divided into two sections. For Section A students will study grammar. Examination tasks will test their knowledge of key grammatical rules and their ability to adapt their use of language according to the audience or purpose of the task. In Section B students will analyse one of the five contemporary Welsh poems they have studied that year.</p> <p><b><u>A2 Welsh Second Language</u></b></p> <p><b>Unit 4 - Drama and Oracy. Group Oral Assessment (25%)</b>          In small groups, students will discuss and respond to questions about          a) Living through the medium of Welsh          b) The play <i>Crash</i> by Sera Moore Williams          This part of the exam will last a maximum of 30 minutes.</p> <p><b>Unit 5 - The Welsh Language in Society and Translanguaging (15%)</b>          2 hour written examination. This unit is divided into two sections. For Section A students study the status of the Welsh language in our society, learning about events from the middle of the 20th century to the present day which have influenced the rights of Welsh speakers.          In Section B students are asked to read material in English and respond to it in written Welsh.</p>

	<p><b>Unit 6 - The Use of Language and the Short Story (20%)</b>  2 hour written examination. This unit is divided into two sections. Section A is grammar based and examination tasks will test students' knowledge of key grammatical rules and their ability to adapt their use of language according to the audience or purpose of the task. For Section B, students will study 4 short stories and learn how to analyse contemporary Welsh prose.</p> <p>In a five minute 1:1 discussion with the examiner students will discuss synoptic and thematic links between the texts studied for Units 1,3,4 and 6.</p>
<p><b>What qualifications do I need to start the course?</b></p>	<p>It is essential to have a minimum of C grade in GCSE Welsh.</p>
<p><b>How can I use this course after Year 13?</b></p>	<p>The ability to use the Welsh language is an essential skill in modern Wales. Studying Welsh at Key Stage 5 will not only equip students with the language skills they need for the world of work and further education, but also develop students' confidence and communication skills and provide them with opportunities to explore and enhance their cultural identity.</p> <p>Welsh language skills are increasingly valued by employers. With more and more services being offered bilingually, there is growing demand for people with bilingual skills. The ability to use Welsh is essential if you want to work in the public sector, in education, the health service and also hospitality and catering. All public sector organisations in Wales are legally bound to provide services in both Welsh and English and many private companies do so because it's good for business. This makes Welsh-speaking employees a very attractive asset to companies.</p> <p>“In Wales, being able to communicate in Welsh and English is a significant advantage for graduates looking for work. Over 582,000 people in Wales speak Welsh and research shows that employees with bilingual skills are more likely to earn a salary 8-10% higher than workers without bilingual skills. Having the ability to use Welsh in the workplace can give you an edge over your competitors.”  <i>UCAS.com</i></p>
<p><b>What else do I need to know?</b></p>	<p>More information on the course as well as photos and videos of extra-curricular activities offered to students studying Welsh at Key Stage 5 in Cowbridge can be seen on the Welsh Department blog: <a href="http://www.cymraegybontfaen.blogspot.co.uk">www.cymraegybontfaen.blogspot.co.uk</a> and by following the department on Twitter @cymraegccs.</p>