



Builth Wells



High School
Quality Education since 1896

BUILTH WELLS HIGH SCHOOL

SIXTH FORM PROSPECTUS

2010 – 2011



CONTENTS

Why Study A-Levels at Builth Wells High School?	3
The Welsh Baccalaureate (WBQ)	4
Contents of the WBQ Core	5
Key Skills	6
Tutoring and Mentoring/The Role of the Personal Tutor	7
Expectations – The Role of the Student	8
Choosing AS and A2 Levels	9
UCAS and Entry into Higher Education	12
Careers and Guidance/Induction	13
Assessment	14
ART & DESIGN	15
BIOLOGY	17
BUSINESS	18
CHEMISTRY	20
COMMUNICATION AND CULTURE STUDIES	21
DESIGN AND TECHNOLOGY	22
DRAMA AND THEATRE ARTS	24
ELECTRONICS	25
ENGLISH LANGUAGE AND LITERATURE	26
FRENCH AND GERMAN	27
GEOGRAPHY	29
HEALTH AND SOCIAL CARE	31
HISTORY	33
HOSPITALITY	35
INFORMATION AND COMMUNICATION TECHNOLOGY	36
MATHEMATICS	38
MUSIC	39
MUSIC TECHNOLOGY	41
PHOTOGRAPHY	42
P.E.	44
PHYSICS	45
RELIGIOUS EDUCATION	46
WELSH SECOND LANGUAGE	48
CYMRAEG AIL IAITH	49
CYMRAEG MAMIAITH	50
FIRST LANGUAGE WELSH	51
THE LIBRARY	52
WORK RELATED EDUCATION	54

Why Study A-Levels at Builth Wells High School?

You are entering the Sixth Form at a time of dramatic change: the style and variety of courses now available will allow you to design a unique programme of study. During Year 12, you will study the WBQ Core programme and AS courses. At the end of Year 12, you will choose the A2 courses for Year 13; choices based on knowledge and experience.

The WBQ programme is designed to make the transition from Year 11 to Year 12 and from Sixth Form to Higher Education or employment easier. We as a school, and in particular the Sixth Form staff, have invested a massive amount of time in order to ensure that the courses and style of learning are those most suited to your needs. We will support and advise you throughout the coming months as you select your chosen courses and will continue to support you throughout your Sixth Form studies.

The good thing about studying AS and A-levels is that it is (or at least ought to be) more enjoyable than studying GCSEs. Why? For a number of reasons:

- You have more choice at AS and A-level because the government does not insist that you study a number of compulsory subjects.
- You have more time to devote to each subject.
- You can go deeper into each subject, which makes studying more satisfying.
- AS and A-levels are divided into a number of self-contained "units" which can be sat separately and at different stages of the course.
- You can resit units, so exams can be less stressful.

The fact that you have much greater choice at AS and A-level means, of course, that you need to consider what subjects you want to study very carefully. If you make the wrong choices, it can affect your job or university prospects, your enjoyment of your studies and the grades that you will get.

The information in this prospectus will help you deal with the decisions and processes involved in choosing AS and A-levels. Your enjoyment of AS and A-level will be considerably enhanced if your choice of subjects is the right one for you.

The Sixth Form will be an exciting and challenging phase of your life and I look forward to you joining us in September 2010. In the meantime, I would like to take this opportunity to wish you the best of luck for your GCSE examinations this summer.

Thank you for taking the time to read our Sixth Form prospectus. I hope it will provide you with a wide range of information regarding Sixth Form study at Builth Wells High School. If you have any questions or require further information relating to Sixth Form study at Builth Wells High School, please do not hesitate to contact me.

Laura Lewis
Head of Sixth Form

January 2010

Any enquiries please contact:

Shân Davies – Headteacher
Mrs Laura Lewis – Head of Sixth Form
Ionwen Spowage – Assistant Headteacher/WBQ

Tel No: 01982 553292.
Fax: 01982 553825
E-Mail: admin@builth-hs.powys.sch.uk

The Welsh Baccalaureate (WBQ)

(Further details on the Welsh Baccalaureate Qualification are available on www.wbq.org.uk)

The Welsh Baccalaureate is an overarching qualification that will provide students with a broad and balanced range of experiences. It has been designed to:

- Provide students with a wide range of experiences that will equip them for the modern world;
- Be available and accessible to all students post-16;
- Be attractive to students, their parents and teachers;
- **Safeguard students' interests** by being partly based on existing qualifications.

Aims

The **aims** of the Welsh Baccalaureate Qualification are:

- To widen participation, promote access and encourage completion in post-16 education;
- To promote active citizenship;
- To promote parity of esteem between vocational and academic courses and adopt a vocational approach to learning;
- To enable students of all abilities to progress to further or higher education, training or employment;
- To provide a broad and balanced range of curriculum experiences to all post-16 students in Wales;
- To promote learning by doing and the use of new technologies to make learning more effective;
- To promote attitudes that will prepare students for lifelong learning.

Objectives

The broad **objectives** of the Welsh Baccalaureate Qualification are:

- To provide a range of teaching, learning and assessment styles that will motivate students to achieve the best that they can;
- To ensure that all students develop the key skills that will equip them for progression in education, training and employment;
- To develop in students the knowledge and skills associated with their Option subject choices;
- To empower students to take charge of their own learning and development;
- To equip students to take their place as citizens in a diverse society;
- To enable students to participate in work-related education;
- To develop in all students an awareness of living in contemporary Wales, Europe and the World.

Rationale/Context

The Welsh Baccalaureate Qualification will allow progression into succeeding phases of education and training.

Successful completion of the WBQ will accrue 120 Tariff points (an A grade). The WBQ is accepted by an increasing number of Higher Education Institutions.

Contents of the WBQ Core

The Qualification comprises **Core** studies and **Option** programmes (the student's AS/A2 GCE courses). The distinctive part of the Qualification is the Core whose components provide opportunities to develop and acquire naturally occurring evidence of attainment in the key skills. The components of the Core are:

- **Key Skills** - The development of key skills will be embedded in each student's programme, by design in the Core components and within specific key skills programmes and through signposting in the Options, leading to assessment and certification;
- **Wales, Europe and the World**, in which the focus is on political, economic, social and cultural issues in Wales and sets them in the context of Europe (including the UK) and the wider world. This component includes a language module;
- **Work-related education**, which enhances the understanding of the world of work, the importance of enterprise and entrepreneurship and contributes to careers education and guidance. There is a requirement that all students will work with employers and contribute to a team enterprise activity;
- **Personal and social education**, which includes equal opportunities, social inclusion, and sustainable development and will promote active citizenship and good health. There is a community participation element for all students.

Each student's programme will be agreed with, and progress monitored by, the Personal Tutor. The Core will notionally occupy 270 hours of guided learning time as detailed below:

	Year 12 Programme	Enrichment/other activities
Key Skills: Communication, Application of Number, ICT, Problem Solving, Working with Others, Improving own Learning and Performance	60 hours	
Wales, Europe and the World, including language module	60 hours	20 hour Language Module 10 hours for the Individual Investigation
Work-Related Education	30 hours	Work Experience 30 hours
Personal and Social Education	30 hours	Community Participation 30 hours
Tutorial/Mentoring Support time - weekly group tutorial, one-to-one tutorial at least half-termly		

Key Skills

Key Skills are skills that are commonly needed for success in a range of activities in education and training, work and life in general. The Key Skills aim to develop and recognise students' ability to apply these skills in ways that are appropriate to different contexts in order to improve the quality of learning and performance. They are intended for everyone, from students in school to chief executives in large companies. Key Skills form part of the WBQ Core programme.

- ⇒ Key Skills are important in learning as they can help you focus on what you are learning and how you are learning so that you can get better results.
- ⇒ Key Skills are important in work because they can help employees to be flexible in whatever kind of work they do. Employers look for Key Skills when recruiting and promoting people. These Key Skills are relevant to all levels of an organisation as well as self-employment.
- ⇒ Key Skills are important in life in general because they can help you organise yourself, overcome problems and get on with people.

There are six Key Skill areas:

- Communication
- Application of Number
- Information Technology
- Working With Others
- Improving Own Learning and Performance
- Problem Solving

Key skill units and levels

Students will need to achieve all six key skills in order to fulfil the requirements of the WBQ. They will need to achieve at least three key skills at level 3, including one of the "first three", that is Communication, Application of Number or Information Technology and three at level 2.

Each key skill is assessed via a portfolio of evidence. The achievement of these Key Skills at levels 2-4 is recognised by UCAS for admission to Higher Education.

Students who study AS and A2 GCE ICT are exempt from the IT key skill.

Building Portfolios

The personal tutorial system will focus on building an Individual Action Plan and will take the student through the key skill of Improving Own Learning and Performance. During the later stages of Year 12 (May – July) the focus will move towards Problem Solving, as students investigate the options open to them after the Sixth Form.

The Group Tutorial, Community Participation, Team Enterprise and Working with an Employer all offer plenty of opportunities for achieving the key skill of Working with Others.

Evidence for Communication, Application of Number and Information Technology portfolios can be drawn from the Core and the Options within the WBQ.

The Personal Tutor and the Key Skills Co-ordinator along with subject tutors will advise and assist students to build their portfolios.

Tutoring and Mentoring

You will have your own personal timetable with time set aside for you to work on your own (Study Periods) and with your peer group (Group Tutorials).

The following staff will work with you and will provide academic and pastoral support:

- **Personal Tutor**
- **Subject Tutor**
- **WBQ Co-ordinator**
- **Careers Wales Powys Advisor**
- **Head of Sixth Form**

The role of the Personal Tutor

Personal Tutors will support students. They will work with students to produce and implement an **Individual Action Plan**. The personal Tutor will be responsible for:

- Establishing a learning relationship with the student;
- Advising the student on her/his Core and Option choices/programmes;
- Setting up the student's Individual Action Plan, and reviewing the progress on a regular basis, linking with the Improving your Own Learning and Performance key skill. Ensuring that this is derived from personal interest, hobbies, etc. as well as learning programmes;
- The general attitude, well being and self-esteem of the student.

The Personal Tutor is central to the success of the WBQ and Year 12 tutors are trained to understand the professional requirements of the role, including the skills, to deal with pastoral matters.

The one-to-one tutorial is the most important aspect of the Personal Tutor's duties and the main point of contact with his or her students. Students will meet their Personal Tutor during the Induction Week. At the induction stage of a one-to-one tutorial in the WBQ, the role of the Personal Tutor will be to:

- Establish a "learning relationship", with mutual trust being shown on both sides, with the student's aims and aspirations (and whether they are realistic) being discussed, with a review of the student's past experiences and achievements being an opening point for the discussion.
- Raise student awareness on the range of learning opportunities available to her/him.
- Discuss with the student her/his Option/Core WBQ choices in order that the breadth and balance of the programme provides coherence.
- Set up an Individual Action Plan.
- Set up the mechanism to track the individual's progress, with this progress being the specific focus for discussion at future one-to-one personal tutorials.
- Contextualise the key skill of Improving own Learning and Performance, through involving the student in their own target setting in the one-to-one tutorials.

Students will have at least one personal tutorial every half term. In addition, there will be a weekly Tutor Group Tutorial. The focus of the group tutorials will vary at different stages of the student's programme. For example, at induction students may find it helpful to discuss their concerns about the course in small groups, and to find that others have similar concerns. Later in the programme, the group tutorial will consider issues such as:

- Ensuring that students feel satisfied that their education is progressing in a stimulating and safe environment.
- Highlighting the expectations of high standards of conduct, emphasising that inappropriate conduct will be dealt with promptly.
- Developing study skills, including a range of personally effective learning styles.
- Time management techniques.
- Revision techniques.
- Examination techniques.
- Careers Guidance, including specialist input, e.g. Careers Wales Powys.
- Preparing for entry into Higher Education– UCAS forms.
- Preparing for the World of Employment e.g. CV writing, preparing for Job Interviews.

The successful combination of personal and group tutorials allows the student to have "the best of both worlds" giving them access to opportunities to voice opinions and concerns in either a group or individual situation.

Expectations - the role of the student

You will be students, rather than pupils, capable of taking responsibility for your own learning, setting your own goals, negotiating your assessment and becoming more independent and self-disciplined. Some things will be expected of you: such as wearing the appropriate dress, punctual attendance and mature, sensible behaviour.

As a Sixth form student you are a "role model" for all younger pupils in the school, therefore, you are effectively "on duty" whenever you walk about the school. It is your responsibility to act when you see unacceptable behaviour and to report any untoward behaviour to a member of staff immediately.

You will experience more freedom. This freedom brings with it responsibility for conducting your own affairs and, in particular, the need to balance work and leisure activities profitably in school and at home.

We hope that you will go on to achieve all these personal and academic goals and that you will bring self-satisfaction, happiness and credit on you, your family and the school.

The School Day

The school day will begin at 8.45 am with registration. You will be expected to log-on to the network and check the internal mail for messages. The remaining 15 minutes should be used for discussion with your tutor, planning work with your tutor group, language learning, up-dating log books, attending etc.

Please note: Once each half term you will be asked to attend a one-to-one tutorial with your personal tutor.

Option lessons end at 3.15pm.

Administration arrangements

Any student who is ill should, if possible, telephone the office and leave a message for their tutor. Tutors should also be notified of any appointment, planned absence etc. The tutor will inform the WBQ co-ordinator/Head of Sixth Form/Subject Tutor as necessary.

Sixth Form students must sign out if they need to attend appointments, Community Participation placements, etc.

Uniform

Sixth Form students do not have to wear school uniform. However, you should remember that this is a working environment and therefore you must dress appropriately. Outdoor garments and hats are not acceptable inside the building. Personal Tutors and the Head of Sixth Form monitor standards and students who fail to dress appropriately will be advised to improve their appearance.

Choosing AS and A2 levels - what must you consider?

Please consider the following points before making your choices in the Sixth Form.

- Open entry into the Sixth Form is encouraged but your attitude to work and discipline as shown during your previous five years at school will be the 'Key' to your entry.
- You will spend a minimum of 15 periods a week on your studies (based on studying 3 AS GCEs). The remaining periods will be devoted to the WBQ Core and **Private Studies**.
- You will need to choose what type of course you are best suited to follow. You must consider your personal strengths in relation to your studies; can you work independently or do you prefer to be set strict guidelines? You must investigate the different styles of learning involved in AS courses and decide which type is most appropriate for your needs.
- You will be encouraged to spend approximately 15 hours per week on study at home. This will include tasks set by your tutors, general reading around your subject and preparation.
- It is essential, when choosing subjects for study in the Sixth Form, to make the right choice. Choose subjects which are of interest to you and which you enjoy studying. It is advisable to seek advice from family, tutors, Careers Wales Powys and past students as to your choice of subjects for study. Some of the subjects on offer in the Sixth Form will be completely new to you and familiar subjects may be taught in a different manner; don't assume that you know what will be involved.
- If you are certain you know what career you wish to follow, then you should research which subjects you need to study in order to achieve your career aim. **Most medical courses, veterinary science and certain science and engineering courses to name a few, have specific entry requirements.** Please ensure that you make the right choices now - see Mrs Laura Lewis for details.
- A combination of AS subjects is encouraged in Year 12. **Most students are likely to find 3 AS** appropriate at this stage. It is envisaged that most students will then continue with the A2 units necessary to achieve the A-level award in Year 13. Those students who wish to study 4/5 AS in Year 12 must bear in mind that this would be very demanding and they would have very few Private Study Periods in school.

The best general advice is to choose subjects that you enjoy, and feel you can do well: the teachers who know you best can help with these decisions. However, there are some subject combinations that are particularly useful, or even essential, for certain courses.

The table below lists possible subject combinations, in relation to a number of higher education courses. The list is not exhaustive and certain institutions are more flexible than others are. Please see Mrs Lewis for further information.

You may also find the UCAS website helpful: www.ucas.com. This site links to those of all of the Higher Education Institutions.

	ESSENTIAL	HIGHLY DESIRABLE	HELPFUL
Architecture		Language and humanities subject	English Literature, History
Art	Art	Product Design	
Business Studies		Business	ICT, a modern language
Economics		Mathematics and Economics	Business Geography
Education	A-Level in the subject specialism		
English	English Literature		A modern language, History
Geography		Geography	Biology (Science), Humanities
History		History	
History of Art	1/2 arts subjects	A modern language, History or History of Art	
Law			Arts subjects or science subjects or a combination of arts and science subjects
Modern languages	One modern language		A second modern language
Music	Music	A European Language	Any of English, languages, History, Maths, Physics
Nursing		Biology	Health and Social Care, Chemistry
Philosophy			Combination of arts and science subjects
Design		Art, Product Design, ICT	Mathematics, Physics, Electronics
Psychology		Biology	
Social and Political Sciences			Mathematics, a subject in the social sciences, arts/science combination
Theology and Religious Studies		One subject from English, Religious Studies. History, languages. AS in a language if not at A-Level	
Chemical Engineering	Chemistry	Mathematics and Physics	

Computer Science	Mathematics	A physical science	Any of ICT, Electronics, English, Modern language
Engineering	Mathematics and Physics		Chemistry, ICT, Design and Technology, Economics, Electronics; a modern language makes a good contrasting subject
Mathematics	Mathematics	Physics	
Medicine	Chemistry with either Mathematics or Physics or Biology	A further science or Mathematics	
Veterinary Medicine	Chemistry with either Mathematics or Physics or Biology	A further science or Mathematics	
Natural Sciences	Two of Mathematics, Physics, Chemistry or Biology	A further science or Mathematics	
Chemistry	Chemistry	Mathematics	Biology, Physics
Geology		Two of Biology, Chemistry, Physics	Any of Biology, Chemistry, Mathematics, physics
Materials and minerals Science	Mathematics and Physics		Chemistry
Physics	Mathematics and Physics		
Physical Education/Sports Science	Biology	PE	Chemistry

For many courses of study in Higher Education, work-shadowing experience in an appropriate area is an essential entry requirement. Please speak to Mrs Lewis if you think this might apply to you.

UCAS and Entry into Higher Education

What is the UCAS tariff?

- It is points score system to report achievement for entry to Higher Education (HE).
- It gives numerical values to qualifications.
- It establishes agreed equivalence between different types of qualifications.
- It provides comparisons between applicants with different types of achievement.

What qualifications does it cover?

- GCE Advanced and Advanced Subsidiary qualification
- Welsh Baccalaureate
- Key Skills

How will Higher Education use the tariff?

- The Tariff is a facility offered to HE to assist in expressing entrance requirements and making conditional offers.
- It is not obligatory for Higher Education Institutions (HEIs) to use the Tariff, although they are encouraged to do so.
- Some HEIs make conditional offers based on points while others still express offers by grades
- Entry requirements expressed as a points score may be qualified to require a minimum level of depth and/or achievement in specified subjects.

It is recognised that, if AS qualifications are taken in Year 12, they may provide a helpful indication of a student's potential. However, most offers are conditional on achievement at Year 13.

How does the points system work?

UCAS TARIFF				
WBQ	Single Units	GCE AS	GCE A2	Score
	Main Key Skills	3-unit award	6-unit award	
Advanced Diploma			A	120
			B	100
			C	80
		A	D	60
		B		50
		C	E	40
	Level 4	D		30
	Level 3	E		20
	Level 2			10

There is no ceiling to the number of points, which can be accumulated, thereby recognising the full breadth and depth of students' achievements.

There will be no double counting - students cannot count the same or similar qualification twice
GCE Advanced Subsidiary scores will be subsumed into a GCE Advanced score in the same subject.

Further details regarding the suitability of individual AS, A-level, Key skills and the WBQ for entry to Higher Education can be found on the UCAS tariff pages at www.ucas.com

Careers and Guidance

At Builth Wells High School, we strive to encourage all of our Sixth Form students to develop all of their skills. We are concerned not only with academic performance but with the development of active citizens who are equipped with the skills necessary to succeed in this new millennium.

All Sixth Form students are entitled to have access to the professional expertise of a career adviser. Rhion Jenkins works for Careers Wales Powys and is based in school, five days a week. He can give individual help with all aspects of career planning, including advice and guidance on courses, college and university, training and modern apprenticeships, the suitability of work experience for future career plans, and all employment opportunities. He can also help with application forms, sponsorship applications and preparation for interviews. The advice and guidance he gives is impartial and equally accessible to all. He will liaise with the Work Related Education/Careers Co-ordinator to prepare students for the Community Participation and Work-related components of the WBQ.

You are advised and encouraged to consider your individual future careers as early as possible. It is particularly important if you are hoping to continue into Higher Education that you should start to collect information and form ideas about future courses early in Year 12.

During your time in the Sixth Form you will have the opportunity to visit the UCAS Higher Education Convention, University Open Days, presentations by visiting speakers from Higher Education establishments, attend Oxbridge Information Days and career specific Higher Education Conventions (e.g. healthcare and allied professions).

Planning for Higher Education will begin in March/April of Year 12 and applications (through UCAS) will be completed during September - January of Year 13.

Induction

Year 11 students will participate in two induction sessions designed to make the transition from Year 11 into Year 12 a seamless one.

July (One Day)

This session is designed to introduce students to the Welsh Baccalaureate, with the Language Module and Community Participation forming the focus of the day.

The students will receive a WBQ/Sixth Form handbook.

September (Two days)

During this session, students will meet their Personal Tutor and be assigned a tutor group. As well as finalising their AS choices, they will be introduced to the remaining components of the WBQ. The focus of these two days will be team building, planning and preparation for the Year 12 course.

Assessment

The progress of Year 12 students will be monitored and assessed on a regular basis. Year 12 Personal Tutors will interview all students on a half-termly basis. In addition, formal assessment and reporting will take place as described below.

- ⇒ The Welsh Baccalaureate Co-ordinator and the Head of Sixth Form will interview all Year 12 students during September/October in order to ensure that they have made appropriate subject choices and are making satisfactory progress.
- ⇒ Throughout the year, the Head of Sixth Form will discuss any problems arising with students, and where appropriate, contact parents/carers.
- ⇒ External examination sessions for AS GCE will take place in January and June (this will depend on the subjects chosen).
- ⇒ Examination sessions will take place over a period of approximately two-three weeks.
- ⇒ Students/Parents/Carers will receive a full report in February and there will be a Parents' Evening in November.

Students who fail to achieve their Maths and/or English GCSE in Year 11 are positively encouraged to re-sit the examination in Year 12.

A pass at C grade or above in English (or Welsh First Language) and Maths is essential for matriculation into Higher Education. In addition, certain courses may specify additional entry qualifications (for example, a pass in Science is required for entry into teaching).

Art and Design

AS LEVEL - WJEC

Mrs. H. Flaherty

This is a creative, expressive and enjoyable course – a new and revised course offered from 2008 onwards. The new AS course requires students to show and develop: intellectual skills, imagination, creative and investigative skills and independent work. The course will begin with exploratory workshops and project which allow students to work and experiment with a variety of themes, and a broad range of media and techniques. The first part of the course will also introduce students to the requirements of the course, the marking criteria and assessment process.

Students will then be required to create a coursework portfolio, by developing work from a preferred task, theme, issue or stimulus. This work will include sketchbooks or design source books; and may also include mounted sheets, finished pieces, or work presented using ICT. Work will be selected, evaluated and presented by students, after guidance from staff. Students will also need to show a written element by annotating and evaluating their work, and by studying relevant artists, designers, styles, or other influences on their work.

Students will be given the opportunity to work using a variety of disciplines including: painting, drawing, graphics, textiles, sculpture, mixed media, fashion, print, photography and digital image manipulation. Drawing is central to all areas of specialism, and students will all complete much of their work in sketchbooks, exploring a range of ideas, researching, working from observation and imagination, studying artists, annotating ideas and using their environment to record and spark ideas. The emphasis of this new course is personal exploration, experimentation and personal expression. Work for Art and Design is marked by the department in school, and then externally moderated by a visiting moderator.

This course at AS Level contains the following:

Coursework (60% of AS mark)	Controlled Assignment (Exam – 40% of AS mark)
A coursework portfolio based on a preferred task, theme, issue or stimulus. This will include sketchbooks, individual pieces, mounted sheets, and possibly work presented using the computer. Students will select, evaluate and present work. The influence of other artists, cultures or styles will also be shown and students will also annotate work to explain development, inspiration and to evaluate their work.	Students will sit an 8 hour practical exam. They will receive the exam paper in February and will be given preparation time to produce studies leading up to a final outcome in the exam itself. Students will be given a series of themes to choose from for their controlled assignment. This work will then be presented and assessed.



Many candidates progress to A Level in this subject. The grade obtained in AS Level will provide half of the marks for the overall A Level, so it vital that students are prepared to work hard for AS. Teaching includes workshops, some whole class activities and visits, and individual tutorials. Students will be encouraged to spend some study periods working in the new Art room and to produce work at home, as it is a time-consuming subject. Students will do well in Art and Design if they are: hard working, creative and expressive, and willing to devote time to this subject.

Career opportunities in this area include: graphic design, freelance artist, teaching, lecturing, illustration, advertising, design for TV, costume and theatre, textile and fashion design, architecture, computer-aided design, printing, make-up design, art therapy, web design, photography, digital manipulation, curatorship and exhibition design. Many students progress to the A Level course and a good proportion then progress to study the subject at Further or Higher Education.



Biology

WJEC

Mrs. L. Lloyd
Mr. R. Thomas

Biology is a subject rooted in the human spirit. People breed animals, tend plants, fish rivers and visit national parks. This behaviour shows an innate attraction for life in its diverse forms. A Level Biology is a scientific extension of this human tendency to feel connected to and curious about all forms of life.

It is a science for willing and adventurous minds, which reveals the microscopic world of the fundamental units of living organisms known as cells and travels further into the sub-microscopic realm of the molecules that make up those cells.

It is science that will reveal the secrets of DNA, its patterns of inheritance and the way evolution modifies species over time.

It is a science that will reveal the complexities of animal and plant structure and function, together with the interactions of organisms with the environment.

In short, Biology is the study of life and has been called the queen of the sciences.

The WJEC syllabus is split into 6 separate modules each of which is examined separately: the AS course comprises 3 modules in Year 12 and the A2 course comprises a further 3 in Year 13.

AS level:

- Unit BY 1** Basic biochemistry and cell organisation
- Unit BY 2** Biodiversity and Physiology of Body Systems
- Unit BY 3** Practical Assessment (weighted at 20 % of AS and 10% of A2 Level)

A2 level

- Unit BY 4** Metabolism, Microbiology and Homeostasis
- Unit BY 5** Environment, Genetics and Evolution (+ synoptic assessment)
- Unit BY 6** Practical assessment (weighted at 10% of A level)

Enjoyment and success in Biology is enhanced by deepening knowledge of contemporary issues, e.g. the human genome, stem cell technology and the environment, by using the media, Internet and reading (e.g. New Scientist).

A qualification in Biology is expected for many University courses such as Nursing, Medicine, Physiotherapy, Pharmacy, Veterinary Medicine, Biochemistry, Marine Biology and Ecology.

Business

OCR

This is a new broad-based qualification in Applied Business that offers candidates:

- a two-tier qualification containing both AS and A2 standard units;
- a number of vocational learning opportunities that can be delivered to candidates in a flexible manner according to their strengths/needs;
- a number of learning opportunities which will provide candidates with the choice of assessment methods suitable to their needs/strengths;
- a series of learning opportunities set within both an internal- and external-assessment framework;
- the chance to acquire a broad range of business skills through the study of authentic business contexts;
- the ability to interact with the business environment allowing candidates the opportunity to experience real authentic business practices;
- the flexibility to pursue a qualification which covers key areas of business;
- a range of units designed to provide a progression route to higher education or further training for direct employment;
- the opportunity to pursue a number of vocational pathways that focus on particular areas of business.

Undertaking this qualification leads to an Advanced GCE made up of three A2 units and three AS units. All units are equally weighted at AS level. Students can of course opt to undertake just an AS GCE at this level of study.

For A2 units, the level of performance expected reflects the more demanding Advanced GCE material, including the higher-level concepts and a requirement to draw together knowledge and skills from across the course.

AS GCE (Three-unit Award):

Unit Number	Level	Title of Unit	Mode of Assessment
1	AS	Creating a marketing proposal	Portfolio (m)
2	AS	Recruitment in the workplace	Portfolio (m)
3	AS	Understanding the business environment	External (m*)

*m = mandatory; o = optional; * = external assessment based on pre-released case study material.*

Advanced GCE (Six-unit Award):

Unit Number	Level	Title of Unit	Mode of Assessment
1	AS	Creating a marketing proposal	Portfolio (m)
2	AS	Recruitment in the workplace	Portfolio (m)
3	AS	Understanding the business environment	External (m*)
9	A2	Strategic decision-making	External (m*)
10	A2	A business plan for the entrepreneur	Portfolio (m)
11-16	A2	Choose one from: 11) Managerial and supervisory roles 12) Launching a business on-line 13) Promotion in action 14) Constructing a financial strategy 15) Launching a new product or service in Europe 16) Training and development	Portfolio (o)

*m = mandatory; o = optional; * = external assessment based on pre-released case study material.*

The specifications related to the units identified for AS/A2 have been specifically designed to form qualifications that provide knowledge and understanding of the 'world of business' at this advanced level of study.

Assessment of portfolio work is designed to recognise and give credit for what students can do as well as what they know.

A range of professional institutions and Higher Education Institutions supports these specifications.

It is very important to note that students will need to be very self-motivated and capable of individual study, as is the case when completing individual portfolio assignment tasks to specified deadlines. They will need to be good communicators, both verbally and in their written work. In addition, good ICT skills would be another definite advantage as would enthusiasm and interest in the subject.

Chemistry

WJEC

Mr. D. Barlow

Mr. T. Breen Smith

The AS level consists of 3 units:

Ch1 Controlling and measuring chemical change

Ch2 Properties, structure and bonding

Ch3a The AS Practical Chemistry

The AS course is designed to introduce students to the basic ideas of the three main branches of Chemistry - Physical, Inorganic and Organic.

The AS examination papers will be taken in the June of Year 12

The A2 level consists of 3 units:

Ch4 Analysing and building molecules

Ch5 A level Physical and inorganic chemistry

Ch6a A2 Practical Chemistry

The A2 course develops key scientific skills, and provides a solid foundation for those wishing to study chemistry or its associated fields at a higher level.

The A2 examination papers will be taken in June of Year 13.

Students considering taking the course should be competent in Maths at higher level GCSE.

They should also possess a strong work ethic and be prepared to devote a significant amount of time both in and out of school to their studies.

Communication and Culture Studies

AQA

Dr. B. Jones
Miss R. Bailey

How important are the latest mobile phones, games consoles or MP3 players to you? Why are they designed the way they are? Can they tell us anything about ourselves and the way we relate to others? As objects, what do they mean? Why do we love shopping? How do you know who you really are?



These are the kinds of questions asked in A Level Communication and Culture. This course takes all the really interesting bits of Psychology, Sociology and Anthropology and applies them to your everyday experience as its starting point to make the subject interesting, accessible and challenging.

You learn about your culture; its unwritten rules and codes, its power structures and value systems – and its importance for your own sense of identity. At the same time, you will place your own culture within wider contexts to gain an understanding of cultural difference and cultural diversity.

AS looks at the relationship between individuals and the broader cultural environment.

Unit One introduces basic principles, starting with definitions and interpretations of the concept of culture itself. You will draw on your own experiences to explore the differences between 'high' and 'popular' culture and the reasons why different values are placed on different cultural products and practices. For example: is skateboarding better than polo? Also, this unit looks at the ways in which culture is communicated by signs and symbols such as language and Non Verbal Communication to make us the individuals we are.

Unit Two develops understanding of the ideas in Unit One through practice and application. You prepare a portfolio of investigations, explorations and a presentation.

At A2, Unit Three introduces theoretical perspectives such as postmodernism and feminism, and key concepts such as power, discourse and technology, in relation to at least one of the following cultural sites: Spaces and Places – the constructed environment of town and cityscapes, the countryside, shopping malls and holiday destinations.

Fictions – the 'stories' that make up our culture in the form of plays, novels, films, exhibitions, displays, computer games.

And –

Objects of Desire – the products which we may covet or cherish; which symbolise important aspects of different cultures. This is the study of how culture invests things with meanings.

Unit Four is a synoptic coursework unit. This unit should inspire and challenge you to produce work of distinction; which you will remember with pride long after A-levels are over and prepare you for the sort of work you will undertake in university.

Within the context of set topics such as Celebrity, Body Modification or Cinema as Cultural Practice, you will produce a case study investigation of verbal and visual material and a web-based presentation.

Design and Technology

WJEC

W. Thomas

R. Davies

Course details:

The AS and A Level Design Technology (Product Design) course offers suitable progression for students who have worked in graphic products, resistant materials technology or textiles at GCSE.

This challenging and enjoyable course gives students the opportunity to identify and solve real problems and is expected to have a broad appeal, with students able to work in a wide range of contexts relating to their personal interests or future intended careers.

AS and A Level Design Technology (Product Design) is taught by experienced and enthusiastic design staff. We encourage our students to adopt an imaginative and innovative approach to their design work, which allows them to develop their capacity for creativity and independence. The design and make tasks also enable students to gain a range of advanced making skills, using both traditional and computer aided manufacturing methods.

The specification is divided into a total of 4 units, 2 AS units and 2 A Level units. Weightings noted below are expressed in terms of the full A level qualification.

AS Level

Module	Module Details	Work completed by
DT1	Product Design Examination Paper (20%) 2 hours	Sat in Jan of AS year.
DT2	Design and Make Task (30%) Approximately 60 hours 1 A3 design portfolio and a manufactured product. Design sketchbook	Throughout AS year, completed by April of AS year

A Level (the above plus the following two A Level modules)

Module	Module Details	Work completed by
DT3	Written Examination Paper (20%) 2 ½ hours	Sat in June of AL year.
DT4	Major Project – A Design and Make project (30%) Approximately 60 hours	Throughout AL year, completed by April of AL year

WT (2010)



ABOVE: A Level Product Design outcomes from Summer 2008



RIGHT: Mark Powell designed and made an impressive sculpture for his A Level Product Design project. In September 2007 he started his degree in Product Design at UWIC.

BELOW: Sean Jones designed an innovative storage unit for his A Level Product Design project. He started studying Medicine at Cambridge University in September 2007.

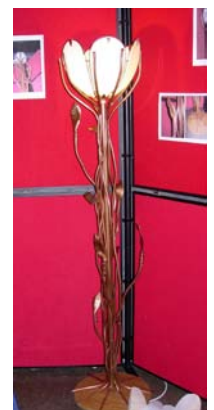
Both projects were recommended for the first round of the A Level Innovation Awards 2007.



Every year we hold an exhibition of both GCSE and AS/A Level work to show the quality outcomes from all specialist areas of Design. We always receive very positive feedback from all that attend.



BELOW: A range of AS Level Extended Task – Lighting Unit examples:



Drama and Theatre Arts

EDEXCEL

Mr. R. Lewis

Why has the World of Theatre held the human race in thrall since the dawn of time? Who are Oedipus, Harlequin, Prospero, Hedda Gabler, and Mother Courage? What about Berkoff, Brecht, Brook, and Becket ?

Join this fascinating course at Bulth Wells High School, and find out more about the world's greatest Art form whilst at the same time giving you the confidence to communicate effectively. Drama is recognised by all Universities as a "Premier League" Subject. Remember Drama is not just for potential actors and media professionals e.g. Manchester Business School has a compulsory Drama module in its Business Studies Degree Course and its MBA. Management is after all just another good or bad "performance". To get confident, take Drama and really communicate.

What do you need to know or be able to do before taking, this course?

It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

What will you learn on this course?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

What kind of student is this course suitable for?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of Theatre and wish to develop your skills in some or all of these areas. Equally, you will be interested in going to the theatre to see plays performed by different theatre companies. Drama involves some exciting and ambitious group projects. Students must be prepared to commit themselves to working some evenings or weekends in the run up to performances.

AS UNITS

Unit 1 (Code: 6DR01) Exploration of Drama and Theatre <i>Exploration of 2 play texts chosen by the centre via practical workshop sessions, together with coursework reports on research into texts, practitioners and theoretical background (Teacher assessed)</i>	<i>20% internally assessed/externally moderated practical workshop + coursework</i>
Unit 2 (Code: 6DR02) Theatre Text in performance A practical examination of student's acting or design skills in monologues/duologues AND a directed production of a play.	<i>30% externally assessed performance in front of audience and Visiting Examiner</i>

A2 UNITS

Unit 3 (Code: 6DR03) Exploration of Dramatic Performance Devising and performing an original piece of theatre generated by the students working collectively, together with coursework report on devising process. <i>(Teacher assessed)</i>	<i>20% internally assessed/externally moderated practical performance in front of audience + coursework</i>
Unit 4 (Code: 6DR04) Theatre Text in context 3 examination questions based on the study of 2 plays. Section A is based on understanding a director's academic and practice approach to a play text set by the exam board; Section B is based on analysing a performance of a historic play seen by the students and research about its performance history.	<i>30% externally assessed 2½ hour written paper</i>

Electronics

(To be confirmed)

English Language and Literature

WJEC

**B Jones
K Williams
J Sharp**

This is a gold standard AS and A Level that is highly valued by all universities for all subject disciplines including science, medicine, the social science subjects, modern foreign languages, as well as the arts.

We will encourage you to study language and literature as interconnecting disciplines. We want you to develop your ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken and written texts.

You will become independent, confident and reflective readers, enabling you to relate texts to the contexts in which they were produced. You will develop your own writing skills to produce texts for a variety of audiences and purposes as well as broadening and deepening your knowledge and understanding of the way language is used and received. This will enable you to make comparisons and connections between texts, taking into account the social, cultural and historical factors, which influenced them.

We will show you how to select approaches most appropriate for your investigation and research. This enjoyable but challenging subject will strengthen your all-round communication skills. If you enjoy reading and writing then this is the course for you.

ENGLISH LANGUAGE & LITERATURE

AS (2 units)

LL1 30% 2½ hour Written Paper 80 marks (120 UMS)
Critical Reading of Literary and Non-Literary Texts Section A: Poetry pre-1900 (closed text) + unseen text Choice of one from two questions (40 marks) Section B: Prose (open text) 2 prose texts: one question (40 marks)
LL2 20% Internal Assessment 80 marks (80 UMS)
Creative Writing 3 tasks (80 marks: 2 x 20; 1 x 40) <ul style="list-style-type: none">• 2 creative writing tasks• commentary on both creative writing tasks

A LEVEL (the above plus a further 2 units)

LL3 20% Internal Assessment 80 marks (80 UMS)
Analysing and Producing Performance Texts Section A: Dramatic texts in context 2 texts – one piece of extended writing (40 marks) Section B: Producing texts for performance <ul style="list-style-type: none">• writing 2 original texts for performance• evaluating one of the texts. (40 marks)
LL4 30% 2½ hours Written Paper 80 marks (120 UMS)
Comparative Textual Analysis and Review Section A: Comparative analysis of texts 3 unseen texts: one question (40 marks) Section B: Reviewing approaches 1 text (poetry/prose – open text) Choice of one from 6 questions. (40 marks)

French and German

WJEC

FRENCH

Mrs. L. Pedelty

Mrs. S. Morris

GERMAN

Mrs. L. Pedelty

Mrs. L. Tomlin

What does the future hold for you? As Britain's European horizons widen, so will the demand for competence in European languages.

"We still compare woefully with many of our European partners."

"In many European countries they think nothing of teaching their children two or three languages". "In this country nine out of 10 youngsters in the 16 to 19 age group drop languages."

"Our young people are coming out of colleges and competing for jobs with youngsters from the rest of Europe who speak several languages, and they won't stand a chance."
(Guardian Education)

So, why not take your language a step further? AS or A2 level French or German forms a logical continuation to work already completed at GCSE and knowledge and skills already acquired will be consolidated.

A foreign language qualification will increase your career opportunities. In fact, practically any job or career can have a foreign languages dimension to it. As there are more and more transnational companies, there are increased opportunities, and even requirements, to work in a multilingual environment. If you are considering higher education an increasing number of courses include a foreign language component.

Mobility of labour means that there is growing competition for jobs within the European market. Already, young people from countries such as Holland, Belgium and France are using their English language skills to obtain jobs in the UK. Are our young people capable of doing the same thing in other European countries?

Wales will not increase its GDP and prosperity through small, local businesses alone – it needs firms, which trade on a European and World level. Language skills play an important part in the process of European integration.

In the MORI poll Future skills Wales it is clear that Welsh business people believe that communication skills will become increasingly important in years to come. Language skills will also have a crucial role to play in this development.

Furthermore, Languages can be studied in conjunction with a great variety of other subjects: - Business Studies, Tourism, Law, Politics, Sciences, Computing - to name but a few, thus greatly enhancing your degree.

More and more students at University are taking advantage of the "Erasmus Programme" which enables them to study abroad for a year as part of their course. An A Level Language qualification can increase the opportunity of being accepted onto this programme. For further information see website:-
<http://www.britishcouncil.org/erasmus>

If you opt for a language at AS level, this will fulfil the requirements of the language module of the WBQ.

During the Course

We encourage as much contact as possible with the native country by means of Radio, TV, Newspapers and Magazines, and most importantly visits to the country. Students can carry out work experience in France or Germany, which provides an invaluable insight into the way of life and culture. We have well-established links with Colmar and Vittel in France and Mönchengladbach in Germany.

Within the Language faculty, we have a resource centre, which is available to 6th form Students. This enables them to make use of satellite TV and Video, and computer.

Syllabus and Scheme of Assessment

The study of French or German at AS or A2 level places much emphasis on developing oral skills and the ability to communicate coherently, interestingly and persuasively. It naturally promotes greater knowledge and enjoyment of France or Germany and encourages an interest in contemporary issues.

Content of Course

The following topics will be studied with reference to target language countries as well as a wider, global context as appropriate.

AS

- (a). **leisure and Lifestyles**, including travel and tourism, sport and hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living – drugs, aids, smoking, alcohol etc.
(b). **The Individual and Society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

A LEVEL

- (c). **Environmental Issues**, including technology pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.
(d). **Social and Political Issues**, including the role of the media, racism, immigration, social exclusion and integration, terrorism, world of work (employment, commerce, globalization).

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

AS (2units)

FN1/GN1 **20%** **12-15 minutes,** **80 UMS marks**

Oral

Examiner –led discussion of topics

General conversation

FN2/GN2 **30%** **2.5 hours** **120 UMS marks**

Listening, Reading and Writing

Listening, Reading and Responding

Grammar tasks

Translation Target Language – English

Essay

Advanced Level (the above plus a further 2 units)

FN3/GN3 **20%** **15-20 minutes** **80 UMS marks**

Oral (Structured Discussion and Expose)

FN4/GN4 **30%** **3 hours** **120 UMS marks**

Listening, Reading and Writing.

Listening, Reading and Responding

Translation English – target Language

Guided Studies Essay

‘One of the key challenges of the new millennium is the internationalisation of society and its effects on individuals and institutions. Language and culture will remain central to meeting that challenge.’

Dr Lid King
Director, CILT

MFL results 2007 & 2008

AS/A2	A – C	73%	French and German
-------	-------	-----	-------------------

Making the case for languages

Great job prospects for language graduates year, after year, after year, after year -----

JOBS

“If you’ve got an extra language you’re already one step ahead of someone else applying”

SKILLS

“Any language skill is an asset for life”

“With the Olympics coming up, people with languages will be needed to help both athletes and tourists who come to the games”

KEY MESSAGES FROM CILT

- English is not enough
- A little language can make a lot of difference.

Are there real job prospects for language graduates?

Research consistently shows graduates with language skills possess an edge in today’s employment market: they have **higher employability (94.2%)** than graduates of other disciplines, and **they earn, on average, 8% more** than graduates with no knowledge of foreign language.

Geography

WJEC

Mr. D. Ronicle
Mrs. C. Price
Mrs. L. Lewis

The GCE Advanced Subsidiary/Advanced Level course is an evolution from the GCSE course. Advanced level Geography is not, "just about maps". It takes questions about a constantly changing World and allows you to gain the knowledge to answer them. Some questions are difficult, as are some of the answers. In other words, this course will be out to challenge you.

In Year 12, the AS course will consist of :

G1 – Changing Physical Environments - This investigates :

- a. Climate Change. The reasons for change, Man's impact on Climate and the strategies for addressing change.
- b. Tectonic Change and Hydrological Change. How Man responds to the hazards of Tectonic and River activity in the environment.

G2 – Changing Human Environments - This investigates :

- a. Population Change. The reasons for the growth of populations, the cost and benefits of migration on a population and the future needs of a changing population.
- b. Settlement Change. How urban and rural places are growing and changing. The pressure that increased urban growth puts on the environment.

Assessment for the AS course :

Both modules are assessed with modular exams (1 hour 30 mins) , which applies the knowledge and skills learnt throughout the year and from Fieldwork.

In Year 13, the A2 course will consist of two modules.

The purpose of these modules is to encourage students to connect ideas and be able to evaluate the problems created with how Man interacts with the Environment

G3 – Contemporary themes in Geography.

Section 1 - A choice of two themes, i.. Climatic Hazards and ii. Development, that allows students to research and develop understanding and connections within Physical and Human Geography.

Section 2 – Individual Research Enquiry. This will allow students to carry out individual research, including fieldwork based on a series of preset topics, for example, The Geography of Disease, of Microclimates, of Environmental Change, of Crime.

G4 – Sustainability.

This is a decision making unit. That allows students to connect a range of ideas to the whole A level course. It focuses on problem solving and evaluation of a range of ideas. These are chosen from:

Food Supply
Water Supply
Energy
Sustainable Cities

Assessment for the A2 course :

G3 - two essay questions based on Section A and in Section B one essay question based on the students research enquiry. (2 hours 15 mins)

G4 – A series of questions based on the whole course and material released by the exam board before the exam. This allows for the student to do further research to supports their answers.

In A2, the focus of both sections is to encourage students to connect ideas, to evaluate the problems created with how Man interacts with the Environment.

Further details

Topics, ideas and case studies will link all parts of the course. All students will be given a set of texts, which are used to expand upon the class notes. Students are expected to keep up with current affairs. A range of fieldwork is on offer. At present the local area, the Rheidol Valley, and the Cardiff area are used. This includes a 3-day residential field course to support work on Environmental Issues within a River System.

GCE Health and Social Care

WJEC

Mrs. I. Spowage

The AS and A Level in Health and Social Care should encourage candidates to:

- Develop and sustain an interest in health, early years care and education, social care and issues affecting the care sector.
- Acquire knowledge and understanding of health, early years care and education and issues affecting the health and social care sector.
- Develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem solving in a work related context.
- Apply knowledge, understanding and skills.
- Prepare for further study and training.

This qualification provides a suitable foundation for the study of Health and Social Care or a related area through a range of higher education courses (e.g. Health and Social Care, Community Health Studies, Nursing (registered); progression to the next level of vocational qualifications (e.g. NVQ Levels 3 and 4 in management); or direct entry into employment. In addition, the course provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

A Level comprises two parts; AS – 50% of A award and A2 – 50% of the total award.

The AS consists of two units:

1. Promoting Quality Care and Communication (40%)
2. Promoting Good Health (60%)

A2 consists of two units:

1. Provision of Health, Social Care and Children's Services (40%)
2. The influences of Food and Fitness on Health and Well-being (60%)

AS

Promoting Quality Care and Communication

The unit introduces candidates to factors affecting the quality of life. The care principles, skills and techniques required by both formal and informal carers to treat individuals well within a range of care settings. This unit provides a basis for the understanding and application of other units.

The content of this unit includes:

- Factors affecting the quality of life of individuals
- Principles of care
- Caring skills and techniques
- Communication
- Barriers to communication and quality care
- Rights and responsibilities of providers and individuals

Assessment

Assessment for this unit will be through an external test based on the content of the unit. There will be one examination (1½ hours).

Promoting Good Health

This unit will enable candidates to gain knowledge and understanding of the factors that influence an individual's health and well-being and how recent government initiatives promote good health.

The content of this unit includes:

- Perspectives of health and well-being
- Factors that affect health and well-being
- Preventative measures to avoid ill health
- Job roles of key workers in Health Promotion
- Techniques used within Health Promotion

Assessment

This unit is internally assessed and externally moderated. It requires candidates to produce a portfolio evidencing the planning and preparation, execution and evaluation of a small health promotion campaign aimed at a specific target group.

A2

Provision of Health, Social Care and Children's Services

In this unit, candidates will need to study the main health, social care and children's services to meet individual needs. The content of the unit includes:

- Service provision in the local area
- Meeting individual needs
- Practitioner roles within multi-disciplinary teams
- Quality assurance procedures
- Effects of national policy and legislation on service provision

Assessment

This unit is externally assessed and requires candidates to produce a report based on a coursework assignment, 10 hour duration and set by WJEC.

The Influences of Food and Fitness on Health and Well-Being

The aim of the unit is to increase the knowledge and understanding of a range of difference aspects relating to the diet and fitness of individuals at different life stages. The content of this unit includes:

- The main nutrients in food – their source and function
- The positive effects of physical activity on the physical, psychological/mental and social health of individuals
- Current dietary and physical activity guidelines initiated to promote the health of the nation
- Role of a healthy diet and regular physical activity on the prevention/regulation of certain diseases
- Designing suitable diets and physical activity programmes for individuals

Assessment

Candidates will need to produce a written report that examines the results of a specially designed diet and physical activity programme on two individuals for a minimum period of four weeks. The report will be based on primary and secondary research and the individuals should be at different life stages. Both individuals will follow a specifically designed diet and physical activity programme but one individual will have a programme that focuses on a dietary need whilst the other individual will have a physical activity/fitness need.

History

WJEC

M Jones
A Griffiths
L Powell

AIMS

The AS/A level GCE course encourages candidates to:-

- develop their interest in and understanding of history and its intrinsic value and significance;
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non British history;
- build on their understanding of the past through experiencing a broad and balanced course of study.
- improve as effective and independent learners and as critical and reflective thinkers.
- develop the ability to ask relevant and significant questions about the past and to research them;
- acquire an understanding of the nature of historical study for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional;
- develop their use and understanding of historical terms, concepts and skills;
- make links and draw comparisons within and/or across different periods and aspects of the past;
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

The AS/A level provides a coherent, satisfying and worthwhile course of study for all students regardless of whether or not they progress to further study in the subject.

SYLLABUS

Students are required to take a PERIOD STUDY and an IN-DEPTH STUDY. The Period Study looks at ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c.1880-1980 alongside the In-depth Study on NAZI GERMANY, c. 1933-1945.

The Period Study is made up of the following units:-

UNIT HY1 (AS)

- **Wales and England in transition, c. 1880-1929** which includes living and working conditions, c. 1880, the Liberal reforms, 1906-1914, the impact of World War I on the Home Front, British economy and society in the 1920s and the changing role of women.
- **British foreign policy, c. 1902 – 1939** which includes the build up to the Great War, Britain's role in the Great War and the Peace Conferences, foreign policy in the inter-war period and the outbreak of World War II.
- **Party politics, c.1900-1940** which includes the Conservative and Liberal Parties, pre-1914, the rise of the Labour Party, political change between 1919-1940, the rise of minority parties between the wars and the importance of the National Government in the 1930s.

UNIT HY4 (A Level)

- **Depression and austerity, 1929-1951** which includes the economic impact of the 1930s, the impact of the Depression years, World War II on the Home Front and the reforms of the Labour governments, 1945-1951.
- **Britain and Europe, c. 1880-1980** which looks at the changing British attitudes to Europe up to 1914, developments in British foreign policy in the inter-war period and changing relations with Europe post-1945.

The In-depth Study is made up of the following units:-

UNIT HY2 (AS)

The significance and consequences of the main developments in Nazi Germany to 1939

- The establishment of the Nazi dictatorship.
- The roles of propaganda, indoctrination and terror in the Third Reich.
- Nazi social, religious and racial ideology and policy.
- The role of the Nazi Party in the Third Reich.
- Nazi economic policy: recovery and rearmament.
- Nazi foreign policy up to 1939.

UNIT HY3 (A Level)

- Internally assessed coursework which is externally moderated on the Holocaust.

UNIT HY4 (A Level)

Support, opposition and resistance within the Third Reich c. 1933-1945

- Reasons for support of the Nazi regime.
- The issues which affected public opinion.
- The motivation and extent of opposition and resistance: individual and collective.
- Conspiracies and plots.
- The war and its effect on popular support.
- The Nazi state and its reaction to opposition.

HY4 assesses aspects of both the Period Study and the In-depth study.

		Weighting within AS	Weighting within A level
HY1	Period Study	60%	30%
HY2	In-depth Study	40%	20%

		Weighting within A2	Weighting within A level
HY3	In-depth Study	40%	20%
HY4	Period Study	40%	20%
	In-depth Study	20%	10%

- MJ/08

Level 3 Edexcel BTEC National in Hospitality

Mrs. I Spowage

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The BTEC National in Hospitality is particularly suitable for students wanting to take a vocational equivalent of one A-Level alongside traditional academic subjects.

On successful completion of a BTEC National qualification, learners can progress into employment and/or continue their study in the same vocational area.

Key features of the Level 3 BTEC National in Hospitality

The Level 3 BTEC National in Hospitality has been developed in the hospitality sector to focus on:

- Education and training for the hospitality industry.
- Providing opportunities for learners to achieve a nationally recognised Level 3 vocationally specific qualification.
- Giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the hospitality sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Hospitality Management.
- Giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

Structure of the Edexcel Level 3 BTEC National Award in Hospitality

The Edexcel Level 3 BTEC National Award in Hospitality consists of five core units plus one specialist unit:

1. The Hospitality Industry
2. Customer Care in Hospitality
3. Health, Safety and Security in the Hospitality Industry
4. Hospitality Business Operations
5. Hospitality Team Leadership and Supervision
6. Planning and Managing a Hospitality Event

Learners will be supported through direct teaching while visits to outlets in industry will add realism and vocational relevance. They will enable learners to experience at first hand the scope of products and services provided by the outlets.

Information and Communication Technology

OCR

This course is not to be taken lightly; yes, it involves using computers, of course it does, but don't think you will be playing games, sending e-mails or surfing the net all lesson. If you do this, you will not succeed; this is a difficult and demanding course.

Before deciding to take AS ICT you need to consider the fact that, unlike most other subjects, you will not have had any ICT lessons since Year 9. You will have to work hard to catch up with the knowledge, skills and techniques that this course assumes you know and have. However, if you have taken Applied Business or one of the design subjects at GCSE, you will have been using a computer regularly and will be better prepared than others.

The course involves a wide range of skills and techniques and focuses on how ICT is used in the world of work. In the first year, you will be looking at how organisations are structured, different types of information they use, their methods of communicating and the technologies that support them. You will also consider how they present information, develop your own original documents in styles that suit the users, investigate how businesses use ICT and carry out an Internet research project.

You will need to be hard working, motivated, and able to follow instructions and work independently. You do not necessarily need to have a computer at home, although it will obviously help, as you will need to complete work both in and out of lesson time.

You will need to:

- develop a broad range of ICT skills and knowledge of the uses of ICT by companies, as a basis for progression into further learning in ICT-related fields, including progression from AS to A2 and beyond;
- develop knowledge and understanding of the components, functions and applications of information systems within a range of organisations;
- develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this understanding.

You will have to:

- apply your knowledge and understanding of ICT and use skills (e.g. planning, research, evaluation, problem solving) in vocational contexts;
- develop an understanding of the impact of information systems on organisations' personnel, policies and practices;
- develop project management skills and an understanding of the need to work with others.

Course Structure and Assessment

The AS course consists of three units which are all compulsory, one of which is assessed externally, two internally through teacher-assessed portfolios. All three units are equally sized and weighted.

Unit 1 – using ICT to communicate – involves producing original documents for a company by designing a letterhead, writing a business letter, designing a poster, producing a presentation, a questionnaire, a brochure, writing a report about methods of communication and critically evaluating 6 business documents.

Unit 2 – how organisations use ICT - is an examined unit based on a case study. You are required to complete and submit three tasks prior to the examination. There are two sections to the exam. The first is about the case study: you have to answer questions on the first case study task but the second and third tasks are just marked by the examiner. The second section tests your general knowledge about how organisations use ICT.

Unit 3 – ICT solutions for individuals and society – involves carrying out a research project using the Internet.

The A2 course follows on from the AS course and consists of a further 3 units, one of which is compulsory and two optional. The compulsory unit is assessed externally with the assessment set by OCR, marked by the teacher and moderated by OCR. All units are equally sized and weighted.

Unit Number	Level	Title of Unit	Mandatory /Optional (M/O)	Mode of Assessment
1	AS	Using ICT to communicate	M	Portfolio
2	AS	How organisations use ICT	M	External
3	AS	ICT solutions for individuals and society	M	Portfolio
9	A2	Working to a brief	M	External
10	A2	Numerical modelling using spreadsheets	O ²	Portfolio
11	A2	Interactive multimedia products	O ²	Portfolio
12	A2	Publishing	O ²	Portfolio
13	A2	Artwork and imaging	O ²	Portfolio
14	A2	Developing and creating websites	O ²	Portfolio

O² students must choose two

Mathematics

OCR

Mr. P. Ward
Mr. S. Rees

Year 12 course: AS Mathematics

Content: 3 modules will be studied during the year.

Core maths 1, examined in January, then Core maths 2 and either statistics 1 or mechanics 1, examined in May or June leading to AS Mathematics certification at the end of year 12 and, following further study, Advanced Mathematics at the end of year 13. The mechanics element is most suitable for those also taking Physics.

Core maths is currently delivered through 3 lessons per week and the applied element is taught for 2 periods per week throughout the year.

Suitability

The course is suitable for students who have a minimum grade B at GCSE and ideally should have followed the higher tier course. Experience has shown that this is a minimum grade and a higher grade than this will usually lead to more successful results. Maths courses at this level are considered among the most difficult and demanding.

Maths is a subject, which combines well with many but links particularly well with Science, especially Physics and Geography. You may, of course, be looking for more breadth in your choice of subjects in which case you can combine with any subject the option columns permit. It is a useful preparation for a variety of degree courses, particularly Physics, Engineering, Electronics, Medicine, Veterinary Science, Electronics and many others.

Year 13 Course: A2 Mathematics

Content: 3 further modules are taken:

Core maths 3 (examined in January), Core maths 4 and either Statistics 2 or Mechanics 2, examined in May or June.

Core maths is delivered through 4 lessons per week and the applied element is taught for 2 periods a week throughout the year.

Suitability

Anyone who has performed sufficiently well at AS level and who feels confident enough to take the subject one stage further. You will probably, by this stage, have decided on your preferred degree course and this may further influence your decision.

Music

WJEC

Mrs. Elin Non Ennis

Mr. Andrew Mantle

This course offers a particularly rich and diverse range of experiences, including performing, composing and appraising. It encourages lifelong learning and provides access to music-related careers.

The course will contribute to the assessment of the key skills of Communication, Information Technology, Improving own learning and performance, Working with others and Problem Solving.

There are 3 units for AS:

MU1 Performing 30% (External Assessment)

Solo and/or ensemble performance

- Performance should last between 8 and 10 minutes
- One piece should reflect a chosen area of study
- Assessed by visiting examiner

MU2 Composing 30% (Internal Assessment)

Two contrasting compositions

- Compositions should last between 4 and 8 minutes
- One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition
- One free composition
- Teacher assessed and externally moderated

MU3 Appraising 40% (External Assessment)

One listening examination in two parts

- Part 1: (24%): 1 hour **appraising** test based on extracts of music (set works) taken from the two Areas of Study
- Part 2: (16%): 1 hour **aural perception** (melodic dictation, keys, chords, cadences) based on unprepared musical extracts

There are 3 extra units for A-level:

Either MU4 (A) Performing 30% (External Assessment)

Solo and/or ensemble performance

- Performance should last between 10 and 12 minutes
- One piece should reflect the new area of study (Music in the 20th & 21st centuries)
- Assessed by visiting examiner

Or MU4 (B) Performing 40% (External Assessment)

Solo and/or ensemble performance

- Performance should last between 16 and 18 minutes
- One piece should reflect the new area of study (Music in the 20th & 21st centuries)
- One piece to reflect a further area of study
- Assessed by visiting examiner

Either MU5 (A) Composing 30% (Internal Assessment)

Two contrasting compositions

- Compositions should last between 6 and 10 minutes
- One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition
- One composition reflecting the new area of study (Music in the 20th & 21st centuries)
- Teacher assessed and externally marked

Or MU5 (B) Composing 40% (Internal Assessment)

Three contrasting compositions

- Compositions should last between 12 and 18 minutes

- One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition
- One composition reflecting the new area of study (Music in the 20th & 21st centuries)
- One free, innovative composition
- Teacher assessed and externally marked

Either MU6 (A) Appraising 30% (External Assessment)

One written examination in **two** parts (2 ¼ hours)

- Part 1: (12%): ¾ hour **listening** examination based on extracts of unfamiliar 20th / 21st century music
- Part 2: (18%): 1 ½ hour **listening / written** examination requiring candidates to analyse a set work and place the work within a broader musical perspective

Or MU6 (B) Appraising 40% (External Assessment)

One written examination in **three** parts (3 hours)

- Part 1: (12%): ¾ hour **listening** examination based on extracts of unfamiliar 20th / 21st century music
- Part 2: (18%): 1 ½ hour **listening / written** examination requiring candidates to analyse a set work and place the work within a broader musical perspective
- Part 3: (10%): ¾ hour **written** examination requiring candidates to demonstrate knowledge and understanding of the overall musical style and output of one of the set work composers

Music Technology

Edexcel

Mrs. Elin Non Ennis

Mr. Andrew Mantle

Music Technology plays a key role in music across the world. This course encourages students, including those who do not play a traditional instrument, to explore their musicality and to create original material using technology. It will introduce students to the skills and knowledge needed to work in the music technology industry, developing both practical skills and the ability to listen analytically to music.

There are 2 units for AS:

Unit 1: Music Technology Portfolio: one 70% (External Assessment)

Students must complete 3 tasks:

- Task 1A: Sequenced Realised Performance
- Task 1B: Multi-track Recording
- Task 1C: Creative Sequenced Arrangement

Students will produce an audio CD entitled 'Music Technology Portfolio 1' containing three tracks of work as specified in the three tasks above. They will also present a log book that will provide information on the resources used as well as assessed questions on their creative sequenced arrangements.

Unit 2: Listening and Analysing: 30% (External Assessment)

- 1 hour 45 minutes listening examination in the Summer term.

This unit provides students with an opportunity to study the styles most common in popular music. We will study the development of popular music styles from 1910 through to the present day. Two special focus styles will be studied in more depth for which students will be expected to have an extended knowledge and understanding of context.

Photography – AS Level

Lens and light based media

WJEC

Mrs. H. Flaherty

(3 lessons a week)

This AS Level course is an exciting, creative and expressive course which covers a broad range of skills, technical areas, creative ability and a range of media. This course allows students to work with digital photography, and to look at documentary photography, photojournalism, experimental imagery, creative work and image manipulation. Students may also work with more traditional film, scanners, photocopiers, digital image manipulation, or develop into working with video.

Students will work within a broad theme, and choose their own individual area of interest to study in more depth. The course will begin with short tasks to learn about using the camera, technical areas and some study of the work of other photographers, artists and designers, and an introduction to using the Apple Mac computers and software. The department is very fortunate to have 9 imac computers with Adobe Creative Suite – including Photoshop CS4 (the latest digital imaging and editing package), Dreamweaver (web design) and Flash (animation and web graphics). We also have an Epson photo printer, to print work.

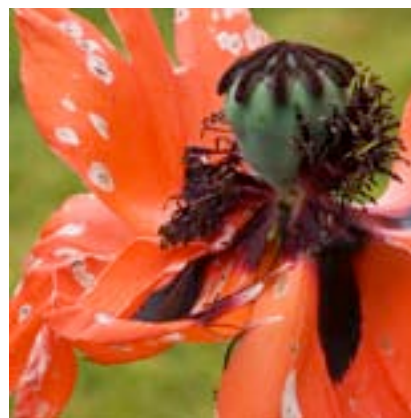
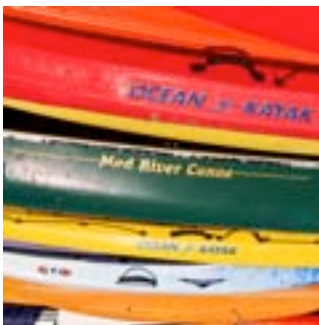
An interest in taking photographs, some creative ability and imagination, and the ability and willingness to work hard are the main requirements for this course. Work, research and ideas will be displayed and developed through the medium of the sketchbook, or presented digitally with students creating presentations or e-portfolios, or even individual websites and blogs. Final photographs may be printed and mounted or shown as digital projected images. Written work will explain ideas and influences, and evaluate work, and this will take the form of notes in the sketchbook, in presentations or on a website. Possible areas of study may include:

1. Portraiture
2. Macro work (close up images)
3. Documentary photography (documenting events, issues, etc)
4. Action photography (sport, wildlife, movement)
5. Landscape / townscape
6. Still life
7. Photojournalism (media, news, documentary, stories)
8. Experimental imagery and digital manipulation
9. Artistic abstract work (non realistic)

Structure of the Course

- **Coursework Portfolio (60% of your AS Level grade)** – You will be given broad themes, and you will choose a personal area of interest to develop. You will work in sketchbooks, using presentations or creating a website, and will develop work using a number of ideas, and a range of media. You will research existing images, experiment with settings and ideas, study the work of others, and develop your ideas through to your final images, photomontage, series of images or presentation. At the end, you will select and present your best work for assessment.
- **Externally Set Task (40% of your AS Level grade)** – This is your practical exam. You will be given a choice of written, image and video-based themes, and will develop your own response to these, by using sketchbooks, presentations and sheets to develop your ideas. Your final outcomes for the task will be produced in school, during a 10 hour supervised session (over 2 days).

A few of Mrs Flaherty's photographs:



Possible career opportunities in this field include: Freelance photography, specialist areas such as sport, wildlife, portrait and studio photography, fashion, photojournalism, work for magazines, newspapers, books, forensic photography, fine art photography, advertising, graphics based work, digital retouching, wedding photography, architectural photography, landscapes.

P.E.

(Details to be confirmed)

Physics

OCR (Specification A)

J Owen
M Williams

The study of physics is, of itself, a valuable use of time but it also opens doors to many possible careers such as electronics, computing, all branches of engineering and design, ophthalmology, architecture, geology, geography, materials science, medicine, veterinary science, law – the list goes on.

Students will study areas of physics with which they are familiar but at increased depth and with more emphasis on the application of physics to the physical world. There is more scope for individual practical work and problem solving at this level. Ideas introduced at GCSE level will be expanded on in greater detail as well as new areas of study opened up. (At the end of the physics course students will be able to explain why atoms are the size they are and how grasshoppers are able to emit ultrasound from their legs.)

There is a short assessed piece of coursework and a practical exam to test practical skills. Topics within the AS course include forces and motion, electrons and photons and waves. These topics are examined in 3 modules. At A2 the course develops many of the ideas met at AS in the forces, fields and energy module. Students also study either cosmology or nuclear physics in the second module. The third module contains the practical exam and a synoptic paper which examines all the ideas the students have met in the course. Although it is not necessary for students to be studying A/S Maths, they will need to be competent in higher level GCSE otherwise they will have problems understanding and applying the equations during problem solving.

Further details of the content and the structure of the course are available from your physics teacher who will be happy to discuss sixth form physics with you.

This table gives the AS and A2 results for the course in the first two years of its operation.

Grade	A	B	C	D	E	U
Number	5	8	10	5	0	0

Religious Education

WJEC

Miss H. Williams

Students will study two modules. The AS modules provide an introduction to:

- The key concepts and terminology;
- Significant people, traditions or movements where appropriate;
- Major issues and questions
- Relationships with other aspects of human experience

At Advanced Level, each A2 module is designed to promote progression and development from AS level in students' knowledge, understanding and skills. A compulsory Synoptic Module provides students with opportunity to research a human experience issue from two or more religious perspectives and to demonstrate their skills of research and their ability to draw together different elements of their course of study.

The following two introductory modules will be studied at AS level:

1. An Introduction to Philosophy of Religion and introduction to Religious Experience: Mysticism

25% - 1¼ hour written paper – 90 marks

This module provides the opportunity for the study of fundamental philosophical themes, including issues raised by human experiences of evil and suffering. (Four questions will be set. Students will be required to answer any two structured essay questions. All questions will carry equal marks).

2. An Introduction to Religion and Ethics

25% - 1¼ hour written paper – 90 marks

This option provides the opportunity for study of different approaches to the identification and resolution of moral issues of importance in human experience, under the topics of:

a) Ethical Theory:

- i) Aquinas' Natural Law
- ii) Situation Ethics : Joseph Fletcher
- iii) Utilitarianism : Bentham and Mill

b) Applied Ethics: Sexual Relationships

(Four questions will be set. Students will be required to answer two structured essay questions. All questions will carry equal marks).

Advanced Level – A2

RS3 – 25% - 1¾ hour written paper

1. Studies in Philosophy and Religion

This option provides the opportunity for students to further their study of philosophy of religion by examining some complex philosophical themes including;

- Is religious faith rational?
- Is religious language meaningful?
- Is religious faith compatible with scientific evidence and are we free beings?

2. Religion and Human Experience

RS4 (Compulsory) - 1¾ hour written paper

Life, Death and Life After Death

- Different beliefs about the nature and purpose of:
 1. life,
 2. death and
 3. life after death
 - e.g. Created or product of chance, sanctity of life, dualism, materialism, idealism, resurrection, reincarnation, rebirth, immortality of the soul.
- Specific teachings, writings and theories about the nature and purpose of life and life after death.
- The significance of religious beliefs about life and death in the 21st century.
- To what extent the way a person lives life is influenced by belief in life after death.
- How far belief in life after death is essential to religion.
- Whether there is adequate evidence for belief in life after death.

The modules offer extensive scope for contributing to an understanding of moral, ethical, social and cultural issues. The depth required of students at AS will be less than that required of Advanced students. At AS level students will be expected to demonstrate a range of knowledge and understanding, with a limited amount of in-depth study. Advanced students will be expected to demonstrate a wider range of knowledge, a greater depth of understanding of the material and be able to make connections between a wider range of topics and sustain an argument, which reflects the complexities of the issues.

Welsh Second Language

WJEC

S. Mason
B. Hiscocks

The Advanced Welsh Second Language Syllabus is exciting, challenging and progressive. It offers variety and continues the GCSE learning programme. The oral element is highly stressed.

Year 12

Unit CA1	Unit CA2	Unit CA3
<p><i>Oral Exam</i> in groups with an external examiner (about ½ hr) Students talk about the film 'Hedd Wyn' and the Welsh media.</p>	<p><i>Written Coursework.</i> (2000-3000 words) Students have to compile an 'Information Pack' containing at least 4 pieces of different writing.</p>	<p><i>Written Exam (2hr)</i> (i) various tasks on Welsh grammar (ii) questions on 7 poems studied during the course</p>
20%	15%	15%

Year 13

Unit CA4	Unit CA5	Unit CA6
<p><i>45 minute Oral Exam</i> in groups with an external examiner. Students talk about the play 'Siwan', the media and then assess the course synoptically.</p>	<p><i>Written Exam (2hr)</i> (i) questions on the short stories of Mihangel Morgan and Ioan Kidd (ii) 'Trawsieithu' – students have to write a letter in Welsh responding to an article in English</p>	<p><i>Written Exam (2hr)</i> (i) various tasks on Welsh grammar (ii) questions on an unseen poem</p>
20%	15%	15%

Why carry on Welsh at AS Level?

The AS system gives pupils an even better chance of taking their Welsh further for at least another year. With more and more jobs in Wales including the ability to use Welsh in their criteria the AS Level is more than a useful qualification. It is also a very enjoyable course. Students are allowed to do their 'Information Pack' on virtually any subject of their choosing as long as it has a Welsh theme.

Cymraeg Ail Iaith

CBAC

S. Mason
B. Hiscocks

Y Cwrs

Mae Maes Llafur y Safon Uwch Gyfrannol yn heriol ac yn flaengar. Mae'n cynnig amrywiaeth ac yn parhau'r rhaglen a ddechreuwyd yn CA4. Pwysleisir yr elfen llafar fel arfer wrth gwrs.

Blwyddyn 12

Uned CA1	Uned CA2	Uned CA3
<i>Arholiad Llafar mewn grwpiau gydag arholwr allanol. (tua ½ awr) Ymgeiswyr yn siarad am y ffilm 'Hedd Wyn' ac am y cyfryngau Cymraeg.</i>	<i>Gwaith Cwrs Ysgrifenedig (2000 – 3000 o eiriau) Ymgeiswyr yn cynhyrchu 'Pecyn Gwybodaeth' sy'n cynnwys 4 darn o ysgrifennu gwahanol.</i>	<i>Arholiad Ysgrifenedig (2 awr) (i) tasgau gramadeg (ii) cwestiynau ar 7 cerdd a astudiwyd</i>
20%	15%	15%

Blwyddyn 13

Uned CA4	Uned CA5	Uned CA6
<i>Arholiad Llafar mewn grwpiau gydag arholwr allanol. (tua 45 munud) Ymgeiswyr yn siarad am y ddrama 'Siwan', am y cyfryngau Cymraeg ac yn asesu'r cwrs yn synoptig.</i>	<i>Arholiad Ysgrifenedig (2 awr) (i) cwestiynau ar storïau byrion Mihangel Morgan ac Ioan Kidd (ii) Trawsieithu – ymgeiswyr yn ysgrifennu llythyr Cymraeg yn ymateb i erthygl Saesneg</i>	<i>Arholiad Ysgrifenedig (2 awr) (i) tasgau gramadeg (ii) cwestiynau ar gerdd heb ei gweld o'r blaen</i>
20%	15%	20%

Pam parhau â'r Gymraeg yn CA5?

Mae'r cwrs hwn yn rhoi cyfle gwell byth i ddisgyblion mynd â'u Cymraeg yn bellach am flwyddyn arall o leiaf. Gyda mwy o swyddi yng Nghymru yn gofyn am siaradwyr Cymraeg, mae'r Uwch Gyfrannol yn gymwyster defnyddiol iawn. Yn ogystal, mae'n gwrs llawn cyfle cael hwyl. Ceir disgyblion cynhyrchu pecyn gwybodaeth ar unrhyw bnc o'u dewis nhw ar thema 'Gymreig'.

Cymraeg Mamiaith

CBAC

S. Mason
O. Jones
N. Macmillan

Cwrs bywiog yw hwn sy'n cynnig i'r myfyrwyr y cyfle i ymdrin yn hyderus yn y Gymraeg. Y mae'r niferoedd yn cynyddu bob blwyddyn ac ein nod yw parhau gyda'r llwyddiant hyn.

Y Cwrs

Rhennir y cwrs i dair rhan ac y maent oll yn datblygu agwedd wahanol:

- Y Ffilm a'r ddrama Gymraeg – Arholiad Llafar – 20%
- 2 dasg greadigol a 1 dasg ffeithiol – Gwaith Cwrs – 15%
- Defnyddio'r iaith a Barddoniaeth yr Ugeinfed Ganrif – Arholiad Ysgrifenedig – 15%

Y Ffilm a'r Ddrama Gymraeg

Yn yr uned hon, bydd y myfyrwyr yn astudio un ffilm ac un ddrama ysgrifenedig. Byddent yn trafod yn yr arholiad llafar y gwaith hyn gan fynegi eu barn arnynt a'u cymharu. Bydd cyfle iddynt ddysgu termau beriniadaethol a datblygu eu sgiliau Llenyddol TGAU.

Gwaith Cwrs

Y mae cyfle i'r myfyrwyr ddatblygu eu sgiliau creadigol a ffeithiol yn ysgrifenedig. Bydd cyfle iddynt sgriptio darnau llenyddol ac ysgrifennu'n greadigol. Byddent yn datblygu eu sgiliau iaith ymhellach drwy gyflwyno darnau ffeithiol yn ogystal. Uned estynedig diddorol yw hon.

Arholiad Ysgrifenedig

Arholiad 3 awr ble bydd y myfyrwyr yn arddangos eu gwybodaeth am farddoniaeth Cymraeg a rheolau Gramadeg. Bydd cyfeiriadaeth pellach o'u gwaith TGAU yma, a'r cyfle i ddadansoddi gweithiau barddonol diweddaraf.

Datblygir y sgiliau ym mhellach ym mlwyddyn 13 gyda'r cwrs Uwch Gyfrannol. Astudir tair uned yno hefyd:

- Nofel – Arholiad Llafar – 15%
- Chwedlau, Cywyddau a'r Hengerdd – Arholiad Ysgrifenedig – 15%
- Defnyddio iaith a Gwerthfawrogi – Arholiad Ysgrifenedig – 20%

Nofel

Datblygir ym mhellach ar sgiliau trafod y myfyrwyr yn yr uned hon drwy fanyleb ar y gwaith gorfodol drwy drafod syniadau, themâu a datblygiad cymeriadau. Er mwyn ennill mwy o farciau rhaid i'r myfyrwyr arddangos gwybodaeth o weithiau llenyddol eraill a'u cymharu gyda'r gwaith gorfodol.

Chwedlau, cywyddau a'r hengerdd

Uned ddiddorol iawn yw hon ble mae'r myfyrwyr yn dadansoddi hen weithiau llenyddol yn y Gymraeg a'u gwerthfawrogi o ran cynnwys ac arddull.

Defnyddio iaith a gwerthfawrogi

Datblygiad pellach o'u gwaith yn y flwyddyn gyntaf yw'r uned hon. Canolbwyntir yn llwyr yma ar sgiliau gwerthfawrogi'r myfyrwyr a'u gallu i ddefnyddio'r iaith mewn amrywiaeth o arddulliau rhyddiaith acarddulliau barddonol. Yn sicr, cewch olwg arall ar Gymraeg wrth astudio'r cwrs hwn.

First Language Welsh

WJEC

S. Mason

O. Jones

N. Macmillan

This is a lively course, which gives the students the chance to discuss Welsh confidently. The number of students studying First Language Welsh at AS/A2 level is increasing year on year. Our aim is to continue with this success.

The course is split into three sections:

- Film and Drama – Oral Exam – 20%
- 2 Creative tasks and 1 Factual task – Course Work – 15%
- Using the language and poetry – Written Exam – 15%

Film and Drama

In this unit, the students study a film and one written play. In the oral exam they will discuss the work, comparing and expressing their own opinion on the works. This is an opportunity for them to develop their GCSE literary skills.

Coursework

This is a chance for them to develop their creative and factual skills. There will be a chance for them to script a literary piece and to do some creative writing. They will develop their language skills by producing factual pieces as well. This is an interesting extended unit.

Written exam

3 hour exam, where the student will show their knowledge of Welsh poetry and the rules of Welsh grammar. There will be further reference from the GCSE work here and a chance to analyse more modern Welsh poetry.

Their skills will develop further in Year 13 with the AS course. They will study three units there as well.

- Novel – oral exam – 15%
- Welsh tales and old poetry – written exam – 15%
- Using language and appreciate – written exam – 20%

Novel

The students' discussion skills are further developed in this unit through detailed study of the set work and discussing its ideas, themes and character development.

Welsh tales and Old Poetry

This very interesting unit requires students to study examples of old Welsh literature and appreciate and analyse them in terms of style and content.

Using language and appreciating

This is a development of the work started in Year 12. It focuses on appreciation skills and the ability to use the language in a range of prose and poetry styles.

You will see another aspect on Welsh by studying this course.

The Library

The Opening

Officially opened by the National Poet for Wales, Gillian Clarke on Thursday, 13th November 2008, the Library is a centre piece for our school.

We, the pupils and staff of Builth Wells High School, are justifiably proud of our newly positioned and enlarged Library, the function of which is evolving to meet the needs of pupils and staff as we travel through the year.

The Library is furnished with shelving for library stock, two large circular tables, wall benching, easy chairs and coffee tables. This provides us with a large choice of room arrangement to fit the various activities carried out in there.

This year we have celebrated the new Library with a large injection of new non-fiction books, chosen by all the staff with the helpful suggestions of their pupils borne in mind.

Functions of our Library:

- Sixth Form study area and information base
- University and College Prospectus storage
- A reading room
- A teaching room
- A presentation room
- A film viewing room
- DofE centre

Some of the activities we have held and are planned:

- Audiences with.....
- A meeting of The Schools Library Group (Wales Steering Committee) of CILIP (The Chartered Institute of Librarians and Information Professionals)
- Training Course for school librarians arranged by Mrs. Esther Sargeant and CILIP
- School Governor meetings
- School Council meetings
- Debating Society open debates
- Friends of the School meetings
- Duke of Edinburgh Award Centre
- Book Fairs
- Staff Book readings and story telling sessions

Audiences

When Gillian Clarke opened our Library, she was kind enough to hold an audience in the Library with pupils from across the school whom she treated with a poetry reading and some of her thoughts on life.

This was the first in our 'Audience With....' Programme, which invites experts in their field to come and talk to pupils and explain their passion, interest and/or career, be it politics, song writing, wildlife, developing countries, sustainability, piloting aircraft, the Arts and so on.

Several of these audiences have already been held and have included:

Jack Harris, singer songwriter, former pupil and Oxford graduate.

Martin Darlington, a Wales Air Ambulance Pilot.

Two Breakdance Champions from South Wales.

Library Life

The daily life of our Library is varied and may see a teacher sitting at a table teaching a small study group of sixth formers whilst another will come with a class of 20 younger pupils who are learning to use a library for research or a whole class discussion in a spacious setting.

Small groups may be sent from a class to study poetry or history under the supervision of the librarian, whilst individual sixth form members pursue their own AS and A2 studies in peace.

Break and lunch periods are when pupils have full access to the Library during which they enjoy reading quietly, singly or in groups, choosing books and meeting others with like interests. They may also loan and return books.

Several pupils have come forward to act as library monitors, arranging books, writing library quiz competitions, discussing and recommending books to each other and to the librarian.

Members of the sixth form have taken even more onto their shoulders and regularly assist the librarian with cataloguing books and general daily library management.

Whole School Information

The new Library is becoming central to the cultural life of the school. It is home to brochures from Theatres and Art Centres and Museums throughout Wales and the UK. It houses local and national newspapers, periodicals and magazines.

The Library is also the location for the school Christmas tree which is visible from inside and outside of the Library by all.

Eisteddfod House Colour windows. For the duration of the Eisteddfod period, each House is allocated one of the four Library windows, Jones, Pritchard, Sayce and Evans, which are decorated with a flag in the House colour and on which pupils may share information about their House activities via notices visible from the outside.

The Future

We look forward to our Library continuing to flourish and develop in conjunction with the changing needs of the pupils, your children, in our school.

Esther Sargeant

Work - Related Education

Work-Related Education is an integral and essential part of the WBQ programme. It may take place in the United States, Europe or in the United Kingdom. Students will receive guidance to enable them to select appropriate placements but work experience is a completely student driven process. The students will be required to arrange their own placements; they will prepare CVs, letters of application and attend interviews where necessary. In addition, they will be expected to arrange their own accommodation and/or transport if the work placements are not locally based.

The WBQ requires students to complete at least 30 hours engaged in Work-Related Education and in order to fulfil this requirement, students participate in a one-week block placement in October of Year 12. In previous years, Sixth Form students have enjoyed various work experiences while visiting other countries. This coming year, the following work experience placements are on offer to our prospective Sixth Form students:

LOCATION	DATES
UK	October
USA Virginia	October
USA Delaware	October
Europe	Spring

In addition, students will participate in weekly programme of Community Participation. This is an integral feature of the WBQ.