



GOWERTON SCHOOL
SIXTH FORM
PROSPECTUS
PROSBECTWS
2019-2020

CHWECHED
SIXTH

HEADTEACHER'S WELCOME

CROESO'R PRIFATHRO



The Sixth Form has traditionally been one of the strengths of the British Education system. It has produced good academic results and offered opportunities for students to develop their interests and exercise responsibility within the school as a whole. This enables students to develop personal qualities and experiences which are viewed as very important in work, Further Education and Higher Education.

Gowerton Sixth Form has a reputation for excellence. Estyn Inspection Reports have drawn attention to the consistently high quality of teaching in the Sixth Form, the 'generous' provision of teaching time, and the vigorous monitoring of student progress.

Many students have moved on from Sixth Form into jobs with good career opportunities or interesting, exciting prestigious courses in Higher Education. Other aspects of education continue to be regarded as important in Gowerton. Sport is an important feature of Sixth Form life, as are Drama and Music. There are opportunities to become involved in community work, charity work and opportunities to take responsibility for working with younger pupils. These are very important as they develop and provide an opportunity to demonstrate Key Skills which are so valued by employers and admissions personnel.

We seek to offer opportunities for each student to achieve their full potential in a structured, caring environment. The academic element is quite clearly important whatever a student intends to do. It is also important that students have the opportunity to develop other aspects of their lives. Higher education and employment application forms place great emphasis on wider development of character and personality. As well as the aspects of things like punctuality and reliability included on these forms, they also ask for comments on leadership quality and the ability to work with others, as well as breadth of interest and commitment displayed by the student. Gowerton Sixth Form offers the opportunity to develop and display these aspects of personality.

A high proportion of our students' progress to Higher or Further Education each year. In 2018, 100% of our students achieved their first or second choice university placement.

Our pastoral system before, during and after the examinations is second to none. Our team has the experience (and the network of contacts) to ensure your time in the Sixth Form has the best possible outcome.



CHWEDD
SIXTH

Mr N. Jones

HEAD OF SIXTH

PENNAETH Y CHWECHED

It is my pleasure to welcome you to Gowerton Sixth Form. As Head of KS5 I work closely with colleagues to ensure that we best prepare our 6th Form students for their futures, based on their individual needs. At Gowerton School we pride ourselves on offering a personal and bespoke service to all our pupils in Years 12 and 13.

I can guarantee that we put the individual student at the centre of everything we do and I promise that we will always do our very best for our students.



Aside from the wide range of academic courses on offer, led by an excellent team of experienced teachers and examiners, our students also have access to many more opportunities. Sixth Form students at Gowerton each have a personal tutor, access to a careers officer and the opportunity to be involved in whole school events. We provide quality PSE lessons, thorough examination preparation and constant UCAS support and guidance. Furthermore our pupils are offered a variety of excursions whilst having the option to take part in sports fixtures, musical events and tours abroad. There is never a dull moment here, hence our students have lots to talk about when it comes to interviews, or plenty to write about when completing application forms.

We operate an 'open door' policy in the sixth form which means that our students and their parents are always most welcome to discuss any concerns or queries, either with myself or with another member of the pastoral team. Indeed I look forward to working with many of you soon.

A stylized, cursive signature in black ink, reading 'H. Preuss'.

Miss H. Preuss



CHWECHED
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EDUCATION

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Gowerton School offers a wide range of opportunities in the Sixth Form. The most important thing, of course, is to obtain good qualifications. There is a range of AS and A-Levels to choose from. In addition, however, there are many other opportunities which will enhance your CV and your application forms for Higher Education and future employment. Sport, Music and Drama are all important aspects of school life. There is a thriving Charity Committee which raises considerable sums for good causes. There are opportunities to help younger pupils with their work, socially and in sport. There is a wide range of teams, musical ensembles, trips and visits.

All of these are looked on as very important by institutions such as universities.

Post-sixteen is a vital time. It is important that you are preparing yourself for employment or university in a familiar atmosphere where you feel comfortable and where you can be guided and supported for success. Nothing prepares you completely for the changes post-eighteen. There is no transitional stage but the school Sixth Form provides a launch pad, which, if opportunities are taken, can give you everything you need for a successful take-off.

Qualifications

Studying in the Sixth Form is very different from what has gone before. You will be studying fewer subjects and working in smaller groups, and you will have some independent study time when you will have to organise your own learning. In the Sixth Form you will start off studying either 2, 3 or 4 AS-levels plus the Welsh Baccalaureate.

This course of study will lead to a qualification at the end of the first year of study. This is why it is important that you start purposefully. The qualifications that you achieve here will be important themselves, in the marks you will carry forward to the second phase of the A-level (A2), and for your applications for Higher Education or for a job.

Most students in their second year of study will carry on with two or three subjects through to the A-Level examinations known as A2. These are the exams which will be most significant in determining your success in getting to the University or training of your choice at 18. Advanced study is hard work, but it is also rewarding and enjoyable if approached in the right way. You have the opportunity to work at a much smaller number of subjects which you can enjoy.

Look at the courses available at one of our open evenings or at any time on our school website. Feel free to talk to teachers about the courses and remember that no final decisions are necessary until September.

Don't forget; the priority now is success at GCSE.



**CHWEDD
SIXTH**

SOCIAL LIFE

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Every effort is made at Gowerton to create a distinctive environment for Sixth Form life. Students are encouraged to take an active part in a wide variety of different activities. A selection of these are shown below:

- University and college open days & University summer schools, as well as taster days / weeks
- Work experience
- Sports (there are senior rugby, soccer, hockey and cricket squads as well as many other sports available)
- Departmental fieldwork courses
- Specialised courses at universities and colleges
- Outside speakers
- Internet Access
- Theatre trips
- Music lessons as well as senior choir, orchestra and bands
- Fund raising for charity
- Sixth-Form Committee (through this you can play an active part in organising your own events)
- The Prefect System
- Assisting with the school library as well as assisting teachers with pupils with special educational requirements
- Careers advice
- 'Oxbridge' preparation and the HE+ programme
- Safe Driving course



Accommodation

Gowerton School offers good accommodation for the Sixth Form. Teaching is always in small groups and in specialist accommodation where required. There are ample facilities for research and private study in the library and in the Welsh Baccalaureate rooms in A block and B block.

Further Activities

In the Sixth Form pupils have the opportunity to take part in various music activities during the year. The Sixth Form help organise and judge the year 7 and 8 Eisteddfod and in September there are Transition Roadshows—students can visit their former Primary School and talk about their years at Gowerton with year 6 pupils.



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GUIDANCE AND COUNSELLING

CYFARWYDDYD A CYNGHORI

Gowerton Sixth Form places great emphasis on providing a comprehensive system of guidance and advice for students. We pride ourselves on our pastoral care of all students.

Group and individual needs will be catered for through:

A Personal Tutor System

Each student is allocated a personal tutor who has responsibility for monitoring academic work as well as personal and social welfare. Students register with their tutor every morning and also have individual meetings from time to time. This personal contact remains the same throughout the Sixth Form.

Specialist Advisory Team

A team of staff with detailed knowledge and expertise are readily available to see individual students to discuss matters concerned with academic work, career plans and applications to Higher Education.

Health

The Child Welfare Manager offer Sixth Form pupils support and guidance. We emphasise the responsibility young adults have for their health and welfare. Support could include a discussion on any health-related issue. Health issues are also raised through the PSE programme.

Learning Coaches / Mentoring

This is available for students who need some extra help and guidance A-Level studies.

Action Planning

During Year 12, students are encouraged to achieve goals which will gain them favourable consideration when seeking entrance to institutions of Higher Education or applying for jobs. This involves individual students in a variety of activities which support the learning process and add to their overall development.

Monitoring and Reporting

There is a system of regular monitoring and reporting to let students and their parents know of their progress in subjects. In addition, a more detailed report is issued once a year. If the monitoring process reveals a cause for concern for any student, then steps are taken to help. Initially, the Personal Tutor will discuss the problem with the student and then further action is agreed. Students are encouraged to seek help and advice at any time when they feel they need it.

Careers Advice

All Sixth Formers receive careers advice from a specialist Careers Advisor. Students receive careers interviews and are encouraged to form personal action plans.



GUIDANCE AND COUNSELLING

CYFARWYDDYD A CYNGHORI

Education Maintenance Allowance (EMA)

An EMA is an allowance worth up to £30 a week (paid fortnightly) for students who are aged 16 or 17 and continuing in further education from September each year. Payments will be made direct to your bank account.

In order to receive your fortnightly payment, you must first sign a Learning Agreement with your school or college which will set out what is expected of you in terms of attendance, coursework and progress. You must also then attend all of your course sessions.

Applications should be made from July to September each year. You may qualify for EMA if:

- Your 16th or 17th birthday falls on or between 1 September and 31st August in the next academic year
- Your household income is £20,817 (conditions apply). If you think you are eligible, please refer to www.studentfinancewales.co.uk/EMA
- Your academic or vocational course involves at least 12 hours of guided learning a week (e.g. lectures and supervised study). For instance it might be for AS or A2s, GCSE, or other qualifications

Before the end of the summer term "The Little Book of EMA" should be available in school to answer any queries you may have regarding EMA.

P.S.E

A comprehensive and engaging P.S.E programme is designed specifically for Sixth Formers. There are many visits from outside speakers and organisations as well as discussion and raising awareness of many topics relevant to young people in the 21st century.

Higher Education

Students who intend to enter Higher Education are given comprehensive advice on choosing courses and institutions, the application process, interview techniques (including a mock interview) etc.

Post Sixth Form

We offer a comprehensive and proven personal service on results day and in the pre-university period. The Head of Year, Year Tutors and Heads of Department have an extensive network of contacts within Admissions Departments and, together with the Careers Advisor, are able to help during this crucial time.



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WELSH BACCALAUREATE

BAGLORIAETH CYMRU

The revised and more rigorous Welsh Baccalaureate is based on a Skills Challenge Certificate, which will be graded and Supporting Qualifications. The primary aim is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills: Communication, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking & Problem Solving and Personal Effectiveness. The emphasis is on applied and purposeful learning and to provide opportunities for assessment in a range of real life context through three Challenge Briefs and an Individual Project.

Individual Project

- An independent, research-based activity through which learners demonstrate knowledge and skills that are assessed through a written account or an artefact/product supported by written evidence.

Enterprise & Employability Challenge

- Develop enterprising skills and attributes and enhance employability

Global Citizenship Challenge

- Understand and respond appropriately to a global issue

Community Challenge

- Identify, develop and participate in opportunities that will benefit the local community

Key Elements

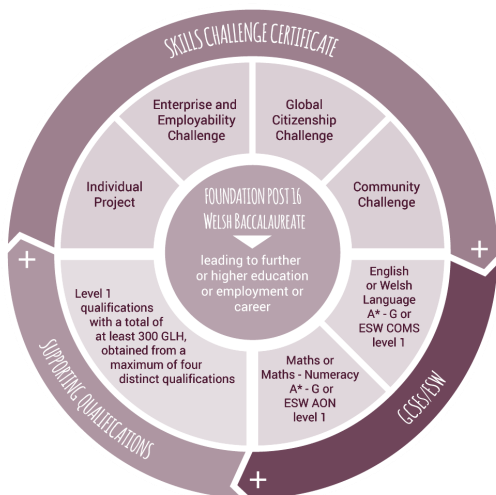
1. Skills Challenge Certificate (one individual project and three challenges)
2. GCSE English Language or Welsh Language
3. Supporting qualifications, e.g. other GCSEs, A Levels / AS qualifications, vocational qualifications

It is the same size as an A Level and graded in the same way (A* to E).

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for level 3 learners to consolidate and progress the development of essential and employability skills. Building on their achievements at level 2, the qualification will help learners develop more complex skills, attributes and behaviours. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment.



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SPORTS CHWARAEON

Netball in the Sixth Form

Netball at Gowerton has developed over the last few years with regular matches against local schools and colleges. The school has strong links with the Swansea Netball League in order that students' skills and playing opportunities can be enhanced. A number of current and past pupils now play regularly in the league. The school has also established strong touring links with successful tours to Singapore, Hong Kong, Australia and New Zealand, creating opportunities for matches against teams from both northern and southern hemispheres. We develop responsibility in the Sixth-Form and players are encouraged to coach lower school teams to enhance their coaching and umpiring skills.

Rugby in the Sixth Form

Gowerton has a long and prestigious tradition when it comes to rugby. Rugby is played throughout the school with many pupils striving to represent the school Senior XV. Although the standard of play is quite high, representing the school is achieved by most, as the emphasis is largely based on a developmental ethos.

Many individuals have developed and nurtured their skills whilst wearing the Gowerton School jersey and the school is proud of the several internationals that it has produced over the years. However, it must be stressed that many more local club players have developed their knowledge and skills within the school. These players now make up large chunks of the local rugby community.

The senior side currently competes in the Ospreys Wednesday League. The School is established within the League and has competed in it since it was introduced two years ago. The team remains competitive and has enjoyed success. Last season the team finished as runners up in the inaugural tournament and this year they reached the plate semi-final.

Overseas tours play a significant role in developing pupils' rugby skills and just as importantly in developing their wider social and interpersonal skills. They also help pupils to broaden their horizons. Since 1997 the school has undertaken six major tours to the southern hemisphere. On each occasion two XV's have travelled and enjoyed considerable success both on and off the field.



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COURSES **CYRSIAU**



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COMPUTER SCIENCE

This course will enable learners to develop a broad range of skills in the areas of programming, system development, computer architecture, data, communication and applications.

Through this course pupils will gain an understanding of, and the ability to apply, the fundamental principles and concepts of computer science ranging from algorithms to data representation.

Students will gain the ability to analyse problems through practical experience of solving such problems including writing programs to do so.

Additionally, learners will develop their capacity for thinking creatively, innovatively, analytically, logically and critically as well as the ability to see relationships between different aspects of computer science.

Computer science integrates we with subjects across the curriculum and demands both logical discipline as well as imaginative creativity in the selection and design of algorithms.

It encourages an awareness of the management and organisation of computer systems and extends the learners' horizons beyond the sixth-form environment in the appreciation of the effects of computer science on society and individuals.

AS Assessment

Unit 1: Fundamentals of Computer Science
Written examination: 2 hours 25% of qualification (62.5% of AS qualification)

Unit 2: Practical Programming to Solve Problems On-screen examination: 2 hours
15% of qualification (37.5% of AS qualification)

A2 Assessment

Unit 3: Programming and System development Written examination: 2 hours (20% of qualification)

Unit 4: Computer Architecture, Data, communication and Applications Written examination: 2 hours (20% of qualification)

Unit 5: Programmed Solution to a Problem
Non-exam assessment (20% of qualification)



ENGLISH LITERATURE

Through this course learners will develop their interest in and enjoyment of literature and literature studies. Pupils will read both set texts and texts selected by themselves alongside engaging creatively with a substantial body of texts and ways of responding to them.

AS Assessment

Unit 1: Prose and Drama

Prose – As part of the Prose Fiction Pre-1900 Study, learners will study Brontë's 'Jane Eyre' and learn how to analyse novels in a variety of ways, responding critically and creatively. Learners will also develop different interpretations of texts and contexts, including evaluating the impact of contexts of production and reception in terms of the novel itself.

Drama – in terms of analysing the structure of Plays, candidates will also learn how to apply different critical theories to Tennessee Williams' 'A Street Car Named Desire'. As with the analysis of the novel form, a study of this play will involve not only evaluating how Form, Structure and Language shapes meanings, but also how contexts of production and reception shape the text itself.

Through Unit 1, Critical theories such as Marxist, Feminist, Gender Theory and Psychoanalytical Theory will be explored as part of evaluation of the texts studied.

Written Examination: 2 Hours (closed book)

Unit 2: Poetry Post 1900

Through this unit, learners will study a wide range of poems from two rather 'diverse' poets: Carol Ann Duffy and Philip Larkin. Learners will be assessed in terms of their critical analysis as well as their ability to compare and contrast. Likewise, the skills of how writers adapt Structure, Form and Language for effect will be assessed in the Examinations. Furthermore, the comparative element will see learners showing the ways in which poems relate to one another *and* how cultural and contextual factors can influence the various ways in which readers might respond.

Written Examination: 2 Hours (open book, clean copy)

A2 Assessment

Unit 3: Poetry Pre-1900 and Unseen Poetry

Building on the concepts of Poetry analysis and the ways in which different 'perspectives' are applied to Poetry (in AS), Y13 learners will further develop and hone these skills at A2. Rossetti's Poetry has proved to be a particular favourite in the past, with learners analysing the ways in which Critical theories such as Feminist, Marxist, Gender Theory and Psychoanalytic Theory can be applied to poems. As with AS, evaluation of links between text and context will be developed further as learners progress through the Units in A2.

Written Examination: 2 hours (closed book)

Unit 4: Shakespeare

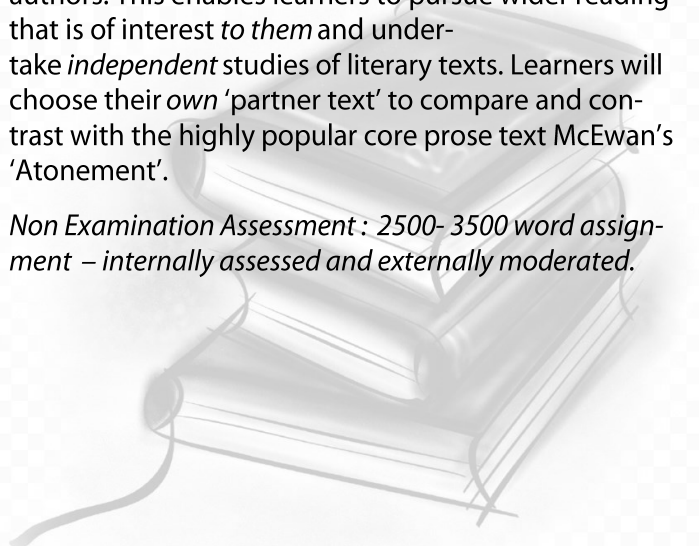
Also proving highly popular is 'Antony and Cleopatra' as candidates analyse how meanings are shaped through Language, Form and Structure in Shakespeare's tragic tale of love versus duty. Additionally, learners will also analyse and evaluate the cultural and contextual influences on audiences and readers as they explore the play's key themes and how conflict leads to the protagonists' tragic ends.

Written Examination: 2 hours (closed book)

Unit 5: Prose Study (Independent Coursework)

Learners will submit a 2500- 3500-word assignment, based on the reading of two prose texts by different authors. This enables learners to pursue wider reading that is of interest *to them* and undertake *independent* studies of literary texts. Learners will choose their *own* 'partner text' to compare and contrast with the highly popular core prose text McEwan's 'Atonement'.

Non Examination Assessment: 2500- 3500 word assignment – internally assessed and externally moderated.



BIOLOGY

This course provides a wide breadth of knowledge which touches on many varied aspects of a range of topics. These include the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues including human influence on the environment and the ethical considerations of genetics.

The study of biology encourages an appreciation of these issues and their implications as well as providing an insight into the living world. The inclusion of optional topics allows learners to gain a deeper insight into a wider range of biological topics. It is intended that the use of a variety of approaches will stimulate interest, promote understanding and engender an overall appreciation and sense of wonder at the living world.

This specification promotes an understanding of scientific method as the means to increase scientific knowledge and develop an enquiring and critical approach. Learners will develop an awareness that different perceptions, predictions and interpretations may be applied according to context.

Practical work is an intrinsic part of biology, and is greatly valued by higher education. It is imperative that practical skills are developed throughout this course and that an investigative approach is promoted.

This course encourages learners to:

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

Course Content

The specification is divided into a total of 5 units, 2 AS units and 3 A-level units.

Weightings noted below are expressed in terms of the full A level qualification. Marks are given as raw and uniform marks (UMS).

AS Assessment

Unit 1: Basic Biochemistry and Cell Organisation.

1 hour 30 min, Written Paper, 80 marks.

This accounts for 20% of your final qualification.

Unit 2: Biodiversity and Physiology of Body Systems.

1 hour 30 min, Written Paper, 80 marks.

This accounts for 20% of your final qualification.

A2 Assessment (the above plus a further 3 units)

Unit 3: Energy, Homeostasis and the Environment.

2 hour Written Paper 90 marks

This accounts for 25% of your final qualification.

Unit 4: Variation, Inheritance and Immunology and Disease.

2 hour Written Paper 90 marks

This accounts for 25% of your final qualification.

Unit 5: Practical Assessment

This unit will be sat in April of Y13 and will consist of two exams with a weighting of 50 marks. This accounts for 10% of your final qualification.

- ◆ Exam 1 – Experimental Task
2 hour Practical task 20 marks
- ◆ Exam 2 – Practical Analysis Task
1 hour 30 minutes Written Paper, 30 marks

At A level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and at least 90% of the total uniform marks for the A2 units.

PHYSICS

Physics is a foundational Science for many applied and theoretical sciences – as well as offering training in logical thinking which appears in non-science courses such as Law, Psychology and others. Students who have taken A Level Physics have moved on to university to study such topics as Physics, Mathematics, Engineering, Electronics, Astrophysics, Medical Physics, Medicine, Dentistry – and many others – as well as non-science courses such as Law Politics and Philosophy.

A Level Physics is an excellent partner to A Level Mathematics and many students study both and find them to be supportive of each other. However pursuing A Level Mathematics is not essential to the study of A Level Physics. A Level Physics is a most challenging course and should only be taken on by those who are really interested in physics and who do not need to be driven to give of their best. The challenge is high but the reward of an A Level Physics is highly prized by employers and by Universities.

Requirements

The most important requirements are a willingness to work hard, the determination to achieve at your best and not needing to be driven to study because you are self-motivated. Your achievement at GCSE shows whether or not you are able to handle the academic demands of A Level Physics. You should have achieved a Grade B or above in GCSE Double Science In order to handle the mathematical demands you need to achieve grade B or above in GCSE Maths. In your other GCSE's you should be achieving Grade C or above.

Course Content

AS Physics Units

AS level Physics is normally taken in Year 12 and although it is a self-contained award on its own it also contributes to the final A Level Physics at the end of Year 13.

AS Unit 1: Motion, Energy and Matter.

This accounts for 20% of your final qualification and covers the following areas of study:

1. Basic physics
2. Kinematics
3. Dynamics
4. Energy concepts
5. Solids under stress
6. Using radiation to investigate stars
7. Particles and nuclear structure

AS Unit 2: Electricity and Light.

This accounts for 20% of your final qualification. This unit covers the following areas of study:

1. Conduction of electricity
2. Resistance

4. The nature of waves
5. Wave properties
6. Refractions of light
7. Photons
8. Lasers

There is no Practical Exam or Controlled Assessment in AS Level Physics, rather specified practicals occur during the Year and the student keeps a "Lab Book" as a record of their progress through these.

Many of the items in Unit 1 and Unit 2 will be familiar, although others will be new. The course repeats a number of GCSE themes but moves them to a higher level.

All AS Level Physics teaching assumes that you have forgotten most of the GCSE and will reintroduce these as appropriate.

A2 Physics Units

The Year 13 Physics A2 Units complete the two year A level Physics. The AS level components count for 40% of your final A Level award.

A2 Unit 3: Oscillations and Nuclei.

This accounts for 25% of your final qualification and covers the following areas of study:

1. Circular motion
2. Vibrations
3. Kinetic theory
4. Thermal physics
5. Nuclear decay
6. Nuclear energy

A2 Unit 4: Fields and Options

This accounts for 25% of your final qualification and covers the following areas of study:

1. Capacitance
2. Electrostatic and gravitational fields of force
3. Orbits and the wider universe
4. Magnetic fields
5. Electromagnetic induction

Choice of 1 option from 4:

1. Alternating currents
2. Medical physics
3. The physics of sports
4. Energy and the environment

A2 Unit 5: Practical Examination

This accounts for 10% of your final qualification.

GEOGRAPHY

A-Level Geography gives you a strong foundation for understanding the two main themes of the subject: human geography and physical geography. Between them, they're what make our planet tick.

Human geography deals with how people and the environment interact and the way we both exist. It also looks at how people and groups move and live in the world around us. For example, you'll learn about things you see in the papers and on the news everyday. Physical geography on the other hand, is all about the scientific aspects of our world, with an emphasis on how we can manage them. It's not all theory either, you'll get the opportunity to roll up your sleeves and do some fieldwork.

Geography gives a unique opportunity to develop all the Essential skills. Students who take Geography find it goes well with Mathematics and any other Science or Arts subject. This means Geography can either be your specialist topic, or play a supporting role for other subjects.

- ◆ Numeracy-including collecting and interpreting statistics
- ◆ Literacy-including report writing
- ◆ Information technology
- ◆ Problem solving and decision making
- ◆ Working with others
- ◆ Evaluating your own performance

All of these skills are very important to employers.

AS Assessment

Unit 1: Changing Landscapes

Section A: Changing Landscapes

Choice between two themes, either Coastal or Glaciated Landscapes; two compulsory structured questions with data response.

Section B: Tectonic Hazards

Three compulsory structure questions with data response.

Written examination: 2 hours

Unit 2: Changing Places

Section A: Changing Places

Two compulsory structured questions with data response.

Section B: Fieldwork Investigation in Physical and Human Geography

Three compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation.

Written examination: 1 hour 30 minutes

A2 Assessment (the above plus a further 3 units)

Unit 3: Global Systems and Global Governance

Section A: Global Systems

Water and Carbon Cycles: Two compulsory structured questions with data response and one extended response question.

Section B: Global Governance: Change and Challenges

Processes and patterns of global migration and global governance of the Earth's oceans: two compulsory structured questions with data response and one extended response question.

Section C: 21st Century Challenges

One compulsory extended response question drawing on Units 1, 2 and 3 with resource material.

Written examination: 2 hours

Unit 4: Contemporary Themes in Geography

Section A: Tectonic Hazards

One compulsory extended response question

Section B: Contemporary Themes in Geography

Select two optional themes from four: ecosystems, economic growth and challenge: India or China or development in Sub-Saharan Africa., energy challenges and dilemmas, weather and climate

Two essay questions, one on each chosen theme

Unit 5: Independent Investigation

One written independent investigation, based on the collection of both primary data and secondary

DRAMA AND THEATRE

Ysgol Tregŵyr
Gowerton
School



The WJEC A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. Learners will have the opportunity to work as either performers and/or designers on three different performances.

In **Unit 1** learners reinterpret a text to create a piece of theatre which is a combination of the selected text and original ideas.

In **Unit 3** learners engage with a stimulus to create two pieces of theatre in different styles; one an interpretation of a text of their own choice and the other a devised piece.

Both **Units 1 and 3** are designed to encourage learners to make connections between dramatic theory and their own practice. While preparing their practical work, learners will explore the work of two theatre practitioners (individuals or companies) of their own choice and then apply their research to their performances or designs.

In **Units 2 and 4**, learners explore three complete performance texts. Learners are also required to watch at least two live theatre productions and learn about the processes and practices involved in interpreting and performing theatre.

AS Unit 1: Theatre workshop

Learners participate in the creation, development and performance of a piece of theatre based on a *reinterpretation* of an extract from a text.

Learners will be assessed on **either** acting **or** design.

Non-examination assessment worth 24% of the final qualification.

AS Unit 2: Text in Theatre

Open book examination on one of the set texts.

Written examination: 1 hour 30 worth 16% of the final qualification.

A2 Unit 3: Text in Action

Learners participate in the creation, development and performance of **two** pieces of theatre based on a stimulus provided by the WJEC.

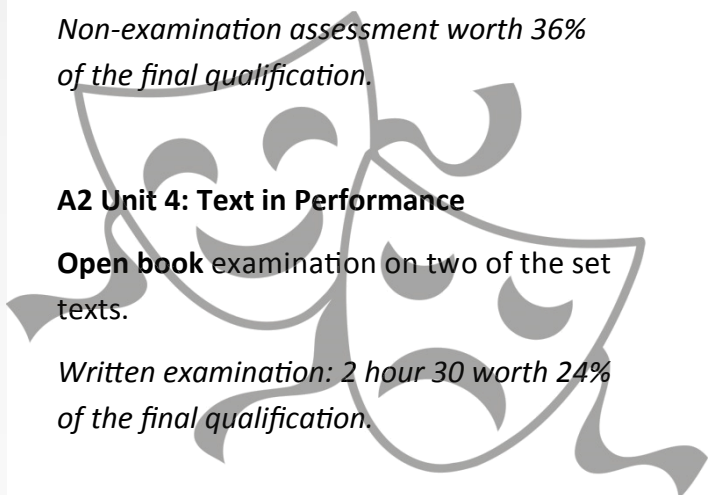
Learners will be assessed on **either** acting **or** design.

Non-examination assessment worth 36% of the final qualification.

A2 Unit 4: Text in Performance

Open book examination on two of the set texts.

Written examination: 2 hour 30 worth 24% of the final qualification.



ELECTRONICS

The WJEC Eduqas A level in Electronics will ensure that learners have the electronic and mathematical knowledge and electronic engineering skills to solve problems. This should enable learners to appreciate how many problems in society can be tackled by the application of the scientific ideas in the field of electronics using engineering processes. The practical work enables learners to see the theoretical knowledge contained in the specification in action and to gain greater understanding of the knowledge in a practical context.

AS Level Assessments

Component 1: Principles of Electronics

A mix of short answer and extended answer questions with some set in a practical context.

Written examination: 2 hours 30 worth 80% of the final qualification.

Component 2: System design and realisation tasks.

Task 1: A design and realisation task to design a digital system to solve an identified problem, need or opportunity.

Task 2: A design and realisation task to test an analogue circuit against a specification.

Task 3: A design and program task to create a microcontroller system programed via a flowchart to solve an identified problem, need or opportunity.

Non-examination assessment worth 20% of the final qualification.

A2 Level Assessments

Component 1: Principles of Electronics

A mix of short answer and extended answer questions with some set in a practical context.

Written examination: 2 hours 45 worth 40% of the final qualification.

Component 2: Application of Electronics

A mix of short answer and extended answer questions with some set in a practical context.

Written examination: 2 hours 45 worth 40% of the final qualification.

Component 3: Extended system design and realisation tasks

Task 1: A design and program task to create a microcontroller system programed in assembler language to solve an identified problem, need or opportunity.

Task 2: A substantial integrated design and realisation task to create an electronic system to solve an identified problem, need or opportunity.

Non-examination assessment worth 20% of the final qualification.

FILM STUDIES

Film studies is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. It offers opportunities to study mainstream American films from the past and the present as well as a range of contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

AS Level Assessments

Component 1: American Film

This component assesses knowledge and understanding of **three** American films.

Section A: Hollywood 1930-1990 (comparative study). **One** two-part question, requiring reference to **two** Hollywood films.

Section B: Contemporary American independent film. **One** two-part question, requiring reference to **one** contemporary American film.

Written examination: 1 hours 30 worth 35% of the AS level qualification.

Component 2: European Film

This component assesses knowledge and understanding of **two** British films and **one** non-English language European film.

Section A: British Film (two-film study). **One** two-part question, requiring reference to **two** recent British films.

Section B: Non-English language European Film. **One** two-part question, requiring reference to **one** non-English language European film.

Written examination: 1 hours 30 worth 35% of the AS level qualification.

Component 3: Production

This component assesses **one** production and its accompanying evaluative analysis.

Production 20%

Evaluative analysis 10%: a 1000-1250 word evaluative analysis of the production in comparison with other professionally produced films.

Non-examination assessment worth 30% of the AS level qualification.

A2 Level Assessments

Component 1: Varieties of film and filmmaking

This component assesses knowledge and understanding of **six** feature-length films.

Section A: Hollywood 1930-1990 (comparative study). **One** question from a choice of two, requiring reference to **two** Hollywood films.

Section B: American film since 2005 (two-film study). **One** question from a choice of two, requiring reference to **two** American films.

Section C: British film since 1995 (two-film study). **One** question from a choice of two, requiring reference to **two** British films.

Written examination: 2 hours 30 worth 35% of the A level qualification.

Component 2: Global filmmaking perspectives

This component assesses knowledge and understanding of **five** feature-length films.

Section A: Global film (two-film study). **One** question from a choice of two, requiring reference to **two** global films: **one** European and **one** produced outside Europe.

Section B: Documentary film. **One** question from a choice of two, requiring reference to **one** documentary film.

Section C: Film movements— Silent cinema. **One** question from a choice of two, requiring reference to **one** silent film or group of films.

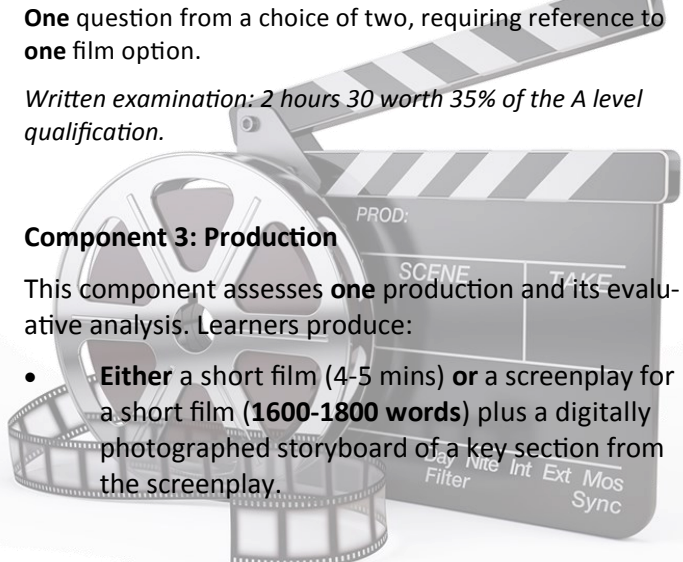
Section D: Film movements— Experimental film (1960-2000). **One** question from a choice of two, requiring reference to **one** film option.

Written examination: 2 hours 30 worth 35% of the A level qualification.

Component 3: Production

This component assesses **one** production and its evaluative analysis. Learners produce:

- **Either** a short film (4-5 mins) **or** a screenplay for a short film (**1600-1800 words**) plus a digitally photographed storyboard of a key section from the screenplay.



PE

The PE specification builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The qualification looks to equip students with skills and knowledge required for higher education or the world of work.

The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then be able to specialise in one at A2.

The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport.

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

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- understand how physiological and psychological states affect performance.
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- understand the role of technology in physical activity and sport.
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

The specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice.

Assessment

AS Level Units

AS Unit 1: Exploring physical education

Written examination: 1 hour and 45 mins worth 24% of the final qualification.

AS Unit 2: Improving personal performance in physical education

Non-examination assessment worth 16% of the final qualification.

A2 Level Units

A2 Unit 3: Evaluating physical education

Written examination: 2 hours worth 36% of the final qualification.

A2 Unit 4: Refining personal performance in physical education

Non-examination assessment worth 24% of the final qualification.



HISTORY

This course encourages learners to develop their interest in and enthusiasm for history and an understanding of its value and significance. It gives students the opportunity to study the history of more than one country or state including both British and at least one outside the British Isles., study specific aspects of the past in breadth and in depth, study change and/or development over a period of time both long term and short term and study the nature and purpose of history as a discipline and how historians work.

AS Assessment

Unit 1: Politics, Protest and Reform in Wales and England, c. 1780-1880

This unit follows aspects of the history of England and Wales during the eighteenth and nineteenth centuries. The unit explores some of the key events, individuals and developments during this period.

At the end of the year, students will sit a written exam lasting 1 hour 30 minutes. This will consist of two open-ended essay questions.

Unit 2: France: The Causes and Course of the Revolution, c. 1774-92

This unit looks in detail at one of the most dramatic events in modern European History.

At the end of the year, students will sit a written exam lasting 1 hour 45 minutes. This will consist of two evidence based questions with a focus on the evaluation of historical sources and different interpretations.

A2 Assessment

Unit 3: The American Century, c.1890-1990 (breadth study: part 1)

Students will study two themes each of which will cover around 100 years of historical change and development. The themes are: the struggle for Civil Rights and the making of a superpower. They will be required to analyse and evaluate the pace and extent of historical change over that period.

At the end of the year, students will sit a written exam lasting 1 hour 45 minutes. This will consist of two open-ended essay questions.

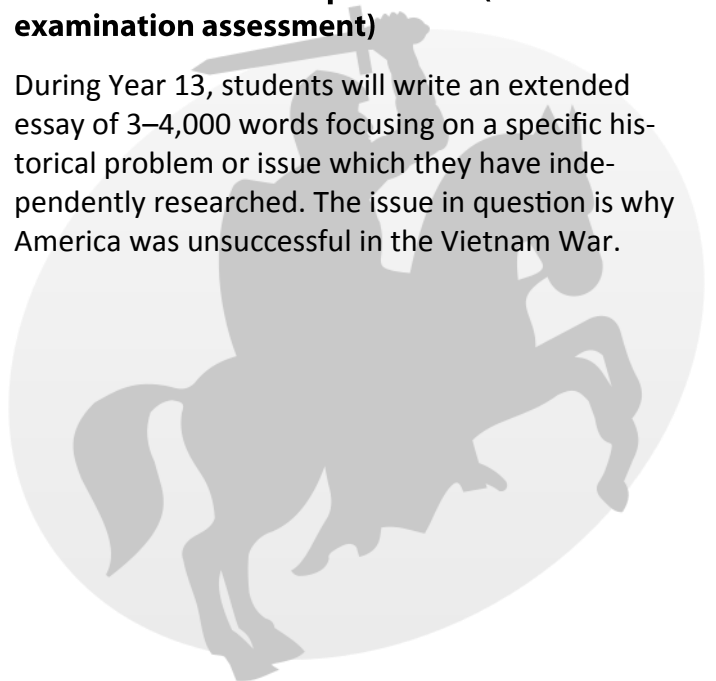
Unit 4: France in Revolution, c.1774-1815 (depth study: part 2)

This unit continues where Unit 2 ended. Students will learn that following the overthrow of the King, the Revolution entered its most dramatic phase.

At the end of the year, students will sit a written exam lasting 1 hour 45 minutes. This will consist of one source based question and an open-ended essay.

Unit 5: Historical Interpretations (non-examination assessment)

During Year 13, students will write an extended essay of 3–4,000 words focusing on a specific historical problem or issue which they have independently researched. The issue in question is why America was unsuccessful in the Vietnam War.



RELIGION, PHILOSOPHY & ETHICS

Religion and religions (past and present) represent diverse forms of values, beliefs and practices as responses to questions of ultimate meaning and purpose. Religion, philosophy and ethics therefore encompasses a wide range of disciplines and can consist of different approaches to their study. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

The course is divided into a total of five units – two AS units and three A2 units. The units give students the opportunity to undertake an in-depth and broad study of Buddhism, religion and ethics and philosophy of religion.

Students will develop knowledge and understanding appropriate to a specialist study of religion. They will develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. Students will adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.

There is no specific requirement for prior learning, although many candidates will have already gained a basic knowledge and understanding through their study of Religious Studies at GCSE level – either Full Course or Short Course. Skills in Numeracy/Mathematics, Literacy/English and ICT will provide a good basis for progression to this A Level course. The course may be followed by any candidate, irrespective of gender, ethnic, religious or cultural background.

AS Assessment

Unit 1: Introduction to Buddhism

Written exam, 1 hour 15 minutes

Unit 2: Introduction to Religion & Ethics and Introduction to Philosophy of Religion

Written exam, 1 hour 45 minutes

A2 Assessment

Unit 3: Study of Buddhism

Written exam, 1 hour 30 minutes

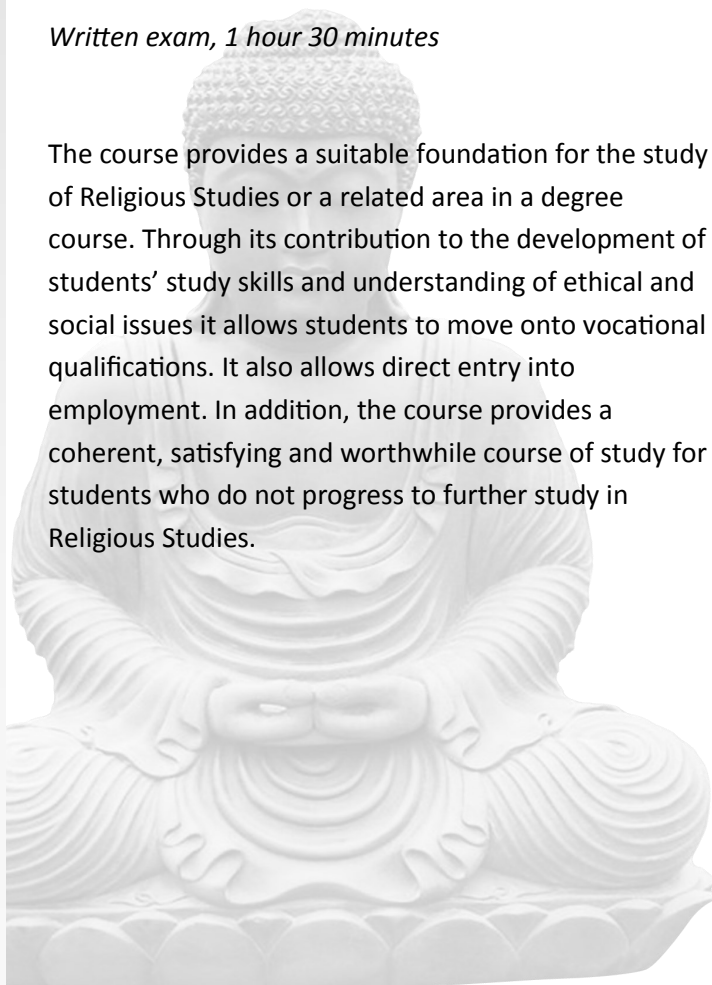
Unit 4: Study of Religion and Ethics

Written exam, 1 hour 30 minutes

Unit 5: Study of Philosophy of Religion

Written exam, 1 hour 30 minutes

The course provides a suitable foundation for the study of Religious Studies or a related area in a degree course. Through its contribution to the development of students' study skills and understanding of ethical and social issues it allows students to move onto vocational qualifications. It also allows direct entry into employment. In addition, the course provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in Religious Studies.



CHEMISTRY

Chemistry occupies a central and pivotal position in the sciences and its study develops an appreciation of many aspects of our complex and technical society. Its study opens up many career prospects in the chemical industry e.g. petrochemicals, formulations and household products, polymers, bulk commodities and specialty chemicals. It is also a pre-requisite for other careers e.g. medicine, veterinary science, dentistry, pharmacy, food science, agricultural science, engineering and many, many more.

Potential employers also value the analytical and conceptual skills that are developed during the study of chemistry. Such skills, coupled with the ability to work in a meticulous and accurate manner, enable chemistry students to pursue careers within, or outside, the vast area of Science.

Requirements

B grade or above in GCSE Chemistry or B grade or above in GCSE Double Science plus B grade or above in GCSE Maths. To continue into Year 13, students need to achieve an E grade as a min in each AS exam.

AS Units

Unit 1: The Language of Chemistry, Structure of Matter and Simple Reactions

This unit covers the following areas of study:

- ◆ Formulae and equations
- ◆ Basic ideas about atoms
- ◆ Chemical calculations
- ◆ Bonding
- ◆ Solid structures
- ◆ The Periodic Table
- ◆ Simple equilibria and acid – base reactions

Unit 2: Energy, Rate and Chemistry of Carbon Compounds

- ◆ This unit covers the following areas of study:
- ◆ Formulae and equations
- ◆ Basic ideas about atoms
- ◆ Chemical calculations
- ◆ Bonding
- ◆ Solid structures
- ◆ The Periodic Table
- ◆ Simple equilibria and acid – base reactions

A2 Units

Unit 3: Physical and Inorganic Chemistry

This unit covers the following areas of study:

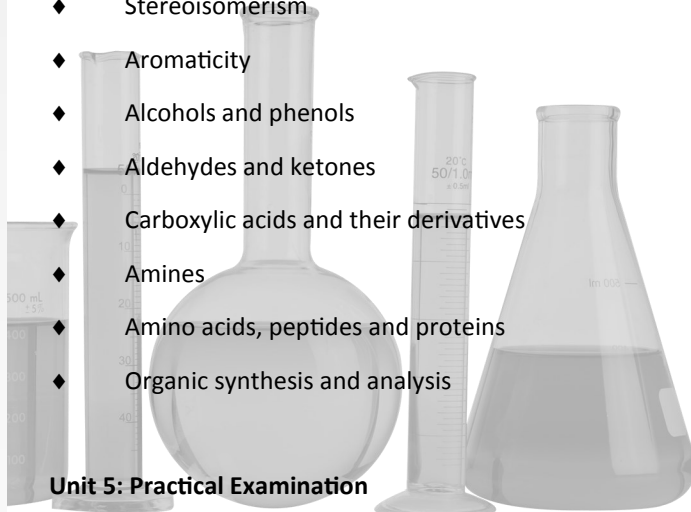
- ◆ Redox and standard electrode potentials
- ◆ Redox reactions
- ◆ Chemistry of the p – block
- ◆ Chemistry of the d – block
- ◆ Chemical kinetics
- ◆ Enthalpy changes for solids and solutions
- ◆ Entropy and feasibility reactions
- ◆ Equilibria constants
- ◆ Acid – base equilibria

Unit 4: Organic Chemistry and Analysis

This unit covers the following areas of study:

- ◆ Stereoisomerism
- ◆ Aromaticity
- ◆ Alcohols and phenols
- ◆ Aldehydes and ketones
- ◆ Carboxylic acids and their derivatives
- ◆ Amines
- ◆ Amino acids, peptides and proteins
- ◆ Organic synthesis and analysis

Unit 5: Practical Examination



FRENCH

You will build upon the language skills acquired at GCSE. The specification for AS and A level French is designed to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of
- countries or communities where the language is spoken
- consider their study of the language in a broader context.

This specification is designed to encourage students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language take their place in a multilingual global society.

Course Content

If you have been successful in your study of French at GCSE you should consider continuing with AS or A level French.

The Areas of Interest at AS are “Being a young person in French-speaking society” and “Understanding the French-speaking world.”

For A-level students explore Diversity and Difference and France from 1940-50: The Occupation and the post-war years.

AS Assessment

Unit 1: Speaking

Non-exam assessment: 12-15 minutes (plus additional 15 minutes preparation time)

Unit 2: Listening, reading, translation and critical response in writing

Written examination: 2 hours 30 minutes

A2 Assessment (the above plus a further 3 units)

Unit 3: Speaking

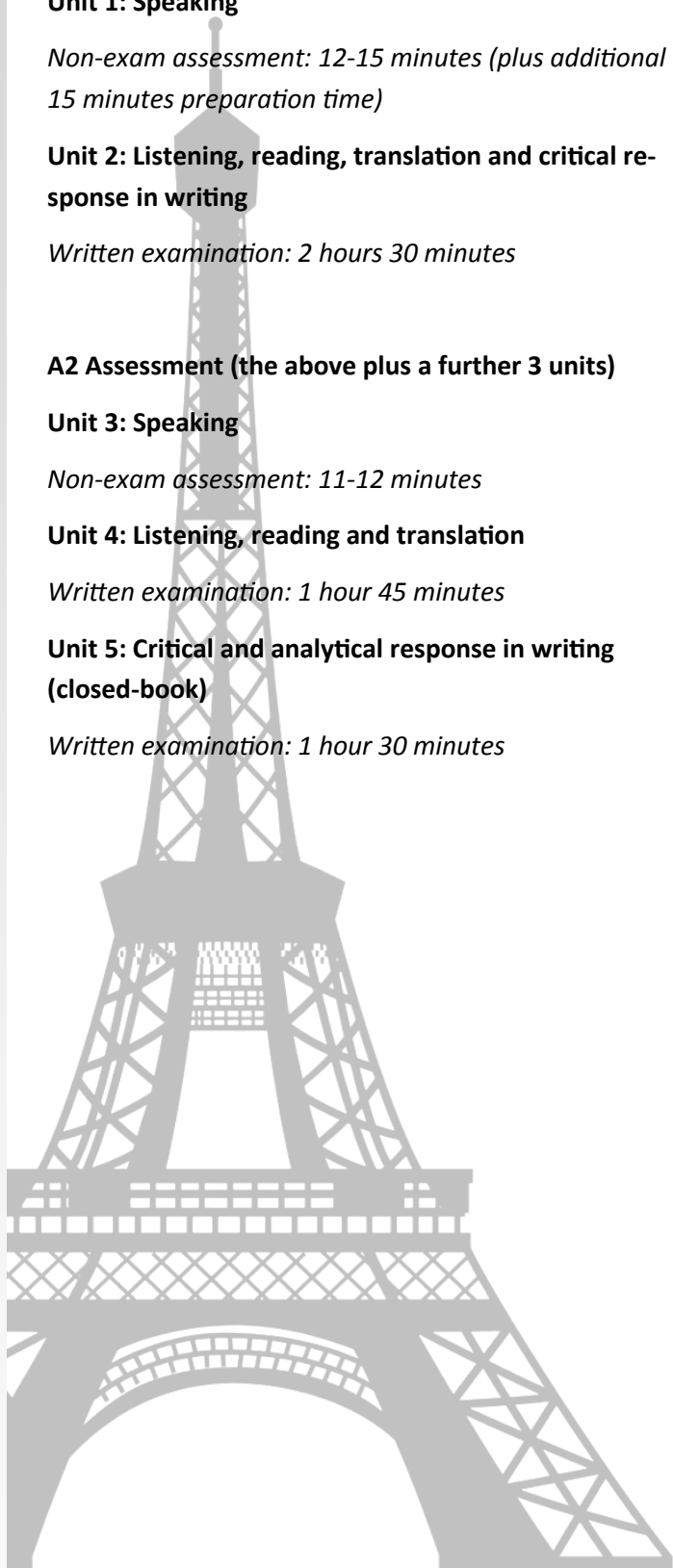
Non-exam assessment: 11-12 minutes

Unit 4: Listening, reading and translation

Written examination: 1 hour 45 minutes

Unit 5: Critical and analytical response in writing (closed-book)

Written examination: 1 hour 30 minutes



MATHEMATICS

The aims of the course are that pupils:

- ♦ develop the understanding of mathematical processes
- ♦ develop abilities to reason logically and recognise incorrect reasoning
- ♦ to generalize and to construct mathematical proofs
- ♦ extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- ♦ connect different areas of mathematics together
- ♦ apply mathematics to the real world
- ♦ develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general;
- ♦ Take increasing responsibility for their own learning and the evaluation of their own Mathematical development.

From 2017 there is a new specification for A level in Wales. The main change is that there are no longer module options for pupils. All pupils study Pure, Mechanics and Statistics which combine to make an A level.

Future Opportunities

The AS and A level courses are enjoyable courses for those who like Maths as well as good preparation for further studies in Maths-related courses such as the sciences, computing and engineering.

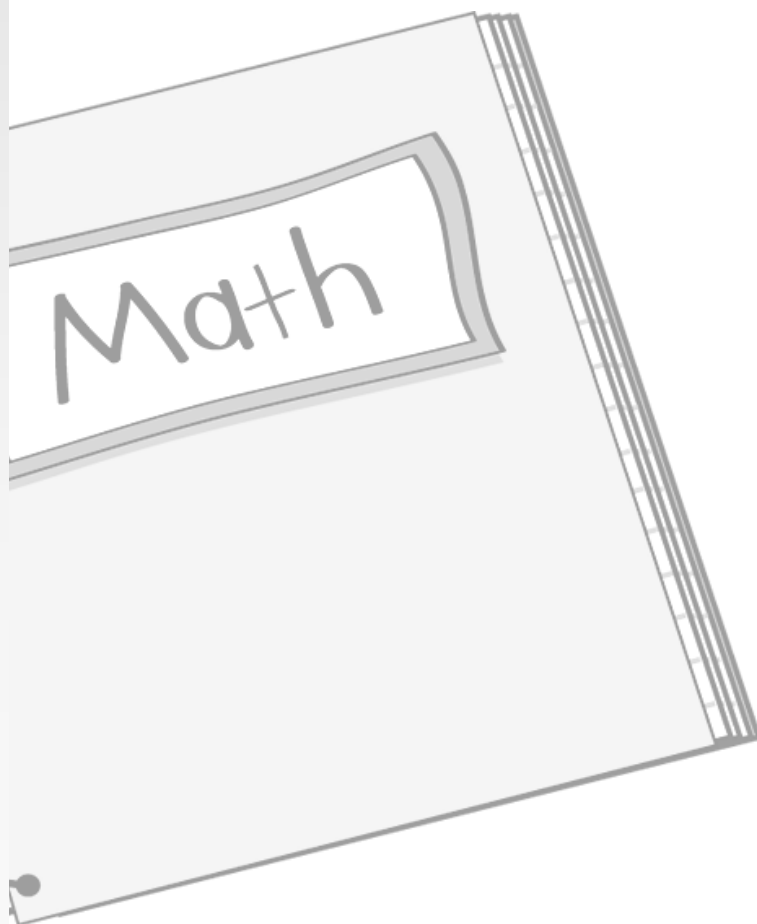
Many universities offer joint honours courses of Maths with Physics, Computing, French, German, Music, Philosophy and many more.

It can also be used as a complete course in Mathematics or to provide a firm mathematical foundation to be used in employment.

Assessment

There are 2 modules in Year 12 which carry 40% of the full A level marks: Pure Maths A which is a 2 hours 30 mins paper and an Applied Maths A which is 1 hour 45 mins. The Applied Paper is split into a Mechanics and Statistics section.

There are a further 2 modules in Year 13: Pure Maths B which is a 2 hours 30 mins paper and an Applied Maths B which is 1 hour 45 mins. The Applied Paper is split into a Mechanics and Statistics section.



3D DESIGN

This course meets the needs of students who wish to study in the areas of Three-Dimensional Design, Graphics or Textiles. These areas are not limited to those titles alone and can include Product Design, Set Design, Model Making, Architectural design, Interior Design, Packaging, Digital Design and Illustration, Fashion, and Surface Decoration.

The strength of this course is the very fact that it allows students to choose a single or a range of the above, and then to tailor them into their own areas of interest for development through to a final idea or solution.

Students will experiment with a wide range of media and processes, document outcomes and explore designers and artists linked to their area of choice. They will be required to work with a range of equipment and processes in all areas. Students will also develop drawing and sketching skills alongside research and investigative work.

This course at AS requires at least 5 GCSE's and it is desirable to have a grade 'B' in an art or a design subject. Experience and/or aptitude in using computer technology.

AS Assessment

Unit 1

AS (100% of AS 40% of A2)

Coursework

Internally Set

A range of assignments to give students a broad understanding of the subject. These include:

Digital work such as Photoshop, Illustrator, Pro Desktop

Model making: Development of product/architectural/3D models

Traditional sketching skills, 2D & 3D, Printing and

Workshop skills such as casting and forming, foam prototyping and 3D printing

Throughout these assignments a large proportion of time will be spent looking at other designers works and products. This is an integral part of the course.

A2 Assessment

Unit 2

(A2 – 36% of overall A Level)

Coursework

Internally Set

Example Unit: Structure and Form.

Students produce individual/unique works using techniques and processes developed during Unit 1

Further workshops to allow enhancements of skills from the AS and to allow the linking of outcomes to the given theme

This Unit must be supported by a 1000-3000 word study, comparing and contrasting works of others, their techniques, themes etc. It must also include an annotated portfolio.

Unit 3

(A2 – 24% of overall A Level)

Externally Set Assignment

Example:

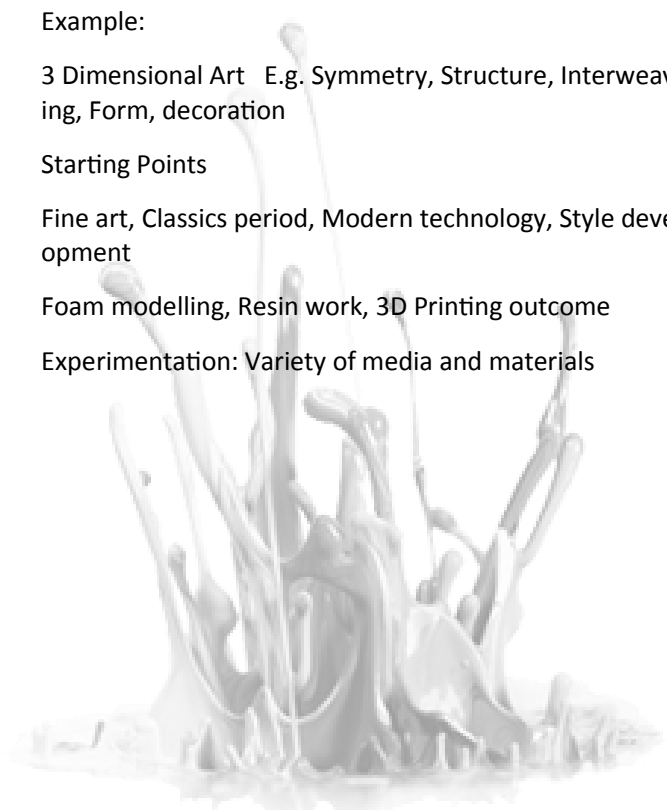
3 Dimensional Art E.g. Symmetry, Structure, Interweaving, Form, decoration

Starting Points

Fine art, Classics period, Modern technology, Style development

Foam modelling, Resin work, 3D Printing outcome

Experimentation: Variety of media and materials



PSYCHOLOGY

Psychology is the scientific study of the human mind. It is a multidimensional subject which includes many sub-fields of study such as human development, health, clinical, social behaviour and cognitive processes.

You will learn about five psychological approaches: biological, psychodynamic, behaviourist, cognitive and positive. Each approach explains human behaviour in a slightly different way. You will learn more about how psychologists design and conduct research.

In the second year of A2 you'll deepen your understanding of psychology by looking at a range of interesting human behaviours. You will study three of the following six behaviours:

1. Addictive behaviours
2. Autistic Spectrum behaviours
3. Bullying behaviours
4. Criminal behaviours
5. Schizophrenia
6. Stress

You will then apply your psychological knowledge to a range of contemporary debates:

- Cultural bias
- Ethical costs of conducting research
- Non-human animals
- Scientific status
- Sexism

Practical Research – As part of the A2 course you will review your knowledge of research methods and you will get the opportunity to undertake two of your own research projects. These can be undertaken as a class, in groups, in pairs or individually.

Psychology is a great subject to develop a number of transferable skills:

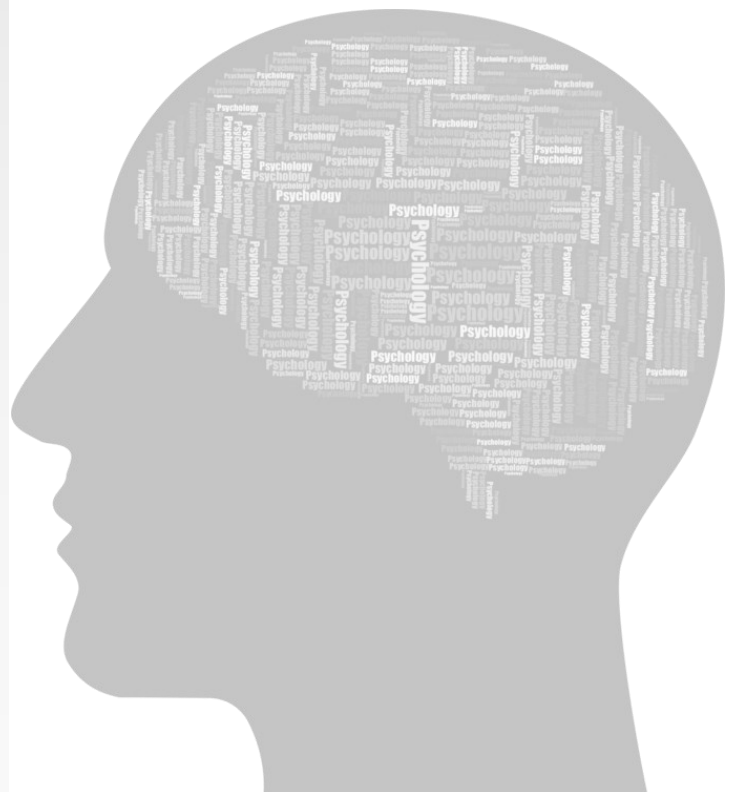
- Pragmatism
- Interpersonal awareness
- Research skills
- Problem-solving skills
- Critical thinking
- Numeracy and data handling
- Communication skills
- Teamwork and leadership skills
- Better understanding of self
- Enhanced understanding of others
- Literacy

AS Assessment

2 x 1 hour 30 minute exams

A2 Assessment

2 Exams – Unit 3 lasting 2 hours 30 minutes and unit 4 lasting 1 hour 30 minutes



MUSIC

AS Level

Performing

Use your AS level year to develop and extend your instrumental or vocal performance skills. You will have support to prepare for a recital. Peripatetic teachers are available for teaching orchestral instruments, drums and voice. You may choose to play as a soloist or in an ensemble, or any combination of these, lasting 6 – 8 minutes in total. Continue being part of school ensembles and the long established musical tradition of Gowerton School.

Composing

Learn to compose music in new styles and genres and explore and extend your use of ICT to create original music. Learn how to create and control modulations, use more complex chords and harmonies, learn how to effectively harmonise a melody, write two part counterpoint and extend your creativity in two completed compositions lasting 3-6 minutes.

Appraising and Listening

Learn more about the music you listen to and study a wide range of musical works. Analyse musical works in detail, find out how they were composed and discover hidden meanings within some of the greatest pieces of music ever written. Musical works to be investigated during the course include various musicals and Mozart's *Requiem*. Also enjoy advancing and improving your general listening skills, and learn how to recognise aspects of music in more detail.

A2 Level

The A2 course continues with the units of AS, i.e. performing, composing and appraising.

Students will have to take all three units but can choose to study one unit in more detail

therefore 2 units at 15% and one at 20%. Students choose the option appropriate to their strengths.

Performing

Students will have support to prepare for a recital. Peripatetic teachers are available for

teaching orchestral instruments, drums and voice. Students may choose to play as a soloist, or

in an ensemble or any combination of these for between 6 – 8 minutes (or 10 – 12 minutes

if opting for the extended performance worth 20%) . Students are encouraged to continue

being a part of school ensembles and the long established musical tradition of

Gowerton School.



PHOTOGRAPHY

This photography course is perfect for students who have an interest in photography, art, design and architecture and who wish to study further or take up careers in any of these fields, be it practical or academic.

There is a focus on students formulating their own ideas from a variety of starting points, subsequently developing their own photography practice including the integration of theory, knowledge and understanding through researching the work of others.

Students will investigate and document a wide range of art and design work and sources. First-hand experience and critical awareness of works of art, design and photography, including studio and street photography, are encouraged through visits to galleries and museums.

This course will enable students to extend their own and others' ways of seeing the world through increased fluency in visual language, materials and techniques.

Learners will develop knowledge and understanding of the basis of digital photography and a familiarity with a range of tools, both software (brushes, cloning, selection and processing) and hardware (printers, scanners and cameras) in the generation and development of ideas. Students will learn to go beyond the traditional flat print by using a variety of techniques and settings. These may include montage, printing onto / incorporating other materials / media, 3D constructions, digital development and installations and work presented as visual essays (for example, a book may be produced).

Photography at AS Level requires at least 5 GCSEs and it is desirable to have a grade C in an art or design subject and experience and / or ability in using computer technology.

AS Assessment

Unit 1

Consists of coursework and is internally set. There are numerous assignments to give students a broad understanding of the subject. These include documentary, still life and portraiture genres, camera exercises such as shutter speed, aperture, composition and creating meaning, traditional processes such as pinhole cameras and photogram and digital techniques such as Photoshop workshops, iMovie and time lapse.

Throughout these assignments a large proportion of time will be spent looking at established artists works, on-location works, site / gallery visits and group critique.

A2 Assessment

Unit 2

Consists of coursework and is internally set. An example unit would be The Sanctuary. Students produce individual / unique works using techniques and processes developed during Unit one. Workshops are conducted emphasising modern image manipulation techniques and processes. This unit must be supported by a 1000-3000 word study, comparing and contrasting works of others, their techniques, themes etc. and must include an annotated portfolio.

Unit 3

Unit consists of an externally set assignment. This could consist of subjects like symmetry, scaffolding and foundations, organic, micro and macro, starting points, spontaneity of the moment, photomontage, the landscape and experimentation.

ART & DESIGN

This art and design course provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures and in practical, critical and contextual forms.

Students will be introduced to a variety of experiences employing a range of media, processes and techniques appropriate to the chosen area of study.

For coursework, students will produce practical and critical / contextual work in one or more areas including painting, drawing, mixed-media, textiles, sculpture, land art, printmaking and photography: lens-based and / or light-based media.

It is recommended that pupils have at least a C grade GCSE in Art or Design. If not it is advisable to bring a small portfolio of artwork to demonstrate skills.

AS Assessment

Unit 1

Coursework portfolio

40% of A-Level

Unit 2

Externally set assignment

35% of A-Level

A2 Assessment

Unit 3

Personal investigation

Externally set assignment

25% of A-Level

Future Opportunities

A-Level Art and Design provides a suitable foundation for the study of Art or Design in a range of higher education courses or direct entry into employment in the creative world of Art, Illustration, Film, Photography etc.



SPANISH

You will build upon the language skills acquired at GCSE.

This course encourages student to:

- ◆ Develop an interest in, and enthusiasm for language learning.
- ◆ Develop understanding of the language in a variety of contexts and genres
- ◆ Communicate confidently, clearly and effectively in the language for a range of purposes.
- ◆ Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- ◆ Consider their study of the language in a broader context.
- ◆ Enjoy and benefit from language learning
- ◆ Gain knowledge, skills and understanding for practical use, further study and / or employment.
- ◆ Communicate with speakers of the language.
- ◆ Take their place in a multilingual global society.

If you have been successful in your study of Spanish at GCSE you should consider continuing with AS or A-Level Spanish.

AS Assessment

Unit 1:

Being a young person in Spanish-speaking society

Unit 2:

Understanding the Spanish-speaking world

A2 Assessment

Unit 3:

Diversity and difference

Unit 4:

The two Spains: 1936 onwards

This qualification is made up of a total of five units: two at AS and three at A level. Units 1 (AS) and 3 (A level) are speaking assessments; Unit 2 (AS) is a combined listening, reading, translation and critical writing examination; Unit 4 (A level) is a combined listening, reading and translation examination. Unit 5 (A level) is a critical and analytical writing examination. For Unit 2, learners will be required to study one film, and for Unit 5, one literary text, taken from a list of prescribed works.

Careers involving direct and indirect use of Spanish range from interpreting, marketing and sales, diplomatic service, teaching, accountancy, banking, travel and tourism, engineering and business.