



**SIXTH FORM
LEARNING PATHWAYS BOOKLET
A GUIDE TO KEY STAGE 5
COURSES
2017-19**

General Information about Post 16 Study at Brecon High School

Local Curricular Choices

Brecon High School is part of the South Powys Consortium. The Consortium contains a range of courses, from Pre-Entry/Entry to Level 4, from which young people can choose the formal aspects of their learning pathways. Under the key theme of Individual Learning Pathways, Brecon High School, both individually and collaboratively is able to offer a wider range of subject choices to a wide range of Post 16 Learners.

Enrolment in the Sixth Form

For most students, entering the Sixth Form means beginning a journey which leads to higher education. For all students, this will mean selecting a number of subjects to study at Advanced Supplementary Level (AS Level) or Vocational equivalent in Year 12 and continuing with these subjects at Advanced Level (A-Level) in Year 13.

At both AS Level and A-Level you will be expected to take your Sixth Form studies seriously. You will be taught in smaller groups which allow a close student/teacher relationship and different teaching techniques. You will be expected to become more responsible for organising your own work; your teachers will guide you but you will need to read widely and do your own research. You will also be expected to take responsibility for your own learning which is good preparation for college life or employment.

The majority of students, leaving the Sixth Form in the past few years, have successfully entered higher education. They have chosen a range of diverse subjects such as Medicine, Law, History, English, Business, Aeronautical Engineering, Quantity Surveying, Land Management, Agriculture, Nursing & Midwifery, Journalism, Theology and Music Technology to name just a few.

Students in the Sixth Form have also gained competitive entrance scholarships and bursaries and have successfully achieved unconditional offers.

Every year suitable students are encouraged and supported to make Oxbridge applications. We are proud of our successes in this area over recent years. The school is part of the Seren Network which provides further opportunities for our more able pupils.

Through our individual approach and our supportive career guidance programme students have also been encouraged to take up the opportunity to apply for high quality apprenticeships. Students have gained places on some very competitive apprenticeship programmes with some high profile employers, particularly in the area of aerospace industries. We have also been pleased to continue to support our students even after they have left us.

Courses Available

- All Year 12 students will study for the Welsh Baccalaureate Advanced Level Qualification.
- Most subjects offered may be studied to both Advanced Subsidiary (AS) and Advanced Level (A-Level)
- An AS course is a one year course and will usually be followed by Year 12 students.
- The A-Level qualifications are usually comprised of a number of units spread across 2 years of study and split between AS Level and A2 Level. The A2 qualification is undertaken in Year 13 and is only followed by pupils who successfully complete the AS qualification in each specific subject. The A-level qualification is the combination of achievement in the AS level units and the A2 units and 1 grade is awarded for each subject.
- Students must obtain at least an E grade in an AS subject at the end of Year 12 before being able to embark upon the A2 course in Year 13.
- Advanced qualifications will be reported on a six grade scale of A*, A, B, C, D and E. There is no A* available at AS Level.

Welsh Baccalaureate

The Welsh Baccalaureate is an compulsory part of the Sixth Form Curriculum. The qualification adds a valuable dimension to the other subjects and courses available to students at Brecon High School. Students will become better prepared for further and higher education, as well as employment.

To fulfil the requirements of the qualification, students must complete a Skills Challenge Certificate along with their Options, which are the subjects they choose from academic or vocational qualifications.

As such, the Welsh Baccalaureate adds to the value of established qualifications, but does not replace them.

The Skills Challenge Certificate helps students develop their skills and provides a greater breadth and balance of personal experience.

All Sixth Form students will study for the Welsh Baccalaureate Qualification.

Choosing Courses

GCSE grades A* to B are advisable if a subject is to be continued to AS and A-Level. It can be quite difficult to decide which course to choose. Some points to consider are:

1. What are your strengths? It is obviously vital that you choose subjects in which you have shown ability in the past.
2. What do you enjoy? It is also important that you select subjects which you enjoy since you are going to spend one or two years studying these subjects in considerable depth. You must realise that studying a subject to A-Level is much more difficult than studying it to GCSE.
3. What are your future career plans? You need to think about your future career and find out if any subject is necessary for this, e.g. Chemistry for Medicine, Mathematics and Physics for Engineering, Biology for Physiotherapy. You are advised to consult the UCAS website for entry requirements to specific courses.
4. You need to think carefully about your subject combination. The subjects you study to A-Level must be ones which together will both be accepted by the colleges and lead you on to a degree course, and will meet your future career requirements.

Entry Requirements

- 5 GCSE's at A*-C including English/Welsh and Maths.
- Minimum of Grade B in the subject at GCSE in a related subject if not offered at GCSE.

More Information

Cost of Sixth Form Education

All necessary tuition, textbooks and printed material are usually provided by the school, with the exception of Biology. Occasionally, in some subjects it may be advisable to obtain further books of your own. Your parents will continue to receive child benefit while you are in the Sixth Form.

Education Maintenance Allowance Wales

This Welsh Assembly Government scheme was launched to encourage Sixth Form students to continue with their education. The allowance is means-tested and available to all students from households that have a household income below a certain level (approx. £23,000). Please consult the Student Finance Wales website (www.studentfinancewales.co.uk) for more information and application details.

Monitoring Progress and Communication with Parents

Throughout the time you spend in the Sixth Form, your progress will be carefully monitored by your subject teachers, by the Head of Sixth Form and by a member of the Senior Leadership Team. You will continue to be supported by a Form Tutor in a form group. Your Form Tutor will continue to be responsible for your pastoral guidance and support, but will also play a more prominent role in supporting you towards your future career aspirations. These interviews will focus on academic progress and attendance in registration, lessons, assembly and involvement in school activities. Parents' Consultation Evenings will be held once each year. Subject teachers will regularly assess your classwork and homework. In addition, there will be a programme of internal examinations and reports.

Careers Guidance

Throughout the Sixth Form, there will be opportunities to consider possible career or higher education options with the help of the Head of Sixth Form, the Senior Leadership Team and Mrs C Probert (Careers Wales). There is a Careers/Resource Centre located in the Library, containing not only Careers literature but also Computer Assisted Learning through various programmes including UCAS.

In addition, work experience is very helpful when you are deciding upon a career and contributes to aspects of the Welsh Baccalaureate. The Careers Wales Officer will help to arrange this with you. For instance, students who are thinking of teaching are often able to spend some time at local primary schools; students interested in estate management are able to visit local estate agents. Arrangements are made for those interested to visit colleges of further and higher education and universities, and opportunities may be made for Year 12 students to attend Higher Education Conventions.

School Expectations

As senior members of the school, Sixth Formers set an example which other students will follow. We try to offer you a wide range of opportunities which we hope you will find interesting and rewarding but we expect you to respond positively by co-operating with us over certain matters. All courses are on a full-time basis; Sixth Form students are expected to register, attend all timetabled lessons and attend assembly in the usual manner. If attendance is not satisfactory, students will be required to leave. As Sixth Formers you may find that there are periods in the week for which you will have no timetabled lessons. This time is intended for private study for which rooms are available. You will be expected to undertake independent periods of study which will be designated on your timetable. You must organise your study time and should try to do so wisely. To succeed in the Sixth Form you must be prepared to devote much time to your studies at home and at school. Part-time jobs outside school time must be kept to a level that provides sufficient time for schoolwork.

Uniform

Wearing uniform is an essential requirement and you will be required to set suitable standards by your appearance.

Autumn/Spring terms

Sweater	Plain black, knitted, V-neck
Blouse/Shirt	Plain white with collar suitable to be worn with a tie and a length that can be tucked in
Skirt/Trousers	Plain black, pleated, knee length or plain black trousers (no jeans, canvas or leggings)
Tie	
Footwear	Entirely black sensible shoes, leather or thick canvas, with no heel (not boots or trainers)
Outer Coats	Sensible, plain black. These should be removed before entering classrooms and when walking in corridors.

Summer term

Polo shirt	Must have school logo. Colour specific to year group.
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Life in the Sixth Form

Extra curricular activities play an important part in school life at all ages and Sixth Form students are encouraged to participate in a range of activities and represent the school in sporting competitions and other events. They are also expected to play an active part in organising house events.

Sporting opportunities are available through participation in team games, use of the Leisure Centre during periods when students do not have lessons and through extra-curricular activities.

In the Sixth Form there is the opportunity to set up new clubs or societies which may be of benefit to yourself or other members of the school. In the past, for example, societies have been run for badminton, table tennis, volleyball, squash, chess and debating. Students are able to avail themselves of the IT facilities in the school, not only to produce a school magazine but also to improve their expertise in this area.

Sixth Form students at Brecon High School have an excellent record of fundraising for charity, both for local charity organisations and further afield. Many fundraising events have been instigated by the Sixth Form themselves and, as in other events, their contribution has proved invaluable.

In recent years, the school has developed a programme where Sixth Form students work with younger students. This has proved effective and beneficial to both younger members of the school and to those in the Sixth Form. Year 12 students assist younger members of the school in a number of lessons and other activities. Literacy/Reading and Numeracy Programmes provide support for younger students.

Sixth form studies sometimes take students out of their school environment. English students enjoy theatre visits. Those studying subjects such as Religious Studies attend conferences. Students are also assisted in taking up places on UNIQ courses and University taster days in a wide variety of subject areas. Students have previously taken the opportunity to undertake Vetlink and MedLink residential courses in order to enhance their applications in these very competitive areas. There are opportunities to attend University information days, both at school and at other institutions.

The more you put into your life in the Sixth Form, the more you will get out of it. The Sixth Form should be a time of hard work but also a time of enjoyment. It is up to you to make it so.

South Powys Consortium – Curriculum Offer

Each year, all of the Schools and the College who are part of the South Powys Consortium agree the range of courses they will offer and the blocks they will be offered in. The blocks are specific slots during the school week, which mean that students can opt for subjects in different blocks, knowing that they will not clash with other subjects.

The Schools/College who are the members of the South Powys Consortium in 2016/17 are

Brecon High School
Builth Wells High School
Crickhowell High School
Gwerynfed High School
Llandrindod Wells High School
Maesydderwen High School

Neath Port Talbot College (NPTC)

Where a student opts to undertake a course which is delivered at another school, transport is arranged by the Local Authority that will collect and return the student to their host school, i.e. Brecon High School. Applications for transport are made at the same time final applications are made for the Sixth Form.

Clearly some of the schools are some distance away from the school, which can influence decisions regarding selecting courses at these schools. In the past, it has been more common for students to select courses at Crickhowell, Gwerynfed and Builth Wells, given their closer proximity to Brecon.

Welsh Medium AS and A-levels are offered at Builth Wells, as part of the South Powys Consortium agreement, which means they are the focus school for this provision.

Included in this guide is a copy of the **2016-17** South Powys consortium offer for your information. It must be stressed this is for illustrative purposes only. This give parents and students an awareness of the courses on offer. It is not until later in the 2016-17 academic year that the courses for 2017-19 will be confirmed. This information is published along with the final application form for the Sixth Form.

You will notice that different providers offer different numbers of courses; the number of courses offered by each school is based on an agreement made by the Local Authority regarding how many courses can be offered, based on a number of factors, e.g. student numbers.

Information about the courses offered at the different schools or College are available directly from these schools. It is advisable to visit their websites in the first instance.

If you have any further questions regarding the South Powys Consortium, please speak to the Head of Sixth Form in the first instance.

**SOUTH
POWYS
16 – 19**

OPTION BLOCKS SEPTEMBER 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	D	C	E	B
B	E	A	D	C

	A	B	C	D	E
Crickhowell High School	Chemistry Performing Arts BTEC Theatre Studies History Cardiff Blues Sports BTEC	French Music Maths Law Psychology Welsh Cardiff Blues Sports BTEC	Art Biology ICT Vocational Health & Social Care German D & T Cardiff Blues Sports BTEC	Geography RS Maths English Literature Cardiff Blues Sports BTEC	English Literature Physics Business PE Computer Science Cardiff Blues Sports BTEC
	A	B	C	D	E
Gwernfedyd High School	English Lit / Lang Chemistry	Media Studies Biology	Art Geography French	Physics Sociology	Business History Maths
	A	B	C	D	E
Llandrindod High School	Maths Welsh	Physics History	Chemistry Art PE	French Geography English	Biology Computing
	A	B	C	D	E
Brecon High School	Biology History RE	Music Tech BTEC Yr12/13 Geography Business Studies	Chemistry D & T	Maths Drama	English Literature Physics
	A	B	C	D	E
Maesydderwen High School	Maths Media Studies Health & Social Care BTEC	Chemistry IT BTEC	History Art Yr12/13 Geography Welsh Health & Social Care BTEC	English Lit & Lang Physics Applied Science BTEC Product Design Yr12/13	Biology Public Services BTEC
	A	B	C	D	E
Builth High School	DT History	Maths Health and Social	Physics English Cerddoriaeth Yr12/13 Welsh Cymraeg	Art Yr12/13 Hospitality Yr12/13 Geography Drama Chemistry	Dylunio Yr12/13 French Biology Music
	A	B	C	D	E
NP/TC GROUP (Brecon Campus)	IT BTEC		Health & Social BTEC	Public Services	Sports Science BTEC Business BTEC

FOR ILLUSTRATIVE PURPOSES ONLY

Applying for a place in the Sixth Form at Brecon High School

The application process for a place in the Sixth Form has 3 main stages:

Stage 1

The pupil will look at the information provided in this Learning Pathways Booklet including:

- The courses that are offered at Brecon High School.
- The expectations and demands of a Sixth Form student.
- The entry requirements for the Sixth Form and the course they would like to follow.
- To consider the reasons for selecting a course.

The student should also take time to speak with current students on the courses they are interested in – find out what the reality of the course is. The student should also speak with the Course Leader to find out more about the course and if they would be suitable for following the subject at A-level. If you are considering taking a course at a different school, through the South Powys Consortium, you should investigate the course via the specific school's website. By doing this it will prepare you for the actual application form completion.

Stage 2

When the South Powys Consortium finalise the courses that will be offered at each school, the Brecon High School Sixth Form application form will be issued to all Year 11 pupils. We would expect this to be in February/March. All pupils are asked to complete the forms so that we can track what students are planning, even if it does not include staying on in the Sixth Form. The form will need to be completed and returned to the school.

The application form is not included with this Learning Pathways Booklet – it is sent out separately.

The school will then arrange for an interview to take place with a member of staff. This is to check that the application form is correct and to look at aspects such as predicted grades and what other plans the student is considering. This is to help ensure that a place in the Sixth Form is the right choice.

Stage 3

On the GCSE results day in August, once a student has received their results, they will then be required to speak with the Head of Sixth Form to firstly confirm their place in the Sixth Form and to confirm the courses of study. It is possible to change courses at this point, provided the course they wish to change to is still running and is not full.

The student's admission will be completed and their final timetable will be created and this will be given to them on the Sixth Form Induction day at the start of the academic year.

Subjects Offered by Brecon High School

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Biology

Examination Board WJEC

Course Content

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

GCE AS

AS Unit 1	
Basic Biochemistry and Cell Organisation Written examination: 1 hour 30 minutes (80 marks) 20% of qualification	A range of short and longer structured questions and one extended response.
AS Unit 2	
Biodiversity and Physiology of Body Systems Written examination: 1 hour 30 minutes (80 marks) 20% of qualification	A range of short and longer structured questions and one extended response.

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

A2 Unit 3	
Energy, Homeostasis and the Environment Written examination: 2 hours (90 marks) 25% of qualification	A range of short and longer structured questions and one extended response.
A2 Unit 4	
Variation, Inheritance and Options Written examination: 2 hours (90 marks) 25% of qualification	Section A: 70 marks A range of short and longer structured questions and one extended response. Section B: 20 marks Choice of one option out of three: Immunology and Disease, Human Musculoskeletal Anatomy or Neurobiology and Behaviour
A2 Unit 5	
Practical examination (50 marks) 10% of qualification	This Unit comprises two tasks: <ul style="list-style-type: none"> • Experimental Task (20 marks) • Practical Analysis Task (30 marks)

Nature of the Work

The course is demanding and stimulating so a good level in GCSE English Language and Mathematics is also beneficial. A-Level Biology requires a high level of commitment in terms of both time and effort. Students are encouraged to use their initiative and to take responsibility for their progress. They will need to buy the AS and A-Level text books which contain the basic work for each Unit, but they are also expected to extend their reading on each topic. Work is of an investigative nature and so students must be prepared to work and think independently.

Internal Assessment

Students are assessed by a number of methods including structured questions and essays, practical investigations and end of topic tests.

Final Assessment

Written examinations consist of a few short but mostly long structured questions and those requiring more extended answers.

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available in 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

Qualification Accreditation Numbers

GCE AS: 601/5864/5

GCE A level: 601/5846/3

Head of Biology: Mrs S Workman

Business Studies

Examination Board WJEC

Course Content

What should Tesco do to reposition itself in the market, how can Candy Crush ensure its long term growth, should Amazon pay tax in the UK? These are the types of issues that you might consider when studying the **new Business A-level**. You will look at a number of businesses facing different problems, analyse the situation that they are in and make recommendations. Essentially the new Business course is about debating and decision making in a business context and as such it develops invaluable skills for whatever you want to do next.

The **new A-Level Business** course suits learners who are interested in business, politics, law, finance, economics. If you watch The Apprentice, Dragons Den, if you want to manage a business or set up your own business, then this is the subject for you.

Module Choices

AS	A2
<p>Unit 1 Business Opportunities The Unit focuses on new business start ups and covers the main concepts of starting up a business. Learners learn about:</p> <ul style="list-style-type: none"> • Entrepreneurialism, • Markets and Market Research, • Business Structure, and • Business Planning and Business Finance. <p>Unit 2 Business Function The aim of the second Unit is to build on the knowledge, understanding and skills gained in Unit 1, including core business functions such as:</p> <ul style="list-style-type: none"> • Finance, • Marketing, • People in Organisations, and • Operations Management 	<p>Unit 3 Business Analysis and Strategy The aim of this Unit is to provide an overview of business strategies. Learners develop analytical skill to investigate business opportunities. Learners study practical business skills:</p> <ul style="list-style-type: none"> • Data Analysis, • Investment Appraisal, • Analysing Financial & Non-Financial Performance, and • Marketing and Sales Forecasting <p>Unit 4 Business in a Changing World The aim of this Unit is to focus on how businesses adapt to a dynamic changing world. Learners consider the range of external factors that affect businesses. They learn about:</p> <ul style="list-style-type: none"> • Globalisation, EU and International Trade, and • Political, Economic, Social, Legal, Ethical and Environmental factors that affect a business.

Internal Assessment

There is no internal assessment

External Assessment

Unit 1 (15%) 1 hour 15 minutes written examination. Short answer and structured questions.

Unit 2 (25%) 2 hours written examination based on case studies.

Unit 3 (30%) 2 hours 15 minutes. written examination. Short answer and structured questions.

Unit 4 (30%) 2 hours 15 minutes written examination based on a case study and an essay from a choice of three.

Pre-Requisite

A good level of GCSE English Language and Mathematics and an interest in the world of business. Unit 1 is designed to provide all students with the core knowledge to progress with confidence. There is no requirement to have studied GCSE Business Studies.

Head of Business Studies: Mr M Humphries

Chemistry

Examination Board WJEC

Course Content

This specification is divided into a total of 5 units: 2 AS units and 3 A2 units.

Weightings noted below are expressed in terms of the full A-level qualification.

AS (2 units)
AS Unit 1 The Language of Chemistry, Structure of Matter and Simple Reactions Written examination: 1 hour 30 minutes (80 marks) 20% of qualification A range of short answers, structured and extended response questions.
AS Unit 2 Energy, Rate and Chemistry of Carbon Compounds Written examination: 1 hour 30 minutes (80 marks) 20% of qualification A range of short answers, structured and extended response questions.
A-Level (the above plus a further 3 Units)
A2 Unit 3 Physical and Inorganic Chemistry Written examination: 1 hour 45 minutes (80 marks) 25% of qualification A range of short answers, structured and extended response questions
A2 Unit 4 Organic Chemistry and Analysis Written examination: 1 hour 45 minutes (80 marks) 25% of qualification A range of short answers, structured and extended response questions.
A2 Unit 5 Practical (60 marks) 10% of qualification This Unit comprises two tasks: <ul style="list-style-type: none">• Experimental Task (30 marks)• Practical Methods and Analysis Task (30 marks)

About the Course

The WJEC A-level in Chemistry provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, Chemistry and to recognise its importance in their own lives and to society. Studying this A-level in Chemistry encourages learners to:

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

The specification lends itself to a variety of teaching and learning styles and offers learners of all abilities an enjoyable and positive learning experience. Practical work is an intrinsic part of Chemistry, and is greatly valued by higher education. It is imperative that practical skills are developed throughout the course and that an investigative approach is promoted wherever possible.

Assessment and Course information

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available in 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

Subject Leader: Miss J Dover

Design and Technology

THIS IS A DRAFT SPECIFICATION AT PRESENT

Examination Board WJEC

Prior Learning and Progression

Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at Key Stage 4. Skills in Numeracy/Mathematics, Literacy/English and ICT will provide a good basis for progression to this Level 3 qualification.

This specification builds on the knowledge, understanding and skills established at GCSE. This specification provides a suitable foundation for the study of Design and Technology or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning.

Aims and Objectives

The WJEC GCE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Design and Technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in Design and Technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

Learners should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during Key Stage 4, with a particular focus on Science and Mathematics, and those subjects they are studying alongside GCE Design and Technology.

This specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens, develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world;
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners;
- gain an insight into the creative, engineering and/or manufacturing industries;
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients;
- develop knowledge and experience of real world contexts for design and technological activity;
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use;
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product;
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including Mathematics and Science, to inform decisions in design and the application or development of technology;
- be able to work safely and skilfully to produce high-quality prototypes;
- have a critical understanding of the wider influences on Design and Technology, including cultural, economic, environmental, historical and social factors; and

- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of Mathematics and Science for analysis and informing decisions in design.

Summary of Assessment

AS Unit 1: Written paper 1 Written examination:

2 hours, 20% of qualification, 80 marks. Learners take an examination in one of the following endorsed area:

- product design.

The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to:
- analyse and evaluate design decisions and wider issues in Design and Technology.

AS Unit 2: Design and make task Non-exam assessment: approximately 40 hours 20% of qualification 80 marks. A design and make task, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in Design and Technology.

The design and make task will be based within the same endorsed area as the written examination.

A2 Unit 3: Written paper 2 Written examination:

2 hours 30 minutes, 30% of qualification, 100 marks. Learners take a single examination in one of the following endorsed area:

- product design.

The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to:
- analyse and evaluate design decisions and wider issues in Design and Technology.

A2 Unit 4: Design and make project Non-exam assessment: approximately 60 hours, 30% of qualification, 100 marks.

A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in Design and Technology.

The design and make project will be based within the same endorsed area as the written examination.

Head of Technology: Mr R Wyatt

Drama

Examination Board WJEC

Course Content

The following units will be studied:

Unit	Content	AS Weighting	A-Level Weighting	A S M O D U L E S	A L E V E L M O D U L E S
1	Theatre workshop: This Unit requires learners to create, develop and perform a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by the WJEC. The piece must be developed using the techniques and working methods of either a recognised theatre practitioner or a recognised theatre company. Learners must produce: A realisation of the performance or design. A creative log. An evaluation.	90 marks	24%		
2	Text in Theatre: This Unit is a written examination of 1 hour 30 minutes. The exam will involve a series of questions based on one performance text from a list provided by the WJEC e.g. "Medea" or "A View From The Bridge". The text will be explored practically in lessons through workshop approaches and a clean copy of the text can be taken in to the exam.	60 marks	16%		
3	Text in Action: This Unit requires candidates to participate in the creation, development and performance of two pieces of theatre based on a stimulus provided by the WJEC A devised piece using the techniques of a recognised theatre practitioner. An extract from a text in a different style chosen by the candidate. Learners must perform their pieces in front of a visiting examiner. Learners must produce an evaluation report within a week of the performance.		36%		
4	Theatre Text in performance: This is a written examination of 2 hours and 30 minutes. Two questions based on two different texts from a list provided by the WJEC, e.g. "Sweeney Todd". This is an open book, clean copy exam.		24%		

Assessment

Unit 1: This is internally assessed, filmed and then externally moderated.

Unit 2: This is an externally examined written exam.

Unit 3: This is a non exam assessment, externally assessed by a visiting examiner.

Unit 4: This externally assessed Unit takes the form of a 2 hours 30 minutes written paper.

To follow this course no prior academic study of Drama is required. However, knowledge, understanding and skills acquired through GCSE Drama or Performing Arts would be beneficial. The course will encourage students to be active theatre goers and the commitment to rehearsing occasionally will be an advantage.

Grade C in English and English Literature will be required as the course has a significant written component.

Head of Drama: Mrs H East

English Literature

Examination Board WJEC

Course Content

The aim of the course is to encourage and extend an enjoyment and appreciation of literature and to equip students with the necessary skills for Higher Education. Over a two year period students will read, discuss and write about a range of plays, poems and prose.

The specification is divided into a total of 5 units: 2 AS and 3 A2 units:

AS [2 Units]

AS Unit 1

Prose and Drama (closed-book)

Written examination: 2 hours

20% of qualification

Section A: Prose fiction pre-1900

One question in two parts, based on the reading of one prose text from a prescribed list*

Section B: Drama

One question based on the reading of one play from a prescribed list

AS Unit 2

Poetry Post-1900 (open-book, clean copy)

Written examination: 2 hours

20% of qualification

Section A: Critical analysis

One question requiring critical analysis of one poem from the prescribed list of poetry texts for this Unit

Section B: Poetry comparison

One question requiring comparison of two poetry texts from the prescribed list for this Unit

A-Level [the above plus a further 3 Units]

A2 Unit 3

Poetry Pre-1900 and Unseen Poetry (open book, clean copy)

Written examination: 2 hours

20% of qualification

Section A: Poetry pre-1900

One question in two parts, based on the reading of one poetry text from a prescribed list

Section B: Unseen poetry

One question requiring comparative analysis of two unseen poems

A2 Unit 4

Shakespeare (closed-book)

Written examination: 2 hours

20% of qualification

Section A: Shakespeare extract

One question based on an extract from one Shakespeare play from the prescribed list for this Unit

Section B: Shakespeare essay

One essay question based on the reading of one Shakespeare play from the prescribed list for this Unit

A2 Unit 5

Prose Study

Non-examination assessment

20% of qualification

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the Centre

**The full specification and the prescribed lists for each Unit are available on the WJEC website.*

Nature of the Work undertaken over a two year period

In studying their texts students will:

Read prose and drama texts and respond to them critically and creatively;

Identify how values and attitudes are expressed in texts;

Analyse how meanings are shaped in poetry texts and show understanding of how poems relate to one another as they compare the works of different poets;

Accurately use a range of literary concepts and terminology;

Organise responses in a clear and effective academic style and register with coherent written expression.

Overview of Final Assessment

Module	Content	AS Weighting	A2 Weighting
English Literature 1	Written examination	20%	
English Literature 2	Written examination	20%	
English Literature 3	Written examination		20%
English Literature 4	Written examination		20%
English Literature 5	Non-examination assessment		20%

Requirement of entry to the A-Level course: Grade C in English Language and Grade B in English Literature.

Head of English: Mr A Griffith

Geography

Examination Board WJEC

Course Content

The A-Level Geography course is split into five modules. Modules one and two are taught in Year 12 and Modules three and four are taught in Year 13. Module 5 involves the completion of a non examined assessment (fieldwork project). Students will be provided with the opportunity to complete fieldwork during both Year 12 and Year 13.

AS	A2
Unit 1: Changing Physical Landscapes – 24% of Specification Unit 2: Changing Places – 16% of Specification	Unit 3: Global Systems; Governance and 21 st Century Challenges – 24% of Specification Unit 4: Contemporary Themes - 16% of Specification Unit 5: Fieldwork – 20% of specification

Internal Assessment

Assessment is ongoing. Students will be regularly assessed on their home work and class work assignments which are based on past paper style questions, geographic skills, essays and geographical fieldwork enquiries.

In Year 13 pupils will be assessed on the completion of a non examined assessment (fieldwork investigation) worth 20% of the A2 qualification.

External Assessment

Unit 1 will be sat in the summer of Year 12. The exam lasts for 2 hours and is worth 24% of the A-Level. The examination will consist of 5 compulsory structured questions with data response.

Unit 2 will be sat in the summer of Year 12. The exam lasts for 1 hour 30 minutes and is worth 16% of the A-Level. The examination will consist of three compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation.

Unit 3 will be sat in the summer of Year 13. The exam lasts for 2 hours and is worth 24% of the A-Level. The examination will consist of four compulsory structured questions with data response and three extended response questions.

Unit 4 will be sat in the summer of Year 13. The exam lasts for 2 hours and is worth 16% of the A-Level qualification. The examination will consist of one compulsory extended response question and two essay questions.

Unit 5 will be completed in Year 13 and is a non examined assessment completed as an independent investigation of 3000-4000 words. It is based on the collection of both primary data and secondary information. It is worth 20% of the A-Level qualification.

Pre Requisite

In order to study Geography at A-Level, students must have achieved at least a grade B in the subject at GCSE. A minimum grade C in Mathematics, English and Science is also desirable as students will be expected to:

- Understand units used for geographical quantities/measurements and interpret geographical/numerical data presented in a variety of forms.
- Write extended, well structured answers, reports and essays in a variety of formats, including enquiry, analysis, interpretation, and evaluation.

	CONTENT	METHOD/EXAMINATION	% AS WEIGHTING	% A-LEVEL WEIGHTING		
Unit 1	Changing Physical Landscapes	Section A: Glaciation - two compulsory structured questions with data Response Section B: Tectonics - Three compulsory structured questions with data response	50	24	AS MODULES	A LEVEL MODULES
Unit 2	Changing Places	Section A: Changing Places - Two compulsory structured questions with data response Section B: Fieldwork - Three compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation	50	16		
Unit 3	Global Systems; Governance and 21 st Century Challenges	Section A: Water and Carbon Cycles - two compulsory structured questions with data response and one extended response question Section B: 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: 21 st Century Challenges – synopsis of Units 1-3. One compulsory extended response question drawing on Units 1, 2 and 3 with resource material		24		
Unit 4	Contemporary Themes	Section A: Tectonic Hazards - One compulsory extended response question Section B: Contemporary Themes - Two essay questions		16		
Unit 5	Fieldwork	One written independent investigation, based on the collection of both primary data and secondary information		20		

Final Assessment

The AS qualification is reported on a five-grade scale of A, B, C, D, E.

The A-Level will be reported on a six-grade scale of A*, A, B, C, D, E.

The A* will provide recognition of additional demands presented by the A2 units.

Head of Geography: Mrs R Carpenter

History

Examination Board WJEC

Course Content

Students are encouraged to develop their understanding of British and European history in the 19th and 20th Century. The course will also develop their understanding of historical terms and concepts, explore the significance of events, individuals and issues in history and develop their understanding of how the past has been interpreted.

AS Level	A-Level
Unit 1 (AS) : PERIOD STUDY Politics, Protest and Reform in Wales and England c.1780-1880	Unit 3 (A2) : BREADTH STUDIES The American Century c.1890-1990
Unit 2 (AS) + (A2) : GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945 (AS) : Part 1: Weimar and its Challenges c.1918-1933	Unit 4 (A2): GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945 Part 2: Nazi Germany c.1933-1945
	Unit 5 (A2) Historical Interpretations Coursework

Nature of the Work

Students will begin by developing their evidential and structured question skills. The main part of the course will focus on analytical, essay and other skills. Discussion will be encouraged, while written work will consist of note making and working through evidential, structured and essay-type questions. There is also the opportunity for group work and the presentation of material to other students with the use of IT, etc.

Internal Assessment

This is based on essays, evidential and structured questions, which are set and marked regularly. Timed essays and evidential questions are used to develop students' examination skills.

Minimum Grade B required to follow course

Head of History: Mr J Bryant

Mathematics

Examination Board WJEC

Course Content

Students study Pure Mathematics together with Applied Mathematics which covers statistics and mechanics at AS and A-Level.

Pure Mathematics will be delivered for the majority of the subject, this is where students develop advanced techniques in Algebra, Geometry, Trigonometry and Calculus. These techniques are then applied to Mechanics and Statistics. Mechanics is the study of forces acting on bodies at rest or in motion, whereas Statistics is the study of probability and estimation.

Nature of the Work

The broad areas mentioned above are split into smaller topics. The transition from GCSE to AS and A-Levels will demand a more independent approach. It is highly recommended that Additional Mathematics is studied in Year 11 to bridge the gap between GCSE and AS. In the Sixth Form, students will be expected to organise their work to a much greater extent. Topics are usually introduced by covering the necessary theory and a few worked examples. Students will then be expected to complete a large number of exercises, researching, if necessary, similar worked examples from their question bank. They take responsibility for the production and organisation of their own course notes and are expected to maintain the necessary self-discipline to work industriously throughout the course and to have the essential motivation and determination to succeed.

Internal Assessment

This is a natural part of everyday classroom activity and opportunities to monitor progress are provided through observation, discussion, completion of written work and topic tests.

Final Assessment

The duration of the examinations for both Years 12 and 13 are

Pure Mathematics	2 hours 30 minutes
Applied Mathematics	1 hour 5 Minutes.

AS Level Mathematics: Two examinations at the end of Year 12 one on Pure Mathematics and the other on Applied (mechanics and statistics) – this is the only option offered by the Board.

A-Level Mathematics: Two examinations at the end of Year 13 one on Pure Mathematics and the other on Applied (mechanics and statistics) – this is the only option offered by the Board.

Acting Head of Mathematics: Mr W J Chilvers

Music Technology

Examination Board Edexcel

Course Content

The music industry-related *Music Production* syllabus provides a balance between creative sequencing skills, recording skills, technical knowledge, research and acoustic theory. The facilities in the Music Technology Suite, at Brecon High School, have been designed with this type of practical course in mind. In addition to Apple Mac's *GarageBand*, candidates will use industry standard software, *Logic Pro*, for recording, sequencing, sampling, synthesiser and composing / arranging projects. Candidates completing this course have frequently gone on to study Music, Music Technology, Performing Arts or Music Industry courses, after leaving school.

During Year 12, the main focus will be on developing sequencing skills (using the arranging and editing software) and recording skills, along with research into an area of your own interest, such as a particular performer, composer or genre. Students will therefore have opportunities to develop their musical skills and gain technical experience, involving a mixture of sequencing and live musical tasks. In addition to performing and composing / arranging, the recording part of the course will include study of how microphones and mixing desks work, and how to use them effectively for quality vocal and instrumental recordings.

Audio sampling and sound synthesis are introduced in Year 13, with further development of recording skills. The units listed below have been chosen to allow overlap in the required coursework, where this suits individual candidates. Some Year 13 candidates, however, may choose to replace one of these units with a suitable alternative, according to their skills and interests. The choice of units ranges from DJ Performance Techniques to work on Marketing and Promotion in the Music Industry or work on Live Sound and Stage Management. Over 2 years, most candidates will cover the standard 6 units, but particularly able candidates may be considered for a 9-unit qualification (3 AS-Level equivalent) or 12-unit Diploma (2 A-Level equivalent) to be negotiated with teaching staff, encompassing performing, composing, recording, sequencing, audio sampling and research skills.

Module Choices

AS	A2
BTEC Level 3 Certificate <ul style="list-style-type: none">• Music Production Techniques (mandatory)• Sequencing Systems and Techniques (mandatory)• Special Subject Investigation (own choice)	BTEC Level 3 Subsidiary Diploma <ul style="list-style-type: none">• Delivering a Music Product• Sound Creation and Manipulation• Audio Engineering Principles (See note in Course Content above)

Internal Assessment

Internal assessment is required for all aspects of the course. Candidates will produce a Portfolio of Evidence during each year of the course. Candidates will be graded as either *Pass*, *Merit* or *Distinction*, achieving up to 30 BTEC credits for the Level 3 Certificate, and up to 60 credits for the Level 3 Subsidiary Diploma. All units have equal weight in the overall assessment. The units covered can be counted towards subsequent BTEC Diploma and Extended Diploma qualifications. Mr Bell is the Lead Internal Verifier for Music and Music Technology. Your work will be graded internally, according to prescribed criteria.

External Assessment

Although the units are graded internally, samples of work will occasionally be requested to ensure appropriate standards are maintained. The delivery and assessment processes within the Department and within the school are subject to annual scrutiny by the Examination Board.

Pre-Requisite

Whilst a level of musicianship and ICT skills will be required, there is no pre-requisite to have taken either Music or ICT at GCSE or equivalent.

Head of Music: Mr N Bell

Physics

Examination Board WJEC

Course Content

The AS and Advanced courses are divided into units:

AS Units		A2 Units	
Unit	Content	Unit	Content
AS Unit 1	Motion, Energy & Matter	A2 Unit 3	Oscillations & Nuclei
AS Unit 2	Electricity & Light	A2 Unit 4	Fields & options
		A2 Unit 5	Practical examination

Nature of the Work

The course aims to help students develop the ability to:

- * recall useful information (Recall)
- * apply principles to unfamiliar situations (Comprehension)
- * select appropriate principles and apply them to unfamiliar situations (Application)
- * Problem solve, communicate, criticise, calculate, design experiments, evaluate, select apparatus, make measurements, interpret and display data, etc.

The course aims to illustrate the unity of the topics through constant reference to the main ideas of forces, energy and interactions with matter, as befits an underlying theme of a molecular approach to Physical Phenomena. Similarly, the programme of experimental work aims to illustrate a unifying theme of an investigatory approach to the study of Physical Phenomena.

Teaching methods involve the students note-taking during theory lessons, and it is expected that students will read beyond the set syllabus in their own time. Some lessons will be of a practical nature.

Final Assessment

Assessment Unit	Topic	Method/ Duration	A-Level weighting		
AS Unit 1	Motion, Energy & Matter	Written examination 1 hour 30 minutes	20%	A S M O D U L E S	A L E V E L M O D U L E S
AS Unit 2	Electricity & Light	Written examination 1 hour 30 minutes	20%		
A2 Unit 3	Oscillations & Nuclei	Written examination 2 hours 15 minutes	25%		
A2 Unit 4	Fields & options	Written examination 2 hours	25%		
A2 Unit 5	Practical examination	Assessment of practical skills	10%		

Head of Physics: Mr M Hirst

Religious Studies

Examination Board WJEC

Course Content

At AS Level students will study one religion. They will also begin their study of Ethics and Philosophy.

Unit 1: An Introduction to the Study of Religion.

Written Exam: 1 hour 15 minutes

15% of the Qualification.

This unit offers the choice of the study of **one religion** from a **choice of six**. **I have chosen Buddhism.**

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity.

Unit 2: An Introduction to Religion and Ethics and An Introduction to Philosophy of Religion.

Written Exam: 1 hour and 45 minutes

25% of the Qualification.

Section A: An Introduction to Religion and Ethics

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought, Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.

Section B: An Introduction to Philosophy of Religion

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief and religious experience.

At A2 students will study three units to a higher level.

- **The Study of Buddhism:** This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, significant historical developments in religious thought, significant social developments in religious thought and religious practices that shape religious identity.
- **Religion and Ethics:** This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought, deontological ethics, determinism and freewill.
- **Philosophy of Religion:** This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: challenges to religious belief, religious experience, religious language.

Each Unit will be assessed with a written exam paper lasting 1 hour and 30 minutes. Each paper has a 20% weighting of the final grade.

To Sum Up:

AS Modules	A2 Modules
An Introduction to Religion and Ethics and the Philosophy of Religion.	<ul style="list-style-type: none">• Religion and Ethics.• Philosophy of Religion
An Introduction to the Study of Buddhism	A Study of Buddhism

Head of Religious Studies: Mrs R J Davies

Welsh Baccalaureate Advanced Qualification

Examination Board WJEC

Course Content

The central focus of the Welsh Baccalaureate at A-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. The emphasis in the Welsh Baccalaureate is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills through engagement in purposeful tasks; applying knowledge and understanding in contexts appropriate for level 3 learners. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work. Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives. The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate. The Skills Challenge Certificate consists of four components which are followed by all learners:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The Supporting Qualifications include two mandatory GCSE's of English Language or Welsh Language together with Mathematics/Numeracy at grades A*-C. Learners require two A-Levels grade A*- E, or equivalent level 3 qualifications totalling at least 600 GLH (Guided Learning Hours).

Learner A

Components	Weighting	Grade
Individual Project	50%	Level 3 Distinction
Enterprise and Employability Challenge	20%	Level 3 Distinction
Global Citizenship Challenge	15%	Level 3 Distinction
Community Challenge	15%	Level 3 Distinction

Learner A would be awarded and Advanced Skills Challenge Certificate at grade A*/A

Learner B

Components	Weighting	Grade
Individual Project	50%	Level 3 Merit
Enterprise and Employability Challenge	20%	Level 3 Merit
Global Citizenship Challenge	15%	Level 3 Merit
Community Challenge	15%	Level 3 Merit

Learner B would be awarded and Advanced Skills Challenge Certificate at grade B/C

Learner C

Components	Weighting	Grade
Individual Project	50%	Level 3 Pass
Enterprise and Employability Challenge	20%	Level 3 Pass
Global Citizenship Challenge	15%	Level 3 Pass
Community Challenge	15%	Level 3 Pass

Learner C would be awarded and Advanced Skills Challenge Certificate at grade D/E

You can find out more by visiting the Welsh Baccalaureate website – www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015

Head of Welsh Baccalaureate: Miss C Huggin