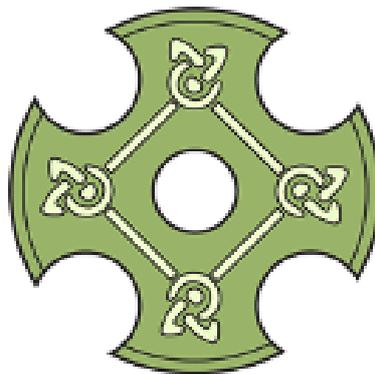


# Brecon High School



## **SIXTH FORM LEARNING PATHWAYS BOOKLET**

**A GUIDE TO KEY STAGE 5  
COURSES  
2016-18**



## General Information about Post 16 study at Brecon High School

### Local Curricular Choices

Brecon High School is part of the South Powys Local Curriculum. The Local Curriculum 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 all 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.

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 web site 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](http://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 and 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. M. Evans (Careers Officer). 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 Work Experience Co-ordinator and 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.

### **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. Each year a few students are selected to spend a week or two at Villiers Park, which is a residential study centre near Cambridge, offering courses in specific subjects. 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.

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.

## 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

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

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

<b>A2 Unit 3</b>	
<b>Energy, Homeostasis and the Environment</b> <b>Written examination: 2 hours (90 marks)</b> <b>25% of qualification</b>	A range of short and longer structured questions and one extended response.
<b>A2 Unit 4</b>	
<b>Variation, Inheritance and Options</b> <b>Written examination: 2 hours (90 marks)</b> <b>25% of qualification</b>	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
<b>A2 Unit 5</b>	
<b>Practical examination (50 marks)</b> <b>10% of qualification</b>	This Unit comprises two tasks: <ul style="list-style-type: none"><li>• Experimental Task (20 marks)</li><li>• Practical Analysis Task (30 marks)</li></ul>

### Nature of the Work

The course is demanding and stimulating and 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 short and 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><b>Unit 1 Business Opportunities</b> 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"> <li>• Entrepreneurialism,</li> <li>• Markets and Market Research,</li> <li>• Business Structure, and</li> <li>• Business Planning and Business Finance.</li> </ul> <p><b>Unit 2 Business Function</b> 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"> <li>• Finance,</li> <li>• Marketing,</li> <li>• People in Organisations, and</li> <li>• Operations Management</li> </ul>	<p><b>Unit 3 Business Analysis and Strategy</b> 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"> <li>• Data Analysis,</li> <li>• Investment Appraisal,</li> <li>• Analysing Financial &amp; Non-Financial Performance, and</li> <li>• Marketing and Sales Forecasting</li> </ul> <p><b>Unit 4 Business in a Changing World</b> 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"> <li>• Globalisation, EU and International Trade, and</li> <li>• Political, Economic, Social, Legal, Ethical and Environmental factors that affect a business.</li> </ul>

## 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.

<b>AS (2 units)</b>
<b>AS Unit 1</b> 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.
<b>AS Unit 2</b> 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.
<b>A Level (the above plus a further 3 Units)</b>
<b>A2 Unit 3</b> 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
<b>A2 Unit 4</b> 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.
<b>A2 Unit 5</b> Practical (60 marks) 10% of qualification This Unit comprises two tasks: <ul style="list-style-type: none"><li>• Experimental Task (30 marks)</li><li>• Practical Methods and Analysis Task (30 marks)</li></ul>

## 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

**Examination Board** WJEC

## **Course Content and Nature of the Work**

Students study the focus area of Product Design which offers suitable progression for candidates who have worked in Resistant Materials Technology at GCSE.

The subject content is listed under the assessment objectives of Designing and Making as follows:

1. Designing
  - (i) products and applications;
  - (ii) human responsibility;
  - (iii) public interaction;
  - (iv) designing and innovation.
  
2. Making
  - (i) materials and components;
  - (ii) industrial and commercial practice;
  - (iii) processes;
  - (iv) systems and control.

The relationship between the subject content and the examination papers is explicitly stated so that teachers and candidates can be clear of the scope and range of each paper.

## **Coursework**

The first year consists of a coursework portfolio and a made outcome. The portfolio challenges students to answer a 'Lighting' brief by investigating, designing and making a light which is innovative in nature.

It may be innovative due to the functionality of the light and/or highly decorative and influenced by nature, music, architecture, etc. It may be innovative due to the materials used (recycled materials).

The portfolio content is approximately 25 pages and includes analytical writing, descriptive writing, 3D drawing, model making, material investigating, etc.

In the second year, A-Level candidates undertake a substantial design-and-make project with a 30% weighting within the full A-Level.

## **Internal Assessment**

The following are internally assessed during the course:

- Design and Make Tasks (DT2)
- Major Project (DT4)
- Written Assignments

## Final Assessment

Assessment Unit	Topic	Method/ Duration	AS weighting	A-Level weighting		
DT1	Products and applications; Human responsibility; Materials and components; Industrial and commercial practice.	Written examination – 2 hours 30 minutes Section A: short answer questions; Section B: open-ended essay type responses.	40 %	20%	A S  M O D U L E S	A L E V E L  M O D U L E S
DT2	Design-and-Make Tasks	Approximately 40 hours. Candidates will submit one design & make task, marked by the Centre and moderated by the WJEC.	60 %	30%		
DT3	This paper will assess candidates' knowledge and understanding drawn from the whole of the subject content.	Written examination - 3 hours Section A : short answer questions which specifically address the A2 subject content; Section B: short answer questions, but form part of the synoptic assessment and so assess the whole subject content; Section C : open-ended essay type responses and are also synoptic.		20%		
DT4	Project* DT5 represents the Designing Skills Module. (15%) DT6 represents the Making Skills Module. (15%)	60 hours approximately. This component is marked by the Centre and moderated by the WJEC.		30%		

### Project\*

Candidates will undertake a single substantial project. Each year the WJEC will set eight themes for the project, though candidates may also submit their own proposals for approval. The project requires candidates to demonstrate the integration of making skills and knowledge and understanding. A-level candidates are expected to take increased responsibility for the identification of appropriate work and the management of their project.

**Head of Technology:** Mr R. Wyatt

# Drama

Examination Board Edexcel

## Course Content

The following units will be studied:

Unit	Content	AS Weighting	A-Level Weighting	AS M O D U L E S	A L E V E L  M O D U L E S
1	<b>Exploration of Drama and Theatre:</b> This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.	40%	20%	AS M O D U L E S	A L E V E L
2	<b>Theatre Text in Performance:</b> This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.	60%	30%		
3	<b>Exploration of dramatic Performance:</b> This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.		20%		M O D U L E S
4	<b>Theatre Text in Context:</b> This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.		30%		

## Assessment

**Unit 1:** This internally assessed unit requires students to explore 2 contrasting play texts, chosen by the school, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. A set of exploration notes must be submitted and students are also required to experience a live theatre performance and submit an evaluation.

**Unit 2:** This is an externally assessed unit. The first section requires students to offer either a monologue or a dialogue and to contribute to a performance of a professionally published play by a known writer.

**Unit 3:** Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work.

**Unit 4:** This externally assessed unit takes the form of a 2½ hour written paper in 3 sections. Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.

In section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

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.

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

<b>Module</b>	<b>Content</b>	<b>AS Weighting</b>	<b>A2 Weighting</b>
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 four modules. Modules one and two are taught in Year 12 and modules three and four are taught in Year 13. Students will be provided with the opportunity to complete fieldwork during both Year 12 and Year 13..

AS	A2
G1 – Changing Physical Environments <ul style="list-style-type: none"><li>• Climate Change</li><li>• Tectonic Change</li><li>• Fluvial Change</li></ul> G2 – Changing Human Environments <ul style="list-style-type: none"><li>• Investigating Population Change</li><li>• Investigating Settlement Change</li></ul>	G3 – Contemporary Themes in Geography <ul style="list-style-type: none"><li>• Glaciation and Glacial Environments</li><li>• Global Development</li></ul> G4 – Sustainability <ul style="list-style-type: none"><li>• Sustainable Food Supplies</li><li>• Sustainable Water Supplies</li><li>• Sustainable Energy Supplies</li><li>• Sustainable Cities</li></ul>

## 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.

## External Assessment

G1 will be sat in the summer of Year 12. The exam lasts for 1 hour 30 minutes and is worth 25% of the A-Level or 50% of the AS Level qualification. The examination is a combination of data response and extended answer style questions.

G2 will be sat in the summer of Year 12. The exam lasts for 1 hour 30 minutes and is worth 25% of the A-Level or 50% of the AS Level qualification. The examination is a combination of data response and extended answer style questions.

G3 will be sat in the summer of Year 13. This exam is in two parts:

- Part A is based on the topics covered in class. The exam lasts for 1 hours 30 minutes and is worth 20% of the A-Level qualification. The examination involves essay writing.
- Part B is based on an individual investigation on which students will be examined. The exam lasts for 45 minutes and is worth 10% of the A-Level qualification. The examination involves extended answer writing.

G4 will be sat in the summer of Year 13. The exam lasts for 1 hour 15 minutes and is worth 20% of the A-Level qualification. The examination is a combination of extended answer style questions and essay writing. Students will be provided with pre-released resource material 10 weeks prior to the examination.

## 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		
<b>G1</b>	Changing Physical Environments	Written examination 1 hour 30 minutes  3 structured questions with stimulus material, one of which tests research and fieldwork	50	25	AS MODULES	A LEVEL MODULES
<b>G2</b>	Changing Human Environments	Written examination 1 hour 30 minutes  3 structured questions with stimulus material, one of which tests research and fieldwork	50	25		
<b>G3</b>	Contemporary Themes and Research in Geography	Written examination 2 hours 15 minutes  <b>Section A</b> - 2 essays – one selected from each of the two contemporary themes. One selected from three physical options and one selected from three human options  <b>Section B</b> - Two-part question based on a research enquiry and the findings of their research.		30		
<b>G4</b>	Sustainability	Written examination 1 hour 15 minutes  A decision making, synoptic examination using pre released material.		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 D Morgan

# History

Examination Board WJEC

## Course Content\* (see below)

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

\* **Subject to confirmation from WJEC, there are likely to be some changes to the content and weightings to the assessment units. This will not be confirmed until the end of January 2016 at the earliest.**

# Mathematics

**Examination Board** WJEC

## Course Content

Students study pure mathematics together with an option of statistics for a single AS Level and mechanics at A-Level. If there is sufficient demand a Further Mathematics AS Level course will be offered.

Pure mathematics forms the core of the subject and students develop advanced techniques in Algebra, Geometry, Trigonometry and Calculus. These techniques are then applied to their options. Mechanics is the study of forces acting on bodies at rest or in motion, whereas statistics is the study of probability and estimation. Both the A-Level and AS courses are modular and the following modules are offered by the school:

C1	Pure Mathematics 1	M1	Mechanics 1
C2	Pure Mathematics 2	S1	Statistics 1
C3	Pure Mathematics 3		
C4	Pure Mathematics 4		

**N.B. C1 will be a non-calculator module.**

## Nature of the Work

The broad areas mentioned above are split into smaller topics. The transition from GCSE to AS and Advanced levels will demand a more independent approach. 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 textbooks. 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

1. Each module test is of 1 hour 30 minutes duration.
2. An A-Level certificate comprises 6 modules. An AS certificate comprises 3 modules, e.g

AS Level Mathematics: C1 C2 S1

A-Level Mathematics: C1 C2 C3 C4 S1 M1

**Head of Mathematics:** Mr N Young

# Music Technology

**Examination Board** Edexcel

## Course Content

The work-related *Music Production* syllabus provides a balance between creative sequencing skills, recording skills, technical knowledge, research and acoustic theory. The facilities in the new 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 and composing/arranging projects.

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. Whilst we will follow the *Production* pathway, at Certificate Level in Year 12 (3 units), there is significant overlap in the work required for the *DJ Technology* and *Events Support* pathways, providing wider options for the Subsidiary Diploma in Year 13 (further 3 units). 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 work and how they should be positioned for effective recordings.

In Year 13, some candidates may choose to replace one of the units listed below, 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. Particularly able candidates will be considered for the full Diploma qualification (2 A-Level equivalent). This will involve a total of 12 Music or Music Technology units over 2 years, to be negotiated with teaching staff, encompassing performing, composing, recording, sequencing and research skills. A 9-unit qualification (3 AS-Level equivalent) is also available.

## Module Choices

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

## 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 subject 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
<b>AS Unit 1</b>	Motion, Energy & Matter	<b>A2 Unit 3</b>	Oscillations & Nuclei
<b>AS Unit 2</b>	Electricity & Light	<b>A2 Unit 4</b>	Fields & options
		<b>A2 Unit 5</b>	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		
<b>AS Unit 1</b>	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
<b>AS Unit 2</b>	Electricity & Light	Written examination 1 hour 30 minutes	20%		
<b>A2 Unit 3</b>	Oscillations & Nuclei	Written examination 2 hours 15 minutes.	25%		
<b>A2 Unit 4</b>	Fields & options	Written examination 2 hours	25%		
<b>A2 Unit 5</b>	Practical examination	assessment of practical skills	10%		

Head of Physics: Mr M Hirst

# Religious Studies

Examination Board WJEC

## Course Content

Religious Studies is relevant to anyone who is interested in the subject regardless of their own particular religious beliefs. It is expected that candidates should display an understanding of religion as a phenomenon, and a proper awareness of its place and significance in human life. The course aims to give students a basic knowledge and comprehension of the subject matter and to develop familiarity with theological vocabulary and technical terms. Students should be able, not merely to recapitulate facts, but also to interpret, appreciate and apply them. They should also be able to set out coherently the evidence and the argument for and against various theories under consideration.

Candidates are required to study four modules.

Module	AS Modules	Module	A2 Modules
RS 1 & 2 ER	<b>Eastern Religions</b> - An Introduction to Buddhism	RS 3 ER	<b>Eastern Religions</b> - Studies in Buddhism
RS 1 & 2 WR	<b>Western Religions</b> - An Introduction to Judaism	RS 4 HE	<b>Religion and Human Experience</b> - Life, death and life after death.

## Nature of the Work

Candidates will be provided with typewritten notes on the syllabus, but at this level they will be expected to do a considerable amount of research on their own and to compile their own notes to supplement those with which they have been provided.

Students will be expected to contribute to seminar lessons. They will learn the techniques involved in essay writing and critical analysis and will be able to apply these skills during an examination.

## Internal Assessment

Students will be assessed by various means:

1. Whole class seminars
2. Research Essays
3. Classwork
4. Writing of their own notes
5. Timed tests
6. School examinations
7. Oral contributions to class discussions

Each of these forms of assessment is designed to develop the students' understanding of the subject matter and to develop key skills and examination skills.

## Final Assessment

Module	Topic	Method/ Duration	AS weighting
RS 1 & 2 ER	An Introduction to Buddhism	Written examination 1 hour 15 minutes.	25%
RS 1 & 2 WR	An Introduction to Judaism	Written examination 1 hour 15 minutes. 2 structured essay questions out of a choice of 4.	25%
			<b>A2 weighting</b>
RS 3 ER	Studies in Buddhism	Written examination 1 hour 45 minutes. (2 essays chosen from 3).	25%
RS 4 HE	Religion and Human Experience	Synoptic assessment. Board-set task, completed under controlled conditions, and externally assessed. 1 hour 45 minutes	25%

**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 GCSEs 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](http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015)

Head of Welsh Baccalaureate: Miss. C. Huggins