



**Sixth Form  
Courses  
for  
September  
2011**

<b>CONTENTS</b>	<b>PAGES</b>
Contents Page	1
Introduction - Headteacher	2 - 3
Message from Student Presidents	4
General Information	5 - 7
Art & Design	8
Biology	9
Chemistry	10
Design and Technology	11
Economics	12
English Literature	13
French	14
Geography	15
History	16
Information Communication Technology	17
Mathematics	18
Media Studies	19
Music	20
Physical Education & Sports Studies	21
Psychology	22
Religious Studies	23
Sociology	24
Welsh Second Language	25
Vocational Courses	26 - 29
Welsh Baccalaureate	30
Collaborative Courses	31 - 40
Contact Details	41

## **THE SIXTH FORM AT YSGOL RHIWABON – 2011/12**

### **INTRODUCTION FROM MRS ANGELA WILLIAMS - HEADTEACHER**

#### **Your future**

The purpose of this booklet is to help you, our prospective new Sixth Formers, to understand the choices you have as well as to describe the Sixth Form at Ysgol Rhiwabon. I hope that this booklet will help you to make the right decisions about your future.

#### **A quality sixth form**

Our Sixth Form has an excellent reputation. There has been a steady improvement in examination results during the past few years, culminating in our students' outstanding success in 2010. We are proud to be a Welsh Baccalaureate School and this exciting course is available to all Year 12 students. We pride ourselves on giving ample support and help to students who find the work challenging, and also on stretching the most able students. Our small classes enable us to give all students the individual attention they need.

#### **Making the right choices**

Our aim is to ensure that you have an appropriate mixture of academic and vocational courses to choose from, and to provide you with a proper balance of supervision and real opportunities to develop independence. The Welsh Baccalaureate qualification provides opportunities for students to gain key skills qualifications, to learn about Wales in a European and world context, to improve language skills, to study a range of PSE topics and to take part in work experience, enterprise and community activities. The result for our students is a broad educational experience and a highly-regarded qualification. Our sixth formers also benefit from greater freedom as well as the chance to exercise more responsibility.

#### **Do I want to leave school or stay on?**

This booklet is intended for those who want to go on to post-16 education, as well as those who at this stage are undecided. That doesn't mean it is necessarily right for you to stay on at school. For some students, leaving school or pursuing their education elsewhere is the right choice. There are however a number of advantages to staying on at school - even if this is traditionally the time of year when GCSEs can make you feel as if you never want to see another book in your life!

#### **Continuing your studies at Ysgol Rhiwabon**

For all our students the security of knowing what you're doing next year, that you know the place and a lot of the people in it, or are going to be somewhere small enough to get to know others and be quickly known yourself is important. You will have continuity of pastoral and teaching staff at a time when things move fairly quickly: a sixth-form career is a brief affair - one or two years seem to rush by at some speed!

If you join the Sixth Form from another school, your situation is hardly any different. In a small Sixth Form we get to know you and your needs quickly. We want you to succeed and are committed to helping you in every possible way. You will feel at home and on course in no time!

## **Student support**

In the sixth form we encourage students to be more independent, and in the end their success or failure depends on their commitment. We do however place considerable importance on monitoring the progress of individual students, discussing progress with them and setting targets for improvement. We see communication with parents as extremely important. Our student support and monitoring structures are designed to ensure that, as far as possible, our students succeed. Students also have access to two highly qualified Learning Coaches whose role is to support learning and advise on study techniques.

## **Security and quality**

Full details of all courses, BTEC, A/S, A2 and the Welsh Bacculaureate are in this booklet. Your programme of courses will be negotiated individually with your personal tutor. Entry to some courses will depend on your existing skills and knowledge, and of course your GCSE qualifications. Your eventual courses will be determined by your career hopes, your interests, and the balance which will be required in all education programmes. The need for breadth is built into the new post-16 curriculum. Through our guidance system we aim to ensure that our students are helped to make proper choices at the outset, and to check that progress is being maintained.

## **Kathleen Davies bursaries**

Students following A level courses in our sixth form are eligible to apply for financial support from this trust. Its purpose is to assist students undertaking higher education courses by paying a significant part of their course fees. Further information and application forms are available from Mrs Cox, Headteacher's PA.

## **The future...**

...is challenging but bright! Make sure you get the best results you can at GCSE or BTEC and I look forward to welcoming you to our Sixth Form in September. If you wish to find out more about the school then please visit our school website at [www.ysgolrhiwabon.co.uk](http://www.ysgolrhiwabon.co.uk)

**Angela Williams**  
**Headteacher**

## **A MESSAGE FROM THE STUDENT PRESIDENTS**

### **Josh Williams (Student President)**

Being elected Student President has been one of my greatest experiences in Ysgol Rhiwabon. It has allowed me to take part in a number of activities and work with my fellow students to solve problems as best we can. I have also been involved in the campaign to keep the Ysgol Rhiwabon Sixth Form open. I am really proud of this in particular as we succeeded in convincing the local authority to recommend that Sixth Forms should be kept open.

I can honestly say that I have enjoyed every minute of Ysgol Rhiwabon from my first day in Year 7 to now, where I am studying for my final year A levels. The difference between Ysgol Rhiwabon and any other institution is that Ysgol Rhiwabon feels like a small community with close relationships. Every teacher in the school is willing to put that extra bit of effort in to ensure that each and every student gets the best experience and the best qualifications from further education.

Ysgol Rhiwabon has given me the qualifications and the life skills that enable me to feel comfortable about the big step of going to university. I now feel confident with public speaking and know how to solve my own problems and work with others thanks to the Welsh Baccalaureate qualification that Ysgol Rhiwabon has to offer. Whether you are academic or not Ysgol Rhiwabon will have something to offer you.

### **Natalie Wright (Student President)**

Being in Sixth Form and being a Student President has given me the confidence and support I need to pursue whatever I wish to do. The class sizes mean that there is help and support available at any time to those who need it. There are also private study periods which are essential for keeping up-to-date with work and assignments.

Being a Student President means having a large role in the School Council, which is extremely helpful in giving students from all years an input into what is going on in the school and what changes could be made.

Welsh Bac is a large part of the appeal of Ysgol Rhiwabon as it gives you essential key skills and is extremely helpful in getting into university; it also made me more confident in the new skills it has given me.

I have thoroughly enjoyed my experience at Rhiwabon Sixth Form and I would recommend it to anyone.

## **GENERAL INFORMATION**

### **Who can go into the Sixth Form?**

Ysgol Rhiwabon Sixth Form is open to students of all abilities. We have planned our courses so that there will be opportunities for you to study in the Sixth Form whatever your GCSE results. The important thing is that you are able to choose a curriculum which suits your future needs, enables you to gain qualifications and provides enjoyment and challenge. In order for us to offer a full range of courses in the Sixth Form we work collaboratively with Maelor School, Penley, and Yale College. This means that some of the courses will be delivered at other centres, or will be delivered jointly by us and another centre. At Ysgol Rhiwabon Sixth Form we have a responsibility and obligation to develop the personal, social and care aspects of learning. Even if you attend courses elsewhere, we are your 'home' centre and all matters to do with your progress will be monitored and reported through us.

### **How is the Sixth Form curriculum different?**

In the Sixth Form you will study fewer subjects than at GCSE. Courses are studied in more depth and are therefore allocated a larger number of teaching hours. You will also be expected to do **private study** in school in the time when you do not have a lesson. The total number of hours which we expect you to allocate to the study of a subject is called **learning time** and we will be telling you how many hours we expect you to do per subject when you start your courses.

In the Sixth Form you will choose to study either AS/A levels over one or two years or a vocational course for one year. It may also be possible to combine AS courses with vocational courses. In addition you will attend lectures and engage in activities which will lead to the Welsh Baccaalaureate Qualification.

### **How will I choose my courses?**

You need to consider the following:-

Which courses may be useful for your future either in employment or in Higher Education?  
Which subjects are you good at? Your GCSE results will help you to decide this.  
Which subjects will you enjoy studying? The subject section in this booklet which describes each course will help you to make up your mind. There are some new subjects to consider here which you may not have studied before. Find out as much as you can before making your decision.

Staff at school will be happy to discuss your plans and ideas with you. You may want general advice or to speak to a subject teacher about a particular course. Your final decisions do not have to be made until the start of the new term in September when we will be holding induction days for all prospective sixth formers; part of this time will be for an individual interview with a senior member of staff to discuss your curriculum and timetable for the year ahead.

### **How many courses can I study?**

To study AS or A levels you need to have obtained higher-grade passes at GCSE level. The number of subjects you will be advised to study depends on the number of higher-grade passes you have obtained, also what is deemed sensible along with the Welsh Baccaalaureate.

### AS/A Levels

Students achieving good GCSE results will be able to study up to **four** AS courses in Year 12. It is likely that most students will choose to reduce their range of study to **three** A2 courses in Year 13. Students who do not do quite so well at GCSE may choose to study **three** AS courses in Year 12 and then study **two** or **three** A2 courses in Year 13. It will also be possible to mix vocational courses with A levels if the timetable permits. Students may also resit GCSEs with support from subject teachers; fees will be payable by individual students.

### Vocational Courses

Students will be able to study for vocational qualifications without achieving higher grade passes at GCSE. Students may also wish to improve their GCSE results and this will add to their study time.

## **What courses will be on offer in the Sixth Form?**

We will be offering a wide range of AS and A levels for you to choose from. You will choose your courses from five subject blocks, rather as you did in Year 9 with option subjects. We will be arranging the subjects in blocks so that the most popular combinations of subjects can be taken. At the present time the following AS/A levels are expected to be available:

### AS/A Level

Mathematics, Physics, Chemistry, Biology, English Literature, History, Geography, Economics, Sociology, Theatre Studies, French, Physical Education, Art, Music, Information Technology, Welsh, Religious Studies, Psychology, Electronics, Media Studies and Design Technology.

### Vocational Courses

Health and Social Care

Engineering

BTEC First Certificate in Sport

*Please note that courses will only run if there are sufficient numbers of students to ensure that the courses are viable.*

At the time of writing, we are in the process of developing collaborative arrangements with other post-16 providers in the Wrexham area to enhance the provision for our young people. We will keep students and parents up to date with these developments.

## **A Level Summary Summer 2010**

	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils
	2010	2010
School	89%	943
LEA Area	90%	791
Wales	95%	748
		770

	Percentage of 17 year old boys entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for boys aged 17
	2010	2010
School	79%	831
LEA Area	85%	669
Wales	93%	656
	86%	723

	Percentage of 17 year old girls entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for girls aged 17
	2010	2010
School	100%	1055
LEA Area	95%	934
Wales	96%	782
	86%	815

## **A Level Results 2010**

At 'A' Level there was a 98% pass rate (94% in 2009), with 78% of the grades being A, B or C (including Welsh Bac) (63% in 2009). Excellent 'A' level results has meant another bumper year for university entrance. Again most of our students gained their first choice of university. The extremely high wider points score gained by students at Ysgol Rhiwabon reflects the wide range of Key Skills qualifications gained by all who study in our sixth form.

## **Welsh Baccalaureate**

The school had 100% pass rate at all levels of the Welsh Baccalaureate. This performance is above both the LEA and national average.

Year 14 – 2 passes

Year 13 – 21 passes – Advanced Welsh Bac (equivalent to an 'A' grade pass at A level).

Year 12 – 17 passes – Intermediate Welsh Bac

Year 12 – 3 passes – Foundation Welsh Bac.

## **BTEC Results Summer 2010**

	P	M	D	D*	Total
Engineering Intro Cert	4	5			9
Engineering First Cert	15	4			20
Health & Social First Diploma	11		1		11
Health & Social First Cert	7	1	2	2	12

## **ART AND DESIGN**

Art can be studied for 1 year at AS Level or 2 years at A Level. The course is modular and consists of 4 units of study, 2 coursework units and 2 controlled assignments. The course is aimed at students who have successfully completed GCSE Art and Design. Students will need to be highly motivated as the course requires a great deal of independent study. Students will develop and extend practical and theoretical skills, experimenting with a wide range of media and processes from personally selected starting points. Students will experience visits to galleries and practical workshops.

### **Specifications**

#### **AS Level**

**ART 1 Coursework Portfolio** One unit of coursework based on themes and subject matter demonstrating different processes, developed from personal starting points.

**ART 2 Controlled Assignment** One unit where candidates are presented with an externally set assignment at the start of the preparation period for the supervised controlled test.  
This will be a continuous period of focused study of 8 hours.

#### **A Level**

**ART 3 Personal Investigation** One unit of coursework based on themes and subject matter developed from personal starting points. Students are required to communicate their understanding through integrated images and texts that include a written element of no less than 1,000 words.

**ART 4 Controlled Assignment** One unit where candidates are presented with an externally set assignment at the start of the preparation period for the supervised controlled test.  
This will be a continuous period of focused study of 12 hours.

**Sketchbooks** Sketchbooks should be used to support all units of work.

### **Assessment**

#### **AS Level**

**ART 1** Coursework Portfolio is 60%.

**ART 2** Controlled Assignment is 40%.

#### **A Level**

**ART 3** Personal Investigation 60%.

**ART 4** Controlled Assignment 40%.

All 4 Assessment Objectives are to be covered equally in all 4 units.

AO1 Contextual understanding

AO3 Reflective recording

AO2 Creative making

AO4 Personal presentation

Exam papers are presented in February.

All work will be selected, evaluated and presented for assessment by the students. They will present an exhibition of their work at the end of the course for moderation.

**Key Skills:** These are integral to the study of Art and Design and all 6 Key Skills are identified in all units. Students will be required to collect evidence of their achievements, with a focus on Communication.

**Career Choices:** Art combines well with History, Media Studies and Expressive Arts. Art is a popular subject at degree level with a vast number of Art, Craft and Design specialisms available. It is a useful qualification for those considering careers in advertising, marketing, design and media.

### **Further**

**Information:** See Mr E Roberts

## **BIOLOGY**

Biology is a modular course that consists of 6 modules. At AS there are 3 modules, one practical and 2 theory. At A2 there are also 3 modules, one practical and 2 theory.

The minimum needed to study A-level Biology is:

- C at GCSE Science & Additional Science

The qualification builds upon knowledge, understanding and practical skills gained in your GCSE Science courses.

You will develop practical skills by planning experiments, collecting data, analysing results and making conclusions. You will also learn how scientific models are developed, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

We will be following Edexcel's new GCE Biology course.

### **AS Biology**

#### **Module 1 – Lifestyle, Transport, Genes and Health (75 minute exam)**

- Biochemistry of biological molecules. Enzymes. Cell membranes and Transport in and out of cells.
- DNA and RNA – its replication and protein synthesis.
- Monohybrid inheritance. Gene mutations. Gene therapy – social and ethical issues.

#### **Module 2 – Development, Plants and the Environment (75 minute exam)**

- Structure of prokaryotic and eukaryotic cells and their specialisations.
- Meiosis. Genotype and environmental influence. Stem cell research and its implications.
- Biodiversity, adaptations, natural selection and taxonomy.
- Plant cell structure, water transport in plants and the uses of plant products.

#### **Module 3 – Practical Biology and Research skills**

- Report of 1500-2000 words based on a visit to a site of biological interest or on research into a biological topic.

### **A2 Biology**

#### **Module 4 – Natural Environment and Species Survival (90 minute exam)**

- Photosynthesis and energy transfer within ecosystems. Nutrient recycling.
- Evidence for global warming.
- Evolution through natural selection and speciation.
- DNA profiling and PCR.
- Structure of bacteria and viruses. Infectious diseases and immunology.

#### **Module 5 - Energy, Exercise and Co-ordination (90 minute exam)**

- ATP, Glycolysis, aerobic and anaerobic respiration. Impact of exercise on the body & improving performance.
- Control and functioning of the heart. Ventilation and cardiac output.
- Homeostasis.
- Nervous system. Brain structure and development. Imbalances in brain chemicals. Hormonal co-ordination.
- Human Genome Project.

#### **Module 6 – Practical Biology and Investigative skills**

- Report of 2700-3000 words based on an experimental investigation that you devised and carried out using statistics.

**Key Skills:** Opportunities will be available throughout the course for levels 2 and 3.

**Field trips are a compulsory part of the course at both AS and A2.**

**Subject choices:** Biology combines well with Chemistry, Physics, Mathematics, Geography, PE and Psychology.

### **Further**

**Information:** See Mrs S Nash or Mr J Gordon

## **CHEMISTRY**

Chemistry AS level is a one-year course comprising 3 units. Students may continue for a second year, completing a further 3 units to obtain Chemistry A level. The course followed is WJEC Chemistry. The topics covered build upon GCSEs in Science, Additional Science and Chemistry. The topics for further study include atomic structure, the mole, bonding, the periodic table, energetics, rates of reaction and organic chemistry.

### **Specifications**

#### **AS Level**

CH1 Controlling and measuring chemical change

CH2 Properties, structure and bonding

CH3 Practical Assessment

#### **A2 Level**

CH4 Analysing and building molecules

CH5 Physical and inorganic chemistry

CH6 Practical Assessment

### **Assessment**

**AS Level** Two end-of-unit papers and a practical assessment.

**A2 Level** Two end-of-unit papers and a practical assessment.

**Subject Choices:** Physics and Biology provide a great combination with Chemistry, but you can choose any other subject.

**Careers:** Chemistry is a desirable qualification for most careers, for example medicine, nursing, engineering, teaching, sport science, forensics, art restoration, the media and computer game development.

### **Further**

**Information:** See Mrs G Mann or Mr M Leather or visit the school Science website.

## **DESIGN AND TECHNOLOGY**

### **AS Level**

#### **DT1 20% 2 hours**

##### **Product Design Examination Paper**

This paper will contain two sections which will assess candidates' knowledge and understanding drawn from the subject content for one focus area listed under:

3.1.1 Designing and innovation; 3.1.2 Product analysis;

3.2.1 Materials and components; 3.2.2 Industrial and commercial practice.

Section A questions require short answers: Section B questions require open-ended essay type responses.

This component is externally assessed by the WJEC.

#### **DT2 30% (approximately 60 hours)**

##### **Design and Make Task**

Candidates will submit one design and make task to satisfy the AS assessment criteria.

This component is marked by the centre and moderated by the WJEC.

### **A Level (the above plus the following A2 units)**

#### **DT3 20% 2½ hours**

##### **Written Paper**

This paper consists of two sections and will assess candidates' knowledge and understanding drawn from the whole subject content of one focus area. Section A questions require short answers and Section B questions require open-ended essay type responses and will specifically address the subject specification content listed under:

3.1.1 Designing and innovation; 3.1.2 Product analysis;

3.1.3 Human responsibility; 3.1.4 Public interaction;

3.2.1 Materials and components; 3.2.2 Industrial and commercial practice.

3.2.3 Processes; 3.2.4 Production systems and control

This component is externally assessed by the WJEC.

#### **DT4 30% (approximately 60 hours)**

##### **Major 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 designing and making skills and knowledge and understanding.

Candidates will submit a major project to satisfy the A level assessment criteria.

This component is marked by the centre and moderated by the WJEC.

## **SUMMARY OF ASSESSMENT**

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

### **Further**

**Information:** See Mr D Nuttall

## **ECONOMICS**

Economics can be studied for one year at AS level or two years at A level. The course is modular and consists of 4 modules of study: 2 modules are studied for AS level and 2 further modules are studied for A level. It is not necessary for candidates to have studied Economics before and no prior knowledge of the subject is necessary. An interest in current affairs would be helpful. In lessons students will be introduced to theory and then have opportunities to apply their knowledge and discuss real-life situations involving the use of data.

### **AS Level**

- Module 1 An Introduction to Microeconomics and Macroeconomics.  
A study of markets. What determines the price and quantity of products sold by our businesses and shops? How do businesses operate?
- Module 2 Microeconomic and Macroeconomic Theory.  
A study of the UK economy. How does our economy work? The determination of output, employment and prices. A study of government policy. How does the government control the economy to achieve its objectives?

### **A2 Level**

- Module 3 Competitive behaviour, Macroeconomics and Globalisation (1)  
The theory of the firm. This unit looks at how firms operate in different types of markets.
- Module 4 Competitive Behaviour, Macroeconomics and Globalisation (2)  
The Economy – this unit looks at the issues of inflation, unemployment, growth and trade in more detail.

## **Assessment**

**AS Level** Assessment is through:  
Compulsory short-answer questions to assess all of the AS content.  
One compulsory data response question and two two-part essays to assess all of the AS content.

**A Level** Compulsory short-answer questions and one synoptic essay from a choice of three to assess all of the A level content.  
One data response question from a choice of two and one synoptic essay from a choice of three.

**Key Skills:** Opportunities to develop key skills in communication, number and IT are identified in all units and students will be required to collect evidence of their achievements.

**Career Choices:** Economics combines well with History, Geography, Sociology, Psychology and is also popular with Mathematics, English, Information Technology and French. Economics is a popular subject at degree level. It is a useful qualification for those considering careers in business, finance, retailing or management.

## **Further**

**Information:** See Mr D Thompson

## **ENGLISH LITERATURE**

It is a requirement for students to have attained at least a 'C' grade at GCSE in English or English Literature.

During the course students will be encouraged to develop an enjoyment of literary studies based on an informed personal response to a range of texts. The course encourages responses to each of the major literary genres of poetry, prose and drama.

### **Specification**

#### **AS Level**

Unit 1

Poetry post-1900

(Two poets to be studied)

Carol Ann Duffy, Selected Poems

Sheenagh Pugh, Selected Poems

Drama post-1900

(1 text to be studied)

Broken Glass, Arthur Miller

Unit 2

Prose Study 1800 – 1945

Students will be required to:

- (a) Study two texts and produce a piece of coursework analysing the texts.  
Jane Eyre, Charlotte Brontë  
Wide Sargasso Sea, Jean Rhys
- (b) Produce a creative writing piece – in response to a wider reading of prose.
- (c) Complete a written commentary on the creative writing.

#### **A2 Level**

Unit 3

Period and genre study

3 texts – one written coursework comparing texts from different periods and genres, including poetry and prose.

Shakespeare's Sonnet

Tess of the d'Urbervilles, Thomas Hardy

On Chesil Beach, Ian McEwan

Unit 4

Critical Reading of Poetry:

Pre-1800 Poetry.

The Wife of Bath, Geoffrey Chaucer

Shakespeare and related drama text.

King Lear, William Shakespeare

Oedipus Rex, Sophocles

### **Assessment**

Unit 1

2½ hour external examination

(30%)

Unit 2

Internal assessment.

(20%)

- 3 written coursework pieces.

Unit 3

Internal assessment.

(20%)

- 1 written coursework comparing texts.

Unit 4

2½ hour external examination.

(30%)

### **Key Skills Subject Choices**

Opportunities exist to develop key skills in communication, working with others and improving own learning.

### **Career Choices**

English Literature is a popular subject at degree and higher level. An A2 qualification can provide entry onto a wide range of courses in higher education. It is a useful qualification for those considering careers in various occupations, including writing, teaching, research, publishing and journalism.

**Further**

**Information:** See Mrs K Hatfield or Mrs M Ferron-Evans

**FRENCH**

French can be studied for one year at AS level or two years at A level. AS and A2 each consist of 2 assessment units which are taken at the end of the course. The level of AS is that expected of candidates half way through a full Advanced level course. Candidates will have already gained a knowledge and understanding of the language and will have developed a range of language skills through their study of French at GCSE. During the course there will be an opportunity to participate in a study visit to Normandy. Visits to universities, open days and theatre trips will be organised. We aim to develop an appreciation of France and its culture.

**Specifications**

**AS Topics**

Leisure and lifestyles.

The individual and society.

**A2 Topics**

Environmental issues.

Social and political issues.

The study of a French book, film or region.

**Assessment**

Will be in speaking, listening, reading and writing.

**Key Skills:** There are opportunities to develop key skills in Information Technology, Working with Others and Improving Own Learning and Performance.

**Subject Choices:** French combines well with many subjects and universities are offering a variety of courses with a MFL. Students often study English, Geography, Economics, History, Sociology and Mathematics.

**Career:** There are many career opportunities in commerce and industry for people who are conversant with the language and culture of another country, particularly within the EC. The skills developed in language learning are valuable in many careers such as broadcasting, journalism, teaching, secretarial work and all levels of management. Increasingly universities and employers are recruiting language students. Continuing your studies in French undoubtedly increases your employment opportunities. A language is an invaluable skill in many careers.

**Further**

**Information:** See Miss F Jones

## **GEOGRAPHY**

Geography can be studied for one year at AS or two years at A level. The course is modular and consists of four units of study. Two units are studied for AS and 2 units for A level. Topics studied at GCSE are a good preparation for the A level course and the course contains elements of both physical and human geography. Fieldwork is an essential requirement of the AS course. The following fieldwork opportunities are provided:

- Patterns of migration in the local area
- Liverpool – inner city regeneration
- Beddgelert – a changing rural settlement
- Cwm Idwal – a glacial landscape
- Wrexham – issues in central shopping areas

### **Specification**

#### **AS Level**

Unit 1 Changing physical environments – climate change, tectonic and hydrological change.

Unit 2 Changing human environments – population change, settlement change.

#### **A2 Level**

Unit 3 Contemporary themes and research in Geography. Two themes studied: Physical option – Glacial landforms and their management. Human option – Development.

Unit 4 Sustainability – food supply, water supply, energy, cities.

### **Assessment**

#### **AS Level**

Units 1 and 2 will each be assessed by a 1½ hour written paper.

Each paper will have three structured questions with stimulus material, one of which will test research/fieldwork.

#### **A2 Level**

Unit 3 will be assessed by a 2¼ hour written paper. In this paper students will write two essays, one on each of the two contemporary themes. There will also be a question based on their research enquiry and the findings of their research.

Unit 4 will be assessed by 1¾ hour written paper using pre-release material.

#### **Key Skills:**

Key skills are integral to the study of AS/A level Geography. The following key skills can be developed through this specification:-

Communication

Application of number

Problem solving

Information and Communication Technology

Working with others

Improving own learning and performance.

#### **Subject**

Geography combines well with both arts and science subjects. In particular, it goes well with History, Economics, Sociology and Biology.

**Career:** Geography is a popular subject at degree level. It is a useful qualification for a wide range of careers including teaching, business, planning, local government, environmental/land management and service industries such as tourism.

**Further Information:** See Ms A Cahill or Mr H Phillips

## **HISTORY**

History can be studied for one year at Advanced Subsidiary (AS) or two years at Advanced Level (A2).

The course is modular, consisting of a total of four modules. The periods chosen are 'Tudor Times in England and Wales' and 'The Time of the Reformation in Germany'. Although it is an advantage if students have studied History at GCSE, it is possible to take up the subject in Year 12 if students have gained good grades at GCSE, especially in English.

### **Specifications**

#### **AS Level**

Unit HY1 – Period study: Aspects of the History of Wales and England. c.1483-1603 (Tudor History)

Assessment: 1 hour 30 minutes – two structured questions from a choice of three (30%)

#### **A Level**

Unit HY3 – Internal assessment arising from the In-depth Study (coursework)

Assessment: One personal assignment of 3000-4000 words completed as coursework in the Autumn term (20%)

Unit HY4 – Topics and themes relating to the Period Study (HY1) and the chosen In-Depth Study (HY2)

These include:

Mary Stuart and England's relations with Catholic powers, c.1568-1588 (General topic)

Poverty, vagrancy and the poor in Wales and England, c.1483-1603 (Outline theme)

The Peasants' War c.1521-1525 (In-Depth study)

Charles V and the German Reformation, c 1515-55 (In Depth Study)

Assessment: 2 hours 30 minutes – three questions from a choice of six (one general topic, one outline topic and one in-depth study; 30%)

**Key Skills:** Opportunities exist to develop key skills in communication, IT, problem-solving and working with others and to generate evidence of these.

**Subject:** History combines well with many subjects, in particular English, Geography, RS, Languages, Economics, Sociology, Psychology, Art, Music and Drama. It can also be a refreshing addition to any A level course, including the Sciences.

**Career:** History is a useful A level qualification for students going on to university to study a range of courses or for students going straight to a career. It can lead to study or work in law, journalism, research work, eg for television, police

work, archaeology, archives, librarianship, teaching, social work or any career which requires the study of an academic subject.

### **Further**

**Information:** See Mrs K Ellis or Mrs A Navarro

## **INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

### **The WJEC Advanced Information Communication Technology**

#### **OCR Nationals Level 3 ICT**

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education.

The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

#### **Specification aims**

The OCR Level 3 Nationals in ICT have been developed to recognise candidates' skills, knowledge and understanding of ICT functions, environments and operations. They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.

These qualifications specifically aim to:

- develop candidates' knowledge and understanding of the ICT sector and the chosen specialist pathway if selected
- develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the ICT sector
- develop candidates' ability to work autonomously and effectively in an ICT context
- enable candidates to develop knowledge and understanding in specialist areas of ICT, and demonstrate the skills needed to participate in the operation and development of real ICT organisations
- encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

#### **How will this qualification be assessed?**

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.

## Further

**Information:** See Mr D T Jones

## **MATHEMATICS**

Mathematics can be studied for one year at Advanced Subsidiary (AS) or two years at Advanced Level (A2).

The course is modular and consists of 6 units of study:

3 units are studied for AS and a further 3 units are studied for A2.

To commence an AS or A2 course in Mathematics students are expected to have achieved at least a Grade C at GCSE.

Higher tier Mathematics at GCSE is the best preparation for these courses. However, students who have taken GCSE at the Foundation tier are given additional support and guidance and have coped successfully in previous years.

### **Specifications**

**AS** The units of the Advanced Subsidiary Examination are:

Unit C1] Pure Mathematics – an extension of GCSE Algebra, Geometry and Trigonometry

Unit C2] together with an introduction to Calculus.

Unit M1 Mechanics 1 – an introduction to the basic principles of mechanics.

**A2** The additional units for A level are:-

Unit C3] Pure Mathematics – further development of work covered at AS.

Unit C4]

Unit S1 Statistics – a development of probability and statistical methods.

### **Assessment**

**AS Level** Each unit is assessed through a written paper of 1½ hours sat in June. An aggregate of the uniform marks from these papers will lead to an AS award entitled 'Mathematics'.

**A2 Level** Marks from a further 3 written papers on units C3, C4 and S1, together with AS marks will lead to the award of Advanced Level Mathematics.

**Key Skills:** Key skills are integral to the study of Mathematics and a number of them may be assessed in the context of the subject.

**Subject Choices:** Mathematics has become an increasingly popular choice in the sixth form and is studied with a wide variety of other subjects.

**Career:** Teaching is structured to cater not only for those wishing to pursue a career in Mathematics, Science or Engineering, but also for those whose main interest lies in Geography, Economics, etc. and who find Mathematics to be a useful part of their AS/A2 programme.

## Further

**Information:** See Mrs J Roberts, Mr J Hotchkiss or Miss C Jones

## **MEDIA STUDIES**

Media Studies can be studied for one year at AS Level or two years at A Level. The course consists of 4 units of study: 2 units are studied at AS Level and 2 further units are studied at A Level. An interest in current affairs and the media in general is useful for studying this course; a GCSE in Media Studies is also necessary.

The course is designed to allow students to draw on their existing experience of the media and to develop their abilities to respond critically to the media. A wide variety of media is studied, including digital media technologies.

Creative work is also encouraged to enable students to gain a greater appreciation of the media through their own production work. Synoptic assessment takes place during the units at A level.

### **AS Level**

**MS1:** Media representations and responses:- this unit allows students to analyse the media, exploring audience responses.

**Assessment:** A written paper of 2½ hours.

**MS2:** Three pieces of linked work produced by the student

- a pre-production reflecting research and planning
- a production developed from the pre-production
- a report of 1200-1600 words

**Assessment:** Coursework.

### **A2 Level**

**MS3:** (synoptic) – students produce three pieces of linked work.

- a research investigation
- a production (informed by the investigation)
- a brief evaluation

**Assessment:** Coursework.

**MS4:** (synoptic) Media – Text, Industry and Audience:- this unit is a progression from AS but involves the introduction of theoretical perspectives of the media. Students will make a detailed study of three different media industries.

**Assessment:** A written examination of 2½ hours.

**Key Skills:** Opportunities to develop key skills in communication, problem solving, IT, working with others and Improving own Learning and Performance at Level 3.

### **Subject**

**Choices:** Media Studies combines well with IT, Sociology, English and Theatre Studies

**Career:** Media studies is a popular subject at degree level. It is a useful qualification for those considering careers in a wide range of occupations relevant to a media-saturated

society.

### **Further**

**Information:** See Mrs S Cooper or Mrs A Duncan-Wild

## **MUSIC**

Music can be studied for one year at AS level, or two years at full A level. The course is modular and consists of 6 units: 3 are studied for AS level and an additional 3 at A2. The specification provides a balanced scheme of assessment which builds on the skills, knowledge and understanding established at KS4 GCSE level promoting progression through AS to A level and providing a foundation for further study. There is no specific requirement for prior learning, although candidates are advised to have a Grade C in GCSE Music or the ability to perform vocally or instrumentally to a Grade 4 standard before beginning this course.

### **Specifications and Assessment**

#### **AS Level**

Unit 1 (30%) Performing. Ensemble and/or solo performance lasting 8-10 minutes.

Unit 2 (30%) Composing. Two contrasting compositions, one of which must be stimulated by the Western Classical Tradition.

Unit 3 (40%) Listening and Appraising.

Paper 1 – analysis exam based on Western Classical music and either jazz, pop and rock or musical theatre.

Paper 2 – Aural perception exam.

#### **A2 Level**

Unit 4 Performing. Solo and/or ensemble performance of approximately 12 minutes.

Unit 5 Composing. Two compositions based on different areas of study.

Unit 6 Listening and Appraising. Part 1 – Aural and Stylistic Perception. A board-set test based on pre-recorded music taken from Western Art Music of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Part 2 – A board-set test of 1½ hours. Candidates will study a prescribed set work and place the work within a broader musical perspective.

Students choose to specialise in a particular unit at A2 level. The specialist option will count for 20% of the overall A level, while the other two will count for 15% each. An extra task must be undertaken in the specialist unit.

**Key Skills:** Communication, IT, Working with Others, Improving Own Learning and Performance.

**Subject Choices:** Music combines well with History, Theatre Studies, Art, English, Mathematics and Media Studies.

**Assessment:** Performance is assessed by a visiting examiner.

Composition is assessed internally in the form of a portfolio.

Listening and appraising is assessed by external written examinations.

**Career:** Variety of work in arts, media, theatre, education and Music Peripatetic Services.

## **Further**

**Information:** See Mr G Erlandson or [www.wjec.co.uk](http://www.wjec.co.uk)

## **PHYSICAL EDUCATION AND SPORTS STUDIES**

Students at Ysgol Rhiwabon will have the opportunity to follow the Edexcel BTEC Sport course at the level appropriate to their past qualifications and experience. We will offer the courses listed below.

### 1 BTEC First Certificate in Sport

This course is equivalent to 2 GCSE passes at Grade A-C.

### 2 BTEC level 3 Certificate in Sport.

This course is equivalent to 1 GCSE (AS Level). Entry to this course will require higher grade passes in 5 GCSE subjects.

### 3 BTEC level 3 Subsidiary Diploma in Sport.

This course follows on from the level 3 certificate in Sport and is equivalent to 1 GCSE (A Level).

The BTEC Sport course enables learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as exercise and fitness, leadership support and land/water-based outdoor and adventurous activities. Learners completing these qualifications may seek employment within the sport sector at a junior level in a range of roles including recreation assistant or sports leader.

The qualifications provide opportunities for learners to focus on the development of personal, learning and thinking skills, functional skills, and wider skills in a sport context, such as environmental issues and health and safety considerations.

The assessment approach for the BTEC Sport Course allows learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria.

It is important that during the course learners take on the role of being employed within the sport and active leisure industry when completing assignments/activities. This can be achieved by setting assignments/activities with a scenario which reflects tasks/projects that sports employees would be undertaking in the workplace. For example, a health fitness instructor conducting client health and fitness assessments.

Evidence for assessment may be generated through a range of activities including workplace assessment, role play and presentations. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

The BTEC Sport Course has been developed in the sport and active leisure sector to:

- provide education and training for sport, leisure and recreation employees
- give opportunities for sport, leisure and recreation employees to achieve a nationally recognised Level 2 vocationally specific qualification.
- give full-time learners the opportunity to enter employment in the sport and active leisure sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport and Sport and Exercise Sciences.

- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### **Further**

**Information:** See Mr E Partridge

## **PSYCHOLOGY**

Psychology can be studied over one year at AS and two years at A2. At AS you are introduced to all the core areas of study which includes key assumptions underlying the different approaches to psychological enquiry, methods of research and areas of debate. You will need to acquire not only knowledge and understanding of psychological theories, terminology, concepts and methods of study but also to be able to communicate this understanding in a clear and effective manner. Additionally you will be required to analyse and evaluate these theories, concepts and methods. When you successfully complete this qualification you will have the basic knowledge, understanding and analytical skills to go on to study Psychology at A2.

### **Specifications**

#### **AS Level**

**Unit 1** You will study the following areas: The cognitive approach and the social approach. You will also carry out practical research sessions where you collect and analyse data.

**Unit 2** You will study the following areas: The learning approach, the psychodynamic approach, the biological approach. Again, relevant practical research studies will be carried out in class.

#### **Assessment:**

The AS course is made up of two Units of which Units 1 and 2 make up 50% of the overall marks. These Units are examined through two separate written papers.

#### **A2 Level**

There are two Units of work that are covered at A2, each one building on the key approaches studied at AS.

**Unit 3** Students will select two applications from Child Psychology, Criminological Psychology, Health Psychology or Sports Psychology.

**Unit 4** This unit draws on material from across the course in order to explore different psychological perspectives, current issues and debates in the field. Students also study aspects of Clinical Psychology.

**Careers:** Psychology is a popular subject at degree and higher levels. An A2 qualification in psychology can provide entry onto a wide range of vocational courses or it can provide direct entry into employment, especially into caring, sports management, occupational and media sectors.

## Further

**Information:** See Mrs F Roberts

## **RELIGIOUS STUDIES**

Religious Studies can be studied for one year at AS level or two years at A level.

The course is modular and consists of 4 modules of study.

It is an advantage to have studied the short or full course of Religious Studies at GCSE. Students who have gained at least grade C in English, however, are also suitably equipped for this specification.

### **Specifications**

#### **AS Level**

##### Module 1

Religion in Contemporary Society

- a) Medical and Environmental
- b) Religion and TV
- c) Religion and Community
- d) Religion and the Individual

##### Module 2

Buddhism

The life of the Buddha  
Some central concepts  
Buddhist Lifestyle  
Some central practices

#### **A Level**

Students will develop their study of **ONE** of the above modules  
+ Unit 4. Religion and Human Experience – the synoptic module which brings together the knowledge, understanding and skills learned throughout the course.

#### **Key Skills:**

Are integral to the study of AS/A level RS and opportunities exist to develop key skills in Communication, Problem Solving, IT, Working with Others and Improving Own Learning and Performance.

### **Assessment**

#### **AS Level**

Each module is assessed through TWO structured essay questions (chosen from FOUR) in 1¼ hours.

#### **A Level**

- 1 The chosen module is assessed through TWO structured essay questions (chosen from FOUR) in 1¼ hours.
- 2 One essay written under controlled conditions in 1¾ hours.

#### **Subject Choices:**

Religious Studies combines well with History, English, French, Geography, Economics and Sociology, but it can also be seen as a refreshing addition to any A level course, including the sciences.

#### **Career:**

Religious Studies is a useful A level qualification for students intending to study philosophy, theology, classical civilisations, sociology, journalism management, social sciences, nursing and psychology and many other degree courses. It is also a popular subject for those intending to follow a wide range of careers

including teaching, social care, journalism, management, librarianship, the law and the police force. In a wider sense Religious Studies attracts students who want to understand the religious traditions of their country and to wrestle with the 'big' questions concerning the existence of God, life after death and the theories about the differences between right and wrong and good and evil.

### **Further**

**Information:** See Mrs H Savva

## **SOCIOLOGY**

Sociology can be studied for one year at AS level or two years at A level.

The course is modular and consists of 4 modules of study: 2 modules are studied for AS level and 2 further modules are studied for A level.

It is not necessary for candidates to have studied Sociology before and no prior knowledge of the subject is necessary. Students who have at least a Grade C in English Language will find that those skills will suitably equip them for the study of this specification. An interest in current affairs would also be helpful.

The course provides a worthwhile experience for pupils of various ages and from diverse backgrounds in terms of general education and lifelong learning.

In lessons students will be introduced to theory and then have opportunities to apply their knowledge and discuss real-life situations involving the use of data. Students will be able to reflect on their own experience of the social world in which they live.

### **Specifications**

#### **AS Level**

Module 1 A study of Families and Households; Wealth, Poverty and Welfare; Culture and Identity.

Module 2 A study of Education; Health; Sociological Methods, Wealth, Poverty and Welfare, or Work and Leisure.

#### **A2 Level**

Module 3 A study of Beliefs in Society; Global Development; Mass Media; Power and Politics.

Module 4 A study of Crime and Deviance; Stratification and Differentiation; Theory and Methods.

### **Assessment**

**AS Level** Each unit is assessed through:-

data response questions, where questions are asked about written or numerical data provided.

Some of the questions asked may require more of a mini-essay-style answer.

**A2 Level** Each unit is assessed through:-

- a) data response questions
- b) essay questions.

The assessment objectives are common to both AS and A level. All students are required to demonstrate knowledge and understanding, interpretation and application, and evaluation skills.

**Key Skills:** Opportunities to develop key skills in communication, number and IT are identified in all units and students will be required to collect evidence of their achievements.

**Subject Choices:** Sociology combines well with English, Media Studies, Psychology and History and is also popular with Geography and Theatre Studies.

**Career:** Sociology is a popular subject at degree level. It is a useful qualification for those considering careers in a wide range of occupations including social work and social care, journalism in all its forms, business administration, management and many others.

**Further**

**Information:** See Mrs S Cooper

## **WELSH SECOND LANGUAGE**

### **INTRODUCTION**

The AS and A Level Welsh Second Language Courses give an opportunity to employ all four skills - reading, writing, speaking and listening – whilst giving a wider insight to Welsh literature, media and other topics (moral, social and cultural) related to modern-day Wales. The ability to communicate confidently, accurately and fluently both in written and oral work is the ultimate goal our students will reach by the end of the course.

### **Course Content**

#### **AS (Year 12)**

This is a one-year course and there will be an examination in May/June. This course is a step on from GCSE and it is a preparation for Advanced Level in addition to being a qualification in itself. The course is structured as is shown below.

#### **Unit 1 (20%)**

This is an oral examination where students discuss a film. Students will need to discuss plot, theme and characters.

#### **Unit 2 (15%)**

Coursework – Students will need to create a folio containing at least 4 different forms of writing such as a magazine article, questionnaire, publicity material etc.

#### **Unit 3 (15%)**

In a formal two-hour examination, students will need to show their understanding of a number of poems by modern poets and answer a section on the use of language.

#### **A2 (Year 13)**

This course leads to a full A level qualification and students studying this course will need to have studied the AS course. The qualification is recognised in all universities in the UK. The course is an extension and development of the AS course and is structured as shown below.

#### **Unit 4 (15%)**

Oral Examination. Students will need to discuss and show their understanding of the play studied during the Advanced Level course.

#### **Unit 5 (20%)**

A formal examination – 1¾ hours. For this part of the course students are expected to demonstrate their knowledge and understanding of a selection of short stories and also to write personally on a subject which will be present in the stories. Students will also be asked to read English material and respond by writing in Welsh.

#### **Unit 6 (15%) 1¾ hours**

A formal examination. Students will be required to analyse critically and convey their personal response to the content of a poem. Students will also answer a section on the use of language.

We feel that both the Advanced Supplementary and the Advanced Level courses are lively and interesting courses for those who wish to either extend their knowledge and understanding of the subject or to go on to further study.

It is expected that students following the AS and A Level courses take advantage of the opportunity to go on theatre trips, language courses and any activity that will promote their ability to communicate in Welsh as much as they can.

## **CAREER OPPORTUNITIES**

With the phenomenal increase in demand for people able to use Welsh confidently the Advanced Supplementary and the Advanced Level courses are ones which those who wish to pursue careers in areas such as education, television, radio, theatre, local government, national government, law and many others should consider.

### **Further**

**Information:** See Miss H Owain

## **ONE-YEAR VOCATIONAL COURSES**

### **VOCATIONAL COURSES**

#### **BTEC First Certificate/Extended Certificate/Diploma**

The First Certificate is equivalent to one GCSE. The Extended Certificate course is broadly equivalent to two GCSEs and the Diploma Course broadly equates to four GCSEs at Grade C or above. It may be possible to take an AS or A level alongside a vocational course and/or one or two re-sits. Through negotiation it is possible to supply a package of courses that will meet your individual requirements.

#### Entry Requirements

Individual results will be taken into account but as a general rule the Intermediate Vocational course would require some passes at GCSE Level. To gain this qualification it would take one year for most students though some may need two, depending on needs and individual ability levels.

BTEC First Extended Certificates and Diploma offer direct progress on to BTEC National programmes and higher education. A BTEC First also prepares students for employment in their chosen careers.

## **ENGINEERING – BTEC FIRST CERTIFICATE**

BTEC First Diplomas and Certificates offer direct progression on to BTEC National programmes. on completion of a BTEC National, students can progress to a BTEC Higher National or BTEC Foundation Degree programme.

A BTEC First also prepares students for employment in their chosen career.

### **Unit Combinations**

For the **BTEC First Certificate** the learner is required to complete both core units and enough specialist units for a combined total of 180 guided learning hours (GLH) to complete the qualification.

BTEC First Certificate equivalent to 2 GCSEs grades A\* - C.

### **Two Core Units**

- Working Practices in Engineering (30 GLH)  
The aim of this unit is to deal with the essential working practices of engineering to ensure that learners appreciate potential hazards.
- Using and Interpreting Engineering Information (30 GLH)  
Will enable learners to understand how to make effective use of textual, numeric and graphical information when working with engineering drawings, technical manuals, reference tables, specifications, charts or electronic displays, in accordance with approved procedures.

### **Specialist units**

- Using Computer Aided Drawing Techniques in Engineering (60GLH)  
Provides the learner with an introduction to CAD and enables learners to produce engineering drawings to given industry standards.
- Selecting and Using Secondary Machining Techniques to Remove Material (60 GLH)  
Provides a detailed understanding of manufacturing processes that are mainly associated with generating and forming of shapes through machining techniques.

### **Assessment**

**In the Edexcel BTEC Firsts all units are internally assessed.**

All assessment for BTEC Firsts is criterion-referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

to achieve a 'pass' a learner must have satisfied **all** the pass criteria

to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria

to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

### **Further**

**Information:** See Mr D Nuttall

## **BTEC FIRST DIPLOMA IN HEALTH AND SOCIAL CARE**

Choosing to study a BTEC First in Health and Social Care is an excellent decision for lots of different reasons. The health and social care sector employs a huge number of people who undertake a wide range of jobs using an array of different skills and techniques.

Doing a health and social care course is more than just learning about how to be a nurse. There are so many different jobs in a range of settings that you might not even have heard of them! Studying a BTEC First in Health and Social Care gives you an opportunity to explore the different avenues that you could pursue in the future.

### How you Learn

Expect to be 'hands-on'. BTEC Level 2 Firsts are practical and focus on the skills and knowledge needed in the workplace. You will learn new things and learn how to apply your knowledge.

BTEC First learners are expected to take responsibility for their own learning and be keen and well-organised. You should enjoy having more freedom, while knowing you can still ask for help or support if you need it.

### How you are Assessed

Many BTEC First courses are completed in one year, but if you are taking GCSEs as well, you may be doing it over two years or more. You will be assessed by completing **assignments** written by your tutors. These are based on **learning outcomes** set by Edexcel. Each assignment will have a deadline.

### BTEC First Diploma in Health and Social Care

This is a one year course which includes a one day a week work placement of at least 60 hours of mandatory work experience. Students are recommended to do private study to complete coursework.

The diploma course equates to –

Pass grade = 4 x GCSE passes at grade C

Merit grade = 4 x GCSE passes at grade B

Distinction grade = 4 x GCSE passes at grade A

### **Level 2 in the National Qualification Framework**

A number of coursework units will be covered during the year to gain 60 credits. Students who do not achieve all 60 credits may be entered for

### Either

\*BTEC First Certificate    15 credits = 1 GCSE

### Or

\*BTEC First Extended Certificate    30 credits = 2 GCSEs

**Further****Information:** See Mrs C Ballamy**BTEC FIRST CERTIFICATE IN SPORT**

The Edexcel BTEC First Certificate in Sport is a 180 guided learning hour qualification which offers a bite-sized opportunity for learners to experience a vocational qualification. The course offers a vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area.

**Key Features of the BTEC First in Sport**

The course has been designed to focus on:-

- Education and training for those working in the sport sector.
- Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector or to progress to further qualifications such as BTEC Nationals.
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitude essential for successful performance in working life.

**Structure of the Qualification**

The BTEC First Certificate in Sport consists of three units, which must include at least one of the specified core units. The units are:-

The Body in Sport (core unit)

Health, Safety and Injury in Sport (core unit)

The Sports Industry

Preparation for Sport

Planning and Leading Sports Activities

Practical Sport

Practical Outdoor and Adventurous Activities

**Further****Information:** See Mr Partridge

## **WELSH BACCALAUREATE**

The Welsh Baccalaureate is a qualification which recognises what you do both in school and out of school. The qualification has been designed to provide you with a range of experiences which will equip you for the modern world.

In order to pass the WBQ you must pass Essential Skills Wales and Key Skills. The Essential Skills Wales are Communication, Application of Number and ICT and Key Skills are Working with Others, Improving Own Learning and Performance and Problem Solving.

You must complete an Individual Investigation on a topic of your choice related to Wales, Europe and the World, Personal and Social Education or Work-Related Education, all of which form part of your WBQ studies.

You will also need to provide evidence that you have spent 20 hours on the language module; you will be exempt if you study languages at A level.

You will need to take part in a team enterprise, work with an employer and you are expected to do thirty hours of community participation. You may already be doing some activity that qualifies for community participation – DoE, reading buddies, helping in the school library or coaching sport are just a few examples. The community hours can be within the school community or in the wider community.

You must also pass the subjects which you opt to study - A levels or BTECs. The WBQ adds breadth and balance to these studies through a programme of well-organised activities.

It is compulsory for all sixth form students at Ysgol Rhiwabon to follow the Welsh Bac course

We believe that Welsh Baccalaureate students

- develop practical skills which will help them into the world of work
- work as team members
- are good role models for younger students
- are responsible for their own learning
- become confident young adults with some political and economic awareness
- enter University life well-prepared as focused, independent students
- learn to live as responsible community members
- learn in a caring and friendly environment

### **Further**

**Information:** See Mrs P Gooding

## **COLLABORATIVE COURSES DELIVERED AT MAELOR, PENLEY**

### **APPLIED SCIENCE (AS and A2)**

**Entry requirements: C in Additional/Applied Science**

BTEC Level 3 in Applied Science is a new course offered within the Science department. The course is suitable for all levels of ability and has a mix of Practical and Research modules based around the traditional Biology, Chemistry and Physics core subjects, all of which are placed in a vocational context. The course is 100% coursework.

Students for whom the course is intended would include those with an interest in Science, though not wishing to study it to degree level students with a keen interest in AS or A2 PE and wanting to have a suitable companion course or those with an interest in the application of Science in employment.

#### **Course details:**

**Year 12 Applied Science:** Assessment is made up of 3 portfolio-based units.

Unit 1: Fundamentals of Science The aim of this unit is to enable learners to develop the practical techniques necessary to pursue a career as a laboratory technician. Learners will investigate the quantities necessary in chemical reactions, the structure and functions of cells, the calorific value of different fuels and will develop skills in communicating scientific information.

Unit 2: Working in the Science Industry The aim of this unit is to enable learners to gain the knowledge and skills that an employee in the science industry needs to be an effective, efficient and safe member of a team. Learners will know communication practices, how laboratories are designed, how information is stored in laboratory information management (LIMS) and how to work safely in a scientific workplace.

Unit 3: Science Practical Techniques The aim of this unit is to enable learners to explore the protocols associated with scientific investigations. The unit is based around working as a research scientist, setting up an idea, testing it and then reporting the findings.

#### **Year 13**

**Applied Science:** To be arranged in relation to the interests of students.

## **BUSINESS STUDIES**

### **AS AND A2**

Entry Requirements: Open to all students, but those who have taken the subject at Key Stage 4 should have achieved grade C or above

KEY FACTS: Develops a critical understanding of the internal workings and management of organisations and in particular the process of decision-making in a dynamic external environment. Graded on the standard A Level scale of A\* to

E.

### **Course content:**

Organisations may be large or small, manufacturing or service, local, regional or multi-national, profit-making or non-profit-making. Business behaviour can be studied from the perspective of a range of stakeholders including customers, managers, creditors, owners/shareholders, and employees. In addition, there are economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.

### **AS Level**

The course focuses on small to medium-sized businesses operating within national, as opposed to international, markets. In Year 12 the AS course comprises 2 units:

**Unit 1:** Covers the issues involved in a business start-up, such as research and planning plus ICT, as well as the factors that determine success.

**Unit 2:** Focuses on how established businesses might improve their effectiveness by making tactical decisions at a functional level

### **Unit 1: Starting a Business**

This section provides candidates with an introduction to the scope of Business Studies within the context of starting a new business. Candidates will be expected to have an understanding of the range of activities involved in setting up a small business

### **Unit 2: Managing a Business**

In the study of this unit candidates should examine the topic areas below in relation to the core theme of improving the effectiveness of a business. Candidates should be able to calculate and be able to interpret data measuring the effectiveness of the business. These measurements should include profitability, labour productivity, labour turnover, unit costs and market share.

### **Further Study**

The AS course would be ideal for those candidates who wish to extend their knowledge of Business, without wishing to specialise in the subject to A2 level, as well as being an obvious choice for those who do wish to study the subject to A2 level.

### **A2 Level**

The two modules in Year 13 develop the knowledge and understanding from the Year 12 modules. The topics covered include Marketing, Accounting and Finance, People, Operations Management, External Influences, and Objectives and Strategy.

### **Unit 3: Strategies for Success**

In the study of this unit candidates should examine the topic areas below in relation to the core themes of setting objectives, measuring performance and devising strategy. The assessment for this unit will draw upon AS material which candidates should use to respond to A2 questions.

**Unit 4:** This unit is designed to be synoptic and draws upon all other units of the specification including the AS units. It considers the relationship between business and external factors. It examines how external

factors can impact upon businesses, and the responses they may take. The unit also examines a number of themes which are important in the strategies management of businesses, for example, leadership and corporate culture. Candidates should consider how business can manage change successfully.

### **Further Study**

The A2 course is suitable for students wishing to develop their understanding of Business Studies for the workplace, as well as students wishing to continue studying Business Studies at college or university.

## **DRAMA & THEATRE STUDIES**

### **AS and A2**

#### **Entry Requirements: Grade C or above in Drama or English**

**Course Details:** A Level - Candidates will gain a knowledge and understanding of theatre practice through their own engagement with the medium as both participant and informed audience member. Candidates will develop performance and/or production skills appropriate to the creation and realisation of drama and theatre.

#### **Unit 1: Live Theatre Production Seen & Prescribed Play**

Written paper. 1 hour 30 minutes. 60% of AS Marks, 30% of total A level marks. 100 Marks.

Section A - Response to live theatre seen during the course

Section B - Study of one set play from the following:

Sophocles, Antigone

Shakespeare, The Taming of the Shrew

Ibsen, A Dolls House

O'Casey, The Shadow of the Gunman

De Angelis, Playhouse Creatures

Littlewood and Theatre Workshop, Oh What a Lovely War

Available January and June

#### **Subject Content**

Candidates' personal response to live theatre seen during the course.

Interpretation of a set play from a performance perspective.

#### **Unit 2: Presentation of an Extract from a Play**

Practical - 40% of AS marks. 20% of total A level marks. 80 Marks.

Group performance of an extract from a published play.

Assessment includes preparatory and development work and supporting notes.

Marked by the centre and moderated by AQA.

Candidates chose one from: directing, acting, costume design, mask design, set design or technical elements, i.e lighting and/or sound.

Available June Series. Moderation February – May.

#### **Subject content**

Working in groups of 2-8 performers, plus optionally, a director and designers, to present an extract from a published play chosen by the candidates.

Study of an influential director, designer, theatre company or other practitioner (historical or contemporary), linked to the candidate's practical work.

#### **Assessment Objectives**

AO1 - Demonstrate the application of performance and/or production skills through the creation and realisation of drama and theatre.

AO2 - Demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology.

- AO3 - Interpret plays from different periods and genres.  
AO4 - Make critical and evaluate judgements of live theatre.

## **AS and A2**

Course Details - At A2 the specification provides candidates with the opportunity to develop skills and extend and apply knowledge gained at AS. Candidates will demonstrate a more advanced level of performance and/or production skills alongside the ability to think independently, make judgements and refine their work in the light of research. They will also demonstrate the ability to analyse the ways in which different performances and production elements are brought together to create theatre.

### **Unit 3: Further Prescribed Plays including Pre-Twentieth Century**

Written paper 2 hours. 30% of total A level marks. 100 Marks.

#### **Section A**

Choice of one pre-20th Century play from:  
Middleton/Tourneur, The Revenger's Tragedy  
Molière, Tartuffe  
Farquar, The Recruiting Officer  
Goldoni, The Servant of Two Masters  
Wilde, Lady Windermere's Fan  
Chekhov, The Seagull

#### **Section B**

A choice of one 20th Century/Contemporary play from:  
Lorca, Blood Wedding  
Brecht, The Good Person of Szechwan  
Miller, A View from the Bridge  
Berkoff, The Trial  
Wertemberger, Our Country's Good  
Edmundson, Coram Boy  
Section B is synoptic and requires suggestions for complete stage realisation of a short extract from the selected set text.  
Available January and June.

#### **Subject Content**

Study of two set plays, one to be pre-20th Century or Contemporary (Section A) and the other to be 20th Century or Contemporary (Section B).

### **Unit 4: Presentation and Devised Drama**

Practical. 20% of total A level marks. 80 marks  
Group performance of devised drama.  
Assessment includes preparatory and development work and supporting notes.  
Synoptic  
Marked by the centre and moderated by AQA.  
Candidates choose one from: directing, acting, costume design, mask design, set design or technical elements - lighting and/or sound.  
Available June series. Moderation February - May

#### **Subject content**

Working in groups of 2 - 8 performers plus optionally, a director and designers, to present a piece of devised drama, performed in a theatrical style of the candidate's choice.  
Research into the selected theatrical style.

## **ELECTRONICS**

AS and A2

**Entry requirements: C in Additional/Applied Science and Mathematics**

This is a course which takes into account the rapidly-changing world of electronics. If you are interested in how electronic systems work and want to understand some modern digital electronics then this is the course for you. This course is an ideal introduction to electronics, engineering and computer science and for those with an interest in technology. No prior electronics experience needed.

### **Course details:**

#### **AS Electronics:**

- (35%) ET 1: **Digital and Analogue Design:** The unit introduces the use of decision logic systems to produce digital outputs and amplifiers as a method of changing a voltage signal.
- (35%) ET 2: **Circuits and Components:** The unit investigates the function and use of different electronic components and methods of circuit design.
- (30%) ET 3: **Control Systems:** Mini project, focusing on programming controllers in a high level language.

#### **A2 Electronics:** AS plus

- (15%) ET 4: **Communication Systems:** Investigates the different methods of electronic communication.
- (20%) ET 5: **System Application:** The unit investigates design and construction of systems using the concepts introduced and practical applications of electronic systems.
- ET 6: **Project Report:** The major project involves planning and developing an electronic system.

Each module is a mixture of theory and practical exercises, which allow each topic to be investigated fully.

## **HEALTH & SOCIAL CARE**

### **OCR Nationals Level 3**

**Entry requirements:**     **As you will need to write a number of assignments you will need to have at least a Grade C in English Language.**

This course has been developed to provide students with an introduction to the skills, knowledge and understanding required to prepare for work in the Health and Social Care Sector.

### **COURSE DETAILS:**

In Year 12 students will undertake 3 modules and in Year 13 students will undertake a further 3 modules.

#### **Year 12**

**Module 1: Working to quality practice in care settings.**

- Develop awareness of principles in the care setting.

**Module 2: Working with service users in care settings.**

- Way of forming good relationships with service users

**Module 3: Behavioural awareness in care.**

- Knowledge and understanding of development of behaviour

#### **Year 13**

**Module 4: Applied practical care in settings.**

- Importance of legislation.

**Module 5: Introduction to counselling skills.**

- Understanding of theories within counselling.

**Module 6: Health Education and Promotion.**

- Development of a health campaign.

### **ASSESSMENT:**

OCR Nationals are flexible and exam free. Assignments are set and marked after each module.

### **AFTER YEAR 13:**

This course has been developed to provide students with an introduction to the skills, knowledge and understanding required to prepare for work in the health and social care sector. It will also help students develop their personal skills in areas such as team working, career planning, communication and problem solving.

## **PHYSICAL EDUCATION** **AS and A2**

**Entry requirements: Candidates will be expected to have successfully completed a GCSE in Physical Education and to have achieved a higher grade. The specifications have been designed to provide progression by building on knowledge, understanding and skills set out in the National Curriculum at Key Stage 4.**

### **Course details:**

These specifications relate well to other Advanced GCEs in the social sciences and to Advanced GCEs in the vocational fields of Leisure Studies, Health and Social Care, Business Studies and Science. There is a small degree of overlap with the Advanced GCE in Leisure Studies and Advanced GCE Psychology Unit G453C Psychology of Sport and Exercise.

The AS Units consist of

### **Unit G451: An introduction to Physical Education**

One written examination of 2 hours accounting for 60% of the marks.

#### **Section A - Anatomy and Physiology**

The skeletal and muscular systems

Motion and movement

The cardiovascular and respiratory systems in relation to the performance of physical activity

#### **Section B - Acquiring Movement Skills**

Classification of motor skills and abilities

The development of motor skills

Information processing

Motor control of skills in physical activity

Learning skills in physical activity

#### **Section C - Socio-Cultural Studies relation to participation in physical activity**

Physical activity

Sport and culture

Contemporary sporting issues

### **Unit 452: Acquiring, developing and evaluating *practical* skills in Physical Education**

Accounts for 40% of the marks.

Performance (in two different activities).

Evaluating and planning for the improvement of performance

## **AS and A2**

The A2 units consist of:

### **Unit G453: Principles & concepts across different areas of Physical Education**

One written two hour examination accounting for 70% of the marks.

#### **Section A—Socio-Cultural Options**

### **Option A1 - Historical Studies**

Popular recreation in pre-industrial Britain

Rational recreation in post-industrial Britain

19th century public schools and their impact on the development of physical activities and young people

The developmental stages of athleticism in 19th century public schools

Case Studies

Drill, physical training and Physical Education in state schools

### **Option A2—Comparative Studies**

The United Kingdom (UK)

The United States of America (USA)

Australia

### **Section B: Scientific Option**

#### **Option B1—Sports Psychology**

Individual aspects of performance

Group dynamics of performance and audience effects

Mental preparation for physical activity

#### **Option B2—Biomechanics**

Linear motion in physical activity

Force physical activity

Fluid mechanics physical activity

Stability and angular motion physical activity

A critical evaluation of performance in selected physical activities

#### **Option B3—Exercise and Sport Physiology**

Energy

Health components of physical fitness

Application of the principles of training

Performance enhancement

### **Unit G454: The improvement of effective performance and the critical evaluation of practical activities in Physical Education**

Accounts for 30% of the marks.

#### **Practical Skills**

Performance

Evaluation, appreciation and the improvement of performance.

#### **Progression from these Qualification**

The specifications provide a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and are also suitable qualifications for other areas of study. The specifications provide an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport

## **PHYSICS**

### **AS and A2**

**Entry requirements: B or above in Additional Science and C in Mathematics at GCSE level**

Physics explains natural and artificial physical processes. The ideas covered in the course will connect to everyday life, people and society. It will give you choices and point you to many different careers including those using physics.

Both AS and A2 courses will be modular. The AS course is designed to be completed in one year. The A2 course will be completed in the second year following the successful completion of the AS course.

The AS course provides a sound foundation to the A2 course as well as providing a satisfying experience for those with a love of physics.

The A2 course leads to an A level Physics qualification, which will enable students to go on to study Physics, Engineering and a whole host of other courses.

#### **Course details:**

Both AS and A2 will be modular courses. The AS course is designed to be completed in one year. The A2 part of the A Level course will be completed in the second year following the successful completion of the AS course.

The AS course consists of three examinations and practical coursework.

**Module 1:** Particles, quantum phenomena and electricity. 40% of AS

**Module 2:** Mechanics, materials and waves. 40% of AS

**Module 3:** Investigative and practical skills in AS Physics. 20% of AS

The A2 course consists of a further three modules with practical coursework.

**Module 4:** Fields and further mechanics. 20% of A level

**Module 5:** Nuclear and Thermal Physics, and Astrophysics. 20% of A level

**Module 6:** Investigative and practical skills in A2 Physics. 10% of A level

50% of the full A level is from marks achieved at AS level

## **PUBLIC SERVICES**

### **AS and A2**

#### **KEY FACTS: BTEC Level 3 Certificate/Subsidiary Diploma in Public Services**

In Year 12 the course consists of one compulsory unit – Government, Policies and the Public Services and two optional units Physical Preparation, Health and Lifestyle for the Public Services and Outdoor and Adventurous Expeditions. Students successfully completing these three units will receive a Certificate in Public Services, or may use them to contribute to a Subsidiary Diploma in Year 13.

In Year 13, there are two compulsory units required in addition to those studied in Year 12. The units studied in the second year are Leadership and Teamwork in the Public Services and Citizenship and Diversity in the Public Services.

Assessment is 100% coursework, based on tasks which include practical components for some units. Students must complete all assessments to pass the course. Good attendance is essential.

The course is suitable for those who are interested in a career in the uniformed Public Services (eg Armed Forces, Police, Fire Service, Prison Service, Ambulance) but it is also popular with students who will be taking Sports Science courses at university or who are considering working in non-uniformed public services, such as health or teaching, because of the transferable skills it helps them to develop.

In order to be successful on the course students do need to be prepared to be physically active. They do not need any specific ability in sport but they do need to work on improving their physical fitness, whatever their starting point. A willingness to become involved in the Duke of Edinburgh's Award Scheme is an advantage. It is also advised that they have a C grade in English at GCSE, unless they have a specific learning difficulty such as dyslexia. As this is a level 3 course it is only suitable for students who have 5 or more higher grades at GCSE, taken from at least three subjects.



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**Headteacher/Pennaeth – Angela Williams BA NPQH**

*"The school creates a supportive atmosphere and offers learning experiences where each student is respected as an individual regardless of gender, race or disability."*

*Taken from Estyn Inspection May 2009*

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