



Year 12

The Year Ahead

Information Pack

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1. Headteacher's Welcome

A very warm welcome to the start of your child's Year 12 journey. We are delighted to have your family as part of our school community as your child embarks on this exciting and important stage of their education.

The transition to A Levels marks a significant step in academic development, and we are committed to supporting every student in achieving their full potential. Over the next two years, your child will be challenged to think critically, work independently, and grow both academically and personally.

We understand the vital role that parents and carers play in this journey, and we look forward to working in partnership with you to ensure your child's success. Regular communication, support at home, and engagement with school life all make a meaningful difference.

Please don't hesitate to reach out to us with any questions or concerns. We are here to help and are excited to see what this year brings.

Diolch yn fawr iawn,

A handwritten signature in black ink, appearing to read 'D Mead'.

Mr D Mead

Headteacher

2. Key Dates

Interim Report 1	23rd October 2026
Parent/Carer Evening	10th December 2026
Interim Report 2	25th January 2027
Full Report	7th May 2027

For pupils who have not attained a C grade in Mathematics or English Language, resits will be in November 2026.

3. Assessments and External Examinations Summer 2027

Subject	Units	Worth as total of AS grade	Assessment method (Exam/Nea)	Exam Date / NEA deadline	Notes / Links (Trip dates, fieldwork, visits, useful websites etc)
Biology	B1 B2	50% 50%	Exam Exam	13 th May 2027 a.m. 20 th May 2027 a.m.	AS/A Level Biology
Business	U1 U2	15% 25%	Exam Exam	14 th May 2027 am 20 th May 2027 pm	AS/A Level Business
BTEC Information Technology	U2 U3	25% 25%	On-screen Exam NEA Coursework Project	5 th May 2027 pm and 6 th May 2027 am Submission deadline: 16 th April 2027	Resources shared on Teams in Files section
Computer Science	U1 U2	25% 15%	Exam On-screen Exam	11 th May 2027 pm 19 th May 2027 pm	AS/A Level Computer Science Resources shared on Teams in Files section
Religious Studies	U1 U2	30% 70%	Exam Exam	15 th May 2026 am 21 st May am	AS/A Level Religious Studies
Performing and Production Arts	Module A1 Module A2 Module A3 Module F	100%	NEA	Module F due 11 TH December 2026 Module A due 5 th April 2027	Bryn fest drama – 3 rd December London trip 20 th -21 st January Showcase – 28 th January Oliver show 11-13 th March
Geography	U1 U2	60% 40%	Exam Exam	Tues 11 th May (pm) 2027 - 2hrs Wed 19 st May (am) 2027 - 1.5hrs	AS/A Level Geography Fieldwork (West Wales) 21-23 rd October
Physics	U1 U2	50% 50%	Exam Exam	13 th May 2026 PM 18 th May 2026 PM	AS/A Level Physics

Subject	Units	Worth as total of AS grade	Assessment method (Exam/Nea)	Exam Date / NEA deadline	Notes / Links (Trip dates, fieldwork, visits, useful websites etc)
English Literature	U1 U2	50% 50%	Exam Exam	13 th May 2027 18 th May 2027	AS/A Level English Literature Resources shared on Teams in Files section
Physical Education	U1 U2	60% 40%	Exam NEA	11 th May 2027 a.m. 15 th February 2027	AS/A Level Physical Education
Health and Social Care	U1 U2	50% 50%	Exam NEA (2)	13 th May p.m. NEA 1 – 19 th December 2026 NEA2 – 16 th April 2026	Work experience week w.b. 21st June 2027 Repository - Hwb
English Literature and Language	U1 U2	50% 50%	Exam Exam	13 th May 2027 18 th May 2027	AS/A Level English Language and Literature Resources shared on Teams in Files section
Chemistry	U1 U2	50% 50%	Exam Exam	11 th May 2027 a.m. 18 th May 2027 a.m.	AS/A Level Chemistry
History	U1 U2	50% 50%	Exam Exam	12 th May 2027 p.m. 17 th May 2027 p.m.	AS/A Level History
French	U1 (speaking) U2 Listening, reading, writing	30% 70%	Oral Exam Exam	Week commencing 8 th April 2027 8/06/27	AS/A Level French
Psychology	U1 U2	50% 50%	Exam Exam	11 th May 2026 pm 19 th May 2026 pm	AS/A Level Psychology
BTEC Sport	Unit A Unit B Unit C1 Unit 13	100%	NEA	4 th May 2027	BTEC Level 3 Diploma in Sports Coaching and Development
Welsh	U1 U2 U3	15% 10% 15%	Oral Exam NEA Written Exam	Mid March– May 1 st May 2027 19 th May 2027	AS / A Level Welsh Second Language

Subject	Units	Worth as total of AS grade	Assessment method (Exam/Nea)	Exam Date / NEA deadline	Notes / Links (Trip dates, fieldwork, visits, useful websites etc)
Mathematics	U1	62.5% (25%)	Exam	12 th May 2027 am	WJEC Maths Spec TL Maths Physics and maths tutor Maths DIY Madasmaths Desmos
	U2	37.5% (15%)	Exam	21st May 2027 pm	
Art	U1	40%	NEA	Submission Deadline 7 th May 2026	All resources shared on Teams London Trip – Feb Bristol Trip - June
Media Studies	U1	24%	Exam	11 th May 2026	AS/A Level Media Studies All resources, ppt lessons and exemplum materials for both modules are shared in the Files section of the team.
	U2	16%	NEA	31 st January 2026	
Economics	U1	15%	Exam	11 th May 2027 am	AS/A Level Economics
	U2	25%	Exam	17 th May 2027 am	
Criminology	U1	50%	Controlled assessment	February 2027	Level 3 Criminology
	U2	50%	Exam	12 th May 2027 a.m.	
Further Maths	FM Unit 1	33.3% (13.3%)	EXAM	10 TH MAY 2027 p.m.	A level specification template
	FM Unit 2	33.3% (13.3%)	EXAM	14 th May 2027 p.m.	
	FM Unit 3	33.3% (13.3%)	EXAM	19 TH May 2027 p.m.	
Law	U1	50%	Exam	14 th May 2026 p.m	AS/A Level Law
	U2	50%	Exam	21 st May 2026 p.m	

4. Understanding Non-Exam Assessment (NEA)

What is NEA?

NEA stands for Non-Exam Assessment. It is a form of coursework that contributes to your child's final grade in most subjects. Unlike traditional exams, NEAs are completed over a period of time and often involve research, practical work, extended writing, or project-based tasks. NEAs allow students to demonstrate their understanding, creativity, and ability to work independently. They are an essential part of many qualifications and can significantly impact final outcomes.

Why is NEA important?

NEAs give students the opportunity to:

- Apply their knowledge in real-world or practical contexts
- Develop independent learning and time management skills
- Showcase strengths that may not be fully reflected in written exams

The work is marked either by teachers or exam boards, depending on the subject, and forms a percentage of the final grade

How You Can Support Your Child

- Encourage Good Time Management – Help your child plan their work and avoid last-minute stress.
- Create a Quiet Study Space – A calm, distraction-free environment at home can help your child focus.
- Show Interest – Ask your child about their NEA topic and progress.
- Avoid Doing the Work for Them – NEAs must be the student's own work.
- Keep in Touch with School – Encourage your child to speak to their teacher if they need help.

Tips for Managing NEA Stress

- Break Tasks into Steps – Divide the NEA into smaller, achievable goals.
- Use a Planner or Calendar – Visualising deadlines can reduce anxiety.
- Encourage Regular Breaks – Short breaks help maintain focus.
- Promote Healthy Habits – Good sleep, meals, and exercise support wellbeing.
- Celebrate Progress – Recognising effort boosts morale.
- Stay Positive and Reassuring – Remind your child that asking for help is okay.

We understand that NEAs can be a source of pressure, but with the right support and strategies, your child can approach them with confidence and resilience. If you have any questions or concerns, please don't hesitate to get in touch.

5. Level 3 Advanced Skills Baccalaureate Wales at Bryntirion

Overview

All Sixth Form students at Bryntirion study the **AdvSBW qualification**. This **A Level** course is recognised by universities and employers. It develops **skills, confidence, and independence** for life beyond school are developed. Active and responsible citizenship is promoted based on **real-world projects** and projects support progression to **university, apprenticeships, or employment**. The final grade, like all A Levels, can contribute towards **UCAS tariff** points and is accepted in most university offers. The course complements other Level 3 courses, including A levels and reflects Bryntirion's commitment to nurturing **well-rounded, ambitious individuals**.

Qualification Structure

The qualification consists of **three projects**:

Project	Value	Year	Description
Global Community Project	25%	Year 12	Research a global-local issue and take community action
Future Destinations Project	25%	Year 12/13	Reflect on personal goals and career aspirations
Individual Project	50%	Year 13	Dissertation/Artefact on a chosen topic

Key Assessment Deadlines Advanced Skills Baccalaureate Wales

Year 12 Assessment

Component	Value	Assessment method	Assessment Deadline	Notes / Links / Useful Websites
Global Community Project	25%	Controlled Assessment / Submission of Digital Portfolio	Friday 13th March 2027 (Moderation May 2027)	Candidate Assessment Guidance WJEC
Future Destinations Project	25%	Controlled Assessment / Submission of Digital Portfolio	*Assessment will commence in Summer term 2026	Candidate Assessment Guide WJEC

Year 13 Assessment

Component	Value	Assessment method	Assessment Deadline	Notes / Links / Useful Websites
Future Destinations Project	25%	Controlled Assessment / Submission of Digital Portfolio	Friday 14th November 2026 (Moderation December 2027)	Candidate Assessment Guide WJEC
Individual Project	50%	Controlled Assessment / Submission of Digital Portfolio	Friday 13th March 2027 (Moderation May 2027)	Candidate Assessment Guidance

How Parents Can Support

- Encourage **time management** and meeting deadlines.
- Discuss **project themes and progress** regularly.
- Use **WJEC guidance** to understand expectations.
- Stay connected with the **Skills Challenge Coordinator**.

Further Information

- Link to Level 3 Advanced Skills Baccalaureate Wales page on **WJEC website**.

[Level 3 Advanced Skills Baccalaureate Wales | WJEC](#)



6. Enrichment in the Sixth Form

Beyond gaining a competitive edge in their academic journey, enrichment activities help students to build confidence, ignite curiosity and foster a genuine love of learning.

In addition to the completion of A Level Courses, here at Bryntirion we encourage extracurricular activities that go beyond academic subjects, such as special interest clubs, debating, school productions, work experience, volunteering, subject ambassadors, cast captains, sports, coaching, insight opportunities, maths challenges, educational visits, subject specific courses and competitions and university summer schools, helping students develop new skills, broaden their knowledge, improve university and apprenticeship applications, and prepare for life after school.



Our annual Eisteddfod and Sports Day are major events on the school calendar – Organised and led with energy by our 6th form, students take on roles such as House Captains, Vice Captains, Sports Captains, Secretaries and/or any valuable role to contribute to the success of the day, whether it be coaching the Welsh recitation, choreographing the disco dancing and folk dancing or playing in the house band for example.



We welcome visits from Alumni, in particular during our Destinations Week – Post AS Exam. Having grown up in the same area and perhaps having had some of the same teachers, former students are ideal role models as they are instantly relatable. They can offer advice to students from their own context and help show the young people at Bryntirion what is possible. Alumni can prove to students that ‘someone like me’ can succeed and prosper.

SEREN students are identified at the start of Year 12. The Seren Network provides academic enrichment and opportunities like overseas summer schools for talented Welsh sixth students helping them gain entry to top universities by supporting their ambitions and broadening their horizons. Students can enrol on structured workshops, masterclasses, interview preparation, work experience etc, via SEREN Space.

Benefits of Enrichment

University and Job Applications: Enrichment helps students stand out from other applicants, in competitive university admissions, by demonstrating a well-rounded education and a wider range of skills and experiences.

Skill Development: Students gain crucial skills such as critical thinking, cultural awareness, and confidence, which are valuable for future success.

Subject Exploration: It offers a chance to explore subjects beyond the curriculum or delve deeper into areas of existing passion.

Personal Growth: Enrichment encourages personal development and can provide opportunities to become more well-rounded with valuable skills (leadership, teamwork, communication).



7. Attendance

Strong attendance is directly linked to stronger A-Level performance. Students who maintain 95%+ attendance dramatically increase their likelihood of high grades, whereas those who fall into persistent absence (<90%) are at risk of significantly lower results. If you want the best odds of A-Level success, aim for excellent attendance.

Some points to support attendance in the sixth form:

Parental engagement is crucial in promoting good attendance habits. Teenagers become more independent in sixth form, but parents still play a key role in **emphasising the importance of attendance and punctuality**. Simple actions make a difference: for example, scheduling appointments or driving tests outside school hours, encouraging your child on tough mornings, and communicating with the school about any issues. By staying informed (eg. monitoring attendance via school apps or reports) and addressing problems early (such as anxiety or illness), parents can help prevent small absences from snowballing.

Address underlying causes of absence. Year 12–13, absences are often due to legitimate issues like health or stress rather than truancy. It's important to **work with the school if your child is struggling** – whether it's mental health, academic difficulties, or other challenges. Schools increasingly recognise mental well-being as a factor in attendance

Seeking support (counselling, tutoring, etc.) can reduce avoidable absences. For example, if a student is anxious about a particular subject, getting help early can restore their confidence to attend those classes. **Removing barriers to attendance** – even something like unreliable transport – will improve your child's continuity of learning.

Celebrate and reinforce good attendance. Acknowledging your child's effort to attend regularly (especially through two demanding years) reinforces its value. Many schools issue attendance awards or positive communications. As parents, **showing that you notice and care about their attendance** sends a powerful message. It aligns with the shared goal: you, your child, and the school all want the best possible A-Level outcomes, and attendance is a manageable factor that can tip the scales in their favour.

Punctuality Matters Too

Being late by just 10 minutes a day = 6 full school days lost per year.

8. Signing In/Out

There are times when a 6th form student may need to leave the school premises during the school day, for example, a medical appointment, driving test, family emergency or volunteering as part of the ASBW Global Project.

If leaving the premises during the day, students must sign out of school. There are two ways of doing this:

1. Sign out using the iPad in reception.
2. Download the “Companion” app. Students have recently received an email inviting them to download the app. This allows for a mobile sign out. Students would have to be on the school premises to do this.

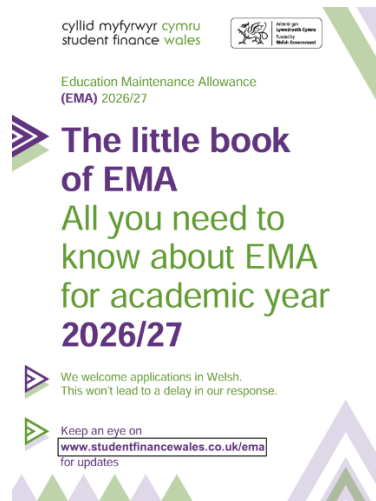
If a student is returning to school following the medical appointment etc, they would need to “sign in” on their return – Again, either using the iPad in reception or the Companion app.

Similarly, if a student arrives at school after registration has closed, 6th form students would need to sign themselves in, again, using the iPad or the app.

9. EMA (Education Maintenance Allowance)

EMA is a weekly payment of £40 to help 16-18 year olds with the costs of further education. Payments are made every 2 weeks as long as students meet the school's attendance criteria. Students **could** be entitled to EMA if your household income is less than £23,400 or less **or** your household income is £25,974 or less and there are other young people in your household who qualify for Child Benefit. Parents/guardians will need to give details of their income as part of the students application for EMA.

For further details look up Student Finance Wales or follow this link to the “Little Book of EMA” -



Student Finance Wales EMA - [EMA Wales Little Book of Ema 2026/27](#)

10. Target Setting

During their A Level studies, learners are set a target grade using a system called ALPs, which generates a minimum expected grade based on prior attainment.

Understanding ALPS MEGs: A Guide for Parents

What is ALPS?

ALPS stands for Advanced Level Performance System. It's a nationally recognised tool used by schools and colleges to monitor and improve student progress at A level. ALPS helps educators set ambitious targets and track how well students are progressing throughout their courses.

What are MEGs?

MEG stands for Minimum Expected Grade. It's a target grade set for each student based on their prior academic performance, usually their GCSE results. MEGs are not predictions or limits; they are aspirational benchmarks that reflect what students can achieve with consistent effort and support.

How Are MEGs Calculated?

MEGs are calculated using national data and follow these steps:

- A student's average GCSE score places them into a 'prior attainment band'.
- Each band has a corresponding MEG for each A level subject.
- MEGs aim to reflect the performance of students in the top 25% of schools and colleges nationally.

Why Are MEGs Important?

MEGs are important for several reasons:

- They help teachers and students identify strengths and areas for improvement.
- They provide a clear, personalised target for each subject.
- MEGs are reviewed regularly to ensure they remain relevant and challenging.
- Meeting or exceeding a MEG means a student is making excellent progress compared to national standards.

How Are MEGs Used in School?

Schools use MEGs in the following ways:

- At the start of the A level course, students are given MEGs for each subject.
- Teachers use MEGs to monitor progress through assessments and feedback.
- If a student is on track to meet or exceed their MEG, it's a strong indicator of success.
- If a student is falling short, teachers will work with them to identify strategies for improvement.

How Can Parents Support Their Child?

Parents can support their child's academic journey in the following ways:

- Understand the MEG: Ask your child what their MEGs are and what they mean.
- Encourage reflection: Help your child think about their progress and how they can improve.
- Support study habits: Encourage good organisation, regular revision, and independent learning.
- Stay informed: Attend parent evenings and communicate with teachers to understand how your child is doing.
- Promote resilience: Remind your child that MEGs are minimum expectations—they can exceed them with effort and support.

Key Takeaways

- MEGs are designed to be challenging but achievable.
- They help students aim high and stay focused.
- Parents play a vital role in encouraging and supporting their child's academic journey.

11. Developing Learner Effectiveness

Throughout their time at Bryntirion we support your child to develop their effectiveness as learners and equip them with skills needed for work and life through our Dysgu Byw curriculum.

As your child embarks on their A Level journey, we are excited to introduce you to the **VESPA programme**—a proven framework designed to help students develop the mindset and behaviours needed for academic success and personal growth.

VESPA stands for **Vision, Effort, Systems, Practice, and Attitude**. These five key areas are the foundation of high performance and are based on research into what makes the most successful students thrive—not just in exams, but in life beyond the classroom.

- **Vision:** Helping students set clear, motivating goals for their future.
- **Effort:** Encouraging consistent hard work and resilience.
- **Systems:** Building effective study habits and time management strategies.
- **Practice:** Developing subject mastery through deliberate and focused practice.
- **Attitude:** Cultivating a positive, proactive mindset towards learning and challenges.

Through regular timetabled sessions, mentor sessions during registration and independent study, the VESPA programme empowers students to take ownership of their learning and make meaningful progress. As parents, your support is vital in reinforcing these principles at home, and we'll be sharing ways you can get involved throughout the year.

All learners will keep a record of the VESPA activities and strategies in their Llyfr Taith Dysgu, which will also be used for them to reflect on progress and set targets for improvement.

Sessions will also cover strategies to boost effective revision, building on work completed in year 11. Effective revision can only happen once the building blocks are in place. The first stage in this is for learners to summarise their learning and notes regularly, an activity they should have already started. As the year progresses we will focus on more effective revision.

Together, we can help your child not only achieve their academic goals but also grow into confident, independent learners ready for the future.

12. Some Revision Tips– to start with

Create a revision timetable: Break subjects into manageable chunks. Prioritise topics you find hardest.

Use the WJEC exam calendar: Know your exam dates and work backwards. [summer-2027-wales-and-eduqas-asplusa-level.pdf](#)

Balance is key: Include breaks, hobbies, and sleep in your schedule.

Active Revision Techniques - Don't just read—engage! E.g.

- **Flashcards:** Great for definitions, formulas, and key facts.
- **Mind maps:** Visualise connections between ideas.
- **Teach it:** Explain topics to a friend or family member.
- **Past papers:** Use WJEC papers to practise under timed conditions.

Limit distractions: Use “Focus Mode” or app blockers during study time.

Record yourself: Listening to your notes can reinforce learning.

Final Words of Wisdom!

- **Start early:** Cramming = stress.
- **Ask for help:** Teachers, friends, and family are there for you.
- **Believe in yourself:** You've got this. Pob lwc!

13. Standards/General Housekeeping

Attendance/Punctuality - Students have made decisions to study specific subjects and it is imperative that they attend **every** morning registration as well as timetabled lessons, arriving promptly to both.

Reporting Absences – The school is to be informed of any absences by telephone or email.

Uniform - Students are asked to recognise the vital role they have in setting an example for the younger students.

A reminder of our uniform.

- Plain black tailored skirt – Skirts should not be too tight or short. The skirt should be approximately knee length and work with black opaque tights.
- Black tailored trousers (leggings, jeans or skin tight trousers are not permitted).4
- Black school jumper or cardigan with sixth form logo.
- White shirt (plain white shirt – long or short sleeved).
- Black school shoes. (Plain black). Trainers/sports shoes are not permitted at any time of the year.
- Black socks or black opaque tights.
- Sixth form school tie (Provided to students by the school on return to the sixth form in September.
- Black blazer (Plain black tailored blazer with full length sleeves. It should be worn with the school enamel badge on the lapel, provided by the school. The blazer should be worn in addition to the school jumper.

Mobile phones/Headphones - No mobile phones/headphones to be seen or used around the school, including lessons. The Oriel/Lle Dysgu is an exception.

Medical appointments – Ideally out of school hours, school to be informed of any appointments.

Driving lessons – Not during lesson time, to be arranged around studies.

Driving tests - Authorised as limited availability.

Homework – This will increase as time goes on. Deadlines will need to be adhered to. In addition to study at school, all students should expect to work at home. As a guide, Sixth Form students should set aside at least 4/5 hours per subject for study each week. Start the good routines early.

Use of Non-Contact Time/Self Study/Facilities - One of the big differences between year 11 and year 12 is that students suddenly find that they have “gaps” in their timetable. These should not be considered as “free periods” but as study periods. There is a higher workload as a 6th form student and this time should be used sensibly to keep up with the demands of the subjects. This is an important step for preparing for life after school where students will be expected to plan their own time a lot more. We have excellent facilities for private study; The Oriel/Lle Dysgu is available before school, during non-contact time as well as after school. Chromebooks are available and there is BT wifi for students.

