



Ysgol Gyfun Bryntirion |     
Bryntirion Comprehensive

# **KEY STAGE 5**

## **YEARS 12 & 13**

### **OPTIONS BOOKLET 2022**



"Pupils have exceptionally positive attitudes to their learning". Estyn



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# FOREWORD

At the end of this academic year our Year 11 students are faced with making a number of important decisions regarding their future. What they decide depends on several factors, including their hopes and parents' wishes, and the degree of success gained in examinations taken to date.

The options available to our students include; returning to Key Stage 5; pursuing a course at a college of further education; leaving full time education to enter the world of work, or entering the world of training. This brochure concentrates on the first of these routes i.e. returning to Key Stage 5 at Bryntirion.

Bryntirion offers students a wide range of educational opportunities in a caring and supportive environment. We aim to provide fully for an individual student's needs and offer an extensive range of courses for study.

The school offers a well-resourced and comfortable working environment providing students with the best possible opportunity to develop intellectually and socially. The information provided in this brochure clearly outlines the high expectations made by Bryntirion and we look forward to helping each one of our students develop their personalities, skills and qualifications in the next few years.

Careers Wales is also available to offer advice and discuss courses -  
Claire O'Brien - Careers Advisor [Claire.obrien@careerswales.gov.wales](mailto:Claire.obrien@careerswales.gov.wales) or visit the website [careerswales.gov.wales](http://careerswales.gov.wales).

Students returning to Key Stage 5 should be clear that, in the interests of their own future educational and career aspirations, higher expectations will be made of them with regard to their commitment, attitudes and behaviour. We look forward to your son or daughter returning to study at Bryntirion, to a school which has a proven record of success.



Ravi Pawar  
Headteacher

# NOTE TO STUDENTS

Dear Student

To date, Bryntirion has always operated an open policy approach to entry to Year 12. In the competitive environment that now exists at post 16 Level, both in the world of work and higher education, the school feels that there should be a more selective approach to returning to school. While you may wish to return to school, having completed the statutory period of your education, your admission to Year 12 should be dependent upon a combination of conditions:-

- Your ability to cope with the academic requirements of post GCSE studies - AS/A Levels and/or vocational courses such as BTEC.
- Your non-academic record, e.g. attendance, punctuality, overall attitude and commitment and conduct;
- Your career aspirations;
- Whether or not, in the opinion of the Headteacher and subject tutors, you have the self-discipline to successfully mature/develop within the framework of this school's ethos and rules;
- Whether or not, in the opinion of the Headteacher and subject tutors, it is in your, and the School's, best interest to return to Bryntirion;
- Whether you would be willing to give a guarantee [verbal or written] as to your intentions of seriously undertaking the work required at this level.

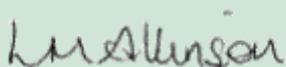
The demands of the **Curriculum** are such that you should not expect to have "free time".

**You will always have something to do** – reading, preparation or the completion of assignments. **ALL PUPILS** will be expected to complete the Skills Challenge Certificate as part of their sixth form studies. Returning to school with the philosophy and attitude that you will seek to only do the minimum is both unacceptable and a recipe for failure rather than success. For many, the new curriculum and new opportunities available in the `sixth form` at Bryntirion will entail a new beginning. It is to be hoped that all entrants will arrive with that attitude and a real aim to make the most of their time with us.

In addition, you will be required not only to make profitable use of non-teaching time, but also to assist in the daily running of the school's community directly as a prefect and indirectly as a role model for younger pupils by your own deportment and exemplary conduct.

If you, having given the above serious consideration, feel that you could fulfil all the conditions, then you would be unreservedly welcome to Year 12 in Bryntirion Comprehensive.

Yours faithfully



Mrs Allinson  
Head of Key Stage 5

## **ACADEMIC RESPONSIBILITIES**

Your course choice will ultimately be your responsibility - you decide that a particular combination of subjects is what you want to aim at - and Years 12 and 13 demand that you yourself take the responsibility for ensuring the success of your plans. This involves, for example, planning your work schedule, using private study time effectively, organising your homework, doing extra reading and creating a more adult working relationship with your teachers and your tutor. All this demands initiative from you.

At the end of Year 12 you are expected to achieve a certain standard in the subjects of your choice to enable you to proceed to Year 13.

### **ENTRY INTO THE SECOND YEAR OF THIS TWO YEAR PROGRAMME IS NOT AUTOMATIC.**

As well as the subjects which you are studying for examinations, non-examination courses are also offered. These are a most important part of your general education, and cover a wide range of activities.

## **PERSONAL RESPONSIBILITIES**

As soon as you enter Year 12 you will find that you have a greater responsibilities than in Year 11. These will grow as you mature and show yourself capable of coping with them. Less obviously, you will find that relationships with staff become more informal, which increases your responsibility for conducting yourself in a mature fashion.

You will also find yourself assuming practical responsibilities in helping to run the school. Year 12 and 13 students play a valuable part in many ways, e.g. organising the Eisteddfod, helping in the day to day running of the school as prefects, coaching on the sports field, sports day etc., offering numerous opportunities to get involved which we hope you will take full advantage of. The school will work at its best if everyone takes a fair share of the many tasks and duties - the more you put in the more you will get out - and your contribution will matter to the whole school and to you.

**The greater your involvement, the greater will be your personal development.** Universities and other institutions of Higher Education are interested in what you have contributed to the life of the School.

## **WHAT PRIVILEGES DOES A YEAR 12 STUDENT HAVE?**

- You have access to the Oriel for study. This is granted on the assumption that you are mature enough to use these facilities in a proper manner.
- You may stay in the building during morning and afternoon breaks. Years 12 and 13 are allowed the privilege of going into dinner early.
- Permission may be given to students who have an appointment for a driving test during school time provided the Head of Key Stage 5 has been informed.
- Last, but not least, is the opportunity to be a role model by the way you dress, conduct yourself and your strict adherence to the school rules.

## **WHAT BASIC REGULATIONS APPLY TO ME STILL?**

- Punctual attendance at registration and at lessons. Students are not automatically entered for external examinations - a basic attendance requirement must be met.
- Full school attendance. Study periods do not give you the right to leave the school complex without permission. In the case of unavoidable absence, you should bring an absence note from a parent or guardian when you return to school.
- Strict adherence to school rules.
- Strict adherence to your individual timetable.
- Strict adherence to the uniform prescribed for Years 12 and 13.
- Sixth form students are **NOT** to bring cars onto the school premises. Students **MAY NOT** arrange to have driving lessons during school time.
- Students are not permitted to undertake paid work during school hours

## UNIFORM

- Plain black tailored skirt - skirts should not be too tight or short. The skirt should be approximately knee length. Skirts should always be worn with black opaque tights
- Black Tailored Trousers (leggings, jeans or skin tight trousers are not permitted)
- Black school jumper or cardigan with sixth form school logo
- White shirt - plain white shirt (long or short sleeved)
- Black school shoes - plain black, low heeled shoes. Trainers/sports shoes are not permitted at any time of the year
- Black socks or opaque tights - socks and tights should be black. Tights should be opaque and at least 80 denier
- Sixth Form school tie, provided to students on return to the sixth form
- Black blazer - plain black tailored blazer with full length sleeves. It should be worn with the school enamel badge on the lapel. The blazer should be worn in addition to the school jumper.

No jewellery should be worn except watches and small, plain studs for pierced ears - only one in each ear. Facial piercings are not permitted. Do remember your position as role models.

To recognise the special nature of Key Stage 5 the uniform requirements for our Year 12 students are different. It is critical that our students recognise the vital role they have in setting an appropriate tone and example for the younger students. The flexibility and freedom afforded by the different ambience in Key Stage 5 should not be misunderstood or misused. The uniform is not intended to provide opportunities to reflect individual fashion opportunities or extremes of taste. The world outside of education will impose certain demands regarding a code of business dress - the same principles should apply at Bryntirion. If you are unable or unwilling to accept these rules unconditionally perhaps Bryntirion is not the place for you.

## FEATURES OF THE GCE QUALIFICATION

- The Advanced Subsidiary qualification is designed **to support progression and encourage breadth in post-16 programmes**
- Most GCE Advanced qualifications will be based on **four units** of approximately equal size:-
  - ◆ **Two** of these units will constitute the Advanced Subsidiary (**AS**) qualification
  - ◆ The other **two or three** units constituting the second half of the A level will be known collectively as **A2**
  - ◆ **A2** will be 'more demanding' and the units will be assessed and graded at a higher standard
- All new specifications will include compulsory synoptic units that must be taken at the end of the GCE course
- The entrance fee for the first re-sit of a GCE unit will be met by the school. Subsequent re-sits for the same unit must be paid for by the student

## COURSES OFFERED VIA POST 16 COLLABORATIVE AND CLUSTER ARRANGEMENT

As part of Bridgend's 14-19 strategy all secondary schools and Bridgend College have worked together to extend choice for all students in the borough. This has been achieved by providing additional courses which are available to students via twilight sessions and/or via a range of other collaborative arrangements with other schools and Bridgend College which take place during the course of the school day.

Bryntirion is also part of a wider collaboration with Bridgend. A number of additional courses are offered by individual schools within this collaboration.

For more information on courses offered please see the Careers Wales on-line website.

Booklet information correct at the time of publication.

# ART & DESIGN

The WJEC AS/A Level course here at Bryntirion is designed to encourage our students to be creative, independent learners.

This specification provides the flexibility and capacity to build on and extend the skills learnt at GCSE, developing the breadth and depth of learners creative practise and offers an opportunity to study a wide range of career pathways and specialist techniques, such as: Graphic Design, Fine Art, Textiles, Photography, Three-dimensional Studies, Digital Drawing, Illustration, Street Art, Print Making and Critical Studies.

The A Level course consists of :-

- AS Unit 1 - Personal Investigation (40% of A Level) - this runs from September Year 12 until May Year 12
- A Level Unit 2 - Personal Investigation (36% of A Level) - this runs from June Year 12 until January Year 13
- A Level Unit 3 - Externally Set Assignment (24% of A Level) - this runs between February and April Year 13, including a 15 hour practical examination

It is important to remember that like the WJEC GCSE course, students are assessed using four assessment objectives and 50% of a candidates grade is reflective of their literacy capabilities.

During the A Level course, the department provides opportunities for pupils to visit galleries and museums to help develop and enrich their critical and contextual studies, we also encourage pupils to do this independently.



Following a successful Art & Design A Level, pupils are advised to apply for an Art Foundation Course or various speciality degree courses, leading to career possibilities in a very diverse creative industry. Some of the most popular career pathways have been: Fine Art, Graphic Design, Film & Television, Photography, Architecture, Animation, Jewellery Design, Fashion Design, Illustration, Games Design and countless Digital Design Pathways.

# BIOLOGY

## **Course Content**

Biology at advanced level offers the foundations for a wide variety of careers. Biology is being taken as part of a traditional combination of subjects as well as a way offering breadth in more novel combinations. The course content is varied and wide ranging. Traditional subject area such as cells, respiration and the heart are studied along with more contemporary areas such as genetic engineering and the 100K Genome Project.

Unit 1	Basic Biochemistry and Cell Organisation
Unit 2	Biodiversity and Physiology of Body Systems
Unit 3	Energy, Homeostasis and the Environment
Unit 4	Variation, Inheritance and Options
Unit 5	Practical Work Based on the Content of the Whole Syllabus

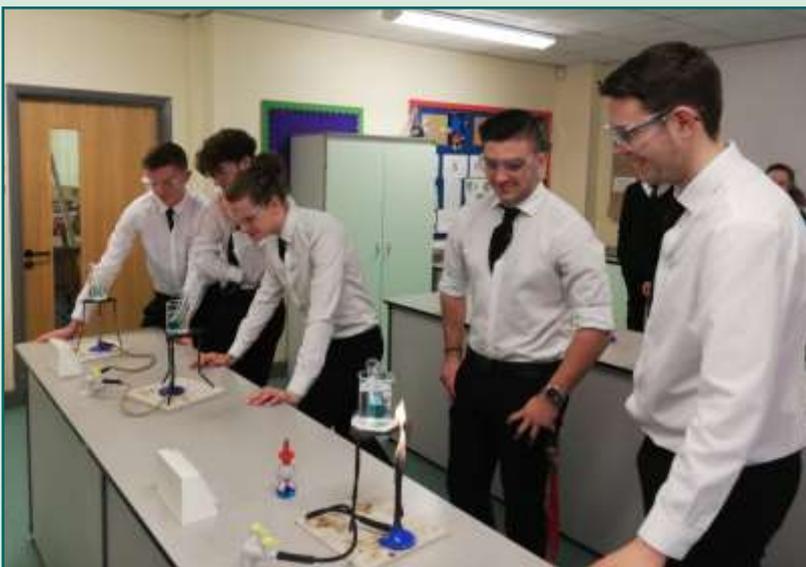
## **Assessment Procedures**

AS Biology consists of two theory papers sat at the end of Year 12. Each paper is worth 20% of the overall A level. For those just studying AS level Biology, each paper is worth 50% of the AS level.

A2 Biology consists of three units. Two theory papers worth 25% of the A level and these are sat at the end of Year 13. There is also a practical exam worth 10% of the A level. This is sat at Easter of Year 13.

## **Progression**

There is a wide range of possible careers including medicine, dentistry, veterinary science, microbiology, ecology, biochemistry, physiotherapy, teaching, genetics, agriculture, forestry, pest control, sports science etc.



# BUSINESS

## Why choose Business!

Although some learners will have already gained knowledge, understanding and skills through their study of business at GCSE, there are no prior learning requirements for Business. Business introduces learners to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment.

## Careers with Business

Business provides a suitable foundation for the study of business or a related area through a range of higher education courses or employment. In addition, Business provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. Careers that may be of interest for those undertaking business qualifications are:

- Finance
- Marketing
- Human Resources
- Business Management
- Law

## What will I study?

### AS unit 1 content areas:

Enterprise  
Business plans  
Market research  
Business Structure  
Business location  
Business revenue and costs

### AS unit 2 content areas:

Marketing  
Finance  
Human Resources

### A level unit 3 content areas:

Market analysis  
Analysing financial performance  
Strategy and implementation  
Investment appraisal

### A level unit 4 content areas:

Change  
Risk management  
PEST factors  
International trade  
Globalisation



For more information on the qualification scan the QR code and download the specification.

# CHEMISTRY

## Why study Chemistry beyond GCSE?

Chemistry is often referred to as the 'central science' as it forms a natural bridge between so many different scientifically based subjects. It is concerned with the study of different materials and their different properties, and consequently, it can be easily applied to so many aspects and fields of modern life. Although the 'world is always changing', chemical ideas and reactions remain constant forever. Indeed a basic understanding of this subject will allow us to explain all scientific theories, ideas and phenomenon.

More importantly, the study of Chemistry in the sixth form allows students the opportunity to follow a multitude of different and extremely popular courses at University. These obviously include any medical qualification, along with any research and development, analysis and environmental aspirations.

In addition, candidates interested in any scientific based university course will find, at the very least, that Chemistry is 'preferred' or 'compulsory' to successful entry.

## The AS Course

Year 12 studies will develop the basic concepts learnt at GCSE through application and practical exercises.

By the end of Year 12, candidates will have successfully completed at least 24 practical tasks along with TWO examination papers.

## The A2 Course

Studies will develop the fundamentals explained in Year 12 through further application and will expand on their understanding of the more demanding chemical concepts.

As with Year 12, the A2 course requires TWO examination papers to be completed with the addition of a practical examination.



# COMPUTER SCIENCE

Computers are now widely used in all aspects of government, business, industry, education, leisure and the home. In this increasingly technological age, a study of Computing, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the students themselves, but also essential to the future well being of the country.

The WJEC A level in Computer Science integrates well with subjects across the curriculum. It demands logical discipline and imaginative creativity. It encourages an awareness of the management and organisation of computer systems and also extends students' horizons beyond the school environment in the appreciation of the effects of computer applications on society and individuals.



## SUMMARY OF ASSESSMENT AS (2 units)

### Unit 1 – Fundamentals of Computer Science Written Examination: 2 hours (25% of qualification)

This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

### Unit 2 – Practical Programming to Solve Problems On-screen Examination: 2 hours (15% of qualification)

This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.

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

### Unit 3 – Programming and System Development Written Examination: 2 hours (20% of qualification)

This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

### Unit 4 – Computer Architecture, Data, Communicating and Applications Written Examination: 2 hours (20% of qualification)

This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.

### Unit 5 – Programmed Solution to a Problem Non-exam Assessment: Coursework (20% of qualification)

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.

# CYMRAEG

There is no doubt that the ability to speak Welsh is an increasingly sought after asset in Wales. The Welsh Language Act and the Welsh Government's '*Un iaith i bawb*' policy have resulted in organisations actively seeking candidates with a working knowledge of Welsh. **The Welsh government's vision for 2050 is to have 1 million Welsh speakers in Wales. Undoubtedly, the demand for Welsh in the workplace will increase significantly.**

Would you like to speak Welsh fluently?  
Why not consider Welsh as one of your AS or A level subjects?

## Course Content

The AS and A Level in Welsh Second Language encourages learners to:

- Study Welsh with interest, enjoyment and enthusiasm
- Play an appropriate role in a bilingual society at the beginning of the twenty-first century

## AS level

Unit 1 – A study of the Welsh film Patagonia.

Unit 2 – A project of your own choice on an aspect of Wales.

Unit 3 – The use of Language and Poetry.

## A level

Unit 4 – A study of the play 'Crash' and Welsh media.

Unit 5 – The Welsh language in society, looking at the language today and various parts of modern Welsh history.

Unit 6 – Short stories and the use of language.



## Assessment

Units 1 and 4 - Oral examination

Unit 2 - Coursework

Units 3, 5 and 6 - Written examination

## Extra Curricular opportunities

- Pupils will have the opportunity to attend the Urdd residential centres at Llangrannog and Glan-llyn as young leaders.
- AS pupils are encouraged to play a leading role in the School Eisteddfod.
- Pupils will develop their understanding of culture, the arts and media in Wales by attending various theatre and television productions.

# DIGITAL TECHNOLOGY



This is a brand new qualification from the WJEC, following on from the introduction of the GCSE in Digital Technology in 2021.

There are four units – Units 1 and 2 at AS Level and Units 3 and 4 at A2 Level.

- **Unit 1:** Exam (20% of qualification) eg topics on AI, System life cycles
- **Unit 2:** Coursework project based on **game development** using GameMaker (20% of qualification)
- **Unit 3:** Exam (30% of qualification) eg topics on Networks, Cyber Security
- **Unit 4:** Coursework project based on development of **website with integrated data-bases** systems (30% of qualification)

The course will appeal to those who wish to develop their skills in a range of applications and who wish to learn more about Digital Technology.

It will be a challenging course and will require good organisational and time management skills as well as a hard working attitude and a willingness to learn new applications.

If you have completed the GCSE in ICT that may help you in the course but if you did not take ICT you are equally welcome to give the course a go.

## Software to be used:

- **Microsoft Office suite**
- **Adobe Creative suite**
- **GameMaker platform**



# ENGLISH LITERATURE

The English Department aims to encourage our pupils to develop their interest and enjoyment of literature and literacy studies as they:

- read widely and independently both set texts and others that they have selected for themselves;
- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and effectively apply their knowledge of literary analysis and evaluation;
- explore the contexts of the texts they are reading and others' interpretations of them;
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.



**In Year 12** two units cover pre-1900 prose fiction, drama, critical analysis and poetry comparison. Two examinations are taken at the end of the year on “The Mayor of Casterbridge”, “A Streetcar Named Desire” and the poetry of Seamus Heaney and Owen Sheers.

**In Year 13** three units are completed. Two units are based on examinations at the end of the year focusing on the selected poems of Christina Rossetti, unseen poetry analysis and ‘Hamlet’. The final unit is a non-examination assessment (coursework) based on the reading of two prose texts from different periods.

The study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts. We aim to provide our learners with an introduction to the discipline of advanced literary studies by giving them a range of experiences inside and outside the classroom, including theatre visits and lecture trips, in order to present opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama.



VISIT TO HAY ON WYE  
BOOK FESTIVAL

# FRENCH

## **Key features**

AS and A level in French provides an engaging and exciting opportunity for learners to build on their previous study of French. Through social, intellectual and cultural themes learners will be able to develop their linguistic knowledge and cultural understanding of the countries or communities where the language is spoken. An opportunity to study literature and film will allow learners to undertake a deeper analysis of language structures and increase their cultural awareness as part of an integrated approach to language learning. A strong focus is placed on building learners' confidence and fluency in spoken French using relevant and topical themes.

## **AS Topics**

### **Theme 1: Being a young person in French-speaking society**

- Family structures, traditional and modern values, friendships/relationships
- Youth trends, issues and personal identity
- Educational and employment opportunities

### **Theme 2: Understanding the French-speaking world**

- Regional culture and heritage in France, French-speaking countries and communities
- Literature, art, film and music in the French speaking world

## **A2 Topics**

### **Theme 3: Diversity and difference**

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

### **Theme 4: France 1940-1950: The Occupation and the post-war years**

- From June 1940 - May 1945 (occupation, liberation and end of World War II)
- Life in Occupied France and the cultural dimension (théâtre, cinéma, littérature)
- 1945 -1950: rebuilding and restructuring
- Repercussions for modern day France



## **Career opportunities**

Studying French teaches you all the skills that employers look for: an analytical mind; good thought process; excellent memory capacity; fantastic cultural and intercultural awareness; good communication; great team player...and these are just a few.

Students possessing qualifications in languages are successful in a range of careers including teaching, international marketing, accountancy, finance, journalism, the civil service, research, government and administration.

The ability to combine a language with subjects like marketing, law, engineering and the sciences at most universities has produced a wider range of career options.

Students speaking a foreign language may later be offered the opportunity to do part of their degree in another European country.

# GEOGRAPHY

We use the WJEC Advanced Subsidiary (AS) and A2 course in Geography. The course deals with a diverse range of interesting and topical issues and includes case studies at a variety of scales. Throughout the course, opportunities are provided for developing students' key skills, including ICT.

Geography integrates well with most other A level subjects. It also develops a variety of skills which prepare students for higher education and employment. Geography is highly regarded by most universities.

## Assessment

AS accounts for 40% of the final A level mark. The course is a flexible system, offering students the opportunity to resit modules in June of Year 13.



## AS Level

The AS course is divided into two units:-

### Unit 1 - (24%) - Changing Landscapes, Coastal and Tectonic Hazards

This is a two hour exam with five compulsory, structured data response questions.

### Unit 2 - (16%) - Changing Places and Fieldwork Investigation in Physical and Human Geography

This is a one hour and 30 minute exam with five compulsory, structured data response questions.

## A2 Level

At A2 level, students will complete two further units of study and an Individual Investigation.

### Unit 3 - (24%) - Global Systems

This is a two hour exam covering water and carbon cycles, global migration and ocean studies, and a synoptic extended response question.

### Unit 4 - (16%) - Contemporary Themes

This is a two hour written exam covering Tectonic Hazards and two options from Ecosystems, Economic Challenge, Sub-Saharan Development or Weather and Climate. These are a mix of extended responses and essay questions.

### Unit 5 - (20%) - Independent Investigation

A 3 - 4,000 word independent investigation, based upon the collection of primary and secondary data information.



# HISTORY

At this level, History is a thought provoking, challenging and rewarding subject, leading to a qualification which is fully recognised by universities and employers alike as an important step towards academic and vocational development.

It is a five unit course where students concentrate on four diverse historical periods.

## Year 12

- **Unit 1** - examines the political, economic, social, cultural and religious development of the Tudor Monarchs in the period 1485-1603.
- **Unit 2** - allows students to undertake an in-depth analysis of Weimar Germany and its challenges c.1918-1933. The document skills used at GCSE are fully incorporated into this element of the course.

## Year 13

- **Unit 3** - focuses on the main trends, themes and influences that affected the USA between 1890 and 1990. This module deals with Civil Rights and American Foreign Policy.
- **Unit 4** - develops the Unit 2 course by progressing onto an in-depth analysis of Nazi Germany c.1933-1945 and further enhances students' document skills.
- **Unit 5** - is the Non-Examination Assessment, which is a historical interpretations investigation focussing on Women's Suffrage in Britain.



Much of the work involves developing the skills of analysis and argument, presenting views on facts and events, and on evaluating the opinions of other historians. It provides opportunities to develop key skills, to use the internet and to enhance the ability to present views clearly and effectively. All of which are skills much appreciated and required by universities and employers alike.

The course allows students who did not follow the GCSE History course to `pick up` History once again without being disadvantaged.

# MATHEMATICS

## Why Choose Mathematics?

Mathematics at Advanced Level is interesting and enjoyable. People like the challenge that mathematics offers, its clarity, and the fact that you know when you are right. Solving a problem is both exciting and satisfying. Mathematics is a key subject in many university courses and for many careers such as engineering, physics, computing, accountancy and management.

## Aims

To encourage students to:

- develop their understanding of concepts and to master techniques
- reason logically, to generalise and to prove
- represent a 'real world' problem by a mathematical model
- extend their range of skills and techniques to solve unstructured problems
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

## Content

Mathematics at A level bears little resemblance to GCSE Mathematics. The Pure Mathematics course involves work in algebra, trigonometry, geometry and calculus and so has certain similarities to GCSE but the topics are treated more rigorously. Mechanics is the application of the Pure Mathematics to the study of forces acting on particles, the effect of forces on bodies and their subsequent motion; centre of gravity and the equilibrium of rigid bodies, differential equations and vectors. Statistics is the analysis and interpretation of information in a numerical form and the study of statistical technique including the theory of probability and application to specific probability distributions like the Binomial, Normal and Poisson distributions.

## Careers

Specific careers in which mathematicians are employed include: Accountant, Teacher, Computer Programmer, Financial Consultant, Meteorologist, Pilot, Engineering Consultant, Environmental Researcher, etc.



MATHS CHALLENGE AND  
VISIT TO CARDIFF UNIVERSITY



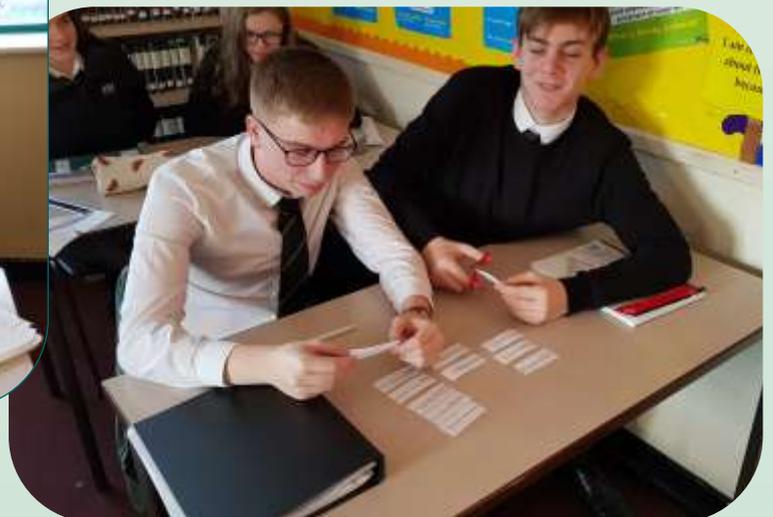
# MEDIA STUDIES

## What will I do?

At AS level you will analyse media forms such as advertising images, newspapers, magazine front covers, contemporary films, television sequences, music videos, CD booklets, internet web pages. You will also learn about different audiences and explore issues such as violence in the media, censorship; stereotyping and how different groups are represented.

## Summary of Assessment

<b>AS Unit 1: Investigating the Media</b>
<b>Section A: Selling Images - Advertising and Marketing</b> <b>Section B: News in the Online Age</b> <b>Section C: Film Industries - from Wales to Hollywood</b>
<b>AS Unit 2: Creating a Media Production</b>
<b>A2 Unit 3: Media in the Global Age</b>
<b>Section A: Television in the Global Age</b> <b>Section B: Magazines - Mainstream and Alternative Media</b> <b>Section C: Media in the Digital Age - Video Games</b>
<b>A2 Unit 4: Creating a Cross-Media Production</b>



## Progression

A level Media studies provides a sound basis for students wishing to follow a career in the Media and other related areas. Most of our students go on to study at University. The skills they acquire through studying the media can also prove invaluable in jobs which involve communication.

# BTEC LEVEL 3 PERFORMING ARTS/MUSIC/ PRODUCTION ARTS

One of the main advantages of studying BTEC Level 3 Performing Arts, Music or Production Arts is the flexibility the courses provide for individual pupils. Classes are generally small in the sixth form, which allows excellent opportunities for personal skills development in a nurturing and supportive environment. Pupils studying **Music** select units from an extensive list in the specification to cater to their particular talents such as:

- Developing Musical Ensemble Skills
- Musical Theatre Performance
- Singing Techniques and Performance
- Solo Performance Skills
- Concert Staging

Pupils studying **Performing or Production Arts** will take part in a number of projects covering a range of disciplines such as acting, dance, musical theatre, costume, make up or stage management.

Assessment is through completion of a portfolio of work including video evidence of performances, written diaries, witness statements and personal evaluations. The portfolio is externally moderated and pupils are awarded a fail, pass, merit or distinction. As well as providing a good basis for progression onto further Performing Arts related courses in University, studying BTEC Performing Arts shows future employers in any job sector that pupils are creative, confident, disciplined and dedicated.

The full qualification titles are :

BTEC Level 3 National Foundation Diploma in Performing Arts Practice

BTEC Level 3 National Foundation Diploma in Production Arts Practice

BTEC Level 3 Subsidiary Diploma in Music



All three qualifications carry the equivalent UCAS points to one A level. It is possible to study two of these qualifications, but obviously extra work would need to be carried out during free study periods and at home. For all BTEC courses in the Performing Arts Department evidence is gathered through extra-curricular as well as class activities and so participation in extra-curricular department activities is compulsory.

# PHYSICAL EDUCATION

Physical Education is an exciting subject which combines a students' physical prowess with the academic knowledge. The specification provides an excellent foundation for careers in teaching, coaching, sports development, recreational management, the health, leisure and fitness industry, professional sport and physiotherapy. The course is 60% theory and 40% practical. The A level in physical education provides a coherent combination of four areas of study:

- 1. Exercise physiology, performance analysis and training**
- 2. Sport psychology**
- 3. Skill acquisition**
- 4. Sport and society**

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the inter-relationships between the areas of study and apply them in a variety of contexts.

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

**AS Unit 1: Exploring physical education**

**AS Unit 2: Improving personal performance in physical education**

**A2 Unit 3: Evaluating physical education**

**A2 Unit 4: Refining personal performance in physical education**



The A level in physical education will enable learners to:

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

# PHYSICS

## Why Study Physics?

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that change our lives.

## Course Content:

Physics consists of 5 units: units 1 and 2 at AS level and units 3 to 5 at A2 level.

Unit 1: Motion, Energy and Matter

Unit 2: Electricity and Light

Unit 3: Oscillations and Nuclei

Unit 4: Fields and Options

Unit 5: Practical Examination

## Assessment Procedure

At AS level, units 1 and 2 are external examinations both of 1½ hours duration, and both contributing 20% to the A2 grade.

At A2 level, units 3 and 4 are external examinations with unit 3 lasting 2¼ hours and unit 4 lasting 2 hours, each contributing 25% to the A2 grade. Unit 5 is a practical examination and is worth 10% of the A2 grade. This is completed as a 90 minute practical session and a separate analysis task that lasts 1 hour.

## Progression

Students are required to gain at least an E grade at AS to progress to A2. Completion of the A2 course allows students to undertake a vast array of degree courses and a wide range of careers.



# PSYCHOLOGY

What makes some people more likely to commit crime and others not? What makes some people more anxious than others? Why are some people more confident than others? Why are we attracted to certain people? These are just a few questions that we investigate in the study of Psychology. This is an exciting and relevant course at Key Stage 5 which can lead to many occupations later in life.

**The AS Psychology Specification is divided into two units –**

**AS UNIT1 – Psychology:** Past to Present (Exam 1 hour 30 minutes) 20% of qualification  
This exam covers FIVE psychological approaches and classic pieces of research such as Memory distortion and Maternal deprivation and links to crime.

**AS UNIT 2 – Using Psychological Concepts** (Exam 1 hour 30 minutes) 20% of qualification  
This exam covers methods used in psychological research.

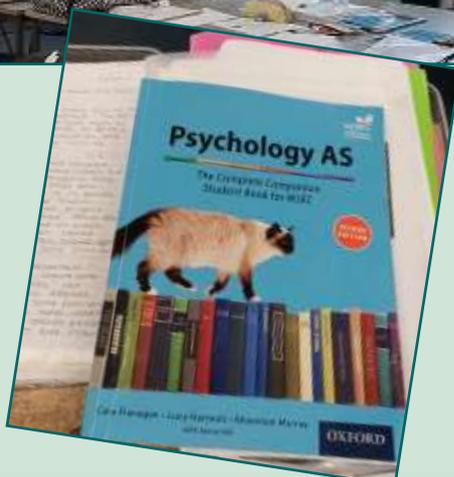
## Careers linked to Psychology

Clinical Psychologists/Educational Psychologists/Sports Psychologists/Forensics/Counselling/Coaching/Teaching/Social Work/Advertising and Marketing/Criminal Psychologists to name just a few!!

## Year 12 Comments about taking Psychology

“Psychology lessons are the ones I always look forward to. The content is very fascinating and when you start learning more about human psychology, it widens your perception of the people around you and reveals aspects of individuals which you’ve never seen before. Every lesson is different and interesting and one to look forward to. I have really enjoyed the course and would totally recommend it to anyone!”

Psychology is the second most popular subject at A level in the UK with 63,000 students taking it in the UK.



# RELIGIOUS STUDIES

**Religious Studies AS and A2 level are accepted by all universities as an equal and respected academic qualification that develops necessary skills for higher education or the world of work.**

## ***Should I choose this subject?***

Are you interested in investigating and analysing people, their beliefs, attitudes and behaviours? Do you enjoy discussing and debating? Do you wish to take a subject that will allow and demand you to formulate self opinions with reasoned justifications?

If you answered 'yes' to some or all of these questions, then Religious Studies is the correct choice for you. You do not have to be "religious" to study Religion, Philosophy or Ethics.

The AS/A2 courses summary is as follows:-

### **Candidates will study three modules for AS:**

AS Introduction to the study of Religion (15%)

AS Introduction to Religion and Ethics (RS1/2 ETH) (25%)

AS Introduction to Philosophy of Religion (25%)

### **Candidates will study three out of four modules for A2:**

A2 Study of Religion (Compulsory Unit) (20%)

A2 Studies in Religion and Ethics (Optional) (RS3 ETH) (20%)

A2 Studies of Philosophy of Religion (Optional) (20%)

## **AS Religion and Ethics**

Today, ethical decisions are more complex than ever. Ethics impacts individual lives, societies and nations. Ethics and moral decisions are influenced by religion, science, media, history, law and politics. You will explore: Aquinas' Natural Law; Joseph Fletcher's Situation Ethics; Bentham's Utilitarianism and Ethical Language and Thought.

## **AS Philosophy of Religion**

Philosophy allows us to ask questions such as 'Why are we here?'; 'What is the purpose of our lives?'; 'Does God exist?' In this AS course we will be looking at 'The Cosmological Argument'; 'The Teleological Argument'; 'The Problem of Evil and Suffering in the World and Religious Experiences'.



You could pursue a variety of careers including Medicine, Law, Journalism, Dentistry, Teaching, Criminology, Philosophy, Archaeology, Marketing, Business, Personnel, Nursing, Social Work, Teaching or Theology, indeed almost anything.

## **Previous Educational Visits**

Visit London Imperial War Museum (Holocaust Exhibition); Visit to Europe (Poland or Prague - concentration camps); Visit to Rome and Amsterdam.

# SKILLS CHALLENGE CERTIFICATE LEVEL 3

## Course Content

The Skills Challenge Certificate has been developed by the Welsh Government as the overarching qualification designed to ensure that learners in Wales are equipped with the skills and attributes required for higher education and employment.

The Skills Challenge Certificate has a clear focus on the following Skills which will be developed, applied and assessed throughout the course.

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking & Problem Solving
- Planning & Organisation
- Creativity & Innovation
- Personal Effectiveness

It aims to make learning relevant and set in real-life contexts for real-life purposes. Alongside and through the development of Skills, the Skills Challenge Certificate will provide learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues and events.

The Skills Challenge Certificate consists of four Challenges which are followed by all learners:

- **Enterprise and Employability Challenge** - Develop enterprise skills and qualities which will enhance employability.
- **Global Citizenship Challenge** - Provide learners with an understanding of global issues and how they can respond to them.
- **Community Challenge** - Learners have the opportunity to participate in activities that will benefit the community.
- **Individual Project** - Develop skills, through carrying out a research activity in an area of personal interest.



## Progression

- Students use the Skills Challenge Certificate to apply to universities throughout the UK.
- The Skills acquired within the Skills Challenge Certificate have been identified by OECD as world leading skills that are needed for the development of each country.
- These Skills are directly required for Higher Education and Employment. Students studying in University need to be independent learners – the skills which they develop within the Skills Challenge Certificate will be directly used within university.

# BTEC LEVEL 3 NATIONAL DIPLOMA IN SPORTS COACHING AND DEVELOPMENT

At Key Stage 5 we offer the BTEC Level 3 National Diploma in Sports Coaching and Development, which is broadly equivalent to two A levels (A\*-E).

This specification provides learners the opportunity to enter employment in the sport and active leisure sector or to progress to higher education vocational qualifications such as the BTEC Higher Nationals in Sport or related areas. It gives learners the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance in working life.

Students must complete seven units, of which six are mandatory units. Each unit has a Guided Learning Hours (GLH) value of 60, 90 or 180. For this qualification, the total value is 720 GLH.



UNIT TITLE	UNIT SIZE Guided Learning Hours (GLH)	UNIT CHOICE
Careers in the Sport and Active Leisure Industry	90 GLH	Mandatory
Health, Wellbeing and Sport	90 GLH	Mandatory
Developing Coaching Skills	180 GLH	Mandatory
Applied Coaching Skills	180 GLH	Mandatory
Sport Development	60 GLH	Mandatory
Self-employment in Sport and Physical Activity	60 GLH	Mandatory
Sports Psychology	60 GLH	Optional
Nutrition for Physical Performance	60 GLH	Optional
Anatomy and Physiology in Sport	60 GLH	Optional
Sporting Injuries	60 GLH	Optional
Rules, Regulations and Officiating in Sport	60 GLH	Optional
Practical Sports Application	60 GLH	Optional
Influence of Technology in Sport and Physical Activity	60 GLH	Optional
Organising Events in Sport and Physical Activities	60 GLH	Optional
School Sport Delivery	60 GLH	Optional

We hope this Options Booklet provides you with all the information you require.

If you need any further information please do not hesitate to contact the school.

This is a very exciting time at

## **Bryntirion Comprehensive School**

With ever increasing pupil numbers, outstanding record breaking results at GCSE and A-Level

We look forward to you continuing your education at Bryntirion!

