



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

OPTIONS BOOKLET 2025 YEARS 12 & 13

LLYFRYN OPSIYNAU 2025 BLYNYDDOEDD 12 & 13



**YEAR 11 OPTIONS EVENING
THURSDAY, 13TH FEBRUARY 2025
STARTING TIMES FOR TALKS BY SUBJECT LEADERS:**

4.30 p.m.	4.50 p.m.	5.10 p.m.	5.30 p.m.	5.50 p.m.
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SUBJECT	ROOM
ADVANCED SKILLS BACCALAUREATE WALES	ORIEL IT
ART & DESIGN	D8
BIOLOGY	B17
BUSINESS	B19
CHEMISTRY	B9
CYMRAEG	D3
ECONOMICS	B20
ENGLISH LANGUAGE & LITERATURE / ENGLISH LITERATURE	H3
FRENCH	B21
GEOGRAPHY	A1
HEALTH & SOCIAL CARE & CHILDCARE	A8
HISTORY	A5
INFORMATION TECHNOLOGY	A9
MATHEMATICS	D10
MEDIA STUDIES	H1
PERFORMING ARTS/MUSIC/PRODUCTION ARTS	D17
PHYSICAL EDUCATION	A2
PHYSICS	B18
PSYCHOLOGY	F1
RELIGIOUS STUDIES	F2
SPORT	A6
CAREERS WALES - CLAIRE O'BRIEN	LLE DYSGU
BRIDGEND COLLEGE TWILIGHT PROVISION - MATTHEW WATKINS	A BLOCK
SIXTH FORM STUDY AREA	ORIEL/LLE DYSGU

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FOREWORD/RHAGAIR

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 Sixth Form; 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 Sixth Form 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. I hope that the information contained here 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 - please email Claire O'Brien - Careers Advisor Claire.obrien@careerswales.gov.wales or visit the website careerswales.gov.wales.

We look forward to our Year 11 students continuing their post-16 education at Bryntirion Comprehensive School.



Ravi Pawar
Headteacher/Pennaeth

NOTE TO STUDENTS

NODYN I FYFYRWYR

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;
- 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 Advanced Skills Baccalaureate Wales qualification as part of their sixth form studies. For many, the new curriculum and new opportunities available in the `sixth form` at Bryntirion will entail a new beginning. Our expectation is that all post-16 students will arrive with that attitude and a real aim to make the most of their time with us.

In addition, sixth form students are asked to assist in the daily running of the school's community as a prefect or indirectly as a role model for younger pupils.

If you feel that you could fulfil all the above, then you would be unreservedly welcome to Year 12 in Bryntirion Comprehensive School.

Yours faithfully



Lisa Allinson
Head of Sixth Form/Pennaeth Y Chweched Dosbarth

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. 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.

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

When you enter Year 12 you will find that you have greater responsibilities than in Year 11.

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 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, a designated sixth form area, Lle Dysgu for quiet study and IT facilities.
- Access to the key card system for entry to the school
- You may stay in the building during morning and afternoon breaks.
- Year 12 and 13 students 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 Sixth Form has been informed.
- Last, but not least, is the opportunity to be a role model by the way you dress, conduct yourself and your 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.
- Adherence to school rules.
- Adherence to your individual timetable.
- Adherence to the uniform prescribed for Years 12 and 13.
- Sixth form students are not permitted to bring cars onto the school premises.
- Sixth Form students are requested not to arrange to have driving lessons during school time.
- Sixth Form students are not permitted to undertake paid work during school hours.

UNIFORM

To recognise the special nature of Sixth Form, the uniform requirements for our Year 12 students are slightly different. The flexibility and freedom afforded by the different ambience in Sixth Form should not be misused. Students are asked to recognise the vital role they have in setting an example for the younger students. The only jewellery which may be worn in school is one small plain stud in the lobe of each ear. Pupils are not allowed to wear any other form of facial or body jewellery.

- 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.
- 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.

FEATURES OF THE GCE QUALIFICATION

- The Advanced Subsidiary (AS) 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 (Year 12)
 - ◆ The other **two or three** units constituting the second half of the A level will be known collectively as **A2** (Year 13)
 - ◆ **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.

ADVANCED SKILLS BACCALAUREATE WALES BAGLORIAETH SGILIAU CYMRU UWCH

The Advanced Skills Baccalaureate Wales (AdvSBW) qualification is an exciting level 3 qualification that supports students to become effective, responsible and active citizens, equipping them with the skills for future study or to enter the job market.

The qualification has primarily been designed for students aged 16-19, and can be taken alongside other Level 3 qualifications, including A levels.

What Will I Study?

The two year course is made up of 3 projects: Global Community Project, Future Destination Project and Individual Project. You will develop and apply the 4 integral skills and have opportunities to develop the 3 Embedded skills. Students will take part in a variety of exciting activities and contexts which will be based on the United Nations sustainable development agenda and Wales's Well-being Goals as defined by the Well-being of Future Generations Act (Wales).

What Skills Will I Develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

Integral skills

- Planning and Organisation
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Personal Effectiveness

Embedded skills

- Literacy
- Numeracy
- Digital Competence

How Will I Be Assessed?

Global Community Project (25%) - you will select a global issue to investigate, share your knowledge with others and take part in a community action.

Future Destination Project (25%) - You will gain an understanding of yourself, explore future employment and wellbeing goals, and plan how you can achieve this.

Individual Project (50%) - You will plan, manage and research a topic linked to your future education or career aspirations, and create a written dissertation or an artefact.

Assessments can be taken throughout the two year course with external moderation in January and May. You are likely to complete the Individual Project in the second year.

Careers with AdvSBW

This qualification allows you to develop important skills that you can take forward whether you are moving on to university, training or employment. Developing these skills will help you become an effective, responsible and active citizen and can have a profound effect on your future success and wellbeing.

How Is The Qualification Graded?

The qualification is graded A* - E.

Further Information - please refer to the WJEC website at <https://www.wjec.co.uk/home/advanced-skills-baccalaureate-wales/>



ART & DESIGN/CELF A DYLUNIO

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 UK is the global leader in the **Creative Industry** which is now worth over £124.6 billion per year to the UK economy. Local economies in the UK have grown their Creative Industries three times faster than other industry sectors. With the continued growth of the creative industry, this is creating 100,000's new creative industries jobs each year, making it a great option for students to consider to continue studying."

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 May 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/BIOLEG

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 of offering breadth in more novel combinations. The course content is varied and wide ranging. Traditional subject areas 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, psychologist, teaching, genetics, agriculture, forestry, pest control, sports science etc.

BUSINESS/BUSNES

Course Description

Although some learners have gained some knowledge of Business through 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 chance to debate a wide range of topics that will enhance their understanding of Business in the wider world.

- Does marketing your product guarantee success?
- Is a businesses balance sheet and profit and loss account the most effective way to measure the performance of a business?
- Do leadership styles matter?
- How do businesses convince us to buy their products?

Course Summary

AS

Unit 1: Business Activity

Unit 2: Business Functions

The AS specification will introduce learners to a broad but basic understanding of business enterprise. Learners will gain an understanding of the important role played by small businesses in the economy of Wales and the rest of the UK. In addition, learners will identify the opportunities that exist for entrepreneurs, as well as the importance of established business and not-for-profit organisations in providing goods and services.

During unit 2, learners then start to deepen their understanding by looking further into the operations of a business from marketing, human resources, business operations and business finance. This is accompanied by a Business trip to London where we try and apply our theory into a real life authentic context.

Career Progression

As a Business graduate with critical thinking, analytical and communication skills, there are a variety of careers available to students including:

- Economist
- Chartered accountant
- Investment analyst
- Management consultant



A2

Unit 3: Business Analysis and Strategy

Unit 4: Business Change

During unit 3, learners are expected to deepen their analytical and evaluative skill as they begin to investigate, analyse and evaluate businesses financial performance as well as their strategies for growth. Leading to them giving their own recommendations of alternative theories or strategies.

Learners will be expected to be familiar with current issues in business from a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment.

How Will I Be Assessed?

AS Level

Unit 1: 1 hour 15 minutes
60 Marks 15% of qualification

Unit 2: 2 hours
80 Marks 25% of qualification

A Level

Unit 3: 2 hours 15 minutes
80 Marks 30% of qualification

Unit 4: 2 hours 15 minutes
80 Marks 30% of qualification

CHEMISTRY/CEMEG

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.

CRIMINOLOGY/TROSEDDEG

Crime is always in the public eye and has emerged as a social phenomenon inseparable from our day to day lives. Studying Criminology will allow you to understand the culture of crime and workings of the criminal justice system including the police, courts, prosecution services, prisons and rehabilitation services.

Criminology is about crime and punishment. It is an exciting interdisciplinary subject that draws on law, psychology and sociology to examine how crime is defined, why people commit crimes, and how society responds.

Have you ever wondered if people are born or made killers? Or considered how the media influences our perception of crime, or thought about the reasons why many crimes go unreported? Studying criminology will answer these questions and many more.

Studying Criminology will enable students to develop outstanding oral and written communication skills, vital to all future careers. It will give students the ability to solve problems, provide skills of project-based research, development and presentation. Additionally, what students learn may stimulate interest for a possible career and widen their prospects in terms of higher education alongside the skills required for all employers.

Course Content

Unit 1 - Changing Awareness of Crime

This unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

Unit 2 - Criminological Theories

The second unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

Unit 3 - Crime Science to Courtroom

This unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Unit 4 - Crime and Punishment

In the final unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Progression

There is a wide range of possible careers including Law, Law Sector, Sociology, Probation Service, Police Service etc.

WELSH/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.

ECONOMICS/ECONOMEQ

What is Economics?

Economics is often referred to as 'the science of business', questioning the actions of governments, businesses, workers, households and other international bodies. Recent economic developments such as Brexit and sugar tax mean that the study of Economics has never been more relevant.

Where Can This Course Take Me?

Economics is a very flexible, analytical subject that provides you with the skills and experience to pursue many career paths from government advisor to business analysts. Many students choose to progress on to university to further study this compelling subject. If you have an interest in current affairs and an enquiring mind, this subject is for you.

Key Information

- 100% Examination via two exams in both Yr. 12 (40% of A Level) and 13 (60% of A Level).
- Entry Requirements: Grade B or above in Mathematics is encouraged. This is because the ability to work with figures, construct diagrams and develop written arguments are all essential.
- Reading is important, too – newspapers, relevant magazines and TV provide useful examples to support the students analytical and evaluative skills.

What will I study?

The AS and A2 are split into three main modules:

Microeconomics

The study of the economic behaviour of consumers, producers and governments.

Macroeconomics

The study of the UK economy and how it operates.

Global economics

Where students learn to understand macroeconomic performance in a global context and deeper economic integration between countries.

Additional Course Information

- Supply and demand
- Elasticity
- Why markets fail
- Competition
- Inflation
- TAC
- Interest rates
- Unemployment
- Gross Domestic Product
- Balance of Payments
- Free trade v Protectionism
- International institutions
- Development of countries



ENGLISH LANGUAGE & LITERATURE IAITH A LLENYDDIAETH SAESNEG

The English Department aims to encourage learners to develop their interest and enjoyment of English as they:

- develop and apply their knowledge of literary analysis and evaluation;
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language;
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other;
- engage creatively and critically with a wide range of texts;
- explore the ways in which texts relate to each other and the contexts in which they are produced and received;
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.



In Year 12, two units cover creative writing, poetry, drama, and non-literary study. Two examinations are taken at the end of the year, based on an anthology of poetry, unseen texts, post-1900 drama such as 'A Streetcar Named Desire' and a non-literary text such as 'In Cold Blood'.

In Year 13, three units are completed. Two units are based on examinations at the end of the year, focusing on a Shakespeare play such as 'King Lear', unseen texts, and a prose text such as 'The Handmaid's Tale'. The final unit is completed as non-examination assessment (coursework) based on two texts connected by genre, for example gothic or dystopia, and one piece of linked creative writing.

This course develops and balances the skills of reading, writing and oracy, which pupils have developed through their English studies at GCSE, and leads perfectly into careers such as journalism, publishing and marketing. It enables the integrated study of English language and English literature, enabling learners to develop intellectual maturity through exploration of a range of contemporary texts. We aim to provide learners with an introduction to the discipline of advanced literary studies through 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 both in analysis and creative writing.

ENGLISH LITERATURE LLENYDDIAETH SAESNEG

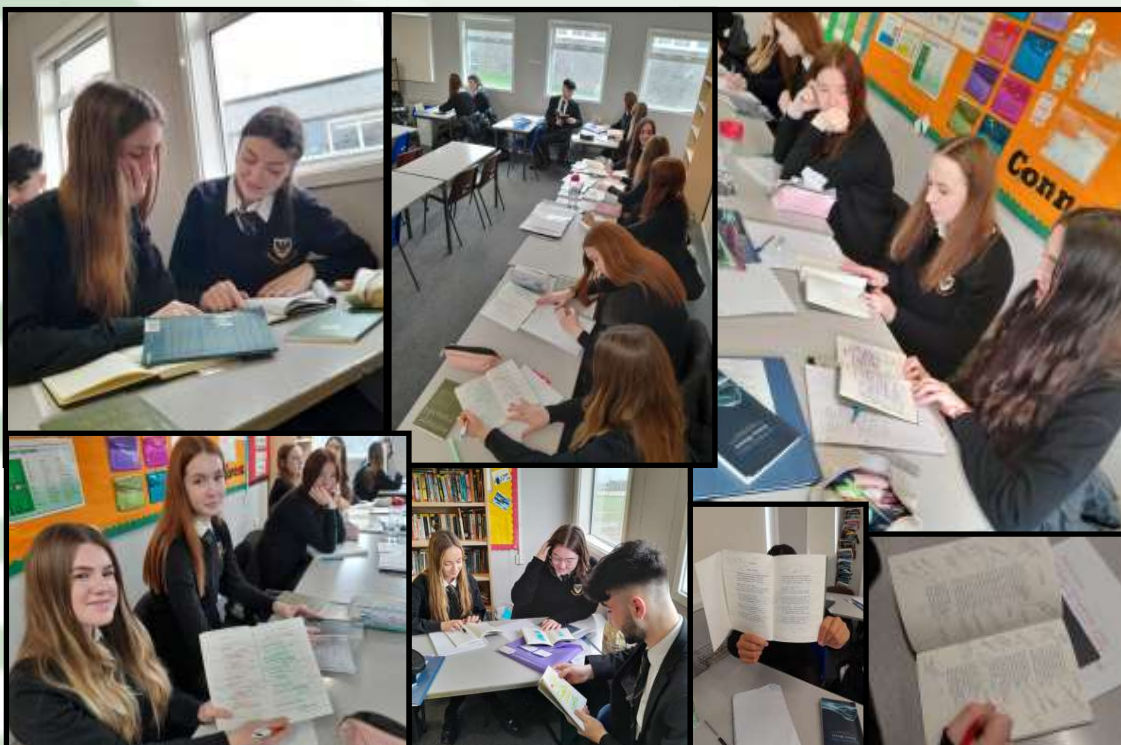
The English Department aims to encourage our pupils to develop their interest and enjoyment of literature and literacy studies as they:

- 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.



FRENCH/FFRANGEG

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/DAEARYDDIAETH

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. Fieldwork is also carried out during a 3-day residential fieldwork visit to West Wales.



A2 Level

At A2 level, Y13 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 governance of migration and ocean studies, and a synoptic extended response question.

Unit 4 - (16%) - Contemporary Themes

This is a two hour written exam, where students write essays covering Tectonic Hazards, Weather and Climate and the Economic Growth and Challenge in China. These are a mix of extended responses and essay questions.

Unit 5 - (20%) - Independent Investigation

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

HEALTH & SOCIAL CARE & CHILDCARE

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Why choose Health & Social Care and Child Care

Health and Social care and Childcare will equip you with thorough and in-depth knowledge, understanding and skills related to the development and care of the individual throughout the life span from conception to later adulthood. You have the opportunity to develop your understanding of influence on human growth, development, behaviour and well-being. You will also gain detailed understanding of the social, physical and emotional and cultural needs of people who use care and support services.

What skills will I develop?

By studying Health and Social Care and Child Care, you will be able to demonstrate that you:

- Understand the ethical, social and political issues affecting the H&ScCC sectors.
- Have an awareness of the principles and values which underpin H&ScCC.
- Understand child-centred or person-centred approaches to care.
- Interpret and evaluate theories in H&ScCC and reflect on how they affect the provision of services.
- Can identify the sociological, psychological and biological factors contributing to good health and explain the role of government and professionals in promoting and maintain good health.



Summary of Assessment

AS Level

AS Unit 1: Promoting health and well-being

AS Unit 2: Supporting health, well-being and resilience in Wales

A Level: Units 1 and 2, plus:

Childcare pathway: A2 Unit 3: Theoretical perspectives of children and young people's development

A2 Unit 4: Supporting the development, health, well-being and resilience of children and young people

HISTORY/HANES

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 an element of Unit 3.



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.

BTEC LEVEL 3 EXTENDED CERTIFICATE INFORMATION TECHNOLOGY TECHNOLEG GWYBODAETH

The BTEC course offered at Key Stage 5 is equivalent to an A level (A* to E), with equivalent UCAS points.



Who is this qualification for?

It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

What does this qualification cover?

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in the use of IT systems, systems management and social media for business. This will enable learners to progress to further study in the IT sector or other sectors.

There are four units, with Units 2 and 3 completed in Year 12 and Units 1 and 5 completed in Year 13.

- Unit 1 – Information Technology Systems (On-screen written exam)
- Unit 2 – Creating Systems to Manage Information (On-screen assessment)
- Unit 3 – Using Social Media in Business (Internal assessment)
- Unit 5 – Data Modelling (Internal assessment)

What could this qualification lead to?

When taken alongside other Level 3 qualifications, including BTEC Higher Nationals or A Levels in complementary or contrasting subjects, such as mathematics, physics, science, arts or technology, the qualification gives learners the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous. This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses.

MATHEMATICS/MATHEMATEG

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.



MEDIA STUDIES

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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

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



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/Y CELFYDDYDAU MYNEGIANNOL

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. We offer the following courses at Bryntirion:

- BTEC Performing Arts in Practice
- BTEC Production Arts in Practice
- A Level Music (collaboration with Porthcawl Comprehensive)

The course is designed to meet the needs of the cohort and assessments are written specifically for the needs of the class. Pupils explore and hone performance / production skills through projects and practical tasks including: musical theatre and a large scale musical, drama and touring drama companies, careers in the industry, and exploring, refining and developing performance / production skills. Pupils host events such as the school show, transition events, drama plays, Shakespeare plays, TIE performances, the carol concert, the Eisteddfod, showcases and other school and community events.

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 foundation diploma qualification is the equivalent of 1.5 A Levels in UCAS points.



PHYSICAL EDUCATION/ ADDYSG GORFFOROL

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/FFISEG

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/SEICOLEG

- ◆ Are you interested in human behaviour?
- ◆ Are you interested in how the mind works?
- ◆ Are you interested in why some people commit crimes compared to others?
- ◆ Are we shaped for the rest of our lives by our childhood experiences?
- ◆ Can phobias be cured?

These are just a few questions that we ask in Psychology AS and A level.

The AS Course

At AS we study the five main approaches in Psychology as part of the Unit 1 paper which include; The Psychodynamic Approach; The Behaviourist Approach; The Biological Approach; The Cognitive Approach and The Positive Approach. In Unit 2 we study Research methods that Psychologists use to study human behaviour and in Year 13 you will have the opportunity to carry out your own investigations in groups. There are two exam papers sat at the end of Year 12 which make up 40% of the A level.

The A2 Course

At A2 in the Unit 3 paper we study 3 behaviours in detail - Criminal Behaviour; Addictive Behaviour and Autistic Behaviour. In Unit 4 we continue to develop the knowledge of research methods.



**EDUCATIONAL VISIT TO FREUD MUSEUM,
LONDON**



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 13 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

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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'.

What can I do with it?

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.



BTEC LEVEL 3 NATIONAL DIPLOMA IN SPORTS COACHING AND DEVELOPMENT

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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



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