

# Radyr Comprehensive School

*Ysgol Gyfun Radur*

---



## Sixth Form Options Booklet

**2020 – 2022**



## COURSES OFFERED AT RADYR 2020-22

<b>*</b>	<b>Subject</b>	<b>Page</b>	<b>*</b>	<b>Subject</b>	<b>Page</b>
AS/A2	Art and Design	4	AS/A2	Geography	19
BTEC	Applied Science	5	AS/A2	German	20
AS/A2	Biology	6	AS/A2	Health & Social Care & Childcare	21
BTEC	Business	7	AS/A2	History	22
AS/A2	Chemistry	8	BTEC	Information Technology	23
AS/A2	Computing	9	AS/A2	Mathematics	24
L3 Dip	Applied Criminology	10	AS/A2	Music	25
AS/A2	Design & Technology - Product Design	11	AS/A2	Music Technology	26
AS/A2	Design & Technology - Fashion	12	AS/A2	Physical Education	27
AS/A2	Economics	13	AS/A2	Physics	28
AS/A2	English Language & Literature	14	AS/A2	Politics	29
AS/A2	English Literature	15	AS/A2	Psychology	30
L3 Dip	Food Science and Nutrition	16	BTEC	Sport	31
AS/A2	French	17	AS/A2	Theatre Studies	32
AS/A2	Further Mathematics	18	AS/A2	Welsh (2 <sup>nd</sup> Language)	33
			L3WB	Welsh Baccalaureate	34

\* The majority of courses offered in the sixth form are AS/A2. The AS courses are taught in Year 12; the A2 course in Year 13. We also run five vocational courses. These courses are a two year commitment. There are no exams at the end of Year 12 for BTEC qualifications.

Advanced Welsh Baccalaureate is a compulsory part of the curriculum in Year 12 and Year 13.

Please Note: Courses will only run in September if there are sufficient numbers of students choosing the subject. Therefore, it is VERY important that you register your interest in all subjects you are considering by **Monday 16 December 2019.**

## Admission Requirements

Our intention in setting admission requirements are:

- To ensure that as many as possible of our students with a good chance of succeeding at AS Level, A Level and BTEC are encouraged to do so.
- To ensure that students for whom AS Level, A Level and BTEC are likely to be inappropriate do not start on programmes that would almost certainly lead to failure and a wasted year.

You will notice that entry requirements differ depending on the subject. The minimum requirement in most cases is 6A\* to C GCSEs (or equivalent) with a minimum 'C' grade in specific subject(s). However, there are other subjects that require a 'B' grade in specific subject(s).

Our faculty staff are highly experienced in making judgements about those students likely to benefit from, and succeed at, Advanced Level study. If they suggest starting an AS course with only a 'C' grade GCSE is unwise, this advice should be taken very seriously.

If the number of applicants exceeds places available, preference will be given to students achieving A\*, A and B grades. If some, but not all, of the 'C' grade candidates can be admitted then those selected for the course will be those deemed, on the basis of professional judgement by the faculty, as most able to cope with and benefit from higher level study. **To avoid disappointment, students should only opt for subjects where their Current Expected Grade (CEG) meets the entry requirements.**

**Possible Learning Pathway routes:**

Admission Requirements	Appropriate Learning Pathway
7+ GCSEs at grade C or above	4 AS Levels plus WBQ
6-7 GCSEs (or equivalent) at grade C or above	3 AS Levels plus WBQ
6 GCSEs (or equivalent) at grade C or above	2 BTECs plus 1 AS Level plus WBQ 3 BTECs plus WBQ

**Please note:**

- Students with 6 GCSEs (or equivalents), which include WBQ, SWEET and/or Finance, may also need to consider alternative provision ie. College
- If students achieve less than a 'C' grade in English Language or Mathematics, there is an expectation that they will resit these qualifications in Year 12.
- Study of the Advanced WBQ is a compulsory element of sixth form life at Radyr.
- It is important to remember that courses will only run in Year 12 if there are sufficient numbers. In such cases, courses may be available within our partner schools.

Further information can be found by visiting our interactive prospectus at <http://www.radyrsixthform.org>



# Art & Design

## Exam Board: WJEC

The course is designed to develop students own personal responses to their experience, environment and culture in both practical and theoretical activities. Previous experience of working in art and design are desirable but not necessary.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE preferably with a **C** grade or above in Art and Design.

If you have any queries, please contact Mrs S Williams or Mrs C Hutchins (Heads of Department).

### The AS course

Candidates will be given the opportunity to develop a broad foundation of critical, practical and theoretical skills. The course encourages creativity, sustained investigation and analysis, experimentation and design and making as a means of developing technical and expressive skills. They will be introduced to a variety of experiences, employing a range of media, processes and techniques in both two and three dimensions. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

### Unit 1: Personal Creative Enquiry (AS Level 40%)

- Internally set.
- Non-exam internally assessed.
- Externally moderated.

### The A2 course

Candidates will be developing their work further through a self-selected or negotiated focus. They are able to concentrate on their personal strengths and preferences, developing their own ideas from initial research through to experimentation and final outcome in their chosen media. They will complete a practical element of coursework as well as an illustrated in-depth personal study.

The personal study should be closely related to the knowledge and understanding gained from their practical work. It will include contextual references and detailed analysis and evaluation.

### Unit 2: Personal Investigation (A Level 36%)

- Externally set.
- Non-exam internally assessed.
- Externally moderated.

### Unit 3: Externally Set Assignment (A Level 24%)

#### Part 1: Preparatory study period

#### Part 2: 15 hour period of sustained focus work

- Externally set.
- Internally assessed.
- Externally moderated.

### Career Opportunities

The creative world is huge and all disciplines can be developed in an area of your choice such as: Fashion Design, Surface Pattern Designer, Stylists, Visual Merchandiser, Retail/Marketing, Interiors, Graphic Design, Illustrator, Advertising, Ceramic Design, Costume Design, Set Design, Theatrical Make-up, Animation, Photography, Architecture and Product Design.



# Applied Science

## Exam Board: EDEXCEL

The BTEC Level 3 subsidiary diploma is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It is equivalent to one A level.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE (or equivalent).
- Students should have **CC** grades (or above) in double science or C grades (or above) on the separate sciences and should have C grades in Maths/Numeracy and English.
- A strong work ethic, good time management and independent learning skills are very desirable characteristics.

If you have any questions, please contact Mr A Cummings (Head of Department).

### BTEC Level 3 Subsidiary diploma – year 12\*

The Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the applied science vocational sector. The following 3 units are mandatory and will all be covered in Year 12.

#### Unit 1: Fundamentals of Science

- In this unit students develop the practical techniques necessary to pursue a career in science. They will investigate the quantities necessary in chemical reactions, the structure and functions of cells, the calorific value of different fuels, and develop skills in communicating scientific information.

#### Unit 2: Working in the Science Industry

- In this unit students gain the knowledge and skills that an employee in the science industry needs to be an effective, efficient and safe member of a team. Students will know communication practices, how laboratories are designed, how information is stored in laboratory information management (LIMS) and how to work safely in a scientific workplace.

#### Unit 3: Scientific Practical Techniques

- In this unit, students use a range of practical science techniques such as the analysis and separation of substances and the use of instruments/sensors. The variety of techniques allows the unit to be tailored to focus on different areas of study, e.g. forensic science, biology, chemistry, physics, electronics and environmental science.

### BTEC Level 3 Subsidiary Diploma (equivalent to one A Level)

The Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate applied science vocational sector. Students have to choose 3 units from a range of optional units. Examples of some of the available units include:

- Genetics and genetic engineering;
- Biomedical science;
- Forensics;
- Perceptions of science.

### How the course is assessed

The course will be assessed through a continuous programme of assignments, practical tasks, discussions, presentations, written reports and work experience. Each assessment will be graded against performance criteria and each unit will be awarded a **Pass (P), Merit (M) Distinction (D) or Distinction star (D\*)**. If a student fails a module, they will need to resubmit their work until they achieve at least a Pass. Students cannot progress to the next module until a Pass has been achieved in each module.

### UCAS Tariff Points

For the Level 3 BTEC National Subsidiary Diploma, the A Level equivalence is as follows:

A Level	A*	A	B	C	D	E
BTEC	D*	D		M		P

### Career Opportunities

Conservation, Environmental Projects, Electronic Engineering, Mechanical Engineering, Dietician, Scientific Technicians, Research Scientist.

*\*The assessment criteria may be subject to change, due to developments within EDEXCEL.*



# Biology

## Exam Board: WJEC

As a department, we will aim to develop your interest in, and enjoyment of, Biology. The course will help you develop an in-depth understanding of a wide range of biological concepts and the skills needed to apply these in new and changing situations. You will gain further insight into the methods used in scientific research. If you are interested in human biology, environmental biology, biochemistry or plant biology, then the course covers all of these aspects.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with an average points score (APS) of at **least 45**. This must include **BB** grades in double science (higher tier) or a **B** grade in separate biology. **B** grades in English, Mathematics and Numeracy are also required due to the high literacy and numeracy demands of the new specification.

If you have any queries, please contact Mr A Cummings (Head of Department).

### The AS course

#### Basic Biochemistry and Cell Organisation (AS Level 50% / A Level 20%)

- This unit incorporates the biochemistry and structure which is fundamental to the functioning of living organisms: structure and function of biological compounds and enzymes; basic cell structure and organisation; cell division; cell membranes; membrane transport.

#### Biodiversity and Physiology of Body Systems (AS Level 50% / A Level 20%)

- This unit is intended as an overview of a variety of organisms with the emphasis on the comparative adaptations. It is not intended that there should be a detailed coverage of the anatomy and physiology of such a wide range of organisms nor are students expected to memorise the detailed classification of any groups.

### The A2 course

#### Energy Homeostasis and the environment (A Level 25%)

- This unit involves the study of energy supply in living organisms along with microbiology and populations; homeostasis and nervous system plus how humans impact on our environment.

#### Variation, Inheritance and Options (A Level 25%)

- This unit involves the study of variation and evolution plus genetics and applications. It also allows for a section of the work to be chosen by the centre, this will include immunology and disease or human musculoskeletal anatomy **or** neurobiology and behaviour.

#### Practical work (A Level 10%)

- This will be a two-part exam at the end of Year 13 that will assess the pupils' practical and analytical skills. The context can be taken from any of the four preceding units.

### Career Opportunities

An A Level in Biology will support a student's application for a wide range of further education courses including degrees in, but not limited to, medicine, dentistry, physiotherapy, forensic science and environmental health.



# Business

## Exam Board: EDEXCEL

A business is any activity that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. Nowadays, customers are more informed and have more options in terms of what they buy and who they buy from, so a successful business is one that successfully balances satisfying their customers and selling products or providing services.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE (or equivalent).

If you have any questions, please contact Mrs E Williams (Head of Business and Economics).

### How the course is assessed\*

The course is assessed both internally and externally. Internal assessments are carried out in the classroom under controlled conditions. External assessments will be set and assessed by Edexcel; students may have multiple attempts at the external assessments. Each assessment will be graded against performance criteria and each unit will be awarded a **Pass (P)**, **Merit (M)** or **Distinction (D)**.

### BTEC Level 3 Certificate (equivalent to one AS Level)

#### 1. Exploring a Business (Internal)

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

#### 2. Developing a Marketing Campaign (External)

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. The examination for this unit is three hours in length, following pre-release information from the exam board.

#### 3. Personal and Business Finance (External)

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. The examination for this unit is two hours in length.

#### 4. Recruitment and Selection (Internal)

Learners will study how excellent customer service contributes to business success. The unit gives learners the opportunity to develop their customer service skills.

### UCAS Tariff Points

For the Level 3 BTEC National Subsidiary Diploma, the A Level equivalence is as follows:

A Level	A*	A	B	C	D	E
BTEC	D*	D		M		P

*\*The assessment criteria may be subject to change, due to developments within EDEXCEL.*





# Chemistry

## Exam Board: WJEC

Chemistry is a central subject for students wishing to study sciences at post-GCSE level. It covers a wide range of topics, from the physical and mathematical perspective through to the chemistry of molecules in living organisms. It is highly regarded by universities, colleges and employers as it develops skills of analysis, logical thinking and application of knowledge in new and changing situations. Chemistry is based on experimental evidence, and the links between theory and experiment are stressed.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with **BB** grades in Science or a **B** Grade in Chemistry.

If you have any queries, please contact Mr J Firth (Head of Department).

### The AS course

This course stresses the beneficial role of chemistry to society, and an understanding of environmental and ethical issues is developed. Students are made aware of how advances in information technology and instrumentation are used in Chemistry. Students will be encouraged to increase their knowledge and understanding of the concepts of Chemistry and use them to find the reasons behind many of the facts learned at GCSE.

### Module Ch1 (AS Level 50% / A Level 20%)

- This module covers atomic structure; moles and equations; solids, liquids and gases. Assessment will be by external examination.

### Module Ch2 (AS Level 50% / A Level 20%)

- This module covers kinetics, equilibria and energetics; introduction to organic chemistry; industrial and environmental aspects, bonding and trends in the periodic table. Assessment will be by external examination.

### The A2 course

#### Module Ch3 (A Level 25%)

- This module covers spectroscopy and further organic chemistry. Assessment will be by external examination.

#### Module Ch4 (A Level 25%)

- This module covers further inorganic chemistry and further physical chemistry. Assessment will be by external examination.

#### Module Ch5 (A Level 10%)

This unit comprises two tasks:

- Experimental Task (30 marks)
- Practical Methods and Analysis Task (30 marks)

### Career Opportunities

Any student wishing to apply for any Scientific course at University will find an AS or A2 qualification in Chemistry extremely useful. In fact, some University courses make such a qualification compulsory, e.g. Medicine, Dentistry, Veterinary Science, Biochemistry, Biology (& associated subjects), Metallurgy, Biomedical Studies.

# Computing

## Exam Board: WJEC

Computers are 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.

Computing integrates well with Science and Mathematical subjects. Whilst there is no specific requirement for prior learning, the course:

- Demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs.
- Relies on an understanding of the rules of a programming language at a simple level.
- Encourages an awareness of the management and organisation of computer systems including software, hardware, data, communications and people.
- Develops an understanding of the consequences of uses of computing, including social, legal, ethical and other issues.
- Extends students' horizons beyond the school environment in the appreciation of the effects of computer applications on society and individuals.

Students are encouraged to develop a broad range of skills and knowledge of computing as a basis for progression into further learning, including progression from AS to A2, and/or employment in computing-related fields.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE
- Additionally students must have either a **B** in Computing [if sat] or a **B** in Mathematics otherwise.

If you have any queries, please contact Dr K Allen (Head of Faculty).

### AS course

#### Unit 1: Fundamentals of Computer Science.

##### Written Examination (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 (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.

### A2 course

#### Unit 3: Programming and Systems Development.

##### Written Examination (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.

#### Unit 3: Programming and Systems Development.

##### Written Examination (20% of qualification)

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

#### Unit 5: Programming Solution to a Problem

##### Non-exam assessment (20% of qualification)

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

# Applied Criminology

## Exam Board: WJEC

This programme of study is designed for students who aspire for a career within the criminal justice sector, social and probation work and sociology and psychology. An understanding of crime is central to any of these careers and this course includes elements of law, psychology and sociology, thus it compliments studies in humanities. It is an Applied General qualification. This means it is designed primarily to support learners progressing to university through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support learners' progression from any study at Level 2, particularly GCSEs in Sociology, Law, Psychology, History and Humanities.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a grade **B** or above in English.
- If you have any queries, please contact Miss M Murphy (Head of Department).

Unit	Unit Title	Assessment
1	<b><u>Changing Awareness of Crime</u></b> Explore different types of crime, influences on perceptions of crime and why some crimes are unreported.	Internal: controlled assessment
2	<b><u>Criminological Theories</u></b> Explore why people commit crime, from a biological, psychological and sociological perspective.	External assessment
3	<b><u>Crime Scene to Courtroom</u></b> In-depth exploration of the criminal justice system from the moment a crime has been identified to the verdict. Learning to examine information in order to review the justice of verdicts in criminal cases.	Internal: controlled assessment
4	<b><u>Crime and Punishment</u></b> Applying our awareness of criminality, criminological theories and the process of bringing an accused to court. Evaluating the effectiveness of social control agencies to deliver criminal justice policy.	External assessment

### Course Structure

Each unit has an applied purpose that demands learning related to authentic case studies, such as Amanda Knox, Stephen Lawrence, Barry George and Becky Watts. An important element that filters through each unit is the encouragement of learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.

The applied purpose in each unit will enable learners to develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation.

The WJEC Level 3 Applied Diploma in Criminology is mainly used to support access to higher education degree courses, such as:

- BSc Criminology
- BA Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law.

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

In addition to the WJEC Level 3 Applied Diploma in Criminology, there is also the WJEC Level 3 Applied Certificate in Criminology. This is a smaller qualification with similar characteristics, including two of the same units. Learners must complete ALL units.

# Design & Technology (Product Design)

## Exam Board: WJEC

The WJEC GCE in Product Design offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. It is an inspiring, rigorous and practical subject and encourages learners to use creativity and imagination when applying design processes to develop and modify designs, and to design and make prototypes that solve real world problems.

Learners will acquire subject knowledge in product design, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. As well as developing general designing and practical skills, students will be using technology in practical situations ie: laser cutting and 3D printing, through industrial links at Renishaw, Miskin.

Learners will take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during Key Stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside. However, students do not have to have taken GCSE Product Design to study it at AS/A2.

### AS/A Level Product Design:

Enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens,
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners,
- gain an insight into the creative, engineering and/or manufacturing industries,
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities,
- develop knowledge and experience of real world contexts for design and technological activity,
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use,

- be able to create and analyse a design concept and use a range of skills,
- be able to work safely and skilfully to produce high-quality prototypes,
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE and a minimum of a **B** grade if Product Design was studied. If Product Design was not studied, a minimum grade of BC in Science is required.

If you have any queries, please contact Mr C Bright (Subject Leader).

### AS Course

#### AS UNIT 1 20% (2 hours - Examination Paper)

- technical principles,
- designing and making principles,
- analysis and evaluation of design decisions and wider issues in D&T.

#### AS UNIT 2 20% (approximately 40 hours) - Design and Make Task

Students will submit one design and make task which will satisfy the AS assessment criteria. This component is marked by the centre and moderated by the WJEC.

### The A Level Course (includes the above, plus the following A2 units)

#### A2 UNIT 3 30% (2½ hours - Examination Paper)

- technical principles,
- designing and making principles,
- analysis and evaluation of design decisions and wider issues in D&T.

#### A2 UNIT 4 30% (approximately 60 hours) - Major Project

Candidates will undertake a single substantial project.

The project requires candidates to demonstrate the integration of designing and making skills and knowledge and understanding.

The major project will satisfy the A-level assessment criteria. This component is marked by the centre and moderated by the WJEC.



# Design & Technology (Fashion)

## Exam Board: WJEC

The AS/A Fashion and Textiles offers a unique opportunity for students to identify and solve real problems by designing and making innovative Textile products. Students will acquire subject knowledge in Fashion and Textiles and how to develop a product.

It is an inspiring course with a strong practical element, encouraging you to tap into your creativity and imagination. You would explore a range of constructional and decorative techniques in the early workshop sessions, gathering samples for your sketchbook designs. This experimental approach would build up your skills, enhance your designing and inspire your individual practical project.

Fashion is a core part of the course and includes the study of fashion history, fashion designers and current fashion trends. Visits to the Bath Costume Museum and related exhibitions would support this study.

Learners will take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on Science and Mathematics, and those subjects they are studying alongside. Students do not have to have studied this subject at GCSE level.

### Minimum Entry Requirements

A minimum of 6 A\* to C grades at GCSE with a **C** grade in Textiles if studied. If you have any queries, please contact Mrs C Miccoli (Subject Leader).

### AS Course

#### AS UNIT 1 20% (2 hours - Examination Paper)

- technical principles,
- designing and making principles,
- analysis and evaluation of design decisions and wider issues in D&T.

#### AS UNIT 2 20% (approximately 40 hours) - Design and Make Task

Students will submit one design and make task which will satisfy the AS assessment criteria. This component is marked by the centre and moderated by the WJEC.

### The A Level Course (includes the above, plus the following A2 units)

#### A2 UNIT 3 30% (2½ hours - Examination Paper)

- technical principles,
- designing and making principles,
- analysis and evaluation of design decisions and wider issues in D&T.

#### A2 UNIT 4 30% (approximately 60 hours) - Major Project

Candidates will undertake a single substantial project.

The project requires candidates to demonstrate the integration of designing and making skills and knowledge and understanding.

The major project will satisfy the A-level assessment criteria. This component is marked by the centre and moderated by the WJEC.

<http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gce-a-as/>

### Career Opportunities

The UK Fashion and Textiles' Industry is a broad and varied industry with a wide range of sectors, from the traditional areas of fashion and interiors, to technical textiles. Our designers are considered some of the best in the world and this course would be of benefit for students interested in pursuing a career in the design industry, i.e. fashion design, costume design and interior design.

<http://www.julieboyd.co.uk/free-resources/see-all-free-resources/free-resourcesdownloads/careers-in-fashion---textil.pdf>

# Economics



## Exam Board: WJEC

Economics A Level is a popular choice at Radyr, largely due to the fact that it is a relevant and useful subject to study. During the course many topical issues are covered such as Unemployment, Inflation, the Single European Currency and the National Minimum Wage, and many questions will be considered such as 'Why do footballers earn so much more than nurses?' 'How can the problems of underdeveloped countries be solved?'

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with **B** grades in both English and Mathematics.

If you have any queries, please contact Mrs E Williams (Head of Business and Economics).

### The AS course

During Year 12 students will study AS Economics and this will include looking at the working of a free market economy, the National Minimum wage, Government control of the economy and problems of Unemployment and Inflation. Learners will consider major economic issues that have taken place since 1990 to the present day.

#### Unit 1: Introduction to Economic Principles (AS Level 37.5% / A Level 15%)

- One hour 15 minutes.
- Multiple Choice and structured questions.

#### Unit 2: Economics in Action (AS Level 62.5% / A Level 25%)

- Two-hour paper.
- Two compulsory data response questions.

### The A2 course

In Year 13 the A2 section of the course develops many of the areas covered in the AS and also introduces new topics such as the behaviour and objectives of business, understanding the way that prices and output are set in a variety of competitive and non-competitive situations. Macroeconomic performance will be considered in a global context, with content including international trade, the study of non-UK economies and understand the obstacles to, and solutions for, sustainable economic development among less economically developed countries.

#### Unit 3: Exploring Economic Behaviour (A Level 30%)

- Two-hour paper
- Structured questions based on A2 content, one compulsory data response question.

#### Unit 4: Evaluating Economic Models and Policies (A Level 25%)

- Two-hour paper:
  - Section 1 – Microeconomics
  - Section 2 – Macroeconomics
  - Section 3 – Trade and Development

Both papers cover all A2 Level content.

### Progression Routes

Economics can be combined with a variety of other A/AS Levels such as Mathematics, Computing, Geography or History, and Universities throughout the UK offer degree courses in Economics and related areas such as Business, Finance, Accountancy, Economic History and Statistics.

### Career Opportunities

Economics can lead to a number of career paths such as Banking and Finance, Law, Accountancy, the Civil Service, Business and Management, and it is part of the training in several of these careers, many of which are well paid.



# English Language & Literature

## Exam Board: WJEC

This course would appeal to people who have enjoyed studying language and literature at GCSE. The course allows pupils to study both written and spoken language and the cultural and contextual factors that inform it. It develops a pupil's written, analytical and discursive skills.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE, with **B** grades in English Language or English Literature.

If you have any queries, please contact Ms S Thomas (Head of Faculty).

### The AS course

- The study of an anthology of pre-1900 poetry linked to unseen texts.
- An in-depth study of one novel, such as 'In Cold Blood' by Truman Capote.
- Imaginative, spoken language and practical writing.

### Unit 1: Comparative Analysis and Creative Writing (AS Level 50% / A Level 20%)

- Pre-1900 Poetry and unseen text (closed text).
- Candidate's own writing and commentary written under exam conditions. These may be spoken or written language texts.

### Unit 2: Drama and Non Literary Text Study (AS Level 50% / A Level 20%)

- Study of one post-1900 drama text such as 'Shakespeare in Love'.
- Study of a non-fiction novel such as 'In Cold Blood' by Truman Capote (open text).

### The A2 course

- The study of a play by Shakespeare.
- The writing of the candidate's own texts for performance.
- An analytical response to three unseen texts from different genres and periods; one of these texts will be a spoken language text.
- A review of the methods of study, applied to a text such as 'The Color Purple' or 'The Handmaid's Tale'.

Students are required to acquire analytical skills and apply these to given texts, moving on to producing their own writing.

### Unit 3: Shakespeare (A Level 20%)

- Study of one Shakespeare play such as 'King Lear'.

### Unit 4: Unseen texts and Prose Study (A Level 20%)

- Comparison of unseen texts and a review of approaches.

### Unit 5: Critical and Creative Genre Study (A Level 20%)

- A 1500–2000 word essay will be submitted based on the reading of a prose text.
- A folder of creative writing will be submitted of approximately 1000-1500 words.

### Progression Routes

Most universities offer a wide variety of English courses, both as single honours and in combination with other disciplines such as History, Politics, Law, American/European Studies, Media, Drama, Journalism, Modern languages, Social Sciences and Linguistics to name but a few.

### Career Opportunities

Language and Literature is recommended for teaching, media work, journalism and aspects of managerial, administrative and business work.



# English Literature

## Exam Board: WJEC

If you enjoyed reading and studying 'Romeo and Juliet', 'To Kill a Mocking Bird' or 'An Inspector Calls' (to name but a few) then this course gives you the opportunity to develop further your enjoyment and appreciation of a wide range of texts from Chaucer onwards, representing different times, cultures and countries. You will develop the skills needed to:

- Communicate clearly and effectively.
- Gain detailed understanding of the ways writers communicate.
- Form independent opinions and judgements.
- Explore connections and comparisons between texts.
- Examine the ways texts reflect the culture, history and society of their times.
- Respond creatively to what you have read.
- Respond to critical opinions on texts.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE, with **B** grades in both English Language or English Literature.

If you have any queries, please contact Ms S Thomas (Head of Faculty).

### The AS course

- A modern play such as 'Doctor Faustus' by Christopher Marlowe.
- A pairing of contemporary poets such as Plath and Hughes or Heaney and Sheers.
- A classic novel such as 'Sense and Sensibility' or 'Jane Eyre' or 'The Mayor of Casterbridge'.

### Unit 1: Prose and Drama 1 (AS Level 50% / A Level 20%)

### Unit 2: Poetry Post-1900 (AS Level 50% / A Level 20%)

### The A2 course

- The work of a major poet such as Chaucer, Donne or Rossetti.
- A play by Shakespeare such as 'The Tempest' or 'King Lear'.
- Non exam assessment based on the reading of two prose texts by different authors.

### Unit 3: Poetry pre-1900 (A Level 20%)

### Unit 4: Shakespeare (A Level 20%)

### Unit 5: Prose Study (A Level 20%)

### Progression Routes

Most universities offer a wide variety of English courses, both as single honours and in combination with other disciplines such as History, Politics, Law, American/European Studies, Media, Drama, Journalism, Modern languages, Social Sciences and Linguistics to name but a few.

### Career Opportunities

English Literature has long been highly regarded by universities, colleges and employers for the analytical and communication skills it helps develop, proving useful for careers in the media, public relations, advertising, law, personnel, management and social services/sciences.



# Food Science and Nutrition



## Exam Board: WJEC

Are you the type of person who enjoys the 'hands on' practical approach to learning and would like to include this element of education in your studies? The broad and multi-disciplinary nature of Food Science and Nutrition will allow you to demonstrate practical, investigational and experimental techniques as well as being an ideal vehicle to develop your key skills. Students interested in their diet and health, or a career in the food industry, dietetics, environmental health or health promotion would benefit from studying this subject. The course provides progression from all GCSE Home Economics and Design Technology courses, as well as accommodating students new to the subject. It is assessed through a combination of written examination, projects and case studies in order to cater for different learning styles.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **C** grade in Food and Nutrition if previously studied.

If you have any queries, please contact Miss L Lloyd (Head of Faculty).

### Structure of the units

- Learners must complete the three units below.

#### Unit 1: Meeting Nutritional Needs of Specific Groups

The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

Assessment for this unit is a combination of internal and external tasks. The external assessment takes the form of a 90-minute written examination and the internal assessment is a summative controlled assignment.

#### Unit 2: Ensuring Food is Safe to Eat

Learners will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. From this knowledge, learners will be able to recommend the control measures that need to be in place to ensure that food is safe to eat.

This unit is externally assessed. An assignment will be set by the examination board each year and candidates will complete it in 8 hours.

#### Unit 3: Current Issues in Food Science and Nutrition

Through this unit you will develop the skills needed to plan, carry out and present a research project on current issues linked to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy making perspective.

This unit is internally assessed through a summative controlled assessment

### Progression Routes

Food Science and Technology, Human Nutrition and Dietetics, Public Health Nutrition, Sports Biomedicine and Nutrition, Environmental Health, Hospitality and Catering, Education.

### Career Opportunities

The food industry is the largest industry in the UK and there are hundreds of unfilled postgraduate positions every year. Studying a food related course can open many doors and lead to a wide range of exciting career opportunities such as Food Technology, Product Development, Food Science, Sports Nutrition, Dietetics, Catering, Education, Environmental Health.



# French

## Exam Board: WJEC

**Why study French?** The importance of being able to communicate in a foreign language is very highly prized by employers. Language learning in Higher Education has also never been more vital for the economy of this country and people with language qualifications have seldom been more in demand. Solid language skills are crucial for business in a global mobile economy. Language graduates have one of the highest employment rates of any subject. Some universities now require a Language at AS level for non-language based courses such as Law and Medicine.

The European jobs market is at present dominated by young French, German and other foreign nationals who can already speak two or even three languages. As close collaboration with our European allies becomes more and more essential, it is vital for the future of this country that our young people continue their study of foreign languages so that we can not only trade effectively with countries abroad but also understand their culture and their outlook.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **B** grade in French.
- If you have any queries, please contact Miss B Dinnick (Head of Department).

### The AS Course.

- There is an intense grammar course studied at the start of Year 12.
- There are 2 topic areas:
  - 1. Being a young person in French-speaking society which includes:**
    - Family structures, traditional and modern values, friendships / relationships, youth trends, issues and personal identity, educational and employment opportunities.
  - 2. Understanding the French-speaking world which includes:**
    - Regional culture and heritage in France, French-speaking countries and communities, literature, art, film and music in the French-speaking world.
- There is also the study of one French film.

### Assessment

#### Unit 1: Oral: 12-15 minutes (48 marks 12% of total A level)

Discussions based on stimulus cards.

#### Unit 2: Listening, reading, writing and translation: 2 hours 30 minutes (84 marks 28% of total A level)

**Section A:** Listening

**Section B:** Reading

**Section C:** Translation – from French into English

**Section D:** One essay on the film you have studied

### The A2 Course

- There are 2 topic areas:
  - 1. Diversity and difference which includes:**
    - Migration and integration, Cultural identity and marginalisation, Cultural enrichment and celebrating difference, Discrimination and diversity.
  - 2. France 1940-1950: The Occupation and the post-war years which includes:**
    - 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.
- There is also the study of one literary text.

### Assessment

#### Unit 3: Speaking: 11-12 minutes (72 marks 18% of total A level)

Presentation and discussion of an independent research project.

#### Unit 4: Listening, reading and translation: 105 minutes (100 marks 30% of total A level)

**Section A:** Listening

**Section B:** Reading

**Section C:** Translation – from English into French.

#### Unit 5: Unit 5: Critical and analytical response in writing 90 minutes (40 marks 12% of total A level)

One essay question on the study of one literary work.

# Further Mathematics



## Exam Board: WJEC

Further Mathematics AS or A2 can only be taken if Mathematics is being studied. The course is designed for able mathematics students who would like to develop greater knowledge and understanding than the normal A Level provides. The long-standing popularity of Further Mathematics is a notable feature of this school. By adding both breadth and depth to students' experience of mathematics the Further Mathematics course gives them insight into the beauty and elegance of the subject, and often inspires further study. Further Mathematics is desirable for the study of mathematics, economics, physics, engineering and other sciences at university, especially those in the research intensive universities. For some of the most selective universities it is a requirement.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with an A grade in Mathematics.

If you have any queries, please contact Mr M Wagner (Head of Faculty).

### AS course

Pupils must study all three AS units. There is a mixture of pure and applied topics including further calculus, matrices, random variables, linear regression, the Chi-squared distribution, circular motion and Hooke's Law.

**Unit 1: Further Pure Mathematics (AS Level 33⅓% / A Level 13⅓%)**

**Unit 2: Further Statistics (AS Level 33⅓% / A Level 13⅓%)**

**Unit 3: Further Mechanics (AS Level 33⅓% / A Level 13⅓%)**

### A2 course

Students continue to deepen their knowledge of pure and applied mathematics. In the new specification, Unit 4 is compulsory. Pupils will then sit either Unit 5 or Unit 6. Topics include hyperbolic functions, further matrices, polar co-ordinates, non-parametric tests, confidence intervals, modelling using differential equations and simple harmonic motion.

**Unit 4: Further Pure Mathematics (A Level 35%)**

**Unit 5: Further Statistics (A Level 25%)**

**Unit 6: Further Mechanics (A Level 25%)**

### Career Opportunities

The following is a list of some of the employment areas in which advanced mathematical skills are highly valued: accountancy, aerospace, automotive, defence, business support services, chemicals, construction, consultancy, engineering, environment, financial services, local and national government, healthcare, information systems, insurance, management, manufacturing, metals and minerals, pharmaceuticals, scientific research, social policy research, telecommunications, transport, and utilities.



# Geography

## Exam Board: WJEC

Geography is a subject that involves the study of the dynamic world in which we live. It develops knowledge of physical and human environments as well as an understanding of the processes that have formed them. It focuses on the present day world and the issues involved in its development. It encourages students to formulate views about the dynamic changes that are taking place at a local and global scale. Fieldwork is a crucial aspect of this course.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **B** grade in Geography or a **B** grade in English if Geography was not studied at GCSE.

If you have any queries, please contact Mrs A Knight (Head of Faculty).

### The AS course

This is divided into two sections that investigate the vibrant nature of the world around us and how this has an impact on the lives we lead.

#### Unit 1: Changing landscapes (AS Level 60% / A Level 24%)

The first theme involves the study of coastal landscapes developed by the interaction of winds, waves and currents and the sediment supply from terrestrial and offshore sources. The impact of human activity as a factor causing change within coastal landscape systems will also be studied. The second theme is based on a study of the structure of the Earth and the processes operative within the asthenosphere and lithosphere. These processes and their distribution are closely related to tectonic activity at plate boundaries. Learners will develop in-depth knowledge of Tectonic Hazards and the interrelationships between people and environment.

#### Unit 2: Changing Places (AS Level 40% / A Level 16%)

This theme focuses on places and their dynamic characteristics with Wales and especially the place(s) where the student lives forming the major context, although wider scales are addressed where appropriate. In the second theme the focus is on fieldwork opportunities related to Changing Landscapes and Changing Places. The learner's own physical and human fieldwork investigations as well as general physical and human fieldwork skills will be assessed in this unit.

### The A2 course

The sections that make up the A2 course address more in-depth study of two themes:

#### Unit 3: Global Systems and Global Governance (A Level 24%)

This unit is divided into three themes. The Water and Carbon Cycles theme is based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. Learners will gain an understanding of the key role played by the carbon and water cycles in supporting life on Earth. The theme Global Governance: Change and Challenges covers processes and patterns of global migration and the global governance of the Earth's oceans. In the third theme, 21st Century Challenges, assessment will focus on learners' ability to draw together elements from across the course.

#### Unit 4: Contemporary themes in Geography (A Level 16%)

Section A is an extension of the AS Tectonic Hazards theme. Knowledge and understanding previously learnt will be utilised when addressing the content to ensure progression from AS to A2. Section B is based on two optional themes selected from four: Ecosystems, Economic Growth and Challenge, Energy Challenges and Dilemmas, Weather and Climate. The optional themes have been designed to make links between physical and human geography and to focus on people-environment interactions.

#### Unit 5: Independent Investigation (A Level 20%)

This non-exam assessment requires one written independent investigation, based on the collection of both primary data and secondary information. The focus of the investigation must be derived from the specification content. The independent investigation builds on the fieldwork developed throughout the specification.

### Career Opportunities

As a result of the breadth of knowledge and skills acquired, the subject is highly regarded for careers in such areas as law, management, business, planning, medicine, engineering, journalism and the environment.

# German

## Exam Board: WJEC

**Why study German?** The importance of being able to communicate in a foreign language is very highly prized by employers. Language learning in Higher Education has also never been more vital for the economy of this country and people with language qualifications have seldom been more in demand. Solid language skills are crucial for business in a global mobile economy. Language graduates have one of the highest employment rates of any subject. Some universities now require a Language at AS level for non-language based courses such as Law and Medicine.

The European jobs market is at present dominated by young French, German and other foreign nationals who can already speak two or even three languages. As close collaboration with our European allies becomes more and more essential, it is vital for the future of this country that our young people continue their study of foreign languages so that we can not only trade effectively with countries abroad but also understand their culture and their outlook.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **B** grade in German
- If you have any queries, please contact Miss B Dinnick (Head of Department).

### The AS course

- There are 2 topic areas:
- Being a young person in German-speaking society which includes:**
    - Family structures, traditional and modern values, friendships / relationships, youth trends, issues and personal identity, Educational and employment opportunities.
  - Understanding the German-speaking world which includes:**
    - Regional culture and heritage in Germany, German-speaking countries and communities, literature, art, film and music in the German-speaking world
    - There is also the study of one German film.

### Assessment

#### Unit 1: Oral: 12-15 minutes (48 marks 12% of total A level)

Discussions based on stimulus cards.

#### Unit 2: Listening, reading, writing and translation: 2 hours 30 minutes (84 marks 28% of total A level)

**Section A:** Listening

**Section B:** Reading

**Section C:** Translation – from German into English

**Section D:** One essay on the film you have studied.

### The A2 Course

- There are 2 topic areas:
- Diversity and difference which includes:**
    - Migration and integration, Cultural identity and marginalisation, Cultural enrichment and celebrating difference, Discrimination and diversity.
  - The Making of Modern Germany: 1989 onwards which includes:**
    - Initial and subsequent process of reunification, Social cohesion in present-day Germany, Artistic and political movements, Economic impact of a united German.
    - There is also the study of one literary text.

### Assessment

#### Unit 3: Speaking: 11-12 minutes (72 marks 18% of total A level)

Presentation and discussion of an independent research project.

#### Unit 4: Listening, reading and translation: 105 minutes (100 marks 30% of total A level)

**Section A:** Listening

**Section B:** Reading

**Section C:** Translation – from English into German.

#### Unit 5: Critical and analytical response in writing 90 minutes (40 marks 12% of total A level)

One essay question on the study of one literary work.



# Health and Social Care, and Childcare

## Exam Board: WJEC

Do you have a caring nature and a natural instinct to help other people? If so, this Health and Social Care Course is just up your street. Virtually everybody, at some stage in their life, will need some sort of support and help. It may be a domestic crisis, a medical problem or an age-related issue; the reasons are many and varied. You will study the development of individuals from conception to old age and learn how to meet the needs of different groups. You will do this in a practical and realistic way, gaining confidence by developing independent learning skills.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE.
- If you have any queries, please contact Mrs K Slade (Subject Leader).

### The AS course

#### Promoting Health and Well-being (AS 50% / A level 20%)

This unit introduces you to different concepts of health and the factors that contribute to health and well-being. You will study current trends in health issues and how Governments and health and social care professionals can support people by promoting good health. This will be assessed by one 2 hour examination.

#### Supporting health, well-being and resilience. (AS 50% / A level 20%)

In this internally assessed unit, you will learn how to support people to identify their health needs and achieve their goals. You will develop your understanding of the principles and core values that underpin care and the range of skills and techniques applied by those working in the sector.

### The A2 course

#### Theoretical perspectives of children and young people's development (A level 30%)

In this unit you will study the key areas of development in children and young people. You will investigate the factors that affect behaviour and the strategies and approaches that support children and young people. This will be assessed by one 2 ½ hour examination, part of which will be based on pre-released material.

#### Supporting the development, health, well-being and resilience of children and young people (A level 30%)

The aim of the unit is to increase your knowledge and understanding of the importance of meeting children and young people's needs, particularly when they experience different life events. You will be able to identify the barriers which individuals may experience and the support services available to meet specific needs. You will learn about the social policy issues that affect child care provision. This unit will be internally assessed.

### Career Opportunities

Because A Level Health and Social Care students develop transferable key skills that employers are looking for they are considered suitable for a wide range of occupations e.g. social work, medical professions, caring services and education. You might not be interested in a career in caring, but remember so many of us will become carers at family level that education in this area is invaluable.





# History

## Exam Board: WJEC

If you are interested in making sense of today's world you should study History. The skills remain with you for life: the ability to explain, to research independently, to think critically. These can be applied in other areas, not just obvious career options such as law, politics or journalism. Most importantly, you gain an ability to make sense of events in an ever-changing world.

### Minimum Entry Requirements

- We recommend a minimum of 6 A\* to C grades at GCSE with a **B** grade in History. If you do not study History, then we recommend at least a **B** grade in English Language or English Literature.

If you have any queries, please contact Mrs J Hicks (Head of Department).

### The AS course (2 units)

#### Period study – Government, Rebellion and Society in Wales and England c1485-c1603 (20% of A level, 1 hour 30 minute exam)

- In this unit we explore the hugely interesting concept of explanation. This vital concept is a key skill that can be applied to all sorts of other contexts. We will do this by looking at the incredible transitions, challenges and changes faced by the Tudor dynasty. Explanations will be sought for rebellion, poverty, religion and politics.

#### Depth study – Weimar and its challenges c1918-1933 (20% of A Level, 1 hour 45 minute exam)

- Students really get to grips with the subject of History in this module. We will be using historical evidence and looking at different historians' interpretations of events and people. This will be applied to the fascinating Weimar period of Germany, the time between the end of the First World War and the rise of Adolf Hitler and the Nazi Party. How could arguably the world's most democratic country become a fascist dictatorship within 15 years?

### The A2 course (the above plus a further 3 units)

#### Depth study – Nazi Germany, c1933-1945

##### (20% of A Level, 1 hour 45 min exam)

- Building our study at AS level, we will develop our use of historical evidence further by analysing and evaluating a range of sources, both from the time and from later. We will do this by looking at Nazi Germany, from Hitler's appointment and consolidation of power to the Second World War and the Holocaust.

#### Breadth Study – The American Century, c1890-1990 (20% of A Level, 1 hour 45 min exam)

- We will study history in breadth, in this case, change and development in the USA in the period 1890-1990. This allows us to consider aspects of history from a long term perspective. We will cover the struggle for Civil Rights and the making of a superpower.

#### Historical Interpretations (20% of A level, non-exam assessment)

- Students carry out an investigation into an area of historical controversy. In this case, we will prepare a 3000-4000 word response. This will probably be an 'own choice' topic.

### Progression Routes

History is a valued qualification for an infinite number of courses. It is often valued by universities for students studying seemingly unrelated subjects, such as medicine, the sciences or engineering, as it demonstrates a wider interest and useful skills that perhaps not all candidates will possess. Courses with an obvious link include: History, Welsh History, Politics, Law, Education, Archaeology, Heritage and Tourism.

### Career Opportunities

Law, Politics, Journalism, Education, Archaeology, Tourism, Heritage.



# Information Technology

## Exam Board: EDEXCEL

The BTEC National Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start a career. It is a 2 year course and equivalent to one 'A' level with no examination at the end of Year 12.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE.
- If you have any queries, please contact Mr K Allen (Head of Faculty).

### Level 3 BTEC Subsidiary Diploma (equivalent to one A Level)

There are 6 mandatory units:

- |   |                                   |
|---|-----------------------------------|
| ▪ Communication and Employability Skills for IT | ▪ Software Design and Development |
| ▪ Computer Systems                              | ▪ Information Systems             |
| ▪ Systems Analysis and Design                   | ▪ IT Technical Support            |

### Level 3 BTEC National Diploma (equivalent to 2 A Levels)

In Year 13, the course is broken down into 2 optional pathways:

- | Technical                                    | Graphic & Multimedia                       |
|--|--|
| ▪ IT Systems Troubleshooting and Repair      | ▪ Digital Graphics for Interactive Media   |
| ▪ Installing and Upgrading Networked Systems | ▪ Computer Game Platforms and Technologies |
| ▪ Computer Systems Architecture              | ▪ Web Animation for Interactive Media      |
| ▪ Networked Systems Security                 | ▪ Object Oriented Programming              |
| ▪ Project Planning with IT                   | ▪ Developing Computer Games                |
|  | ▪ Computer Game Design                     |

### How the course is assessed

The course will be assessed through a continuous programme of assignments, class activities, practical tasks, discussions, presentations and written reports. Each assessment will be graded against performance criteria and each unit will be awarded a **Pass, Merit, Distinction or Distinction\***. If a student fails a module they will need to resubmit their work until they achieve at least a pass. Students cannot progress to the next module until a pass has been achieved in each module.

### UCAS Tariff Points

For the Level 3 BTEC National Diploma, the UCAS tariff and A Level equivalence is as follows:

Tariff	280	260	240	200	160	120	100
A Level	A*A*	A*A	AA	BB	CC	DD	EE
BTEC	D*D*	D*D	DD	DM	MM	MP	PP

For the Level 3 BTEC National Subsidiary Diploma, the UCAS tariff and A Level equivalence is as follows:

Tariff	140	120	100	80	60	40
A Level	A*	A	B	C	D	E
BTEC	D*	D		M		P

### Career Opportunities

It provides a suitable foundation for the study of ICT or a related area through a range of higher education courses or vocational courses (e.g. Information Technology, Information Systems, Business Computing) or direct entry into employment. In addition, the course provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.



# Mathematics

## Exam Board: WJEC

Mathematics is a very popular subject in the 6<sup>th</sup> Form and most students choose it because they enjoy Mathematics and wish to continue to gain satisfaction from it by studying it in more depth. In addition to developing students' numerical skills, Mathematics develops their ability to analyse and solve problems in a logical way, explaining their reasoning using symbols with precision. Although students mix Mathematics with all kinds of subjects (History, Art, English etc.) it provides particular support for those with some underlying mathematical content, such as Physics, Chemistry, Biology, Economics and Geography. Mathematics is normally required for post-18 study of Mathematics, Physics and Engineering, and it is valued by many university departments.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **B** grade in Mathematics at the Higher Tier.
- If you have any queries, please contact Mr M Wagner (Head of Faculty).

### AS course

The new specification for AS Mathematics will include one pure mathematics unit and one applied mathematics unit. The applied mathematics unit will contain a combination of statistics and mechanics. The topics covered will include proof, functions and their graphs, trigonometry, co-ordinate geometry, calculus, displacements, velocities and accelerations, forces, Newton's Laws of Motion, probability theory and analysis of large data sets.

#### Unit 1: Pure Mathematics A (AS Level 62.5% / A Level 25%)

#### Unit 2: Applied Mathematics A (AS Level 37.5% / A Level 15%)

### A2 course

In addition to the units studied at AS level, there will be an additional unit in both pure and applied mathematics. The topics include further trigonometry, more advanced calculus and trigonometry, numerical methods, statistical hypothesis testing, statistical distributions, differential equations, projectiles and more advanced uses of Newton's Laws.

#### Unit 3: Pure Mathematics B (A Level 35%)

#### Unit 4: Applied Mathematics B (A Level 25%)

### Career Opportunities

The following is a list of some of the employment areas in which advanced mathematical skills are highly valued: accountancy, aerospace, automotive, defence, business support services, chemicals, construction, consultancy, engineering, environment, financial services, local and national government, healthcare, insurance, management, information systems, manufacturing, metals and minerals, pharmaceuticals, scientific research, social policy research, telecommunications, transport, and utilities.

# Music

## Exam Board: WJEC

This course is for students who have a keen interest in creating and performing different styles of music. It is useful to have taken Music at GCSE level, but this is not essential as long as the prospective student can perform at approximately Grade 5 standard. Music provides students with a variety of skills, as well as adding breadth to other subject combinations and may be studied in further education.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **C** grade in Music (if studied) or Grade 5 standard on any instrument or voice.

If you have any queries, please contact Mrs R Power (Head of Music).

### AS course

Students will undertake a programme of study involving performing, composing and appraising.

#### Unit 1: Performing (12% of A Level)

- 6 - 8 minutes solo and/or ensemble performance at approximately Grade 5 standard (or above).

#### Unit 2: Composing (12% of A Level)

- Two contrasting compositions lasting between 3 and 6 minutes. The use of music technology will be encouraged.

#### Unit 3: Listening & Appraising (A Level 16%)

- A 1 hour and 30 minutes listening and written exam based on two Areas of Study:
  - **Choral Music** 1730 – 1800 with a detailed study of **Mozart: Requiem**;
  - **Rock and Pop** 1965 - 1990.

### A2 course

The above plus a further 3 units (students may specialise in either performing or composing):

#### Unit 4: Performing

- Option A: 22% of qualification, total duration of solo and/or ensemble performance 10 - 12 minutes **OR**
- Option B: 14% of qualification, total duration of solo and/or ensemble performance 6 - 8 minutes.

#### Unit 5: Composing

- Option A: 22% of qualification, total duration of composition 5 – 9 minutes **OR**
- Option B: 14% of qualification, total duration of compositions 3 - 6 minutes.

#### Unit 6: Listening & Appraising (24%)

- A 2 hour and 15 minutes listening and written exam based on three Areas of Study:
  - Choral Music 1800 – 1880 with a detailed study of Verdi: Requiem;
  - Twenty-first Century Chamber Music in Wales;
  - Popular Music in Wales.

### Progression Routes

Courses on offer in universities and conservatoires are wide-ranging, with specialist performance, composition, management, production, musicology and education degree courses available.

### Career Opportunities

Today music is a major industry with a wide range of opportunities, employing an estimated 130,000 full-time in the UK alone. Students may want to study music for the love of it, or to pursue a career as a singer, instrumentalist, or composer, but the possibilities don't stop there. Whatever their interest, there are jobs in teaching or music therapy, production, promotion, management, as well as performance and many other options.



# Music Technology

## Exam Board: EDEXCEL

This AS and A Level course is primarily targeted at students with a keen interest in music and music production using technology.

All students studying this subject will be expected to work independently in their non-contact time.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a **C** grade in Music (if studied) or a **C** grade in either Science or ICT.
- Keyboard and notation skills are desirable.

If you have any queries, please contact Mr R Brockway (Subject Leader).

### AS Course

The areas of study are:

- Recording and production techniques for both corrective and creative purposes.
- Principles of sound and audio technology.
- The development of recording and production technology.

### Coursework

1. *Recording* – create a full recording of a song.
2. *Composing* – creating, manipulating and structuring sounds to produce a technology-based composition.

### Exams

1. *Listening and Analysing* – knowledge and understanding of recording and production techniques.
2. *Producing and Analysing* – a practical exam covering editing, mixing and production techniques.

### Unit Weighting

Component 1: Recording (20%)

Component 2: Technology-based composition (20%)

Component 3: Listening and analysing (25%)

Component 4: Producing and analysing (35%)

### A Level course

The A2 course has the same structure and areas of study as the AS course but in more detail.

As Edexcel follows the English A Level model, the AS Level grade does not count towards the final A2 result. This suits music technology as it has a steep learning curve at the start of the course and often skills are dramatically improved by the second year.

*We would still require a pupil to pass AS Music Technology to progress to the full A Level.*

### Progression Routes

Music Technology, Sound Technology, Live Sound Technology, Creative Sound Technology, Popular Music.

### Career Opportunities

Record producer, sound engineer in music, radio, TV, film or theatre, education, performer, music journalist, song writer.



# Physical Education

## Exam Board: WJEC

### Why Choose P.E.?

- You enjoy P.E. – both practical and theoretical aspects.
- You wish to give breadth to your studies.
- To enhance career opportunities in sport related professions, e.g. teacher, sports manager, physiotherapy.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE.
- A minimum of a **B** grade on the theoretical aspect of the GCSE PE course is required.

If you have any queries, please contact Mr N Roberts (Head of Department).

### AS course (40%)

#### Unit 1: Exploring Physical Education (Exam - 24% of qualification)

- Anatomy and Physiology – Joints, muscles, movement, warm up and cool down.
- Acquiring Movement Skills – How skills develop, abilities, practice methods, information processing.
- Socio-Cultural Studies Relating to Participation in Physical Education – Barriers to participation, sport and recreation, funding.

#### Unit 2: Practical (Non-exam assessment 16% of qualification)

- Assessed in practical performance of **one** activity as a player/performer.
- Assessed in a practical performance as a coach.
- Assessment in practical performance profile.

### A2 course (60%)

#### Unit 3: Evaluating Physical Education (Exam - 36% of qualification)

- Historical Studies – How sport developed.
- Comparative Studies – Comparison of sport in Australia, UK and USA.
- Sports Psychology – Psychological perspectives/attitudes in sport.
- Biomechanics – The body in motion.
- Exercise and Sports Physiology – The body's response to exercise and training.

#### Unit 4: Practical (Non-exam assessment 24% of qualification)

- Assessed in practical performance in one activity as a player/performer, coach or official.
- Investigated Research.

### Progression Routes

Sports Biomedicine & Nutrition, Sport Coaching, Sport Development, Sport & Exercise Science, Sport Management, Sport & Physical Education, Sport Conditioning, Rehabilitation and Massage, Sports Engineering.

### Career Opportunities

Sports massage, Sports analyst, Teacher, Sports lecturer, Sports Coach, Nutritionist, Sports development officer, Conditioning coach, Physiotherapist, Medical representative, Sports manager, Leisure centre manager, Sports psychologist.



# Physics

## Exam Board: WJEC

The course sets Physics in a variety of contexts, illustrating connections with everyday life, people, places and cultures. If you want a career in science, medicine, the media, education, business or a host of other fields, Physics can help give you the edge!

With an increase in popularity of the traditional A level subjects, Physics is now seen as an essential academic choice by many leading institutions for undergraduate courses.

The AS course offers candidates a chance to expand their understanding of Physics and problem solving, whilst the A2 component takes an in-depth look at fundamental Physics.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a minimum grade **BB** from all higher tier papers Double Science or B in GCSE Physics.
- A grade B in Mathematics and Numeracy is essential given the mathematical demands of A Level Physics.

If you have any queries, please contact Mr Stephens (Head of Faculty).

### AS course

- Motion, Energy and Matter
- Electricity, Light & Lasers
- Practical skills developed through a series of set practicals throughout the course
- No controlled assessment in AS course.

### A2 course

- Physics of Vibrations
- Linear Momentum
- Thermal Physics
- Electric and Gravitational Fields
- Orbits and the Universe
- Magnetic Fields
- Radioactivity
- Nuclear Energy
- Controlled Assessment.

### AS Weightings of Units

- 1 Motion, Energy & Matter (50%)
- 2 Waves & Particles (50%)

### A2 Weightings of Units

- 4\* Oscillations & Nuclei (20%)
- 5\* Fields and an Optional unit (20%)
- 6\* Practical Examination (10%)

# Politics

## Exam Board: WJEC

If you are interested in developing a broad knowledge and understanding of the political system of the UK then you should study Politics. The skills remain with you for life: the ability to explain; to research independently; to think critically. These can be applied in other areas, not just obvious career options such as Law, Politics or Journalism. Most importantly, you gain an ability to make sense of events in an ever-changing world.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a grade **B** or above in English.
- If you have any queries, please contact Mrs N Clarke (Subject Leader).

### The AS course

At AS learners will develop a broad knowledge and understanding of the political system of Wales and the UK, through the study of two compulsory units. The first unit focuses on the process of government, looking at parliamentary structures, core executives and multi-level governance in both Wales and the UK as a whole. The second unit focuses on participation and voting behaviour, electoral systems, political parties and pressure groups/protest.

### Government in Wales and the United Kingdom 20%

Unit 1 serves as an introduction to how Wales and the UK is governed today. Through the study of the Constitution; National Assembly and Parliament; Welsh and UK Government; The Supreme Court and the EU, learners will be able to discuss, analyse and evaluate the key themes, issues and debates surrounding governance in Wales and the UK.

### Living and participating in a democracy 20%

Living and participating in a democracy Unit 2 is an introduction to the concept of active citizenship; the rights and responsibilities of citizens, some of the ways in which citizens can participate in a democracy and the importance of citizen engagement. Learners will be able discuss, analyse and evaluate the key themes, issues and debates, and it is expected that learners will investigate contemporary developments and examples.

### The A2 course

### Political concepts and theories 30%

Political concepts and theories Unit 3, political concepts and theories, involves the study of political theories and their application. Learners will develop a critical knowledge and understanding of a range of ideological traditions: liberalism, conservatism, socialism, communism and nationalism, and their contemporary relevance.

### Government and politics of the USA 30%

Government and politics of the USA. This unit introduces learners to the government and politics of the USA through an examination of three related themes: democracy in America, governance and participation. Learners will analyse critically the ideas and institutions that underpin the American political system. In the assessment of this unit credit will be given for appropriate references to contemporary developments, issues and debates in the areas covered.

### Progression Routes

Politics is a valued qualification for an infinite number of courses as it demonstrates a wider interest and useful skills that perhaps not all candidates will possess. You will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements. Courses with an obvious link include: History, International Relations, Politics, Law, Education, Archaeology, Social Policy and the Police.

### Career Opportunities

Law, Politics, Journalism, Education, International Relations, Civil Service, Public Relations and Public Affairs.



# Psychology

## Exam Board: WJEC

This course provides a comprehensive appreciation of the nature of Psychology and psychological enquiry by exploring the historical and current psychological approaches and classic and contemporary research. In addition, there are opportunities to explore psychological controversies and debates. As research methods is an essential component of Psychology, this course introduces the various methods used by psychologists and provides the opportunity for psychological investigations to take place, taking into consideration ethical issues and implications of psychological endeavours. This course provides both breadth and depth to the study of Psychology that is easily accessible and stimulating.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a grade **B** in Mathematics and a **C** in English.
- If you have any queries, please contact Miss M Murphy (Head of Department).

### AS course

#### Unit 1: Past to Present (A Level 20%)

- The first unit sets a solid foundation in some of the basic core elements of Psychology through the study of classic research. The aim in this unit is to highlight the developing and evolving nature of Psychology, thus early ideas are explored in context with consideration of the advances made in more recent years. The five main approaches to explaining human behaviour are explored (biological, psychodynamic, behaviourist, cognitive and positive).

#### Unit 2: Investigating Behaviour (A Level 20%)

- In the second unit, psychological research, from the initial planning stages through to the final stage of analysis and evaluation is explored. Methodologies used by psychologists are introduced to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications. In addition, the limitations of scientific research are examined, especially when dealing with the complexities of humans as test material. To ensure true appreciation of the principles of psychological

research, individual investigations will take place to provide first-hand experience of research methods.

### A2 course

#### Unit 3: Implications in the real world (A Level 40%)

- In this unit, knowledge from the basic core elements is revisited and application to human/animal behaviours, encouraging explanations and conclusions about the possible causes of these behaviours. Furthermore, in this unit there is an emphasis on understanding how Psychology has the potential to impact on society as a whole by developing methods of modifying behaviour. In addition, five controversies that continue to pose challenges for Psychology are explored.

#### Unit 4: Applied Research Methods (A Level 20%)

- In this unit, knowledge and understanding of the methodologies used in Psychology and the evaluation of these is explored. This unit focuses on practical work to gain first-hand experience of carrying out investigative work. In addition, novel scenarios are used to help develop these necessary skills.

An A Level in Psychology will be useful for studying a number of university degree courses. These include Educational Psychology, Clinical Psychology, Forensic Psychology and Child Psychology.

### Career Opportunities

Students wishing to pursue a career in Business, Education, Health Service, Police, Research, Counselling, Social Services, Childcare and Criminology may find Psychology of particular relevance.





# Sport

## Exam Board: EDEXCEL

The BTEC National Subsidiary Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start a career. It is a 2 year course and equivalent to 1 'A' level.

### Entry Requirements

- A minimum of 6 A\* to C grades at GCSE.

If you have any queries, please contact Mr N Roberts (Head of Department).

### All students take the 60 mandatory unit credits

4 units to be taken from the following:

- Principles of anatomy and physiology in sport (5);
- The physiology of fitness (5);
- Assessing risk in sport (10);
- Fitness training for programming (10);
- Sports coaching (10);
- Sports development (10);
- Fitness testing for sport and exercise (10);
- Practical team/individual sports (10).

### All students take 3 optional units from:

- Sport nutrition (10);
- Current issues in sport (10);
- Leadership in sport (10);
- Exercise, health and lifestyle (10);
- Instructing physical activity and exercise (10);
- Psychology for performance (10);
- Rules, regulations and officiating (10);
- Organising sports events (10);
- Work experience in sport (10).

### How the course is assessed:

The course will be assessed through a continuous programme of assignments, class activities, practical tasks, discussions, presentations, written reports, work experience, organising events and coaching. Each assessment will be graded against performance criteria and each unit will be awarded a **Pass, Merit, Distinction or Distinction\***. If a student fails a module they will need to resubmit their work until they achieve at least a pass. Students cannot progress to the next module until a pass has been achieved in each module.

### UCAS Tariff Points

For the Level 3 BTEC National Subsidiary Diploma, the A Level equivalence is as follows:

A Level	A*	A	B	C	D	E
BTEC	D*	D		M		P

### Careers Opportunities

- Direct entry into employment within the Sport and Leisure industry in a variety of roles such as in fitness centres, leisure centres and outdoor pursuit centres.
- Progression to Higher Education to study Higher Nationals or Degrees in Sport and Leisure Management, Sports Studies or Physical Education.

*\*The assessment criteria may be subject to change, due to developments within EDEXCEL.*





# Theatre Studies

## Exam Board: WJEC

Students study theatre, performance and its history through modern and pre-1900 texts. They explore the ideas of prominent Theatre practitioners in a practical context and undertake practical work from the point of view of actor, director and designer. Students will need to view live theatre performances, study play texts, and work as part of a group preparing practical pieces. They will be involved in staging scripted extracts and devised scenes they create themselves, using lighting, sound and costume.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with a grade **C** or above in Drama, English Language and English Literature. Special consideration may be given to pupils who did not take Drama GCSE but have plenty of relevant experience.

If you have any queries, please contact Mr S Lee (Head of Department).

### AS course

#### Unit 1: Practical Performance (AS Level 60% / A Level 24%)

- Using ideas and influences from a choice of leading theatre practitioners or theatre companies, candidates will perform a combination of scenes from a set text and work of their own devising to create a 're-imagined performance'. They need to keep a 'creative log' of the working process. After the practical performance they write an evaluation which also forms part of the assessment.

#### Unit 2: Written Paper (AS Level 40% / A Level 16%)

- A series of questions based on one performance text from a set list [a clean copy of the text may be taken into the exam].

### A2 course

#### Unit 3: Practical Performance (A Level 36%)

- Students are given a set theme and create a performance consisting of scenes from a published text and a piece devised by the group. A written evaluation of the performance will be required as a piece of coursework, carried out in examination conditions at school.

#### Unit 4: Written Paper (A Level 24%)

- Students answer questions on two set texts, clean copies of which may be taken into the exam.

### Progression Routes

Students taking A level Theatre Studies in recent years have commonly gone on to study Drama, English, Law, Art and Performance Studies along with a wide and diverse range of other subjects.

### Careers Opportunities

Acting, Teaching, Directing, Performing Arts, Media, Journalism.

# Welsh (2nd Language)

## Exam Board: WJEC

AS Level Welsh will be of interest to students who wish to extend their current knowledge of the Welsh language. The aim of the course is to develop candidates' skill to express themselves in Welsh, in the written and spoken word. Candidates are urged to read extensively as well as study the set texts in detail. The AS course will be of interest both to those who wish to continue to A2 and to those who simply wish to extend the breadth of the AS studies.

### Minimum Entry Requirements

- A minimum of 6 A\* to C grades at GCSE with grade **B** or above in Welsh. If you have any queries, please contact Mrs N Morgan (Head of Faculty).

### AS course

#### Film and Oral Discussion (AS Level 40% / A Level 15%)

- This unit includes talking about the multi-media culture in Wales today e.g. Theatre, T.V. and Radio and Film.
- Candidates will also study one film in detail.

#### Coursework (AS Level 30% / A Level 20%)

- Prepare a project/pack. It must be about Wales or with a Welsh dimension and must include different styles of writing.

#### Use of Language and Poetry (AS Level 30% / A Level 15%)

- Candidates will be asked to use the language, correct mistakes and change the tenses of the verbs.
- Poetry appreciation – Candidates will study seven set poems.

### A2 course

#### A Play and Oral Discussion (A Level 20%)

- This unit includes discussing the multi-media culture in Wales today, e.g. Theatre, TV and Radio, Film, Welsh Journalism, Magazines and Newspapers.
- Study a set play.

#### Short Stories and Concurrent use of Language (A Level 15%)

- Study 4 short stories and write appreciations;
- Concurrent use of language – Candidates will be asked to read a passage in English and respond to the passage in Welsh. It could be in the form of a letter, article or prepare an information pamphlet.

#### Use of Language and Poetry Appreciation (A Level 15%)

- Candidates will be asked to use language to show understanding of verbs and clauses, translate sentences into Welsh and combine pair of sentences to form complex sentences;
- Candidates will study 5 poems, in addition to those studied in AS, and will be asked to analyse and express a personal response to the content of the poems, theme, style and the poet's attitude to life.

### Progression Routes

All universities accept Welsh as a second language as a subject even if you chose to study in England. You may choose to stay in Wales and could follow a Welsh degree or a joint honours with Welsh as part of your degree.

### Career Opportunities

Possible careers include teaching, translating, jobs in local government, tourism, public services etc. The list is endless! The UCAS web site says 'Having the ability to use Welsh in the workplace can give you an edge over your competitors.'



# Welsh Baccalaureate

## Exam Board: WJEC

The Advanced Welsh Baccalaureate is a compulsory Level 3 qualification studied at Radyr Comprehensive School. The Skills Challenge Certificate is considered as an equivalent to A Level/BTEC Level 3 courses. The majority of our students use this qualification to make up one of the qualifications in their university offers if they choose to progress to higher education after sixth form. The course is comprised of three 'Challenges' and an Individual Project.

## Minimum Entry Requirements

Studying the Advanced Welsh Baccalaureate is compulsory at Radyr Comprehensive School but in line with the sixth form entry requirements:

- A minimum of 6 A\* to C grades at GCSE (or equivalent)
- To achieve the full Advanced Welsh Baccalaureate qualification, students must also have a minimum of a C at GCSE in English Language and Mathematics/Numeracy and pass two of their Level 3 qualifications at a minimum of an E grade/Pass by the time they finish Year 13.

If you have any queries, please contact Mr M Bayley (Welsh Bac. Co-ordinator).

## The Course

Across the two year programme, students will be assessed on the following components:

### Community Challenge (15%)

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit a community. During the Community Challenge learners will explicitly develop skills of Planning and Organisation and Personal Effectiveness and apply them in an appropriate manner. Students will need to plan and implement a continuous, 30 hour community project and record, evidence and reflect upon their experience and its outcomes.

### Global Citizenship Challenge (15%)

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop skills of Literacy, Critical Thinking and Problem Solving and Creativity and Innovation and apply them in an appropriate manner. Students will need to form their own personal standpoint on a current global issue and evaluate the credibility of sources in order to support their argument. They will also need to propose solutions to overcome the challenges faced by the global issue in question before reflecting on the skills they develop throughout the challenge.

### Enterprise and Employability Challenge (15%)

The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in Numeracy, Digital Literacy, Creativity and Innovation and Personal Effectiveness and apply them in an appropriate manner. As part of the challenge, students will have the opportunity to innovate a bespoke idea to overcome a real-life problem within an industry of their choice. Students will also gain the opportunity to plan their future by exploring different career pathways and consider personal finance planning required for independent living once they leave sixth form.

### Individual Project (50%)

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity with an emphasis on future educational or career aspirations. During the Individual Project learners will explicitly develop skills in Literacy, Numeracy, Digital Literacy, Planning and Organisation, Critical Thinking and Problem Solving and apply them in an appropriate manner. Students have the opportunity to formulate their own, dissertation style focus and project between 3000-5000 words. Many of our students discuss their Individual Project in their personal statements and have been asked to discuss their findings at interviews. We usually introduce the Individual Project to students at the end of Year 12 and continue to improve their research and analysis into Year 13.

### Assessment

The course will be assessed through a continuous programme of written and verbal controlled assessments. Some of the components, such as the Individual Project, have relatively low controls and so are written and assessed more similarly to coursework. Each challenge and the Individual Project are given raw marks and will be awarded a Pass (P), Merit (M) or Distinction (D). Once the whole qualification is completed, the examining board decides on grade boundaries and if students pass, they will be awarded a grade between A\*-E.

### Career Opportunities

The course's explicit assessment of seven of the key employability skills - Planning and Organisation, Literacy, Numeracy, Digital Literacy, Critical Thinking and Problem Solving, Personal Effectiveness and Creativity and Innovation – means that the qualification can be related to all career options students may want to pursue in the future.

