



Ysgol Gyfun  
**Porthcawl**  
Comprehensive School



2022  
**Prospectus**  
Sixth Form

2022  
**Prosbectws**  
Y Chweched Dosbarth

*Perseverance Creates Success*



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# Welcome to Porthcawl Sixth Form

## Headteacher's Foreword

*As always, I am delighted to offer a few introductory words of welcome to our Sixth Form Prospectus.*

At the time of writing this, Covid regulations have been relaxed and the school takes its first tentative steps towards normality. We are hoping to organise our sixth form as we have always done, with the usual range of opportunities and experiences.

Our Sixth Form experience is vibrant, exciting and most rewarding. The Sixth Form at our school is where futures are forged and potential is realised. I have always said that "ambition is critical", and this has never been so true.

At our school, we offer an exciting variety of courses so that the vast majority of our students have their needs met. We enjoy close working relationships with other local providers and enjoy great working partnerships.

The Sixth Form experience at Porthcawl Comprehensive School will be fundamental in your journey into adulthood. We will be with you every step along the way, and I look forward to seeing you in September.

**Andrew Slade** | Headteacher



## A Welcome from the Head Team

***Life as a Sixth Form Student could not be more different from your previous experiences of school life. Many would agree that the gap between GCSE and 'A' Level/Level 3 Vocational Courses is the largest you will ever have to overcome.***

As a Sixth Form student you are a young adult and will be treated as such. The student-teacher relationship moves on to a new level, becoming more like the relationship between student and lecturer at university. As a result, lessons become more relaxed and the informal atmosphere makes lessons altogether more enjoyable. Your time will now be spent on subjects you have actually chosen to study because they interest you.

However, make sure that you do use a good portion of this time working in library periods - it makes sense as it frees up time you could spend in the evenings. There may be fewer subjects on the timetable but the workload certainly won't get any less!

Sixth Form can be daunting but as long as you are interested in your subjects and prepared to put time and effort into them, you will reap the rewards and enjoyment the Sixth Form can provide. There are so many extra-curricular activities to get involved with - what you put in, you will certainly get out.

## Pastoral Team

**Ms C Crook**

Progress Manager

**Mrs S Thomas**

Wellbeing and Post 16 Learning  
Pathways Co-ordinator

**Mrs A O'Brien**

Deputy Headteacher and  
Senior Link to Sixth Form

# Life in The Sixth Form

## 14-19 Introduction

### **Vision**

For every student to reach their potential to be able to access future opportunities.

### **Aims**

Our Sixth Form has two fundamental aims: to enable students to achieve the highest standards within their capability, and at the same time to ensure that they become balanced, self-reliant people able to make a full contribution to society. These aims are achieved through a partnership with students which ensure that they receive a full range of support and opportunities. In return, students contribute high standards of responsibility and effort. We recognise that students need help, guidance and encouragement in order to become independent learners, and our pastoral and teaching staff work together to that end. The Sixth Form also supports the main aims of the school as listed in the school prospectus.

### **Achievement**

At PCS we strive to develop every single student through a supportive network to become well-rounded individuals, stretched and challenged to reach beyond their potential.

### **The Sixth Form Team**

The Senior Year Tutor and the Pastoral Team support and co-ordinate the work of the tutors by planning a tutorial programme which incorporates modules on citizenship, health, and higher education. This programme is seen as an important broadening component of the Sixth Form curriculum and is followed by every student.

The Sixth Form pastoral team also deals with the day-to-day management of the Sixth Form, and

provide academic and personal support. The work of the tutorial team places special emphasis on preparing students for life beyond school, further and higher education, which includes a well-established programme of work placements and careers guidance.

### **The Form Tutor**

Form Tutors provide a consistent point of contact for all students at daily morning registration, and assist in monitoring progress and offer support and guidance as necessary. As the Form Tutor builds a working relationship with each student, they are ideally placed to make a valuable contribution to the compilation of references. They also play a crucial role in maintaining high standards of appearance, punctuality and attendance. Tutor groups consist of a mix of Year 12 and Year 13 students to encourage support, advice and experience.

Each student is supported by the Form Tutor. Tutors are experienced in post-16 education, and are able to guide students through the new demands that they meet in the Sixth Form. Tutors help students achieve a sensible balance between study requirements and other demands.

### **The Sixth Form Council - Head Team**

Student voice is important to us. The Head Team plays a very active part in the life of the Sixth Form. It consists of up to 14 students. The process is vigorous and transparent to ensure the best team are selected and elected.

The Team meets weekly with the Headteacher to assist the school with the organisation and supervision of main school events. The Head Team are involved in some of the major decision making within the school.



## **The Sixth Form Senedd**

The Senedd consists of the elected Form Representatives of Years 12 and 13, and the Head Team. The Senedd plays a significant role in assessing and formulating the pastoral and academic programme. Sixth Form issues are discussed and clear feedback from senior staff is provided.

The Senedd, together with the Head Team ensure our students have a sense of ownership in their Sixth Form years.

### **Sixth Form Expectations - Entry Policy**

The Sixth Form at Porthcawl Comprehensive School has high expectations of its students.

To gain a place in the Sixth Form students must:

- ▶ meet the entry requirements of the courses offered
- ▶ possess a good school record (no evidence of defiance, rudeness, or disrespect for staff)
- ▶ sign an agreement to comply with Sixth Form rules and expectations

## **Joining the Sixth Form**

The transition from Year 11 into the Sixth Form begins late in the Autumn term. Information is given regarding Sixth Form life, expectations and guidance via assemblies. Towards the end of the Autumn term in Year 11, tutors and the pastoral team inform students of the pathways available to them. A special evening for parents and prospective students is held in January and all students are given a Sixth Form prospectus. Prospective students complete an application form with their parents' help, noting the courses that interest them. Students are then interviewed and given advice on the course(s) chosen. Students from outside school are admitted on an individual basis after a personal interview.

## **Regulations**

We expect our students to work conscientiously and independently at their studies and as senior pupils, they are expected to set an example in their behaviour, dress, punctuality and attitude to the rest of our learners.

It is expected that all students will behave in a mature and sensible way. An agreement relating to students' responsibilities and entitlements is issued by the tutor at the start of the Autumn term, and is signed by the student, parent and tutor. The agreement is found in the Sixth Form diary.

Study in the Sixth Form at Porthcawl Comprehensive School is **FULL TIME**. Students are expected to commit fully to their studies and do not leave the premises during non-contact times without permission. All students study FOUR AS Levels throughout Year 12 in addition to the Welsh Baccalaureate.

## **Assessment**

Individual progress is monitored by both subject teachers and tutors against minimum target grades from ALPS (Advanced Level Performance Systems)

data. Subject teachers and students complete a tracking system approximately every two months in both Years 12 and 13. Each subject review contains details of the effort and general progress of each individual student both acknowledging good work and drawing attention to matters of concern. Outcomes are discussed with the Form Tutor via an interview. There is a Year 12 Parents' Evening in the Spring term and a Year 13 Parents' Evening in the Autumn term. There is a mentoring scheme in place for students who require extra support in progressing their studies.

## **Private Study**

There are excellent facilities for private study. These facilities are integrated into the school so that students have ready access to the Library, the Study Room, the Computer Rooms, subject staff and departmental resources. Students have study facilities in the Sixth Form Hall which is set aside exclusively for their use. They have access to ICT resources in the Library, Computer Rooms and a number of computers in departmental areas. These are all networked and have access to the internet and a range of software related to specific subjects. The transition from strictly supervised work to independent learning is supported by guidance and advice in study skills.

## **Homework**

In addition to study at school, all students should expect to work at home. As a guide, Sixth Form students should set aside at least **four hours** per subject for study each week. Some of those hours will be used during study time in school and the rest at home.

## **School Times**

School starts with compulsory registration in tutorial rooms at 8:45am and finishes at 3.00pm. We expect students to be punctual at morning and afternoon registrations, and lateness will be dealt with by the Sixth Form pastoral team. Sixth Form students may leave the premises at lunchtime but not at mid-morning break or during study periods due to health and safety reasons.

Students who wish to leave the premises for justifiable reasons, must obtain an off-site permit from the Head of Year. In the case of student absence, we expect a parental telephone call to school before morning registration. In all cases an absence note should be brought in to the form tutor/attendance clerk on the return to the school.

## **Contact with Parents/Guardians**

Parents are very welcome to visit the school and talk to one of the Sixth Form pastoral team. In the first instance it is best to get in touch by telephone and arrange a personal appointment, or email:

**[6thform@porthcawlschool.co.uk](mailto:6thform@porthcawlschool.co.uk)**

**Further information regarding details of information is available at the school or on the website:**  
[www.porthcawlschool.co.uk](http://www.porthcawlschool.co.uk)

## **Sixth Form Block**

Although lessons will be taught in different parts of the school, the Sixth Form Hall, Study Room and the Canteen are designated for exclusive use of the Sixth Form, apart from at break and lunchtimes.

## **Tutor Groups**

Tutor groups are arranged without reference to any particular subject or level of entry into courses.

The responsibility for ensuring that an attendance mark is received is the students'. It is a requirement that students register twice a day. Absences must be accounted for by a letter or telephone call from the parents and guardians.

A tutor programme is delivered by the Head of Year and / or Form Tutor once a fortnight. Form Tutors and Head of Year should also be your first point of contact to discuss any matters concerning your welfare.

Regular meetings with the Form Tutor are held to discuss progress and provide pastoral support.

## **Assembly**

An Assembly/Wellbeing Session is organised every morning in the Sixth Form Hall or as a Form Assembly.

A House Assembly replaces the Tuesday meeting as and when required. All new students will be randomly allocated to either: Gwynedd, Morgannwg, Dyfed or Powys Houses.

## **Managing Time**

The timetable in Year 12 will be very different from Year 11 in three main ways:

- ▶ more subjects to choose from
- ▶ more responsibility for your own learning
- ▶ non-contact timetabled study time

Studying fewer subjects DOES NOT MEAN LESS WORK. Far from it, the majority of our students pursue ADVANCED courses.

Non-contact time is where students are expected to support their studies by using the in-house facilities such as the Library, workshops and IT rooms. Self discipline towards study is of utmost importance and it is vital that students establish a balance between study and extra-curricular activities. A happy, resilient and well-prepared student is a successful student.

Effective time management both in and out of school is necessary to achieve success.

***Failure to meet an acceptable level of attendance at school or lessons could result in non-entry for examinations.***

## **Mentoring**

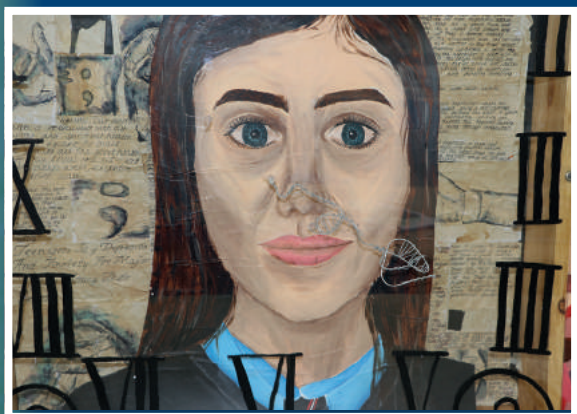
A mentoring system is in place for those students requiring support to reach their full academic potential.

These students will be closely monitored and interviewed on a weekly basis.



Our Sixth Form has two fundamental aims: to enable students to achieve the highest standards within their capability, and at the same time to ensure that they become balanced, self-reliant people able to make a full contribution to society.

These aims are achieved through a partnership with students which ensures that they receive a full range of support and opportunities.



## Uniform

***The Sixth Form has a dress code, which is different to the rest of the school and gives us a strong identity when students represent the school.***

- ▶ Blue shirt with stiff collar
- ▶ Sixth form tie
- ▶ Black V-neck jumper/ sweatshirt with school badge
- ▶ Black trousers, black pinstriped skirt or plain black skirt (classic design)
- ▶ Dark socks or black tights
- ▶ Flat black shoes - no boots
- ▶ Dark overcoat

***NO jewellery or make-up is to be worn. Hair - very short and shaved heads and dyed hair is not permitted. Gel and wax are not permitted for health and safety reasons.***

### ***Use of mobile phones***

***Not permitted during lesson time without teacher consent. To be used only in designated Sixth Form areas and not around the school.***

# Why Study in the Sixth Form?

- ▶ We have excellent examination results. Please feel free to compare our results with those of other schools and colleges.
- ▶ We have excellent facilities and resources for the wide range of extra-curricular activities including Sports, Music and Drama.
- ▶ You will be able to study and research in a well-stocked Library or relax with a coffee in our Sixth Form Hall.
- ▶ Work experience, visits from university lecturers, a community links scheme, visits to careers conventions and universities and a supportive careers service are all available in the Sixth Form.
- ▶ There is a strong support and guidance system consisting of Year and Form Tutors.



## **Sixth Form Courses**

Please consider carefully the particular combination of subjects you propose to study, mindful of potential future career choices. A minimum of 5 GCSE grades C or above in standard subjects is required.

Our provision for next year includes AS, A Level, the Welsh Baccalaureate and vocational courses. All the courses on offer are made up of units of study which are broadly the same size and which will be assessed in a similar way. An Advanced Subsidiary (AS) course, represents 40% of an Advanced Level course of study.

Students will take their AS examinations during Year 12 and will convert most of them into full A Levels at the end of Year 13. Some subjects will not be studied further and will be certificated as an AS award which is a complete qualification in its own right. Some vocational subjects are two year courses.

The final programme which will be followed in Year 13 will depend on progress made in Year 12 and any individual needs for career progression. Appropriate advice will be provided to students on an individual basis.

## **GCSE Courses**

There is the opportunity to join a range of GCSEs via Year 11 classes.

## **Sixth Form Contract**

In addition to this general prospectus there is a Sixth Form Handbook which students receive when they join the school. It contains more details regarding day to day processes as well as a formal acceptance / contract of the school procedures.

***The handbook is found in the students' diaries.***





# Careers Wales and Entry to Higher Education

**UCAS [Universities and College Admissions Service] is the central application service for full-time undergraduate courses in the UK. All students who intend to progress to Higher Education must apply through UCAS, or for Music Conservatoires through CUKAS.**

Applications are usually made online and must be received by UCAS by early January of the final year of a student's course. Applicants wishing to apply for Oxford or Cambridge as well as those who wish to apply for Medicine, Dentistry, Veterinary Sciences or Music Conservatoires must apply by the previous October. Applications to Foundation Art courses are usually made concurrently but directly to individual institutions.

In the January of Year 12 students will be given introductory advice sessions by Form Tutors and the school Higher Education Access Tutor. Students will be informed of a two-year programme of careers events, university visits, gap year details, deadlines and advice sessions. This also includes details of a two-day induction event on UCAS application which takes place on the students return to studies after their AS examinations at the end of June.

The school has strong links with all the South Wales universities who are invited each year to speak to parents on both general and financial issues.

Sixth Form Tutors work closely with the Careers Advisor from Careers Wales to provide high quality careers advice whatever students decide to do after Sixth Form.

The school deadline for UCAS applications is November 30th. The school then attaches the reference and forwards them to UCAS.

Presently, over 85% of our Sixth Form students continue into higher education and we are proud to see our Year 13 students applying for a range of university courses from:

**Accountancy, Advertising, Aeronautical Engineering, Applied Golf Management, Archaeology, Architecture, Audiology and Automotive Design ...**

to

**Pharmacy, Philosophy, Physics, Sociology, Speech and Language Therapy, Sport and Exercise Science, Theatre Design and Zoology.**

Students are expected to keep records of university and convention visits, open days, road-shows, prospectuses, personal statements, work experience, examination certificates, key skills, sporting and compact awards, together with advice they have received from tutors and university speakers in a progress file.

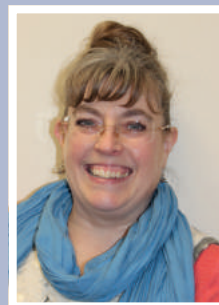
There is a tailored programme for students identified as potential Oxbridge and Russell Group candidates. This is also linked to the national Seren Network Programme.



**The Careers Programme in the Sixth Form is based on a mixture of self-enquiry and organised lessons. Students create a progress file; we provide:**

- ▶ Tutor Period - a full programme of advice and university speakers
- ▶ Main Library which is well-stocked with information
- ▶ Formal and informal advice sessions from the Careers Wales Advisor and other tutors
- ▶ Specialist information sessions, such as for Medicine or Oxbridge applicants
- ▶ Information about higher education admissions tests, such as those for Medicine, Law, Maths, Physics or History (UKCAT, BMAT, LNAT or HAT, EEP)
- ▶ Regular up-dates about open-days, bursaries, taster sessions and courses. (These are read out in assembly and advertised on notice boards)
- ▶ A visit to at least one higher education convention
- ▶ Opportunities for students to attend work experience and community links placements they have organised
- ▶ Mock interviews are provided by senior staff in preparation for entry into higher education
- ▶ Preparation for interview sessions

**A careers advisor from Careers Wales is available at school two days per week to offer impartial careers information, advice and guidance to all pupils in the Sixth Form. Students are offered help and support with higher education applications and also employment opportunities after Year 13.**



# Sixth Form Tutors/Team

The pastoral team in the Sixth Form consists of a Deputy Headteacher as a link to Senior Management, two Heads of Year, a Higher Education Access Tutor and Form Tutors.

## **The PSE Programme (Personal and Social Education)**

We offer an extensive PSE Programme in the Sixth Form covering topics that we feel are of interest to you and will provide you with the knowledge and understanding to develop into well rounded individuals.

The Head Team are consulted and their view noted on the content of the PSE Programme. Topics covered may include some of the following:

- ▶ Personal Safety
- ▶ Key Skills
- ▶ Applying to University
- ▶ Student Finance
- ▶ Student Life
- ▶ Personal Statements
- ▶ Cooking and Ironing Skills
- ▶ General Knowledge Quizzes
- ▶ Giving Blood
- ▶ Organ Donation
- ▶ Healthy Eating
- ▶ Driving Skills / Safety
- ▶ Buying a Car
- ▶ Sexual Health
- ▶ Drug and Alcohol Abuse
- ▶ Dealing with and Avoiding Stress
- ▶ Entrepreneurship
- ▶ Other Topical Moral and Ethical Issues
- ▶ Catch-up Sessions Related to Covid-19
- ▶ Target Setting and ALPS Targets
- ▶ Blended Learning and Google Classroom

## **Forum**

The majority of Sixth Form pupils have the opportunity to attend a series of talks on spiritual and moral issues. These talks are provided by outside speakers from a variety of backgrounds.

Topics have included:-

- ▶ Human Rights
- ▶ Local Law and Order
- ▶ Rich World/Poor World Issues
- ▶ Sustainable Development
- ▶ Alcoholism
- ▶ Various Faiths
- ▶ Politics

# Individual Pastoral Support



***When you enter the Sixth Form you will be faced with many challenges - both personal and academic.***

Remember if you need any help there is always someone who is prepared to listen and give advice if needed: Mrs. A O'Brien, Mrs. J Sloggett, Heads of Year, Form Teachers. Tŷ Enfys is a support centre at the heart of the school which houses a complete range of services to support the emotional wellbeing of our learners of all ages. We can also organise a meeting with the following:

- ▶ School Counsellor
- ▶ Support Agencies
- ▶ Medical Professionals
- ▶ Sexual Health
- ▶ Primary Mental Health Team
- ▶ Youth Advice

## **Free Helplines**

- ▶ Childline 0800 11 11
- ▶ NSPCC 0808 800 5000
- ▶ Samaritans 116 123
- ▶ NHS Direct 111

***Information website for young people:***

**[www.cliconline.co.uk](http://www.cliconline.co.uk)**

## **ALWAYS ASK FOR HELP**





## Educational Maintenance Allowance (EMA)

**If you are concerned you might struggle to settle down in the Sixth Form for financial reasons, then the availability of EMA may help you.**

**EMA is a fortnightly payment that might help you with the cost of continuing your education in the Sixth Form. You could receive payments of up to £30 a week, if you meet the following requirements:**

- ▶ You are aged 16-18 on the 31st August.
  - ▶ Your household income is £20,817 or less (£23,077 if there are other young people in full time education who also qualify for child benefit in your household).
  - ▶ You meet the residence and nationality rules.
  - ▶ You undertake an eligible course at school which involves at least 12 hours of guided learning each week.
  - ▶ If you meet these requirements you will then have to do two things in order to receive your fortnightly payments.
1. You will first need to fill in and submit an EMA application form. These forms are available from the school or can be accessed on the Student Finance Wales website: [www.studentfinancewales.co.uk/EMA](http://www.studentfinancewales.co.uk/EMA)
  2. Once you have received a letter awarding you the allowance you will then need to read and sign the School Learning Agreement that sets out what will be expected of you during your time.

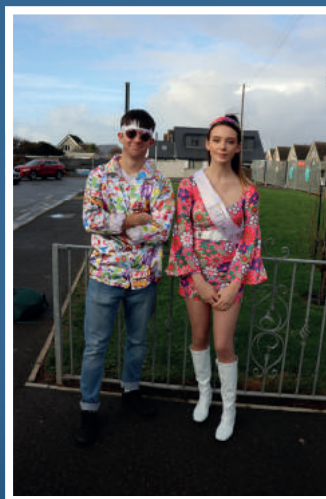
## Form Tutor/ Learning Coach

- ▶ Each student will be assigned to a Form Tutor / Learning Coach.
- ▶ Your Form Tutor is a person who is available to support you in school.
- ▶ He/She will provide you with information, guidance, and a mentoring service.
- ▶ Your Form Tutor can work with you as an individual or as part of a group, depending on your needs.
- ▶ Your Form Tutor will support you as learners in identifying goals, setting targets, and making informed choices regarding your school work, and future careers.
- ▶ Your Form Tutor and Head of Year will liaise closely with your subject teachers, and other relevant agencies in supporting you.
- ▶ Your progress will be monitored via the Sixth Form tracking process.



# Key Dates for Sixth Form Studies

The schedule below is a general structure for the Sixth Form and further details for each year will be available from school.



## Year 11

<b>January</b>	Sixth Form Induction Meeting Initial choice of options
<b>August</b>	GCSE Results Interview on final subject choice

## Year 12

<b>September</b>	Sixth Form Induction Programme - review of subject choice Year 12 Welcome Evening
<b>November</b>	GCSE resits in English and Maths Charities' Week Tracking Progress (1)
<b>February</b>	Parents' Evening - reports EMA application deadline Tracking Progress (2)
<b>March</b>	Presentation Evening
<b>May</b>	AS and GCSE Examinations begin
<b>June</b>	UCAS Induction Programme Teaching of A2 courses begins
<b>August</b>	AS Results

## Year 13

<b>October</b>	UCAS entries for OXBRIDGE, Medicine, Vets, Law and some others (details at school)
<b>November</b>	Parents' Evening GCSE resits in English and Maths Charities' Week Tracking Progress (1)
<b>December</b>	UCAS Application Deadline
<b>February</b>	Tracking Progress (2)
<b>March</b>	Presentation Evening
<b>May</b>	Leavers' Assembly AS and A2 Examinations begin
<b>June/July</b>	Sixth Form Ball
<b>August</b>	A Level and AS Results





# What core options are available for Year 12 students?

## Student Choices

Each subject offered could have an entry requirement. Students need to look at these carefully when considering their choices. Your final two weekly timetable should have 42 basic lessons of class contact time. As a general guide: each AS level has 9 lessons per subject. The number of AS subjects you will be able to study will be determined by the quality as well as the quantity of your GCSE results.

**A minimum of five GCSEs at Grade C or above is required to study four AS subjects/ vocational subjects.**

The School recommends that students study four AS subjects/

vocational subjects in addition to the Welsh Baccalaureate.

**N.B. The majority of higher education establishments require at least a Grade B in both English and Mathematics at GCSE.**

Please see Mrs R Williams with any queries regarding Further Education courses.

### Subjects available at A Level:

- ▶ Art & Design (Art, Craft & Design)
- ▶ Art & Design (Textile Design)
- ▶ Biology
- ▶ Business Studies
- ▶ Chemistry
- ▶ Christianity, Philosophy and Ethics
- ▶ Computer Science
- ▶ Design and Technology Product Design
- ▶ Drama and Theatre Studies
- ▶ Electronics
- ▶ English Language and Literature
- ▶ English Literature
- ▶ French
- ▶ Geography
- ▶ German
- ▶ Health and Social Care and Childcare
- ▶ History
- ▶ Information Technology
- ▶ Mathematics / Further Maths
- ▶ Media Studies
- ▶ Music
- ▶ Physical Education
- ▶ Physics
- ▶ Sociology
- ▶ Welsh
- ▶ Welsh Baccalaureate

### Vocational Subjects:

- Level 3 Diploma in Financial Studies
- BTEC Level 3 Subsidiary Diploma in Performing Arts
- Level 3 Diploma in Tourism
- GCSE Re-sits in English and Mathematics





# Extra Curricular Activities

All students are encouraged to sign up to at least one extra-curricular activity. This year's societies have included the Debate Society, the Council for Education In World Citizenship, the Year Book and the School Show, MedLink, Science Cafe and various sporting activities.

## Unifrog

Throughout the Sixth Form it is vital that you take responsibility for your own work. It is not the job of your Form Teacher, Subject Teacher or Parent.

Unifrog is a record of your learning and achievement which includes details of modules or units taken, GCSE qualifications and any other awards gained.

- ▶ This is a structured and supported process, linked to UCAS and other pathways which will help you think about your own learning and achievement and plan for your education and career development.

## Interact Club



Interact is an organisation of young people up to the age of 18 years who work together to perform good deeds both locally and internationally. Our Interact Club at PCS is sponsored by Porthcawl Rotary Club who offer continuing advice and guidance.



Our Interact Group in the Sixth Form have been responsible for fundraising events including our annual Christmas Jumper day, Sixth Form socials and Krispy Kreme doughnut sales! Their hard work, organisational skills and effort towards fundraising has resulted in thousands of pounds being donated to local charities such as Wales

Air Ambulance, Y Bont and RNLI and international charities such as Save the Children and Cancer Research. Interact Club members elect their own President, Vice President, Secretary and Treasurer and meet once a fortnight to discuss new ideas and plan forthcoming events.

Individual skills of leadership and co-operation are developed and members become aware of the needs of less fortunate people, and develop into caring members of society - attributes that are held in high regard by universities and employers. Interact is an internationally recognised achievement and there are now over 7000 clubs in 88 countries.

## Sixth Form Ball

It's the night that everyone has been waiting for! It usually takes place in the last week of June or the first week of July. It is a magical experience. It is a chance for everyone to dress up in their best frocks and suits and let their hair down. It will be the last occasion where you will all be together as a year group. A thoroughly enjoyable yet emotional evening!





## New Students to PCS

We warmly welcome a large number of new students to PCS Sixth Form every academic year. Arrangements are put in place to support the quick integration of students new to the school. This includes a tour of the school by existing Sixth Form students, assembly time with Form Teachers, a welcome from the Headteacher and full support from the Pastoral Team.

## Educational Experience/ Visits

There are numerous school trips and experiences that you may be able to become involved with. Below you will find a small selection that have been available over the last few years.

- ▶ **Washington**  
History Department

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- ▶ **Italy Skiing**  
Mrs Mahoney

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- ▶ **Orielton, Pembrokeshire**  
Mrs A Mackey, Geography

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- ▶ **Stratford-upon-Avon, London & Cardiff Theatre visits** -  
English/Drama Departments

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- ▶ **Sixth Form Genetics Conference**  
Mrs Callister

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- ▶ **History Trip to Parliament**  
Mr Short

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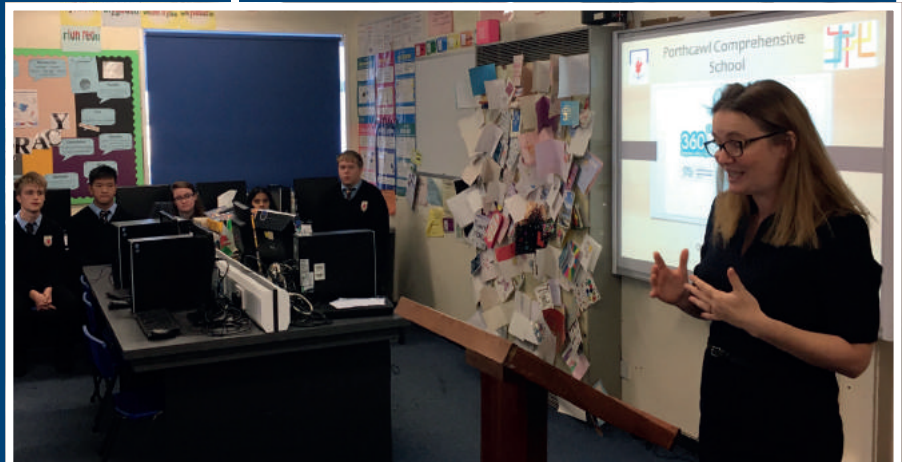
- ▶ **Seren Network Opportunities**  
Mrs R Williams

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- ▶ **The Victoria and Albert Museum, London**  
Miss Lambert, Textiles

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- ▶ **French/ German Christmas Markets**  
Mrs J Brown, German



## Support for Wellbeing and Achievement

The transition from Year 11 to Sixth Form is demanding. Students will be fully supported to adapt to the rigour of AS and A2 studies, but will also become more independent and resilient learners. All students benefit from our robust and comprehensive pastoral care. Happy students achieve positive outcomes.

The following provision is in place to support the wellbeing of our students:

### **Extensive pastoral support**

- ▶ A dedicated Sixth Form team
- ▶ Induction Programme
- ▶ A Student Support Centre to support wellbeing
- ▶ A dedicated School Counsellor for individual support and guidance

- ▶ A dedicated Heat (Higher Education) Tutor to support career paths
- ▶ The support of numerous outside agencies
- ▶ Well developed and structured pastoral programme
- ▶ An open and fluid Sixth Form Senedd to discuss Sixth Form issues
- ▶ Regular time-tabled meetings with Form Tutor

### **Entry to Year 12 & 13 for Study**

**Entry is not automatic. A proven track record of good attendance, a positive attitude to learning and success at GCSE and AS Level are essential pre-requisites for Sixth Form life.**



Porthcawl Comprehensive School

# The Opportunity to learn

*The following courses provide the learning opportunities available within the school.*

Subject	Level
Art & Design (Art, Craft and Design)	3
Art & Design (Textile Design)	3
Biology	3
Business Studies	3
Chemistry	3
Christianity, Philosophy & Ethics	3
Computer Science	3
Design and Technology Product Design	3
Drama and Theatre Studies	3
Electronics	3
English Language and Literature	3
English Literature	3
French	3
Geography	3
German	3
Health and Social Care and Childcare	3
History	3
ICT	3
Mathematics and Further Mathematics	3
Media Studies	3
Music	3
Physical Education	3
Physics	3
Sociology	3
Welsh	3
Welsh Baccalaureate	3
Level 3 Diploma in Financial Studies	3
BTEC Level 3 Subsidiary Diploma in Performing Arts	3
Level 3 Diploma in Tourism	3







# Art & Design (Art, Craft & Design)

<b>Qualification Level</b>	AS & A Level
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 601/5347/7 A Level: 601/5290/4

## Course Content

Art is a subject that offers a diverse range of learning experiences. The course is broad, purposeful and relevant to all pupils' needs. At both A and AS level, students are given specific tasks within a brief and are encouraged to produce a variety of outcomes in different media. They are also expected to produce workbooks and preparatory sheets showing idea development. Critical contextual understanding will be demonstrated through both visual and written forms, with the A level coursework including a written element of no less than 1,000 words.

The examination at A level (15 hours) is comprised of an externally set task presented to the candidates at the start of the preparation period.

## Assessment Procedure

<b>AS Art 1</b>	Coursework Unit - 40%
<b>A Level Art 2</b>	Coursework Unit - 36%
<b>A Level Art 3</b>	Controlled Test - 24%

All work is externally moderated

## Entry Requirements

Pupils are expected to achieve at least a Grade C at Art GCSE to undertake the AS course.

## Progression

Art Foundation, BA Hons. Degree in Fine Art, 3D Design, Graphics



# Art & Design (Textile Design)

**Qualification Level** AS & A Level  
**Awarding Body** WJEC  
**QAN Ref. No.** AS Level: 601/5347/7  
A Level: 601/5290/4

## Course Content

The course is very creative, students experiment with a variety of techniques to embellish and colour fabric including: marbling, dying, heating, melting, transfer printing and using 3 dimensional mediums.

Pupils also investigate the work of other artists and designers. We invite textiles practitioners in to work with the pupils and arrange trips to exhibitions of textiles work. Pupils are encouraged to produce a number of outcomes including a maquette, distressed shirt, garment, workbooks, and preparatory boards showing design ideas. They must also complete an exam piece; a textile item plus sketchbook and display boards to fit an exam board set brief.

Pupils are encouraged to work independently and to produce an individual and personal response to the briefs set with the support of highly experienced staff.

The course offers pupils the scope to express themselves in individual and exciting ways to prepare them for work or further studies at University or Art College.

## Assessment Procedure

**AS Art 1** Coursework Unit - 40%

**A Level Art 2** Coursework Unit - 36%

**A Level Art 3** Controlled Test - 24%

## Entry Requirements

Minimum Grade C Textiles or Art GCSE.

## Progression

Art Foundation Courses, many BA (Hons) Degrees for example in fashion, surface design, costume design, fashion journalism or interior. Leading to careers in fashion, interior, fashion marketing, journalism and many more.

This course is accepted by colleges as an Art course.



# Biology

<b>Qualification Level</b>	AS & A Level
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 601/5864/5 A Level: 601/5846/3

## Course Content

AS consists of two assessment units. In unit one students study basic biochemistry and cell organisation. Topics include; biological compounds, cell membranes and transport, nucleic acids and their function, enzymes and cell division. Unit two focuses on biodiversity and physiology of body systems. Topics studied include; adaptations for gas exchange, adaptations for nutrition, and evolution.

A level consists of the above plus a further three units. The first is titled energy, homeostasis and the environment. Students will study the importance of ATP, the biochemistry of photosynthesis, respiration, microbiology, how control systems co-ordinate and regulate processes and the nervous system.

The second A2 unit titled variation and inheritance includes the topics applications of reproduction and speciation.

Practical work is integral to the course and a practical examination is undertaken as part of the A2 course.

## Assessment Procedure

AS - 2 x 1.5 hour written papers. Each contributes 20% to the A level qualification.

A2 - 2 x 2 hour written papers. Each contributes 25% to the A level qualification.

Practical examination, this contributes 10% to the A level qualification.

## Entry Requirements

Pupils require a B grade in Biology. A C grade in English and Maths is also advisable.

## Progression

An A level in Biology allows a student to progress to a range of degrees in higher education. It also gives access to various careers in medicine, dentistry, veterinary sciences, physiotherapy, nursing, biochemistry, zoology, marine biology, environmental sciences etc.

# Business Studies

<b>Qualification Level</b>	AS & A2
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 601/5260/6 A Level: 601/5238/2

## Course Content

### Units 1 & 2 (AS)

Unit 1 specification will cover the following topics: -

- ▶ Enterprise,
- ▶ Business plans,
- ▶ Markets,
- ▶ Market research,
- ▶ Business structures,
- ▶ Business location,
- ▶ Business finance,
- ▶ Business revenue and costs.

Unit 2 specification will cover the following topics: - Marketing, Finance, People in organisations (human resources) and Operations management.

Collectively, the two AS units will give learners an understanding of the important role played by small businesses in the economy and the opportunities that exist for entrepreneurs, as well as the importance of established businesses and not-for-profit organisations in providing goods and services.

### Units 3 & 4 (A2)

Unit 3 specification will cover the following topics:

- ▶ Data analysis
- ▶ Market analysis
- ▶ Sales forecasting
- ▶ Analysing financial performance
- ▶ Analysing non-financial performance
- ▶ Aims and objectives
- ▶ Strategy and implementation
- ▶ Decision-making models
- ▶ Investment appraisal
- ▶ Special orders.

Unit 4 specification will cover the following topics:

- ▶ Business Change,
- ▶ Risk management,
- ▶ PEST factors,
- ▶ Ethical, legal and environmental factors
- ▶ International trade
- ▶ Globalisation and the European Union.

## Assessment Procedure

Units 1 & 2 - External examinations (Year 12)  
Units 3 & 4 - External examinations (Year 13)

## Entry Requirements

Learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this Level 3 qualification.

## Progression

This specification provides a suitable foundation for the study of business or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

# Chemistry

<b>Qualification Level</b>	AS & A Level
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 601/5866/9 A Level: 601/5847/5

## Course Content

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. The weightings in brackets show the percentage of the total A level qualification for that unit.

### AS (2 units)

#### AS Unit 1 (20%)

The Language of Chemistry, Structure of Matter and Simple Reactions

#### AS Unit 2 (20%)

Energy, Rate and Chemistry of Carbon Compounds

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

#### A2 Unit 3 (25%)

Physical and Inorganic Chemistry

#### A2 Unit 4 (25%)

Organic Chemistry and Analysis

#### A2 Unit 5 (10%)

Practical Examination

## Assessment Procedure

AS Units: Written examinations of 1 hour 30 minutes each.

Short answer questions, structured and extended answer questions.

A2 Units: Written examinations of 1 hour 45 minutes each.

Short answer questions, structured and extended answer questions.

A2 Unit 5: Practical examination

## Entry Requirements

It is essential that pupils achieve at least a B Grade on the Higher Tier at GCSE and a C Grade on the Higher Tier at GCSE Mathematics.

## Progression

An A level in Chemistry allows a student to progress to a range of degrees in higher education. It also gives access to various careers in medicine, dentistry, veterinary sciences, engineering, pharmaceuticals, and the biochemical industry etc.



# Christianity, Philosophy and Ethics

<b>Qualification Level</b>	AS & A Level
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 603/0279/3 A Level: 603/0277/X

## Course Content

The course has a 5 part structure (2 units at AS and an additional 3 for the full A Level). The 2 Units at AS are; An Introduction to Christianity (which includes looking at the life of Jesus, the nature of God and celebration of religious festivals), and an Introduction to Religion and Ethics and the Philosophy of Religion (which includes looking at ethical theories and religious responses to issues such as sexual orientation, marriage and sex outside of marriage, arguments for the existence of God, and evil and suffering).

At A2, students develop their understanding of the above topics in more depth. The two units are split into three, with pupils studying Christianity, Ethics and Philosophy respectively.

## Assessment Procedure

The AS units will be assessed at the end of Year 12 and the full A Level at the end of Year 13. Pupils will sit two exams in Year 12 and three exams in Year 13.

## Entry Requirements

Students need to have achieved a minimum of a C grade at GCSE Religious Studies in order to be able to access the course, and a minimum of Grade C at English Language GCSE.

## Progression

Students have a suitable foundation for progression to higher education courses, vocational qualification and direct entry to employment. It not only has particular relevance to careers in the caring professions, such as nursing, social work, teaching, law and medicine but in any job where you interact with people.



# Computer Science

<b>Qualification Level</b>	AS & A Level
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	AS Level: 601/5391/X A Level: 601/5345/3

## Course Content

There are a total of 5 units, 2 AS units and 3 A2 units. The course is a mixture of practical as well as theory concepts. A programming language will be learnt at AS and further developed in A2 along with the theory elements.

## Assessment Procedure

**AS (2 units) AS Unit 1 - Fundamentals of Computer Science**  
Written examination: 2 hours 25% of qualification  
Computer architecture, communication, data representation, data structures, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

**AS Unit 2 Practical - Programming to Solve Problems**  
On-screen examination: 2 hours 15% of qualification  
The practical application of knowledge and understanding and will require the use of Visual Basic, NET, Python or Java as a programming language.  
A Level (the above plus a further 3 units)

**A2 Unit 3 - Programming and System Development** written examination: 2 hours 20% of qualification. Programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

**A2 Unit 4 - Computer Architecture, Data, Communication** written examination: 2 hours 20% of qualification  
Computer architecture, communication data representation, organisation and structure of data, programs, algorithms and software applications.

**A2 Unit 5 - Programmed Solution to a Problem**  
Non-exam assessment 20% of examination  
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).

## Entry Requirements

It is advisable pupils have studied Computer Science at GCSE but not essential. Pupils who have not studied the subject at GCSE would be expected to undertake a transition project over the summer where they would be given resources to learn how to program. A logical way of thinking, problem solving and patience are the key skills required for this course and therefore a Grade C at Mathematics/Numeracy GCSE is required.

## Progression

Computing can be linked to many other subjects in higher education as well as specialising in computer programming, system analysis and management. It gives you a sound basis to go on and program in any language.

# Design and Technology - Product Design

**Qualification Level:** AS/ A Level

**Awarding Body:** WJEC

**QAN Ref. No.** GCE AS Level: 603/1985/9

**QAN Ref. No.** GCE A level: 603/1981/1

## Course Content

This course will develop your specialist skills in design. You will develop a personal response to ideas and look at the work of established designers, developing a sound understanding of the design process and how to respond to a brief. This will be achieved through research, drawing, designing and illustrating. Research of trends will also be covered, along with the development of techniques using CAD/CAM for production by a 3D printer (out of school) and laser cutting in a range of materials.

### You will experience using:

- ▶ IT, 2D & 3D industry standard computer software
- ▶ (CAD) for 3D printing and laser cutting
- ▶ Design drawing both free hand and technical

### Units undertaken in Year 12

**AS Unit 1: Written paper 1: 2 hours (20% of A2 - 80 marks)**

- ▶ technical principles
- ▶ designing and making principles
- ▶ analyse and evaluate design decisions and wider issues in design and technology

**AS Unit 2: Design and Make task non-exam assessment: approx. 40 hours (20% of A2 - 80 marks)** Based on a brief developed by the candidate, assessing the candidate's ability to:

- ▶ identify, investigate and outline design possibilities
- ▶ design and make prototypes
- ▶ analyse and evaluate design decisions and wider issues in design and technology

### Units undertaken in Year 13 – A2

**A2 Unit 3: Written paper 2 - 2½ hours (30% of qualification - 100 marks)**

The examination includes a mix of structured and extended writing along with assessing the ability to:

- ▶ analyse and evaluate design decisions and wider issues in design and technology

**A2 Unit 4: Design and Make project non-exam assessment: approximately 60 hours (30% of A2 - 100 marks)**

A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to:

- ▶ identify, investigate and outline design possibilities
- ▶ design and make prototypes
- ▶ analyse and evaluate design decisions and wider issues in design and technology

## Assessment Procedure

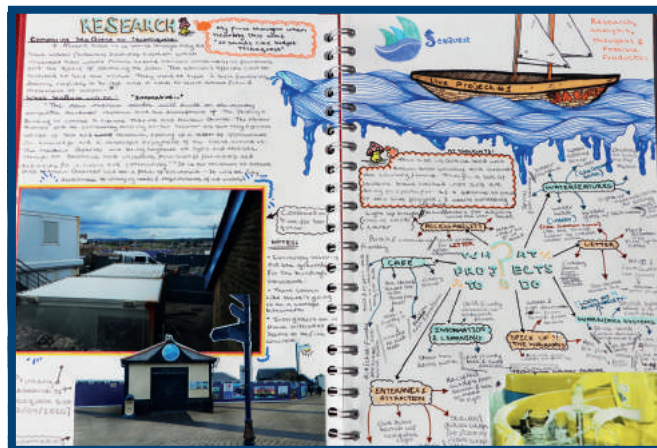
The course is a mix of coursework and written examinations, Tutorials take place throughout the year.

## Entry Requirements

GCSE grades at A\* to C in either English or Maths. Pupils should have studied GCSE D&T or BTEC Engineering level 2.

## Progression

On completion of this course students may progress into higher education, to study a professional qualification in a design related subject.



# Drama and Theatre Studies

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 500/3019/X  
A Level: 500/2638/0

## Course Content

AS and A Level encourages candidates to:

- ▶ Develop their interest and enjoyment of Drama and Theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject.
- ▶ Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of Drama and Theatre.
- ▶ Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.
- ▶ Integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology.

## Assessment Procedure

### AS (2 Units)

Unit 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated (24% of qualification).

### Unit 2: Text in Theatre

Written examination: 1 hour 30 minutes (16% of qualification).

A Level (the above plus a further two elements)

### Unit 3: Text in Action

Non-exam assessment: externally assessed by a visiting examiner (36% of qualification).

### Unit 4: Text in Performance

Written examination: 2 hours 30 minutes (24% of qualification).

## Entry Requirements

No prior knowledge of the subject is required.

## Progression

- \* Higher Education
- \* Drama Schools



# Electronics

**Qualification Level** AS & A Level

**Awarding Body** WJEC/ EDUQAS

**QAN Ref. No.** AS Level: 603/0778/X  
A Level: 500/2796/7

## Course Content

The Electronics course is taught from first principles consisting of two main strands of technology, analogue and digital electronics. Initially students discover the basic principles of electricity and its effects on electronic components. On the sound understanding of these principles pupils design simple power supplies, timing and switching circuits. Digital aspects of the course are introduced initially with the function of basic logic gates leading to the development of logic systems design and sequential logic. Specific Computer Aided Design (CAD) systems are used to develop real life practical solutions reinforcing students' knowledge.

Students learn the concepts of analogue and digital communication systems, developing understanding of the wide range and practical uses through circuit design including signal conversion systems, instrumentation systems and audio systems. The practical project considers industrial needs and incorporates some of the knowledge acquired throughout the two years. Students build and test an electronic system of their own design documenting its function and usage. The course prepares pupils for the way forward into the electronics industry.

## Assessment Procedure

The course follows a linear structure with the assessment criteria below:

### GCE AS Electronics

Component 1: 80% - Summer - External Examination

Component 2: 20% - Coursework - Internally assessed, externally moderated.

### GCE A Level Electronics

Component 1: 40% - Summer - External Examination

Component 2: 40% - Summer - External Examination

Component 3: 20% - Coursework - Internally assessed, externally moderated.

## Entry Requirements

AS/A2 courses assume no prior knowledge in Electronics.

Entry to the AS/A2 courses require students to have a GCSE in Maths, preferably at Grade B or above.

## Progression

Related degree course, further vocational qualifications, employment in electrical/electronic engineering industry.

# English Language and Literature

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/5404/4  
A Level: 601/5388/X

## Course Content

This exciting course encourages students to develop their interest and enjoyment of English as they engage creatively and critically with a wide range of texts. Pupils will learn how language choices shape meaning and will understand the significance of contextual factors in the production and reception of texts. The course will not only enhance students' appreciation of other people's writing, but will also help them to write more effectively and accurately for a wide variety of purposes.

## Assessment Procedure

### Unit 1 Comparative Analysis and Creative Writing. (Closed book) 2 hour exam (20%)

- ▶ One question requiring a comparative analysis of a poem from the anthology (pre 1914) and an unseen text.
- ▶ One creative writing question. (One writing "spoken language" task and a commentary).

### Unit 2 Drama and Non-Literary Study. (Open book, clean copy) 2 hour exam (20%)

- ▶ Post 1900 drama, eg Tennessee Williams 'A Streetcar Named Desire' or 'Shakespeare in Love' Norman & Stoppard.
- ▶ Non-Literary text study eg prose text, eg 'Once in a House on Fire' Andrea Ashworth or 'In Cold Blood' by Truman Capote.

## A Level

### Unit 3 Shakespeare (Exam)

- ▶ Eg King Lear or Othello.

### Unit 4 Prose Studying (Exam)

- ▶ Eg 'The Color Purple' (Walker), or 'Great Expectations' (Dickens), or 'The Handmaid's Tale' (Atwood).

### Unit 5 Genre Study and Related Creative Writing

- ▶ Eg Gothic fiction, dystopia, war/conflict etc.

## Entry Requirements

C Grade or higher in both English Language and English Literature at GCSE. An interest in language and literature is crucial. Robust GCSE grades and a willingness to read widely.

## Progression

Good skills in English allow access to a wide range of careers in English, the Arts, Media and Social Sciences etc. Career opportunities include journalism, broadcasting, communications management, teaching, law and many others.

# English Literature

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level 601/5405/6  
A Level 601/5389/1

## Course Content

This course is for those who have a genuine passion for reading and engaging with texts written by some of the best creative minds of the literary world. It provides you with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. Class discussion is lively and enjoyable and you will be studying, in some detail, the language and style of a range of interesting texts, as well as the contextual factors which shaped the writing of them.

## Assessment Procedure

### AS Unit 1 Prose and Drama (closed-book)

- ▶ One extract question and one essay, from a choice of two based on a prose text e.g. Jane Eyre
- ▶ One essay question from a choice of two based on the study of a play e.g. Doctor Faustus

### AS Unit 2 Poetry Post-1900 (open-book, clean copy)

- ▶ One question based on a critical analysis of a poem which will have been studied as part of your prescribed set texts e.g. Duffy's 'Mean Time' and Larkin's 'Whitsun Weddings'
- ▶ One question requiring a comparison of the two poets studied for the course

### A2 Unit 3 Poetry pre-1900 and Unseen Poetry (open-book, clean copy)

- ▶ One extract and one essay question based on the study of a selected pre 1900 poet e.g. John Donne or Christina Rossetti
- ▶ One essay question on a selection of unseen poems

### A2 Unit 4 Shakespeare (closed-book)

- ▶ One essay and one extract question on a selected Shakespeare text e.g. King Lear

### A2 Unit 5 Prose Study (Non-exam assessment: 2500-3500 word assignment)

- ▶ 2500-3500 word assignment based on the reading of two prose texts by different authors, one published pre-2000 and the other published post-2000.

## Entry Requirements

C Grade or higher in both Language and Literature at GCSE. An interest in reading is crucial, as well as the ability to write clearly and thoughtfully at length in response to what you have read.

## Progression

This specification extends GCSE Literature studies in breadth and depth, further developing learners' ability to analyse, evaluate and make connections. In so doing, this specification provides a suitable foundation for the study of English literature or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

**Please be aware that the English Literature Course will only be available where both options maintain viable numbers.**



# French

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 500/2756/6  
A Level: 500/2491/7

## Course Content

At both AS & A level pupils will develop the four language skills (Speaking, Listening, Reading and Writing) and also consolidate and build upon their knowledge of grammar and apply it correctly. This will be undertaken through the study of a number of topics. The topics for AS level are:-

### Area of Study (I) Social Issues and Trends

Theme 1: (AS) Being a young person in French-speaking society

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

### Area of Study (II) Political, Intellectual & Artistic Culture

Theme 2: (AS) Understanding the French-speaking world

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

### Area of Study (1) Social Issues and Trends

Theme 3: (A Level) Diversity and Difference

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

### Area of Study (II) Political, Intellectual & Artistic Culture

Theme 4: (A Level) France 1940-1950: The Occupation and the post-war years

- ▶ From June 1940 (occupation, liberation and end of World War II)
- ▶ Life in Occupied France and the cultural dimension, (théâtre, cinéma, littérature)
- ▶ 1945-50: rebuilding and reconstructing
- ▶ Repercussions for modern day France

## Assessment Procedure

AS French (2 units) Unit 1 - 12% Speaking. Unit 2 - 28% Listening Reading Translation Writing. 40% of A Level French.  
A2 French (the above + 3 units) Unit 3 - 18% Speaking. Unit 4 - 30% Listening Reading Translation. Unit 5 - 12% Writing. 60% of A Level French.

## Entry Requirements

Pupils are expected to achieve at least a grade C at GCSE French to undertake the AS course.

## Progression

The study of French can be combined with almost any subject at university level, and knowledge of a foreign language can make you more employable - there are over 500 foreign owned companies in Wales.

# Geography

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/8484/X  
A Level: 601/8455/3

## Course Content

**AS Unit 1** Changing Landscapes  
Tectonic Hazards  
Fieldwork Investigation

**Unit 2** Changing Places  
Fieldwork Investigation

**A2 Unit 3** Global Systems & Global Governance

**Unit 4** Contemporary Themes - a study of India, ecosystems and tectonics

**Unit 5** Independent Investigation

Research and fieldwork is essential for each unit of study.

## Assessment Procedure

At AS, there are two written examinations with structured questions and data response in each;

Paper 1 (2 hours), Paper 2 (1 hour 30 minutes). One question on Paper 2 will test the learners' physical and human fieldwork investigation.

At A2, both written papers are 2 hours in duration with a mix of structured questions, data response and two essay questions. Finally, a 3000-4000 word Independent Investigation will be undertaken. This is a non-exam assessment but accounts for 20% of the qualification.

## Entry Requirements

Pupils require at least a C grade in GCSE Geography, Maths and English.

## Progression

Geography is a useful subject and is considered as both a Science and an Arts subject. It can be studied on its own or in combination with a very wide range of subjects at degree level in higher education.

# German

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 500/2777/3  
A Level: 500/2492/9

## Course Content

At both AS & A Level pupils will develop the four language skills (Speaking, Listening, Reading and Writing) and also consolidate and build upon their knowledge of grammar and apply it correctly. This will be undertaken through the study of a number of topics.

### Area of Interest (I) Social Issues and Trends

Theme 1: (AS) Being a young person in German-speaking society

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

### Area of Interest (II) Political, Intellectual & Artistic Culture

Theme 2: (AS) Understanding the German-speaking world

- ▶ Regional culture and heritage in Germany, German-speaking countries and communities
- ▶ Literature, art, film and music in the German-speaking world

### Area of Interest (1) Social Issues and Trends

Theme 3: (A Level) Diversity and difference

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

### Area of Interest (II) Political, Intellectual & Artistic Culture

Theme 4 (A Level) The Making of Modern Germany: 1989 onwards

- ▶ Initial and subsequent process of reunification
- ▶ Social Cohesion in present-day Germany
- ▶ Artistic and political movements
- ▶ Economic impact of a united Germany

## Assessment Procedure

### AS German (2 units)

Unit 1 - 12% Speaking.

Unit 2 -28% Listening Reading Translation Writing. 40% of A Level German

### A2 German (the above + 3 units)

Unit 3 - 18% Speaking

Unit 4 - 30% Listening Reading Translation

Unit 5 - 12% Writing. 60% of A Level German

## Entry Requirements

Pupils are expected to achieve at least a Grade C at GCSE German to undertake the AS course.

## Progression

The study of German can be combined with almost any subject at university level, and knowledge of a foreign language can make you more employable - there are over 500 foreign owned companies in Wales

# Health and Social Care and Childcare

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: C00/3716/2  
A Level: C00/1253/3

## Course Content

The Health and Social Care, and Childcare course is designed to provide you with the knowledge, understanding and skills related to caring for and supporting individuals in Wales from birth to late adulthood. The course aims to help you to understand how current service provision in Wales meets the needs of its population and how this might need to change throughout the 21st century in order to continue to meet those needs.

## Assessment Procedure

The specification is split into 4 units over the A level, 2 at AS and 2 at A2.

### AS Level

#### Unit 1: Promoting Health and Well-being

**Written exam:** 2 hours

50% of AS qualification, 20% of A level qualification (80 marks)

Areas of Content:

- ▶ Definitions and concepts of health and well-being
- ▶ Understanding the perspectives of health, well-being and resilience
- ▶ Supporting and promoting health, well-being and resilience in Wales

#### Unit 2: Supporting Health, Well-being and Resilience in Wales

**Non-examination assessment:** 30 hours

50% of AS qualification, 20% of A level qualification (80 marks)

Area of Content:

- ▶ Supporting individuals to achieve personal outcomes
- ▶ Working practices within health and social care, and childcare provision
- ▶ Local and national provision
- ▶ Responsibilities and rights of both providers and individuals

### A2: Childcare Pathway

#### Unit 3: Theoretical Perspectives of Children and Young People's Development

**Written examination:** 2 hours and 30 minutes

30% of A level (100 marks)

Areas of Content:

- ▶ Theories and principles of child development
- ▶ The importance of play in learning and development
- ▶ Behaviour of children and young people

#### Unit 4: Supporting the Development, Health, Well-being and Resilience of Children and Young People

**Non-examination assessment:** 40 hours

30% of A level (100 marks)

Areas of Content:

- ▶ Children and young people's needs
- ▶ Contemporary issues in providing care and support for children and young people
- ▶ The role of current legislation and government initiatives to safeguard the government and improve the care and support of children and young people in Wales

## Entry Requirements

No prior knowledge of the subject is required.

## Progression

A Level Health and Social Care students develop transferable key skills that employers are looking for. They are suitable for a wide range of occupations e.g. social work, nursing, teaching, caring at all life stages 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

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/5830/X  
A Level: 601/5817/7

## Course Content

### AS Level

**Unit 1 - Politics, Protest and Reform in Wales and England c. 1780-1880** - eg. Protest such as Chartism, political and social changes, Prime Ministers such as Peel and Disraeli.

**Unit 2 - Weimar and its Challenges, c. 1918-1933** - eg. The changes within Germany during the years of the Weimar Republic, including the development of the Nazi Party.

### A2 Level

**Unit 3 - The American Century c. 1890-1990** - America's relations with the rest of the World and the struggle for civil rights within the USA.

**Unit 4 - Nazi Germany** - eg. The Nazi's social, racial and religious policies.

**Unit 5 - Non-Examined Assessment** based on the Vietnam War.

## Assessment Procedure

### AS Level - Two Examinations:

**Unit 1** - 1 hour 30 minute examination based on essay style questions. Worth 20% of the A2 grade.

**Unit 2** - 1 hour 45 minute examination based on source based questions. Worth 20% of the A2 grade.

### A2 Level - Two Examinations:

**Unit 3** - 1 hour 45 minute examination based on essay style questions. Worth 20% of the A2 grade.

**Unit 4** - 1 hour 45 minute examination, source and essay based. Worth 20% of the A2 grade.

### A2 Level - Non-Examined Assessment.

**Unit 5** - A research based exercise worth 20% of the A2 grade.

## Entry Requirements

A C grade at GCSE in History is preferred. However, consideration will be given to students who have not taken GCSE History, but have gained a C grade in English or a similar subject.

## Progression

History can gain you entry into a wide range of careers including law, journalism, politics, education and the civil service.

# ICT

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 603/2153/2  
A Level: 603/2152/0

## Course Content

This is a very practical course with a large emphasis on coursework. The course will develop your practical skills using predominantly Microsoft Office but also editing and creating movies, recording sound and making animation. There is also a theory paper, which will make you think about how ICT is used in society and the issues surrounding it. You will also look at the future development of ICT and how it will influence future jobs and people.

At AS Level students will produce a working spreadsheet that could be used in a business environment. At A2 students develop their database knowledge and produce a realistic system.

## Assessment Procedure

### AS

ICT 1 Theory Exam (2¼ hrs) contributing to 24% of A2.

ICT 2 Practical Project worth 16% of A2.

### A2

ICT 3 Theory Exam (2½ hrs) contributing to 36% of their A2

ICT 4 Practical Database Project worth 24% of A2

## Entry Requirements

No GCSE in ICT is required but would be extremely beneficial.

Knowledge of Microsoft Office would also help.

## Progression

This course opens many areas such as animation, multi-media, ICT courses, database management and web design.



# Mathematics and Further Mathematics

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** **Mathematics AS Level:** 603/1983/5  
**Further Mathematics AS Level:** 603/1984/7  
**Mathematics A Level:** 603/1977/X  
**Further Mathematics A Level:** 603/1980/X

## Course Content

The AS course is made up of the Core Maths and compulsory Statistics and Applied Maths. The AS course is worth 40% of the A Level.

The Pure Maths content consists mainly of calculus, trigonometry, algebra and co-ordinate geometry. Applied Maths courses are involved with dynamics, Newton's Laws of motion, differentiation - non constant acceleration, projectiles, friction and moments. This topic supports Physics.

Statistics courses include the study of probability, sampling, hypothesis testing, data collection and methods of analysis. This topic supports Business / Finance and Biology.

## Further Mathematics

The AS Further Maths is now offered alongside the AS Maths in Year 12. Students study pure/ mechanics and statistics at AS and extend the AS work in series work, vectors, polynomials and extend into polar co-ordinates. They will also extend their mechanics and statistics knowledge. In Year 13 they do a pure unit and choose either statistics or mechanics units.

## Assessment Procedure

For both AS and A Level all assessment takes place at the end of the year.

## Entry Requirements

Minimum entry is a B grade in Higher GCSE Mathematics and/or Numeracy.

## Progression

After AS Level, students then progress onto A2 where they do another Pure Unit with compulsory Statistics and Applied Maths.

The Further Maths course is for those students wishing to extend their Maths. This option is for students who are aiming to apply for degrees in Physics/ Finance/ Engineering/ Computer Science at top universities.

# Media Studies

**Qualification Level** AS & A Level  
(Draft Specification for 2017)

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 603/1982/3  
A Level: 603/1976/8

## Course Content

This successful, exciting and popular course develops students' critical understanding of the media. The media plays a central role in contemporary culture, society and politics. It shapes our perceptions of the world we live in, impacts upon our daily lives and has real relevance in young people's lives and futures. The course develops pupils' understanding of key areas of the media through theoretical study, critical analysis, debate, research and creative production work.

## Assessment Procedure

### AS Yr 12

#### Unit 1 - 24% of Qualification

Investigating Media Language and Representation - You will study a range of media forms eg. newspapers, radio news, current affairs programmes, music videos, the horror genre etc. in order to respond to a range of short and extended analytical responses based on media language, representations and representations in context.

You will investigate media industries, media language, representation and audience theories via three key areas of the media: news, film, advertising and music videos.

#### Unit 2 - (Non-examination assessment / coursework 16%)

**Production Work** - You will create a media product in response to a choice of titles set by the WJEC. eg. Create a new print or online magazine for a specified target audience or create a print marketing campaign to promote a new film: a range of posters and DVD cover.

**A Level Overview** - The media's social and historical significance, developments and the global nature of media. You will study genre, narrative, structuralism and postmodernism. Typical texts used: crime fiction, magazines and video games.

## Entry Requirements

Usually grade C or above in GCSE English Language.

## Progression

The qualification helps to equip students with important analytical, research, essay writing and ICT skills for higher education courses. Past students have pursued studies / careers in a range of areas - advertising, media communications, public relations, journalism and law.

# Music

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/8550/8  
A Level: 601/8509/0

## Course Content

The course consists of three units per year where pupils develop their performing, composing and appraising skills through a study of music from the Classical era to the present day. Within AS, learners develop their knowledge and ability to read music by completing a detailed study of 'The Symphony from 1760-1830' including analysis of one set work. They also study either Musical Theatre, Jazz or Rock and Pop. The AS is worth 40% of the overall A Level. Within A2, learners further develop their knowledge of 'The Symphony 1830-1910' by analysing one further set work and also develop their knowledge and understanding of 20th Century, modern Music.

## Assessment Procedure

**AS Unit 1** - Performing: Students perform a recital of 6-8 minutes of solo/ensemble pieces for a visiting examiner (12%).

**AS Unit 2** - Composing: Students submit 2 contrasting compositions. One free composition and one in response to a brief set by the WJEC. Externally assessed by WJEC (12%).

**AS Unit 3** - Appraising: A listening/written exam based on set works and unfamiliar musical extracts (16%).

**A Level Unit 4** - OPTION A - Performing: Students perform a recital of 10-12 minutes for a visiting examiner (22%)

**OPTION B** - Performing: Students perform a recital of 6-8 minutes of solo/ensemble pieces for a visiting examiner (14%).

**A Level Unit 5** - OPTION A - Composing: Students submit 2 compositions. One free composition and one in response to a brief set by WJEC. Externally assessed by WJEC (14%)

**OPTION B** - Composing: Students will submit 3 compositions. One in response to a set brief, another to reflect an 'area of study' and the third a free choice (22%).

**A Level Unit 6** - Appraising: A listening/written exam based on set works and unfamiliar musical extracts (24%).

## Entry Requirements

- ▶ At least a grade C at GCSE Music or a performance skill equivalent to Grade 4 on an instrument/voice
- ▶ Credit is given for performance skills of Grade 5 or above within the marking of performing
- ▶ A willingness to improve or develop the ability to read music notation

## Progression

A degree that specialises in traditional music, pop/world music or music technology/recording and songwriting. All universities value the skills of analysis, knowledge, understanding, team work, confidence to perform and commitment that students learn from completing A Level Music.



# Physical Education

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/8485/1  
A Level: 601/8439/5

## Course Content

- ▶ Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- ▶ Understand how physiological and psychological states affect performance.
- ▶ Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- ▶ Understand the role of technology in physical activity and sport.
- ▶ Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- ▶ Develop their ability to analyse and evaluate to improve performance.
- ▶ Understand the contribution which physical activity makes to health and fitness.

## Assessment Procedure

### AS Unit 1: Exploring physical education

Written examination: 1 <sup>3</sup>/<sub>4</sub> hours. 24% of Qualification. 72 marks.

To assess all AS subject content.

#### Question types:

Contextualised questions to include multiple choice, data response, short and extended answers.

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

Non-exam assessment. 16% of Qualification. 48 marks.

To assess:

- ▶ Practical performance in one activity as a player/performer
- ▶ Practical performance as a coach or official
- ▶ Personal Performance Profiles

## Entry Requirements

At least a Grade C at GCSE PE, a merit or distinction at BTEC Sport or an equivalent qualification.

## Progression

With a qualification in PE candidates can go on to higher education and pursue a career in teaching and coaching or professional sport, or work in the leisure industry, recreational management or the health and fitness industry.

# Physics

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/5867/0  
A Level: 601/5848/7

## Course Content

AS consists of two assessment units, Unit 1 and Unit 2.

Unit 1 covers motion, energy and matter.

Unit 2 covers electricity and light.

A Level consists of three assessment units, Units 3, 4 and 5.

Unit 3 covers oscillations and nuclei.

Unit 4 covers fields as well as several optional topics.

Unit 5 contains an externally assessed investigation.

## Assessment Procedure

AS - Unit 1 and Unit 2 are both 1 hour 30 minutes written papers and contribute 50% each to the total AS mark.

## Entry Requirements

It is essential that pupils achieve at least a B. This must be gained by sitting the Higher Tier at GCSE.

## Progression

An A level in Physics allows a student to progress to a range of degrees in higher education. It also gives access to various careers in medicine, dentistry, engineering, computing, electronics and the telecommunications industry etc.



# Sociology

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/5258/8  
A Level: 601/5237/0

## Course Content

If you are fascinated by the behaviour of others and why we act the way we do, then Sociology is for you. Sociology seeks to understand all aspects of human social behaviour, including the social dynamics of small groups of people, large organisations, institutions and even entire societies.

The WJEC AS in Sociology encourages learners to:

- ▶ Acquire knowledge and a critical understanding of contemporary social processes and social changes
- ▶ Appreciate the significance of theoretical and conceptual issues in sociological debate
- ▶ Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- ▶ Develop skills that enable individuals to focus on their identity, roles and responsibilities within society
- ▶ Develop a lifelong interest in social issues

The course adopts a thematic approach throughout covering:

### AS Level

AS Unit 1 – Acquiring Culture, with a chosen topic of youth cultures (15% of total qualification)

AS Unit 2 – Understanding Society and Methods of Sociological Enquiry Education and Research Methods (25% of total qualification)

### Advanced Level

Unit 3 - Power and Control, Crime and Deviance (25% of total qualification)

Unit 4 - Social Inequality and Applied Methods of Sociological Enquiry (35% of total qualification)

## Assessment Procedure

Via a written exam

## Entry Requirements

A minimum grade of C in GCSE English Language or Literature

## Progression

This specification provides a suitable foundation for the study of Sociology or a related area through a range of higher education courses at University, progression to the next level of vocational qualifications or direct entry into employment.

# Welsh

**Qualification Level** AS & A Level

**Awarding Body** WJEC

**QAN Ref. No.** AS Level: 601/8127/8  
A Level: 601/8113/8

## Course Content

Do you enjoy Welsh and do you feel proud to be Welsh? Would you like to speak Welsh fluently? Why not consider Welsh as one of your AS or A level subjects?

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

- ▶ Study Welsh with interest, enjoyment and enthusiasm
- ▶ Communicate correctly and fluently both orally and in writing within a wide range of situations and contexts
- ▶ Write creatively and factually for a range of purposes
- ▶ Express an independent opinion, based on knowledge and understanding of literary and factual texts
- ▶ Communicate in Welsh with clarity, in a relevant, confident and structured manner
- ▶ Play an appropriate role in a bilingual society at the beginning of the twenty-first century.

### AS level

Unit 1 – The Welsh film Patagonia.

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

Unit 3 – The use of Language and Poetry.

### A level

Unit 4 - The play 'Crash' and Welsh media / society.

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

Unit 6 – The use of language and short stories.

## Assessment Procedure

Units 1 and 4 - Oral exams

Units 3, 5 and 6 - Written exams

Unit 2 – Controlled Assessment

## Entry Requirements

A minimum of a grade C in GCSE Welsh.

## Progression

The study of Welsh can be combined with almost any subject at university level, and knowledge of the language will make you more employable in all areas of work in Wales, as a result of the Welsh Language Act.

# Welsh Baccalaureate

<b>Qualification Level</b>	Level 3 (A Level)
<b>Awarding Body</b>	WJEC
<b>QAN Ref. No.</b>	Advanced Skills Challenge Certificate: 601/4917/6 Welsh Baccalaureate (A Level): 601/4921/8

## Course Content

The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

The seven essential and employability skills are:

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

## Assessment Procedure

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

- ▶ Individual Project 50%
- ▶ Enterprise and Employability Challenge 20%
- ▶ Global Citizenship Challenge 15%
- ▶ Community Challenge 15%

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A\*- C. Learners require two A Levels grade A\*- E, or equivalent Level 3 qualifications totalling at least 600 GLH.

## Entry Requirements

There are no entry requirements for the Welsh Baccalaureate. It is a condition of returning to school that students participate in the S.C.C.

## Progression

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next-stage educators value and which learners need for learning, work and life.

# Level 3 Diploma - Financial Studies

<b>Qualification</b>	Level 3 Diploma
<b>Awarding Body</b>	LIBF
<b>QAN Ref. No.</b>	600/8551/4

## Course Content

Unit 1 - Financial capability for the Immediate and Short term.

Unit 2 - Financial capability for the medium and long term.

Unit 3 - Sustainability of Individual's finances.

Unit 4 - Sustainability of the Financial Services System.

## Assessment Procedure

Part A - Exam 1 hour - 35 Multiple-choice questions

Part B - Written Exam - Pre-release case study. Teachers will prep students prior to exam using the case study / research material. External exam questions will be essays based on the case study covered in class.

All students will be provided with a course textbook (hard copy) and online resources to support with topics.

## Entry Requirements

There are no formal entry requirements for this qualification. It is designed to be delivered over one or two years, and is likely to be studied by 16-19 year olds in schools or colleges alongside GCE A Levels, as part of a programme of study with other Level 3 Vocational Qualifications, or Welsh Baccalaureate.

## Progression

Together with other relevant GCE/Level 3 qualifications, it develops the understanding to support entry to higher education courses in the business sector.





# BTEC Level 3 Subsidiary Diploma in Performing Arts



**Qualification Level** Level 3 Subsidiary Diploma

**Awarding Body** EDEXCEL

**QAN Ref.No.** 500/6919/6

### Course Content

BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre) is a two year course. Students are required to complete six units over a two year period.

### Assessment Procedure

Units are delivered through a variety of methods – Practical Projects, Essays, Research and Real or Simulated Professional Scenarios. Units are marked and one of the three grades given – PASS (1), MERIT (2), DISTINCTION (3).

### Entry Requirements

No prior knowledge of the subject is required

### Progression

- ▶ Employment
- ▶ Higher Education



# Level 3 Diploma in Tourism

**Qualification Level** Applied Diploma in Tourism

**Awarding Body** WJEC  
Level 3

**QAN Ref. No.** 603/0826/6

## Course Content

This course aims to help students understand the different elements which make up the tourism industry: customers, stakeholders, technology, destinations and host communities. Students will learn about the wider ethical, social and cultural dimensions of tourism, and they will understand its impact on the environment and the importance of sustainable development. The course consists of 4 units over 2 years.

**Unit 1 – The United Kingdom Tourism Product (Exam)**

**Unit 2 – Worldwide Tourism Destinations (Coursework)**

**Unit 3 – The Dynamic Tourism Industry (Exam)**

**Unit 4 – Event and Itinerary Planning (Coursework)**

## Assessment Procedure

50% of the assessment is internal coursework and 50% external exam.

## Entry Requirements

A grade C in GCSE English Language is required.

## Progression

The WJEC Level 3 Tourism qualification will prompt research, investigation and consideration of many aspects of tourism which should promote an understanding of the career opportunities available.

The qualifications will be designed to support access to higher education undergraduate degree courses such as:

- ▶ Tourism Management
- ▶ Marketing
- ▶ Business
- ▶ International Tourism
- ▶ Event Management

The qualifications will also enable learners to gain the required understanding and skills to be able to consider employment within a wide spectrum of organisations.







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