Dear Pupils, Parents / Carers

I am extremely happy and very proud to be appointed as Headteacher of ‘Cwmbran High School’ as of September 2015.

This will be my 6 Secondary School that I have worked in. My first 3 were in Hampshire. I started as a Science teacher in Gosport, then a Head of Science in Farnborough, and moved onto become an Assistant Headteacher in a inner city school in Portsmouth. I returned to Wales in 2008, where I worked at Duffryn High School in Newport and then onto Fairwater High School in 2010, initially as a Deputy Headteacher and became the Headteacher in 2013.

Plans have already been put into place to ensure a smooth transition for pupils from Fairwater High and Llantarnam into the new school. Both schools have already done a considerable amount of work together in terms of curriculum planning, and we have agreed a series of meetings and joint INSET days to ensure priorities are addressed in plenty of time for the opening of Cwmbran High School.

We are committed to enabling all of our students to meet the challenges of adult life and the school provides Post 16 courses to meet a range of interests and aptitudes. We also coach the students wishing to apply to top universities, including Oxford and Cambridge. Student attainment is strong and our Sixth Form thrives.

There is a wide range of subjects and courses available including A/S and A-Level and/or Vocational courses. All these courses can lead to university, further training or employment.

Cwmbran High School Sixth Form will offer numerous opportunities for students to develop themselves as a person. Our very successful Welsh Baccalaureate programme has extended opportunities in this regard.

The school operates a boys’ Soccer Academy in conjunction with Cwmbran Celtic Football, allowing students selected to undergo professional sports training in addition to their academic courses.

There will be a new purpose built sixth form area where pupils can study independently.

At the heart of a successful school is high quality Teaching & Learning. What teachers do in the classroom has a major impact on the life chances of our pupils. In lessons and indeed across the school the teachers at Cwmbran High School will develop positive relationships with pupils. They will also develop their confidence in order for them to become independent,
highly motivated learners, who are ready to face the challenges of higher education and the workplace.

The school is committed to offering KS4 pupils a range of options that will not only engage them, but also ensure they lead them down a path of success.

Development on the current Fairwater High School site has begun with the aim of delivering a 21st Century Learning Environment.

“Cwmbran High School will be a high achieving, academic school, where all pupils are driven to reach their full potential. It will be a centre of excellence for Teaching & Learning and have highly trained and dedicated staff. Cwmbran High School will develop a reputation for high standards and will be the school of choice.”

“This is a fantastic opportunity to establish an outstanding school in the heart of Cwmbran. This will be a high achieving, academic school that will bring success to its pupils and the local community.”

If you have any further queries about the Options process, please don’t hesitate to contact Mrs C Ager (Assistant Headteacher) on staff.fairwatercomp@torfaen.gov.uk or 01633 643950.

Yours faithfully

Mrs H Coulson
HEADTEACHER
APPLIED SCIENCE
ART AND DESIGN
BIOLOGY
BUSINESS
CHEMISTRY
COMPUTER SCIENCE
DESIGN TECHNOLOGY
ENGLISH LITERATURE
FRENCH
GEOGRAPHY
HEALTH AND SOCIAL CARE
HISTORY
HOSPITALITY
INFORMATION TECHNOLOGY
MATHEMATICS
MEDIA STUDIES
MUSIC
PERFORMING ARTS
PHYSICS
PUBLIC SERVICES
RELIGIOUS STUDIES
SPANISH
TRAVEL & TOURISM
WELSH/CYMRAEG
BTEC NATIONAL LEVEL 3
APPLIED SCIENCE

ENTRY REQUIREMENTS

A Pass or higher at BTEC Level 2 Applied Science. GCSE Science/Additional Science or Triple Award Sciences at C or above.

COURSE CONTENT

In Year 12 students study towards the Level 3 Certificate in Applied Science, which encompasses:

Unit 1: Fundamentals of Science.
Unit 2: Working in the Science Industry.
Unit 3: Scientific Practical Techniques.

These units are assessed in a series of class based assessment activities with pupils gaining practical experience of standard laboratory techniques, experience in health and safety in the lab, lab management and also skills in researching, writing and presenting information in Science.

CAREER OPPORTUNITIES

This is a course designed for those who wish to follow further studies in science or intend to work in a Science based profession, but who do not wish to take an exam based course. It is an ideal preparation for working in a Science based industry or any career where an ability to plan, follow set, technical procedures or analyse information are needed.

Following the first year’s compulsory units students can chose to continue to study towards the Level 3 Subsidiary Diploma in Applied Science.
BTEC LEVEL 3
ART AND DESIGN

ENTRY REQUIREMENTS

Preferably A* to C (Distinction* to Pass) at BTEC Level 2. However anyone who demonstrates exceptional ability or a determined commitment will be welcomed. This includes those who may not have studied Art at BTEC Level 2 in year 10 and 11. For students who demonstrate exceptional ability at level 2, A level Art is an option. This option contains 2 exam units on top of coursework units over 2 years. Discussions can be held with teaching staff to discuss the needs of each student.

COURSE CONTENT

The course consists of 6 units to be completed over 2 years. Students will be required to purchase their own Art materials and sketchbooks. These can be either purchased from Art and Craft shops or through the Art department within the school.

Course Units

1) Visual Recording in Art and Design
2) Materials, Techniques and Processes in Art and Design
3) Ideas and Concepts in Art and Design
4) Visual Communication in Art and Design
5) Community Art
6) Painting in Fine Art

Units can be tailored to suit students’ strengths and interests.

ASSESSMENT

BTEC National is 100% coursework. Units are assessed using Edexcel’s BTEC Assessment Criteria, then verified and moderated using the National Standards Sampling (NSS) protocol. This is done through external moderation.

CAREER OPPORTUNITIES

Working in the Art and Design industry opens many exciting opportunities ranging from Fine Arts such as painting and illustration, to other areas including Sculpture, Interactive media, Film and Video, Graphic Design, Advertising, Fashion, 3D Design, Architecture and Spatial Design, Computer Games Design, Theatrical and film set design. These are just a few of the many possibilities that the BTEC Art and Design course can lead into.
ENTRY REQUIREMENTS

Preferably A* to B (Distinction* to Merit) at GCSE or BTEC Level 2. However anyone who demonstrates exceptional ability or a determined commitment will be welcomed. This includes those who may not have studied Art at GCSE or BTEC Level 2 in year 10 and 11. An initial practical entry assessment will be undertaken to ascertain each student’s suitability for the course.

COURSE CONTENT

The course consists of 4 units to be completed over 2 years. Students will be required to purchase their own Art materials and sketchbooks. These can be either purchased from Art and Craft shops or through the Art department within the school.

Course Units

Year 1
ART 1 – Independent Study Unit
ART 2 – AS Externally Set Exam

Year 2
ART 3 – Independent Study Unit
ART 4 – A2 Externally Set Exam

ASSESSMENT

WJEC A Level Art is 60% Coursework and 40% Exam. Coursework and exam work is internally assessed and then verified and moderated. This is done through external moderation.

CAREER OPPORTUNITIES

Working in the Art and Design industry opens many exciting opportunities ranging from Fine Arts such as painting and illustration, to other areas including Sculpture, Interactive media, Film and Video, Graphic Design, Advertising, Fashion, 3D Design, Architecture and Spatial Design, Computer Games Design, Theatrical and film set design. These are just a few of the many possibilities that the BTEC Art and Design course can lead into.
ENTRY REQUIREMENTS
Science and Additional Science – grade B (Higher Tier only).
Mathematics and English – grade C.

COURSE CONTENT

THE BIOLOGY COURSE IS IN TWO SECTIONS:
A/S Biology can be taken in one year, or students take A/S Biology in Year 12 followed by A2 Biology in Year 13.

A/S BIOLOGY MODULES

- Cells, Exchange and Transport – 30% of A/S, 15% of A2.
- Molecules, Biodiversity, Food and Health – 50% of A/S, 25% of A2.
- Practical skills in Biology (in-school assessment of practical skills) – 20% of A/S, 10% of A2.

CAREER OPPORTUNITIES

Medicine, Veterinary Science, Oceanographer and Dentistry are some examples.

Both Biology courses are also excellent options for those wishing to find employment following Years 12 and 13 as they encompass scientific and mathematical skills as well as addressing high levels of literacy skills and problem solving, ideal for the modern work-place.
What is Level 3 BTEC Business all about?

*BTEC Business enables you to develop a broad understanding of Business principles and concepts such as Marketing, Finance, Recruitment and Selection and Accounting through the investigation of existing organisations.*

What are the entry requirements?

The entry requirements for this course mirrors the schools entry requirements of 5 GCSE’s with grades A* - C. An interest in the world of business would be beneficial.

Is there any coursework?

Coursework is the sole contributing factor and accounts for 100% of the final grade. During the two years you will be required to produce 6 pieces of coursework, which are equal in weighting.

What is the structure?

You will complete six units of coursework which include:
- Unit 1 Business Environment
- Unit 2 Business Resources
- Unit 3 Introduction to Marketing
- Unit 4 Business Communication
- Unit 5 Business Accounting
- Unit 13 Recruitment and Selection

What about exams?

The BTEC Level 3 qualification is 100 % coursework and therefore there are no examinations.

Is the course right for me?

If you are a self-motivated student who is ambitious, hardworking, has an interest in business and you are prepared to meet regular deadlines then this could be the course for you.

What could I do next?

If you are successful in your study of Business it opens many doors for your future development, including the following career and educational pathways:
• Degree in Business / Accounting/Marketing
• Army/Navy/Air Force
• Training schemes
• Travel courier/agent
• Accountancy

• Local Authority work
• Sales
• Retail
• Public Relations
• Marketing/ Advertising
• Customer Service
A/S AND A-LEVEL CHEMISTRY

ENTRY REQUIREMENTS

At least a grade “B” at GCSE Higher Level Double Award is the minimum requirement. A “C” grade in Mathematics is also essential.

COURSE CONTENT

THE MODULES OF THE COURSE

In Chemistry we follow the OCR syllabus. In Year 12 the A/S course is studied. The pupils sit the CH1 theory examination in January and the CH2 theory examination in June. There is also a CH3 practical examination and practical coursework completed throughout the year.

Pupils who pass the A/S course can then follow the A2 course in Year 13. Again there is a combination of theory exams and practical assessments.

CH1 – Atoms, Bonds and Groups (30% weighting).
CH2 – Chains, Energy and Resources (50% weighting).
CH3 – Practical Assessment (20% weighting).

CAREER OPPORTUNITIES

Forensics, Medicine, Dentistry, Veterinary Science, Radiology, Pharmacy, Polymer Science and Environmental Health are possible career paths.
Why study Computer Science?

It is an exciting time to be a computer scientist! We are living in the midst of a revolution powered by computers. This revolution has invaded all aspects of society. It is a communication revolution, a transportation revolution, a medical revolution, and an entertainment revolution.

This is a new course for teaching in September 2015. It is a challenging and intellectually stimulating course which will develop logical thinking and problem solving skills.

This course promotes the integrated study of Computer Science. It will enable pupils to develop a broad range of skills in the areas of programming, system development, computer architecture, data, communication and applications.

The course will give learners the knowledge; understanding and skills that they need to prepare them for further education or employment within Computer Science or related disciplines.

Students will need to be dedicated to their studies as some of the concepts particularly programming will be very challenging and require study outside of school to enable the highest grades to be reached.

ENTRY REQUIREMENTS

Five Grade C or above GCSEs including Maths and GCSE Computer Science or BTEC IT (Distinction).

Other candidates will be considered on an individual basis.

Subject Content

Year 12 AS Level
- Fundamentals of Computer Science (written examination)
- Practical Programming to Solve Problems (On screen examination)

Year 13 A Level
- Programming and System Development (written examination)
- Computer Architecture, Data, Communication (written examination)
- Programmed Solution to a Problem (non exam assessment)
A/S AND A-LEVEL DESIGN TECHNOLOGY

AS LEVEL

DT1 – WRITTEN PAPER – 40%

The examination paper DT1 will examine candidates on the following four blocks of specification content:
4.1.1 Designing and Innovation
4.1.2 Product Analysis
4.2.1 Materials and Components
4.2.2 Industrial and Commercial Practice

Much of this knowledge and understanding will, of course, be directly relevant to many aspects of the AS coursework elements.

DT 2 - The Design and Make project – 60%

Pupils will design and make a product to solve a problem of their choice. Pupils will have to undertake a range of tasks including analysis of existing products, designing not only using traditional methods but more modern techniques including CAD/CAM and then build a fully functional prototype. The course is challenging and will require dedication in and out of the classroom.

A LEVEL

DT3 – WRITTEN PAPER - 20%

Examination paper DT3 will examine candidates on all eight blocks of specification content: the four AS blocks as above and the following additional blocks;

4.1.3 Human Responsibility
4.1.4 Public Interaction
4.2.3 Processes
4.2.4 Production Systems and Control

DT4 - PROJECT 30%
DT4 project work must demonstrate the candidate's ability to:

1. Design and make high quality products which can be tested and evaluated;
2. Apply relevant knowledge and understanding including key skills to a range of technological activities;
3. Relate their work to relevant industrial and commercial practices;
4. Communicate to relevant audiences their ideas, understanding and decision-making processes.

These competencies at Advanced Level would demonstrate a greater depth and maturity to candidates' designing and making skills, appropriate to an A Level qualification.

Differentiating DT2 and DT4: the further requirements at A level involve increased emphasis on the industrial and commercial aspects of designing and making, an increased awareness of a wider range of users such as clients, manufacturers and the potential end user and an increased sensitivity to the wider effects of their work on society and the environment.
A/S AND A-LEVEL
ENGLISH LITERATURE

ENTRY REQUIREMENTS

Minimum grade “C” at GCSE – grade “B” or above is advisable.

COURSE CONTENT

English Literature involves the study and analysis of plays, novels and poetry. You will learn to argue your interpretation of texts and will develop a detailed understanding of how texts are constructed.

There are two units studied at AS Level. Both units are assessed through external examination

Unit 1 (2 hours) Closed book (20%)
Prose and Drama
Section A: Prose fiction pre 1900
Section B: Drama

Unit 2 (2 hours) Open book, clean copy (20%)
Poetry post-1900
Section A: Critical Analysis
Section B: Poetry comparison

There are a further three units at A2 comprising of two examinations on Poetry and Shakespeare and one non-examination assessment based on two prose texts from different periods.

Unit 3 (2 hours) Open book, clean copy (20%)
Poetry Pre-1900 and Unseen Poetry
Section A: Poetry pre 1900
Section B: Unseen poetry

Unit 4 (2 hours) Closed book (20%)
Shakespeare
Section A: Shakespeare extract
Section B: Shakespeare essay

Unit 5 Non-examination assessment (20%)
Prose study
One 2500-3000 word assignment based on the reading of two prose texts from different periods (one pre-2000 and one post-2000)

Students are encouraged to undertake wider reading, study literary techniques as well as theme, structure and character and understand how language shapes meaning. Students will be expected to work independently when required producing individual notes to further enhance their literary studies and on non-examination assessments

Some of the texts studied throughout the course include works by writers such as William Shakespeare, Geoffrey Chaucer, Charlotte Bronte, Jane Austen, Charles Dickens, Christopher Marlowe, Tennessee Williams, Ted Hughes, Sylvia Plath, Seamus Heaney, Owen Sheers, Carol Ann Duffy, John Milton and Oscar Wilde.

This course would be a good combination with Media Studies, Religious Education, Languages and Humanities subjects.

**CAREER OPPORTUNITIES**

Law, Journalism, Teaching and many others.
A/S AND A-LEVEL FRENCH

ENTRY REQUIREMENTS
A good GCSE grade – preferably at least a “B” for the full A-Level course.

COURSE CONTENT

- The A/S and A-Level modules are based on topic areas. The A level students will also study a film, book or region.

- At A/S the topics include:
  (a) Leisure and Lifestyles, i.e. Travel and Tourism, Health and Nutrition, entertainment, customs, drugs, smoking, alcohol etc.
  (b) The Individual and Society, i.e. Relationships and Education, gender issues, youth culture.

- At A-Level:
  (c) Environmental issues, i.e. Pollution, Global Warming and Nuclear Energy, recycling, sustainability, technology.
  (d) Social and Political issues i.e. The Media, Racism and Immigration, terrorism, the world of work.

ASSESSMENT

At AS level there are 2 modules:
  SN1 Oral 12-15 minutes – 20%
    (a) Conversation based on verbal or visual stimuli related to the topics studied
    (b) General conversation about yourself, interests, studies and aspirations
  SN2 Listening, reading and writing (2 ½ hours) – 30%

At A level there are 2 modules
  SN3 Oral – 15-20 minutes – 20%
    (a) Structured discussion based on a short text linked to the topics studies
    (b) Expose
SN4  Translation - 30%
   Listening, reading and writing (3 hours). The essay question will be based on
   the film, book or region studied.

CAREER OPPORTUNITIES

Lots! British businesses lose billions of pounds every year because they cannot speak their
   customers’ languages. There are also far fewer language graduates unemployed compared
to other subjects. A wide range of careers are open to language students, i.e Banking, Hotels
and Restaurants, International Organisations and Education. The career opportunities are
endless!
A/S AND A-LEVEL GEOGRAPHY

ENTRY REQUIREMENTS

“C” grade or above at GCSE level.
“C” grade or above in a variety of other GCSE subjects including Mathematics, English & Science.

COURSE CONTENT

A1 - YEAR 12

UNIT G1 – CHANGING PHYSICAL ENVIRONMENTS

- Investigating climate change.
- Investigating tectonic and hydrological change.

UNIT G2 – CHANGING HUMAN ENVIRONMENTS

- Investigating population change.
- Investigating settlement change.

ASSESSMENT FOR UNIT G1 AND G2:

A written paper of 1 ½ hours consisting of three structured questions with stimulus material, one of which tests research fieldwork.

A2 – YEAR 13

UNIT G3 – CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

SECTION A – Climate Hazards, Globalisation.

SECTION B – Individual Research enquiry: Candidates will select one Research Enquiry Investigation Theme and base their investigation on the pre-release theme.

ASSESSMENT: A written paper of 2 ¼ hours which consists of two sections:

Section A – one essay from each theme, a choice of one from two.
Section B – a two part question based on the findings of the Research Enquiry carried out individually by candidates.

**UNIT G4 – SUSTAINABILITY**

**ASSESSMENT:** A decision making exercise based on sustainability and pre-release material of 1 ¾ hours.

**CAREER OPPORTUNITIES**

BTEC LEVEL 3
SUBSIDIARY DIPLOMA IN
HEALTH AND SOCIAL CARE

Level of Study

BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF)

The health and social care sector is a major employer of almost 4 million people in the UK, many of which are highly skilled. Almost 1.7 million job openings are expected over the period to 2020. It also makes a vital contribution to all other aspects of the economy and society by creating a healthy and productive workforce and by caring for the ageing and the vulnerable.

Services provided by the sector will touch every individual and family in the UK. The BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) is part of a larger suite of health and social care qualifications, in a range of sizes, which share the common purpose of helping people to become occupationally ready to take up employment in the health and social care sector at the appropriate level.

This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education (HE) in university or college. By studying a BTEC National, learners develop knowledge, understanding and skills required by the sector, including essential employability skills.

The Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) (360 GLH) is primarily an Applied General qualification, equivalent in size to an A level. Its main purpose is to allow learners to develop the core specialist knowledge, understanding and skills, including:

- Communication skills in health and social care,
- Equality and diversity,
- Health, safety and security in health and social care, required by the sector.

It provides a basis for progression into a broad range of roles within the sector when supported by relevant qualifications at level 2, such as GCSE English and mathematics, and/or at level 3, such as A-levels in biology, chemistry, psychology, sociology, English language or alongside another BTEC National, for example in Applied Science. Learners have some opportunity to study in more depth a range of option areas of their choice, including:

- Human lifespan development
• Anatomy and physiology
• Sociological perspectives
• Psychological perspectives
• Public health
• Caring for children and young people.

As the qualification was designed in close collaboration with industry, it is fully supported by the Sector Skills Council (SSC) for the sector, Skills for Health. A range of professional organisations/employers in the sector has also confirmed their support for this BTEC Level 3 Subsidiary Diploma in Health and Social Care. This means it is a highly respected route for those who wish to move into employment in the sector, either directly or following further study.

A significant proportion of recruitment in this sector is at graduate level. The BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) also provides a well-established route into a variety of specialist Higher Education (HE) courses in this sector, when taken alongside other qualifications appropriate for the desired course of study. UCAS has reviewed the qualification to assess its value for access to higher education, and has allocated UCAS points.

A number of universities have individually confirmed that this BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) fulfils their entry requirements when achieved alongside other qualifications of which are highly skilled. Almost 1.7 million job openings are expected over the period to 2020. It also makes a vital contribution to all other aspects of the economy and society by creating a healthy and productive workforce and by caring for the ageing and the vulnerable. Services provided by the sector will touch every individual and family in the UK.

The Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) (360 GLH) is part of a larger suite of health and social care qualifications, in a range of sizes, which share the common purpose of helping people to become occupationally ready to take up employment in the health and social care sector at the appropriate level. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education (HE) in university or college. By studying a BTEC National, learners develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts. Learners can operate at a standard that can reasonably be expected of an 18 year old in full-time education.
A/S AND A-LEVEL HISTORY

What is GCE History all about?

*History is the study of man/woman in the past. It involves selecting and using historical knowledge and evidence to build up a picture of causes, events, consequences and interpretations of the past.*

What are the entry requirements?

You do not need to have studied GCSE History. We do like you to have at least a C grade in the subject. If you did not study History GCSE we will look at your results in English and English Literature.

Is there any coursework?

There is one piece of coursework worth 20% of the final grade. This is completed in year 13.

What is the structure?

The A level course covers a range of units over more than 200 years of History. In year 12 you will study aspects of 16th century European history and Britain in the 17th century. The course then gets broader in year 13.

What about exams?

Four of the five units of this course are examined by written external examinations. There are two exams at the end of year 12. The AS grade is worth 40% of the final A level.

Is the course right for me?

You should always take a course because you enjoy that subject. If you have enjoyed History then you will be enthusiastic about the opportunity to take your understanding to a higher level.

What could I do next?

A qualification in History is considered a valuable example of your ability to analyse and evaluate. These skills are considered essential for Higher Education and certain occupations:
- Law – solicitors, barristers
- Journalism - broadcast, newspaper
- Armed Forces
- Civil Service/Government
- Teaching – Primary, Secondary and Higher
- Film/Theatre
BTEC LEVEL 3
SUBSIDIARY DIPLOMA IN
HOSPITALITY

OPPORTUNITIES FOR STUDENTS TAKING THIS COURSE

The BTEC Subsidiary Diploma offers a unique opportunity for students to identify and solve real problems by investigating the Hospitality Industry in a wide range of contexts relating to their personal knowledge of hospitality and travel interests. Employment in the hospitality industry has increased faster than the economy overall. But there remain significant skills gaps, particularly in the following areas: customer service; interpersonal skills; supervisory skills; finance; and employability skills. These BTEC Nationals seek to address these areas by encouraging the acquisition and development of these competencies before employment in the hospitality industry.

THE COURSE

This two year BTEC course is about developing your skills and understanding in Supervisory skills within the Hospitality Industry. There is a strong practical emphasis throughout, and assignments will often be related to the world of work and the Hospitality, Travel and Tourism. The course is the equivalent of one A level, and you should take other subjects to make up a complete programme, with the possibility of taking an extra Business subject at AS or BTEC level, to broaden your experience.

COURSE ACTIVITIES

Your 3D design lessons will be theory and practically based. You will be given clear demonstrations of processes by your teacher and you will be given time in which to explore these both in small groups and independently. You will be encouraged to talk about your work using specialist vocabulary and to discuss your ideas and your understanding of Hospitality, Travel and Catering. You should be prepared to write about both your ideas, experience and the work of others. Written evaluation within all aspects of the Hospitality, Travel and Catering industry forms an extremely important part of this course.

Learners will develop a broad overview of how to generate, develop and communicate ideas in practical catering situations; learners will make informative judgements in relation to organisational skills and develop areas that are essential to the Hospitality Industry.
MANDATORY UNITS

Unit 1 The Hospitality Industry - The aim of this unit is to enable learners to gain knowledge and understanding of the hospitality industry, the classification systems and standards used and the organisation and structure of hospitality businesses.

Unit 2 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism. – This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector. The unit will be appropriate for supervisors and managers whose responsibilities include managing staff.

Unit 3 Providing Customer Service in Hospitality – This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector.

SPECIALIST UNITS
Students will study further optional specialist units that provide a combined total of 60 credits (where at least 45 credits must be at Level 3 or above)

ENTRY REQUIREMENTS

Candidates will have already gained a knowledge and understanding of Hospitality Catering, a qualification in Business or Travel and Tourism. It is expected that students will have achieved a minimum of five GCSE or equivalent qualifications.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of general qualifications such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.
BTEC LEVEL 3 INFORMATION TECHNOLOGY

WHAT IS BTEC NATIONAL FOR IT PRACTITIONERS?

The course is split into 2 qualifications; in year 12 students will study the Edexcel BTEC Level 3 National Certificate in IT, this is an AS equivalent qualification.

In year 13 students will study Edexcel BTEC Level 3 Subsidiary Diploma in IT, this is an A-level equivalent qualification.

Both courses will be graded at Pass, Merit, Distinction and Distinction *, which equate to E, C, A and A*.

The course will give learners the knowledge; understanding and skills that they need to prepare them for further education or employment within IT. A broad range of IT skill are developed within the units selected, and these skills will be transferable to a variety of other scenarios both within and outside of IT.

Students will need to be dedicated to their studies as some of the concepts particularly programming will be very challenging and require study outside of school to enable the highest grades to be reached.

ENTRY REQUIREMENTS

BTEC First Diploma Pass with some Merits gained.

OR

GCSE Information and Communication Technology Grade C or above.

OR

Five Grade C or above in other GCSEs.

Other candidates will be considered on an individual basis.

SIX MODULES STUDIED

Year 12

- Communication and Employability Skills for IT.
- Computer Systems.
- Website Production and Management.
**Year 13 3 Units from:**

A/S AND A-LEVEL
MATHEMATICS

ENTRY REQUIREMENTS

Students choosing mathematics are expected to have taken Higher Level at GCSE and to have preferably obtained at least a high grade C.

OVERVIEW

The course is delivered through a series of six units. Throughout Year 12 students complete three units (C1, C2 and S1), and this will constitute AS Level Mathematics. If the course is continued into Year 13, then three further units will be covered and the results of the six units will be combined to give A-Level Mathematics. The units cover Core Mathematics, Statistics and Mechanics.

Further Pure AS level can be studied by students with a B or higher grade at GCSE. This involves studying 3 further units (FP1, D1, M2) over the 2 years.

SUMMARY OF CONTENT

Core

C1 Algebra and functions; coordinate geometry in the $(x, y)$ plane; sequences and series; differentiation; integration.
C2 Algebra and functions; coordinate geometry in the $(x, y)$ plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.
C3 Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.
C4 Algebra and functions; coordinate geometry in the $(x, y)$ plane; sequences and series; differentiation; integration; vectors.

Mechanics

M1 Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
M2 Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
Statistics

S1 Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

Further Pure

FP1 Series; complex numbers; numerical solution of equations; coordinate systems, matrix algebra, proof.

Decision

D1 Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.

CAREER OPPORTUNITIES

This A-Level mixes well with Physics, Engineering, Geography, Biology, Economics, Psychology, Business Studies and Computing. What is more, future career options range from engineering or architecture to forensic crime, medicine, environmental health or management consultancy in investment and finance.
A/S AND A-LEVEL MEDIA STUDIES

ENTRY REQUIREMENTS

Minimum grade ‘C’ or above in GCSE English

COURSE CONTENT

Media Studies involves the study and analysis of different media texts and the understanding of issues such as representation, stereotype, realism, ideology, mediation and audience.

You will study different media forms such as music, television, film, advertising, magazines and newspapers, websites and computer games. You will look at how they are constructed through foci such as sound, camera and narrative as well as the impact and preferred reading upon the audience.

A/S Level comprises of 2 units:

Unit 1 (MS1) 2 ½ hour external examination
3 Compulsory questions. 1 analysis of an unseen (audio or print based) extract. 1 questions related to topics studied (eg representation, audience)

Unit 2 (MS2) Internal Assessment (1200-1600 words)

Media production and report including research of media products, design of your own print/AV based product and an evaluation.
Popular design options include: a DVD or CD cover, advertisement, magazine front cover, story board and opening sequence or trailer of a film, web page

A2 comprises of Media investigation and research and a focus on different media industries, texts and audiences.

Media Studies is enthralling and inspiring whatever your tastes. It is suitable for students who wish to further their studies or pursue a career in the Media industry including journalism, design and advertising, film and TV.

This course would be a good combination with English Literature, Religious Education, Graphics/Art and other Humanities subjects.
AS AND A LEVEL
MUSIC

A level Music (WJEC)

This specification is divided into a total of 6 units, 3 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

AS (3 units)

MU1 Performing (AO1) 15 % External Assessment
Solo and/or ensemble performance

MU2 Composing (AO2) 15% Internal Assessment
Two contrasting compositions

MU3 Appraising (AO3) 20% External Assessment
One listening examination in two parts

• Part 1: (12%): 1 hour appraising test based on extracts of music (set works) taken from the two Areas of Study (‘Jazz, Rock and Pop’ and ‘Orchestral music’)

• Part 2: (8%): 1 hour aural perception (melodic dictation, keys, chords, cadences) based on unprepared musical extracts

A LEVEL (the above plus the following 3 units – 2 units at 15% and 1 at 20%)

MU4 Performing 15/20% External Assessment
Solo and/or ensemble performance

MU5 Composing 15/20% Internal Assessment
Two contrasting compositions

MU6 Appraising 15/20% External Assessment
One written examination in two parts (2 ¼ hours) OR one written examination in three parts (3 hours).
BTEC LEVEL 3
SUBSIDIARY DIPLOMA IN
PERFORMING ARTS

LEVEL OF STUDY

The Level 3 Subsidiary Diploma covers the key knowledge and practical skills required in the performing arts industry. Pupils will be expected to produce portfolios for six units and participate in performing arts projects; assessed internally and moderated externally. This course offers opportunities to work at an academic level equivalent to A Level whilst also providing a vocational context that develops the necessary skills for future employment. This qualification is equivalent to one A Level.

UNITS STUDIED

Unit 7: Performing to an audience - This gives learners experience of performing a role as part of an ensemble, presenting rehearsed work to a live audience.

Unit 9: Devising Plays - Learners attend drama workshops to develop skills and techniques for generating performance material (writing & performing scripts).

Unit 104 Special Subject Investigation - This gives learners the opportunity to carry out an in-depth and practical investigation into a chosen area of interest.

Unit 10: Theatre in Education - Learners will work as a TIE company to research, develop and produce a piece of theatre for children based on the national curriculum.

Unit 30: Singing skills - Learners attend singing workshops to develop a variety of vocal skills and techniques.

Unit 42: The Healthy Performer - Learners gain understanding of the structure and function of the human body, focusing on the lifestyle and health of the performer.

CAREER OPPORTUNITIES

A performing arts qualification gives graduates the opportunity to combine their creative talents with the practical aspects of self-promotion and arts management. This mix of disciplines is a good preparation for many careers including; Actor, Community arts worker, Dancer, Music therapist, Arts administrator, Broadcast presenter, Theatre director.
A/AS LEVEL PHOTOGRAPHY - TBC

ENTRY REQUIREMENTS

Preferably A* to B at GCSE. However anyone who demonstrates exceptional ability or a determined commitment will be welcomed. This includes those who may not have studied Photography at GCSE in year 10 and 11. An initial practical entry assessment will be undertaken to ascertain each student’s suitability for the course.

It would be beneficial but not compulsory to have your own camera. The school has a number of DSLR and Bridge cameras that pupils can use. Mobile phone cameras will be good enough to complete some tasks. It is suggested that all pupils have their own SD card to store your own images.

As much as we will endeavour to take pupils out on trips to collect this imagery it will compulsory for pupils to act independently and do this as much as possible. You will need to visit places such as beaches, woodlands, castles, towns/cities etc. to take your photos.

COURSE CONTENT

Photography is a practical course which offers the opportunity to experience creativity with lens based media as well as using the skills you have learnt in Art. Please be aware this can also include video and animation as well as photography.

???? units to be completed over 2 years.
Students will be required to purchase their own Art materials and sketchbooks. These can be either purchased from Art and Craft shops or through the Art department within the school.

ASSESSMENT TBC

- Controlled Assessment 1 (Portfolio 60%)
- Controlled Assessment 2 (Sustained Focus 40%)

CAREER OPPORTUNITIES

Working in the Photographic industry opens many exciting opportunities ranging from Advertising to Fashion, to other areas including Portraiture, Wedding Photography, Interactive media, Graphic Design. These are just a few of the many possibilities that the BTEC Photography course can lead into.
A/S AND A-LEVEL PHYSICS

ENTRY REQUIREMENTS

To have studied and expect to have a GCSE "B" Grade or higher in Physics or Additional Science and a ‘B’ grade in Mathematics.

COURSE CONTENT

<table>
<thead>
<tr>
<th>AS</th>
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<tbody>
<tr>
<td><strong>Mechanics - Motion</strong></td>
<td>1 hr. written exam</td>
<td>(January)</td>
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<tr>
<td>- Statics and Dynamics</td>
<td>AS 30%</td>
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<tr>
<td>- Work and Energy</td>
<td>A2 15%</td>
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<tr>
<td><strong>Electricity, Waves and Photons</strong></td>
<td>1 hr.45 min written exam</td>
<td>(June)</td>
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<tr>
<td>- Electric current, Resistance</td>
<td>AS 50%</td>
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<tr>
<td>- Waves</td>
<td>A2 25%</td>
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<tr>
<td>- Quantum Physics</td>
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<tr>
<td><strong>Practical Skills</strong></td>
<td>Internal Assessment</td>
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<tr>
<td></td>
<td>AS 20%</td>
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<td>A2 10%</td>
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<tr>
<td><strong>A2</strong></td>
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<tr>
<td><strong>Newtonian World</strong></td>
<td>1 hr. written exam</td>
<td>(January)</td>
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<tr>
<td>- Newton’s Laws and momentum</td>
<td>A2 15%</td>
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<tr>
<td>- Circular motion and SHM</td>
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<td>- Thermal Physics</td>
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<tr>
<td><strong>Frontiers of Physics</strong></td>
<td>1 hr.45 min written exam</td>
<td>(June)</td>
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<tr>
<td>- Fields and Capacitors</td>
<td>A2 25%</td>
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<tr>
<td>- Nuclear Physics</td>
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<td>- Medical Physics</td>
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<tr>
<td>- Space and Cosmology</td>
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<tr>
<td><strong>Practical Skills</strong></td>
<td>Internal Assessment</td>
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<tr>
<td></td>
<td>AS 20%</td>
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<tr>
<td></td>
<td>A2 10%</td>
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CAREER OPPORTUNITIES

A/S / A-Level Physics has been developed for students who wish to continue with a study of Physics after GCSE.

Some students may wish to follow a Physics course for only one year as an A/S GCE in order to broaden their curriculum and enhance their future career prospects. Others will continue their course for a further year extending their course to Advanced GCE. Such a course will prepare students to progress into higher education; to follow courses in Physics and Engineering, one of the other sciences or related subjects such as Dentistry or Ophthalmics.
What is BTEC Public Services all about?

The UK’s Public Service industry is one of the largest employers in the country. Public Services provides students with an opportunity to explore the uniformed services such as Police, Fire, Ambulance, Civil Service and the Army. It enables you to understand the role of government and have the knowledge and skills to be informed citizens and public service employees.

What are the entry requirements?

The entry requirements for this course mirrors the schools entry requirements of 5 GCSE’s with grades A* - C.

Is there any coursework?

Coursework is the sole contributing factor and accounts for 100% of the final grade. During the two years you will be required to produce 5 pieces of coursework, which are equal in weighting.

What is the structure?

You will complete five units of coursework which include:

- Unit 1 Government, Policies and the Public Services
- Unit 2 Leadership and Teamwork in the Public Services
- Unit 3 Citizenship, Diversity and the Public Services
- Unit 12 Crime and its Effects on Society
- Unit 15 Planning and Management of Major Incidents

What about exams?

The BTEC Level 3 Public Services qualification is 100 % coursework and therefore there are no examinations.

Is the course right for me?

If you are a self-motivated student who is ambitious, hardworking, has an interest in public services and you are prepared to meet regular deadlines then this could be the course for you.
What could I do next?

If you are successful in your study of Public Services there are many opportunities for your future development, including the following career and educational pathways:

- Further Education
- Army/Navy/Air Force
- Fire Service
- Ambulance Service
- Prison Service
- Marines

- Local Authority work
- Police
- NHS
- Army
- Royal Navy
- RAF
ENTRY REQUIREMENTS

At least a C grade or above at GCSE Religious Studies and four other subjects (including English).

COURSE CONTENT

All students at AS level will study:

Religion and Ethics (Ethical Theory and Sexual Ethics).

And

Buddhism (The life of the Buddha, Buddhist lifestyle, Buddhist practices)

At A Level:

Religion and Ethics (Ethical theory, War and Medical ethics)

And

Religious Authority (Sacred Texts, Leaders, Conscience)

ASSESSMENT

Students will be given essays to write on a regular basis.

AS: 2 x essay style examinations = 50%
A2: 2 x essay style examinations = 50%

CAREER OPPORTUNITIES:
An understanding of religions and their place in society and the life of individuals is advantageous in a number of careers such as Social Work, Journalism, Medicine, Teaching, Publishing, Police Force, Law and many more.
A/S AND A-LEVEL SPANISH

ENTRY REQUIREMENTS

A good GCSE grade – preferably at least a “B” for the full A-Level course.

COURSE CONTENT

• The A/S and A-Level modules are based on topic areas. The A level students will also study a film, book or region.

• At A/S the topics include:

  (e) Leisure and Lifestyles, i.e. Travel and Tourism, Health and Nutrition, entertainment, customs, drugs, smoking, alcohol etc.
  (f) The Individual and Society, i.e. Relationships and Education, gender issues, youth culture.

• At A-Level:

  (g) Environmental issues, i.e. Pollution, Global Warming and Nuclear Energy, recycling, sustainability, technology.
  (h) Social and Political issues i.e. The Media, Racism and Immigration, terrorism, the world of work.

ASSESSMENT

At AS level there are 2 modules:

SN1 Oral 12-15 minutes – 20%
  (c) Conversation based on verbal or visual stimuli related to the topics studied
  (d) General conversation about yourself, interests, studies and aspirations
SN2 Listening, reading and writing (2 ½ hours) – 30%

At A level there are 2 modules

SN3 Oral – 15-20 minutes – 20%
  (c) Structured discussion based on a short text linked to the topics studies
  (d) Expose
SN4 Translation - 30%
Listening, reading and writing (3 hours). The essay question will be based on the film, book or region studied.

CAREER OPPORTUNITIES

Lots! British businesses lose billions of pounds every year because they cannot speak their customers’ languages. There are also far fewer language graduates unemployed compared to other subjects. A wide range of careers are open to language students, i.e. Banking, Hotels and Restaurants, International Organisations and Education. The career opportunities are endless!
BTEC LEVEL 3
SUBSIDIARY DIPLOMA IN
SPORT

ENTRY REQUIREMENTS

The BTEC National Subsidiary Diploma in Sport requires five A*-C grades at GCSE level. The course is demanding and requires continuous hard work. The course is entirely coursework based with no examination and will be largely internally assessed by the PE Department.

Course Content

For the BTEC National Subsidiary Diploma in Sport candidates must complete the following units:

- Fitness Testing for Sport and Exercise
- The Physiology of Fitness
- Principles in Anatomy and Physiology in Sport
- Assessing Risks in Sport
- Sports Coaching
- Current Issues in Sport
- Fitness Training and Programming

For the Diploma in Sport candidates must complete the following units in addition to the above:

- Technical and Tactical Sport
- Rules and Regulations in sport
- Sports injuries
- Sports Psychology
- The athletes life

Most lessons will be theoretically based in the classroom whilst some lessons will require an applied approach, which will be more practical. You are expected to complete your coursework in your own time. Lesson time is used to go over course content in order for you to complete the tasks set.
Career Opportunities

A BTEC National Subsidiary Diploma in Sport can prepare students for further study at degree level in Sports Science and Leisure courses at University. Careers using sport qualifications range from Sports Centre Management, Physiotherapy, Coaching, Teaching and the Uniformed Services.

For further information and advice please contact Mrs Hobbs, Head of Girls PE.
INTRODUCTION

When we think of the term ‘travel and tourism’ different ideas spring to mind, such as holidays, excursions, flights and destinations and making sense of these and putting them into context is an important process in the study of travel and tourism.

This qualification enables learners to gain an overview of travel and tourism, and see how the different components of the travel and tourism sector link together.

Learners will gain an understanding of the interrelationships between the travel and tourism component industries and find out about the roles and responsibilities of organisations in terms of what products or services they provide.

UNITS

Edexcel BTEC Level 3 Certificate in Travel and Tourism

Mandatory Units
1 Investigating the Travel and Tourism Sector
3 The UK as a Destination

Edexcel BTEC Level 3 Subsidiary Diploma in Travel and Tourism

Mandatory Units
1 Investigating the Travel and Tourism
2 The Business of Travel and Tourism
3 The UK as a Destination
4 Customer Service in Travel and Tourism
Optional Units

6 Preparing for Employment in Travel and Tourism
7 European Destinations
8 Long-haul Travel Destinations
9 Retail Travel Operations
10 Business Travel Operations
11 Investigating the Cruise Industry
19 UK Visitor Attractions
22 Work Experience in the Travel and Tourism Sector
24 Airfares and Ticketing
26 Researching Current Issues in Travel and Tourism
28 Principles of Supervising Customer Service Performance in Hospitality, Leisure Travel and Tourism

Additional Information

With a wide variety of jobs on offer, the travel and tourism sector is well placed for providing interesting and challenging career opportunities.

Students will investigate a selection of the career options available in different industries within the travel and tourism sector. The entry requirements, roles and responsibilities for specific jobs will be explored and career progression routes will be investigated.

Students will explore marketing in the context of the travel and tourism sector and will produce
What is GCE Cymraeg all about?

This course has been designed to give the opportunity to explore the many aspects of being Welsh. Language skills are developed to a high level with an individual being very proficient in speaking the language at the end of the course.

What are the entry requirements?

You will need to have studied Welsh GCSE full course. (Second language) Grade C or above is preferable.

Is there any coursework or exams?

Year 12

There is one module of written coursework to be completed.

There is one group speaking exam.

There is one written exam covering poetry and grammar.

Year 13

There is one group speaking exam based on a play.

There are two written exam papers covering short stories, poetry and language.

What is the structure?

In addition to the language and grammar, elements of the media are studied, concentrating on a set film in year 12 and a play in year 13. We study poetry and short stories on a variety of themes. There is an emphasis on speaking Welsh and Welsh will become the medium of teaching. As part of the course we take part in residential courses and theatre visits.
Is the course right for me?

If you have a desire to become more fluent in Welsh and embrace the Welsh culture and literature this is the course for you.

What could I do next?

If you intend living and working in Wales knowledge of the Welsh language is an increasing advantage. Studying Welsh shows you have excellent communication, problem solving and language skills. These essential skills are useful for the following careers:-

- Teacher or lecturer
- Child care assistant
- Computer programmer
- Journalist/Presenter
- Public relations/Advertising
- Psychologist
- Recruitment.
- Accountant