

# POST-16 OPTIONS



#post16

#motivatedtostrive

# THE NEXT EXCITING STEP!

*Why Join the Sixth  
Form at Maesteg School?*

## *Lifelong Learning*

We are a vibrant, popular school, committed to providing an outstanding education for all our students. We, like you, want the very best for the children in our care. This is why we work in partnership with our parents to provide a learning environment where every child has the opportunity to succeed and thrive as an individual. Our simple motto is 'Motivated to Strive'. This means that we place significant emphasis on creating a disciplined learning environment where everyone is expected to work hard and contribute to Maesteg School Life. Our 6<sup>th</sup> form is highly successful and builds upon the successes at GCSE. Our students aim high, pursuing Higher education degrees, apprenticeships and careers that include Medicine at Cardiff University, Law in Bristol University, Physics in the University of Warwick and Biochemistry in Kings College London.

As you approach your GCSE examinations, you are faced with a range of choices including employment, training, or continuing your studies elsewhere. The decision to remain in education has many advantages. You will need higher qualifications if you want to progress into higher education. Remaining in education is therefore an investment, which will pay continuously throughout your life

## *An excellent range of courses*

At Maesteg sixth form, you can choose from a broad range of traditional A Levels and BTEC courses, and take part in a number of life enhancing and stimulating extracurricular activities. Our curriculum ensures that every student is offered a wide range of subjects and opportunities to succeed. We are responsive to demand for new subjects and work in collaboration with our local Bridgend Schools and College in order to provide a breadth of subjects and experiences.

## *Learning and Teaching:*

### *A challenging learning environment*

Learning and Teaching are at the heart of everything we do at Maesteg School. Alongside this, Students are encouraged to develop a growth mind-set and challenge themselves in their studies. Lessons are underpinned by our philosophy 'motivated to strive' and learning should be engaging, challenging and have an impact on progress. In the Sixth Form, your relationships with teachers will change significantly. We expect you to enter into a learning partnership with your teachers in which you will be challenged to be responsible for your own learning and to respond with commitment to the demands made on you, so that you reach your potential as a student. If you enter wholeheartedly into this learning partnership, you will make rapid progress in your academic development, and the results you achieve will reflect this.

Lesson time is key, and the staff at Maesteg School are always improving their practice searching for ways to make the time spent with the students as effective and productive as possible. Students must be prepared to work independently away from the classroom – to work in advance and prepare for the challenge ahead.

Choosing to continue your studies at post 16 is a hugely important decision. We believe that our philosophy, passion and commitment for Learning and Teaching will provide the very best foundation for the future steps in your learning journey.

## *Aiming High:*

### *Progression to Higher Education and Further Training*

At Maesteg, we are committed to supporting you with planning for life after sixth form, whether you choose to go on to university, to take up an apprenticeship, or to get a job. We recognise the importance of providing you with a wide range of activities that help broaden your choices and experiences, and will give you the competitive edge. Sixth form is an important phase in the journey towards university or the world of work.

In 2017, 85% of our Year 13 students progressed to university, further education or apprenticeship training. You will receive expert support so that you make well-informed choices, which help you to achieve your goals.

Our Raising Standards Leader and experienced tutor team provide additional subject support on a one to one basis to help raise attainment. All students have access to careers and higher education advice from a specialist advisor.

Students will benefit from:

- *Extensive University Links with presentations offered across a wide range of subjects.*
- *Those students who aspire to Oxbridge are supported through the rigorous selection process via a bespoke support programme to ensure that they are thoroughly prepared for the challenges ahead.*
- *Assistance with applying for Medicine, such as support with finding medical work placements, UKcat and BMAT preparation.*
- *Visits to National student conferences.*

## *Enrichment:*

### *Opportunities for leadership and responsibility*

Our sixth formers are expected to be role models for all ages in the school and may find it fulfilling to participate in mentoring lower school pupils, or taking up leadership roles. Volunteering is a key aspect of life at Maesteg School, and sixth formers often lead in fundraising events and take part in events organised with local and national charities. We expect students to undertake volunteering in conjunction with the House System and their Welsh Bacalaureate studies.

Life at Maesteg School is more than studying for exams. We believe that students should have the opportunity to develop their interests and discover new aptitudes and skills. All our students are encouraged to participate in our extensive school programme that encourages them to explore and make the most of their talents in areas of Art, Drama, Sport, STEM, Teaching and Learning and the opportunity to be a part of the Senior Prefect Team.

## *A Sixth Form Tutor*

Your form tutor will provide a consistent point of contact for all students at daily morning registration, will assist in monitoring progress, and will offer support and guidance as necessary. As the Form Tutors build a working relationship with each student, they are ideally placed to make a valuable contribution to the compilation of references and the appointment of Senior Prefects. They also play a crucial role in maintaining high standards of appearance, punctuality and attendance. Their role is vital to your success in the Sixth Form, so it is important that you have a good relationship with them, that you are open and communicative about your work, and that you always attend registration. You will continue to be a part of the House System. During your time in the Sixth form you will be assigned to a registration group; there you will have the opportunity to work alongside the staff to support and guide our younger students.

## *Study Time*

Students are encouraged to use their time effectively outside of the classroom. We benefit from dedicated sixth form facilities, which include the sixth form conference room: quiet study areas and a separate café with full access to Wi-Fi. Teachers, who are able to offer academic and pastoral support, supervise all study areas.

# Overview

# POST 16 INFORMATION

Choosing the subjects you want to follow post-16 is a really important process. This prospectus is designed to be your first step in this process, giving you the information you need to make the right decisions for you and your programme of study over the next two years.

On completion of Year 11 your choices are:

- Learn full-time based at Maesteg School Sixth Form
- Learn full-time based at Maesteg Sixth Form, with the opportunity of studying courses offered by other learning providers in collaboration.
- Learn full-time in college
- Start training or paid employment with the possibility of pursuing a relevant qualification.

The decisions and choices that you make about what you want to do at the end of Year 11 will have a huge impact on your future. To ensure you have all the facts you need in order to make the right decision, it is essential that you discuss your options with your parents/carers, teachers and our careers advisor.

# Guidance

Remaining at Maesteg School

## FURTHER INFORMATION

Moving from all the subjects that you have been studying at GCSE to four subjects' means that you will be spending a considerable amount of time each week on each option you choose. This is why it is so important that you think carefully about them and have good reasons for these choices. The table below highlights the timely process you need to follow and points to consider:

<i>Date</i>	<i>Choosing your Options</i>	<i>Things to Consider</i>
30 <sup>th</sup> November 2017	<i>Options Evening</i>	Read through prospectus online carefully. Take the time this evening to discuss the subjects you like with your teachers
4 <sup>th</sup> December 2017	<i>Year 11 Free Choice</i>	Complete your Year 11 free choice exercise. Choose the 4 subjects in an ideal world you would like to choose. This information is key to creating the final option columns.
19 <sup>th</sup> January 2018	<i>Sixth form applications opens</i>	Students to choose final subjects. Students will need to get the Director of Learning or subject leader to sign the application form.
14 <sup>th</sup> February 2018	<i>Sixth form application closes</i>	All forms to be completed and handed to form tutor
23 <sup>rd</sup> April 2018 – onwards	<i>Sixth form interview process</i>	Students will be requested to make an interview appointment with Mr C Brooks or Mrs K Cavendish to discuss programme of study.

# ADMISSIONS PROCEDURE

## *How to apply for the Sixth Form*

Students applying for entry to the Sixth Form should have gained significant success in a number of GCSE subjects, with the expectation that students have achieved a minimum of 5 A\*-C grades and ideally including both GCSE English and Maths.

→ AS and A2 level syllabuses assume that candidates have achieved a minimum C grade at GCSE in their chosen subject if studied in Year 11. For some subjects a minimum of a B grade is required.

→ Students for entry into Year 12 should note that entry is not automatic on fulfilling the academic requirement above, but also conditional on past behaviour, attitude and attendance.

→ Students will need to complete an application form. On the form each student will clearly highlight the subjects chosen. In order for the application to be processed a signature from the Director of Learning or subject leader will need to be obtained.

→ Year 12 students will study 4 subjects at AS level, to include the Welsh Baccaulaureate (WBQ)

→ Whilst students should choose 3 AS subjects plus the WBQ to study in Year 12, some students will have the opportunity of studying 4 AS subjects. This will be discussed upon interview.

→ Please choose your subject combinations carefully, especially if you have a career in mind that requires specific qualifications to enter University e.g. Medicine, Dentistry, Pharmacy, Engineering. If in doubt, consult your subject teachers or the school careers advisor.

## *Additional Information*

Some subjects have strict limitations on the numbers of students they can accommodate on a course. In the case of a subject not attracting a sufficient number of students to make a viable sized class, the difficult decision not to run the course may need to be taken. Another subject choice may be chosen.

## *Entry to Year 13 for A2 Study*

Entrance into Year 13 is not automatic. Good attendance, a positive attitude to learning and success at AS level are essential pre-requisites for entry into Year 13.

# Guidance

## Other Learning Providers

# FURTHER INFORMATION

Some of you may wish to continue to study at Maesteg Sixth Form but also attend one of our collaboration course run in either Bridgend College or other local schools. This course will be run in conjunction with your subject choices at Maesteg.

<i>Collaboration</i>	<i>Twilight</i>
Collaboration courses are run in Bridgend college and/or School in Bridgend area – 2 afternoon sessions per week	Twilight courses are run after school 4-6 in Bridgend College – 2 sessions per week
<p>Courses offered across the Bridgend Learning Partnership (Level 3 courses) (Subject to confirmation from other learner providers)</p> <ul style="list-style-type: none"><li>• Computing</li><li>• Economics</li><li>• Electronics</li><li>• German</li><li>• PE</li><li>• Public Services</li><li>• Travel and Tourism</li></ul>	<p>Twilight courses (Level 3, subject to confirmation from Bridgend College)</p> <ul style="list-style-type: none"><li>• Creative Media Productions</li><li>• Film studies</li><li>• Law</li><li>• Music Technology</li><li>• Psychology</li></ul>



# Subject Choices

# OPTIONS CURRICULUM

In the following pages of the prospectus, you will find information on those courses, which are available at Maesteg School's Sixth Form. Please read each page carefully, even if you think you have made up your mind.

These subjects will be presented in 4 option blocks and you will have to choose one subject only from each of the options (max of 4). Some of the subjects, which prove to be popular, will appear in more than one block. We will try to ensure that the blocks allow you access to the three subjects you most want to choose but please be aware that numbers may mean that subjects can also be removed.

The following subjects are offered at Maesteg Sixth Form:

Applied Business	Art & Design Fine Art	Art & Design Photography
Art & Design Textiles	Art & Design 3D Design	Biology
Chemistry	Drama	Engineering
English Literature	French	Geography
Health and Social Care	History	ICT
Mathematics	Music	Physics
Religious Studies	Sport and PE	Welsh
	Welsh Baccalaureate	

# Overview

# GCE ART AND DESIGN

Art and Design will help pupils to express their ideas and creativity through a wide range of media, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using artists for inspiration to create a unique and personal outcome.

At AS pupils will have the opportunity to work with pencil, paint, clay, printmaking, textiles and photography to create their portfolio of work. They will work in a sketchbook and be encouraged to work on a variety of scales.

For A2 they will develop their own work and complete an examination.



## Specification

As and A Level  
Art and Design

[wjec.org.uk](http://wjec.org.uk)

## Assessment

### As and A Level in Art and Design

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>AS – Unit 1 (Personal Creative Enquiry) (40%)</li><li>A2 – Unit 2 (Personal Investigation) (36%)</li><li>A2 – Unit 3 (Externally Set Assignment)</li></ul> | <ul style="list-style-type: none"><li>Pupils will develop skills in a number of different areas of Art, Craft and Design.</li><li>This unit must include written critical and contextual analysis of 1000 words minimum.</li><li>Externally set task is set by the exam board and is in 2 parts.<br/>Part 1 - Preparation Study<br/>Part 2 - 15hr Exam</li></ul> |
|--|--|



*"I like using  
different media"*

*"I like drawing and  
want to develop my  
use of media before  
I go onto a  
Foundation Course"*

*"Art is good to do  
especially if you  
want to do it as a  
career"*

## Progression and Career Opportunities

Foundation Art and Design  
Degree courses in Art and Design

## Overview

This specification introduces learners to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment.

The focus of the specification is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and inter-related nature of business issues from a local to global perspective.

Learners will have the opportunity to develop awareness of contemporary business issues relevant to the Welsh business environment. Learners will need to study the content areas below:

- Enterprise
- Business plans
- Markets
- Market research
- Business structure
- Business location
- Business finance
- Business revenue and costs. Marketing
- Finance
- People in organisations (human resources)

## Assessment

<b>AS Unit 1: Business Opportunities (15%)</b> Written examination: 1 hour 15 minutes	<b>AS Unit 2: Business Functions (25%)</b> Written examination: 2 hours
Short answer and structured questions.	Data response questions.

## Progression and Career Opportunities

- Supports a number of different qualifications throughout GCSE and A-Level
- Every pupil has the opportunity to achieve any grade
- GCSE Business can be applied into a variety of career pathways
- There are no prior learning requirements



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Key to Success:

*"If someone offers you an amazing opportunity and you're not sure you can do it, say YES – then learn how to do it"*

Sir Richard Branson

# BTEC NATIONAL SUBSIDIARY DIPLOMA IN SPORT

## Overview

This is a popular and exciting vocational qualification designed by Edexcel, which is equivalent to: **BTEC Level 3 Subsidiary Diploma in Sport equivalent to grades A\*-E at A-Level**

Learners will be required to complete a portfolio of work for each of the 7 units based on what they have learnt practically. All the work is presented in a portfolio, each portfolio will be assessed through a range of real life and where possible practical scenarios (Assignments) to a specific grading criteria, Pass (E), Merit (C) or Distinction (A).

Learners will have the opportunity to develop their understanding through health, fitness and lifestyle. Learners will explore the increasingly popular path of sports leadership and coaching, developing the skills and knowledge necessary to discover potential opportunities that sports coaching, health and fitness has to offer.

## Assessment

UNIT 1	PRINCIPLES OF ANATOMY & PHYSIOLOGY	UNIT 2	THE PHYSIOLOGY OF FITNESS
UNIT 3	ASSESSING RISK IN SPORT	UNIT 4	FITNESS TRAINING & PROGRAMMING
UNIT 7	FITNESS TESTING FOR SPORT & EXERCISE	UNIT 13	SPORTS LEADERSHIP
UNIT 14	EXERCISE, HEALTH & LIFESTYLE		100% Internally assessed controlled portfolios.

## Progression and Career Opportunities

- Higher National Diploma (HND)
- Governing body and coaching awards
- Degree in Sports Science, Sports Coaching, Sports Education, Journalism, Nutrition, Strength and Conditioning.
- Career in the Armed Forces, Police, Fire or Ambulance service.
- Career in sports development, leisure and recreation, sports centre, teaching and leisure management.

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advancing learning. changing lives



*"Learning through portfolios allows me to keep a track of my Performance."*

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# BTEC PERFORMING ARTS ACTING

## Overview

This is a 2-year course equivalent to a GCE A level. You will complete six units of work. You will develop skills and be assessed on the principles of acting, applying acting skills, devising, developing voice, performing to and audience and auditions for actors. You will be expected to keep a logbook and to attend rehearsals.

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advancing learning, changing lives

### Specification

BTEC National Level 3

## Assessment

### BTEC National Level 3

#### Year 12

**Unit 19; Principles of acting**  
(Autumn term) Stanislavski ;A Dolls House and Brecht; The Threepenny Opera.

**Unit 20- Applying acting styles**  
(Autumn/Spring term) Physical theatre and Political Theatre.

**Unit 18- Auditions for Actors**  
(Summer term) TV and Theatre audition piece

#### Year 13

**Unit 9-Devising** (Autumn term)

**Unit17-Developing voice for an actor** (Spring term)

**Unit 7-Performing to an Audience**-Rehearse and develop in an ensemble cast in a full scale show to an audience

*"Drama is life with the dull parts left out."*

*-Alfred Hitchcock*

*"Drama helped me find my voice."*

*-Rhys Watkins*

*"Drama allowed me to build my confidence."*

*-Emily Thomas*

## Progression and Career Opportunities

Degree in a range of: Theatre and Acting courses, Education, Drama therapy, Applied Drama, Expressive arts, Media.

Career in: Drama and Theatre, Acting, Education, Sales, Media, Management.



# DRAMA AND THEATRE STUDIES

## Overview

AS and A level in Drama and Theatre offers a practical and challenging course of study which encourages learners to develop a framework for making, performing, interpreting and understanding drama and theatre. Students will understand the practices used in twenty-first century theatre making. They will also understand and experience the collaborative relationship between various roles within theatre. Students will analyse and evaluate their own work and the work of others.



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## Assessment

<p style="text-align: center;"><i>AS Year 12</i></p> <p><b>AS Unit 1: Theatre Workshop</b></p> <ul style="list-style-type: none"> <li>• 24% of qualification 90 marks</li> <li>• Learners must realise their performance live for the visiting examiner.</li> <li>• Learners choosing design must also give a non-assessed <b>5-10 minute</b> presentation of their design to the examiner.</li> <li>• Learners must produce a process and evaluation report within <b>oneweek</b> of completion of the practical work</li> </ul>	<p style="text-align: center;"><i>A2 Year 13</i></p> <p><b>Unit 3- Text in action</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment: externally assessed by a visiting examiner</li> <li>• 36% of qualification 120 marks</li> <li>• Learners will be assessed on <b>either</b> acting <b>or</b> design.</li> <li>• Learners participate in the creation, development and performance of <b>two</b> pieces of theatre based on a stimulus supplied by WJEC:</li> </ul>
<p><b>AS Unit 2: Text in Theatre</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 30 minutes</li> <li>• 16% of qualification 60 marks</li> <li>• <b>Open book:</b> Clean copies (no annotation) of the <b>two</b> complete texts chosen must be taken into the examination.</li> <li>• <b>Two</b> questions, based on <b>two different</b> texts from the following list:             <ol style="list-style-type: none"> <li>1. <i>A Day in the Death of Joe Egg</i>, Peter Nichols</li> <li>2. <i>Sweeney Todd</i>, Stephen Sondheim</li> <li>3. <i>The Absence of War</i>, David Hare</li> <li>4. <i>Mametz</i>, Owen Sheers</li> <li>5. <i>*The Radicalisation of Bradley Manning</i>, Tim Price</li> <li>6. <i>One Moonlit Night</i>, Caradog Prichard, adapted by Bara Caws.</li> </ol> </li> </ul>	<p><b>A2 Unit 4: Text in Performance</b></p> <ul style="list-style-type: none"> <li>• Written examination: 2 hours 30 minutes</li> <li>• 24% of qualification 95 marks</li> <li>• <b>Open book:</b> Clean copies (no annotation) of the <b>two</b> complete texts chosen must be taken into the examination.</li> <li>• <b>Two</b> questions, based on <b>two different</b> texts from the following list:             <ol style="list-style-type: none"> <li>1. <i>A Day in the Death of Joe Egg</i>, Peter Nichols</li> <li>2. <i>Sweeney Todd</i>, Stephen Sondheim</li> <li>3. <i>The Absence of War</i>, David Hare</li> <li>4. <i>Mametz</i>, Owen Sheers</li> <li>5. <i>*The Radicalisation of Bradley Manning</i>, Tim Price</li> <li>6. <i>One Moonlit Night</i>, Caradog Prichard, adapted by Bara Caws.</li> </ol> </li> </ul>



## Progression and Career Opportunities

The WJEC A level in Drama and Theatre is an exciting and inspiring course, which prepares learners for further study in Higher Education. This highly practical specification provides learners with the opportunity to work as either performers and/or designers.

## Overview

Biology is the scientific study of life. The AS and A Level Biology course allows pupils to develop key concepts in Biology. Once these concepts have been developed, pupils then consider the applications of these concepts. Practical skills will be integrated with theoretical topics and assessed separately at A2.

## Assessment

<i>AS / A Level Biology</i>	
AS (2 Units)	A Level (the 2 AS units plus a further 3 units.)
<p><b><u>AS Unit 1: Basic Biochemistry and Cell Organisation</u></b></p> <p><b>Written examination: 1 hour 30 minutes</b> 20% of qualification</p> <p>A range of short and longer structured questions, some in a practical context, and one extended response.</p> <p><b><u>AS Unit 2: Biodiversity and Physiology of Body Systems</u></b></p> <p><b>Written examination: 1 hour 30 minutes</b> 20% of qualification</p> <p>A range of short and longer structured questions, some in a practical context, and one extended response.</p>	<p><b><u>A2 Unit 3: Energy, Homeostasis and the Environment</u></b></p> <p><b>Written examination: 2 hours</b> 25% of qualification</p> <p>A range of short and longer structured questions, some in a practical context, and one extended response.</p> <p><b><u>A2 Unit 4: Variation, Inheritance and Options</u></b></p> <p><b>Written examination 2 hours</b> 25% of qualification</p> <p>A range of short and longer structured questions, some in a practical context, and one extended response.</p> <p><b><u>A2 Unit 5: Practical Examination</u></b></p> <p><b>10% of qualification</b> This unit comprises two tasks:</p> <ul style="list-style-type: none"> <li>- Experimental Task (20 marks)</li> <li>- Practical Analysis Task (30 marks)</li> </ul>

## Progression and Career Opportunities

AS/A2 Biology leads into a number of Biology based courses at university. Potential careers related to Biology include Medicine, Veterinary Science, Physiotherapy, Genetic Engineering, Biotechnology, Pharmacy, Pharmacology and many, many more...



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**Specification**

GCE Biology



***“Biology is now bigger than physics, as measured by the size of budgets, by the size of the workforce, or by the output of major discoveries; and biology is likely to remain the biggest part of science through the twenty-first century.”***

*-Freeman Dyson*

***“AS Biology is both challenging and interesting and I am pleased that I have taken it.”***

*-Jessica Brocklebank*

## Overview

The A level Chemistry course encourages candidates to understand that chemistry is concerned with the exploitation of the Earth's resources in the production of energy and new materials by the control and use of chemical reactions. Understanding the behaviour of materials allows chemists to design new materials for specific uses. In these respects, chemistry plays a vital role in providing an enhanced quality of life.

## Assessment

### AS / A Level Chemistry

5 units in total. Weightings are expressed as % of the full A level qualification.

<p><b>AS Unit 1</b></p> <p><b>The language of Chemistry, Structure of Matter and Simple Reactions</b></p> <p><b>Written examination: 1 hour 30 minutes</b></p> <p><b>20% of qualification</b></p> <p>Short answer questions, structured and extended answer questions.</p>	<p><b>A2 Unit 3</b></p> <p><b>Physical and Inorganic Chemistry</b></p> <p><b>Written examination: 1 hour 45 minutes</b></p> <p><b>25% of qualification</b></p> <p>Short answer questions, structured and extended answer questions.</p>
<p><b>AS Unit 2</b></p> <p><b>Energy, Rate and Chemistry of Carbon Compounds</b></p> <p><b>Written examination: 1 hour 30 minutes</b></p> <p><b>20% of qualification</b></p> <p>Short answer questions, structured and extended answer questions.</p>	<p><b>A2 Unit 4</b></p> <p><b>Organic Chemistry and Analysis</b></p> <p><b>Written examination: 1 hour 45 minutes</b></p> <p><b>25% of qualification</b></p> <p>Short answer questions, structured and extended answer questions.</p>
	<p><b>A2 Unit 5 Practical examination</b></p> <p><b>10% of qualification</b></p>

## Progression and Career Opportunities

This course provides a foundation for the study of Chemistry, Medicine, Biochemistry, Molecular Biology, Chemical Engineering, etc. It also provides a satisfying course of study for those who do not wish to study the subject further.



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**Specification**

GCE Chemistry



***“Every aspect of the world today – even politics and international relations is affected by chemistry.”***

*-Linus Pauling*



# Overview

# DESIGN AND TECHNOLOGY

The engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. The BTEC Level 3 Subsidiary Diploma in Engineering has been designed to give new entrants to the engineering sector the underpinning knowledge and specific skills needed to meet the needs of modern mechanical engineering industries.

The qualification has been developed in the engineering sector to give education and training for learners to achieve a nationally recognised level 3 vocationally specific qualification. This qualification will give full-time learners the opportunity to enter employment in the mechanical engineering sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Engineering. Learners will have the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Assessment - Pearson BTEC Level 3 Subsidiary Diploma – 60 credits

Students are expected to build a portfolio of engineering course work throughout the course. This course is equivalent in size to one A Level. It consists of four units of which three are mandatory on one optional. There are two units that are assessed in an examination. In addition, pupils undertake an assignment. (Mandatory content 83% and external assessment 67%). The remaining units are internally assessed and externally verified. Criteria for the course are laid out in student logbook. Each assignment has a list of criteria and tasks, which clearly indicate the work to be completed and the grades that can be achieved.

3 off compulsory units – 300 GLH	Unit 1 - Engineering Principles (Mathematics and science)  Unit 2 – Delivery of Engineering Processes Safely as a Team  Unit 3 - Engineering Product Design and Manufacture
1 off – selected unit – 60GLH	Unit 10 - Computer Aided Design in Engineering

## Progression and Career Opportunities

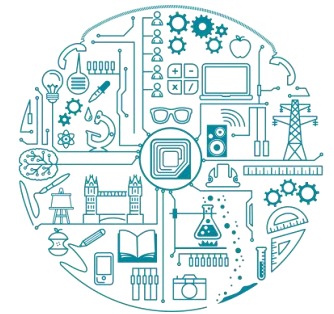
Students can use this qualification to enter Higher Education via one of the routes shown below. Alternatively, it can be used to access engineering apprenticeships with local and national employers. HND Higher National Certificate/Diploma, B. Sc. Bachelor Degree, B. Eng Bachelor Degree in Engineering, M. Eng. Masters Degree in Engineering, Engineering employment, Advanced Modern Apprenticeship



# Pearson

## Specification

BTEC Level 3  
National Extended  
Certificate in  
Engineering



***“Manufacturing is more than just putting parts together. It's coming up with ideas, testing principles and perfecting the engineering, as well as final assembly.”***

**- James Dyson**

***“At its heart, engineering is about using science to find creative, practical solutions. It is a noble profession.”***

**- Queen Elizabeth II**

# ENGLISH LITERATURE

## Overview

If you enjoy reading a wide range of prose, poetry and drama, and learning about the history and culture in which texts are written, then this is the course for you!

English Literature gives you the opportunity to study the work of the nation's greatest writers, engage in lively debate and develop your skills of analysis.



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## Assessment

### WJEC A Level English Literature

*A8 Lv Unit* Prose and Drama  
exam **20%** of qualification

*A8 Lv Unit 2* Post 1900 poetry  
exam **20%** of qualification

*A Lv Unit 3* Pre 1900 poetry and  
unseen poem (exam) **20%**

*A Lv Unit 4* Shakespeare (exam)  
**20%**

*A Lv Unit 5* Prose study  
Internal assessment **20%**

**2 x 1 ½ hour examinations.**

**2 x 2 hour examinations**

Consisting of essay questions,  
critical analysis and comparative  
analysis.

**Controlled Assessment:**

**3000 word assignment based on  
the reading of two prose texts.**



*"Books are the carriers  
of civilization. Without  
books, history is silent,  
literature dumb, science  
crippled, thought and  
speculation at a  
standstill."*

*- Barbara Tuchman*

## Progression and Career Opportunities

English Literature A level is a highly respected qualification; the skills of analysis and expression that you develop on the course can lead to a wide range of university courses and careers. Many Literature students have gone on to train as primary and secondary school teachers, and pursue careers in publishing, journalism and the media.

To study English literature at this level, you need a grade B or better in GCSE English Literature and Language.

# Overview

# A LEVEL FRENCH

At AS French, we study a wide variety of topics based on social issues and trends. We will look at travel, entertainment and music.

At A2 we also study the themes of diversity and difference. In addition we will study France 1940-1950 which will concentrate on the Occupation and the Post War years. We also study the language much more in depth, which allows for a greater independence of expression.

## Assessment

GCE French	
<p><b>AS Unit 1: Speaking</b></p> <p>Non exam assessment: 12-15 mins (plus additional 15 minutes prep time)  <b>12% of qualification</b> <b>48 marks</b></p> <p><b>Task 1:</b> Arguing a point of view based on a written stimulus card (5-6 mins)  <b>Task 2:</b> Discussion based on a second stimulus card (7-9mins)</p>	<p><b>A2 Unit 3: Speaking</b></p> <p>Non exam assessment: 11-12 mins  <b>18% of qualification</b> <b>72 marks</b></p> <p><b>Independent research project:</b>  <b>A)</b> Presentation of independent research project (2 mins)  <b>B)</b> Discussion on the content of the independent research project (9-10mins)</p>
<p><b>AS Unit 2: Listening, reading, translation and critical response in writing</b></p> <p>Written examination: 2 hour 30 mins  <b>28% of qualification</b> <b>84 marks</b></p> <p><b>Section A:</b> Listening  <b>Section B:</b> Reading  <b>Section C:</b> Translation  <b>Section D:</b> Critical response in writing</p> <p><b>Learners are not permitted to use dictionaries in any part of the assessment at AS &amp; A level.</b></p>	<p><b>A2 Unit 4: Listening, reading, translation</b></p> <p>Written examination: 1 hour 45 mins  <b>30% of qualification</b> <b>100 marks</b></p> <p><b>Section A:</b> Listening  <b>Section B:</b> Reading  <b>Section C:</b> Translation</p> <p><b>A2 Unit 3: Critical &amp; analytical response in writing (closed book)</b></p> <p>Written examination: 1 hour 30 mins  <b>12% of qualification</b> <b>40 marks</b></p> <p>One essay question based on the study of one literary work taken from the prescribed list.</p>



## Specification

GCE French AS  
And A Level

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*First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.*

## Progression and Career Opportunities

The study of AS and A level French will allow you to continue the study of French at University as a single honours qualification. French can also be combined with the study of another language at university. French can also be combined with lots of other subjects such as Business Studies, engineering and can be incorporated into a degree in Medicine. With a degree in French you can you will expect to earn 20% more than in other disciplines. You could find employment in accounting, IT and Telecommunications, Travel, Logistics, Events Organisation, Engineering, Creative Design and Media, Marketing and PR, Law, Logistics and Transportation not to mention Translation and Interpretation and Teaching.

## Overview

The WJEC AS and A level in Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn, this will enable learners to develop a critical understanding of the world's people, places and environments in the 21<sup>st</sup> century.

Learners should be able to develop both knowledge and understanding of contemporary geographical concepts, together with transferable skills, that will enable learners to progress to higher education and a range of employment opportunities.

The focus of the specification is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts and practical application of geographical skills and techniques in the field. The specification draws on both physical and human geography.

## Assessment

<i>WJEC Geography GCE</i>	
<b>AS Unit 1: Changing Landscapes</b>	Written examination: 2 hours <b>24% of qualification 96 marks</b>
<b>AS Unit 2: Changing Places</b>	Written examination: 1 hour 30 minutes <b>16% of qualification 64 marks</b>
<b>A2 Unit 3: Global Systems and Global Governance</b>	Written examination: 2 hours <b>24% of qualification 96 marks</b>
<b>A2 Unit 4: Contemporary Themes in Geography</b>	Written examination: 2 hours <b>16% of qualification 64 marks</b>
<b>A2 Unit 5: Independent Investigation</b>	Written examination: 2 hours <b>16% of qualification 64 marks</b>

## Progression and Career Opportunities

Geography graduates have diverse career destinations and the subject has one of the highest rates of graduate employability. This is on no small part down to the flexibility of Geography and the very wide range of skills it helps you to develop that are particularly attractive to universities and employers alike.

Not all Geography students become Geography teachers or weather presenters on the television! Potential careers related to Geography include cartography (map maker), meteorology (weather forecaster), hydrology and flood management, environmental health, conservation, leisure and tourism, urban planning, aid worker, mining, navigation, surveying, transport services, data analysis, civil service and teaching.



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## Specification

AS/A2 Geography

***“Geography is one of those richly comprehensive subjects whose relevance is all around us. More than ever, we need the geographer’s skills and foresight to help us learn about our planet. How we use it. How we abuse it.”***

**- Michael Palin**

# Overview

# HEALTH AND SOCIAL CARE

This course actively engages students in the processes of Health and Social Care to help them develop as effective independent learners. It encourages students to understand aspects of Health, Social Care and Early-years sectors through investigation and evaluation. It also looks at some of the issues, which affect the nature and quality of human life including an appreciation of diversity, and cultural issues. It allows progression on to a wide variety of subject areas Post 18.

## Assessment



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### WJEC Health & Social Care GCE

#### AS Unit 1: Promoting Quality Care and Communication **Coursework 60%**

Topics: Principles of care / Factors affecting the quality of life / Caring skills and techniques / Communication / Barriers to communication and quality care / Rights and responsibilities of providers and individuals

#### AS Unit 2: Promoting Good Health **Written Exam 40%**

Topics: Perspectives of health and well-being / Factors that affect health and well-being / Preventative measures to avoid ill health / Job roles of key workers in Health Promotion / Techniques used within Health Promotion.

#### A2 Unit 7: Provision of Health, Social Care and Children's Services **Controlled Assessment 30%**

Topics: Service provision in the local area / Meeting individual needs / Practitioner roles within multi-disciplinary teams / Quality assurance procedures / Effects of national policy and legislation on service provision

#### A2 Unit 12: The Influences of Food and Fitness on Health **Coursework 30%**

Topics: The main nutrients in food – their source and function / The positive effects of physical activity on the physical, psychological, mental and social health of individuals / Current dietary and physical activity guidelines initiated to promote the health of the nation / Role of a healthy diet and regular physical activity on the prevention and regulation of certain diseases / Designing suitable diets and physical activity programmes for individuals.



***"Each one of us can make a difference.***

***Together we can make change."***

***- Barbara Mikulski***

## Progression and Career Opportunities

The subject is interesting, varied, diverse, and covers many different areas of Health Social care and early year's settings. It will also provide a range of competencies, techniques, personal skills and attributes for working in this field. Learners will be encouraged to seek work placements to practically apply the knowledge, information and skills developed during the course. This subject develops the skills that underpin the characteristics needed for those who aim to work in varied sectors including nursing, teaching, social work and health care practitioners.

## Overview

The AS and A2 history course develops understanding of the political, social, economic and cultural factors that have affected the world we live in. The AS course looks in depth at the Weimar period of German history through source work, as well as the development of government and politics in Britain in the 18<sup>th</sup> and 19<sup>th</sup> Century. At A2 level, the studies focus on the Nazi era in Germany and the development of the USA between 1890 and 1990, focusing on the fight for Civil Rights and the USA's position as a world superpower.



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## Assessment

<i>WJEC History GCE</i>	
<b>Unit 1 – POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880</b>	<b>Written examination: 1 hour 30 minutes</b>
<b>Unit 2 – WEIMAR AND ITS CHALLENGES c.1918-1933</b>	<b>Written examination: 1 hour 45 minutes</b>
<b>Unit 3 – THE AMERICAN CENTURY c.1890-1990</b>	<b>Written examination: 1 hour 45 minutes</b>
<b>Unit 4 – NAZI GERMANY c.1933-1945</b>	<b>Written examination: 1 hour 45 minutes</b>
<b>Unit 5 – INDIVIDUAL INVESTIGATION</b>	<b>Coursework</b>



*"The A Level History course is really interesting. It builds upon our existing knowledge and extends it by looking at new events, people and periods of time."*

- Calum Puddy

## Progression and Career Opportunities

Going onto University to study History has many advantages. It is a myth that the only careers open to historians are teaching, working in a museum or further research. History graduates find employment in almost any job sector due to the wide range of transferable skills developed during their studies, including teaching, law, media and publishing, local and national government, investment banking, consultancy and accountancy.

# Overview

# A LEVEL APPLIED ICT

A Level Applied ICT at Maesteg offers a balance between our future ICT Developers and ICT Users. The course is broken down into 4 units all offering a different perspective to ICT, a mixture of:

- ✓ *Developing **Solutions***
- ✓ *Looking into the **use of ICT***
- ✓ *Working as part of an **IT team***
- ✓ *Creating customer focussed **Multimedia***

## Assessment

<i>WJEC GCE A Level in Applied ICT</i>	
<b>AS - Unit 1 – eBusiness</b> <ul style="list-style-type: none"><li>• 40% of AS</li><li>• A mixture of theory and practice of using ICT</li></ul>	<b>Unit 1 - 3 hour examination</b> <p>Consisting of short answer and essay style questions based on a working scenario.</p> <p>On screen based test, on creating solutions</p>
<b>AS Unit - 2 – eSkills</b> <ul style="list-style-type: none"><li>• 60% of AS</li><li>• Real life scenario based coursework</li></ul>	<b>Unit 2 &amp; 6 Controlled Assessment</b> <p>Coursework based units that allow the pupils to create solutions to problems set by a business.</p>
<b>A2 - Unit 5 – eProject</b> <ul style="list-style-type: none"><li>• 40% of A2</li><li>• Group based project</li><li>• Based on a work based scenario</li></ul>	<b>Unit 5</b> <p>Group based project, which allows pupils to work together to solve a problem, followed by a 15 hour individual task.</p>
<b>A2 - Unit 6 – eStudio</b> <ul style="list-style-type: none"><li>• 60% of A2</li><li>• Pupils get the opportunity to create a marketing campaign for a new product.</li></ul>	

## Progression and Career Opportunities

- Supports a number of different qualifications throughout A Level.
- Applied ICT leads directly on to ICT and Business Degrees whilst supporting Computer Science Degrees.
- Applied ICT can be applied into a variety of career pathways.



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**Specification**

AS / A2 GCE

Qualification  
Accreditation

Number:  
**500/5079/5**



***“ICT is not only the future of our children’s education it is the present; we need to make the investment in ICT now!”***

**- Walter Lockhart**





## Overview

### *This specification will:*

- encourage students to be inspired, moved and changed by following a broad, course of study
- develop broader life skills and attributes, including critical and creative thinking, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- enable students to engage actively in the study of music
- develop musical skills and interests, including the ability to make music individually and in groups
- enable students to understand and appreciate a range of different kinds of music

### *Assessment*

<i>Music</i>	
<p><i>Unit 1 – MUSC1</i></p> <p>Influences on Music 30% of AS, 15% of A Level 1 hour 45 minutes written examination <b>80 marks</b></p> <p><i>Unit 2 – MUSC2</i></p> <p>Composing: Creating Musical Ideas 30% of AS, 15% of A Level Externally Assessed Coursework <b>60 marks</b></p> <p><i>Unit 3 – MUSC3</i></p> <p>Performing: Interpreting Musical Ideas 40% of AS, 20% of A Level 10–16 minutes Internally Assessed <b>80 marks</b></p>	<p><i>Unit 4 – MUSC4</i></p> <p>Music in Context 20% of A Level 2 hours 15 minutes written examination <b>100 marks</b></p> <p><i>Unit 5 – MUSC5</i></p> <p>Composing: Developing Musical Ideas 15% of A Level Externally Assessed Coursework <b>60 marks</b></p> <p><i>Unit 6 – MUSC6</i></p> <p>Performing: A Musical Performance 15% of A Level 10–15 minutes Externally Assessed <b>60 marks</b></p>



### Specification

A Level 2270



***“One good thing about music, when it hits you, you feel no pain.”***

***- Bob Marley***

***“Music is a higher revelation than all wisdom and philosophy.”***

***- Ludwig van Beethoven***

### *Progression and Career Opportunities*

Following on from A Level you could study for a Music degree gives, which you a broad base of skills, general and specific. Music graduates work in a wide range of professions inside and outside music.

Teaching / Administration / Music Librarian / Childcare / Performer / Classroom assistant / Music therapist / Sound technician / Private tutor / Learning support.

# EDEXCEL BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN MUSIC PERFORMANCE

## Overview

### *This specification will:*

- encourage students to be inspired, moved and changed by following a broad, course of study
- develop broader life skills and attributes, including critical and creative thinking, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- enable students to engage actively in the study of music
- develop musical skills and interests, including the ability to make music individually and in groups
- enable students to understand and appreciate a range of different kinds of music

### *Assessment*

<i>Music</i>	
<p>Units that will be covered over the two years:</p> <ul style="list-style-type: none"> <li>• Music Performance Techniques</li> <li>• Solo Music Performance Skills</li> <li>• Working and Developing as a Musical Ensemble</li> <li>• Composing Music</li> <li>• Studying Music from Around the World <b>or</b> Musical Theatre Performance</li> <li>• Pop Music in Practice <b>or</b> Classical Music in Practice</li> </ul> <p>Each unit is worth 10 credits and is internally assessed and externally moderated</p>	<p>The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate qualification and covers the key knowledge and practical skills required in the appropriate vocational sector.</p> <p>It is broadly equivalent to one GCE A Level.</p> <p>It allows pupils to work independently and as a team and there is some element of choice on the units studied.</p>

### *Progression and Career Opportunities*

Following on from A Level you could study for a Music degree, which gives you a broad base of skills, general and specific. Music graduates work in a wide range of professions inside and outside music.

Teaching / Administration / Music Librarian / Childcare / Performer / Classroom assistant / Music therapist / Sound technician / Private tutor / Learning support.



### Specification

BTEC National Level 3



***“Where words fail, music speaks.”***

***- Hans Christian Andersen***

## Overview

Photography will help pupils to express their ideas and creativity through a wide range of Photographic techniques, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using Photographers for inspiration to create a unique and personal outcome.

Pupils will have the opportunity to work with Digital Photography, Photoshop and Darkroom, to create their portfolio of work. They will work in a sketchbook and be encouraged to work on a variety of scales.

## Assessment

<i>AS &amp; A Level Photography</i>	
<ul style="list-style-type: none"><li>AS – Unit 1 (Personal Creative Enquiry) (40%)</li><li>A2 – Unit 2 (Personal Investigation) (36%)</li><li>A2 – Unit 3 (Externally Set Assignment) (24%)</li></ul>	<ul style="list-style-type: none"><li>Pupils will develop skills in a number of different areas of photography</li><li>This unit must include written critical and contextual analysis of 1000 words minimum.</li><li>Externally set task is set by the exam board and is in 2 parts. Part 1 - Preparation Study Part 2 - 15hr Exam</li></ul>

## Progression and Career Opportunities

Foundation Art and Design  
Degree courses in Photography and Media



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***"Photography is fun."***  
- Lewis Richards

***"You can express your ideas in a different way."***  
- Caitlin Williams

***"I enjoy capturing different moments with my camera."***  
- Alysha Alleyne

# Overview

# PHYSICS

Physicists seek to answer the big questions: Can the conditions that existed a few billionths of a second after the Big bang be recreated in the lab? How do fundamental constituents of matter such as quarks and leptons interact? How did the Universe begin? In addition, can we understand what space and time are made of? Studying Physics at Maesteg School, you will:

- Solve problems set in practical contexts.
- Process and analyse data using mathematical skills.
- Develop experimental design and evaluate scientific methods.

## Assessment

### AS | A Level Physics

#### AS Unit 1, 20%:

- Motion, Energy and Matter.

#### AS Unit 2, 20%:

- Electricity and Light.

#### A2 Unit 3, 25%:

- Oscillations and Nuclei.

#### A2 Unit 4, 25%:

- Fields and Options.

#### A2 Unit 5, 10%:

- Practical Examination.

#### 90 Minute Written Examination:

- Externally Assessed.

#### 90 Minute Written Examination:

- Externally Assessed.

#### 135 Minute Written Examination:

- Externally Assessed.

#### 120 Minute Written Examination:

- Externally Assessed.

#### 90 Minute Experimental Task

#### 60 Minute Data Analysis Task

- Externally Assessed.



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## Specification

AS/A Level



## Progression and Career Opportunities

A Level Physics leads to Physics, Maths, and Science & Engineering courses at university, as well as Apprenticeships in STEM fields. Science and Engineering graduates have diverse career opportunities and the subject has one of the highest rates of graduate employability. Studying Physics will provide you with a wide variety of transferable skills particularly attractive to universities and employers alike.

Not all Physics students end up working in laboratories! Potential careers related to Physics include electrical, civil, materials, aeronautical and mechanical engineering, meteorology (weather forecasting), Formula 1, computer programming, medicine, optometry, pharmacology, telecommunications, teaching, environmental health, conservation, mining, navigation, surveying, architect drawing, data analysis, civil service, and marine science to name but a few.

*"Space is big. You just won't believe how vastly, hugely, mind-bogglingly big it is. I mean, you may think it's a long way down the road to the chemist's, but that's peanuts to space."*

*- Douglas Adams*

## Overview

RE AS and A level focuses on Philosophical and Ethical studies as well as the study of Hinduism.

You will consider ethical questions such as whether morality is what God commands, whether being a good person is better than just doing good deeds and the extent to which all moral actions are motivated by self-interest. As well as the ethical questions, you will study philosophical concepts such as arguments for the existence of God as well as considering inductive Challenges to religious belief.

The Hinduism unit builds on knowledge from GCSE studies and focuses on topics such as key figures, sacred texts, religious life and practices.

## Assessment

<i>WJEC Religious Studies GCE</i>	
<b>AS Unit 1 (15%)</b> Introduction to the study of Hinduism	<b>Written examination: 1 hour 15 minutes 60 marks</b>
<b>AS Unit 2 (25%)</b> Introduction to Philosophy Introduction to Ethics	<b>Written examination: 1 hour 45 minutes 120 marks</b>
<b>A Level Unit 3 (20%)</b> A Study of Religion: Hinduism	<b>Written examination: 1 hour 30 mins 90 marks</b>
<b>A Level Unit 4 (20%)</b> Religion and Ethics	<b>Written examination: 1 hour 30 minutes 90 marks</b>
<b>A Level Unit 5 (20%)</b> Philosophy of Religion	<b>Written examination: 1 hour 30 minutes 90 marks</b>



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## Specification

AS/A Level



*“Science investigates; religion interprets. Science gives man knowledge, which is power; religion gives man wisdom, which is control. Science deals mainly with facts; religion deals mainly with values. The two are not rivals.”*

- **Martin Luther King Jr**

## Progression and Career Opportunities

An AS or A2 level in Religious Studies is a stepping-stone to a wide range of future opportunities. This course will be an excellent stepping-stone if you are interested in going on to study Philosophy or Ethics at University. The skills you develop will support you in further studies at university as you meet people from all different cultures. Furthermore, as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

# Overview

# TEXTILES ART & DESIGN

Art and Design Textiles will help pupils to express their ideas and creativity through a wide range of textile media, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using artists and designers for inspiration to create a unique and personal outcome through fashion, interior design or surface pattern.

At AS pupils will have the opportunity to work with a range of different textile techniques and processes to create their portfolio of work. They will work in a sketchbook and be encouraged to work on a variety of scales.

For A2 they will develop their own work and complete an examination.

## Assessment

<i>AS &amp; A Level in Textiles Art &amp; Design</i>	
<b>AS – Unit 1 (Personal Creative Enquiry) (40%)</b>	<b>Pupils will develop skills in a number of different areas of Textile design.</b>
<b>A2 – Unit 2 (Personal Investigation) (36%)</b>	<b>This unit must include written critical and contextual analysis of 1000 words minimum.</b>
<b>A2 – Unit 3 (Externally Set Assignment)</b>	<b>Externally set task is set by the exam board and is in 2 parts. Part 1 - Preparation Study Part 2 - 15hr Exam</b>

## Progression and Career Opportunities

Foundation Art and Design  
Degree courses in Art and Design



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### Specification

AS/A Level



*"I like being creative"*

*"I like drawing and fashion and I want to develop my skills before I go onto a Foundation Course"*

*"I would like to work in a creative industry"*

# Overview

# 3D DESIGN ART & DESIGN

This course consists of Designing three-dimensional products that are functional in addition to the Fine Art sculptural qualities of making.

3D Design would be expected to cover some or all of the following:

- Using a variety of materials including plastic, metal, wood and card.
- Broad range of skills, methods of realising intentions.
- Following the design process through inception and intention.
- Various processes to finished product.
- Undertaking research (notes, drawings, photographs, relevant material).
- Drawing in perspective.
- Matching ideas to materials and processes.

Making consumer products designed for industrial production



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## Specification

GCE AS: 601/5347/7

GCE A2: 601/5290/4

## Assessment

### WJEC Art & Design - Three Dimensional Design

The AS represents the first year of a two year A level qualification but it can be studied separately. It consists of **one** unit:

- Unit 1: Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.

The A level consists of the AS Unit 1 plus **two additional** units:

- Unit 2: Personal Investigation (36% of A level), internally assessed, externally moderated.
- Unit 3: Externally Set Assignment

## Progression and Career Opportunities

### Career Prospects

A course in Design cannot only be regarded as a means to developing a career in this area but as a way of achieving an AS/A2 to enable entry onto other courses, university or the world of work.

### Entry Requirements

No formal entry requirements but students should possess enthusiasm, commitment and a willingness to learn



**“Design is  
intelligence  
made visible.”**

**- Alina Wheeler**

## Overview

In Welsh, the purpose is to develop pupils' communication skills, in both written and spoken Welsh. It is intended to develop their ability to use language imaginatively. A wide range of reading is encouraged as well as thorough learning of specific literary works/films and dramas. The ability to respond to literature and contemporary multimedia cultural materials are promoted in order to gain an appreciation of Wales's cultural heritage.

### Assessment

<i>Welsh</i>	
<p><b>UNIT 1 (2020U1): Film and Oracy</b> 15% of the qualification 60 mark Part A discuss film Part B personal response</p> <p><b>UNIT 2 (2020U2): Written Coursework</b> 10% of the qualification 60mark</p> <p><b>UNIT 3 (2020U3): The Use of Language and Poetry</b> 15% of the qualification 120 mark Part A: A Composite question which contain different types of linguistic exercises. Part B: 3 questions based on the set texts.</p> <p><b>UNIT 4 (1020U4): Drama and Oracy</b> 25% of the qualification 75 mark Part A: Byw yn Gymraeg. Living Welsh Part B: Discuss Drama. Part Personal response.</p> <p><b>UNIT 5(1020U5): : Welsh in the Society and Translanguaging</b> 15% of the qualification 80 marc Part A: Welsh in the Society – questions based on the set texts. Part B: Trawsieiithu – written response in Welsh to an English Article. Synoptic Assessment</p> <p><b>UNIT 6 (1020U6):: The Use of Language + The Short Story</b> 20% of the qualification 100 marc Part A: A Composite question which contains different types of linguistic exercises. Part B: 2 questions based on 1 of the set texts and 1 Synoptic Question.</p>	<p>Part A approx. 20 mins for each group Part B approx 5 mins for each candidate</p> <p><b>WRITTEN COURSEWORK</b> (3 extended written pieces totalling between 1,500 a 2,000 words).</p> <p><b>WRITTEN EXAMINATION (2 Hours)</b></p> <p>Part A +B approx. 30 mins for each group Part C approx 5 mins for each candidate</p> <p><b>WRITTEN EXAMINATION (2 hours)</b></p> <p><b>WRITTEN EXAMINATION (2 hours)</b></p>

### Progression and Career Opportunities

The study of AS Welsh and A level Welsh provides a suitable foundation for the study of Welsh Second Language or a related field, by means of a range of Higher Educational courses (e.g. university degree) or direct entry into employment e.g. Law, banking, Police, NHS, Media, Marketing Interpretation and Teaching . In addition, it provides a coherent, satisfying and worthwhile course of study for pupils who do not progress to further study in this subject.



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### Specification

AS/A Level



*“By choosing to learn Welsh you can impress your friends with your ability to speak another language. You'll challenge your mind, enhance your CV, improve your job prospects and keep yourself entertained for years to come.”*



## Overview

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 Skills Challenge Certificate consists of four components, which are followed by all learners: 3 challenges and an Individual Project.



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### Specification

Level 3  
601/4917/6



## Assessment

Skills Challenge Certificate components	Weighting	Assessed Skills
Individual Project	50%	<ul style="list-style-type: none"> <li>• Planning and Organisation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Literacy</li> </ul>
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Personal Effectiveness</li> <li>• Digital Literacy</li> </ul>
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Creativity and Innovation</li> </ul>
Community Challenge	15%	<ul style="list-style-type: none"> <li>• Planning and Organisation</li> <li>• Personal Effectiveness</li> </ul>

## Progression and Career Opportunities

This qualification will encourage the students of Maesteg School to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop confidence, drive and initiative, preparing students to enter, succeed and progress in the world of work.

*"I believe that the Welsh Baccalaureate has developed all of my fundamental skills which I will really benefit from when I go into higher education. I have begun to think more critically when completing tasks, particularly since completing the Enterprise and Employability Challenge. I would strongly advise people to get involved with the Welsh Baccalaureate as it really does enhance your UCAS application."*

– Kayla Smith Deputy Head Girl

*"Studying Welsh Bacc has increased my organisational, communication and team-working skills. The skills I have developed through the Challenges will definitely help me with my job, apprenticeship and college applications and will continue to benefit me in my working life."*

– Joshua Campbell,  
Year 13