Ysgol Uwchradd Y Trallwng

Welshpool High School

2027

Prosbectws y Chweched Dosbarth

Sixth Form Prospectus

Ysbrydoli Llwyddiant, Llunio Dyfodol

Inspiring Success, Shaping Futures

OUR HEAD STUDENTS

Deputies & Leadership Team

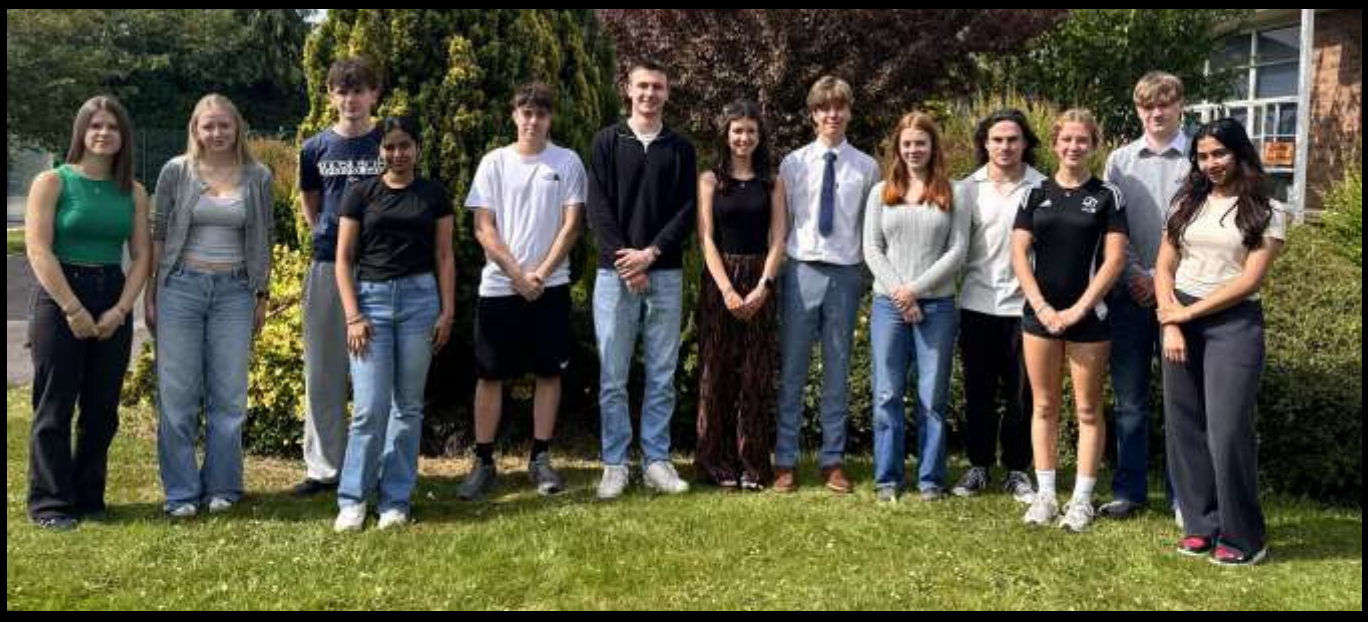
Head Students

Head Boy: Noah Dearing

Deputy Head Boy: Toby Betts

Head Girl: Caitlin Owen

Deputy Head Girl: Alice Joyce



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INTRODUCTION
from the Headteacher

To all prospective students and parents I am delighted that you are considering Welshpool High School Sixth Form for Post-16 education. It is hoped that this prospectus, the Open Evening and your own personal research and ambitions will lead to a decision to join our Sixth Form in September 2027

We are justifiably proud of the achievements of our Sixth Form students and the quality of teaching that we offer here at Welshpool.

We have a good selection of Advanced Level and BTEC Level 3 courses available, with access to an even wider range of courses through the Chweched Powys Sixth and the Trisgol+ partnership. Whilst the majority of study takes place at Welshpool, Trisgol+ allows students to study alternative courses that are offered at both Ysgol Llanfyllin and Ysgol Bro Caereinion.

This opportunity is continuing to grow with courses also becoming available to study at Newtown High School. We are really proud of the strong relationships that exist within the Trisgol+ partnership, and there are also further opportunities for studying online via Esgol.

Sixth Form life is clearly about achieving the best possible qualifications and developing appropriate skills to access a place in higher education or becoming better equipped for employment.

We have a strong track record in terms of students gaining entry to their first choice university, including some of the United Kingdom's most prestigious universities while other students have been successful in gaining apprenticeships and training with reputable companies.

In recent years, many of our students have been invited to join the Seren Network, which is aimed at encouraging our more able students to apply to Oxbridge and Russell Group Universities.

We will continue to encourage students to aim high and develop interests and attitude in preparation for university life an the wider world of work.

Mr Arnold - Headteacher

INTRODUCTION
from the Head of Sixth Form

Ms M Jones, Head of Sixth Form

Mr J Kinsey, Deputy Headteacher

Joining the Sixth Form at Welshpool High School has many benefits.

If you have been with us in KS3 and KS4 the staff will already know you well and be able to work to your strengths. If you are new to our Sixth Form, I am sure you will settle in quickly as we have a welcoming and friendly community.

We are an established local provider with a strong track record of good results for our students.

You will also be able to make use of the dedicated Sixth Form common room and we also have a study and computer area for sixth formers, where students attend independent study each week.

You may also be eligible to apply for the weekly Educational Maintenance Allowance [EMA] to help support you whilst you study.

If you would like any further information, or you have any questions about any aspect of Sixth Form life, please feel free to contact:
Ms M Jones (Head of Sixth Form)
or
Mr J Kinsey (Deputy Headteacher)
for assistance.

INTRODUCTION
from our Head Girl

Hi, my name is Caitlin and I'm the head girl at Welshpool High School. I am currently studying Business, Geography and PE. After year 13 I plan to do a degree apprenticeship in Business Management.

Staying at Welshpool Sixth Form was by far the best decision for me. Welshpool Sixth Form has a reason for being so popular. Firstly, the transition from GCSE to A level was a breeze with so much support, advice and guidance from teachers it really made this transition seamless. Secondly, at Welshpool the teachers treat you with respect and want to help you succeed, this makes learning a subject that much easier alongside the small class sizes makes time in the classroom more focused and personal to our needs.

Welshpool is not only great for the in-classroom experiences but also how we are accommodated around the school. With our own common room for socialising and a study room to get work done; this gives us the perfect balance in our school life while staying on site. Not only this Welshpool Sixth Form offers a great range of extra curriculum activities for example the Duke of Edinburgh Award an opportunity to build skills, keep active and make memories for life.

At Welshpool not only is every effort put in for students to have support during their time in the sixth form, but also for your next steps. Whether this is through guest speakers, UCAS days or visits to universities, we are very much supported in finding the next steps that are right for us.

We have a welcoming sixth form, where students are supported, connected and guided through their time in Welshpool.

INTRODUCTION
from our Head Boy

Hi, I'm Noah, the Head Boy at Welshpool High School. I'm currently studying A level Maths, Physics, Chemistry, and Biology and in my spare time I enjoy hiking, reading and playing guitar.

Moving into sixth form definitely felt like a large jump for me, both academically and socially. I was cautious about the increasing difficulty of the work but also excited for the new freedom and responsibility you gain as you progress to post 16 education. I know many students may feel this way, and I've learnt that Sixth Form here really gives back what you put in - these two years are the perfect time to challenge yourself, try new things, make friends and most importantly have fun. Here at Welshpool, the sixth form is a community, attending a small school definitely has its ups and downs but I find that the overwhelming support and attentiveness present between students themselves and from the teachers is what really makes Welshpool shine.

Smaller class sizes are a great example of this, my A level Chemistry class has only 4 students and I think this creates a really relaxed atmosphere where you can push yourself academically with the extra time from your subject teachers.

But of course sixth form is also a time to enjoy, the new sense of independence and the ability to make my own choices has really made the last year one of the most fun times of my life. The experiences I've shared have helped me grow into a more mature and responsible person and have taught me valuable lessons for my future life. I am honoured to be the head boy this year and I hope to follow on from the excellent role models of previous head students. Caitlin and I, alongside the student leadership team, hope to organise lots of events and make a memorable impact on the school and our community. I am initially pushing to create a Sixth Form school trip and I really hope this will be something we can achieve before the end of the academic year.

COLLABORATIVE PROVISION across Powys

We are proud to be part of Chweched Powys Sixth which allows students to study across Powys.

ESGOL

Students will also have access to Esgol courses running across Powys. Esgol is an initiative supported by the Welsh Government to develop opportunities in online learning. Subjects offered as Esgol courses will be clearly identified to students.

QUALIFICATION guide

Advanced Subsidiary Level (AS)

These qualifications are usually studied in Year 12 and cover the fundamental elements of the subject. They are designed to be a significant but manageable progression from Year 11 GCSEs.

Advanced Level (A2)

These qualifications are studied in Year 13 as they further develop content and/or introduces new topics after AS level. The subject content typically involves greater cognitive depth and technical difficulty.

In general, AS Levels are studied during Year 12 and can be accredited after one year's study. Completion of AS and A2 courses constitutes a full A Level.

BTEC/Vocational Qualifications

The courses offered at Welshpool High School Sixth Form are all Level 3 qualifications and are equivalent to one A level. Some students study a combination of BTEC/Vocational Qualifications and A levels.

ENRICHMENT activities

In addition to academic success extra-curricular activities are designed to ensure students maximise their potential entry into highly competitive university places and the workplace. At Welshpool High School we believe that all Sixth form students should have the opportunity to access a wide range of activities which enrich the academic curriculum and help to develop new skills and interests.

Opportunities include:

Duke of Edinburgh
The Duke of Edinburgh programme is a real adventure from beginning to end. The award is achieved by completing a personal programme of activities in four areas:

Volunteering – helping someone, your community or the environment.

Physical – becoming fitter through sport, dance or fitness activities.

Skills – developing existing talents or trying something new.

Expedition – planning, training for and completing an adventurous journey in unknown territory such as Snowdonia.

Science Club – Sixth Form students help encourage younger students to learn and enjoy more about science. They engage in various practical science activities from looking at slides under the microscope to making mini lava lamps.

Peer Mentoring

Year 12 students are trained to provide guidance to younger students. Through this relationship peer mentors provide advice and support and serve as role models.

Sports Leadership Award

Organised by the PE Department this offers students experience in coaching and culminates in a nationally recognised award.

CAREERS
and mock interviews

Careers Advice

Students can access careers information, advice and guidance either directly; or via the webchat/phone from Careers Wales on 0800 028 4844.

In addition, there are opportunities to attend fairs and workshops on careers and courses available post Sixth Form.

Mock Interviews

These take place in the Autumn Term before students apply for university and provide an excellent opportunity for students to be interviewed by local business people and to receive constructive feedback on their performance.

AFTER THE Sixth Form

An overwhelming majority of our students come into the Sixth Form with expectations of going on to some form of Higher Education.

Below is a small sample of courses our students have gone on to study:

Medicine	University of Oxford
Veterinary Science	Aberystwyth University
Forensic Science	Liverpool John Moores University
Diagnostic Radiotherapy	Cardiff University
Politics and Modern History	Aberystwyth University
Graphic Design	Nottingham Trent University
Law	University of Oxford
Natural Sciences	Lancaster University
Archaeology	University of Chester
Law	University of Birmingham
Zoology	Swansea University

Gap years are becoming more popular and some students elect to spend a year completing voluntary work abroad or in this country.

ENTRY REQUIREMENTS

In order to follow an AS/A Level course of study, students are generally required to obtain 5 GCSE Grades C and above.

However, to ensure students are successful, some courses have higher entry requirements. These can be seen in the table associated with each subject choice.

ADVANCED SKILLS BACCALAUREATE WALES (WBQ)

The Advanced Skills Baccalaureate Wales qualification is an exciting Level 3 qualification awarded that supports learners to become effective, responsible, and active citizens ready to take their place in a sustainable global society and in the workplace.

What does the qualification cover?

Through completing the Advanced Skills Baccalaureate Wales qualification, learners will develop, apply and be assessed on their skills of Planning and Organisation; Critical Thinking and Problem-Solving; Creativity and Innovation; and Personal Effectiveness (the 'Integral' Skills) be given opportunities to further develop their skills of Literacy, Numeracy and Digital Competence (the 'Embedded' Skills) develop an appreciation of the importance of skills development as a key aspect of life-long learning engage in active, creative, and learner-led opportunities enquire and think for themselves, plan, make choices and decisions, solve problems, and reflect on and evaluate these develop initiative, independence, and resilience work independently, take on responsibilities and work effectively with others.

Qualification Structure

The Global Community Project supports learners to develop and demonstrate application of the Integral Skills whilst considering complex global issues and participating in local community activities (at least 15 hours) to promote citizenship in a sustainable world and Wales.

The Future Destinations Project supports learners to develop and demonstrate application of the Integral Skills whilst exploring future destination goals for life, employability and citizenship in a sustainable world and Wales.

The Individual Project enables learners to develop and demonstrate application of the Integral Skills whilst planning, managing and conducting an independent research project (extended written project or artefact).

ADVANCED SKILLS BACCALAUREATE WALES (WBQ)

Assessment

Assessment of the Global Community Project contributes to 25% to the overall qualification grade and requires learners to:

- select and investigate a global issue of their choice
- make connections between the global issue they have researched and a local perspective
- plan and participate in a community action

Assessment of the Future Destinations project contributes to 25% to the overall qualification grade and requires learners to:

- consider their skills, attributes, abilities and goals
- create a personal manifesto for their future
- collaborate with their peers to achieve a common goal

Assessment of the Individual Project contributes to 50% to the overall qualification grade and requires learners to:

- explore a research topic of their choice
- produce and presenting a research outcome, which could include the production of an artefact
- evaluate their individual project

How is the qualification graded?

The qualification is graded A*-E.

What could the qualification lead to?

The skills and behaviours developed through completion of the Advanced Skills Baccalaureate Wales provides a suitable foundation for the study of a range of higher education courses, progression to the next level of vocational qualifications or employment.

For further information see:
Mr S McDermott
sean.mcdermott@welshpool-hs.powys.sch.uk

ART & DESIGN
(WJEC)

Minimum Entry Grades: GCSE	5 GCSE's grade C or above including an Art related GCSE
Desirable Entry Grades: GCSE	5 GCSE's grade C or above including an Art related GCSE

'AS'

ART 1: Unit 1 Art & Design Personal Creative Enquiry
100% 200 marks 160 UMS

One unit of coursework based on themes and subject matter developed from personal starting points. All work will be selected, evaluated and presented for assessment by the candidates. Critical contextual understanding may be demonstrated through written, visual, oral or other appropriate forms. To be internally set. Internal assessments to be sent to WJEC by mid-May and externally moderated in June.

A Level (the above plus the following A Level units)

ART 2: Unit 2 Art & Design Personal Investigation
30% 120 marks 120 UMS

One unit of coursework based on themes and subject matter developed from personal starting points that requires the candidates to communicate their understanding through integrated images and texts which includes a written element of no less than 1000 words. Critical contextual understanding may be demonstrated through written, visual, oral or other appropriate forms. To be internally set; internal assessment to be sent to WJEC by mid-May and externally moderated in June.

ART 3: Unit 3 Art & Design
Controlled Assignment
20% 80 marks 80 UMS

One unit that comprises an externally set assignment presented to the candidates at the start of the preparation period for the controlled test which will be a continuous period of focused study for *fifteen* hours. All work will be selected, evaluated and presented for assessment by the candidates.

Critical contextual understanding may be demonstrated through written, visual, oral or other appropriate forms.

To be externally set on 1st February, internal assessments to be sent to WJEC by mid-May and externally moderated in June.

ART & DESIGN
(WJEC)

SUBJECT CONTENT

Students will choose to produce a personal unit of work from the art, craft and design endorsement, however students are encouraged to incorporate other area of interest such as photography, textiles and 3D elements.

There will be one unit of work for 'AS' and a further two units of coursework for 'A' level. Students should achieve an 'AS' qualification and an 'A' level qualification by the end of years 12 and 13 respectively.

Unit 3 in Year 13 will be set by the exam board.

PROGRESSION

The study of Art & Design allows progression to any specialist Arts course or creative degree at university, either directly or after study on a BTEC Foundation Course at a college. The subject is an acceptable qualification to study courses at university in an unrelated subject.

It is also helpful towards studying any design based degrees, fashion, teaching and architecture courses.

The creative industries are the biggest growth area in employment.

For further information see:
Miss N Atkin nicola.atkin@welshpool-hs.powys.sch.uk

PHOTOGRAPHY
(AS ENDORSED)

Minimum Entry Grades: GCSE	5 GCSE's grade C or above including an Art related GCSE
Desirable Entry Grades: GCSE	5 GCSE's grade C or above including an Art related GCSE grade B or above

AS/A2 PHOTOGRAPHY

This course will give you the opportunity to develop technical and artistic skills in photography. You will be producing exciting creative work in both digital and traditional media; using phones, and DLSR cameras. You will have use of a colour printer.

You will develop knowledge of traditional practice as well as how to manipulate images digitally, using Adobe Photoshop within the context of your project. You will also learn specialist vocabulary and gain a knowledge and understanding of historical and contemporary photographers, relevant artists and designers. You will be encouraged to be innovative and highly creative.

AS Level Year 1 Unit 1: Personal Creative Enquiry.

A2 Level Year 2 Unit 2: Personal Investigation.

Unit 3: Externally Set Assignment.

ENTRY REQUIREMENTS

You will generally need 4 appropriate GCSEs at grades C or above, preferably one being an Art and Design related course. You do not necessarily need an artistic background to take this course, just enthusiasm and commitment!

We have our own Canon DSLR cameras and each pupil will have Photoshop for digital editing, although it is advisable to have your own camera. We will encourage you to study independently and visit galleries and museums.

CAREER PROSPECTS

From this AS/A2 programme students can progress to the Foundation Diploma in Art & Design L3/4 course at college or directly to university or employment. There are many exciting areas of Photography to aim for as a career: Fashion, Sport, Documentary, Journalism, Wildlife, Medical, Wedding, Portrait, Landscape, Event Photography etc.

Assessment
Practical project work, sketchbooks and assignments. Written and verbal feedback is given frequently on how to improve your work. There is an externally set assignment at the end of the A2 year.

For further information see:
Miss N Atkin nicola.atkin@welshpool-hs.powys.sch.uk

DESIGN & TECHNOLOGY
(AS/A WJEC)

DESIGN & TECHNOLOGY
(AS/A WJEC)

Minimum Entry Grades: GCSE or equivalents	Grade C in Maths, English, Science & Design Tech
Desirable Entry Grades: GCSE or equivalents	A*-B in Maths, English, Science & Design Tech

Specialist Option: Product Design

The Design and Technology course offers students the opportunity to develop creative skills and an understanding of the role of the designer in responding to human needs and desires. To achieve these goals students will study materials and their processing, industrial manufacturing and product life cycle. During the course students will study the work of other designers and see how they have developed solutions to the difficulties faced by people.

The course is split into two sections. In year 12 students work towards a written examination sat in May/early June of year 12. This DT1 examination makes up 20% of the final A2 award. The questions are answered on the question paper but will require more extended answers than typical of GCSE Design and Technology questions. The final question on the paper will be a design task that will require the analysis of a brief, writing a specification and developing some design proposals to be presented as annotated sketches. (If students do not continue to study the subject in Year 13 they may obtain AS certification for the Year 12 work in which case the DT1 examination makes up 50% of the award.)

Alongside the preparation for the DT1 examination Year 12 students also undertake a Design and Make Task worth 20% of the final A2 award (or 50% of an AS award). The students are required to develop their own design briefs and then to select a brief and develop a fully functional prototype of their proposed solution to the brief. It is the examination board's intention that the students follow an iterative approach to design rather than the more linear approach typical of GCSE work. This may mean repeatedly revising a piece of design work until an optimal solution is achieved.

All this development work needs to be documented as evidence of the path taken to achieve the end product. In line with the iterative approach there needs to be frequent evaluation throughout the design process and documented, justified design decisions evident in the supporting paperwork that each student is required to submit alongside their final prototype in early May of Year 12.

DESIGN & TECHNOLOGY
(AS/A WJEC)

After the AS examinations the Year 12 students commence their A2 work. A2 follows a similar pattern to the AS work.

The DT3 written examination covers all the AS topics plus some additional material that will be taught in Year 13. The DT3 written examination is worth 30% of the final qualification.

The DT4 Design and Make Project is similar in approach to the AS task but requires a greater depth of insight into the brief. The DT4 project notionally takes 60 hours but there is no time limit beyond the final submission date; successful candidates often work significantly in excess of the 60 hour recommendation.

The DT3 project is worth 30% of the final A2 award.

In addition to those students wishing to study design after their A levels, the course will appeal to those with interests in engineering or manufacturing. In the past students who have followed this course have gone on to careers in aerospace, motor racing, webpage design, telecommunications, education, estate agency and commercial media.

PROGRESSION

Many degree courses benefit from the experience provided by this course. This course supports progression into all Science and Engineering degree courses (civil, structural, mechanical etc.), Product Design degree courses, teaching and Architecture etc.

For further information see:
Mr J Birch joe.birch@welshpool-hs.powys.sch.uk
Mrs R Lewis rachel.lewis@welshpool-hs.powys.sch.uk
OR
Mr J Purslow james.purslow@welshpool-hs.powys.sch.uk

BIOLOGY
(WJEC)

Minimum Entry Grades: GCSE	B in GCSE Biology or BB in Double Science Higher Tier
Desirable Entry Grades: GCSE	A or A* in GCSE Maths, A in GCSE Biology

AS

Module 1:

Fundamental Concepts and Organisations

1hour 30mins

50% of total 'AS' marks &

20% of total 'A' marks

Content: Biological compounds, cell structure and function, structure of plasma membrane and transport mechanisms, enzymes, including medical and industrial application, cell division.

Module 2:

Biodiversity & Physiology

1hour 30mins

50% of total 'AS' marks &

20% of total 'A' marks

Content:

Transport systems; gas exchange, transport mechanisms in plants and humans, feeding strategies and reproductive strategies.

A2

Module 3:

Energy, Homeostasis and the Environment

1hour 30mins

25% of total 'A' marks

Content: Importance of energy, respiration, photosynthesis, microbiology and disease, population dynamics, the endocrine and nervous systems.

Module 4:

Variation, Inheritance and Options

2hours

25% of total 'A' marks

Content: Genetic code and inheritance. Reproduction, variation and evolution, and one of three options.

Module 5:

Practical Assessment, Synoptic practical

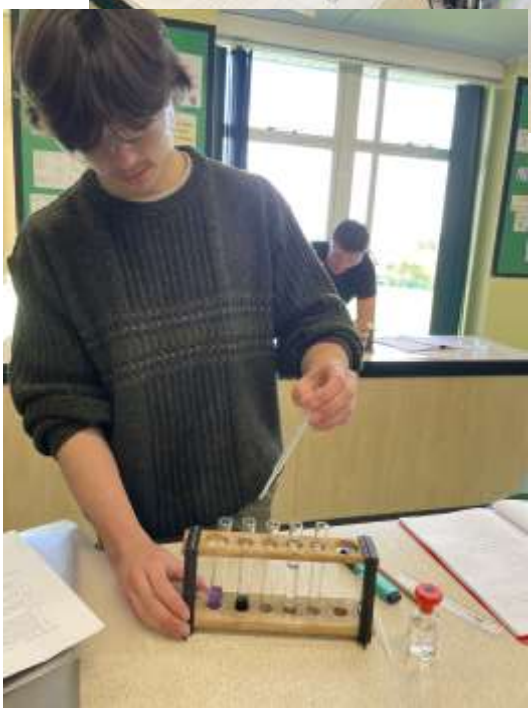
10% of total 'A' mark

Content:

An experimental task and a practical analysis task, using skills developed during the course.

Practical work is assessed through the completion of a laboratory workbook.

BIOLOGY
(WJEC)



PROGRESSION

Many students progress to Higher Education and biologically-related courses leading to a range of possible careers including:

Medicine, Nursing, Radiography, Pharmacy, Physiotherapy, Agriculture, Teaching, Microbiology, Biochemistry, Biotechnology, Scientific Civil Service, Dentistry, Veterinary Science, Horticulture, Marine Biology, Pollution Control, Forestry and Conservation work.

For further information see:
Mr D Bass dave.bass@welshpool-hs.powys.sch.uk
or Mrs S Phillips suzanne.phillips@welshpool-hs.powys.sch.uk

CHEMISTRY
(WJEC)

Minimum Entry Grades: GCSE	B in GCSE Chemistry or BB in Double Science Higher Tier
Desirable Entry Grades: GCSE	A-A* in GCSE Maths, A in GCSE Chemistry

AS

Unit 1:

The Language of Chemistry, Structure and Simple Reactions

1hour 30mins

20% of Qualification.

A series of compulsory questions, both structural and objective.

Content: Basic ideas about atoms, chemical calculations, chemical equilibrium and acid-base reactions, energetics, properties of groups, production of chemicals.

Unit 2:

Energy, Rate and Chemistry of Carbon Compounds

1hour 30mins

20% of Qualification.

A series of compulsory questions, both structural and objective.

Content: Thermochemistry, rates of rxw, the wider impact of chemistry, organic compounds and reactions. Hydrocarbons,

A2

Unit 3:

Physical and Inorganic Chemistry

1hour 45mins

25% of Qualification.

Content: Redox, chemistry of p+d block, kinetics entropy, entropy and equilibrium.

Unit 4:

Organic Chemistry and Analysis

1hour 45mins

25% of total 'A' marks.

A series of compulsory questions - 3 structural and 2 extended answer questions.

Content: Redox, chemistry of p+d block, kinetics entropy, entropy and equilibrium.

Unit 5:

A2 Practical Unit

10% of Qualification.

Externally assessed practical. An experimental task and a practical analysis task using skills developed during the course.

PROGRESSION

The course can lead to further study of Chemistry and related subjects in Higher Education or direct entry to careers e.g. Agriculture, Brewing, Biochemistry, Chemical Engineering, Chemical Industry, Dentistry, Food Technology, Geology, Medicine, Materials Science, Pharmacy, Soil Science, Forestry, Veterinary Science.

For further information see:

Miss C. Brown Chloe.brown@welshpool-hs.powys.sch.uk

PHYSICS
(WJEC)

PHYSICS
(WJEC)

Minimum Entry Grades: GCSE	B in GCSE Physics or BB in Double Award Higher Tier
Desirable Entry Grades: GCSE	A-A* in GCSE Maths; A in GCSE Physics

AS
Unit 1:
Motion, Energy and Matter
1hour 30mins
50% of total 'AS' marks
Written paper & 20% of total 'A' marks
Content: Forces, Particle Physics, Radiation from stars.

Unit 2: Waves and Particles
1hour 30mins
50% of total 'AS' marks
Written paper & 20% of total 'A' marks
Content: Electricity, Waves and Lasers.

In both units: Planning, Observing, Taking Measurements, Recording Data, Presenting Data, Interpreting Data, Applying Physics Knowledge, Recognising Patterns, Making

PROGRESSION
The course can lead to further study of Physics and related subjects in higher education. The subject is valued for anyone wishing to pursue a career in Engineering, Computing, Medical professions or Science in general.

A2
Unit 3:
Oscillations and Nuclei
2 hour 15mins
25% of total 'A' marks
Written Paper
Content: Vibrations, Energy, Molecular Kinetic Theory and Nuclear Decay.

Unit 4:
Fields
Options
2 hours
25% of total 'A' marks
Written Paper
Content: Fields of Force, Magnetic Effects of Currents, Electromagnetic Induction, Alternating currents, Orbits and the Universe.

Unit 5:
Practical Examination
2hour
10% of total 'A' marks
Written Paper
Content:
Experimental Test,
Practical Analysis Task.

For further information see:
Mr A Whitley drew.whitley@welshpool-hs.powys.sch.uk
or Ms J Williams jenny.williams@welshpool-hs.powys.sch.uk

ENGLISH LITERATURE (WJEC)

Minimum Entry Grades: GCSE	English Literature C & English Language C
Desirable Entry Grades: GCSE	English Literature B & English Language B

AS

20% Unit 1

Prose and Drama:

Students study a Victorian novel and 20th century drama.

20% Unit 2

Poetry:

Students study and analyse the poetry of two authors.

A2

20% Unit 3

Students study one of the stories from Chaucer's 'The Canterbury Tales'. They also have to analyse and compare unseen poems.

20% Unit 4

Students study 'King Lear' - a Shakespeare play.

20% Unit 5 (coursework)

Students analyse and compare two novels.

PROGRESSION

The course outlined above is ideal preparation for the study of English Literature or a variety of other courses in higher education, progression to the next level of vocational qualifications, or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study of this subject. English Literature is a subject that requires candidates to evaluate the significance of cultural, historical and other contextual influences on literary texts. Through their studies, students will therefore have opportunities to reflect on a range of spiritual, ethical, social and cultural issues. The course also provides opportunities for students to develop key skills, especially those in communication.

For further information see:

Mrs V Jones vicki.jones@welshpool-hs.powys.sch.uk

or Mrs E Hurst emma.hurst@welshpool-hs.powys.sch.uk

MATHEMATICS
(WJEC)

Minimum Entry Grades: GCSE	Grade A in GCSE Mathematics Pass at Level 2 Additional Mathematics

The mathematics A Level course is divided into a total of 4 units, 2 x AS units and 2 x A2 units.

Year 12 AS
AS Unit 1 –
Pure Mathematics A

A written examination of 2 hours 30 minutes which amounts to 25% of the complete qualification.

The pure Maths will include algebra, co-ordinate geometry, trigonometry, differentiation, integration, sequences and series, exponential and logarithms.

AS Unit 2 –
Applied Mathematics A

A written examination of 1 hour 45 minutes which amounts to 15% of the complete qualification.

This paper will comprise two sections.

Section A – Statistics (40 marks)

Section B – Mechanics (35marks)

Year 13 A Level
The full a Level will comprise the two AS exams plus a further two in year 13

A2 Unit 3 –
Pure Mathematics B

A written examination of 2 hours 30 minutes which amounts to 35% of the complete qualification

A2 Unit 4 –
Applied Mathematics B

A written examination of 1 hour 45 minutes which amounts to 25% of the complete qualification.

Section A – Statistics (40 marks)

Section B – Mechanics (35marks)

Suitability For A Level Mathematics:

This is an extremely demanding course and therefore the qualifications stated above are expected from students wishing to take A Level Mathematics.

For further information and course entry requirements see

Mr R Powell rob.powell@welshpool-hs.powys.sch.uk

FRENCH
(WJEC)

Minimum Entry Grades: GCSE	C GCSE French
Desirable Entry Grades: GCSE	B GCSE French

'AS' (2 units)

Unit 1: Speaking (non-exam) assessment 12%

Task 1: Arguing a point of view (based on a written stimulus).
Task 2: Discussion (based on a second written stimulus).

Unit 2: Listening, Reading and Translation Exam 28%

Section A: Listening
Section B: Reading
Section C: Translation from French into English
Section D: One essay (based on the study of a French film).

AS Areas of Interest

-Theme 1: Social issues and trends.
-Being a young person in French-speaking society:

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

-Theme 2: Understanding the French-speaking world.

-Political, intellectual and artistic culture: Regional culture and heritage in France; French-speaking countries and communities; Literature, art, film and music in the French-speaking world.

'A2' (3 units)

Unit 3: Speaking (non-exam) assessment 18%
Independent research project

a) Presentation of a research project

b) Discussion on the content of the research project

Unit 4: Listening, Reading and Translation Exam 30%

Section A: Listening
Section B: Reading
Section C: Translation from English into French

Unit 5: Critical and Analytical Response Written Exam 12%

1 x essay (based on a piece of literature).

A2 Areas of Interest

-Theme 3:
Diversity and difference.

-Theme 4:
France 1940-1950. The Occupation and the post-war years.

For further information see:
Miss N O'Sullivan
natasha.o'sullivan@welshpool-hs.powys.sch.uk

SPANISH
(WJEC)

Minimum Entry Grades: GCSE	C GCSE Spanish
Desirable Entry Grades: GCSE	B GCSE Spanish

AS' (2 units)

Unit 1: Speaking (non-exam) assessment 12%

Task 1: Arguing a point of view (based on a written stimulus).
Task 2: Discussion (based on a second written stimulus).

Unit 2: Listening, Reading and Translation Exam 28%

Section A: Listening
Section B: Reading
Section C: Translation from Spanish into English
Section D: One essay (based on the study of a Spanish film).

AS
Theme 1:
Being a young person: relationships and modern values, youth trends and personal identity, education and employment.

Theme 2:
Understanding the Spanish speaking world: Regional culture and heritage, regional literature, art, film and music.

'A2' (3 units)

Unit 3: Speaking (non-exam) assessment 18%
Independent research project

a) Presentation of a research project

b) Discussion on the content of the research project

Unit 4: Listening, Reading and Translation Exam 30%

Section A: Listening
Section B: Reading
Section C: Translation from English into Spanish

Unit 5: Critical and Analytical Response Written Exam 12%

1 x essay (based on a piece of literature).

A2
Theme 3:
Diversity and difference: migration and integration, cultural identity and marginalisation, cultural enrichment and celebrating difference and diversity.

Theme 4:
Spanish modern history: Spain - 1936 onwards.

For further information see:

Miss N O'Sullivan natasha.o'sullivan@welshpool-hs.powys.sch.uk

SPANISH
(WJEC)

Minimum Entry Grades: GCSE	C GCSE Spanish
Desirable Entry Grades: GCSE	B GCSE Spanish

AS' (2 units)

Unit 1: Speaking (non-exam) assessment 12%

Task 1: Arguing a point of view (based on a written stimulus).
Task 2: Discussion (based on a second written stimulus).

Unit 2: Listening, Reading and Translation Exam 28%

Section A: Listening
Section B: Reading
Section C: Translation from Spanish into English
Section D: One essay (based on the study of a Spanish film).

AS
Theme 1:
Being a young person: relationships and modern values, youth trends and personal identity, education and employment.

Theme 2:
Understanding the Spanish speaking world: Regional culture and heritage, regional literature, art, film and music.

'A2' (3 units)

Unit 3: Speaking (non-exam) assessment 18%
Independent research project

a) Presentation of a research project

b) Discussion on the content of the research project

Unit 4: Listening, Reading and Translation Exam 30%

Section A: Listening
Section B: Reading
Section C: Translation from English into Spanish

Unit 5: Critical and Analytical Response Written Exam 12%

1 x essay (based on a piece of literature).

A2
Theme 3:
Diversity and difference: migration and integration, cultural identity and marginalisation, cultural enrichment and celebrating difference and diversity.

Theme 4:
Spanish modern history: Spain - 1936 onwards.

For further information see:

Miss N O'Sullivan natasha.o'sullivan@welshpool-hs.powys.sch.uk

CYMRAEG AIL IAITH
WELSH SECOND LANGUAGE (WJEC)

Minimum Entry Grades: GCSE	B GCSE Welsh
Desirable Entry Grades: GCSE	A GCSE Welsh

'**AS'**

Unit 1: 20%
Oral Examination

Content:

Watching and discussing the film 'Hedd Wyn'. A group oral examination with the opportunity to discuss all aspects of the production.

Unit 2: 15%

Coursework

Content:

'A Rough Guide to . . . . . .' any aspect of life in Wales, e.g. a specific area in Wales.

Unit 3: 15%

Written paper

Content:

Question 1: Grammar – idioms and correcting sentences.

Question 2: Based on poetry studied in class.

'**A2'**

Unit 4: 15% play in production

Oral Examination

Content:

The Welsh Drama 'Siwan' by Sanders Lewis Group oral examination.

Unit 5: 20%

2hour

Written paper

Content:

Written examination, based on short stories studied in class.

Unit 6: 15%

2 hour

Written paper

Content:

Written examination paper based on poetry studied in class.

PROGRESSION

This is a very valued A level for students wishing to enter university for degree level work. It is also particularly useful for students contemplating any manner of employment within Wales and beyond.

For further information see:

Mr S Monk steve.monk@welshpool-hs.powys.sch.uk

GEOGRAPHY
(WJEC)

Minimum Entry Grades: GCSE	C in GCSE Geography
Desirable Entry Grades: GCSE	B in GCSE Geography

'AS'

The AS course can be done as a stand-alone exam or as part of the whole A2 course.
In the past, nearly all students have completed the whole A2.

Unit 1: Changing Landscapes
(2 hour exam, 24% of final mark)

Tectonic Hazards

Coastal Landscapes

Unit 2: Changing Places
(1 hour 30 minute exam, 16% of final mark)

Changing Places

Fieldwork in Physical and Human Geography

Two Fieldwork Days:
Two fieldtrips will take place in year 12 one to a coastal environment and one to an urban environment.

'A2'

Unit 3: Global Systems & Global Governance
(2 hour exam, 24% of final mark)

Water & Carbon Cycles

Global Migration

Global Governance of the **World's Oceans**

21st Century Challenges:
Data response questions on any topic from Units 1, 2 or 3.

Unit 4: Contemporary Themes in Geography
(2 hour exam, 16% of final mark)

Tectonic Environments (building on knowledge from Year 12)

Energy Challenges

Weather & Climate

Unit 5:
Independent Investigation
(20% of final mark)

Independent student fieldwork investigation of 3000-4000 words

In the Autumn term of year 13 students will be given the opportunity to visit a physical and human environment to collect primary data for their individual investigations.

GEOGRAPHY
(WJEC)

PROGRESSION

All universities accept Geography as an entry qualification for a wide variety of degree courses. Geography equips students with a broad range of key skills together with an excellent understanding of global and environmental issues and the physical and human worlds around them.

For further information see:

Mrs H Walton hannah.walton@welshpool-hs.powys.sch.uk

and

Mrs H Evans helen.evans@welshpool-hs.powys.sch.uk

HISTORY
(WJEC)

Minimum Entry Grades: GCSE	C in GCSE History
Desirable Entry Grades: GCSE	B in GCSE History and GCSE English

'**AS'**

Unit 1:
Period study: Political and Religious change in Europe c1500-1598.

1 hour 30 mins - 20% - 60 marks

Unit 2:
Depth study: The Civil War 1629-1642.

1 hour 45 mins - 20% - 60 marks

'**A2'**

Unit 3:
Breadth study: The American Century 1890-1990.

1 hour 45 mins - 20% - 60 marks

Unit 4:
Depth study: The Civil War 1642-1660.

1 hour 45 mins - 20% - 60 marks

Unit 5:
Historical Interpretations - 'The events at Dunkirk in 1940 deserve to be remembered as a triumph.' How valid is this assessment of the events in Dunkirk in 1940?

Coursework 20% - 60 marks.

PROGRESSION

This course can lead to the further study of History at university. Successful completion of the course would prove useful in a wide variety of careers including Law, Journalism and Teaching.

For further information see:

Mrs K Grindley karen.grindley@welshpool-hs.powys.sch.uk

PSYCHOLOGY
A LEVEL (WJEC)

Minimum Entry Grades: GCSE	5 A*-C, including English and Maths
Desirable Entry Grades: GCSE	Grade B in English, Maths & Science

We follow the WJEC A-Level Psychology syllabus, which is designed to give students an understanding of the breadth of study in psychology. There are opportunities for practical experience of the subject too, with a variety of investigations to be undertaken.

Unit 1 Psychology: Past to Present

Assessed by a written exam of 1hr 30mins and worth 20% of final A level (50% of AS qualification)

This unit aims to give a solid grounding in the basic core elements of psychology, looking at classic research and application of different approaches of psychology to different psychological therapies. In all, five psychological approaches are studied: the biological, psychodynamic, behaviourist, cognitive and the positive approaches.

For each approach students must study the key assumptions, application through a therapy, the explanation of a formation of a relationship and a piece of key research. This unit tests the ability to know, understand and retain information and to analyse and evaluate that information from the perspectives of theory, methodology and ethical implications.

Unit 2 Psychology: Using Psychological Concepts

Assessed by a written exam of 1hr 30mins and worth 20% of final A level (50% of AS qualification)

The second AS unit requires students to consider various contemporary debates within psychology. Each of these debates is linked to one of the five approaches in Unit 1 and includes consideration of ethical, social, cultural and economic factors. Students will also focus on two pieces of classic research, drawn from the work into obedience and child development.

Finally, this unit requires students to demonstrate a sound understanding of psychological research methods and includes planning, conducting and reporting on their own psychological investigations. This experience will enable them to apply these skills to the consideration of other research, and to evaluate the strengths and weaknesses of psychological investigations.

PSYCHOLOGY
A LEVEL (WJEC)

Unit 3 Psychology: Implications in the Real World

Assessed by a written exam of 2hr 30mins and worth 40% of final A level qualification

The first of the two A2 units requires students to study three different behaviours in depth. The behaviours that can be studied are addictive behaviour, autistic spectrum behaviour, bullying behaviours, criminal behaviours, schizophrenia and stress and a selection of three topics will be made (by the teacher) from this list. In each case students need to understand and evaluate the biological, individual differences and social psychological explanations for the chosen behaviours and critically consider two methods of modifying this behaviour. The second part of this unit involves looking at controversies in psychology and understanding why each issue is controversial. Students are also required to makes judgements about the nature of issues and come to conclusions from a psychological perspective.

Unit 4 Psychology: Applied Research Methods

Assessed by a written exam of 1hr 30mins and worth 20% of final A level qualification

This final unit is based on students' individual practical experience. They are required to conduct two investigations using two different research methods and they will then be examined on the understanding they have gained of research methods and considerations of validity, reliability and inferential statistics. This unit builds on the research method skills gained in AS unit 2, and these skills must also be applied to a novel scenario presented in the final exam. The research investigations to be undertaken are specified by the exam board and could include experiments, observational studies, case studies or surveys/ questionnaires. It is important that students have solid mathematical skills in order to complete both units with a focus on research methods.

PROGRESSION

Psychology is research based and develops skills essential to academic university life. Reading Psychology helps students to develop analytical and evaluative skills and to gain an understanding of other people and themselves. Psychology graduates have skills suitable for careers in numerous areas:
Advertising, Television research, Public Relations, Insurance, Marketing, Personnel, Research/ Industrial/Educational/Clinical Psychologist, Therapist, Police work, Social Care and Health Service Management to name a few.

For further information see:

Mrs V Jones vicki.jones@welshpool-hs.powys.sch.uk

POLITICS
A LEVEL (WJEC)

Minimum Entry Grades: GCSE	English Language Grade C and above
Desirable Entry Grades: GCSE	English Language Grade B and above History Grade B and above

'AS'

Unit 1- Government in Wales and the UK

The British Constitution;
The Judiciary; Parliament;
The Core Executive; Devolution.

Examination end of year – 1 ½ hour paper – 20% of total mark

'A2'

Unit 2 – Living and Participating in a democracy

Citizenship in a democracy; the importance of rights and possible conflict of rights; the protection of human rights; the importance of participating in a democracy; electoral systems in the UK; voting behaviour; political parties; pressure groups; social movements.

Examination end of year – 1 ½ hour paper – 20% of total mark

Unit 3 – Political Concepts and Theories

Liberalism; Socialism; Communism; Conservatism; Nationalism; Fundamental values; ideas and views.

Examination end of year – 2 ½ hour paper – 30% of total mark

Unit 4 – Government and Politics of the USA

The Constitutional Framework of US Government; The Legislative Branch of Government: US Congress; The Executive Branch of Government; The Judicial Branch of Government: The Supreme Court. Democracy in America, Participation and democracy in US Politics.
Examination end of year – 2 ½ hour paper – 30% of total mark

For further information see:

Mrs K Grindley karen.grindley@welshpool-hs.powys.sch.uk or

Mr S McDermott sean.mcdermott@welshpool-hs.powys.sch.uk

MUSIC
A LEVEL (WJEC)

Minimum Entry Grades: GCSE	B GCSE Music Grade 4 ABRSM or equivalent.

'AS'

Unit 1: Performance

12% of A Level

You will perform a minimum of two pieces lasting 6-8 minutes in total. These performances can be solos or ensembles, and are marked by a visiting examiner.

Unit 2: Composition

12% of A Level

You will create two compositions, one of which will be in response to a brief set by the WJEC.
You will also need to complete a log and provide a score of your work for the examiner.

Unit 3: Developing Musical Understanding

16% of A Level

This unit is assessed through a listening exam based on two areas of study: The Western Classical Tradition and Rock and Pop.

'A2'

Unit 4: Extended Performance
Pupils have two options:

Option A: 10-12 minute performance.

22% of qualification (minimum 3 pieces).

OR
Option B: 6-8 minute performance.
14% of qualification (minimum of 2 pieces).

Unit 5: Composition & Technical Study
Pupils have two options:

Option A: 2 compositions lasting a total of between 3 & 6 minutes. 14% of qualification.
OR
Option B: 3 compositions lasting a total of between 5 to 6 minutes.

22% of qualification.

In both of these options one of the compositions will follow a brief set by WJEC.

Unit 6: Further Musical Understanding

24% of A Level

This unit is assessed through a listening exam that will assess knowledge gained through exploring two areas of study: The Western Classical Tradition and Music of the Twentieth and Twenty-first Centuries.

MUSIC LEVEL3 SUBSIDIARY DIPLOMA FOR MUSIC PRACTIONERS

Minimum Entry Grades: GCSE or equivalents	5 A*-C or BTEC Level 2 Pass and above
Desirable Entry Grades: GCSE or equivalents	5 A*-C including English and Maths, or BTEC Level 2 Merit and above.

The Level 3 subsidiary Diploma for Music Practitioners aims to provide learners with the skills needed to progress straight into the music industry or to progress to a wide range of higher education courses such as popular music, music technology, sound engineering, and business degrees.

Through this course you can choose to specialise in one of four pathways:

Performance

Through this pathway pupils will demonstrate the ability to perform effectively on their instrument, choose repertoire, perform live, understand contextual issues relating to music style audience and the music industry and understand relevant aspects of music technology.

Technology

Through this pathway pupils will demonstrate sound and recording skills, mixing and mastering skills, sequencing and production skills, live sound skills and an understanding of contextual issues relating to music technology.

Business

Through the business pathway pupils will demonstrate sound business and financial skills, marketing skills, understanding of music contracts, media communication skills, freelance practise and event management skills.

Composition

Through the composition pathway pupils will compose and arrange music, initiate and develop repertoire, use computers and sequencing and recording software/ hardware and demonstrate and understand contextual issues relating to music style,

For further information see:
Mrs C Evans christine.evans@welshpool-hs.powys.sch.uk

DRAMA & THEATRE STUDIES
A LEVEL (WJEC)

Minimum Entry Grades: GCSE	C in Drama and/or C in English
Desirable Entry Grades: GCSE	B in Drama and/or B in English

'AS'

Unit 1: Theatre Workshop 24%

Candidates will create, develop and perform a piece of theatre based on an extract from a text.
Candidates will also produce a log and evaluation of their work.
This work is internally assessed.

Unit 2: Text in Theatre 16%

1 hour 30mins

Written Paper

Candidates will answer a series of questions based on the play 'A Doll's House'.

'A2'

Unit 3: Text in Action 36%

Candidates will perform a scene from a scripted play and a devised piece of their own writing, based on a given theme.
Candidates will write a process evaluation report on the development and performance of both pieces.

Unit 4: Text in performance 24%

2 hours 30mins

Written paper

Candidates will answer questions based on two different play texts, which are 'One Man, Two Guvnors' and 'The Curious Incident'.

PROGESSION

AS and A level subject Theatre Studies combines well with a whole range of subjects. English Literature, Art, History and Psychology are, perhaps, the most obvious partners.

The course enables students to progress to university, to drama colleges or to employment, and it offers the way to careers that require excellent communication and inter-personal skills.

For further information see:
Miss A Fletcher amy.fletcher@welshpool-hs.powys.sch.uk

BUSINESS
BTEC LEVEL 3 EXTENDED CERTIFICATE

Minimum Entry Grades: GCSE or equivalents	5 GCSE's - Grades A*-C
Desirable Entry Grades: GCSE or equivalents	BTEC Level 2 - Grade Merit or above

Year 1 AS equivalent/Year 2 A2 equivalent.

On completion you will be awarded a grade D*-P

UNIT 1 EXPLORING BUSINESS

The unit covers key ingredients for business success, organisational structures, communication, operating environments, and the importance of innovation and enterprise with their associated risks and benefits. It aims to build practical business knowledge to prepare you for employment, vocational training, apprenticeships, or higher education.

UNIT 3 PERSONAL AND BUSINESS FINANCE

This unit covers both personal and business finance, teaching you why money management is important and how to prevent future financial difficulties through understanding life-long financial decisions and risk assessment, including where to seek financial advice. The business finance component introduces accounting terminology, business accounts, funding sources, and planning tools like cash flow forecasts and break-even analysis, while also covering financial performance measurement through income and position statements. The unit provides a foundation for other finance and business courses, helping you to analyse profitability, liquidity, and efficiency while building knowledge for personal money management and preparing you for employment or further training in finance and accounting.

BUSINESS
BTEC LEVEL 3 EXTENDED CERTIFICATE

UNIT 2 DEVELOPING A MARKETING CAMPAIGN

This unit focuses on marketing as a dynamic field essential to business success, covering how marketing campaigns are developed through various stages and enabling you to create your own campaigns for specific products or services. You will examine marketing aims and objectives for existing offerings, understand the importance of researching customer needs and wants, and use market research data to recommend appropriate marketing strategies. The unit draws on learning from across the programme and provides insight into marketing's business importance, helping you decide whether to specialise in marketing through employment, training, or higher education.

You will enjoy this course if you would like to:

- Develop an understanding of how business works in the real world.
- Discover the problems and opportunities faced by local, national and international businesses.
- Learn about how business functions such as marketing, finance, human and physical resources work together as part of a whole business.
- Take part in practical activities.

UNIT 14 INVESTIGATING CUSTOMER SERVICE

This unit explores how excellent customer service drives business success, emphasising that retaining existing customers is more cost-effective than acquiring new ones through building relationships and exceeding expectations with both internal and external customers. You will learn procedures for handling customer requests and complaints while developing communication and interpersonal skills, plus the importance of product knowledge.

The unit covers how businesses build effective customer relationships by identifying needs, monitor service levels through feedback to inform improvements, and enables you to evaluate your own customer service skills and create development plans. This foundation supports further training, study, or employment in business environments.

For further information see:
Miss M Jones mari.jones@welshpool-hs.powys.sch.uk
Mrs D Smith deborah.smith@welshpool-hs.powys.sch.uk

MEDIA (DIGITAL)
BTEC LEVEL 3 EXTENDED CERTIFICATE

Minimum Entry Grades: GCSE or equivalents	5 A*-C or BTEC Level 2 Pass and above
Desirable Entry Grades: GCSE or equivalents	5 A*-C including English and Maths, or BTEC Level 2 Merit and above

At Welshpool High School we currently teach the dynamic, skills-based BTEC course, provided by Pearson - BTEC Level 3 in Creative Digital Media Production

Equivalent in size to one A Level with students completing 5 units over 2 years.

Unit 28 Image Manipulation Techniques

Unit 29 2D Digital Graphics

Unit 14 Digital Magazine Production

Unit 12 Website Production

Unit 3 Digital Media Skills (NEA)

The qualification gives you a coherent introduction to the study of creative digital media production. At this level you will develop an understanding of the media industry through analysing media representations and pitching and producing media projects. It is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A levels.

We will study a variety of digital and print based media, and you will make your own media products based on a brief set by Pearson. Products include magazine covers, film posters, logos and skyscrapers.

Progression

Creative Media students have gone on to study a variety of courses at university, for example, Media & Film Studies, Media Production, Media & Communications; as well as using it as a qualification for any university course or as a stepping stone to an apprenticeship.

Creative Media is very compatible with Level 3 Business, BTEC IT, AS/A2 Art and Design, AS/A2 Photography, AS/A2 Design and Technology or alongside any other academic subject.

For further information please see

Mrs D Smith deborah.smith@welshpool-hs.powys.sch.uk

HEALTH & SOCIAL CARE
PRINCIPLES AND CONTEXTS
Level 3 Extended Certificate (WJEC)

Minimum Entry Grades: GCSE or equivalents	5 GCSE's - Grades A*-C
Desirable Entry Grades: GCSE or equivalents	Health & Social Care GCSE - Grade C or above

2 Year Course. On completion you will be awarded a grade A*-E.

The qualification provides a suitable progression route for you if you have studied GCSE Health and Social Care but this is not a requirement. The course provides a suitable foundation for the study of Health and Social Care through a range of higher education courses, or apprenticeships; however it also provides a coherent, satisfying and worthwhile course of study for you even if you do not progress

These are just some of the jobs/careers/vocations this course may lead you to.

- Paramedic
- Dentist/Dental Hygienist
- Optician
- Midwife
- Carer for the elderly
- Health Worker
- Nurse

HEALTH & SOCIAL CARE
PRINCIPLES AND CONTEXTS
Level 3 Extended Certificate (WJEC)

This qualification will enable you to develop and demonstrate knowledge, skills and understanding within the context of Health and Social Care services. This course if suitable for you if you are interested in learning more about the Health and Social Care sectors.

Unit 1
Principles of Care and safe practice within outcome focused person-centred Care (25%)

This non-exam assessment (NEA) is made up of two tasks both of which relate to a chosen case study; this assessment will require you to draw on your knowledge and understanding of principles of Care and safe practice and how this is applied to outcome focused Care.

Unit 2
Factors affecting individuals' growth and development across the lifespan and how this impacts on outcomes, Care and support needs (50%)

This examination comprising of a range of question types to assess all unit content related to factors affecting individuals' growth and development across the lifespan and how these impact on outcomes, care and support needs. All questions are compulsory.

Unit 3
Promoting the rights of individuals across the lifespan (25%)

This non-examination assessment (NEA) is an assignment containing tasks set by WJEC. The assignment requires you to choose a group of individuals on which to base the tasks. The assignment requires you to produce evidence as either a podcast, a presentation or a video, to demonstrate your knowledge and understanding of promoting the rights of individuals in supporting their health and well-being.

You will enjoy this course if you would like to:

- Develop a breadth and depth of knowledge related to the Health and Social Care sector
- Enhance your interest and gain insight at the wide variety of careers in the Health and Social sector
- Understand National and local care and support available to individuals of all ages and abilities
- Study an interesting and relevant subject

For further information see:
Mrs J Loxam jacqui.loxam@welshpool-hs.powys.sch.uk

INFORMATION TECHNOLOGY
BTEC Level 3 Extended Certificate

Minimum Entry Grades: GCSE	5 GCSE's - Grades A*-C

Year 1: AS equivalent. Year 2: A2 equivalent.

BTEC LEVEL 3

This course is an excellent combination of practical, theory and 'real hands' on IT.

It gives you:
The opportunity to gain a nationally Recognised vocationally specific qualification to enter employment in the IT sector. Good grounding to progress to higher education vocational qualifications such as the Edexcel BTEC Higher National in Computing or IT based degree courses. The opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

YEAR 12

You will cover the following units:

- UNIT 3: USING SOCIAL MEDIA IN BUSINESS plan and implement a social media campaign (internally assessed)
- UNIT 2: CREATING MI SYSTEMS design, create and test a database system (externally assessed NEA)

All the units are delivered online – this allows you to progress at your own pace. Online learning supports study sessions and encourages independent learning.

YEAR 13

In Year 13 you will undertake the following units:

- UNIT 1: INFORMATION TECHNOLOGY SYSTEMS IT systems have a significant role in the world around us and play a part. In almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally (written exam)
- UNIT 6: WEBSITE DEVELOPMENT This unit will enable you to understand the principles of website development. You will design and develop a website to meet a real client's requirements (internally assessed)

At the end of this course you will be awarded a BTEC overall grade D*- P.

You will gain valuable skills:

- independent working
- project management
- practical application of IT

This course really prepares you for the future, whether it be progression into further education, higher education or the world of work.

For further information see: Mrs D Smith deborah.smith@welshpool-hs.powys.sch.uk

PHYSICAL EDUCATION
A Level (WJEC)

Minimum Entry Grades: GCSE	B GCSE PE
Desirable Entry Grades: GCSE	A GCSE PE

'AS' and 'A' Level in Physical Education – Subject content:

The WJEC, AS and A level in Physical Education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training.
2. Sports Psychology.
3. Skill Acquisition.
4. Sport and society.

The content can be assessed in Units 1 and 3 as part of the written examinations and in Units 2 and 4 as part of the analysis and evaluation of performance.

The specification enables learners to understand the interrelationships between the areas of study and apply them in a variety of contexts.

SUMMARY OF ASSESSMENT
This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

'AS' 2 UNITS

Unit 1:
Exploring physical education
Written examination:
1 hour 45 mins
24% of qualification / 72 marks

To assess all AS subject content.

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

Unit 2:
Improving personal performance in physical education
Non-exam assessment
16% of qualification / 48 marks

To assess:

1. Practical performance in one activity as a player/performer.
2. Practical performance as a coach or official.
3. Personal performance profile.

PHYSICAL EDUCATION
A Level (WJEC)

'A' Level Units
(AS units plus a further 2 units)

Unit 3:
Evaluating physical education
Written examination: 2 hours
36% of qualification / 90 marks

To assess all A Level subject content.

Question types:
A range of questions to include data response, short and extended answers.

Unit 4:
Refining personal performance in physical education
Non-exam assessment
24% of qualification / 60 marks

To assess:
1. Practical performance in one activity as a player/performer, coach or official.
2. Investigate Research.

PROGRESSION

Physical Education is used by many students as a vehicle to enable them to study sports-related courses in Higher Education.

For others it is a subject of great enjoyment which they can **combine with other 'A' levels in** order to study a wide range of degrees at university.

There is no problem combining PE with any other subject however,
recent students have found Biology and Psychology to be particularly helpful in the study of Physical Education.

LLS SIXTH FORM SPORT COURSE
BTEC Level 3 Extended Diploma

Experts in training sixth form students to become the next generation of sports industry leaders.

Welshpool High School have teamed up with LLS to provide a unique sports course. LLS are market experts in training sixth form students to becoming the next generation of sports industry leaders. LLS have centres in various locations across England, Wales, Northern Ireland, Tenerife and Qatar. When you've decided to study sport and want to keep your future career options open, this could be the course for you. You'll learn everything from physiology and anatomy to nutrition and fitness testing. The only decision you'll be left to make is your next career move or whether you'll go to university. If your aim is to work with children, coach in an elite setting or work at senior level, this course will give you everything you need to kick-start your journey. This practical based course provides you with a variety of weekly work experience and access to professional settings.

Fulltime: 3 Day on site delivery of theory and practical, 2 days work experience. (additional A-levels can be discussed on an individual basis).

Qualification: BTEC Level 3 extended Diploma in Sport Development and Fitness (equivalent to 3 A-Levels)

Qualification content – 12 units are selected from the list below:

Unit A: Careers in the Sport and Active Leisure Industry
Unit B: Health, Wellbeing and Sport
Unit C1: Developing Coaching Skills
Unit D1: Applied Coaching Skills
Unit E: Research Project in Sport
Unit 1: Sport Development
Unit 2: Self-employment in Sport and Physical Activity
Unit 3: Sports Psychology
Unit 4: Nutrition for Physical Performance
Unit 5: Anatomy and Physiology
Unit 6: Sporting Injuries
Unit 7: Functional Sports Massage

Unit 8: Fitness Testing
Unit 9: Fitness Training
Unit 10: Technical and Tactical Skills in Sport
Unit 11: Rules, Regulations and Officiating in Sport
Unit 12: Practical Sports Application
Unit 13: Influence of Technology
Unit 14: Organising Events in Sport and Physical Activities
Unit 15: Ethnical and Current Issues in Sport
Unit 16: Marketing Communications
Unit 17: Corporate Social Responsibility in Sport
Unit 18: Sport and Leisure Facility Operations
Unit 19: Sports Tourism
Unit 20: School Sport Delivery

For further information see: Mr G Cross gavin.cross@welshpool-hs.powys.sch.uk

LLS SIXTH FORM SPORT COURSE
BTEC Level 3 Extended Diploma

Why study with LLS? – More than just a course!

Work Experience Students will be supported to gain 1000 hours work experience over the duration of the course. The first placement will be generic in local primary schools, Welshpool PE dept and Powys sport development. The Second placement will be specific to the career path of the student, for example, if your career goal is to be physiotherapist then your placement will be with a physiotherapist. These 1000 hours are golden in developing employment ready skills and helping students' CVs jump to the top of the pile.

LLS Professional Networking & Global Coaching Students take advantage of LLS' large and varied sporting network. LLS has regular guest speakers and are official partners with various large global coaching companies. The LLS Global Coaching Conference offers Year 13 students, as they reach the end of their course, to a chance to secure various paid coaching opportunities across the world to locations such as USA, Finland, Tenerife, Qatar and Canada. New this year is the opportunity to continue your studies abroad for a 2 week period in Tenerife, getting experience in Spanish sports clubs and schools.

Unique Experiences:

Once part of the LLS team students experience

- Regular team building events
- Travel to international destinations, such as Madrid and Tenerife
- USA Scholarship trails

Career Pathway - Where does the course lead to?

University The vast majority of our students access University after the two year BTEC Level 3 Extended Diploma in Sport (Development, Coaching and Fitness). The highest grades on this course, D*D*D* calculates to 168 UCAS points and is the equivalent to A*A*A* at A level.

Career jobs Many LLS students become PE teachers, physiotherapist, personal trainers, elite strength & conditioning coaches and global sports coaches.

Apprenticeships University is not for everyone, LLS can help support course graduates in gaining sports coaching apprenticeships.

Scholarships Gifted and talented sports students may take the opportunity for funded Scholarships at universities in the USA.

SPORTS INDUSTRY SIXTH FORM COURSES

LLS

Do you love the idea of working in the sports industry but don't know where to start?

Our BTEC Level 3 Extended Diploma in sport, coaching and fitness could be the perfect course for you.

Apply **Now**

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website
www.llsonline.uk

WHAT CAN LLS PROVIDE FOR YOU?

Qualifications

BTEC Level 3 Extended Diploma in Sport (Development, Coaching & fitness) (3 A Level Equivalent).

Work Experience

Enjoy weekly work placements that help you gain hands on experience in settings where you hope to work in the future.

- Locally - with local schools, employers, and organisations.
- Nationally - visit other LLS locations and volunteer in new communities.
- Internationally - study and work with our global partners at one of LLS' exclusive international destinations.

Professional Networking

You will have the opportunity to access the LLS global network through:

- Guest speaker workshops.
- Visits to elite environments and universities.
- Events with our global employers.
- Masterclasses with our elite ambassadors such as Bianca Cook and Michael Beale.

Unique Experiences

Secure a place on the LLS course and access unique experiences such as:

- Residentials and team building trips.
- International Learning Exchanges to Tenerife and Alicante.
- Exclusive events such as the LLS Global Coaching Conference and our Women Who Lead event.

Pathways

Upon completion of a 2 year course, you can progress to one or more of the following pathways:

- University
- Global Coaching
- International Athletic Scholarships
- Apprenticeships

Aged 15-18?

Apply today to turn your passion for sport into a career.

www.llsonline.uk
Email: yourfuture@llsonline.uk
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