

THE SIXTH FORM

We have a well-established Sixth Form, offering both AS and A level vocational Business Studies and Travel and Tourism courses and a wide range of traditional AS and A level courses in a friendly atmosphere.

TEACHING GROUPS

Reasonably sized teaching groups allow a close relationship to develop between teachers and students, resulting in a co-operative approach to effective learning. Students are encouraged to pose their own questions and seek the answers, and apply their knowledge in real-life situations. Work is structured so that experiences become progressively more complex and challenging.

MONITORING—TUTORIALS

Each student is encouraged to achieve high personal standards, and offered the chance to develop self-discipline and to mature in a supportive atmosphere. Tutors are available for individual discussion, to provide opportunities for reflection and give feedback and support.

MONITORING—PROGRESS

The progress of every student throughout the year is monitored by the Head of Sixth Form and Sixth Form Tutors, so that all students and their parents can be made aware of their progress, and the likely outcome at the end of the course. There is an annual parents evening and written reports to parents. Appointments can be made with the Head of Sixth Form at any time when necessary.

MONITORING—CAREERS ADVICE

Careers advice is freely available to help each students search for jobs of for courses in Higher or Further education.

Visits to University Open Days are encouraged, up to a maximum of 3 per year. It is suggested that all students in year 12 find relevant work experience for part of their summer holidays following GCSE exams and at the end of AS courses.

Any students wishing to enter veterinary science or medicine at degree level must undertake certain work shadowing experiences, before they apply for these courses.

For all, the development of personal skills such as communications, working with others, using initiative and acting responsibly can be achieved through planned work experience. Careers advice is freely available to help each student search for jobs or for courses in Higher or Further education.

FACILITIES

The Sixth Form is housed in a block separate from the main school, where students register and relax or study. The Sixth Form has a quiet study room with individual study carrels, in a light, airy room overlooking a garden area. There is a computer suite for sixth form use.

The two leisure areas (with a fridge, toaster, kettle and microwave oven for making snacks) are available for relaxing and listening to music. The garden area is exclusively for Sixth Form usage.

PREFECT SYSTEM

In John Beddoes Sixth Form we expect all our students to be positive role models for those pupils lower down the school. As Prefects, Sixth Form students gain useful skills which prepare them for life after Year 13, whether they choose to continue their education in FE/HE or gain employment.

In May each year, elections take place to choose a Head Girl, Head Boy and Deputies. Nominations are taken from staff and Sixth Form students for students in the current Year 12. The candidates then write a 'manifesto' for their individual campaigns and voting takes place to elect the chosen students to positions of authority.

Other Year 13 students have the opportunity to be Prefects. Their duties include attachment to year groups to enable them to focus on their particular needs. They form an important link between pupils and teachers and undertake break and lunchtime supervision duties with teaching staff as part of their duties.

The Head Girl and Boy (and/or the Deputies) take part in official events during their year in office as representatives of the school. They co-ordinate meetings and activities with pupils in Year 7–11, giving year groups an opportunity to air their views through official channels.

The Head Girl and Boy act as associate governors and are invited to attend governors' meetings throughout their term of office.

PERSONAL DEVELOPMENT

While in the Sixth Form, students are invited to involve themselves in some form of community or school service - for example, helping to coach junior sports teams, organising a lunchtime club, helping students with special learning needs, taking part in Linkline or visiting the elderly.

We feel that while examinations are important in their own right, the development of the whole person should be in a supportive environment. Students are encouraged to take responsibility for their own learning, actions and progress and to learn both time-management and how to relax.

Students may like to take part in the school play, either acting or back stage, or help with musical activities.

They should learn to take into account the needs of others, to be tolerant and co-operative and to become responsible caring individuals.

YOUNG FARMER'S CLUBS AND YOUTH CLUBS

Many members of the Sixth Form are members of their local Young Farmers Club or Youth Club, which the school encourages.. Membership of such organisations is a valuable means of increasing the skills of young people and encouraging responsibility.

RELIGIOUS STUDIES

Religious Education within Wales is provided for all registered students attending a maintained school. At Post-16 the Powys agreed syllabus sets out a Programme of Study that includes looking at:

- ◆ Worship and Meditation
- ◆ Celebration
- ◆ Key Figures and Teaching
- ◆ Lifestyle
- ◆ Sacred Texts
- ◆ Community
- ◆ Natural World

The lessons give students an opportunity to reflect upon these topics and encourages them to consider a variety of responses to religious and moral issues and draw their own conclusions based on reasoned argument and evidence.

ASSEMBLY

A full Sixth Form Assembly is held weekly and students are encouraged to consider moral and religious issues during the week, as well as being a forum for opinions and ideas to be expressed.

SIXTH FORM COMMITTEE

The Sixth Form Committee consults on whole school issues affecting the Sixth Form, and presents its findings to the School Council. The Sixth form Committee comprises the KS5 Co-ordinator, Head Boy and Girl, and 2 elected members of each of years 12 and 13.

The Head Boy and Girl, and Form Representatives sit on the School Council. The Head Boy and Head Girl also represent the school at the Radnorshire Police Liaison Committee.

SIXTH FORM SOCIAL COMMITTEE

The Sixth Form Social Committee consists of the Sixth Form Committee plus other elected individuals who wish to serve. It is chaired by the Head Boy or Girl, with staff help where necessary. It is responsible for the day-to-day functioning of the Sixth Form area and issues arising; for raising funds for various activities such as sponsored events or Christmas celebrations. It also co-ordinates activities to raise monies for outside fundraisers such as the Air Ambulance, Macmillan Nurses and Heart Foundation.

SPORTS REPRESENTATIVES

Year 12 and 13 also have Sports Representatives, who are responsible to the PE staff for the organisation of teams for sporting events. They also arrange inter form-competitions within the Sixth Form in a wide variety of sports.

In addition, students are encouraged to take part in local committees and organisations to broaden their horizons.

VISITS

Participation in subject based visits is encouraged - both residential and one day events, ranging from field study work, to theatre visits, to language events, or in depth talks on specific topics.

VISITING SPEAKERS

During the year, visiting speakers are invited to put their points of view to members of the Sixth Form to stimulate thought and discussion. Usually, this includes a Student Liaison Officer from a University to talk about student life and courses, a talk from an LEA Finance Officer on student grants and awards, and a representative of a GAP organisation for those who wish to take a year out of education after A levels. A PSE scheme includes opportunities to discuss other issues of an economic, social, health or ethical nature.

STUDYTIME

It is expected that students will study independently in the Sixth Form area, when they do not have timetabled lessons.

If they wish to go off site, a signing out system operates. This must be completed on exit and re-entry in order to meet fire regulations. All students must be present to register attendance at the start of the morning and afternoon session each day, unless on sanctioned study leave.

INTERNET

Students have Internet access for research for their studies in their own network area. They may also have an e-mail address. However, access is monitored, and the network computers are not for the playing of games at any time.

MOBILE PHONES

While mobile phones may be brought into school at the user's own risk, they should not be switched on during lesson time.

PARKING

Limited parking is available for those students who wish to drive to school although this is not encouraged. No cars should be driven onto the playground, and the School cannot accept liability for any damage that may occur.

UNIFORM

The Sixth Form, unlike the rest of the school, does not have a uniform but does have a dress code. While we do not want to encourage competition between students for clothes, we expect that they should be smart, clean and presentable. There should be a distinction between casual wear at home and that worn for school. On special functions such as Founders Day, Prizegiving and Record of Achievement presentations, more formal dress, including a shirt and tie for boys, is worn.

ABSENCE

Unavoidable absence, e.g. due to an illness, should be notified to the office on the first day of absence, and an explanatory note written on the first day of return.

Students wishing to take holidays during term time should complete holiday forms, obtainable from the school office. It must be stressed that this is not encouraged.

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Under a new government initiative from September 2004, qualifying post-16 students are paid up to £30 per week for continuing their education in the 6th Form. In addition, over the 2 years of 6th form study they will receive a total of £500 in bonuses.

At the highest rate of £30 per week, a student will receive £2,280 over the 2 years to help with their living costs in addition to the bonuses.

THE CURRICULUM

Normally up to 4 AS levels are taken in Year 12, and up to 3 A levels in year 13. The 'A' levels will be selected from those subjects studied at AS level. This applies to all subjects.

'A' levels are made up of AS levels, and a second year called A2. Typically, AS levels may be examined externally in January and June of Year 12, and A2 in June of Year 13. A2 courses do not have to be selected until the end of the AS courses.

INDIVIDUAL STUDY PACKAGE

An individual study package will be put together for each student for each year of the course. Advice on subject selection will be given at the Information evening in October/November, Induction Days in July, on GCSE results day and at Enrolment in September.

SUBJECTS OFFERED

Art & Design	Biology	Chemistry
Drama	English	French
German	Geography	History
Law	Mathematics	Physical Education
Physics	Product Design	Voc Business
Voc Health & Social Care	Voc IT	Voc Media Production
Voc Performing Arts	Voc Sport	Voc Travel & Tourism

ART AND DESIGN

Art and Design A level is an acceptable qualification for University entrance and is compatible as a choice with both science and arts subjects. Many students from John Beddoes have gone on to a variety of art related courses. These include Multimedia, Graphic Design, Fashion Design, Theatre Design, Interior Architecture, Media and teaching courses majoring in Art Education.

The AS and A2 level Art and Design course aims to develop:

- a) intellectual, creative and imaginative ability;
- b) investigative, analytical, practical, technical and expressive skills;
- c) aesthetic understanding and critical judgement;
- d) an understanding of the connections between the various forms of art, craft and design, and an understanding of the function of art and design in contemporary society and in other times and cultures.

AS LEVEL

The AS level forms 50% of the Advanced level qualification and is made up of course work and final test in the following way:

Course work

Unit 1	portfolio of practical work	50% of the total AS mark	(25% of A2)
Unit 2	controlled test *	50% of the total AS mark	(25% of A2)

A range of questions from which one is chosen.
Four weeks of preliminary studies followed by a 5-hour exam.

A2 LEVEL

Course work

Unit 3	personal investigation supported by a written element	25% of the total A2 mark
	(up to 3000 words)	
Unit 4	controlled test*	25% of the total A2 mark

* A range of questions from which one is chosen.

Four weeks of preliminary work followed by a 15-hour exam.

SUMMARY OF SUBJECT CONTENT - ART AND DESIGN (FINE ART)

Candidates' work should include practical and critical/contextual work associated with drawing and painting, sculpture, printmaking and/or film and video.

BIOLOGY

WHY CHOOSE BIOLOGY?

The word Biology comes from the Greek: *bios* - 'life', *logos* - 'knowledge'. It is the study of life and living things (organisms) and is an enormous, rapidly developing subject involving many allied disciplines such as chemistry, physics, mathematics, geology and psychology.

During the course you will have opportunities to:

- ◆ Develop greater understanding of biological facts together with an appreciation of their significance in new and changing situations
- ◆ Develop greater expertise in the area of practical work and the link between theory and experimental work
- ◆ Continue to enjoy a personal interest in the study of living organisms - gain first hand experience with a scalpel!
- ◆ Recognise the responsible use of biology in society
- ◆ Develop a deeper awareness of biology in the changing world, and its importance.

WHAT IS IN THE SCHEME?

Biology is offered at AS and A Level. The AS scheme is a one year course, and can be taken on its own. A Level consists of an AS, plus a second year, called A2.

AS : YEAR 12

During AS Biology pupils will study the biology of cells and how organisms develop transport systems for the exchange of various biological molecules. Biodiversity is the variety of life and pupils will study its forms at all levels. Pupils also get the opportunity to explore both traditional and more modern food technologies.

A2 : YEAR 13

During A2 Biology pupils will study how organisms control and coordinate their bodies. Photosynthesis is a vital process that life would not be able to exist without. The cutting edge of Biology is covered here with a valuable insight into genetics and the ever emerging new genetic technologies. How do all these organisms exist together? Ecosystems range in size from the very large to the very small. Pupils will discover the fascinating world of Ecology!!

HOW IS IT ASSESSED?

Each unit has a structured test, with a mixture of short answers and extended writing. You will have to show you can integrate information from the different units, in order to achieve grade A at A Level. There is a coursework element for both AS and A2 which will involve practical investigations.

WHAT DO YOU HAVE TO DO?

You should have an enthusiasm for Biology and be ready to learn about the wonderful world around and inside you!!!

In Biology we encourage students to take responsibility for their own learning, with support! You learn research and presentation skills, practical skills and must be able to do Maths at grade C GCSE. So as well as covering advanced study of Biology, this course will enable you to develop key skills, which will be essential to you whatever you go on to do afterwards although these may not be assessed formally.

KEY SKILLS

The Key Skills you could develop during this course are:

Communication

- ◆ Taking part in discussions on issues such as cloning
- ◆ Giving presentations on different areas of work
- ◆ Preparing written documents for your practical work
- ◆ Using reference materials from books, CD-ROM, Internet and school Intranet.

Application of Number

- ◆ Planning to collect results from experiments and presenting them in a suitable format
- ◆ Carrying out calculations on the data collected in experiments
- ◆ Interpreting the results from experiments and seeing how this relates to your plan

Information Technology

- ◆ Using word-processing software to present written reports and prepare presentations
- ◆ Using data capture techniques to get evidence for practical work

WHAT NEXT?

At the end of your course you could:

- ◆ Follow a degree in, for example, biology, environmental science, animal science, forensic science, medicine, nursing, dentistry, psychology, pharmacy, complementary medicine, veterinary science, animal care.....the list is endless.
- ◆ Enter a Higher National Degree course in biological science or a related programme
- ◆ Take up employment in one of many related employment areas, for example pharmacy, biotechnology, catering, land management or scientific journalism.

Please see Miss Dyke or Miss Coulthard, or Sixth Form Biologists if you are interested in studying Biology.

CHEMISTRY

WHY STUDY GCE CHEMISTRY?

This course (Edexcel) will try to give you the skills and understanding to make decisions about the way chemistry affects your everyday life by applying concepts into contemporary areas of chemistry including:

- climate change
- green chemistry
- pharmaceuticals
- chemistry research.

In addition, a *GCE* in Chemistry allows you to develop a range of skills requested by both employers and universities.

For instance, a successful *GCE* level chemist will be an effective problem-solver and be able to communicate efficiently both orally and with the written word.

Handling data will be a key part of your work, allowing you to demonstrate information retrieval skills as well as use of numeracy and ICT.

You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues.

As chemistry is a subject in which much learning stems from experimental work it is likely that you will need to work effectively as part of a group, developing team participation and leadership skills.

WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?

The qualification builds on the knowledge, understanding and skills that you achieved in *GCSE 360Science* and *Additional 360Science*.

It is expected that you should have at least the equivalent of a *GCSE* grade *C* in *Additional Science* and a *GCSE* grade *C* in *Mathematics*.

In chemistry you will need to be able to communicate effectively, be able to carry out research, work independently and critically think about problems. Good practical skills are also important as chemistry is a very practical subject.

WHAT WILL I LEARN?

GCE Chemistry gives you the opportunity to study a core of key concepts in greater detail.

Many of the ideas first covered at GCSE will be revisited but with a greater emphasis on explaining rather than simply describing the behaviour of molecules.

While studying GCE Chemistry you will develop practical skills that include making observations, collecting data, analysing experimental results and formulating conclusions.

You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

IS THIS THE RIGHT SUBJECT FOR ME?

AS or A2 level Chemistry is suitable if you:

- ◆ have an interest in, and enjoy chemistry
- ◆ want to find out about how things work in the real world
- ◆ enjoy applying your mind to solving problems
- ◆ want to use chemistry to progress onto further studies in Higher Education or support other qualifications or enter chemistry-based employment.

HOW WILL I BE ASSESSED?

AS Level

You will complete a written exam that lasts for 75 minutes for each of Units 1 and 2. The papers will contain objective questions, short answer questions and extended answer questions.

For Unit 3 you will be assessed in lessons on four aspects of your practical work.

Activity **a** is an assessment of your practical skills over your whole year's practical work.

Activity **b** is an assessed practical on a qualitative observation.

Activity **c** is an assessed practical on a quantitative measurement.

Activity **d** is an assessed practical on a preparation (making a chemical).

A2 Level

You will complete a written exam that lasts for 100 minutes for each of Units 4 and 5. The papers will contain objective questions, short answer questions and extended answer questions.

For Unit 6 you will be assessed on four aspects of your practical work, as in Unit 3, with activities **a**, **b**, **c** and **d**.

WHAT CAN I DO AFTER I'VE COMPLETED THE COURSE?

Whilst many job opportunities specifically using chemistry require higher qualifications, most laboratory-based jobs benefit from a chemistry qualification, for instance dental assistant or veterinary assistant. Many employers view success at *GCE Chemistry* as a clear indication of sound academic ability.

Many university courses have a significant proportion of chemistry content.

UK HE institutions currently offer over 200 courses where chemistry is the main subject.

Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include:

- chemistry with medicinal chemistry
- chemistry with forensic science and toxicology
- chemistry with pharmacology.

Over 500 additional courses contain a notable element of chemistry as well as allowing a degree of breadth of study. These include:

- chemistry and sports science
- chemistry and politics
- chemistry with computer science.

In addition **a number of other courses either specifically require or find it desirable to have a *GCE* in Chemistry.** These include courses such as chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry.

NEXT STEPS!

- Visit websites to find out more about careers involving *GCE Chemistry*:
 - Royal Society of Chemistry for careers, courses and industrial placements
<http://www.rsc.org/Education/SchoolStudents/index.asp>
 - Association of the British Pharmaceutical Industry (ABPI) careers website
<http://www.abpi-careers.org.uk/>
- Discuss studying this subject with your chemistry or science teacher(s).
- Visit your careers office to find out more about careers and Higher Education courses that need *GCE Chemistry*.
- Visit websites to find out what courses are available at HE which include chemistry
 - UCAS website www.ucas.com
 - Specific university websites, such as:
 - Bristol University School of Chemistry <http://www.chm.bris.ac.uk/> or
 - Surrey University School of Biomedical and Molecular Sciences
<http://www.surrey.ac.uk/SBMS/>
- Visit the Edexcel website, www.edexcel.org.uk to obtain a full copy of the Edexcel *GCE* in Chemistry specification

DRAMA & THEATRE STUDIES

COURSE CONTENT

The course is designed to encourage candidates to experience Drama & Theatre Studies from both a practical and theoretical viewpoint. Students are challenged to work imaginatively and creatively by producing performance work from written texts, and by devising their own performance work, using different dramatic forms, as a response to a theme e.g. Isolation. They will study texts from several periods of theatre history, which range from Greek theatre to modern day. Students will also be encouraged to work as a director, developing technical ideas such as lighting, design, sound and stage movement for a production. They will be encouraged to understand the nature and development of the theatre, and the relationship between the theatre and the society which creates it. In the past, useful links with Theatre Studies have been observed by students studying Art and English in particular.

WHAT IS EXPECTED?

Students will always work in groups (of up to 4) when preparing practical projects. Groups are encouraged to explore and experiment with theatrical ideas which are of interest to them personally. Visiting plays and attending workshops is an essential element in helping them to develop a variety of ideas, broadening their theatrical vocabulary, for use in their own work. A great deal of emphasis is placed on personal initiative and self-motivated study. As with GCSE Drama, this is a demanding, but very rewarding course, in which enthusiasm, energy and commitment are essential requirements.

ASSESSMENT

Assessment takes place through 4 units of work spread equally over 2 years.
(Weightings are expressed in terms of the full 'A' Level)

AS - Year 12

DA1 Performance 20%
DA2 Written Papers 30%
(2 units)

A2 - Year 13

DA3 Performance 30%
DA4 Written Papers 20%
(2 units)

WHERE CAN IT LEAD?

Many businesses, colleges and careers now acknowledge the need for students to have a broad and rounded education. The practical and theoretical aspects of this course will allow students to develop communication, collaborative learning and problem solving Key Skills. Social skills, role play skills and self presentation skills are now an essential requirement in many fields of work, particularly those occupations which bring you into contact with other people, such as teacher, nurse, doctor, police work and public relations. Drama or Theatre work as a career encompasses a very broad area of media work, varying from using Drama as therapy in prisons to being a film star! The choice is yours!

EXTRA-CURRICULAR ACTIVITIES

Students are invited to join the many theatre trips and workshops which are run throughout the school, and they are encouraged to take part in some form in the school production which takes place each year. Where at all possible, the department will support and facilitate the use of departmental resources to allow the students to develop any performance-related ideas of their own as extra curricular projects. Students should aim to become involved with as many performance projects as possible, both inside and outside of school.

ENGLISH LITERATURE

WHAT WILL I STUDY?

The course will appeal to you if you wish to progress naturally from GCSE English Literature and to develop further enjoyment and critical appreciation of literature based on your informed personal response to a range of texts.

The course involves:

YEAR 12

LT 1 - Poetry & Drama
(Exam 2 1/2 hrs)
LT 2 - Prose (Fiction) & Creative Reading
(Coursework)

YEAR 13

LT 3 - Period & Genre Study
(Coursework)
LT 4 - Poetry & Drama
(Exam 2 1/2 hrs)

WHAT IS EXPECTED?

Your study of GCSE English Literature will have given you knowledge and understanding of relevant areas and you should have obtained, at least, a C grade. The study of literature involves the reading of long and demanding works and the ability to express your ideas effectively in class discussion and in essays. You should only embark on this course if you genuinely enjoy literature and are prepared to read extensively on your own.

The Advanced Level Course will broaden and deepen the knowledge, skills and understanding developed in Year 12, particularly in encouraging comparisons between texts and increasing awareness of historical and cultural references upon writers and readers.

ASSESSMENT

In both AS and A2 one module will be a closed text assessment - examined without access to the text. The availability of clean copies of the text in the remaining modules allows argument to be supported by precise reference. At both AS and A2 level there is a requirement to submit a folder of coursework based on independent reading.

YEAR 12—AS

LT 1 -	Poetry & Drama (Open text exam) Carol Ann Duffy & Sheenagh Pugh Oleanna - David Mamet	60 Marks
LT 2 -	Coursework and Commentary Frankenstein - Mary Shelley Ester Waters - George Moore A creative reading unit and commentary	60 Marks

One module is available in January of Year 12. It is likely that students will take the opportunity to sit one part of the final exam then. This will also allow us to "fast track" some students and for others to re-sit should they wish to improve their grade. The level of achievement at that stage will allow students to make informed decisions about the progression to the full Advanced qualification.

YEAR 13—A2

LT 3 - Coursework on 3 texts

1 prose and 1 of poetry, prose, drama from 2 literary periods.

Texts are yet to be decided

40

Marks

LT 4 - Poetry & Drama Exam

E.g. Chaucer, Donne or Blake

Also Shakespeare's King Lear and Sophocles Oedipus Rex

80 Marks

It is hoped LT 4 will be taught in Autumn Term of year 13 ready for the exam in January for fast track students. Opportunities for re-sits would then be available in June.

WHERE CAN IT LEAD?

The study of English Literature develops skills in analysing complex texts and presenting coherent and well-structured arguments. The ability to communicate in both written and oral forms and to deal with a variety of material is attractive to a wide range of employers. Professions, such as journalism, publishing, advertising, the law, management, teaching and the theatre are just a few options.

EXTRA-CURRICULAR ACTIVITIES

Wherever possible, visits are arranged to performances of set texts and other related plays. A decision to opt for Advanced level English Literature implies a willingness to participate in such visits and other related activities.

FRENCH & GERMAN

Why learn a foreign language in the Sixth Form?

- ◆ Studying a language may enable you to spend a year in a European university or work placement if you are studying science
- ◆ Adding a language skill to science and maths courses will demonstrate breadth to employers and universities
- ◆ With increased co-operation in Europe, knowledge of another European language is becoming more and more important
- ◆ The Government is looking into the proposals of a top-level inquiry that a foreign language should be a requirement for University entry
- ◆ Studying a language gives you an insight into the increasingly international nature of the world we live in
- ◆ Studying a language broadens our horizons and helps us all to overcome prejudice about other lands and peoples
- ◆ Learning other languages and getting to know other cultures can only bring us closer to international co-operation and peace

TOPICS

The following topics will be studied with reference to target language countries as well as wider, global context as appropriate.

AS

- (a) **Leisure and Lifestyles**, including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living - health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol, etc
- (b) **The Individual and Society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc), education, vocational training and future careers

A LEVEL

- (c) **Environment Issues**, including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.
- (d) **Social and Political**, including the role of the media, racism, immigration, social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc)

WHAT IS EXPECTED?

We discuss these topics in class. You will enjoy the course if you have a real interest in the world in which you live. We look at authentic materials such as French/German magazines, TV, video and audio recordings. You will be encouraged to come into contact with the language as much as you can through your own reading.

ASSESSMENT

At the end of Year 12 there are two papers, these will qualify you for the AS level:-

- (1) Listening, reading and writing
- (2) Speaking

In Year 13 there are also two papers in the same skills. Students will have the opportunity at this level to study films, books or two areas in the target country in depth.

WHERE CAN IT LEAD?

A language qualification at 'A' and 'AS' level is viewed increasingly by both universities and employers as a valuable asset. Whether your intended career is in Business Administration, Banking, Journalism, Marketing, Publishing, Secretarial Work, Travel and Tourism, Translating or Interpreting, there are few employers left who have not realised the true significance of the single European Market and its importance to Britain. At a time when foreign languages are increasing in importance, your qualification in languages can only enhance your chances of success, as well as bringing you personal pleasure in your ability to communicate.

EXTRA-CURRICULAR ACTIVITIES

We hope that you will take part in an exchange with your target country at least once during your time in the Sixth Form. There are also opportunities to attend study days at universities.

We offer the opportunity to do work experience abroad - either in France or Germany.

Bonjour

Guten Tag

GEOGRAPHY

Geography is about the real world and can be easily studied all around us. Come with a genuine interest in the subject and a willingness to work hard and meet deadlines. Much of the subject will involve building knowledge and understanding through your own enquiry and exercises to provide your own notes.

WJEC SPECIFICATION

- ◆ Emphasis on flexible student-centred approaches to skills enquiry
- ◆ No coursework at AS or A2, but a range of opportunities for research and out-of-classroom work, including fieldwork
- ◆ Content to reflect the lives of students in the twenty first century

AS:

- ◆ An emphasis on dynamic systems of change in physical and human environments

A2:

- ◆ Optional choices from contemporary themes
- ◆ A wide choice of themes for individual research
- ◆ A reflection on sustainable futures

For students this course offers:

- ◆ Choice and flexibility for independent research and out-of classroom work
- ◆ Relevance of study to their everyday lives
- ◆ A clear picture of their place in a dynamic and interdependent world
- ◆ Opportunities to develop their own attitudes and values and the skills needed to become responsible and knowledgeable citizens

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.

YEAR 12—AS (2 Units)

G1 - Changing Physical Environments

75 marks (1hr 30 mins written paper)

Two Themes

- ◆ Investigating climate change
- ◆ Investigating tectonic and hydrological change

Three structured questions with stimulus material, one of which tests research / fieldwork

G2 - Changing Human Environments

75 marks (1hr 30mins written paper)

Two Themes

- ◆ Investigating population change
- ◆ Investigating settlement change

Three structured questions with stimulus material, one of which tests research / fieldwork

YEAR 13—A2 (the above plus a further 2 units)

G3 - Contemporary Themes and Research in Geography

75 Marks (2hrs 15 min written paper)

Section A - 1hr 30 mins - Two essays - one from each of the **two** contemporary themes. One theme selected from three physical options and one theme selected from three human options. A choice from **two** questions for each theme.

Section B - 45 mins - For each of 10 themes, there will be a topic area set by the Board in December (January series) and May (June series) of the **preceding** year. Candidates design and carry out research enquiry based on their chosen theme and prescribed topic area. This will be assessed by a two-part question based on research enquiry and the findings of their research. This question will be given out after 1 hr 30 mins when section A is handed in.

G4 - Sustainability

80 Marks (1hr 45 mins written paper)

Sustainable Food Supply

Sustainable Water Supply

Sustainable Energy

Sustainable Cities

Pre-release material in December and May prior to the examination for a Decision Making Exercise

HISTORY

The course that will be on offer to candidates will be the following. The course is divided into four units: two at AS and two at A Level

AS

HY1 - Candidates will study two of the following topics as part of their period study:

- International Relations 1878-1920 - including the causes of World War I and the Peace Treaties.
- Italy 1918-1944 - The growth of Italian Fascism and the rise of Mussolini
- the Communist Revolution in Russia - Lenin, Stalin and foreign relations during the period which accounts for 30% of overall 'A' level mark

HY2 - Candidates will study the following as part of the In-depth study:

- Britain 1929-1939 - including the political situation in Wales and England, financial crisis and depression and the changing lives of women. 20% of overall 'A' level mark.

A LEVEL

HY 3 - This is a coursework unit. Candidates will have the opportunity to write an essay on a chosen topic of 3,000-4,000 words which will account for 20% of the overall A level mark.

HY4 - Candidates will complete an exam on the following topics:

- general Topic - International Relations 1945-1989 - including the origins of the cold war in Europe.
- outline theme - Germany 1878-1989 - including Imperial Germany, the Nazi State and the collapse of the Berlin Wall and Unification.
- general Topic - Britain foreign policy 1929-1939 - including the policy of Appeasement and the outbreak of war.

WHERE CAN IT LEAD?

History opens many doors to future careers. It requires candidates to consider individual moral, ethical, social, cultural and contemporary issues. It promotes progression and provides a suitable foundation for the study of History and other related areas of study at further or higher education. It will develop candidates' understanding of the nature of historical study and candidates will develop judgmental skills based on available evidence. Famous people who pursued History at degree level include Gordon Brown and Sacha Baron Cohen (AKA Ali G).

EXTRA-CURRICULAR ACTIVITIES

There will hopefully be an opportunity to attend visits and an overseas excursion.

LAW (via Videoconferencing)

AS/A2 LAW (Nelson Thorne Distance Learning)

WHY STUDY LAW?

Not only is Law a fascinating subject but an AS or A2 in Law provides a thorough foundation for further study in Law or related subjects.

An understanding of Law is relevant to many areas of work:

- ◆ The police
- ◆ Business
- ◆ Accountancy
- ◆ Running your own business
- ◆ Forensics - just like CSI!
- ◆ Criminal Psychology

We'll tell you where the law comes from - how it's made and by whom. You'll also get to find out how the courts work and how criminals are dealt with. And most importantly, we'll tell you how to get that dream job - be it judge, barrister, solicitor or legal secretary.

WHAT WILL THE COURSE COVER?

AS and A2 level Law will provide you with an experience and understanding of the procedures of Law and the legal system in England and Wales. As Law is continually changing, this course is always developing in order to remain contemporary, and draws on stories and events from current affairs.

AS LEVEL MODULES

Two modules comprising of **Legal Structures & Processes** and **Legal Reasoning, Methods and Personnel**.

You will cover the following topics:

- ◆ What is Law?
- ◆ How are our laws made?
- ◆ How a case gets to court
- ◆ How Europe governs us
- ◆ Who are judges and magistrates?
- ◆ How to become a lawyer
- ◆ Who sits on a jury?

A2 LEVEL MODULES

Two modules comprising of **Understanding Substantive Law: Freedom, the State & the Individual** and **Understanding Law in Context: Freedom, the State & the Individual**

- ◆ When and how the police stop, search and arrest
- ◆ Your rights as a suspect
- ◆ Murder and manslaughter - how to convict
- ◆ Violent offences - GBH and ABH
- ◆ Defences to crimes
- ◆ Sentencing - the theory and the practice
- ◆ Appeals and Miscarriages of Justice
- ◆ The Crown Prosecution Service

WHAT EXAMS WILL I TAKE?

AS level: Two written exams 1.5 hours each

A2 level: Two written exams one 1.5 hours and one 2.5 hours

There is no coursework at either level but informal assessment is continuous throughout AS and A2 by regular marked assignments set by tutor.

The Nelson Thornes Distance Learning AS and A2 Law courses follow the WJEC specification

HOW DOES DISTANCE LEARNING VIA VIDEOCONFERENCING WORK?

- ◆ As a student taking AS or A2 via distance learning you will receive a one-hour videoconferenced tutorial with an NTDL tutor every week
- ◆ The session will be held in school and you will be with other students at school who are studying the same course
- ◆ The tutorial will be interactive giving you the chance to ask questions and discuss the work with both your tutor and your group
- ◆ A retired City of London solicitor attends at the school one hour each week to help with your studies
- ◆ The rest of your work is completed through studying on your own or with others in your group; you'll need to complete about 4-5 hours of independent study a week.

WHAT DO I GET OUT OF IT?

- ◆ You will learn independent study skills, which are highly valued by universities and employers alike
- ◆ You will be working with a smaller group that you would do in a normal class, which means that you will get more one-to-one tuition and a better chance of excelling in your chosen subject
- ◆ You can work at your own pace when completing your independent study.

MATHEMATICS

WHY DO MATHS?

A higher qualification in Mathematics helps provide a stepping stone into many, varied careers. Mathematicians may end up in engineering, banking, accounting, teaching, computing, meteorology, designing, physicists the list is long! Whatever the career, a qualification in maths demonstrates a person's ability to think logically, solve problems and communicate clearly - vital skills in today's world. For the suitably motivated and able, there is the option of pursuing the study of Mathematics for its own sake. Much "cutting edge" Mathematics has an importance on many other areas of study and work. Mathematics can exist without other subjects, but they cannot exist without Mathematics - comments please!!!!

WHO SHOULD CONSIDER IT?

Anyone with an aspiration of entering one of the careers already mentioned, as well as a host of others should seriously consider the full A2 course. The AS course (which A2 students have to do anyway) stands on its own and will provide a useful qualification even for those not entering a career which involves a lot of maths.

WHAT IS EXPECTED?

The course (particularly A2) is quite demanding - as most A Levels have to be! - and it helps if you have a good understanding of the Higher Tier GCSE course. Although much work is revisited, this is rapidly built on. Modules are accompanied by set texts, containing the work relevant to that module. Suggestions for further reading will also be given giving an insight into the more contemporary and interesting areas of maths. There will be a steady stream of written exercises, which should be kept up with.

THE COURSE ON OFFER

We offer the AS/A2 course as specified by Edexcel. Although the content is not much different from any other exam board - there is a "core content" common to all - the specifications are clear and there is a wealth of published material to back this up.

The course is modular, allowing some flexibility. All students follow modules in Core Mathematical (C) and then have the option of studying Mechanics (M) or Statistics (S) - which are chosen according to the other AS/A2 subjects chosen and the student's preferences.

The AS course consists of three modules C1, C2 and M1. The A2 course consists of C3 and C4, and if possible will have the option of S1 or M2 and results in a qualification in Mathematics.

ASSESSMENT

Internally, homework and tests will be set regularly, providing practice for the real exams which take place in January and June. Each external paper will be $1\frac{1}{2}$ hours long and each paper carries equal weighting when working out the overall grade.

PHYSICAL EDUCATION

WHY STUDY PHYSICAL EDUCATION?

With increasing public awareness of the need for healthy and balanced lifestyles there are more and more opportunities for a career in the Sport and Leisure Industry. Opting for Physical Education will provide you with a broad knowledge base to go on to a wide variety of career and further education options. The course aims to provide candidates with opportunities to combine a good theoretical knowledge base with practical performance in Physical Education. If you enjoy Physical Education and think it might be a path that you would like to consider once you leave John Beddoes then this subject is for you!

AIMS

The development follows the WJEC exam board specification (the same exam board used at GCSE level), this helps provide a smooth transition from year 11 to year 12 Physical Education. The focal point of the qualification is 'participation' and 'performance'. By integrating experiences gained through participation and performance in physical activity, the specification aims to encourage the candidates to:

- ◆ become increasingly physically competent by:
- ◆ developing the skills and techniques they require to perform effectively in physical activities
- ◆ applying and adapting a wide range of skills and techniques effectively in different types of physical activity
- ◆ developing and applying their skills in different roles, such as performer, leader and official within physical activities
- ◆ applying their skills in different contexts within a physical activity

This AS and A Level specification in Physical Education enables students to maintain and develop their involvement and effectiveness in physical activity through:

- ◆ developing their knowledge and understanding of factors that enable them and others to be physically active, as part of a balanced lifestyle and as part of a lifelong involvement in an active and healthy lifestyle
- ◆ developing their knowledge and understanding of the relationship between skill, strategy/composition and body and mind readiness in ensuring effective and efficient performance in their own and others roles such as performer, leader and official

This AS and A Level specification in Physical Education enables students to be informed and discerning decision makers who understand how to be involved in physical activity through helping them to:

- ◆ understand how they and others make the most of the opportunities and pathways available to be involved in physical activity
- ◆ understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities.
- ◆ understand and critically evaluate key influences that might limit or encourage young people's involvement in physical activity.

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below, in brackets, are expressed in terms of the full A Level qualification. Marks are given as raw and uniform marks (UMS)

AS (2 UNITS)

PE 1 50% (25%) Internal Assessment 50 marks (UMS 100)

Improving Performance in Physical Education

Internal Assessment - Practical Performance (30% of AS)

Personal Performance Profile (10% of AS)

Coaching or Officiating (10% of AS)

PE 2 50% (25%) 1 hr 45 minutes written paper 50 marks (UMS 100)

Active Lifestyles and Physical Education

External Assessment - Compulsory structured questions plus one question requiring extended writing

A LEVEL (THE ABOVE PLUS A FURTHER 2 UNITS)

PE 3 (25%) Internal assessment 50 marks (UMS 100)

Refining Performance in Physical Education

Internal Assessment - Practical Performance (17.5%)

Investigative Research (7.5%)

EC 4 (25%) 2 Hr written paper 50 marks (UMS 100)

Performance, Provision and Participation in Physical Education

External Assessment Section A - Compulsory structures questions (15%)

Section B - One question requiring extended writing from a choice of two (10%)

Teachers: Mr B Dugdale and Miss D Evans

PHYSICS

AQA COURSE

The Physics A course is designed to reflect modern developments in Physics and its applications. At the same time it provides a sound foundation for further study whilst remaining a standalone qualification of significant merit.

The course is very practical, encouraging students to discover, prove or explore for themselves how the world around us works.

STRUCTURE OF THE COURSE

The course is modular — three modules being taken as the AS course and a further three making up the A2 course. This allows a great flexibility as modules can be examined in January or in June of both years. There is no coursework, all work is assessed by written or practical examination.

AS

The three modules at AS are;

Unit 1 Particles, Quantum Phenomena and Electricity.

Unit 2 Mechanics, Materials and Waves.

Unit 3 Investigative and Practical Skills.

Each module is examined as a written paper, with unit 3 including a practical examination element counting for 20% of the AS marks.

A2

The modules in the A2 course are;

Unit 4 Fields and Further Mechanics.

Unit 5 Nuclear and Thermal Physics.

Unit 5 includes an optional element chosen from Astrophysics, Medical Physics, Applied Physics or Turning points in Physics.

Unit 6 Investigative and Practical Skills

A synoptic paper covers work from all of the AS and A2 areas of study.

The choice of module studied at A2 is made by the students to reflect their interests and career, or further study needs.

These are more applied areas of study and as much work as possible is completed out in the community, for instance visiting hospitals, local industries or the local observatory. All units are examined as a written paper, with unit 6 including a practical examination.

DO YOU WANT TO GO ON TO STUDY MORE PHYSICS?

Physics is the starting point to many careers ranging from medical or sporting interests, through engineering, music, journalism, computing and many more.

Did you know you could study Physics and Environmental Sciences, Physics with Spanish, Physics with Music, Physics with study in Europe ... the courses are almost endless.

The University of Kent at Canterbury Careers Service

<http://www.ukc.ac.uk/careers/physics.htm>

has some useful information about the opportunities for Physics graduates.

PRODUCT DESIGN

WHY STUDY DESIGN TECHNOLOGY?

Design technology is the practical application of science and maths and offers excellent support to these subjects. It compliments well with the arts and combined with a language course will allow for careers working within Europe. The practical nature of this course and the large coursework content allow candidates to achieve their best potential, while following their own interests.

Information technology skills form an important part of the course, particularly Computer Aided Design (CAD).

THE ASSESSMENT

This examination subject offers an excellent continuation to *GCSE* work and consists of:

YEAR 12—A1

- DT1 - Written Exam
- DT2 - Design and Make tasks

YEAR 13—A2

- DT3 - Written Exam
- DT4 - Design and Make Coursework

WHERE CAN IT LEAD?

Key Skills can be achieved as part of the design technology coursework.

Many industries are expecting candidates to have a broad based, flexible education with problem solving experience, to meet the demands of a rapidly changing technological society.

The Design Technology A level is recognised as a core part of many degree courses and many business projects require skills that involve design skills, research, modelling, modification, making skills.

Many companies recognise the valuable skills a design technology student has and offer sponsorship to university candidates and excellent work experience.

HOW WILL YOU DEVELOP AND WHAT WILL YOU GAIN IN ADDITION TO A QUALIFICATION?

Product Design is for people who love to know how things work, who love to create things and who want to influence the world around us.

The course will introduce and cultivate the range of subjects and skills that this multi-faceted and evolving subject requires. A project based format encourages students to design effectively, building on technical, visual, organisational, critical and creative abilities. Skills and knowledge are enhanced further in the second year, where students also pursue high profile and career defining projects.

By the end of the course we expect students to be able to design fully functional, products, demonstrating technical, user, communication and manufacturing skills. Typically this might include abilities in:-

- Selecting materials and manufacturing processes considering issues such as cost and the environment
- Designing functional and safe mechanisms
- Considering user needs, ergonomics, aesthetics, creativity, culture
- Drawing, Computer Aided Design and model making

BTEC NATIONAL AWARD in BUSINESS

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade.

WHAT WILL I STUDY?

The BTEC National Award in Business is a six unit qualification. The Award comprises four common core units which are mandatory unit and two specialist units.

Core Units

- ◆ Exploring Business Activity
- ◆ Investigating Business Resources
- ◆ Introduction to Marketing
- ◆ Effective People, Communication and Information

Specialist Unit:

- ◆ Introduction to Marketing
- ◆ Recruitment and Selection
- ◆ Exploring Creative Product Promotion

Specialist units are selected from a range and may include: 2D animation Production, Web Animation for Interactive Media, Computer Game Platforms & Technologies or Computer Game Story Development.

HOW WILL I BE ASSESSED?

All units are internally assessed by completing a number of assignments

WHAT WILL I ACHIEVE?

BTEC National Award in Business. Equivalent to 1 A level

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education

BTEC NATIONAL AWARD in HEALTH & SOCIAL CARE

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade.

WHAT WILL I STUDY?

The BTEC National Award in Health and Social Care is a six unit qualification. Each Award comprises three common core units which are mandatory and three specialist units.

Core Units: Equality Diversity and Rights, Developing Effective Communication Skills and Health, Safety and Security

Specialist Units: Fundamentals of Anatomy and Physiology, Nutrition and Sociological and Psychological Perspectives

WHAT ELSE WILL I DO?

It may be possible to do Emergency First Aid and other short courses related to Health & Social Care.

HOW WILL I BE ASSESSED?

The units are internally assessed by completing a number of assignments

WHAT WILL I ACHIEVE?

BTEC National Award in Health and Social Care. Equivalent to 1 'A' level

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education.

BTEC NATIONAL AWARD IT PRACTITIONERS

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade. Mature students are welcome to apply without formal qualifications but subject to satisfactory interview and the outcomes of initial guidance

WHAT WILL I STUDY?

The BTEC National Award for IT Practitioners is a six unit qualification. Each Award comprises two common core units and four specialist units.

Core Units: Computer Systems, Communication & Employability Skills for IT

Specialist units are selected from a range and may include: Principles of Computer Networks, Installing and Upgrading Software, Impact of the use of IT on Business Systems or Website Production & Management.

WHAT ELSE WILL I DO?

It may be possible to study OCN Units in Digital Photography.

HOW WILL I BE ASSESSED?

Majority of the units are internally assessed by completing assignments. One of the units is externally assessed.

WHAT WILL I ACHIEVE?

BTEC National Award for IT Practitioners. Equivalent to 1 A Level (UCAS points awarded)

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education.

BTEC NATIONAL AWARD MEDIA PRODUCTION (Games Development)

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade. Mature students are welcome to apply without formal qualifications but subject to satisfactory interview and the outcomes of initial guidance

WHAT WILL I STUDY?

The BTEC National Award for Media Production is a six unit qualification. Each Award comprises two common core units, one mandatory unit and three specialist units.

Core Units: Research Techniques for the Media Industries.

Mandatory Unit: Understanding the Computer Games Industry.

Specialist units are selected from a range and may include: 2D animation Production, Web Animation for Interactive Media, Computer Game Platforms & Technologies or Computer Game Story Development.

WHAT ELSE WILL I DO?

It may be possible to study OCN Units in Digital Photography.

HOW WILL I BE ASSESSED?

Majority of the units are internally assessed by completing a number of assignments. One of the units is externally assessed.

WHAT WILL I ACHIEVE?

BTEC National Award in Media Production (Games Development). Equivalent to 1 A Level (UCAS points awarded)

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education

BTEC NATIONAL AWARD in PERFORMING ARTS

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade.

WHAT WILL I STUDY?

The BTEC National Award in performing arts is a six unit qualification. Each Award comprises common core units which are mandatory and other specialist units.

Core Units: To be confirmed

Specialist Units: To be confirmed

WHAT ELSE WILL I DO?

It may be possible to study additional units

HOW WILL I BE ASSESSED?

The majority of the units are internally assessed by completing assignments. One of the units is externally assessed.

WHAT WILL I ACHIEVE?

BTEC National Award in Performing Arts. Equivalent to 1 'A' level

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education.

BTEC NATIONAL AWARD in SPORT

Duration: 2 years part time (16-19)

Location: Newtown/Brecon

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade.

WHAT WILL I STUDY?

The BTEC National Award in Sport is a six unit qualification. Each Award comprises three common core units which are mandatory and three specialist units.

Core Units: The Body in Action, Health and Safety in Sport, Training and Fitness for Sport

Specialist Units: Practical Team Sports, Sports Development, Work-based Experience in Sport

WHAT ELSE WILL I DO?

It may be possible to study OCN Units in sport and fitness

HOW WILL I BE ASSESSED?

The majority of the units are internally assessed by completing assignments. One of the units is externally assessed.

WHAT WILL I ACHIEVE?

BTEC National Award in Sport. Equivalent to 1 'A' level

WHAT CAN I DO AFTERWARDS?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education.

BTEC NATIONAL AWARD in TRAVEL AND TOURISM

Duration: 2 years part time (16-19)

Location: Newtown

WHO IS THE COURSE FOR?

BTEC National Award is designed to provide specialist work-related qualifications in a range of sectors. They have been designed to provide a preparation for employment and/or to provide career development opportunities. They also provide a recognised pathway to Higher Education. The Award is equivalent to 1 A Level.

PREVIOUS KNOWLEDGE REQUIRED

You will generally need four relevant GCSE's at grade C or above or an appropriate NVQ Level 2, BTEC First Diploma or Intermediate GNVQ with a satisfactory grade.

WHAT WILL I STUDY?

The BTEC National Award in Travel and Tourism is a six unit qualification. The Award comprises four common core units which are mandatory and two specialist units.

Core Units: Investigating Travel and Tourism, The Business of Travel and Tourism, The UK as a destination, Customer Service in Travel and Tourism

Specialist Units: Preparing for employment in Travel and Tourism, Long Haul Destinations

HOW WILL I BE ASSESSED?

All units are internally assessed by completing a number of assignments

WHAT WILL I ACHIEVE?

BTEC National Award in Travel and Tourism. Equivalent to 1 'A' level

WHAT WILL I ACHIEVE?

On successful completion of this qualification, learners may progress into employment, continue their study in the vocational area or progress to Higher Education.