



Dyffryn Taf Sixth Form

'A Learning Pathway for you!'





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Introduction - A Message from the Head of School

Dyffryn Taf welcomes students into the Sixth Form to continue their learning and development as young people. We offer a varied and challenging curriculum. The supportive school community provides an excellent progression for our Year 11 students and new opportunities for students from other learning establishments.

A Student Perspective:

'I've been learning in schools for at least 11 years, why should I choose to go on?'

Most young people gain Further and Higher qualifications; Further Education gives you skills training and qualifications up to A-Level (or equivalent); Higher Education will give you a degree or similar qualification.

On purely financial terms, research shows that graduates earn about £400,000 more over their lifetime than similar students who do not gain a degree. They are also more likely to gain interesting and challenging jobs.

Government figures suggest that nearly 70% of jobs require training or education equivalent to two A-Levels or better. Their target is that over 50% of young people will reach this level. On present forecasts, 60% of our present sixteen year-olds will enter Higher Education at some stage in their lives. If you have not achieved these higher levels, you may not be able to compete effectively for the better jobs. Of course, other jobs are available and Further Education is not essential but, in general, jobs are becoming more highly skilled, the job market more competitive.

'What can Dyffryn Taf offer?'

At Dyffryn Taf we offer so much more. We want our Sixth Formers to leave not only well-qualified (which they do) but also to enjoy themselves, to be challenged, and to develop the sort of skills that will be essential in their future. In the brochure is a list of a few of the extras you can do; you will not be able to do all of them of course, but we expect everyone to be involved in widening their experiences and contributing to their community.

Good luck with your Examinations and Assessments. I look forward to working with you over the next few months.

Mr G Smith
Head of Upper School



Dyffryn Taf Learning Environment

The facilities at Dyffryn Taf make it one of the best-equipped and pleasant schools in Carmarthenshire. It has a well-resourced Library, Drama Studio and computer facilities, which make it conducive to study in surroundings that are already familiar to the students.

The School has established a reputation for academic excellence, with staff at Dyffryn Taf dedicated to supporting your son and daughter in reaching their potential. A large majority of our Sixth Form are accepted each year at Universities, including Oxford and Cambridge.

The change from Key Stage 4 to Key Stage 5 is quite a large one. At Dyffryn Taf the transition is made easier, as the staff and students already know each other well. A more informal and increasingly mature relationship develops between Sixth Form students and their teachers who give them every support with their studies. There are regular reviews of progress and we expect our students to become self-motivated and well-disciplined; qualities that will be very important later in life.

Starting a New Learning Pathway

Sixth Form is a new start and a new opportunity. You will not be labelled by your earlier performance. You will be welcomed into the Sixth Form as long as you have the necessary qualifications and are keen and willing to work with your tutors to get the best possible results for yourself. Sixth Form is a new ball game; we believe in treating our Sixth Form students as young adults and expect them to behave in a mature and responsible way. Take this opportunity to plan your future carefully.

Dyffryn Taf offers a varied curriculum allowing you to develop the right learning pathway to suit your needs. The School operates an open access policy to the Sixth Form but entry to some courses requires a minimum of four C grades or better at GCSE with a reasonable Grade Profile, which may have to include C grades in GCSE English and Mathematics.

There are also some specific conditions for particular subjects; in general, it is expected that students will have a grade C at GCSE in that subject. Some subjects do not need you to have studied them at GCSE; in particular ICT, Business, Health and Social Care, Psychology and Religious Studies, Sport, Agriculture, Beauty Therapy/Hairdressing.



Designing your Learning Pathway

Dyffryn Taf offers a wide range of qualifications and experiences to develop an individual learning pathway.

Qualifications:

AS-Level courses are at a standard below A-Level, but higher than GCSE. These courses will normally last for one year, with examinations at the end of Year 12, graded A-E.

A-Level courses will take place in Year 13. They will follow on from success at AS-Level, with examinations at the end of Year 13, graded A*-E

BTEC courses will take place in Year 12, offering students a vocational route to learning and skill development. These courses may include off-site teaching and learning with relevant work experience. These courses are offered at Level 2 Firsts and Level 3 Nationals. The table below shows their equivalence:

Level 3 BTEC Nationals

Level 3 BTEC Diploma	2 GCE A Levels
Level 3 BTEC Subsidiary Diploma	1 GCE A Level
Level 3 BTEC Certificate	1 GCE AS Level

Level 2 BTEC Firsts

Level 2 First Diploma	4 GCSEs (A*-C)
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Welsh Baccalaureate Qualification 1 GCE A level (120 UCAS points)

Experiences:

Enriching your learning with extra-curricular activities	Taking responsibility and adding to the Community
<ul style="list-style-type: none">• Engineering Scheme• Annual Production• Duke of Edinburgh Award• Debating• Visiting Speakers• Sport• Fitness Suite• Music Performance• School Clubs	<ul style="list-style-type: none">• Prefect• House Captains• Reading Scheme• Charity Committee• School Council• Sixth Form Committee• Peer Education• Sports Leadership and Coaching• Voluntary Work



Students can select subjects from the table below to design appropriate pathways.

AS/A levels		BTECs/NVQs (Levels 2 and 3)
<ul style="list-style-type: none"> • Art and Design • Biology • Applied Business* • Chemistry • Computing • Design Technology - Product Design • Drama and Theatre Studies • English Literature • French • German • Geography • History 	<ul style="list-style-type: none"> • Information and Communication Technology • Mathematics • Music • Physical Education • Physics • Psychology • Religious Studies • Welsh First Language • Welsh Second Language 	<ul style="list-style-type: none"> • Agriculture L3 <i>O</i> • Beauty Therapy L2 <i>O</i> • Hairdressing/Barbering L2 <i>O</i> • Health and Social Care L3 • Horse Management L3 <i>O</i> • Hospitality L3 # • Music Technology L3 <i>Q</i> • Applied Science L3 • Sport L3

- * Applied courses are mainly assessed by coursework with a small examined unit.
- # Collaborative courses evolved joint delivery of lessons in Dyffryn Taf and Queen Elizabeth High School.
- Q* Course available for Dyffryn Taf students to study at Queen Elizabeth High School.
- O* Off-site provision.

Choosing the right pathway and options

It is important that you choose the course best suited to your needs and abilities. Over the next few weeks, you will be encouraged to talk to your subject teachers, form teachers, sixth form students, careers advisers and course providers.

Useful websites:

<http://www.ucas.ac.uk/students/coursesearch/2011searcheu/> - look at entry profile to check expected GCSEs and A levels.

<http://www.careerswales.com/16to19/>



Examples of Learning Pathways

Portfolio of GCSE grades Year 11

Pathway A

A student chooses four AS level subjects from option pools.

+

Pathway C

A student chooses a BTEC combined with an AS-Level subject from option pools.

+

Pathway B

Choose one BTEC from the option pool.
Minimum one day Work Experience per week.

+

Welsh Baccalaureate (120 UCAS)

PSE

Work Related Education
Community Participation
Team Enterprise
Individual Investigation
Language Unit
Wales Europe World

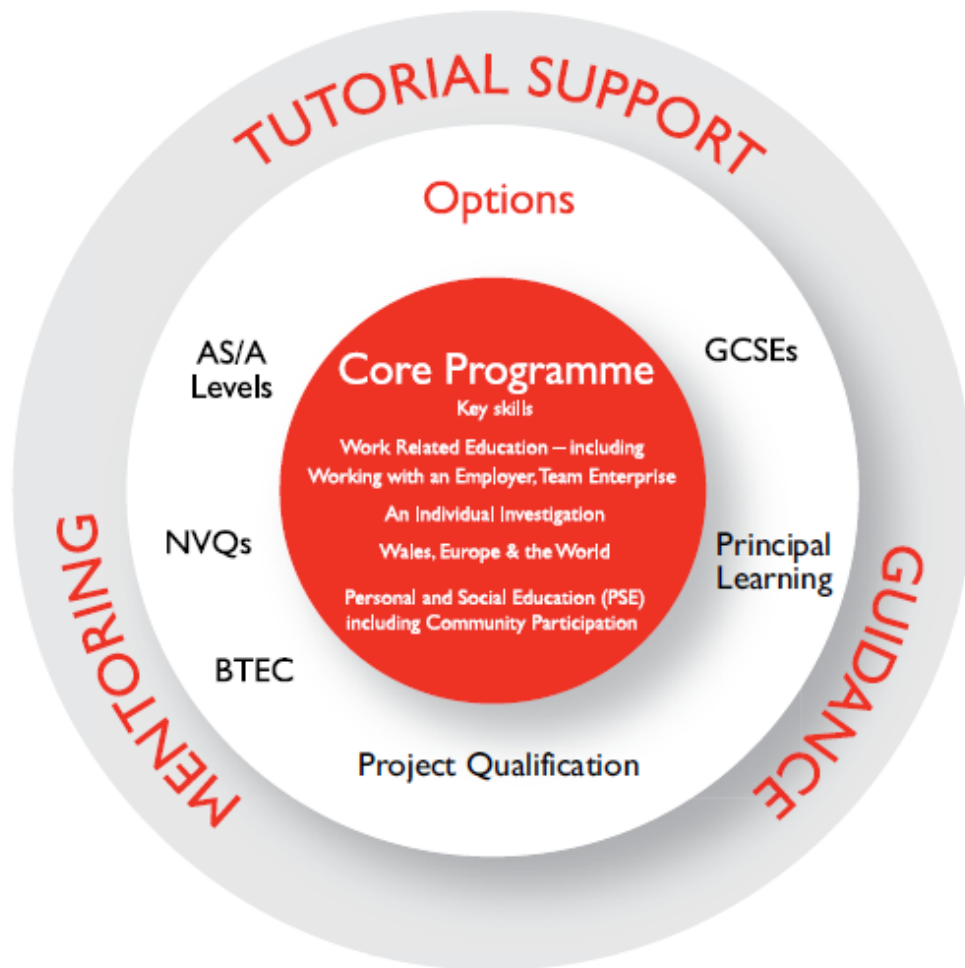


Progression to:

Higher Education at University, Further Education at College, Employment and Apprenticeship



It aims to build upon the diverse **experiences** and curriculum within the existing sixth form. Students will gain credit for their contributions to school life and the wider community. It will develop their **essential skills** and prepare them for lifelong learning.



WBQ Structure

Level	Learning Level	Core Element	Option Element
Welsh Baccalaureate Advanced Diploma	A Level or NVQ Level 3 standard	Core Certificate at Advanced Level (3) • Three Key Skills at Level 3, one of which must be Communication, Application of Number or ICT, together with the other three Key Skills at Level 2 • Working with an Employer, Team Enterprise and Community Participation • Individual Investigation at Level 3 • Specified curriculum requirements	• Two grades A – E at A Level • or NVQ Level 3 • or BTEC National Certificate at pass level • Or Principal Learning Level 3 + Extended Project Qualification and an additional Level 3 qualification • or equivalent.

General Information

The **Welsh Baccalaureate Qualification** is an overarching qualification based on a Core curriculum followed by all candidates and Options chosen to meet individual needs. It provides a curriculum model and structure which offers learning programmes that are relevant, accessible and deliverable to candidates in a range of learning situations.

The **aims** of the Welsh Baccalaureate Qualification are to:

- widen participation, promote access and encourage completion in education and training;
- promote active citizenship;
- promote parity of esteem between vocational and academic courses and adopt a vocational approach to learning;
- enable candidates of all abilities to progress to further or higher education, training or employment;
- provide a broad and balanced range of curriculum experiences to candidates in Wales;
- promote 'learning by doing' and the use of new technologies to make learning more effective;
- provide structured support and guidance through a programme of tutoring and mentoring.

The **components** of the Core are:

Wales, Europe and the World (WEW), the focus is on political, social, economic, and cultural issues setting them in the context of Wales, Europe (including the UK) and the world. There is also a Language Module.

Personal and Social Education (PSE), includes developing relationships, sustainable development and will promote active citizenship and good health. There is a community participation element.

Work-related Education (WRE) enhances understanding of the world of work, the importance of enterprise and entrepreneurship.

The Individual Investigation provides an opportunity for candidates to develop their skills of enquiry, creative thinking, reasoning, information processing, presentation and evaluation by investigating an area of interest in detail.

Key Skills/Essential Skills Wales will be embedded in each candidate's programme of study either in the Core and/or Options.

Assessment

Core work is assessed via a student diary and a portfolio of skills assignments.

Entry Requirements

At entry, candidates embarking on the Welsh Baccalaureate Qualification should have achieved a general educational level commensurate with their anticipated programmes of study in the Options.

Additional Information

Widely accepted at a growing number of universities (120 UCAS points)

Cardiff
University

Cardiff University welcomes applications from students offering breadth of education and diversity of learning experiences.

University of
Cambridge

We welcome applications from students taking the Advanced Diploma in the Welsh Baccalaureate. Applicants will be expected to have studied three subjects to A level as part of their qualification.



Life in Dyffryn Taf School – A Supportive Community

At Dyffryn Taf we are not only concerned with your academic progress and examination results, we want to help you prepare for Higher Education, careers and adult life. Courses and guidance will improve your key skills, give you the opportunity to make a positive contribution to the School, local or global community and improve your understanding of economic, ethical, moral and religious issues.

Careers Interviews, Work Experience, Conferences (including Higher Education, Careers and Going It Alone), CV preparation, Mock Interviews, support from your tutor, extensive CD Rom and Internet facilities, Open Day visits and a Key Skills programme designed to prepare you for a successful future are all part of the package the School provides.

What makes Dyffryn Taf so special?

- At Dyffryn Taf we pride ourselves on the support that we give our students. Our completion rate for our A-Level students is 90%; virtually all of these go on to University. Compare this to other institutions!
- Pastoral support and course completion, extensive academic curriculum and choice, a rich extra-curricular programme, skills enhancement and citizenship opportunities.

Standards and Expectations

You can expect high quality education and support from Dyffryn Taf. We also expect much from our Sixth Form students. We believe that it is vital that you start to take responsibility for yourself, your work, your community and your future.

GCSE Results

On the day of the results, and afterwards, staff will be in School to hand out results and interview pupils about their next choices. It is vitally important that you avail yourself of this opportunity. For those wishing to improve their GCSE score after Year 11, resits in Mathematics and English are available in Years 12 and 13.

The future is yours – be prepared!



A message from our Sixth Form Students

With the end of Year 11 looming you will find yourself asking, "What am I going to do next?" This is an extremely exciting time and you have several options open to you; some students may decide they want to start working while others will embark on various courses in college. However, many may be more inclined to stay in a familiar environment and join the Dyffryn Taf Sixth Form where you can gain your next level of qualifications, A-levels. These qualifications are an essential part of getting into Higher Education or for full time employment and broadening your career options in the future.

Along with your A-Level studies there will be ample opportunity to participate in many extra curricula activities. The Annual School Production is always a great and a highly enjoyable experience for all involved. The Duke of Edinburgh Award Scheme continues into Sixth Form with Silver expeditions walking in the Peak District and canoeing down the River Wye for Gold. The EESW (Education Engineering Scheme Wales) provides potential future engineers the chance to gain knowledge of the industry and experience with engineers. You can also volunteer to participate in the Reading Scheme, the Charity Committee and in Year 13, the Prefect system. All of these opportunities help to enhance your CV and develop skills that will be required in Higher Education or employment.

"I Fyny For Nod" is Dyffryn Taf's motto and it encourages students to aim for the highest. The support that is given to students, whether it is academic, on a sport's field, on stage or engineering a new project, provides them with the best chance to succeed in every aspect of their school life. Dyffryn Taf Sixth Form equips its students with knowledge and unique opportunities that will enhance their personality and broaden their horizons. Sixth Form is a stepping-stone after which there will be many paths for you to choose. It is important that whatever path you choose you must enjoy and challenge yourself.

**Isabella Guglielmoni/Stuart White
Head Girl and Head Boy 2011/2012**



Art and Design
AS/A-Level
Mrs R Frost/Miss K James

WJEC

www.wjec.org.uk

Dyffryn Taf

General Information

The course offers a particularly rich and diverse range of experiences, including painting, graphics, textiles, three-dimensional studies and some photography. Critical and theoretical studies are also important.

Course Structure and Assessment

There are 4 units in all.

2 units for AS

ART1 One unit of coursework (preparatory and supportive studies, sketchbook(s) and final outcomes) – internally assessed, externally moderated; (30% of full A-Level).

ART2 Externally set, timed, supervised task (4 weeks preparation, 8 hours outcomes). Preparation and final timed work between March and May. Internally assessed, externally moderated at school in June; (20% of full A-Level).

And 2 extra units for A-Level:

ART3 One unit of coursework (preparatory and supportive studies, sketchbook(s) and final outcomes). Internally assessed, externally moderated; (30% of full A-Level).

ART4 Externally set, timed, supervised task (4 weeks preparation, 12 hours outcome). Preparation and final timed work between February and May. Internally assessed, externally moderated in the school in June; (20% of full A-Level).

Key Skill Opportunities

The course will contribute to the assessment of the Key Skills of Communication, Application of Numbers and Information Technology. In addition there will be reference to the further key skills of Working Together, Problem Solving and Improving Own Learning.

Entry Requirements

Generally grade C or above at GCSE and a good portfolio of Art work which shows skill at a range of drawing techniques; also, commitment to and enthusiasm for Art in general and a willingness to work both in school and at home.

Additional Information

Progression to an Arts Foundation Course and University Degree. Careers are wide ranging and include Graphic Design, Fine Art, Teaching, Illustrating, Textile and Fashion Design, Architecture, Art Therapy, Photographic work in TV, Film and Theatre.



**Biology The new Salters Nuffield Biology (SNAB)
AS/A-Level www.advancedbiology.org
Mr P O'Neill**

Dyffryn Taf

General Information

SNAB is much more than just another A-Level specification. It is a complete course with its own distinctive philosophy and supported by its own high quality teaching materials.

SNAB is about turning A-Level students into mature and effective biologists. A good biologist should not only be armed with knowledge of biological principles, they should have the skills to use that knowledge in new situations. SNAB presents the key concepts underpinning Biology today, combined with a structured approach to learning the wider skills.

SNAB does not present content in traditional themes such as 'cell structure'; instead the course adopts a context-led approach. Topics are based on a storyline of contemporary issue, such as risk and cardiovascular disease, with biological principles introduced when required to aid understanding of the context.

Students will have access to an online course containing interactive activities, online revision materials, tests and coursework help. Each student has a user identity and password and can access the online materials at home or in school.

Course Structure and Assessment

Topic1 – Lifestyle, health and risk

This looks at the biology related to the heart, circulation and risk factors that contribute to the development of cardiovascular disease.

Topic 2 – Genes and health

This examines the symptoms and causes of cystic fibrosis and includes details of how the disease affects the lungs and digestive system.

Topic 3 – The voice of the genome

This considers the development of a single egg into a complex multi-cellular organism. Stem cells, their potential in medicine, and the arguments for and against their use provide further opportunities for ethical debate.

Topic 4 – Plants and climate change

This investigates the methods plants have developed to overcome the difficulties of being located in one place, and looks at how humans have exploited the ingenuity of plants.

Coursework 20%

This involves producing a report of 2,000 words on a visit made to a site of some biological interest or a report on a biological issue.

Key Skill Opportunities

SNAB develops all Key Skills.

Entry Requirements

Students with less than BB at Dual Award Science, plus at least a C grade in English and Mathematics, tend to find Biology too difficult. The ability to work hard at understanding the subject is essential.

Additional Information

Biology fits in well with Chemistry, Geography and PE. **Most higher Biology courses require students to have Biology and Chemistry.** Biology students from Dyffryn Taf have studied some of the following subjects at University:

Environmental Health

Psychology

Zoology

Veterinary Science

Animal Sciences

Nursing

Pharmacy

Medicine

Education



Applied Business*
AQA
AS/A-Level
Mr D Foster

Dyffryn Taf

www.aqa.org.uk

General Information

Applied Business is a dynamic and ever-changing subject. The course is concerned with the world in which we live and work, and with the world in which we will live and work. Central to the course is the study of real business issues faced by local and national organisations. The approach is practical and investigative allowing students to relate 'textbook' ideas to the 'real world'.

A wide range of teaching resources and activities are used to support students including presentations, the use of ICT, role-play and current news reports.

Course Structure and Assessment

AS Level consists of three units of work: Investigating Business, People in Business and Financial Planning and Monitoring. Financial Planning and Monitoring is assessed through formal examination; the other units are assessed via in-depth investigative studies.

A2 Level consists of three further units: Business Planning, The Promotional Activities and The Competitive Business Environment. The Competitive Business Environment is assessed through formal examination; the other units are assessed via in-depth investigative studies.

Key Skill Opportunities

Students are expected to Solve Problems and Improve their Own Learning and Performance when producing portfolio work. There are ample opportunities to Work with Others when undertaking research into business practice. Throughout the course, students are expected to develop their Communication, Numeracy and ICT skills.

Entry Requirements

There is no requirement to have studied Business Studies at GCSE level. It is expected that those who have studied GCSE Business have achieved at least a Grade.

Additional Information

Applied Business prepares students for future employment, access to Higher Education and for establishing one's own business enterprise. HE tutors and employers value the practical, investigative approach that leads to the development of initiative.

Student View - 'Studying Business opens your eyes to what is going on around you. It makes you realise that the whole of life is affected by business and business methods. I feel that I have the knowledge required to be part of a future workforce.'



General Information

Chemistry at A-Level requires an agile mind and a willingness to approach difficult concepts in a logical and constructive way. The challenges are great but the rewards of enjoying a practical A-Level, which has great importance in our everyday lives and futures, are also high. The Mathematics content of the course is relatively low but we do look for students who have a good Science background, an enquiring mind and who enjoy practical Science. Chemistry is an important subject in its own right but forms a good combination with Biology, Physics, Mathematics and IT.

Our Chemistry course is the exciting Salters Advanced Chemistry Project which is designed to allow easy transition from GCSE Core and Additional Sciences. It bases all the Chemical ideas studied on a series of fascinating stories highly relevant to our everyday lives and futures. Modules include: Polymer Revolution, What's in a Medicine, Colour by Design, The Oceans.

Course Structure and Assessment

AS There are two modular examination papers (1¼ hours and 1½ hours). In addition, experimental skills are also assessed.

A2 There are a further two modular examination papers (1½ hours and 2 hours). The coursework in Year 13 takes the form of an individual investigation where students select a chemical project that interests them. This is allocated 2 weeks of lesson time.

Key Skill Opportunities

All of the Key Skills are developed throughout the course.

Entry Requirements

We will be looking for students with good passes in GCSE – at least B grades in both Core and Additional Sciences. However, attitude and interest are as important as examination results. Other subjects which go well with Chemistry are Biology, Physics, Mathematics and IT.

Additional Information

Chemistry has always been one of Britain's most important industries. There are very large numbers of career and higher education openings. The study of Chemistry to A-Level is also essential for those considering any sort of Medical, Biological or Environmental careers. After a Chemistry degree, over a third of UK students study for a higher degree. Many enter scientific research analysis and development.

Student View - 'A big jump from GCSE Not all easy but if you keep up, it is very rewarding.' 'Interesting with plenty of practicals.' 'You not only learn about Chemistry, you become more aware of how things happen in the world.' 'A well presented book so there is no note-taking.'



**Computing
AS/A-Level**

Mr C Meredydd/Mr N Roberts

AQA

www.aqa.org.uk

Dyffryn Taf

General Information

This covers the use and composition of Computer Systems. It not only looks at the elements that make up a system but the structures and logic that go to make these elements work. It also offers students the opportunity to extend their ICT skills into programming and system design. This course can be done alongside ICT.

Students will increase their knowledge of computer systems allowing them a greater understanding in later life, allowing progression to Higher Education and beyond. This subject tends to go best with other scientific or technical subjects.

Course Structure and Assessment

Assessment is through four modules, two written papers and two projects.

AS (2 units)

COMP1 (30% - 2 hours) – A paper of two sections. Section A covers Problem Solving and Data Representation. Section B requires you to analyse and write program code. This examination is done online.

COMP2 (20% - 1 Hour) – A written paper of one section, presented in a question and answer booklet covering computer Components, the concept of Stored Programs and the Internet.

A2 (the above plus a further 2 units)

COMP3 (30% - 2½ hours) – A written paper of one section, covering Problem Solving, Programming, Databases and Networking. Quality of Written Communication is assessed in one question.

COMP4 (20% - Internally Assessed) – Candidates analyse, design, implement, test and evaluate a solution to a substantial problem of their choice requiring the production of original code (programming). This is a substantial piece of work, undertaken over an extended period of time.

Key Skill Opportunities

A pass at A-Level provides exemption from IT Key Skill at Level 3. Elements of this course also contribute to all other Key Skills. Details are available if required.

Entry Requirements

DiDA is not an essential requirement but would be preferred. Students who have not studied the subject previously will be considered on an individual basis.

Additional Information

This AS/A2 level is vital for those who wish to study Computing or related subjects at a higher level. It is also extremely useful to anyone likely to use computers significantly in their work, particularly work of a scientific or technical nature. This course is therefore, of particular interest for those likely to follow a Computing, ICT, Science or Engineering career.

Student View - 'A-Level Computing has been a valuable and interesting course. It has given me an insight into computers and how they work. We also do programming which is different and interesting and has helped to develop my technical and problem-solving skills.'



**Design Technology – Product Design WJEC
AS/A-Level**
www.wjec.co.uk
Miss L Thomas/Mr K Abel/Mr C Tippett

Dyffryn Taf

General Information

The new specifications are intended for candidates who will directly follow a Higher Education course, or career in Design and Technology or associated area. Those with other interests and aspirations can also benefit from the many transferable skills inherent in the study of Design and Technology. The course encourages students to prepare for the world of work, to develop critical thinking and be discerning consumers. Possible contexts for the work may include industry, commerce, social needs and environment issues. Students will follow a Product Design course through a range of materials. The course is suitable for those interested in working in Resistant Materials, Textiles or Systems Control.

Course Structure and Assessment

AS	DT1	Examination Paper – 2 hours	40% of AS
		This paper will contain two sections which will assess candidates' knowledge and understanding drawn from the subject content for one focus area listed.	
	DT2	Design and Make Task	60% of AS
		Candidates will submit one design and make task which will satisfy the AS assessment criteria.	
A2	DT3	Written Paper – 2½ hours	40% of A2
	DT4	Major Project	60% of A2

Key Skill Opportunities

Key Skills are integral to the study of Design and Technology and all will be assessed in the context of the subject as indicated in the specification. In general, candidates will be assessed on their ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling.

Entry Requirement

Students must have followed a GCSE Design Technology course. Other subjects which go well with DT include Physics and Mathematics (especially for those interested in engineering) or Art and Design. It is also an excellent fourth subject for Year 12 students who want a practical flavour in their work.

Additional Information

This course could be very useful in the lives and careers of students. It is a good additional subject to go with Science subjects, for careers in Engineering, Architecture and Surveying, and Art and Design.

Student View - 'A very enjoyable subject with pupils able to choose a variety of projects in many materials to suit their interest.'



Drama and Theatre Studies
AS/A-Level
Miss E Thomas/Mr M Wigley

WJEC

www.wjec.co.uk

Dyffryn Taf

General Information

The course will enable students to:

- gain an entry qualification for a variety of courses in Higher Education;
- develop students' skills in a range of practical Drama elements;
- study a wide variety of set plays and the opportunity to write about live productions seen.

Course Structure and Assessment

AS

Pupils will gain a knowledge and understanding of Theatre Practice through their own engagement with the medium. They will develop Performance and Production skills appropriate to the creation and realisation of Drama and Theatre.

DA1 (20%) PERFORMANCE WORKSHOP (80 UMS) (Internally marked/Externally moderated)

For this unit, candidates will either act in a group or contribute their chosen Technical Production skill to a performance from a set text and a devised piece. They will work on the ideas of two practitioners.

DA2 (30%) WRITTEN PAPER (120 UMS) (Externally marked)

Candidates will answer three questions: **One** pre-1900 text from a prescribed list: **One** post-1900 text from a prescribed list: Live Theatre review.

A2 MODULES

Students will be given the opportunity to develop skills and extend and apply knowledge gained at AS level.

DA3 (30%) PRACTICAL PERFORMANCE (120 UMS) (Externally marked)

Candidates will be expected to work in response to a theme set by WJEC and prepare two performances. In each case candidates will either act or demonstrate a Technical Production skill with a group of performers. The performance will include: Scenes/extracts from a published text: A piece devised by the group. An evaluation of performance work for both pieces will be required.

DA4 (20%) WRITTEN PAPER (80 UMS) (Externally marked)

Two set texts from a prescribed list: one Pre-1900 and one Post-1900. This is an 'open text' examination – candidates will be asked to discuss the play as a whole, including the following aspects: Theatrical Context: Performance History: Theatrical challenges of text in terms of Acting: Theatrical challenges in terms of Production skills: Personal reaction to the text.

Directorial analysis of an unseen text. There will be four sections to the paper: ground plan: design/costume: lighting/sound: movement.

Key Skill Opportunities

Communication, Working with Others, Problem Solving, Use of ICT, Literacy, Improving own Learning and Performance.

Entry Requirements

Generally grade C or above at GCSE Drama and English.

Additional Information

Drama and Theatre Studies at Dyffryn Taf includes a wide range of both written and practical activities which make it an ideal vehicle to assist students to develop their knowledge and understanding of the Key Skills. It will also give pupils the opportunity to study Theatre History and its place within modern society.

Student View - 'The A-Level course offers students an in depth insight into a variety of Literature and also into Theatrical Performance as well as being academically challenging. The level of tutor support is excellent with a dedicated and knowledgeable team of teachers ready to offer advice and support when required. It is extremely enjoyable! The course gives you the opportunity to develop important life skills!'



General Information

The A-Level English Literature course requires the reading of a wide range of texts, ranging from classical to contemporary literature. The works will be read and discussed in small groups with the emphasis on encouraging students to develop and express their ideas and opinions. Students will develop their understanding of the contexts and genres in which the texts were written as well as develop their own creative writing skills.

Every opportunity to see the plays performed on stage is taken. Films, lectures and visiting Theatre Companies supplement the teacher-led discussions.

Course Structure and Assessment

One examination and one coursework unit for both AS and A2.

AS

Poetry post-1900 and Drama post-1900 – 2½ hour examination
Prose study 1800-1945 and Creative Writing – coursework

A2

Period and Genre study – coursework
Poetry and Drama, including Shakespeare – 2½ hour examination

Key Skill Opportunities

There are many opportunities to fulfil the requirements for Communication, Problem Solving, Working with Others and Information Technology.

Entry Requirements

At least C grade at GCSE and a keen interest in reading. Your Language grade is as important as your grade for Literature.

Additional Information

English Literature A-Level is accepted by all Universities as an academic qualification and is especially useful for entry onto all Arts courses, Law, Media and Management.

Student View - 'I enjoy the course because it is a natural progression from GCSE. I like reading and we study a wide range of books.' 'It is at once a source of entertainment and a handbook of moral and ethical guidance.' Things are not right or wrong in English; it is up to you to argue for what you think.'

"There is no sin but ignorance." Christopher Marlowe



French and/or German
AS/A-Level
Mr R Thomas/Mrs R Cook

WJEC
www.wjec.co.uk

Dyffryn Taf

General Information

A-Level French and German will help students to continue developing the skills of speaking, listening, reading and writing, which they began at GCSE and introduce them to French and German literature. Students will be working within a framework of topics including Society, Politics, Education, Sport and Leisure, Youth Economy, Environment and Media, which will equip them with language skills for work, leisure and pleasure. Students will use a wide range of materials and resources and will also have the opportunity to visit France and Germany on holiday as part of the Department's Exchange Programme and for Work Experience placements.

1992 brought the single market and a growing exchange of trade and personnel between EC countries; for students, the new millennium means they will be competing with European counterparts who will undoubtedly have language skills, which they will use to the full in every part of life.

Course Structure and Assessment

AS: Students will sit two examinations, Oral (40% at AS, 20% at A2), Listening, Reading and Writing (60% at AS, 30% at A2). Answers will generally be required in the target language.

A2: Students will sit a further two examinations, Oral (20%) and Listening, Reading and Writing (30%). The A2 course will also involve producing an extended essay on either The World of Cinema or Literature, or a Region of France/Germany.

Key Skill Opportunities

You obviously improve your communication skills.

IT opportunities will often arise.

Your presentation skills will improve.

You will need to work with others to achieve common goals.

You will be able to show evidence of improving your own learning and performance.

Entry Requirements

A grade C or above at GCSE will normally be required but individual cases will be considered on their merits.

Additional Information

Studying Foreign Languages at A-Level will put you at the top of the list! If two people present an interview board with similar qualifications and experience, the person with language skills will get the job. Less than 5% of graduates teach or translate. Studying a Foreign Language at A-Level will give you the edge.

Mehr als 100 Millionen Leute sprechen Deutsch, plus eins – DU!

Plus de 100 millions de gens parlent Français, plu un(e) – TOI!

See what we mean?

Student View – An enjoyable course, we must be prepared to do lots of speaking in class, and reading at home.'



General Information

AS and A2 Geography develop topics studied at GCSE as well as introducing new ones. Equal emphasis is given to the Physical or Scientific side of the subject, and the Human side. The course should therefore appeal to students following both Science and Arts AS and A-Level.

Course Structure and Assessment

AS 2 examination papers

G1 Changing Physical Environments

G2 Changing Human Environments

Both test Investigative skills as well as the 'theory' topics.

A2

G3 One paper with essay questions on Human and Physical Geography (contemporary themes) and questions on Field Work Research

G4 One Decision Making paper (Sustainable Development).

Key Skill Opportunities

Field work is an important part of most of the modules. Skills learned on these trips are assessed as part of the examination and used to prepare for the A2 Individual Geographic Assignment. Some can be used as part of the Key Skills Portfolio.

Entry Requirements

A good grasp of, and interest in, the issues studied at GCSE. You should have a grade C or better at GCSE. A willingness to work independently – this is important for both the coursework and the modules taught in lessons. The ability to write in correct English – examinations include essays – and to handle basic Mathematics (or at least not to be afraid of numbers!) is essential.

Additional Information

Geography is a useful AS/A2 level for anyone interested in a career demanding knowledge and understanding of the natural world and its peoples. Look at the notice board in Room 24 for information on Geography and related courses in Higher Education.

Student View – Talk to Sixth Form Geographers!



General Information

For AS/A-Level History we study:-

- HY1 Wales and England 1780 – 1886
- HY2 The French Revolution 1774 – 1795
- HY3 The French Revolution 1774 1795
- HY4 Wales and England 1780 – 1886

There is a good balance of political and social issues to investigate and students are encouraged to read widely. Apart from the acquisition of knowledge, History encourages the development of literary skills and places an emphasis on self-study.

Course Structure and Assessment

At the end of Year 12, pupils will sit 2 modules, which will test topics from both areas of study. Both modules will be examined by formal examination and may result in the awarding of an AS grade.

For pupils continuing to Year 13, there are 2 further modules. One will be a coursework module based on work on the French Revolution, set internally but moderated by the board. The other module will be examined in essay format, testing both areas of study.

Key Skill Opportunities

Several of the assignments that you will complete over the two years could easily be used to obtain a key skill qualification in Communication.

Entry Requirements

GCSE History is an advantage but **not essential**. Anyone who enjoys reading and has good literacy skills can succeed at A-Level. The fundamental requirement is the willingness to read and research the subject.

Additional Information

The study of History A-Level is excellent preparation for any career including writing skills or logical analysis. Furthermore, the training in summarising and presenting arguments is excellent preparation for Law. Many History students follow careers in Law, Accountancy, Finance, Administration etc.

There is also a detailed French Revolution website with sources – Liberty Equality Fraternity, as well as The Peel Web giving detailed notes on many aspects of the British outline course with primary sources.

Student View – ‘A-Level History is not just a study of facts and dates, but an investigation of some of the most interesting periods in World History.’ ‘History is interesting and enjoyable.’



**Information and Communication
Technology
AS/A-Level
Mr C Meredydd/Mr N Roberts**

WJEC

www.wjec.co.uk

Dyffryn Taf

General Information

This course has been specifically chosen for its application-based nature and its high percentage of practical assessment.

The course follows on naturally from work done in Years 10 and 11. It also aims to develop students' awareness of the use and role of ICT in a wide variety of situations and environments and its growing importance in the current world. This course can be done alongside Computing.

Course Structure and Assessment

60% in Year 12 and 40% in Year 13 is assessed using practical, specific software-based tasks. More detail on these assessments is available.

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

AS

IT1 (30%) - 2¼ hours – A written paper of two sections, presented in a question and answer booklet. Candidates will be required to prepare a spreadsheet. Hard copies of the spreadsheet are taken into the examination and used to answer questions in Section B. This spreadsheet is submitted with the completed examination paper and marked externally by the WJEC.

IT2 (20%) – Internally Assessed – Candidates undertake DTP and Multimedia tasks.

A2

IT3 (30%) - 2½ hours – A written paper of two sections, presented as a question paper requiring a separate answer booklet. Candidates answer all questions in Section A and one from two in Section B. Quality of Written Communication is assessed in two questions. This will be marked externally by the WJEC.

IT4 (20%) – Internally Assessed – Candidates analyse, design, implement, test and evaluate a solution to a problem of their choice requiring the use of a relational database.

Key Skill Opportunities

A pass at AS-Level provides exemption from IT Key Skill at Level 3. Elements of this course also contribute to all other Key Skills. Further details are available.

Entry Requirements

DiDA is not an essential requirement, but would be preferred. Students who have not previously studied the subject should have a good knowledge of ICT and the use of Software Packages and be prepared to catch up on work if necessary.

Additional Information

This is an invaluable course for anyone who is likely to use ICT after they leave school. The studying of software use alone will help develop the high level skills necessary to understand and use ICT in Higher Education or at work. This course is aimed at users of ICT rather than those who wish to continue to study ICT/Computing at a higher level after they leave school.

Student View – This is a new specification, but students of the previous, similar course commented on how it had improved their knowledge of the uses of ICT and their skills in using a wide range of software packages.



Mathematics
AS/A-Level
Mr S Earles

Edexcel
www.edexcel.com

Dyffryn Taf

General Information

Students in Year 12 must follow 3 modules, two of Core Mathematics and a Statistics module. In Year 13 students take 2 Core Mathematics modules and a Statistics module. There is also the opportunity for our very able Mathematicians to follow the double Mathematics course.

Course Structure and Assessment

AS & A2 All modules are assessed by means of examination only.

Key Skill Opportunities

All aspects are covered, especially with the Statistics module.

Entry Requirements

A good pass at GCSE is recommended; we strongly recommend a Grade B at Higher Tier Mathematics. Anyone who has not gained this must discuss this option carefully with their teachers.

Additional Information

Mathematics is an important subject in its own right and is virtually essential for those wishing to take an Engineering or Physics Degree. It also develops an enquiring, problem-solving mind, which is vital in many careers. Careers that require significant Mathematical input include: Cybernetics, Robotics, Biomechanics, Sports Science, Physics, Engineering, Biology, Business Studies, Chemistry, Psychology, Medicine, Nursing etc.

Student View – ‘Hard but accessible if you work at it.’ ‘If you have followed the Higher Tier you will have gained a sound base upon which to develop.’



General Information

There are three elements to the Music AS and A-Level courses:

- Performing
- Composing
- Appraising.

Course Structure and Assessment

AS Music includes:

Listening and appraising	the study of Music from the Western Classical Tradition, and either Jazz, Rock and Pop, or Welsh music.
Composing	a folio of 2 compositions.
Performing	a performance of 8 minutes to include a solo and/or playing as a member of an ensemble.

A2 Music includes:

Listening and appraising	the study of Western Art Music 20 th and 21 st Centuries.
Composing	a folio of 2 compositions.
Performing	a performance of 12 minutes to include a solo and/or playing as a member of an ensemble.
Listening and appraising	an external examination in May or June.
Composing	100% Coursework. Internally assessed and externally moderated.
Performing	Externally assessed by a visiting examiner.

Key Skill Opportunities

The following key skills can be developed through studying A-Level Music:-

Communication; ICT; Problem Solving; Working with Others; Improving own Learning and Performance.

Entry Requirements

A GCSE in Music is required to take AS Music. A-Level Music is a course for serious musicians with a flare for performance or composition.

Additional Information

Possible career links include: Professional Musician, Music Teacher, Instrumental Teacher, Music Therapy, Arts Administrator, Sound/Recording Engineer, Armed Forces and Concert Management.

Further information is also available at NGfL Cymru.



Physical Education

AS/A-Level

Mrs J Phillips/Miss J Roberts/Mr D Blain

OCR

www.ocr.org.uk

Dyffryn Taf

General Information

The A-Level PE course is a natural progression for those pupils who have successfully studied GCSE PE. It is recognised widely by Universities including Oxford and Cambridge. Success at A-Level would provide a passport into Higher Education.

Course Structure and Assessment

AS

Unit 1 An introduction to Physical Education – 60% (AS) 30% (A2) – 2-hour written paper.

- Anatomy and Physiology (Section A)
- Acquiring Movement Skills (Section B)
- Socio-Cultural Studies relating to participation in physical activity (Section C)

Unit 2 Acquiring, developing and evaluating practical skills in Physical Education – 40% (AS) 20% (A2). Internally assessed and externally moderated. Pupils choose TWO practical activities from TWO different activity profiles under the following topics – Performing, Coaching and Leading, Officiating.

Activity Profiles

1. athletic activities
2. combat activities
3. dance activities
4. net/wall game activities
5. striking/fielding game activities
6. invasion game activities
7. target game activities
8. outdoor and adventurous activities
9. gymnastic activities
10. swimming activities
11. safe and effective exercise activities

A2

Unit 1 Principles and concepts across different areas of Physical Education – 35% (2½-hour written paper)

Socio-Cultural Option

- Comparative Studies

Scientific Options

- Sports Psychology
- Exercise and Sport Physiology

Unit 2 The importance of effective performance and the critical evaluation of practical activities in Physical Education – 15% (Internally assessed and Externally moderated).

Pupils are assessed in **ONE** practical activity from AS as above.

Key Skill Opportunities

The syllabus provides opportunities for the development of the key skills of Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning, Performance and Problem Solving at Levels 2 and/or 3.

Entry Requirements

Attainment of a grade B in Physical Education at GCSE is preferable, though not necessarily required. PE links very well with Biology.

Additional Information

For those who wish to study Leisure Management, Recreational or, indeed, Physical Education, Science or Teaching courses at colleges, Polytechnics or University, it is now becoming essential. Other possibilities include Physiotherapy and Sports Medicine.

A high level of commitment is required for the practical element as this has to be completed in student's own time.



Physics B – Physics in Context **AQA**
A-Level
Dr M Smith

www.aqa.org.uk

Dyffryn Taf

General Information

This is a stimulating approach to Physics, emphasising up-to-date contexts and applications with comprehensive students' text books. The course is divided into 6 units with each theme relevant to Physics in everyday life and many careers.

AS

Unit 1 Harmony and Structure in the Universe
Unit 2 Physics keeps us going
Unit 3 Investigative and Practical Skills, AS

A2

Unit 4 Physics inside and out
Unit 5 Energy under the Microscope
Unit 6 Investigative and Practical Skills, A2

Course Structure and Assessment

The final grade depends on the following:

Examinations (80%): these are module papers, taken during or at the end of the course or both;

Coursework (20%): this involves:

Class experiments, followed by an ISA coursework examination of similar format to that taken at GCSE level.

Key Skill Opportunities

Key skills are included throughout, giving particular access to Communication, ICT and Numeracy.

Entry Requirements

The minimum recommended entry qualification is a good grade in Double Award Science and GCSE Mathematics. Physics goes well with Chemistry, Geography, Biology, IT and, of course, Mathematics.

Additional Information

Excellent career opportunities. A study of Physics is important for many careers, for example: Air Traffic Control, Civil Engineering – Electrical, Electronics, Civil and Chemical, Geophysicist, Metallurgy/Material Science, Meteorology, Optician, Telecommunication, Specialised Nursing – Radiographer, Physiotherapist.

*Student's View - 'Extremely useful in many professions and University courses.'
'Practicals encourage reading around syllabus and involve improving IT capabilities.'*



Psychology – Syllabus A
AS/A-Level
Mrs R Davies

AQA

www.aqa.org.uk

Dyffryn Taf

General Information

Psychology is the study of people: how they think, how they act, react and interact. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivation underlying such behaviour. Psychology is one of the fastest growing University subjects and is becoming more and more available in schools and colleges.

Course Structure and Assessment

The AS course involves looking at Abnormality, Attachment, Memory, Research Methods, Stress, and Social Influence. There are 2 modules, both of which are examined by 90 minute examinations involving short and long answer questions.

Key Skill Opportunities

Key Skills opportunities are available in all six areas.

Entry Requirements

An enquiring mind and a desire to take part in mature discussion of a variety of issues are required. Students should have good communication skills and the ability to work and research alone. Psychology often uses statistics in its research, therefore, Mathematics grade C is desirable. It is best to do some research into what Psychology is about - try the British Psychological Website at www.bps.org.uk.

Additional Information

As well as Clinical Psychology, there are good employment prospects for Psychology graduates in other fields for which their training will have provided them with relevant expertise. Market research, social work, nursing, advertising, sales, personnel management and careers guidance are all areas for which a psychology degree will provide a good basis.

Psychology graduates will have knowledge of the assessment of personality, intelligence and attitudes, interviewing techniques, questionnaire design and analysis, child development, and methods of teaching and learning.

A Psychology degree is also a good basis for many jobs where employees receive additional training (Police, Armed Forces, advertising and broadcasting for example) or where they will gain further professional qualifications while working (accountancy, banking, management, personnel, market research). Psychology graduates may work in an interdisciplinary position with, for example, biologists, engineers, physiologists and physicists.

Psychology links well with many subjects, such as other Sciences, RE and Business Studies.



Religious Studies
AS/A-Level
Mr I John/Miss N Sullivan

WJEC

www.wjec.co.uk

Dyffryn Taf

General Information

Religious Studies is a very worthwhile field of study which prepares students for a wide range of careers and degree courses and helps them become sympathetic and understanding adults. Man has always found religion a fascinating study. We all need to make sense of our lives and human experiences. We all need to understand the world in which we live and find a purpose for living. It is a distinct field of study which makes a vital contribution to our personal and social development.

Course Structure and Assessment

AS Candidates will study units in Ethics and Hinduism. They will be required to answer two questions on each paper from a choice of four. The examination length for each paper is 1¼ hours.

A2 Candidates study units in Ethics, and Religion and Human Experience. In the Ethics examination, pupils have 1¾ hours to answer two questions from a choice of four. The theme of the Religion and Human Experience course is Life, Death, and Life after Death. In the latter unit, the particular area of study is pre-released by the Examination Board in January. Candidates answer two questions in 1¾ hours.

Key Skill Opportunities

A study of Religious Studies will enable the student to develop skills of expression, as well as enhancing language skills. Students will be given opportunities to discuss issues ranging from the Religious/Philosophical to the Ethical. Students will be encouraged to use their IT skills for research.

Entry Requirements

A student does not have to study GCSE Religious Studies in order to pursue an A-Level course in Religious Studies. The Department feels that any student who wishes to gain an understanding of religion and its place and significance in human life would be suitable. Whether you belong to a religious tradition or are atheist, humanist or, like many, just 'don't know', you will find something of interest and value in the course.

Additional Information

A qualification in Religious Studies will qualify students for entry into a wide range of jobs and professions. The range of careers for which a qualification in Religious Studies is acceptable is almost limitless but it is particularly suitable for the caring professions and for all careers where the ability to understand and get along with other people is important. In addition, all Universities and Colleges of Higher Education accept Religious Studies as an entry qualification to a wide variety of courses. Past students of Religious Studies have gone on to pursue American Studies, Archaeology, Art, Drama, English, History, Law, Philosophy, Physical Education, Politics, Psychology, Religious Studies, Theology and Sociology.

Student View – 'It makes you more aware of what is around you and what other people believe in.'



General Information

The aim of this course is to develop the candidate's skill to express himself/herself in Welsh, to encourage wide reading as well as detailed study of various literary forms, to promote an ability to respond to literature, and to express that response, and to stimulate an appreciation of Welsh cultural heritage.

Course Structure and Assessment

AS	CY1	Film, Drama and Oracy – oral examination – ¾ hour (in groups) 20%
	CY2	Internal Assessment 15%
	CY3	Written Examination – 2 hours – Using the Language and Poetry 15%
A2	CY4	The Novel – oral examination – ¾ hour (in groups) 15%
	CY5	Written Examination – 1½ hours – Prose and Poetry 15%
	CY6	Written Examination – 2¼ hours – Literature and Using the Language 20%

Key Skill Opportunities

Skills are integral to GCE Welsh First Language and a number of these may be assessed through the course content and the related scheme of assessment as defined in the specification. In particular, candidates may demonstrate their ability to fulfil aspects of each of the following Key Skills at Level 3:- Communication, ICT; Improving Own Learning and Performance; Working with Others.

Entry Requirements

Grade C in Welsh Language and Literature at GCSE. Students must be committed and willing to work hard and read widely.

Additional Information

Progression to college/university degree. Some of our past pupils have studied Celtic Studies at Cambridge University. The choice of careers is infinite – teaching, the media, journalism, secretarial, translating, theatre

Student View – ‘A very interesting course which encourages me to read widely. It made me think very carefully about my life.’ ‘I especially enjoyed studying film techniques and the research into local history for my folio work.’



General Information

The new syllabus has been designed to encourage students to show interest, pleasure and enthusiasm in the study of the Welsh Language. Advantage has been taken of the opportunity to develop new, exciting and relevant elements whilst at the same time retaining the traditional elements, which are an integral part of studying Welsh as a Second Language at this level.

Course Structure and Assessment

AS	CA1	The Film – oral examination – ½ hour (in groups) 20%
	CA2	Written Coursework 15%
	CA3	Written Examination – 2 hours – Using the Language (Grammar) and Poetry 15%
A2	CA4	Drama – oral examination – ½ hour (in groups) 15%
	CA5	Written Examination – 1¾ hours – Short Stories and Practical Writing 20%
	CA6	Written Examination – 1¾ hours – Using the Language and Poetry 15%

Key Skill Opportunities

Key Skills are integral to GCE Welsh Second Language and a number of these may be assessed through the course content and the related scheme of assessment as defined in the specification. In particular, candidates may demonstrate their ability to fulfil aspects of each of the following Key Skills at Level 3 (or Level 2 in the case of Communication):- Communication, ICT; Improving Own Learning and Performance; Problem Solving; Working with Others.

Entry Requirements

Grade C or above at GCSE Welsh Second Language, with a good standard of spoken Welsh. They must have studied the Higher Course at GCSE level.

Additional Information

Progression to college/university degree: The choice of careers is limitless – teaching the media, journalism, secretarial, translation, the theatre – take your pick!

Students will not have sat GCSE Welsh First Language.

Students will be expected to purchase their own copy of Y Geiriadur Mawr (Welsh Dictionary). They will also be required to buy copies of Welsh magazines and newspapers regularly. Visits to the theatre and attendance at courses are an essential part of the course (some of these courses will be residential).



BTEC Diploma – Level 3 (A) Edexcel
Agriculture
Mrs H Disney www.edexcel.org.uk/btec

Dyffryn Taf

General Information

The BTEC First Diploma in Agriculture provides you with a broad foundation in the relevant skills and knowledge needed when considering employment in the Agricultural and associated sectors, and is a route into Further Education and training.

The qualification will be useful to those already in employment in practical Agriculture and its associated industries who wish to further their knowledge and progress in their career.

Course Structure and Assessment

The course has been designed to be flexible, allowing you to focus on your needs and interests and explore new areas. It consists of three core units and a choice of three specialist units, providing 360 guided learning hours. Areas you may wish to focus on could include practical land-based skills, Introduction to Animal and Plant Husbandry or Agricultural Crop Production.

Key Skill Opportunities

Students will access key skills such as Problem Solving with a practical setting.

Entry Requirements

You should have the interest and potential to succeed in achieving the qualification and ideally be able to show you have a standard of literacy, numeracy and general education equivalent to four GCSEs graded D-G.

Additional Information

Following completion of the BTEC First Diploma in Agriculture, successful candidates may use their qualification as a stepping stone towards entering employment in a range of positions, for example: Farm Worker (crops or livestock) or Farm Secretary.



NVQ Diploma – Level 2
Beauty Therapy
Mrs H Disney

City & Guilds

www.cityandguilds.com

Dyffryn Taf

General Information

With these Beauty Therapy qualifications, you will get the skills you need to be a successful Beauty Therapist, Make-up Artist or Nail Technician in a salon or spa. You will develop essential skills like customer service, health and safety and how to work well in the salon environment. There are also short qualifications covering one particular skill - things like ear piercing or applying artificial nails

Course Structure and Assessment

You can choose from a whole range of different qualifications, from in-depth Diplomas to short, focused Awards. The main options for longer qualifications are:

- **Beauty Therapy** - these are general qualifications that cover working in the beauty industry and let you pick and choose from lots of options - from make-up to massage. They are ideal if you are not sure what you want to specialise in or if you need a broad overview, perhaps to manage a salon of your own.
- **Hair and Media Make-up** - if you would like to style models for photo shoots or perhaps work as a make-up artist for film or TV, these qualifications are an ideal way to build your skills. You will get creative with hair and make-up and can even choose options in studio photography.
- **Nail Enhancements** - these qualifications give you the skills to pamper your clients in a nail salon. You will apply artificial nails and nail art, and learn to promote your services and give customers a great experience.
- **Body and Spa Therapy** - if you want a career in a spa, these are the qualifications for you. You might cover massage, electrotherapy, facial treatments and tanning treatments.
- **Beauty Consultancy** - these qualifications cover the skills to advise customers on beauty, as well as make-up application, eyebrow shaping and other practical beauty techniques. They are great preparation for a career in a salon or on a make-up counter.

Assignments are externally set and internally marked and graded. You will be assessed by your training provider using assignments, practical task, examinations or online tests. Detailed marking and grading criteria are provided in the Marking and Grading Criteria section of each assignment.

Key Skill Opportunities

Students will develop and use wider key skills such as Working with Others.

Entry Requirements

Portfolio of GCSEs.

Progression to NVQ Level 3 is available to students gaining this qualification.



**NVQ Diploma – Level 2
Hairdressing/Barbering
Mrs H Disney**

City & Guilds
www.cityandguilds.com

Dyffryn Taf

General Information

Want to launch your career as a Hairdresser? Whether you need to learn haircutting basics or gain specialist skills to move up the ladder, these qualifications are for you. You can cover everything from shampooing and conditioning, styling and dressing a bride's hair on her wedding day. If you are starting out in hairdressing you can take a Certificate or Diploma covering a wide range of skills. If you just want to learn a new technique, we offer a range of short specialist Awards.

A Diploma is for you if you are serious about a hairdressing career.

At Level 2 there are options for young learners and adults. At Levels 3 and 4 the qualifications suit more experienced hairdressers and barbers. You do not need a current work placement to take these qualifications, and there are options for people with no experience.

Course Structure and Assessment

- If you take a Diploma, you will cover the details of the hairdressing industry as well as the skills to succeed in your area – for example, women's hairdressing, barbering or colouring. This will include the skills needed for a particular specialism or technique like cutting hair, styling and dressing hair, perming hair, relaxing African type hair and working with hair extensions.
- You learn with your training provider through practical sessions, group discussions or assignments. You will have access to a realistic hairdressing environment where you will practice and demonstrate your skills.
- You will be assessed by your training provider using assignments, practical hairdressing tasks and online tests.

Key Skill Opportunities

Students will develop and use wider key skills such as Working with Others.

Entry Requirements

Portfolio of GCSEs.

Progression to NVQ Level 3 is available to students gaining this qualification.



BTEC Certificate – Level 3 (AS) Edexcel
BTEC Subsidiary Diploma – Level 3 (A)
Health and Social Care
Mr D Foster www.edexcel.org.uk/btec

Dyffryn Taf

General Information

At some points in our lives, we all need support from Health and Social Care professionals. These BTEC National Awards are designed to give you a firm foundation in the knowledge and skills that future Health and Social Care professionals require. BTEC offers an entry route directly into employment or into further study. It is highly regarded as an entry qualification for vocational degrees such as Nursing and Physiotherapy.

Course Structure & Assessment

The course consists of six equally weighted units of work. Assessment is carried out through assignments that are produced throughout the course. The assignments emphasise the practical application of Health and Social Care skill in 'real world' settings. The units on offer at Dyffryn Taf have been selected specifically for their relevance to those considering careers in Nursing, Physiotherapy, Care of Children, Care of the Elderly or Care of Individuals with Learning Difficulties.

Essential Skills

You will have ample opportunities to develop Communication skills with an emphasis of interactions in actual care settings. ICT is integrated throughout the course. Opportunities to develop and display Numeracy skills present themselves in units on Nutrition and Anatomy. You will, of course, be expected to Work with Others and to take an active part in Improving your Own Learning.

Entry Requirements

You should have an enthusiasm for working in a Health/Caring profession. The will to succeed in the subject is more significant than formal qualifications. However, you should ideally be able to show a standard of Literacy, Numeracy and General Education to four GCSEs graded A* - G.

Additional Information

When you have completed your BTEC National Certificate or Subsidiary Diploma in Health and Social Care you will be able to enter employment at a junior level, such as a Care Assistant. Alternatively, you could continue learning at a higher level at University or College. BTEC National awards are well regarded by University admissions tutors for degrees that require practical application of skills, such as Nursing or Physiotherapy.



BTEC Diploma – Level 3 (A)
Horse Management
Mrs H Disney

Edexcel

www.edexcel.org.uk/btec

Dyffryn Taf

General Information

The BTEC Nationals in Horse Management have been developed in the environmental and land-based sector to provide:

- education and training for those who seek entry into employment or are employed in a variety of types of work, such as in Horse Care and Management and associated industries.
- opportunities for learners to gain nationally recognised Level 3 vocationally related qualifications to enter employment or progress to Further Education or Training such as Foundation Degrees in Equine or a similar related subject area.
- the underpinning knowledge, understanding and skills required at this level in Horse Management industries.
- information on the role of the Horse Manager and the opportunities available within the industry locally and nationally.
- opportunities for learners to focus on the development of Personal, Learning and Thinking Skills (PLTS) and Functional Skills.
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Course Structure and Assessment

The Edexcel BTEC Level 3 Diploma in Horse Management is a 60-credit and 360-guided-learning hour (GLH) qualification that consists of optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

Key Skill Opportunities

BTEC Nationals give learners opportunities to develop and apply Functional Skills. Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Opportunities are available to develop Personal, Learning and Thinking skills (PLTS) within sector-related context. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

Entry Requirements

You should have the interest and potential to succeed in achieving the qualification and ideally be able to show you have a standard of Literacy, Numeracy, and General Education equivalent to four GCSEs, grades A*-G.

Additional Information

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A-Levels.



BTEC Certificate – Level 3 (AS) Edexcel
BTEC Subsidiary Diploma – Level 3 (A)
Hospitality www.edexcel.org.uk/btec
Mrs E Barnard/Mrs D Phillips

Dyffryn Taf

General Information

The hospitality industry consists of a wide range of organisations, all of which benefit from employees with appropriate training and qualifications. The BTEC National Diploma has therefore been designed to equip you with vital understanding, skills and knowledge in the key elements of the Hospitality and Catering industry, in preparation for either entering employment or progressing to further studies.

Course Structure and Assessment

The course consists of core units and specialist units which provide a total of 6 units and 360 guided learning hours. Depending on your locally available programme of study, the structure of the course allows you to develop your existing interests, at the same time as gaining a broad foundation and being introduced to new areas such as serving food and drink, accommodation and the front office or planning and running a hospitality event.

Key Skills

Students will access key skills such as Problem Solving with a practical setting.

Entry Requirements

You should have the interest and potential to succeed in achieving the qualification and ideally, be able to show you have a standard of literacy, numeracy and general education equivalent to four GCSEs graded A*-G.

Additional Information

Following completion of the Level 3 BTEC National Subsidiary Diploma in Hospitality, successful candidates would be able to enter initial employment, at a junior level, in such positions as Hotel Receptionist, Bar Person, Food Service Assistant or continue learning at a higher level at university or college.



BTEC Certificate – Level 3 (AS) Edexcel
BTEC Subsidiary Diploma – Level 3 (A)
Music Technology
Queen Elizabeth High School
Mr G Smith www.edexcel.org.uk/btec

Dyffryn Taf

General Information

The Edexcel BTEC Nationals in Music Technology aim to provide a broad educational base for further training, further education and employment within the music sector. The qualification will develop learners' abilities through the knowledge and skills gained in different parts of the programme.

In Year 12, students complete the BTEC Level 3 Certificate followed in Year 13 by completion of the BTEC Level 3 Subsidiary Diploma. These qualifications are broadly equivalent to GCE AS and GCE A-Level.

Course Structure and Assessment

In Year 12, the Level 3 **Certificate** consists of one mandatory unit "Music Production Techniques" together with two optional units which include sequencing and recording. Assessments are made through completion of practical assignments

In Year 13, the **Subsidiary Diploma** requires students to opt for a specialism in either sequencing or sound creation.

Entry Requirements

You should have the interest and potential to succeed in achieving the qualification and ideally, be able to show you have a standard of literacy, numeracy and general education equivalent to four GCSEs graded A*-C.

Additional Information

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for entry to Higher Education or employment into the Music industry.



BTEC Certificate – Level 3 (AS) Edexcel
BTEC Subsidiary Diploma – Level 3 (A)
Applied Science
Mr T Galvin

Dyffryn Taf

www.edexcel.org.uk/btec

General Information

A BTEC is a flexible qualification made up of a number of units which are determined by the level and size being studied. These units can be taken independently or alongside more traditional qualifications, to suit the interests and the aspirations of the learner.

The BTECs in Applied Science are recognised and respected by employers, professional institutions and Higher Education establishments alike. BTECs are closely attuned to the needs of the employers in the Science marketplace.

Students of all abilities often fail to see the link between academic learning and the world of work. BTECs in Applied Science change all that. The vocational learning style is completely different from the more traditional routes. Students may research their topics and present results in a wide variety of ways other than written text. They do not have to work alone: group interaction can often play a part, for example through teamwork and role-play.

Students learn best when they can apply their own knowledge, skills and enthusiasm to a subject. In a subject like Applied Science, it is often the case that learners are already motivated, knowledgeable and enthusiastic. It is right that this natural energy should be focused and rewarded – and a BTEC in Applied Science allows this to happen. Hard work is rewarded.

Course Structure and Assessment

Assessment is on-going, motivating students to analyse and Improve their Own Performance.

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning;
- learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria;
- the credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

The BTEC Nationals have maintained their Forensic and Medical pathway as well as a generic Applied Science route, which contains all units previously within the Laboratory and Industrial Science pathway.

Additional Information

On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.



BTEC Diploma – Level 3 (A) Edexcel
Sport www.edexcel.org.uk/btec
Mr M Corby/Mr B Davies

Dyffryn Taf

General Information

The qualification will give you the knowledge, understanding and competency needed when considering entering employment in the exercise and fitness or sports performance sector. You will gain grounding in the essential skills and broad fundamentals crucial to this area of study.

Course Structure and Assessment

The qualification is designed to enable you to study other subjects alongside your Level 3 BTEC National Diploma. There are core units plus a choice of specialist units totalling 720 guided learning hours. Depending on the locally available programme of study, the structure of the course allows you to develop your interests and gain a broad foundation and introduces you to new areas, such as sport and leisure facility operations, planning and leading sports activities, technical skills and practical awareness or psychology for sports performance.

Key Skills

Students will access key skills such as Problem Solving with a practical setting.

Entry Requirements

You should have the interest and potential to succeed in achieving the qualification and ideally be able to show you have a standard of literacy, numeracy and general education equivalent to four GCSEs graded A*-G.

Additional Information

Following completion of the BTEC First Diploma in Sport, successful candidates would be able to enter initial employment, at a junior level, in such areas as health and fitness instruction, sports development, sports coaching in professional sport or continue learning at a higher level at university or college.



Notes

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