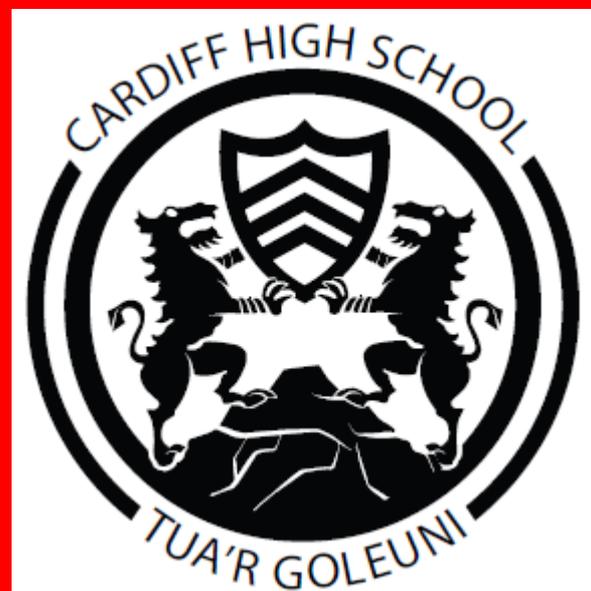


**CARDIFF HIGH
SCHOOL
A – LEVEL
SUBJECT
SPECIFICATION**





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ART

The best foundation for success in AS and A-Level Art is a good grade at GCSE Art & Design. However, this isn't a requirement. If you have an aptitude for the subject, if you are creative you may have the basic skills to succeed.

What will I learn on this A-level course?

The art department believes that every student has the ability to develop their own creativity. We offer an exciting and diverse curriculum which provides opportunities for pupils to their skills in using a variety of media, materials and processes; such as clay, paint, plaster, digital photography, printmaking, collage, wire, graphite, pastel, fabrics, textiles and more.

Drawing is central to our curriculum and we ensure that students are taught good observational and analytical skills. Critical studies and Art & Design History are an essential and fully integrated part of the course.

EXTRA CURRICULAR: includes opportunities to visit galleries locally and further afield, cultural visits such as Barcelona, London, Paris and Oxford. Taking part in exhibitions, workshops and University taster days, creating murals and community art projects, set design, competitions and working with our younger students.

What kind of student is this course suitable for?

- Students who wish to undertake further studies in art and design, usually at Art College or further education.
- Students who are looking to take up careers for which an art background is relevant. These might include advertising, graphics, publishing, architecture, museums, theatre, fashion or art gallery work.
- Students who have an interest in and have an aptitude for the subject, but who do not intend to take the subject beyond the AS or A level.

What examinations will I have to take to get my qualification?

The full A level is divided into a total of 3 units, 1 AS unit and 2 A2 units.

Advanced Subsidiary (AS)

**Unit 1 Personal Creative Enquiry – 40% of the overall A-level qualification.
(Non exam assessment.)**

This is a structured extended project. Students will explore a chosen theme, they will take part in workshops to broaden and develop their skills base and explore the theme thoroughly to develop a personal outcome.

Advanced Level (A2)



The full A-Level qualification is made up of the AS unit as above, plus two more units studied at a higher level.

Unit 2 Personal Investigation – 36% of the overall A-level qualification. (Non exam assessment.)

This unit consists of two elements:

Practical work: a major in-depth practical investigative project and outcome based on a chosen theme that should have personal significance.

Personal study: A written element of 1000 words minimum, which may contain images and text and must clearly relate to the practical work.

Students will pursue their own creative and visual ideas with guidance from tutors. Practical work should come from the students' current interests and experiences in art.

Unit 3 Externally Set Assignment – 24% of overall A level qualification.

This unit consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to students from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli.
- One of the stimuli is to be selected by the student and used as a starting point from which to produce a project leading to a personal response, which will be completed during the exam.

Part 2: 15 hour exam.

- The completion of a personal response.

What could I go on to do at the end of my course?

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. You may wish to do an art A-Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Alternatively, you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media. The study of Art can also help you develop transferable skills that you can take into any career or job. Whichever future path you choose, choosing Art and design can be a very rewarding beginning.

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BIOLOGY

AS Level Biology

At Cardiff High School all students who study GCE Advanced (A) or Advanced Subsidiary (AS) level Biology follow the course specification administered by WJEC. The course is divided into 2 modules at AS level and a further 3 modules at A level:

AS Level

UNIT 1	ASSESSMENT METHOD & WEIGHTING
Cells Biochemistry	1 hour 30 min written exam Worth 20%
UNIT 2	ASSESSMENT METHOD & WEIGHTING
Biodiversity Body Systems	1 hour 30min written exam Worth 20%

A2 Level

UNIT 3	ASSESSMENT METHOD & WEIGHTING
Populations & Environment Microbiology Metabolism & Homeostasis	1 hour 45 min written exam Worth 25%
UNIT 4	ASSESSMENT METHOD & WEIGHTING
Reproduction & Genetics Variation & Evolution Immunology	1 hour 45 min written exam Worth 25%
UNIT 5	ASSESSMENT METHOD & WEIGHTING
Practical Examination	Experimental Task (2 hours) Practical Analysis (1 hour) Spring Examination Worth 10%

Both Years 12 and 13 are divided into equivalent mixed ability teaching groups. The practical skills will be delivered through theory and practical lessons each week.

The examination papers will primarily test application of knowledge and skills. They include a mixture of short and longer questions and will require students to analyse, interpret and evaluate scientific information and evidence.

The examinations are designed to test practical skills and now have a higher mathematical and literacy demand.

Entry Requirement

Cardiff High School A - Level Subject Specification



A minimum of a higher tier grade C in Core and Additional Science GCSE and Mathematics and English is required, however we would recommend a B grade or above.

Possible Careers in Biology:

The work undertaken by biologists is so varied that no list can ever be complete. Professional courses requiring Biology include Medicine, Dentistry, Veterinary Science, Occupational Therapy and Radiography. Biologists are employed in industry as biotechnologists, in hospitals as scientific officers and in many departments of the Scientific Civil Service.

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BUSINESS

Examining Body - WJEC

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

The specification provides a foundation for studying business through a range of higher education courses such as business and economics, business administration and business management.

What is Business?

Business is a genuinely interesting subject which covers a wide range of topic areas including enterprise, marketing, finance, human resource management, operations management, globalisation and the European Union. This allows students to gain a holistic understanding of business in a range of contexts. The course allows students to acquire a range of relevant business and generic skills, including decision making, problem-solving, the challenging of assumptions and critical analysis.

The course provides a smooth transition from GCSE Business; however, it is important to state that you DO NOT have to have studied GCSE Business to follow this course as the AS specification assumes no prior business knowledge.

How is the course assessed?

The summary of assessment is through four written papers. Unit 1 and 2 examinations are sat at the end of AS and unit 3 and 4 examinations are sat at the end of A2.

AS level Assessment

At AS candidates study two units:

	Unit 1- Business Opportunities	Unit 2 - Business Functions
	<p>This unit covers business opportunities, business start-ups, SMEs and other types of business organisations and the markets in which they operate.</p> <p>This examination consists of short answer and structured questions.</p>	<p>This examination covers the full AS content and consists of data response questions.</p>



Proportion of marks	15% of qualification	25% of qualification
Time allowed	1 hr 15 mins	2 hr
Mark total	60	80

A2 Level Assessment

At A2 level candidates develop a deeper understanding of business through two further units:

	<p>Unit 3 – Business Analysis and Strategy</p> <p>This unit covers business strategy and analytical techniques used in the business decision-making process.</p> <p>This examination consists of data response plus structured questions.</p>	<p>Unit 4 – Business in a changing world</p> <p>This examination covers the full A level content.</p> <p>The examination consists of one case study plus one essay from a choice of three.</p>
Proportion of marks	30% of qualification	30% of qualification
Time allowed	2 hrs 15 mins	2 hrs 15 mins
Mark total	60	80

Why choose Business at GCE?

The Business course prepares young people to take active roles in business and organisational settings. It develops essential communication, planning and evaluation skills and gives young people the knowledge and understanding to use these skills appropriately in the private, public and voluntary sectors. The teaching of business makes young people more aware of their roles as consumers, workers, citizens and ultimately as business owners.

Students will:

- Develop skills, knowledge and understanding in business
- Follow a programme of study that enables progression to both higher education and employment within business
- Develop key skills that are highly valued by employers and universities
- Gain confidence through developing independent learning skills

So what can you do with a qualification in Business?

Business can lead to a career in a number of fields.

Cardiff High School A - Level Subject Specification



Some examples of career choices for people who have studied Business at degree level include accounting and finance, management, retail and sales, marketing and advertising, human resources.

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CHEMISTRY

Overview:

Chemistry is a subject that by its nature requires candidates to consider individual, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of, and includes specific content through which educators may address these issues; for example, development of new methods of synthesis with greater atom economy leading to less waste, lower energy input, use of sustainable resources and the use of radioactive isotopes in medicine.

Chemistry is concerned with the exploitation of the Earth's resources in the production of energy and new materials by the control and use of chemical reactions. Understanding the behaviour of materials allows chemists to design new materials for specific uses. In these respects, chemistry plays a vital role in providing an enhanced quality of life. Inevitably, the application of many new developments in chemistry will give rise to consideration of ethical, social, cultural and environmental issues. There is a growing awareness within the subject of the need to build sustainability into the development of chemical processes. This need is exemplified through the development of ideas concerning Green Chemistry.

Learners should be prepared to apply the knowledge, understanding and skills specified in a range of theoretical, practical, industrial and environmental contexts. It is a requirement of all A level specifications that learners must demonstrate a holistic understanding of the links between different areas of content.

In order to study Chemistry at A level students must have the minimum of a higher tier grade C in Core and Additional Science GCSE and Mathematics, however we would recommend a B grade or above.

Possible Careers in Chemistry:

Chemistry provides a starting point for many degree courses:

- obviously for Chemistry, Applied Chemistry, Chemical Engineering, Geology, Materials Science and Forensic Science.
- essential for Medicine, Veterinary Sciences, Dentistry, Pharmacy, Biochemistry, Biology, Nursing, Radiography, Physiotherapy, etc.
- as a support subject for Physics, Engineering, Geography, Law, Accountancy and Architecture.

Chemist graduates are employed in pharmaceutical industries, as scientific officers in hospitals and Scientific Civil Services and within the financial sector.



The course is divided into 2 modules at AS level and a further 3 modules at A2 level:

AS Level

UNIT	ASSESSMENT METHOD & WEIGHTING
UNIT 1: The Language of Chemistry, Structure of Matter and Simple Reactions	1 hour 30 mins written exam (Summer) AS Level – 50% A Level – 20%
UNIT 2: Energy, Rate and Chemistry of Carbon Compounds	1 hour 30 mins written exam (Summer) AS Level – 50% A Level – 20%

A2 Level

UNIT	ASSESSMENT METHOD & WEIGHTING
UNIT 3: Physical and Inorganic Chemistry	1 hour 45 mins written exam (Summer) A Level – 25%
UNIT 4: Organic Chemistry and Analysis	1 hour 45 mins written exam (Summer) A Level – 25%
UNIT 5 Internal assessment of practical skills	Internal Assessment (Spring) A Level – 10%

Both Years 12 and 13 are divided into equivalent mixed ability teaching groups. The practical skills will be delivered through theory and practical lessons each week.

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COMPUTER SCIENCE

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a simple level; it encourages an awareness of the management and organisation of computer systems; it extends the students' horizons beyond the school or college environment in the appreciation of the effects of computer applications on society and individuals. Students are encouraged to develop a broad range of skills and knowledge of computing as a basis for progression into further learning, including progression from AS to A2, and/or employment in computing-related fields.

Examination Board: WJEC

This course specifically encourages students to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- an understanding of the organisation of computer systems including software, hardware, data, communications and people;
- the ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems;
- project and time management skills;
- the capacity to see relationships between different aspects of the subject and perceive their field of study
- in a broader perspective;
- an understanding of the consequences of uses of computing, including social, legal, ethical and other issues;
- an awareness of emerging technologies and an appreciation of their potential impact on society.

Assessment

Below are the assessment objectives for the course. Students must:

AO1	Demonstrate knowledge and understanding of the principles and concepts of the computer science, including abstraction, logic, algorithms and data representation.
AO2	Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.
AO3	Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

Cardiff High School A - Level Subject Specification



AS	Written exam	On-screen exam	%
Unit 1 Fundamentals of Computer Science - 2 hours	/		25
Unit 2 Practical Programming to Solve Problems - 2 hours		/	15

A2	Written exam	Coursework	%
Unit 3 Programming and System – 2 hours			20
Unit 4 Computer Architecture, Data, Communication Written examination - 2 hours	/		20
Unit 5 Programmed Solution to a Problem Non-exam assessment		/	20

The full specification can be found at <http://www.wjec.co.uk>. Follow the subject and qualification links.

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DRAMA AND THEATRE

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

AS (2 units)

AS Unit 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated

24% of qualification (90 marks)

- Learners will be assessed on either acting or design.
- Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC.
- The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- Learners must produce:
 - a realisation of the performance or design
 - a creative log
 - an evaluation.

Please note the following changes to the specification released this year:

Reduce minimum group size to 1 actor. A suitable length based on other group sizes is between 2 and 4 minutes.

Also, reduce minimum times for groups of 2-5 actors by two minutes. Therefore a group of 2 actors should perform for between 3 and 10 minutes, a group of 3 actors should perform for between 5 and 12 minutes, a group of 4 actors should perform for between 7 and 14 minutes and a group of 5 actors should perform for between 9 and 16 minutes.

AS Unit 2: Text in Theatre

Written examination: 1 hour 30 minutes

16% of qualification 60 marks

- Open book: Clean copies (no annotation) of the complete text chosen must be taken into the examination.
- A series of questions based on one performance text from the following list:
 - Medea*, Euripides
 - The Comedy of Errors*, William Shakespeare
 - An Enemy of the People*, Henrik Ibsen
 - Ubu Roi*, Alfred Jarry
 - A View from the Bridge*, Arthur Miller
 - The Woman made of Flowers*, Saunders Lewis



A Level (the above plus a further 2 units)

A2 Unit 3: Text in Action

Non-exam assessment: externally assessed by a visiting examiner

36% of qualification (120 marks)

- Learners will be assessed on either acting or design.
- Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:
 - a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Unit 1)
 - an extract from a text in a different style chosen by the learner.
- Learners must realise their performance live for the visiting examiner.
- Learners choosing design must also give a non-assessed 5-10 minute presentation of their design to the examiner.
- Learners must produce a process and evaluation report within one week of completion of the practical work.

Please note the following changes to the specification released this year:

Reduce minimum group size to 1 actor for both the devised and text pieces. A suitable length based on other group sizes is between 2 and 4 minutes.

Also, reduce minimum times for groups of 2-5 actors by two minutes. Therefore a group of 2 actors should perform for between 3 and 10 minutes, a group of 3 actors should perform for between 5 and 12 minutes and a group of 4 actors should perform for between 7 and 14 minutes

Reduce the suggested word count for the process and evaluation report from 3000 words to 2000 words.

A2 Unit 4: Text in Performance

Written examination: 2 hours 30 minutes

24% of qualification (95 marks)

Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination.

- Two questions, based on two different texts from the following list:
 - A Day in the Death of Joe Egg*, Peter Nichols
 - Sweeney Todd*, Stephen Sondheim
 - The Absence of War*, David Hare
 - Mametz*, Owen Sheers
 - The Radicalisation of Bradley Manning*, Tim Price
 - One Moonlit Night*, Caradog Prichard, adapted by Bara Caws.

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PRODUCT DESIGN

Product Design is a truly exciting subject offers a unique opportunity in the curriculum for students to *identify and solve real problems*. A Level Product Design provides the opportunity for both creative and technical students. For those with artistic and creative flair it provides the opportunity to apply their skills into designing and making functional products. Students who excel in Mathematics and Science based subject, it provides the opportunities to apply their high levels of technical knowledge into problem solving situations in order to manufacture products.

Students will look at a range of needs, wants and opportunities and respond to them by designing and making products in a wide range of contexts.

Product Design develops student's interdisciplinary skills and their capacity for *imaginative, innovative thinking, creativity and interdependence*. The *problem solving skills* developed through the study of Product Design are much sought after and certainly allow students to demonstrate a breadth of experiences at 'AS' and 'A2' levels.

Personal qualities of *hard work, commitment* and a genuine *desire to do their best is essential to succeed in this subject*. It is suggested that students have achieved at least a **B** grade in Design & Technology/ Art & Design at GCSE or that they possess the essential commitment to work hard and further develop their knowledge and skills prior to the start of the course.

Product Design is concerned with the application of skills, knowledge and understanding, which are focused in the following areas of the course specification;

Designing

- Designing and innovation
- Product analysis
- Communication of ideas using sketching and Computer Aided Design
- Human responsibility
- Public interaction

Making

- Materials and components
- Manufacturing techniques
- Modern Manufacturing: CNC, Laser Cutting, 3D Printing
- Industrial and commercial practice
- Processes
- Productions systems and control



AS level

1. DT1. Product Design Examination Paper (20% A Level)

The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles
- analysing and evaluating design decisions and wider issues in design and technology.

2. DT2. Design and Make Task (20% A Level)

A design and make task, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

A2 level

3. DT3. Product Design Examination Paper (30% A Level)

The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles
- ability to analyse and evaluate design decisions and wider issues in design and technology.

4. DT4. Major Project (30% A Level)

Students will select a *WJEC set project theme* and design and make a high quality innovative product, which would demonstrate a greater depth and maturity to the students designing and making skills. Through the completion of the practical 'Design and Make Tasks' at AS and A Level, students will gather the relevant subject skills, knowledge and understanding that will enable them to complete the Product Design Examination Paper in the summer term.

Progression

The course, which is centred on 'Product Design', is a suitable foundation for students whose interests and careers intentions are in the creative/artistic areas or by those who wish to embark upon a scientific/engineering future. Recent A Level Product Design students have gone on to study the following subjects at university: Art & Design Foundation, Product Design, Industrial Design, Fashion & Textiles,

Cardiff High School A - Level Subject Specification



Architecture, many aspects Engineering and Graphic Design.
Students who have studied A Level Product Design have received prestigious Arkwright Engineering Scholarships and won awards such as the Education Engineering Education Scheme Wales student of the year, WJEC Innovation Awards, Triumph Motorcycles Design Awards and the Design & Technology Association Student of the year award.

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ECONOMICS

Examining Body – WJEC

This specification provides students with a coherent combination of Microeconomics, Macroeconomics, Trade and Development content. It allows students to critically explore a range of economic issues and draw on data from local, national and international sources. The specification provides a suitable foundation for the study of economics or a related area in a range of higher education courses.

What is Economics?

Economics is a genuinely interesting subject which deals with a whole range of economic issues such as unemployment and inflation to topical International economic issues such as international trade. Economics also examines and analyses economic policy instruments and strategies which are used and are available to the government to promote economic growth and prosperity in the economy.

At AS candidates study two units: The AS content is divided essentially into Microeconomics and Macroeconomics.

Unit	Unit Title	Topics Covered
1	Introduction to Economic Principles	<ul style="list-style-type: none"> ➤ Scarcity and choice ➤ Demand and supply in product markets ➤ Demand and supply in labour markets
2	Economics in Action	<ul style="list-style-type: none"> ➤ Resource allocation ➤ Market failure ➤ Macroeconomic theory ➤ Macroeconomic objectives ➤ Policy instruments ➤ International trade

At A2 candidates study two units: The subject content in the A2 has been grouped into three broad areas of study: Microeconomics, Macroeconomics and Trade and development.

Unit	Unit Title	Topics Covered
3	Exploring Economic Behaviour	<ul style="list-style-type: none"> ➤ Costs, revenues and profits ➤ Market structures



4	Evaluating Economic Models and Policies	<ul style="list-style-type: none"> ➤ Macroeconomic theory ➤ Macroeconomic objectives ➤ Policy instruments ➤ International trade ➤ Non-UK economies ➤ Economic development.
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How is the course assessed?

The summary of assessment is through written papers.

AS Level Assessment

	Unit 1 Multiple choice and structured questions. Covers the full AS content.	Unit 2 Compulsory data response questions. Covers the full AS content.
Proportion of marks	15%	25%
Time allowed	1 hr 15 mins	2 hrs
Raw mark total	55	80
UMS total	75	125

A2 Level Assessment

	Unit 3 Structured questions based on A2 content. One compulsory data response. Covers all A level content.	Unit 4 One essay in each section. Covers all A level content.
Proportion of marks	30%	30%
Time allowed	2 hrs	2 hrs 30 mins
Raw mark total	80	90
UMS total	150	150

Why choose Economics at GCE?

Economics is a popular, interesting and useful academic subject. It is a respected academic subject that has been highly regarded by UK Universities. It can be combined with a variety of other subjects including Mathematics, Computing, History, Finance or Languages and also forms part of the prestigious PPE Degree at Oxford and Cambridge (Politics, Philosophy and Economics). It can also be studied as a Joint Degree with related subjects such as Economics and Management, Economics and Marketing, Economics and Finance, International Economics and Business Economics, to name but a few.



So what can you do with a qualification in Economics?

Economics can lead to a career in a number of fields.

Some examples of career choices for people who have studied Economics at degree level include accountant, data analyst, economist, financial risk analyst, forensic accountant, business and financial consultancy, public sector career, career in banking.

Economics allows students to develop analytical and quantitative skills, together with qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.

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ENGLISH LITERATURE

OVERVIEW

The study of English at A Level, regardless of the course chosen, is endlessly challenging, stimulating, fascinating and rewarding. It is a subject which marries with Arts or Science subjects, and is highly regarded by all universities. It is also a subject which will satisfy anyone who enjoys reading, writing, discussion and thinking about ideas and philosophies. This is especially true in the light of new syllabus changes which have resulted in the English courses becoming more streamlined as well as more lively and accessible. Students are expected to have gained at least a C grade in English at GCSE level in order to be accepted on the course.

ASSESSMENT FOR A LEVEL ENGLISH LITERATURE

YEAR 12

Unit 1 Prose and Drama 2 HOUR EXAMINATION 20% of A Level

Jane Eyre and *A Streetcar Named Desire* are the current texts we study for this examination.

Unit 2 Poetry Post-1900 2 HOUR EXAMINATION 20% of A Level

Carol Ann Duffy's *Mean Time* and Phillip Larkin's *The Whitsun Weddings* are the poets and selected poems we study for this module.

YEAR 13

Unit 3 Poetry Pre-1900 and Unseen Poetry 2 HOUR EXAMINATION

Keats or Chaucer are the poets currently studied for this module, with William Blake replacing Keats from 2021 onwards. 20% of A Level

Unit 4 Shakespeare 2 HOUR EXAMINATION

King Lear is our text of choice for this module. 20% of A Level

Unit 5 Prose Study CONTROLLED ASSESSMENT

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000. Currently we study *A Room With A View* by E.M Foster and *Atonement* by Ian McEwan for this module

20% of A Level

TEACHING AND LEARNING STYLES

Cardiff High School A - Level Subject Specification



The English department is enthusiastic and motivated, giving students an inspiring experience of English. Students should expect to learn in a range of different ways - from Socratic style discussions, to group research and presentations, for example.. This will be conducted alongside more traditional essay writing and individual in-depth analyses of texts. Students can expect an equally diverse range of teaching approaches to provide a lively and stimulating learning environment.

It should also be noted that English is an excellent complementary subject within an A Level course 'diet'. Traditionally linked to other Arts and Humanities courses where it often serves to augment and illuminate, there has also been a recent trend in institutions providing science, medical, business and law courses looking for evidence of strong English skills that provide students with valuable thinking, study and communication skills.

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FRENCH

WHAT is AS / A2 French?

French is a well-recognised academic subject and also a genuinely useful subject that covers a wide range of skill areas ranging from communication, understanding difference and cultural diversity to citizenship, problem-solving and appreciation of the arts; enabling you to take your place in a multilingual global society. It therefore provides a broad base of understanding, through the medium of French, of a wide range of disciplines (sociology, politics, economics, world issues, cinema, history, literary appreciation). The course provides a transition from GCSE French to further study at university.

HOW is the course structured and assessed?

We follow the **WJEC's** French AS /A Level course. In Year 12, you would study 2 language modules, outlined below. Most topic areas will have been encountered in Years 10 and 11 which means that you already have a solid base of content to take you forward into the AS course.

You will be working on expanding your knowledge in these areas and also further developing your skills of Speaking, Listening, Reading and Writing.

<p style="text-align: center;">Theme 1: (AS) Being a young person in French-speaking society</p> <ul style="list-style-type: none"> • Family structures, traditional and modern values, friendships / relationships • Youth trends, issues and personal identity • Educational and employment opportunities 	<p style="text-align: center;">Theme 2: (AS) Understanding the French-speaking world</p> <ul style="list-style-type: none"> • Regional culture and heritage in France, French-speaking countries and communities • Literature, art, film and music in the French-speaking world
<p>Our pupils are used to discussing many of these themes on a personal level; at AS, pupils will be encouraged to consider these themes in broader terms, considering the impact on others and on society as a whole.</p>	<p><u>Assessment</u></p> <p>UNIT 1 = Oral exam</p> <p>UNIT 2 = Listening, Reading, Writing</p>

A2



In Year 13, we tackle yet wider issues, enabling pupils to discuss and report their views on the wider world.

Theme 3: (A level) Diversity and difference	Theme 4: (A level) France 1940-1950: The Occupation and the post-war years
<ul style="list-style-type: none">• Migration and integration• Cultural identity and marginalisation• Cultural enrichment and celebrating difference• Discrimination and diversity	<ul style="list-style-type: none">• From June 1940-May 1945 (occupation, liberation and end of World War II)• Life in Occupied France and the cultural dimension (théâtre, cinéma, littérature)• 1945-1950: rebuilding and restructuring• Repercussions for modern day France

UNIT 3 = Oral exam

UNIT 4 = Listening, Reading, Translation

UNIT 5 = Writing

You would have the valuable opportunity to study a French literary text.

The study of French at A Level is well regarded by universities and has been a unique selling point for many of our pupils applying for medicine, economics, engineering, law and accountancy.

WHY choose French?

French is an engaging academic subject but also a real-life skill. Since its main focus is communication, French is very desirable to employers in today's global field. Being proficient in a foreign language is a skill that will complement ALL other subject areas and skills.

Studying A Level French enables progression onto numerous degree courses. It can be combined with other subjects as a Joint Honours Degree such as Law, Business, Finance and Marketing, Management, Engineering, IT, Translation and Interpreting, mathematics and many more. In the 21st century, every career requires good communication skills and often requires us to liaise with colleagues in other countries. Foreign language skills are hugely desirable in the world of work.

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FURTHER MATHEMATICS

Further Mathematics is a very demanding subject but is highly regarded and gives students a chance to explore more advanced mathematical concepts in depth. It is particularly suited to students who aspire to study a mathematically demanding course at university such as Mathematics, Engineering, Economics, Computing or the Sciences. Students who choose to study Further Mathematics A-Level are expected to have achieved an A* in GCSE Mathematics and need to also be studying A-Level Mathematics. Students undertaking Mathematics and Further Mathematics A-Levels will complete the Mathematics A-Level in Year 12 and the Further Mathematics A-Level in Year 13.

Students will study 5 modules in Year 13.

AS Level

Units 1, 2 and 3 are compulsory

- Unit 1: Further Pure Mathematics
 - Covers topics such as proof, complex numbers, matrices, functions and vectors
 - Assessed by a written examination paper of 70 marks which students will have 1 hour 30 minutes to complete
 - Contributes 13.3% of A-Level qualification, or 33.3% of AS Level qualification
- Unit 2: Further Statistics
 - Covers topics such as probability, statistical distributions, correlation, linear regression and goodness of fit tests
 - Assessed by a written examination paper of 70 marks which students will have 1 hour 30 minutes to complete
 - Contributes 13.3% of A-Level qualification, or 33.3% of AS Level qualification
- Unit 3: Further Mechanics
 - Covers topics such as momentum, impulse, work, energy, power, Hooke's Law, circular motion and the differentiation and integration of vectors
 - Assessed by a written examination paper of 70 marks which students will have 1 hour 30 minutes to complete
 - Contributes 13.3% of A-Level qualification, or 33.3% of AS Level qualification



A2 Level

Unit 4 is compulsory. Students then choose to study Unit 5 **or** Unit 6, although in recent years all students have chosen to study the mechanics option (Unit 6).

- Unit 4: Further Pure Mathematics
 - Covers topics such as complex numbers, trigonometry, matrices, calculus, polar coordinates, hyperbolic functions and differential equations
 - Assessed by a written examination paper of 120 marks which students will have 2 hours 30 minutes to complete
 - Contributes 35% of A-Level qualification
- Unit 5: Further Statistics
 - Covers topics such as samples and populations, statistical distributions, hypothesis testing and confidence limits
 - Assessed by a written examination paper of 80 marks which students will have 1 hour 45 minutes to complete.
 - Contributes 25% of A-Level qualification
- Unit 6: Further Mechanics
 - Covers topics such as rectilinear motion, momentum and impulse, moments, equilibrium of rigid bodies and differential equations
 - Assessed by a written examination paper of 80 marks which students will have 1 hour 45 minutes to complete.
 - Contributes 25% of A-Level qualification

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GEOGRAPHY

Geography is a fascinating and ever changing subject. It is a subject which, more than any other, empowers people to understand the earth and the complex interactions between people and places on a variety of scales.

Geography encourages enthusiasm for the world in which we live, independence of thought, and adds meaning to world events. Geographers question the world and seek to understand it, linking a variety of facts to reach reasoned answers. Students learn vital skills such as data collection and presentation, statistical analysis and fieldwork observation.

A systematic programme of physical and human fieldwork is undertaken throughout the AS and A2 course in locations around South Wales and Internationally.

AS level

The WJEC Advanced Subsidiary Level course will be examined and taught as 2 units.

AS Unit 1: Changing Landscapes

Section A: Changing Landscapes

Coastal Landscapes; two compulsory structured questions with data response.

Section B: Tectonic Hazards

This is assessed through three compulsory structured questions with data response.

AS Unit 2: Changing Places

Section A: Changing Places

Two compulsory structured questions with data response.

Section B: Fieldwork Investigation in Physical and Human Geography

Three compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation will make up the assessment for this unit.

GCSE passes of grade C in English and Mathematics are considered good indicators of a student's initial ability to cope with the level of work. It is recommended students have studied GCSE Geography.

The syllabus contains many specific opportunities to develop a full range of key skills and we have created a course where opportunities to apply skills in communication, number, IT, working with others and problem solving are provided. We also incorporate activities to improve independent thinking skills and critical reflection into lessons.

Enrolment on the 'A2' course after the 'AS' exam is, of course, optional and is a decision to be made through the course of study. The precise nature of the 'A2' course is outlined below and may be of value to those who are considering Geography as one of the central subjects in their portfolio.



A2 level

The 'A2' course contains a further three components.

A2 Unit 3: Global Systems and Global Governance

Section A: Global Systems

Water and Carbon Cycles: assessment will be via two compulsory structured questions with data response and one extended response question.

Section B: Global Governance: Change and Challenges Processes and patterns of global migration and global governance of the Earth's oceans: assessment will be through two compulsory structured questions with data response and one extended response question.

Section C: 21st Century Challenges

This will be assessed through one compulsory extended response question drawing on Units 1, 2 and 3 with resource material.

A2 Unit 4: Contemporary Themes in Geography

Section A: Tectonic Hazards

Assessment is via one compulsory extended response question.

Section B: Contemporary Themes in Geography

We will be studying two optional themes from four choices which are:

Ecosystems

Economic Growth and Challenge: India or China or Development in Sub-Saharan Africa

Energy Challenges and Dilemmas

Weather and Climate

Two essay questions, one on each chosen theme will assess this unit.

A2 Unit 5: Independent Investigation

A 3000-4000 word written independent investigation, based on the collection of both primary data and secondary information will make up the final part of the 'A2' course in Geography. The 'A2' course provides a firm basis for Geography in further education and a pathway to many geographically related careers.

Value of Geography

Geography is intrinsically valuable as part of a student's broader education and improves their skills base. It is a much valued traditional subject, which is well respected by both universities and employers. It is a subject in its own right but is also very useful as a qualification for careers concerned with Law, Management, Accounts and Economics, The Media, Surveying, Property Development, Civil Service and Natural Sciences.



A level (year 13): What will I learn?

<i>Area of interest: social issues and trends</i>	<i>Area of interest: political, intellectual and artistic culture</i>
THEME 3: Diversity and difference	Theme 4: The making of modern Germany: 1989 onwards
<ul style="list-style-type: none"> • Migration and integration • Cultural identity and marginalisation • Cultural enrichment and celebrating difference • Discrimination and diversity 	<ul style="list-style-type: none"> • Reunification – then and subsequently • Social cohesion in present-day Germany • Artistic and political movements • Economic impact of a united Germany

A level (year 13): How will I be assessed?

TASK:	A2 Unit 3 (18% of qualification 72 marks):	A2 Unit 4 (30% of qualification 100 marks):	A2 Unit 5 (12% of qualification 40 marks):
	Speaking	Listening, reading and translation	Critical and analytical response in writing
DURATION :	11-12 minutes	1 hour 45 minutes 2hours (from 2020)	1 hour 30 minutes
TASKS:	TASK 1: Present independent research project (2 mins) TASK 2: Discussion independent research project (9-10 mins)	TASK 1: Listening TASK 2: Reading TASK 3: Translation (English to German)	TASK 1: One essay from a list of 2 questions based on the study of one literary work from the prescribed WJEC list. PLAY: Die Physiker
HOW:	April/May outside examiner	May/June final examination	May/June final examination

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HISTORY

Why study History?

History at AS/A2 Level is highly demanding yet very satisfying. It encourages the development of an informed opinion and seeks to improve skills of criticism and argument, as well as fostering knowledge and understanding of the sixteenth and twentieth centuries. It also enhances our knowledge of human behaviour and current issues and raises all sorts of moral, political and philosophical questions.

History stands as a subject in its own right for those who wish to pursue it for their own interest or career, but it is also most useful, both at AS/A2 and Degree level, as a qualification for careers concerned with law, management, the media, and civil service to name a few.

What content will be covered in the course?

Year 12: AS Level

Pupils will study two units, one focussing on Germany and the rise of the Nazi Party entitled '*Germany: Democracy and Dictatorship c.1918-1945, Part 1: Weimar and its challenges*' and another with a focus on the Tudor period, entitled '*Government, Rebellion and Society in Wales and England 1485 – 1603*'. Each unit accounts for 20% of the final qualification.

The Germany focussed unit will consist of examining the challenges facing the Weimar Republic 1918- 1923, particularly after the First World War, leading into assessing the extent of change in foreign and economic policy 1924-1929, analysing the changing fortunes of the Nazi party 1924- 1933, coinciding with the crisis of the Weimar republic 1929-1933.

The Tudor focussed unit will analyse the significance of the main changes in politics and government 1485- 1603 alongside the main developments in religion 1529-1588. The significance of the main protests and rebellions against the Tudor monarchs 1509-1569 will be also assessed, linking with the extent of social and economic change in the sixteenth century, as well as the changing relationship between Wales and England after 1530.

Year 13: A2 Level

Pupils will study two further units, '*The American Century c.1890 – 1900*' and a unit focussing on '*Germany: Democracy and Dictatorship c.1918-1945, Part 2: The Nazi Party from 1933 – 45*', as well as completing a written piece of Non-Examined Assessment. Again, each unit accounts for 20% of the final qualification.

The American unit firstly focusses upon the struggle for civil rights, including the development of changing attitudes towards civil rights 1890-1945, changing developments in the demand for civil rights 1945-1968 as well as the consequences of the civil rights movement 1968- 1990. The second element of this unit focusses



upon America as a superpower, examining the change and continuity in US foreign policy 1890- 1941, the impact of US involvement in the Second World war and the Cold War 1941-75 as well as the significance of détente and the end of the Cold War 1975-1990.

The Nazi Germany focussed unit will examine further developments in the Nazi control of Germany after 1933, the impact of Nazi racial, social and religious policies from 1933-1945, alongside the effectiveness of Nazi economic policy and foreign policy 1933-1945, including the Second World War.

A Non-Examined Assessment will also be completed by pupils, focussing on a historical issue or debate. This will require pupils to undertake independent research and will encourage learners to explain how and why different historical interpretations have been formed and accounts for 20% of the final qualification.

Requirements of the course

AS/A2 Level follows through the techniques, concepts and skills developed at GCSE Level, therefore we require our students to have a C grade or above at this level. The examination requires, as well as a good deal of knowledge and understanding, expertise in a wide variety of question types dealing with empathy, conceptual explanations and evidence. Students are expected to participate fully in group discussion, to read widely and to complete a wide range of assignments.

All in all, AS/A2 level History is a varied, challenging but interesting course, in which develops not only students' historical skills, but also their key skills which are required for the world of work.

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DIGITAL TECHNOLOGY

The WJEC GCE AS and A level qualification in Digital Technology advances learners' understanding of the digital technologies that are used by individuals and organisations across the world, including how they have developed and how they continue to change.

The qualification enables learners to develop a deep understanding of how innovations in digital technology, and the increasing levels of connectivity between them, impact the lives of those who use them and the wider society. Learners will also develop practical skills in developing both creative digital products and digital solutions to problems faced by organisations, supporting their progression into employment in a career that utilises digital technologies or onto a programme of higher education involving digital technologies and computing.

Examination Board: WJEC

This WJEC GCE specification in Digital Technology will enable learners to develop:

- an understanding of significant past, current and emerging digital technologies
- an understanding of the integrated and connected nature of digital technologies used by individuals and organisations
- skills in researching and exploring issues before finding and implementing effective solutions to them • skills in planning, designing and creating innovative web-based and multimedia content that meets the needs of specific audiences
- an understanding of legal, social, ethical and professional and environmental impacts of digital technologies on individuals and wider society
- a knowledge of the systems development life cycle and its iterative and cyclical nature.

Assessment

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

These are the units the student will cover in years 12 and 13.

Year 12:

AS Unit 1:	Innovation in Digital Technology Written examination: 2 hours 20% of qualification 80 marks: 100 UMS
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AS Unit 2:	Creative Digital Practices Non-exam assessment (NEA): approximately 45 hours 20% of qualification 80 marks: 100 UMS.
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Year 13:

A2 Unit 3:	Connected Systems Written examination: 2 hours 30 minutes 30% of qualification 100 marks: 150 UMS
A2 Unit 4:	Digital Solutions Non-exam assessment (NEA): approximately 45 hours 30% of qualification 100 marks: 150 UMS

The full specification can be found: https://www.wjec.co.uk/qualifications/digital-technology-as-a-level/#tab_overview

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LAW

Law pervades our lives. It provides the framework within which a successful society can flourish. Conversely, the absence of an operational legal system permits terrible injustices to be visited upon the most vulnerable members of a society.

At a more prosaic level, law shapes our lives in a multitude of ways. It sets the terms of our employment, provides protection from harm, compensation for injury and impinges upon our closest relationships with others.

As a student of law you will be challenged to think about and respond to questions which are of fundamental importance to our future. A Level is about analysis, attention to detail, argument and communication.

Law is a rigorous academic subject that will give you some excellent attributes:

- Precision - there's no room for vagueness in legal argument; you'll be the sort of person who gets straight to the point - accurately
- Clarity of thought - in expression and argument
- The ability to place an argument in its context - which means you'll develop the ability to see the 'bigger picture' and make connections between the seemingly unrelated: very useful
- Persuasiveness - law is about getting a point of view across
- Communications skills - making yourself understood, both verbally and in writing
- Presentation skills - you'll have to write and speak fluently and effectively.

Law appeals to those with an intellectual curiosity and enthusiasm in social, political and economic issues as well as to those who are considering pursuing further study of the subject in higher education. Law is often an integral part of higher education courses, e.g. Accountancy, Business Studies, and Criminology etc. In addition, it provides a coherent and satisfying course of study for candidates who want to increase their knowledge of law and legal rights, and may help candidates pursue careers, e.g. police, probation service, consumer advice, social work, banking, local government etc.

You'll need to be highly motivated and self-disciplined to learn the law properly.

The WJEC AS and A level in Law enable learners to develop an understanding of both public and private law within the law of Wales and England. The specification enables learners to develop their ability to analyse both legal rules and principles and factual issues. It enables learners to construct persuasive legal arguments and to evaluate the strength of such arguments. It also enables learners to develop the ability to think critically about the role of law in society.



AS and A Level Law specifications encourages learners to:

- ✓ Develop their knowledge and understanding of the Welsh legal system and areas of both private and public law within the law of Wales and England
- ✓ Develop an understanding of legal method and reasoning as used by lawyers and the judiciary
- ✓ Develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law
- ✓ Develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities.

At A2 learners develop the ability to:

- ✓ Communicate persuasive legal arguments by reference to appropriate legal authorities
- ✓ Evaluate the strength of legal arguments
- ✓ Demonstrate critical awareness of the influence and operation of the law in society.

The specification has a broad focus so that learners will experience a range of legal disciplines.

AS LAW		A2 LAW	
Unit 1:	Unit 2	Unit 3	Unit 4
Civil Courts, Alternative Dispute Resolution and Tribunals	Law of Tort: The rules and theory of the law of tort	Criminal Law: Rules and theory of criminal law (Bail, the Crown Prosecution Service and the Trial Process)	Contract Law: Rules and theory of the law of contract
Criminal Courts, Sentencing and Appeals	Law of Tort: Liability in negligence for injury to people and damage to property	Criminal Law: General elements of liability	Contract Law: Essential requirements of contract, including privity of contract
Lay People – Magistrates and Juries	Law of Tort: Occupiers' liability	Criminal Law: Offences against the person (Fatal and Non-Fatal Offences, e.g. Murder, Manslaughter and	Contract Law: Express and implied terms, conditions, warranties and innominate terms, exclusion and limitation clauses



		Non-Fatal Assaults)	
Legal Personnel – Solicitors, Barristers, Legal Executives, Para-Legals and Judges	Law of Tort: Remedies	Criminal Law: Property offences, including theft and robbery	Contract Law: Misrepresentation and economic duress
Access to Justice and Legal Funding		Criminal Law: Attempts	Contract Law: Discharge of contract including breach of contract, performance and frustration
Making Law			Contract Law: Remedies including damages and equitable remedies
Judicial Precedent			
Statutory Interpretation			
Delegated Legislation			

Assessment:

AS	
Assessment 1	The Nature of Law and the Welsh and English Legal Systems Written examination: 1 hour 45 minutes 25% of the qualification 60 marks.
Assessment 2	The Law of Tort Written examination: 1 hour 15 minutes 15% of the qualification 60 marks.
A2	
Assessment 1	The Practice of Substantive Law Written examination: 2 hours 30% of qualification 100 marks
Assessment 2	Substantive Law Perspectives Written examination: 2 hours 30% of the qualification 100 marks

No prior knowledge of law is necessary, nor are there any entry requirement other than for entry onto an A level course, it is however preferable for candidates to have achieved at least a grade 'B' at GCSE level in English.

Cardiff High School A - Level Subject Specification



Studying law is stimulating, intellectually demanding and fun. Law covers literally the whole range of human activity. Virtually everything you do is subject to some law. What's more, as the English legal system is based on precedent, it's constantly evolving, so there's little chance of boredom.

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MATHEMATICS

Mathematics is a demanding subject at AS level and A-Level level, but it is highly regarded and can be very satisfying. Some study mathematics for its own intrinsic interest, others use it as a communication tool for other disciplines. It is often combined with the sciences but it can complement any choice of subjects. It is required that students achieve at least a B grade in the Higher Tier GCSE Mathematics in order to study Mathematics at AS and A Level.

All candidates will study the following compulsory units:

Year 12

- Unit 1: Pure Mathematics
 - This module builds upon GCSE algebra topics and gives students an introduction to more advanced pure mathematics. Unit 1 covers topics in algebra, proof, coordinate geometry, sequences, trigonometry, logarithms, calculus and vectors
 - Assessed by a written examination paper of 120 marks which students will have 2 hours 30 minutes to complete
 - Contributes 25% of A-Level qualification, or 62.5% of AS Level qualification
- Unit 2: Applied Mathematics
 - This module covers topics in statistics and mechanics. Statistics topics include sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing. Mechanics topics include kinematics, forces, Newton's Laws and vectors
 - Assessed by a written examination paper of 75 marks which students will have 1 hour 45 minutes to complete.
 - Contributes 15% of A-Level qualification, or 37.5% of AS Level qualification

Award: AS level Mathematics

Year 13

- Unit 3: Pure Mathematics
 - This module gives students a deeper understanding of many of the pure mathematical concepts studied in Unit 1. This module covers topics in algebra, proof, functions, coordinate geometry, sequences and series, trigonometry and calculus
 - Assessed by a written examination paper of 120 marks which students will have 2 hours 30 minutes to complete
 - Contributes 35% of A-Level qualification
- Unit 4: Applied Mathematics

Cardiff High School A - Level Subject Specification



- This module covers topics in statistics, mechanics, differential equations and numerical methods. As well as giving students a deeper understanding of the topics covered in Unit 2, students will study differential equations in context and numerical methods such as the Newton-Raphson method.
- Assessed by a written examination paper of 80 marks which students will have 1 hour 45 minutes to complete.
- Contributes 25% of A-Level qualification

Award: A level Mathematics

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MEDIA STUDIES

Introduction

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.

This WJEC specification offers learners the opportunity to develop a thorough and in depth understanding of these key issues, using key concepts and a variety of critical perspectives to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms.

Learners will work from the product outwards to debate key critical questions related to the social, cultural and economic relevance and impact of the media. Through studying media products holistically in relation to all key concepts, learners will engage with the dynamic relationships between media products, media industries and audiences. Learners will also consider established media forms alongside more contemporary forms, developing an awareness of the relationship between media forms and online platforms.

GCE Media Studies Summary of Assessment

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

AS (2 units) AS Unit 1: Investigating the Media Written examination: 2 hours 15 minutes 24% of qualification 90 marks This unit assesses knowledge and understanding of media language, representation, media industries and audiences. The exam consists of three sections:

Section A: Selling Images - Advertising and Marketing

One question based on unseen print or audio-visual resource material and requiring reference to the advertising and marketing products studied.

Section B: News in the Online Age

Two questions: one ten-mark question and one essay question requiring reference to the news products studied.



Section C: Film Industries – from Wales to Hollywood

Two questions: one ten-mark question and one essay question requiring reference to the films studied.

AS Unit 2: Creating a Media Production Non-exam assessment 16% of qualification 80 marks

- A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts
- An individual reflective analysis of the production.

A2 Level

A2 Unit 3: Media in the Global Age Written examination: 2 hours 30 minutes 36% of qualification 90 marks

This unit assesses knowledge and understanding of media language, representation, media industries and audiences.

The exam consists of **three sections**:

Section A: Television in the Global Age

One essay question based on the set television programmes studied. There is a choice out of two questions.

Section B: Magazines – Mainstream and Alternative Media

One essay question based the magazines studied. There is a choice out of two questions.

Section C: Media in the Digital Age – Video Games

One essay question based the video games studied. There is a choice out of two questions.

A2 Unit 4: Creating a Cross-Media Production Non-exam assessment 24% of qualification 80 marks

- A cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts and digital convergence
- An individual critical analysis of the production

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MUSIC: WJEC

The new A level course in music provides students with a broad platform upon which to develop all their musical skills including Performing, Composing and Listening and Appraising. The course is taught in units of study and includes whole class and group performing and composing work as well as opportunities for individual study and development listening and appraising skills. The course is designed to develop students' detailed musical knowledge through study of classical and popular musical styles. The course allows candidates to play to their strengths at A2 level. You can specialise in either performing or composing by selecting options 4 A or B / 5 A or B. This means you allocate 22% of the course as opposed to 14% to your particular strength – a significant benefit of the new specification.

The following is a brief **summary** of the two year course.

Year 12	Content	% of whole A Level	Timing /length of exam
AS [40%]			
Unit 1 PERFORMING	Students will perform a collection of own choice pieces as soloist or in a group [or a combination of the two]. Performances will last between 6-8 minutes .	12%	March/April Yr 12
Unit 2 COMPOSING	Course work – students will compose in a wide range of musical styles as part of the course and present 2 final compositions for assessment. The combined pieces will last between 3-6 minutes.	12%	April Yr 12
Unit 3 APPRAISING	This listening exam will consist of 2 sections a. The growth and development of the Symphony including focused study of Haydn Symphony 104. [first 2 movements]	16%	May Yr 12



	b. General listening based on study of Popular Music/Musical Theatre and the Classical Era		
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Year 13 - A Level [60%]			
Unit 4 A PERFORMING	Students perform a minimum of 3 pieces as soloist or solo and ensemble to last 10-12 minutes. A visiting examiner will assess the work.	22%	March/April Yr 13
Unit 4 B PERFORMING	Students perform a minimum of 2 pieces as soloist or solo and ensemble to last 6-8 minutes. A visiting examiner will assess the work.	14%	March/April Yr 13
Unit 5 A COMPOSING	1. A composition in response to a brief set by the exam board [1minute long] 2. A free composition to last a minimum of 2 minutes	14%	March/April Yr 13
Unit 5 B COMPOSING	1. A composition in response to a brief set by the exam board [1minute long] 2. A free composition to last a minimum of 2 minutes 3. A composition reflecting one of the areas of study in Unit 6.	22%	March/April Yr 13
Unit 6	This listening exam will consist of 2 sections	24%	June Yr 13



APPRAISING	<p>a. The expansion and development of the Symphony focusing on Brahms Symphony No.1.</p> <p>b. The development of 20th Century Music and focused study on impressionism</p> <p>c. General listening based on study of Popular Music/Musical Theatre and the Classical Era</p>		
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Why study Music at Cardiff High School?

- The department has a record of excellence in teaching and in terms of the provision and support for learning in and beyond the classroom.
- The course is a rigorous and exciting exploration perfect for students enthused by music
- Additional learning opportunities are extensive including composing and performance clinics and support sessions after school all year round
- We frequently visit concerts and shows in order to broaden musical experiences
- The departmental programme of extra-curricular provision is extensive and supports student progress in terms of the practical element of the course.
- Guest workshops in composing and performing help students forge relationships with universities locally and nationally.
- Departmental staff lead county wide training on excellent practice and are examiners for the WJEC in music.
- The whole school production is an annual performance which benefits the progress of vocal and instrumental performers immeasurably in support of their A level study.
- Many students go on to read music at University or at Conservatoire each year. Music is a highly regarded and rigorous A Level and students often opt for music A Level alongside Science and Humanities A levels before proceeding to read Medicine, Politics, Law etc at University.

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PHYSICAL EDUCATION

AIMS: The academic study of Physical Education will encourage candidates to become increasingly competent by

- develop theoretical knowledge and understanding of the factors that underpin
- physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement
- in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by
- developing skills and techniques and selecting and using tactics, strategies
- and/or compositional ideas
- develop their ability to be an effective coach or official within their chosen activity
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and
- fitness
- improve as effective and independent learners and as critical and reflective
- thinkers with curious and enquiring minds
- offer verbal contributions to class discussions and endeavour to apply the theory to their own practical experiences.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. Learners will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport in Wales.

Examination Board

The examining board will be WJEC (www.wjec.co.uk) The course is split into 4 units.

AS LEVEL (Year 12)				
Unit	Name	Topics	Weighting	Assessment
1	Exploring Physical Education	Exercise Physiology, performance analysis and training Sport Psychology Skill Acquisition Sport & Society	60% (24% of total Advanced GCE)	1 3/4 hour written paper (72 marks)



2	Improving Personal Performance in Physical Education	<p>Practical performance in one activity Practical performance as a coach</p> <p>Written Personal Performance Portfolio</p>	<p>40%</p> <p>(16% of total Advanced GCE)</p>	<p>Externally set, internally assessed and externally moderated</p> <p>Practical performance (24 max) Coaching (12 max) PPP (12 max)</p>
A2 LEVEL (Year 13)				
Unit	Name	Topics	Weighting	Assessment
3	Evaluating Physical Education	<p>Exercise Physiology, performance analysis and training</p> <p>Sport Psychology</p> <p>Skill Acquisition</p> <p>Sport & Society</p>	36%	2 hour written paper (90 marks)
4	Refining Personal Performance in Physical Education	<p>Practical performance in one activity as a performer / coach or official</p> <p>Investigative Research</p>	24%	<p>Externally set, internally assessed and externally moderated</p> <p>One activity (30 marks) and a written research project (30 marks)</p>

Prior Learning/Attainment

Candidates would be normally expected to have successfully completed a GCSE in Physical Education but this would not exclude candidates who have not done so.

It is advised that those who completed GCSE Physical Education achieved a minimum of a **B** on the theory paper due to the Physiology content and or at least a **B** in GCSE Science.

- All A Level PE students must be training and competing regularly in their assessed activity.
- All year 12 students will be also assessed as a coach. they must be involved in coaching either school teams or club teams / athletes.

Cardiff High School A - Level Subject Specification



- All universities accept and welcome students with A-Level PE onto a wide variety of courses. It is often regarded as a “science” option.
- Students not wishing to continue in year 13 may consider studying the subject in year 12 and obtaining an AS qualification

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PHYSICS

The Physics Department are following the WJEC specification, in depth details of the WJEC course can be found on their website:

<http://www.wjec.co.uk/qualifications/science/as-a-level/physics-as-a-level-2015/>

In summary, the specification consists of 5 units. AS Unit 1 and AS Unit 2 will be taught in Year 12 and A2 Unit 3, A2 Unit 4 and A2 Unit 5 (Practical Exam) will be taught in Year 13 to complete the A level course.

Pupils who only choose to complete Units 1 and 2 and cease to study Physics in Year 13, will gain an AS Level Physics qualification.

AS:

AS UNIT	Topic	Assessment method & Weighting
1	Motion, Energy & Matter	1 hour 30 min written exam Worth 20% (50% of AS Level)
2	Electricity and Light	1 hour 30 min written exam Worth 20% (50% of AS Level)

A2:

A2 UNIT	Topic	Assessment method & Weighting
3	Oscillations & Nuclei	2 hour 15 min written exam Worth 25%
4	Fields & Options	2 hour written exam Worth 25%
5	Practical Exam	Experimental Task (1 hours 30 min) Practical Analysis (1 hour) Spring Examination Worth 10%

AS + A2 = A Level:

All module examinations are externally timetabled, set and marked. Examinations will only be available in the summer exam session each year.

Practical work

Pupils will complete a range of practical activities, through which they will learn new measuring techniques and develop their analytical skills. Pupils will be required to keep a record of all experiments and practical demonstrations that they encounter in a "Lab Book", which must be kept up to date in order to pass the course.



Mathematics

AS/A2 Physics involves the application of mathematics; with all topics being treated in a quantitative way, mainly using algebra. Therefore, it is recommended that any student who desires to study Physics should also take AS/A2 Mathematics.

Entry Requirement

In order to study Physics at A level, students must have a minimum of a higher tier grade C in Double Award Science GCSE or Physics GCSE, and a higher tier grade C in Mathematics. However, we would recommend a B grade or above.

Further study and career options

Physics is an essential subject to take at A-Level if you plan to take a Physics or Engineering course at university. It is also a useful A-Level to have if you plan to study Pharmacy, Optometry, Medicine, Veterinary Science, Biomedical Science, Chemistry or Earth Sciences.

A vast array of career options are open to those who study physics including engineering (aeronautical, mechanical, civil, electrical, electronic, etc); astrophysics; medical physics; banking and finance; medicine; software development and computer programming.

Students with a background in physics are highly regarded by employers across a range of industries. Many graduate physicists go into the finance sector and choose to pursue a career where they can make use of their problem solving skills to manage risk for companies who handle huge amounts of money.

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PSYCHOLOGY

Psychology is the **scientific** study of the human mind and behaviour. It is both a thriving academic discipline and a vital professional practice. Contrary to popular belief, however, psychologists do not only concentrate on the abnormal, they are mainly concerned with everyday aspects of behaviour.

At Cardiff High School we follow the **WJEC** AS Level specification in Psychology.

- The WJEC specification is intended to ensure that learners gain a comprehensive appreciation of the nature of psychology and psychological enquiry.
- Learners will be introduced to historical and current psychological approaches and classic and contemporary research. In addition, there are opportunities to explore psychological controversies and debates.
- Learners will also study a variety of methods used by psychologists and will carry out their own investigations. The content is stimulating and relevant ensuring both breadth and depth to the study of psychology.

Course Structure:

The A Level Psychology course is divided into four units, two of which are completed during the AS year and the remaining two in the A2 year. The knowledge and understanding achieved in each unit is assessed through an examination, there is **NO** coursework element.

The AS modules will make up 40% of the overall A-Level qualification and the remaining 60% would be completed in year 13 should students wish to continue the course through to the 2nd year.

The AS Level Course:			
Exam	Weighting	Exam duration	Content
Unit 1	20%	90 minute exam	<p>Past to present: For each of the following approaches students will consider major assumptions, application to behaviour, therapies advocated, classic research:</p> <p><i>Biological</i></p> <p><i>Psychodynamic (Freudian Theory)</i></p> <p><i>Behaviourist</i></p> <p><i>Cognitive</i></p>



			<i>Positive</i>
Unit 2	20%	90 minute exam	<p>Investigating behaviour: This paper will assess psychological understanding across 3 areas:</p> <p><u>Contemporary debates:</u> the exploration of 5 contemporary debates provides an opportunity for independent research into areas that psychology has been influential in making changes. Learners will use their knowledge of the approaches alongside independent research to look at both sides of the debate from a psychological perspective.</p> <p><u>Principles of research:</u> The focus for this section is that of psychological research, from the initial planning stages through to the final stage of analysis and evaluation. It is designed to introduce candidates to the methodologies used by psychologists working scientifically and to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications.</p> <p>Two pieces of research from the work of social and developmental psychologists (Milgram and Kohlberg) will be studied to offer contextualisation to this area.</p> <p><u>Application of research methods to a novel scenario:</u> Here, learners will apply their knowledge and understanding of research methods to a novel research scenario, making judgements on the details of psychological research.</p>

Entry Requirements:

All students opting to study Psychology should have a minimum of 5 GCSEs grade A*-C. It is also preferred that you obtain a minimum of a grade C in English and science. This is due to the fact that all assessment is made through the external marking of essays produced during the exam and the undertaking of a personal investigation grounded in scientific methods.

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Career opportunities:

- As a Psychology student you will develop many transferable skills such as communication; numeracy; critical thinking; information technology (IT); and independent learning. All of these are highly valued by employers and so can be used to aid entry to a whole host of careers.

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RELIGIOUS STUDIES

Why Study RS?

Religious Studies is for students who wish to study the fundamental nature of the philosophical and ethical arguments central to all religions. This subject requires strong academic discipline, and ability, where knowledge, understanding and written skills are developed alongside an enquiring, critical and reflective approach. This is a very challenging and rewarding subject that requires genuine interest, commitment and the essential need to read and assess complex material independently. There will be an opportunity to engage in discussions and students will be encouraged to view issues from all perspectives.

Religious Studies is a subject with wide academic credibility and complements other Humanities A Level subjects. It provides a strong foundation for a range of degrees in the Arts and Humanities, including Politics, History, English, Philosophy, History of Art and Theology. The critical skills developed in this subject will be invaluable in any higher education course. Religious Studies is also a life-enhancing subject and allows for a great deal of personal reflective development.

AS Course content

Students will complete two modules in Year 12:

1. RS UNIT 1 (Option C): An Introduction to the Study of Judaism (15% of the entire A Level)

Divided into 4 topics:

- *Religious figures and sacred texts*
- *Religious Concepts*
- *Religious Life*
- *Religious Practices*

2. RS UNIT 2: An Introduction to Religion and Ethics and the Philosophy of Religion (25% of the entire A Level)

Divided into TWO sections:

i) Section A – Religion and Ethics

- *Theme 1: Ethical Thought*
- *Theme 2: Aquinas's Natural Law – A Religious Approach to Ethics*
- *Theme 3: Situation Ethics – A Religious Approach to Ethics*
- *Theme 4: Utilitarianism – A Non-Religious Approach to Ethics*



ii) Section B – Philosophy of Religion

- *Theme 1: Arguments for the Existence of God – Inductive*
- *Theme 2: Arguments for the Existence of God – Deductive*
- *Theme 3: Challenges to Religious Belief – the Problem of Evil and Suffering*
- *Theme 4: Religious Experience*

A2 Course content

At A2 students will continue to study Judaism, Philosophy and Ethics. The A2 units provide an opportunity to assess both the skills and the knowledge gained in Units 1 and 2 (AS) and to develop a greater depth of understanding of religious, philosophical and moral issues.

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ADVANCED SKILLS BACCALAUREATE WALES (PREVIOUSLY SKILLS CHALLENGE CERTIFICATE)

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

What does the qualification cover?

Through completing the Advanced Skills Baccalaureate Wales qualification, learners will:

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

Qualification Structure

The Advanced Skills Baccalaureate Wales qualification is made up of three units. A particular focus is placed on independent learning.

- 1) **The Global Community Project** supports learners to develop and demonstrate application of the Integral Skills whilst considering complex global issues and participating in local community activities (at least 15 hours) to promote citizenship in a sustainable world and Wales.
- 2) **The Future Destination Project** supports learners to develop and demonstrate application of the Integral Skills whilst exploring future destination goals for life, employability and citizenship in a sustainable world and Wales.



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

Assessment

Each Project is assessed through a series of tasks which require learners to demonstrate their application of planning and organisation, critical thinking and problem-solving, creativity and innovation and personal effectiveness. When completing their assessments learners will explore topics that are of relevance and interest to them within broadly defined themes linked to the United Nations Sustainable Development Agenda and Wales' Wellbeing Goals.

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

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

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

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

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

- explore a research topic of their choice
- produce and presenting a research outcome
- evaluate their individual project

Assessment is staged throughout the course although with learners completing the Individual Project in their second year.

How is the qualification graded?

The qualification is graded A*-E.

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What could the qualification lead to?

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

Further information

For further information please refer to the WJEC website at

<https://www.wjec.co.uk/home/advanced-skills-baccalaureate-wales>

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SOCIOLOGY

Sociology is the study of human society and human behaviour. Professor Halsey argued that people know and understand 95% of what is happening to them, simply by living and learning. The role of Sociology is to provide the other 5% by asking relevant questions and identifying general patterns of social relationships that are not necessarily recognised by those immediately involved.

The subject looks at the way in which society shapes our lives, and relates to individual experience of whatever kind, to the nature of wider society. A sociologist might study how people behave in families, why some people are involved in crime, why some children perform better in schools, why some people are poor, the role of women, and so on.

The course offered will be the WJEC specification. This course consists of 2 units at AS level and 2 units at A2 level. The course will be divided up as follows:

Year 12: AS Level

AS is split into two units, the first is worth 15% and the second is worth 25%. Unit 1 begins with a focus on the core principles of Sociology, looking at how we are socialised into learning certain behaviours and holding certain beliefs. This then leads onto a detailed study of the family, examining how family life impacts on its members and how changes in society, such as female equality, an ageing population and secularisation, have impacted upon the nature and dynamic of the family in Britain.

Unit 2 begins by looking at the principles of Sociological Research, detailing not just what methods sociologists use but analysing the key strengths and weaknesses of those methods. This grounding in research allows pupils to undertake a study of education, examining common patterns that emerge between educational performance and poverty, as well as gender and ethnicity. Pupils will analyse why such patterns emerge and assess a variety of sociological theories that offer explanations for such patterns.

Year 13: A2 Level

At A2, Unit 3 is worth 25% with Unit 4 worth 35%. Having completed Units 1 and 2, pupils should have a solid base to begin to analyse crime and deviance in Unit 3, where we assess the links between crime and poverty, ethnicity and gender as well seeking explanations of these links from a variety of sociological perspectives, including Marxism, Functionalism and the New Right.

Cardiff High School A - Level Subject Specification



Unit 4 sees a culmination of the previous units. One element of this is an application of research methods, where pupils will apply what was learnt in Unit 2 through analysing famous sociological studies as well as designing a study of their own. Pupils will also explore inequality in depth, whether its inequality based on gender, class or ethnicity, and assess the sociological explanations and solutions to such inequality.

After studying sociology for two years, pupils will have a greater understanding of how society is structured, the patterns that exist and the causes of these patterns. Crucially, pupils will be able to question what they read, see and hear, not taking things at face value but seeking to explore the evidence and the explanations behind it. As pupils leave Yr13 and head off to greater things, these skills will stand them in good stead.

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CYMRAEG AIL IAITH / WELSH SECOND LANGUAGE

The following is a brief **summary** of the two year course.

Year 12 AS course	Content	% of A level course	Timing /length of exam
Unit 1	A speaking exam which consists of 2 sections a. Group - discussing Patagonia b. Individual – discussing project	15%	March/April yr 12 (35 minutes)
Unit 2	Course work - students will need to prepare a project of around 2,000 words based on a topic of their choice relating to Wales. 3 different pieces of writing will be needed e.g. letter, interview, diary, review	10%	April yr 12
Unit 3	This exam will consist of 2 sections c. Understanding grammar – a variety of questions which include correcting mistakes and using correct grammar d. Discussing 5 poems which will have been studied	15%	May yr 12 (2 hours)
Year 13 - A Level			
Unit 4	A speaking exam which consists of 2 sections a.Group – a. Welsh media b. ‘Crash’ b.Individual - synoptic theme	25%	March/April yr 13 (45 minutes)
Unit 5	This exam will consist of 2 sections a. Reading about Welsh issues and responding to them	15%	June yr 13 (2 hours)



	b. Reading an article in English and responding in Welsh		
Unit 6	<p>This exam will consist of 2 sections</p> <p>a. Understanding grammar – a variety of questions which include correcting mistakes and using correct grammar</p> <p>b. Discussing a short story that will have been studied and bringing in themes connected from other areas of the course</p>	20%	<p>June yr 13</p> <p>(2 hours)</p>

Why study Welsh? – because you could be one of the million

The Welsh Government has set a target to have a million Welsh speakers by 2050. Welsh medium education will not reach this target on their own. Students from English medium schools are part of this target – as are their parents and families.

“Welsh Highly Desirable”

A quick scan of the jobs’ pages in Thursday’s Western Mail will quickly eradicate any doubts you may have about the importance of Welsh in today’s jobs’ market. Careers ranging from medicine, dentistry, journalism, teaching, the Civil Service, Government and business can all require knowledge of Welsh – not just because the status of Welsh has changed within the legal framework of the country. Employers over the last decade have increasingly stressed the importance of ‘soft skills’ – those skills which were once largely overlooked in favour of academic brilliance. With a higher proportion of young people entering higher education, employers can afford to look for not only academic excellence but for additional skills such as the ability to speak Welsh.

Take, for example, the General Practitioner who sees a number of patients every day who speak Welsh as a first language and who find it difficult to express the subtle nuances of pain in their second language; the primary school teacher who has to use a large percentage of Welsh in their lessons; or a personal trainer who can offer their services in both English and Welsh. A candidate for a job who speaks Welsh is in a far better position than one who does not. Welsh is a good choice for anyone who wants to be in a good position when the job advert says: “Welsh Highly Desirable.”

Therefore why study Welsh at Cardiff High School?

- The department has been recognised as the only hub school in the Consortium which is sector leading in its practice



- Staff in the department are at the forefront of leading and creating new ideas and materials with regards to the A level course
- Staff within the department are also an integral part of creating, marking and checking the A level papers at the WJEC
- Students are given a variety of opportunities to use their Welsh on a daily basis by helping out in KS3 Welsh lessons and in Llangrannog,
- Students can attend a Clwb Cinio every fortnight to practice their Welsh with outside guests
- Students can go on a wonderful tour of Wales to see the importance of different historical and cultural sights
- Students will attend theatre visit and events on a regular occurrence
- Outside speakers will drop in from time to time to talk with the students. In the past these have included Aneurin Karadog (poet), Rhys Patchell (rugby player) and Clive Rowlands (chief examiner),

CYMRAEG AIL IAITH

Blwyddyn 12	Cynnwys	% o'r cwrs	Hyd/Pryd
Uned 1	Asesiad llafar – grwp o 3 a. Grwp – trafod y ffilm Patagonia b. Unigol– trafod y cywaith	15%	Mawrth/Ebrill bl 12 (35 munud)
Uned 2	Cywaith – ysgrifennu cywaith am Gymru – tua 2,000 o eiriau,. 3 darn ymestynnol.	10%	Ebrill bl.12
Uned 3	Arholiad ysgrifenedig a. Cwestiynau gramadegol b. Cwestiynau am 5 cerdd	15%	Mai bl. 12 (2 awr)
Blwyddyn 13			
Uned 4	Asesiad llafar – grwp o 3 a.Grwp – trafod bywyd Cymreig – theatr, ffilmiau, teledu, cylchgronnau b.Unigol– synoptig	25%	Mawrth/Ebrill bl.13 (45 munud)



Uned 5	Arholiad ysgrifenedig a. Darllen ffeithiau ac ymateb b. Darllen erthygl yn Saesneg ac ymateb	15%	Mehfin bl.13 (2 awr)
Uned 6	Arholiad ysgrifenedig a. Gramadeg b. 4 stori fer a synoptig	20%	Mehfin bl.13 (2 awr)



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