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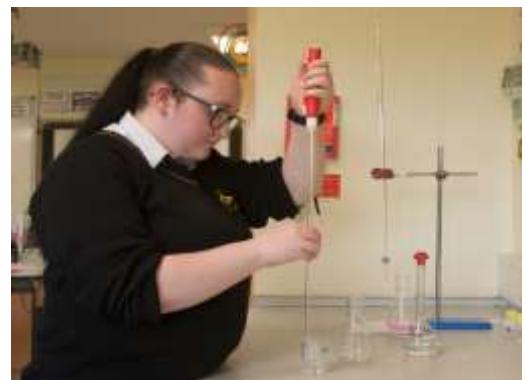
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LLAWLYFR CHWECHED DOSBARTH SIXTH FORM HANDBOOK



2020 - 2021

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Rhagair y Pennaeth:

Mae dros 400 mlynedd o hanes addysg yn Llanrwst yn dyddio i gyfnod yr Ysgol Ramadeg. Mae Ysgol Dyffryn Conwy yn ysgol Gymunedol naturiol ddwyieithog gyda 650 o ddisgyblion gan gynnwys 110 yn y 6ed dosbarth. Mae cyfraniad disgyblion y 6ed dosbarth yn bwysig iawn i ethos ac i gymuned yr ysgol.

Lleolir yr ysgol yn nhref Llanrwst gyda'r ysgol yn gwasanaethu'r dref a'r holl Ddyffryn ac mae ein 6ed dosbarth yn cynnwys disgyblion sydd wedi pontio o'r ysgol a thu allan i'n dalgylch naturiol. Mae'r ysgol ar safle unigryw a hyfryd sydd yn ysgogi a chefnogi dysgu.

Yn Ysgol Dyffryn Conwy rydym yn falch o'n partneriaeth â'n rhieni a'r gymuned ehangach gan gynnwys ein partneriaethau cwricwlaidd 16-19 sydd yn ein caniatáu i gynnig cwricwlwm eang ddwyieithog.

Anelwn at ddarparu'r addysg orau posib i ddatblygu dysgwyr yn hyfedr ddwyieithog ac yn ddisgwyr annibynnol gyda'r sgiliau a'r dyhead angenrheidiol i'w dyfodol. Fel rhan o hyrwyddo hyn yn y 6ed dosbarth rydym yn darparu ystafell gefnogi 6ed dosbarth a Mentor 6ed Dosbarth penodol. Mae llefeydd gwaith hefyd ar gael ym mloc y 6ed ac yn ardaloedd dysgu megis ystafelloedd astudio yn yr adran wyddoniaeth.

Anelwn i sicrhau cwricwlwm addas, eang a heriol i bob disgybl. Mae'n bwysig bod disgyblion sydd yn dymuno dychwelyd i'r 6ed dosbarth neu sydd yn ymuno yn newydd â'r ysgol yn deall yn llawn disgwyliadau cwricwlwm a chymwysterau ôl 16 ac yn gwneud penderfyniad addas ar sail eu canlyniadau TGAU. Ceir mwy o wybodaeth am y broses o wneud cais i'r 6ed dosbarth a llwybrau o fewn y 6ed dosbarth yn y llawlyfr hwn.

Byddwn yn cynnal Noson Agored i'r 6ed Dosbarth ar y 21ain o Ionawr 2020 er mwyn rhoi cyfle i ddisgyblion sydd yn dymuno dod i'r 6ed, a'u rhieni ddysgu mwy am ein Cwricwlwm ôl-16 a'r cysriaus sydd i'w cynnig. Ceir mwy o fanylion ar ein safwe a'n cyfrif Trydar. Petai gennych unrhyw ymholiad neu'n dymuno derbyn rhagor o wybodaeth am yr ysgol, yna peidiwch oedi rhag cysylltu â mi yn uniongyrchol.

Miss Elan Davies, Pennaeth

A word from the Headteacher:

Llanrwst has over 400 years of educational history evolving from the old Grammar School. Today Ysgol Dyffryn Conwy is a naturally bilingual 11-18 Community Secondary school serving Llanrwst and the Conwy Valley. We currently have 650 pupils including 110 in our Sixth Form. Our 6th form pupils contribute significantly to our ethos and school community.

The school is situated in Llanrwst in the Conwy Valley and our catchment area for the 6th form includes pupils from within and outside of our natural catchment area. The school is located on a beautiful and well equipped site that supports and inspires learning.

At Ysgol Dyffryn Conwy we are a partnership between the pupils, their parents and the wider community, including our 16-19 curriculum partners, allowing us to offer a broad bilingual curriculum.

We strive to provide the best possible education to develop confident bilingual learners who can learn independently and have the skills and ambition for their future pathways. To support independent learning in the 6th form, the school has a staffed study room and designated 6th Form Mentor. Additional study places are also available in the 6th form block and additionally within the science department.

We aim to provide an appropriate, broad and challenging curriculum for all learners. It is essential that pupils who wish to return to the 6th form or wish to join us understand our post-16 curriculum offer and make appropriate choices based on their GCSE results. Further information about our application process and 6th form pathways can be found within this prospectus.

We will be holding our annual 6th Form Open Evening on the 21st of January 2020 in order to give the opportunity for pupils wishing to return to or join our 6th form, and their parents to find out more about our A Level Curriculum and courses. Further information can be found on our website. Should you have any questions or enquiries then please do not hesitate in contacting me directly.

Miss Elan Davies, Headteacher

Gair gan Pennaeth Cynnydd a Dysgu y 6ed Dosbarth

Fel Pennaeth 6ed dosbarth rwyf yn falch iawn o lwyddiannau academaidd ac all gwricwlaidd y disgylion a'u cyfraniadau i ethos a bywyd yr ysgol. Lwyddiannau, megis yr her mathemateg uwch, cynrychioli'r ysgol mewn paneli lleol a chenedlaethol ac, ar hyn o bryd, dathlu wrth iddynt dderbyn cynigion ar gyfer prifysgolion gan gynnwys unwaith eto eleni, disgylion yn cael cynigon a cyfweliadau ar gyfer Prifysgol Caergrawnt/Rhydychen.

Mae lles a llwybrau pellach disgylion yn bwysig iawn i mi fel Pennaeth y 6ed dosbarth. Rwyf yn ymfalchiō mewn sicrhau bod gan ein disgylion y gefnogaeth maent ei angen er mwyn gwneud penderfyniadau pwysig am eu camau nesaf, gwneud ceisiadau UCAS, a pharatoi am lwybrau eraill megis Prentisiaethau Uwch a chyflwyniadau.

Drwy ein partneriaeth LINC Conwy rydym yn cynnig arlwyo gyrsiau ychwanegol galwedigaethol ac academaidd, a threfnir bod y disgylion yn cael cludiant i'r canolfannau astudio eraill yng Nghonwy. Rydym hefyd yn darparu pynciau mwy galwedigaethol eu natur megis BTEC Addysg Gorfforol a Busnes ar safle yr ysgol.

Yn dilyn canlyniadau'r arholiadau TGAU ym mis Awst, rhoddir cyfweliad i bob disgyl sydd yn dynuno dychwelyd i'r 6ed dosbarth neu ymuno â ni o'r newydd. Mae hyn fel arfer ar y diwrnod y canlyniadau TGAU. Edrychwn yn ofalus ar ganlyniadau pob disgyl er mwyn sicrhau bod ganddynt y sylfaen briodol ar gyfer dilyniant ôl-16 yn yr ysgol.

Cynigir amrediad o gyfleoedd i fyfyrwyr yn ychwanegol at eu cyrsiau academaidd ac fe gynhwysir gwybodaeth am ein Cynllun Gwaith Cymunedol a'r Prosiect Her Menter a Chyflwyniadau yn y llawlyfr hwn. Bydd myfyrwyr hefyd yn cael cyfleoedd i fynychu cyrsiau tu allan i'r ysgol mewn cysylltiad â'u hastudiaethau, ac fe ddiweddarir Ffeil Gynnydd pob myfyrwr, cyn iddynt adael yr ysgol.

Mae Bloc Chweched pwrpasol ar gyfer y Chweched Dosbarth. Mae hefyd ystafell waith ar gael i Flwyddyn 12 ac 13 gyda mentor 6ed dosbarth yn cynnig cymorth a sicrhau fod pob disgyl yn gwneud defnydd effeithiol o'r ystafelloedd hyn. Mae mynediad i'r wê ar gael drwy gyswilti diwir yr ysgol a chyfrifiaduron ar gael yn ystafell astudio'r 6ed.

Rydym yn ymfalchiō yn y ffaith ein bod yn creu awyrgylch gyfeillgar, ofalgar yn y Chweched Dosbarth ac yn cynnig addysg sy'n galluogi i bob disgyl ddatblygu i'w lawn botensial. Cedwir llygad manwl ar gynnydd pob disgyl trwy gydol ei gwrs ac fe gysylltwn yn rheolaidd â rhieni.

Mrs Glenda Barlow, Pennaeth Cynnydd a Dysgu 6ed Dosbarth

A word from the Head of 6th Form

As Head of 6th Form I am very proud of both the academic and extracurricular success of our pupils and their valuable contribution to the school's ethos and community. Amongst the academic successes are the annual higher maths challenges, the opportunity to represent the school on local and national forums, and, particularly at this time of year, their delight in receiving university acceptances, which once again include offers and interviews for Cambridge and Oxford Universities.

As Head of 6th Form, the wellbeing of pupils is very important to me. I also take pride in ensuring that learners have all the support we can offer in making decisions about their next steps, and in making UCAS applications and preparing for other avenues such as higher Apprenticeships and employment.

Through our LINC Conwy Partnership, we are able to offer a wide range of courses, both academic and vocational. Arrangements are made to ensure that pupils are able to attend the other centres involved in LINC Conwy. We are also able to offer vocational routes alongside LINC Courses through BTEC Sport and Business delivered on site.

Following the year 11 examination results in August we offer each pupil wishing to return to 6th form, or wishing to join the 6th form anew, a personal interview to discuss their options. This usually takes place on the day of the GCSE results. We look carefully at each pupil's results in order to ensure that they have the right foundation for studying post-16 at the school.

A range of opportunities is offered to pupils, in addition to their academic courses, and information on our Community Service Scheme and Enterprise and Employability challenge are included within this handbook. Pupils will also be given the opportunity to attend courses outside of school in connection with their studies. Before they leave school the pupils are presented with an updated National Record of Achievement.

The Sixth Form pupils have their own block. This includes study areas for Years 12 and 13, where our learning coach is available to give support as required and make sure that every pupil makes effective use of these rooms. Access to the internet is enabled through the school's wi-fi system and computers are available in the 6th form study room.

We pride ourselves in creating a friendly, caring atmosphere within the Sixth Form and providing an education that enables each pupil to develop to his or her full potential. The progress of each individual pupil is carefully monitored throughout the course and we liaise regularly with parents.

Mrs Glenda Barlow, 6th Form Progress Leader

GAIR GAN Y PRIF DDISGYBLION / A WORD FORM THE HEAD PUPILS 2019/20



GRUFFUDD, Prif Fachgen/Head Boy

Mi ro ni yn benderfynol o fynd i'r 6ed ddosbarth er mwyn cael ehangu fy newisiadau at y dyfodol. Nid oes rhaid mynd i Brifysgol ar ôl derbyn lefel A yn amlwg, ond rwyf o'r farn bod cymwysterau uwch yn hynod ddefnyddiol, er mwyn cynllunio ar gyfer llwybrau astudio pellach a/neu waith i'r dyfodol.

A heb os, rwyf wedi mwynhau fy nghyfnod cyn belled yma yn y 6ed ddosbarth. Er y gwaith caled sy'n codi, sydd bendant gam uwchben TGAU, mae'n gyfle i ddysgu mwy am y pynciau rydych yn eu mwynhau gan agor llu o ddrysau at y dyfodol. Rwyf hefyd eisiau pwysleisio fod llawer o hwyl i'w gael ynghyd a chyfleoedd ychwanegol i wneud mwy o ffrindiau a digon o gymdeithasu.

I was determined to come to the 6th form in order to extend my future choices. It's not always essential to go on to university after A levels, however I believe that higher qualifications are key to planning further study and/or work for the future.

Without a doubt I have thoroughly enjoyed my experiences so far in the 6th form. Despite the hard work (definitely a level up from GCSEs) it's a chance to learn more about the subjects you enjoy and to open many doors for your future. I also want to emphasise that the 6th form also gives the opportunity to make friends, socialise and have fun.

ALIYA, Prif Ferch / Head Girl

Fy enw yw Aliya. Rwyf yn astudio Mathemateg, Bioleg a Chemeg yn y 6ed dosbarth yn Ysgol Dyffryn Conwy. Mae'r 6ed yn ddwy flynedd cyffroes a dwys o addysg. Fodd bynnag, yma yn Ysgol Dyffryn Conwy mae'r gefnogaeth i ddelio gyda chyfnod heriol o hyd ar gael, gan staff megis Pennaeth y 6ed Dosbarth, Mrs Glenda Barlow a Mrs Iona Owen ein mentor 6ed dosbarth. Maent o hyd ar gael i drafod a chefnogi - gyda'n gwaith, ein lles a'n llwybrau pellach, gan gynnwys y broses UCAS. Mae aelodau o'r adrannau hefyd yn gefnogol iawn, gan sicrhau bod pob disgabl yn hyderus yn eu gwaith a'u dealltwriaeth o'r pwnc, gan roi cefnogaeth ychwanegol lle bo'r angen.



My name is Aliya. I am currently studying Mathematics, Biology and Chemistry in sixth form at Ysgol Dyffryn Conwy. Sixth form is a rather intense two years of education. However, here at Ysgol Dyffryn Conwy support to deal with this difficult period is always available, from members of staff such as Mrs Glenda Barlow, head of year for sixth form, and Mrs Iona Owen, sixth form advisor. They are always on hand to talk and support – with study, wellbeing and our future pathways including UCAS. Faculty members are also exceedingly encouraging and ensure that each pupil is confident with the work covered in class and provide extra assistance if required.



MODLEN, Dirprwy Prif Ferch

Mae bod yn aelod o'r chweched ddosbarth wedi hybu fy hyder ac rwyf wedi magu llu o sgiliau newydd ers ymuno megis gweithio'n annibynnol; sydd yn fy mharatoi ar gyfer gwaith a heriau Prifysgol. Wrth gael cyfle i arbenigo mewn pynciau penodol wrth astudio lefel A, mae fy ngwybodaeth a'm gallu wedi ehangu ac rwyf bellach gyda syniad gwell o'm bwriad am yrfa. Mae'r cwrs Bac yn arbennig wedi bod o fudd i mi wrth i mi ymarfer fy sgiliau llafar, ymchwilio a dadlau. Gobeithiaf i hyn brofi'n ddefnyddiol wrth i mi fentro i astudio'r gyfraith yn y dyfodol. Rwyf yn mwynhau bod yn rhan o'r chweched ddosbarth yn bennaf oherwydd yr ochr gymdeithasol sydd yn dod ynghlwm ag ef. Rwyf wedi gwneud ffrindiau newydd, cael cyfle i ryngweithio gydag amrywiaeth o bobl ac wedi trafod gydag aelodau hŷn gan dderbyn cyngor am beth i wneud a beth i beidio gwneud yn y broses o'r ddwy flynedd. Edrychaf ymlaen at ddathlu yn y Seremoni Ffeil Gynnydd a'r 'Ddawns Haf' ar ddiwedd y flwyddyn ar ôl holl brysurdeb arholiadau'r haf yn sgil dwy flynedd o waith caled.

As a member of the 6th form I have developed in my confidence and skills, including being able to work independently. This is helping me to prepare for the challenges of University. By having the opportunity to specialise in specific subjects through A level study, my knowledge, understanding and ability have expanded and I now have a better understanding of my future work and career options. The Bac course has been particularly useful for me, developing my oracy skills, my research and debaging skills. I hope that this will be of particular use to me in my future study of law. I enjoy being part of the 6th form, mainly because of the social and community aspects. I have made new friends, had the opportunity to interact with different people and have discussed with older pupils, gaining good advice on what to do and not to do over the two years. I also look forward to the Record of Achievement ceremony and the 'Summer Ball' when we will celebrate at the end of the examination process and two years of hard work.

OSIAN, Dirprwy Prif Fachgen 219/20

Fy enw i yw Osian, ac rwyf yn ddirprwy prif fachgen. Yn fy lefel A rwyf wedi penderfynu astudio Mathemateg, Busnes a Daearyddiaeth, yn ogystal â hyn y fagloriaeth Cymraeg. Un o fy mhrif swyddi fel dirprwy yw cadeirio'r cyngor ysgol a sicrhau fod bloc yr 6ed ddosbarth yn cael eu cynnal a'u hedrych ar ôl gan weddill y 6ed ddosbarth. Fel prif ddisgyblion eleni rydym wedi trefnu gweithgareddau i gasglu pres ar gyfer plant mewn angen a hefyd Jeans for Genes. Ategaf drwy ddweud fod bod yn brif ddisgybl wedi rhoi'r cyfle i mi fod ar banel llywodraethwyr yr ysgol, dysgodd hyn lawer i mi o ran sut i gynnal cyfarfod ffurfiol ac i leisio fy marn ar panel sydd yn gallu gwneud gwir wahaniaeth i'r ysgol gyfan.



My name is Osia and I am Deputy Head Boy at Ysgol Dyffryn Conwy. For my A Levels, I have chosen to study Mathematics, Business and Geography and the Welsh Bac too. One of my main roles as Deputy Head Boy is chairing the School Council and ensuring that we look after the 6th form block for our own use and future users. As head pupils this year we have also arranged charity events including raising money for Children in Need, Jeans for Genes and Macmillan. I would like to end by saying that being a lead pupil has allowed me to represent pupil views on the Governing Body, to learn how to manage formal meetings, to make my own voice heard and make a real difference to the whole school.

CANLLAW 6ed DOSBARTH:

1. Rhesymau dros ddychwelyd i'r Chweched Dosbarth

Mae sawl ystyriaeth. Mae Ysgol Dyffryn Conwy yn rhoi'r cyfle i chi ddatblygu fel person, nid yn unig mewn cymdeithas gartrefol Ddwylieithog ond drwy ehangu gorwelion.

Rhesymau Cwricwlaidd

Os dychwelwch i'r Chweched Dosbarth yn Nyffryn Conwy, mae cyfle i chi wella eich cymwysterau academaidd:

- Mae gennym ystod eang o bynciau i ddewis ohonynt, a bob blwyddyn mae colofnau opsiwn yn newid yn dibynnu ar eich bwriadau chi.
- Mae hyd at 40 o bynciau gyda dewis helaeth o bynciau galwedigaethol.
- Astudio ymhellach bynciau yr ydych wedi eu dilyn hyd at Safon TGAU yn barod neu ddechrau pynciau o'r newydd, boed yn Safon A, UG, BTEC, a Bagloriaeth Cymru.
- Ail-sefyll cyrsiau TGAU. Gellir ail-sefyll Cymraeg (Iaith), Saesneg (Iaith) a Mathemateg/Rhifedd fis Tachwedd (os wedi ennill o leiaf gradd D yn barod),
- Bydd cyfle i astudio oddi ar y safle mewn sefydliadau addysg eraill ar draws Conwy ar ddydd Mercher. Gweler prospectws y LINC.
- Partneriaeth gydag Ysgol Creuddyn i ddysgu Cerddoriaeth gyda opsiynau eraill yn y fintau er mwyn diogelu pynciau lleifarifol.

Lwyddiannau Academaidd

Rydym yn ymhyfrydu yn y niferoedd o fyfyrwyr:

- aeth ymlaen i Addysg Uwch.
- enillodd Ysgoloriaethau i Brifysgolion Cymru.
- gafodd gyfweliadau a chynigion i Brifysgolion Rhydychen neu Gaergrawnt.
- sydd yn mynd i astudio Meddygaeth, Peirianneg ac leithoedd Tramor.

Mae'r myfyrwyr hyn wedi astudio trawstoriad o bynciau ar draws holl adrannau'r ysgol.

Gofal Bugeiliol a Pharatoed at Addysg Uwch/Waith

Drwy barhau eich addysg mewn man cyfarwydd ceir sicrwydd fod y gofal bugeiliol gofalus a chyson a geir yn Ysgol Dyffryn Conwy yn parhau. Mi fydd pob myfyriwr 6ed dosbarth yn:

- cofrestru â'u hathro dosbarth bob bore
- cael y cyfle i drafod eu cynnydd mewn nosweithiau rhieni
- derbyn adroddiadau ar ymdrech a chyrhaeddiad academaidd
- Bydd eich targedau heriol sydd yn cael eu gosod yn drwy ddefnyddio rhagolygon ALPS.

Yn ogystal â hyn yn ystod y flwyddyn neu ddwy flynedd y bydd myfyriwr yn ei dreulio yma mi fyddwn yn eu paratoi yn ofalus at y cyfnod nesaf yn eu bywydau, boed mewn sefydliad addysg uwch, prentisiaeth neu ym myd gwaith drwy:

- Cyngor a chefnogaeth UCAS a gyrfaoedd
- ffug-gyfweliadau
- fynychu dyddiadau agored prifysgolion ac adrannau o fewn prifysgol
- baratoi at arholiadau ysgoloriaethau Prifysgolion Cymru
- gyngor i drefnu blwyddyn 'GAP' gan gynnwys disgylion sydd yn ymwneud â chynlluniau datblygu megis 'Project Trust'.
-

Bydd rhai disgylion yn cael gwahoddiad i fod ar grŵp SEREN fydd yn rhoi mynediad i:

- gyrsiau paratoi at Feddygaeth
- ymweliad deuddydd â Phrifysgol Rhydychen/Caergrawnt
- baratoad at arholiadau mynediad prifysgolion e.e BMAT, UKCAT.
- Mynychu cynhadledd flynyddol a sesiynau cyfoethogi a pharatoi at brifysgol.

Bellach mae disgwyl i ddisgylion gael 6A* neu fwy yn eu TGAU er mwyn cyrraedd mein prawf mynediad ar gyfer y rhaglen SEREN.

Yn ogystal â'r cyfleoedd hyn mae cyfle i bob myfyriwr ddatblygu'n bersonol gan feithrin sgiliau pellach drwy gymryd rhan mewn gweithgareddau megis:

- Cefnogi disgylion iau'r ysgol mewn ystod o weithgareddau sydd yn rhoi profiadau gwerthfawr ac yn datblygu eu sgiliau arwain e.e. cynorthwyo yng Nghlwb gwaith cartref yn yr HWB,
- Arwain cynlluniau ymyrraeth lwyddiannus Menter Mathemateg bl.7, a Bydis darllen,
- Arwain gweithgareddau chwaraeon o fewn yr ysgol,
- Cynnal clybiau a gweithgareddau yn eu meysydd pwnc/diddordeb,
- Arwain ymgyrchoedd elusennol,
- Arwain Eisteddfod yr Ysgol,
- Arwain yr ysgol drwy rwydweithiau Llais Disgybl gan gynnwys ymgymryd â rôl Prif Ddisgylion,a
- Cynrychioli'r ysgol ar gwrs Arweinyddiaeth Ifanc RYLA.

2. Disgwyliadau o Fyfyrwyr 6ed Dosbarth

Datblygu'r Person Cyflawn/Dinesydd Ifanc

Mae eich cymwysterau yn bwysig ond mae eich natur, eich personoliaeth a'ch hapusrwydd yr un mor bwysig. Ystyriwch, er enghraifft, y profiad o ymgeisio am swydd neu am le mewn Prifysgol. Bydd y sawl sydd yn cyfweld yn dod ar draws llawer gyda chymwysterau tebyg i'w gilydd ond bydd yn dewis y person sydd â'r bersonoliaeth fwyaf addas a'r profiadau mwyaf perthnasol. Rhaid i chi ddangos hefyd eich bod yn medru cydweithio fel aelod o dîm, cymryd cyfrifoldeb, ac ymddwyn mewn modd dibynadwy ac annibynnol. Gobeithir y gall pob myfyriwr ddatblygu'r sgiliau hyn yn ystod ei amser yn y Chweched Dosbarth.

Cyfrifoldeb yn y Chweched

Dewis yr unigolyn yw dychwelyd i'r 6ed Ddosbarth. Teg felly yw rhoi rhywfaint o arweiniad ynglŷn â chyfrifoldebau bywyd yn y Chweched er mwyn i'r myfyriwr fedru penderfynu a fydd yn barod i'w derbyn, cyn arwyddo cytundeb dychwelyd i'r Chweched. Anelir at roi cyfle i bob aelod o'r Chweched ddatblygu hyd eithaf ei allu, yn academaidd, yn allgyrsiol ac yn gymdeithasol a hynny o fewn awyrgylch Cymreig. Anelir, hefyd, at roi cymaint o ryddid barn a rhyddid ymddygiad sy'n gymesur â chyfrifoldebau tuag at gyfoedion, disgylion iau, athrawon a phob aelod o gymuned yr ysgol.

Yn gyffredinol, felly, mae dau prif bwyt:

- Ymddwyn mewn ffordd sy'n deilwng o statws arbennig aelodaeth o'r Chweched Dosbarth.
- Ymroddiad i bob agwedd o addysg, a bod yn barod i dderbyn arweiniad ynglŷn â sefydlu patrwm cytbwys o waith ac o hamdden.

Eich cyfrifoldeb personol

Disgwylier i chi:

1. ddilyn amserlen sy'n cynnwys o leiaf 15 awr yr wythnos a chyfuniad o wersi a chyfnodau astudio ffurfiol dan ofal mentor y 6ed dosbarth;
2. fod yn bresennol ac yn brydlon ym mhob gwers, gwasanaeth, cyfnod cofrestru ac unrhyw weithgaredd a drefnwyd ar eich cyfer.
3. weithio'n dawel yn yr ystafell astudio ac wrth astudio o fewn Bloc y 6ed Dosbarth, gan sylweddoli'r hunanddisgyblaeth a'r gwaith ymchwil unigol sydd mor angenrheidiol yn y Chweched a pharchu hawl eraill i astudio hefyd. Dylech dreulio o leiaf 20 awr yr wythnos ar eich gwaith ysgol y tu allan i oriau gwersi.
4. gyflwyno tasgau yn brydlon ac yn rheolaidd, gan sicrhau ansawdd dda ac ymdrechu i ddileu gwendidau. Dylai pob darn o waith fod yn bwysig i chi. Mae myfyrwyr llwyddiannus yn gwybod o brofiad am bwysigrwydd gwaith yn y Chweched Isaf.
5. reoli eich amser ymlacio, a chofio bod yr athrawon yn cadw golwg er lles yr unigolyn. Mae gennym drefn monitro manwl. Os yw eich tiwtor personol neu'ch athro pwnc yn rhoi gwybod i chi eich bod yn perfformio o dan y lefel briodol, cymerwch sylw;
6. reoli eich bywyd cymdeithasol. Sicrhewch nad ydy eich gwaith ysgol yn dioddef;
7. fod yn synhwyrol am waith cyflogedig. Mewn rhai sefyllfaoedd, mae'n rhaid i bobl ifanc weithio er mwyn cadw eu hunain yn yr ysgol. Mae profiad o gyflogaeth yn un gwerthfawr, fodd bynnag mae yn allweddol eich bod chi'n darganfod cydbwysedd ac yn sicrhau nad yw gwaith yn effeithio ar eich cynnydd a'ch gallu i ymdopi gyda phwysau gwaith 6ed dosbarth.

Disgwylier i chi weithio'n galed, ond mae pob cymorth a chefnogaeth ar gael gan gynnwys cefnogaeth eich Pennaeth 6ed Dosbarth, Tiwtoriaid 6ed Dosbarth, Mentor 6ed dosbarth a'r swyddog cefnogi UCAS ac EMA.

Eich cyfrifoldeb i'r Ysgol

1. Fel disgylion hŷn yr ysgol, mae'n hollbwysig fod y Chweched yn gosod safonau i weddill yr ysgol, a hynny mewn iaith, ymddygiad, presenoldeb, prydloondeb a gwisg (gweler y canllawiau ar wisg y Chweched).
2. Fe'ch anogir i gyfrannu at fywyd yr ysgol: e.e. cynyrchiadau, eisteddfodau, gweithgareddau, timau'r ysgol, helpu gyda'r disgylion iau ...
3. Mae pwylgor o Swyddogion (wedi ei seilio ar etholiad) yn gyfrifol am drefniadau a threfn y Chweched. Dyletswydd arnoch, felly, yw cefnogi a rhannu'r baich; mae pob cyfraniad yn bwysig er mwyn gweithio fel tîm.
4. Ni ddylid gadael safle'r ysgol heb arwyddo yn y gofrestr yn y dderbynfa wrth adael yr adeilad ac wrth ddychwelyd. Er mwyn astudio gartref sicrhau eich bod wedi cael caniatâd neu gytundeb astudio annibynnol gan Bennaeth y 6ed neu aelod o'r Uwch Dîm Rheoli.
5. Nid cyfngu ar ryddid yw'r bwriad o fonitro eich presenoldeb ond dilyn yr un patrwm o ddiogelwch a chwrteisi a geir ymhob sefyllfa waith. Am yr un rhesymau, mae angen llythyr oddi wrth riant neu warcheidwad i egluro unrhyw absenoldeb.
6. Gofynnir i chi ddefnyddio Bloc y Chweched yn synhwyrol a gofalus, er mwyn cadw safonau'r canolfannau astudio a chyfrifiaduro ac er mwyn gwarchod yr adnodd ar eich cyfer chi a disgylion 6ed dosbarth y dyfodol.
7. Bydd y berthynas rhyn goch a'r staff yn wahanol: myfyrwyr fyddwch bellach, nid disgylion. Parchwch hyn.
8. Disgwylier i chi gefnogi staff yr ysgol drwy wneud un dyletswydd amser egwyl neu ginio bod wythnos.

3. Sut i ddewis pynciau yn y 6ed Dosbarth

1. Dewiswch bynciau rydych yn gwneud yn dda ynddynt.
2. Dewiswch bynciau rydych yn eu mwynhau.
3. Ystyriwch bynciau newydd ond gofalwch rhag eu dewis i gyd.
4. Byddwch yn realistig a gonest gydag eich hun - os mai graddau C ydy'r mwyaf o'ch canlyniadau TGAU nid ydych yn debygol o gyflawni anghenion ysgolion meddygol – felly annoeth fyddai astudio 3 gwyddoniaeth rhag ofn.
5. Mae'r naid rhwng TGAU Safon A yn FAWR – cymerwch gyngor eich athrawon os fyddant yn mynegi pryderon ynglŷn â'ch gallu i ymdopi gyda'r pwnc.
6. Mae prifysgolion yn hoff o gyferbyniadau e.e. gwyddoniaeth a cherdd, iaith a màths ayyb.
7. Peidiwch dewis ar sail 'hearsay' e.e. "mae hwnna yn hawdd" – mae pawb yn wahanol.
8. Peidiwch dewis ar sail beth mae eich ffrindiau yn eu dewis - efallai y byddai'n hwyl cael eich ffrindiau yn y gwersi ond ddim llawer o ddefnydd os ydych chi'n methu'r pwnc.
9. Peidiwch dewis pwnc am eich bod yn credu y bydd yn "edrych yn dda".
10. Bydd PAWB yn dechrau gyda 3 neu 4 AS a Bagloriaeth Cymru, a cheisio cadw at y rhaglen astudio yma.
11. Edrychwch am gydbwysedd gwaith cwrs rhwng eich pynciau.
12. Os nad ydych yn hoff o waith cwrs PEIDIWCH dewis pynciau ac asesiad o'r fath. Ac os mai gwaith cwrs yw eich cryfder edrychwch am gyrsiau â phwyslais arno.
13. Edrychwch am bynciau sy'n gweddu i'w gilydd e.e. Bioleg ac Addysg Gorfforol, Seicoleg, ac Iechyd a Gofal.
14. Os oes gennych swydd mewn golwg gwnewch eich ymchwil yn ofalus pa bynciau sy'n ddefnyddiol a pha rai sy'n HANFODOL e.e. TGAU Gwyddoniaeth dysgu cynradd.
15. Edrychwch hefyd yn ofalus ar ofynion Prifysgolion neu golegau/gweithle.

www.cam.ac.uk/admissions/undergraduate/requirements
<http://www.cam.ac.uk/admissions/undergraduate/requirements>.

Daw'r cyngor isod gan Brifysgol Caergrawnt ac fel arfer mae'r prifysgolion gorau yn dilyn eu cyngor nhw:

- Pensaernïaeth: Y gallu i ddylunio, diddordeb mewn hanes Celf, TGAU Mathemateg
- Cyfrifiadureg: Lefel A Mathemateg
- Peirianneg: Lefel A Mathemateg
- Y Gyfraith: pwnc sy'n datblygu eich rhesymeg (logic) e.e. màths, gwyddoniaeth, iaith fodern yn ogystal â phwnc trafod e.e. hanes.
- Cerdd: o leiaf gradd 5 piano
- Gwyddoniaeth Naturiol: Lefel A Mathemateg
- Meddygaeth: Cemeg a Bioleg
- Dysgu: TGAU Gwyddoniaeth, Mathemateg a Saesneg (graddau B) ac un pwnc cwricwlwm Cenedlaethol at Lefel A.
- Physio: Bioleg.

www.bbc.co.uk www.doyou.co.uk www.teenissues.co.uk www.careersserviceni.com
www.careerswales.com

Polisi Derbyn i Flwyddyn 12

Mae blynnyddoedd 12 a 13 yn agored i fyfyrwyr sy'n cwrdd â holl ofynion Fframwaith Dychwelyd i'r 6ed.

Disgwylir i bob darpar fyfyrwr gwrdd â'r:

- a. Gofynion academaidd a'r
- b. Gofynion personol

Gofynion Academaidd:

Graddau TGAU	Derbynir disgyblion sydd â'r canlyniadau hyn i wneud y cyrsiau canlynol	Amodau Ychwanegol
O leiaf 5 C neu'n uwch neu Glod mewn cymhwyster Lefel 2	Llwybr 3 Lefel A + Fagloriaeth Cymreig: <ul style="list-style-type: none">• Cyrsiau Lefel A• Bagloriaeth Cymru Uwch• BTEC Lefel 3	Disgwylir Gradd C neu uwch TGAU mewn pwnc perthnasol i'r pwnc Lefel A. Disgwylir bod gan ddisgyblion o leiaf gradd B TGAU yn y pwnc gyfer y 3 pwnc gwyddoniaeth a mathemateg, a B mewn mathemateg ar gyfer seicoleg.
5 A*/A neu'n uwch*	<ul style="list-style-type: none">• Llwybr 3 neu 4 Lefel A + Fagloriaeth Cymreig	Disgwylir Gradd C neu uwch TGAU mewn pwnc perthnasol i'r pwnc Lefel A. Disgwylir bod gan ddisgyblion o leiaf gradd B TGAU yn y pwnc gyfer y 3 pwnc gwyddoniaeth a mathemateg, a B mewn mathemateg ar gyfer seicoleg.

Ar gyfer llwybr Seren bydd angen 6 neu well.

Gofynion Personol

Mae'r myfyriwr wedi:

- Cydymffurfio â disgwyliadau'r ysgol hon (neu ysgol arall) yn gyson ym mlynnyddoedd 7 – 11.
- Dangos parch at eraill a'u heiddo mewn gwersi a thu allan i'r ystafell ddosbarth.
- Ar ddisgresiwn y Pennaeth yn unig ganiateir i fyfyrwr gofrestru i'r 6ed ar ôl diwedd mis Medi.

Mi fydd penderfyniad y Pennaeth yn derfynol.

6th Form Guide:

1. Reasons for returning to the Sixth Form

There are several considerations. Ysgol Dyffryn Conwy gives you the opportunity to develop as a person not only in Bilingual Environment but by expanding horizons.

Curricular Reasons

If you return to the Sixth Form in the Ysgol Dyffryn Conwy, there is an opportunity for you to build on your academic qualifications:

- We have a wide range of topics to choose from, and each year option columns change depending on your intentions, by completing your free choice.
- There are up to 40 subjects with a wide range of vocational subjects.
- Further study subjects that you have already followed up to GCSE Standard or start new subjects, whether in A Level, AS, BTEC, or the Welsh Baccalaureate.
- Re-sit GCSE courses. English (Language), Welsh (Language) and Maths may be re-taken in November (if you have already gained at least grade D).
- There will be an opportunity to study off-site in other education establishments throughout the County on Wednesday. See the LINC prospectus. Also partnership course with Ysgol y Creuddyn to learn Music and other partnership options to protect minority subjects are also in the offing.

Academic Achievements

We are thrilled in the numbers of students:

- went on to Higher Education.
- won Scholarships for Welsh Universities.
- who had interviews and offers to Oxford Universities or Cambridge.
- who go on to study Medicine and Engineering.

These students have studied a cross section of subjects across all departments of the school.

Pastoral Care and Preparation for Higher Education / Work

By continuing your education in a familiar place there is assurance that the careful and consistent pastoral care of Ysgol Dyffryn Conwy continues. Each 6th form student will:

- Register with their class teacher every morning
- Have the opportunity to discuss their progress in parents' evenings
- Receive reports on academic effort and attainment.
- Your targets will be challenging and will be set using ALPS (against the top 25% nationally).

In addition to this during the year or two years a student will spend here, we will prepare them carefully to the next stage in their lives, whether in a higher education, apprenticeship or workplace institution by:

- Advice and support for UCAS and careers
- Mock interviews
- Attend university open days and university departments
- Prepare for the Universities Scholarships examinations in Wales and further afield
- Advice to arrange a GAP year such as 'Project Trust'.

Some pupils will be invited to be on a SEREN group that will give access to:

- Preparation courses for Medicine
- Two day visit to Oxford University
- Prepare for university entry exams e.e BMAT, UKCAT
- Attend an annual conference, enrichment day and preparation sessions to university.

The criteria for the SEREN program expects pupils have 6A * or more in their GCSEs. In addition to these, there are opportunities for all students to develop personally by fostering further skills by taking part in activities such as:

- Support the school's younger pupils in a range of activities that provide valuable experiences and develop their leadership skills e.g. assist at a homework club at the HWB,
- Leading successful intervention plans Menter Mathematics Bl.7, and reading Buddies,
- Leading sporting activities within the school,
- Hold clubs and activities in their subject / interest areas,
- Leading charitable campaigns,
- Leading the School Eisteddfod,
- Leading the school through Pupil Voice networks including undertaking the role of Head Pupils,
- Represent the school on the RYLA Young Leadership course.

2. Expectations of 6th Form Students

Whole Person Development / Being a Young Citizen

Your qualifications are important but your nature, your personality and your happiness are important. Consider, for example, the experience of applying for a job or for a place in University. Interviewers will encounter many with similar qualifications but choose the person with the most appropriate personality and the most relevant experiences. You must also show that you can work together as a member of a team, take responsibility, and act in a reliable and independent way. It is hoped that all students can develop these skills during their time in the Sixth Form.

Responsibility in the Sixth Form

It is the individual that chooses to return to Sixth form. It is therefore fair to give some guidance on responsibilities in the Sixth Form so that the student can decide whether they will be ready to accept them, before they agree to sign to come to the Sixth form. It is aimed at giving all Sixth form members the opportunity to develop to the best of their ability, academically, extra curricular and socially within a Welsh atmosphere. It is also intended to give as much freedom of opinion and freedom of behavior commensurate with responsibilities towards peers, younger pupils, teachers and all members of the school community.

In general, therefore, there are two main points:

- Behave in a way that is worthy of the special status of membership of the Sixth Form.
- Commitment to all aspects of education, and be prepared to receive guidance on establishing a balanced pattern of work and recreation.

Your personal responsibility: You are expected to

1. Follow a timetable that includes at least 15 hours a week;
2. Be present and punctual in every lesson, assembly, registration period and any activity arranged for you.
3. Work quietly in the 6th form block, realizing the self-discipline and the individual research that is so necessary in the Sixth Form. You should spend around 20 hours a week on your schoolwork outside lesson time.
4. Present tasks promptly and regularly, ensuring good quality and strive to eliminate weaknesses. Every piece of work should be important to you. Successful students know from experience about the importance of work in the Sixth.
5. Manage your down time, and remember that the teachers are there to help you for the individual best interests. We have a detailed monitoring procedure. If your personal tutor or subject teacher informs you that you are performing under the appropriate level, listen and take note;
6. Manage your social life – make sure you are able to undertake your school work;

7. Be sensible about paid work. In some situations, young people must work to keep themselves at school. Experience of employment is a valuable one, however it is crucial that you find the balance and ensure that work does not affect your progress and ability to cope with the pressure of 6th class work.

You are expected to work hard, but all help and support is available including the support of your Form tutor, Head of 6th, 6th form mentor and UCAS and EMA support officer.

Your responsibility to the School

1. As the school's older pupils, it is imperative that the Sixth Form sets standards for the rest of the school, in language, behavior, attendance, punctuality and school uniform. (See guidance on the Sixth Form).
2. You are encouraged to contribute to school life: e.e. school musicals, eisteddfodau, carol services, school teams, help with younger pupils.
3. A committee of Officers (based on an election) is responsible for the arrangements and order of the Sixth Form. It is your duty, therefore, to support and share the burden; all contributions are important to team work.
4. The school site should not be left without signing in the register at reception when leaving the building and when returning. To study at home you should ensure that you have obtained an independent study agreement ratified by the Head of 6th or a member of the Senior Management.
5. The intention of monitoring your attendance is not restrict your freedom but follow the same pattern of security and courtesy in every work situation. For the same reasons, a parent or guardian needs a letter to explain any absence.
6. You are asked to use the Sixth Form Block sensibly and carefully, to keep the standards of study room and laptops.
7. The relationship between you and the staff will be different: you will be students, not pupils. Respect this.
8. It is expected that you support the school staff by doing one duty a week either at break or lunch time.

3. How to choose subjects in the 6th Form

1. Choose subjects that you do well in them.
2. Choose subjects that you enjoy.
3. Consider new subjects but be careful not to choose just new subjects.
4. Be realistic and honest with yourself - if the majority of your GCSE results are C grades you are not likely to meet the needs of medical schools – so it is inappropriate to study 3 sciences.
5. The leap between GCSE standard A level is ENORMOUS - take the advice of your teachers if they express concerns about your ability to cope with the subject.
6. Universities like contrasts e.g. science and music, language and maths etc.
7. Do not choose a subject by hearsay e.g. "That's easy" – every one is different.
8. Do not choose a subject based on what your friends choose - it might be fun to have your friends in the lessons but not a lot of use if you fail in the subject!
9. Do not choose a topic because you think it will "look good".
10. All will start with 3 or 4 AS's and the Welsh Baccalaureate, and try to adhere to this program of study.
11. Look for the balance of coursework between your subjects.
12. If you do not like coursework DO NOT select subjects which are heavy on coursework. However, if coursework is your strength, look for courses that include coursework and focus on it.

13. Look for topics that match each other e.g. Biology and Physical Education, Psychology, and Health and Social Care.
14. If you have a job in mind, carry out your research carefully about which subjects are useful and which ESSENTIAL, e.g. GCSE science for primary teaching.
15. Look carefully at the requirements of Universities or colleges / workplace.
www.cam.ac.uk/admissions/undergraduate/requirements/
<http://www.cam.ac.uk/admissions/undergraduate/requirements>

The following advice comes from Cambridge University and the best universities usually follow their advice:

- Architecture: Ability to design, an interest in Art history, GCSE Maths
- Computer Science: A level Maths
- Engineering: A Level Maths
- Law: a topic that develops your logic e.g. maths, science, modern language or classical as well as a topic of discussion e.g. history.
- Music: at least piano grade 5
- Natural Science: A Level Maths
- Medicine: Chemistry and Biology
- Learning: GCSE Science, Maths, Welsh or English (grades B) and one curriculum subject nationally
- Physiotherapy: Biology.

www.bbc.co.uk www.doyou.co.uk www.teenissues.co.uk / www.careersserviceni.com
www.careerswales.com

Admissions Policy for Year 12

Years 12 and 13 are open to students who meet all the requirements of the Return to 6th Framework. All prospective students are expected to meet the:

- a. Academic and
- b. Personal requirements.

Academic Requirements:

GCSE grades	Pupils who have these results are accepted to make the following courses:	Additional Conditions
5 C or above or Merit in a level 2 qualifications	3 A Level and Welsh Bac pathway: <ul style="list-style-type: none"> • A Level Courses • Advanced Welsh Baccalaureate • Level 3 BTEC course/Conwy Linc Courses 	Grade C is expected or higher in the GCSE subject relevant to the A Level subject, however a B grade is expected in all 3 sciences and maths if these subjects are chosen. In addition a B grade in mathematics for psychology.
5A*/A or higher*	 <ul style="list-style-type: none"> • 3 or 4 A Level and Welsh Bac pathway 	Grade C is expected or higher in the GCSE subject relevant to the A Level subject, however a B grade is expected in all 3 sciences and maths if these subjects are chosen. In addition a B grade in mathematics for psychology.

*For Seren pathways 6A*s are needed.

Personal Requirements

The student has:

- complied with the expectations of this school (or another school) regularly in years 7 - 11.
- shown respect for others and their property in lessons and outside the classroom.

A student is only allowed to register in the 6th form on the Headteacher's discretion after the end of September. **The Headteacher's decision will be final.**



NOSON O DDATHLU YN YSGOL DYFFRYN CONWY

Cynhaliwyd noson Datlu Llwyddiant blynnyddol Ysgol Dyffryn Conwy Medi 2019. Roedd yn gyfle i ddathlu llwyddiannau rhagorol ein disgyblion yn dilyn canlyniadau Haf 2019. Ymysg y gwobrau cyntaf a rannwyd oedd gwobrau'r Llywodraethwyr ar gyfer rhagoriaeth mewn Lefel A. Yn ennill y brif wobr, gwobr William J Lewis eleni am eu canlyniadau Lefel A rhagorol oedd Rosy Pearson a Caitlin Thomas. Mae Rosy wedi

mynd ymlaen i astudio leithoedd Modern a Canoloesol ym Mhrifysgol Caergrawnt a Caitlin yn astudio Cyflawnder Troseddol yn Lerpwl. Yn derbyn y wobr Holt eleni oedd Efa Celyn Davies a derbynwyr gwobr Dr Harold Williams eleni oedd Amaan Abassi ac Ifan Jones.

Derbyniodd Elenid Alun o Flwyddyn 13 wobr cydnabyddiaeth arbennig ar gyfer 2018/19 yn sgil ei llwyddiannau a cynnydd dros ei chyrsiau Lefel A. Derbyniodd 4 disgybl o Flwyddyn 12 hefyd wobrau am eu canlyniadau rhagorol AS – Elin Ford, Ethan Witt, Angharad Butler a Isabel Walmsley. Dymunwn yn dda iawn iddynt yn eu cyrsiau Lefel A a'u ceisiadau prifysgol. Derbyniodd ein Prif Ddisgyblion 2018/19, Jake Grove, Efa Celyn Davies, Elan Jones, Elen Jones a Trystan Jones wobr cydnabyddiaeth am eu gwaith caled yn arwain disgyblion a chyfrannu at weithgraeddau a bywyd yr ysgol dros y flwyddyn.

AN EVENING OF CELEBRATION AT YSGOL DYFFRYN CONWY

Ysgol Dyffryn Conwy celebrated its annual Awards Ceremony in September with a number of 6th form pupils receiving awards. The evening was an opportunity to celebrate the success of our pupils following this Summer's results. Amongst the first awards presented were the Governors' Awards for excellence at A Level. Winning the coveted William J Lewis scholarship this year for their excellent A Level results were Rosy Pearson and Caitlin Thomas. Rosy has gone on to study Modern and Primeval Languages at Cambridge University and Caitlin has gone to study Criminal Justice at Liverpool John Moores. Also receiving an award for her excellent A Level results was Efa Celyn Davies who was the recipient this year of the Holt Award. Receiving the Dr Harold Wilson award this year were Amaan Abassi and Ifan Jones.



Elenid Alun from year 13 was one of the recipients of the school's special recognition awards for 2018/19 in light of her achievements and progress over her A Level courses. The top students for AS this year were also awarded on the evening – Elin Ford, Ethan Witt, Angharad Butler and Isabel Walmsley. We wish them all the best in their A Level studies and future pathways. The school's Head Pupils for 2018/19, Jake Grove, Efa Celyn Davies, Elan Jones, Elen Jones and Trystan Jones also received a special recognition award for their contribution to the school over the course of the year.

CYSYLLTIADAU A PHRIFYSGOLION UNIVERSITY LINKS

Mae cysylltiadau cryf gennym efo nifer o brifysgolion - yng Nghymru a thu hwnt i'r ffin gan gynnwys prifysgolion y Grŵp Russell, gydag o leiaf un disgybl ym mhob blwyddyn 6ed dosbarth yn llwyddo i gael lle i astudio ym Mhrifysgol Caergrawnt neu Rhydychen. Mae ein partneriaethau yng Nghymru yn aml yn golygu bod gan ddisgyblion llefudd diamod yn sgil llwyddiant mewn arholiadau ysgoloriaeth. Rydym yn hynod o falch hefyd yn llwyddiant disgyblion i gael mynediad i gyrsiau Meddygol (3 yn 2019).

We have strong links with many universities including those in Wales, and part of the prestigious Russell Group with at least one pupil in each 6th form year group gaining a place to study at Oxford or Cambridge. Our partnerships with universities in Wales often mean that pupils gain unconditional places as a result of their success in scholarship examinations. We are also very proud of the success of pupils entering Medicine (3 students in 2019).

PROSIECT SEREN PROJECT:

Dros y blynnyddoedd diwethaf, mae llawer o'n disgyblion 6ed dosbarth hefyd wedi bod yn rhan o gynllun SEREN sydd yn rhoi cefnogaeth ychwanegol i ddisgyblion mwy galluog a thalentog lefel A. Mae hyn wedi ategu'r uchelgais i ddisgyblion fwrw ymlaen i astudio cyrsiau megis meddygaeth ac i ymgeisio a llwyddo yn eu ceisiadau i Gaergrawnt/Rhydychen. Mae'r cynllun yn rhoi cyfleoedd ehangach i ddisgyblion fynychu diwrnodau ymweld yn y prifysgolion, cynadleddau a darlithoedd mewn meysydd penodol ac i gael cefnogaeth arbenigwyr wrth lunio eu datganiadau personol a/neu baratoi ar gyfer cyfweliadau prifysgol.

Over the last few years, many of our learners have been part of the SEREN project for more able and talented 6th form learners. This has added to the ambition of learners to study courses such as medicine, and to try and succeed in applying for Oxbridge (Cambridge/Oxford). The project gives enhanced opportunities for pupils to attend open days in universities, as well as conferences and lectures in key areas and to have the support of specialists when preparing their personal statements and/or preparing for University interviews.

CAERGRAWNT/CAMBRIDGE

Llongyfarchiadau mawr i Rosy a gafodd lle i astudio leithoedd Modern a Cynoesol yng Nghaergrawnt ar gyfer 2019/20, yn dilyn canlyniadau rhagorol iawn.

Congratulations to Rosy Pearson on securing her place at Cambridge University to study Foreign and Primeval Languages for 2019/20, following excellent results.



BETH ARALL YDYM YN EI GYNNIG I FFYRWYR?

CYNGOR GYRFAOL - i wneud yn siŵr eich bod yn mynd i'r cyfeiriad iawn.

HAWLIAU LLES - gwybodaeth a chymorth ar ymgeisio am grantiau, cymorth ariannol ac yn y blaen.

CYNGOR PERSONOL - pan fydd arnoch angen person profiadol i siarad â chi a'ch helpu drwy broblemau personol.

PARATOAD AR GYFER CYFWELIAD - trefnir ffug gyfweliadau cyn eich cyfweliad mewn Prifysgol, Coleg Addyssg Uwch neu Bellach.

PROFIADAU GWAITH - gwybodaeth a chymorth i sicrhau lleoliad o'ch dewis chi.

PROFIAD CYMUNEDOL - er mwyn hybu eich sgiliau cyfathrebu a chymdeithasol.

IECHYD - cyngor ar faterion iechyd.

ADDYSG GREFYDDOL A MOESOL - er mwyn eich helpu i ddeall a pharchu safbwytiau pobl eraill.

ADDYSG HAMDDEN - i'ch helpu i ddysgu ymlacio ac i fwynhau eich amser rhydd.

TEITHIAU ADDYSGOL - cynhelir teithiau addysgol gan gynnwys teithiau tramor a theithiau yn gysylltiedig â'r manylebau Lefel A.

CYNGOR UNIGOL - gan athrawon pwnc profiadol, a chymorth penodol gydag adeiladu portfolio o waith ar gyfer asesiad y Fagloriaeth Cymru.

FFEIL GYNNYDD - record fanwl o'ch cyraeddiadau academaidd, personol a chymdeithasol.

FFORYMAU DOSBARTH A BLWYDDYN, CHYNGOR YSGOL A THIMAU ARWAIN Y CHWECHED DOSBARTH - cyfle i fynegi barn am yr ysgol a threfnu gweithgareddau.

WHAT ELSE DO WE OFFER STUDENTS?

CAREERS GUIDANCE -to make sure you are going in the right direction.

WELFARE RIGHTS - information and help with applying for grants, financial support etc.

PERSONAL COUNSELLING - when you need someone experienced to talk to who can support you through personal difficulties.

INTERVIEW PREPARATION - mock interviews are organised before your interview at University, College of Higher or Further Education.

WORK-RELATED EXPERIENCES - information and help in applying for a placement of your own choice.

COMMUNITY EXPERIENCE - in order to help your communication and social skills.

HEALTH - advice on health matters.

RELIGIOUS AND MORAL EDUCATION - in order to help you understand and respect other people's standpoints.

LEISURE EDUCATION - to help you learn to relax and enjoy your free time.

EDUCATIONAL VISITS – educational visits linked to the A Level curriculum and include travelling abroad.

INDIVIDUAL GUIDANCE - by experienced subject teachers and specific assistance with building a portfolio for the Welsh Baccalaureate assessment.

PROGRESS FILE - a detailed record of your academic, personal and social achievements.

CLASS AND YEAR FORUMS, THE SCHOOL COUNCIL AND SIXTH FORM LEADERSHIP TEAMS - an opportunity to express your views about the school and organise activities

CYRSIAU DEWIS 6ED DOSBARTH

**6TH FORM OPTIONS
COURSES**

Tystysgrif Estynedig Genedlaethol BTEC Lefel 3 Mewn Chwaraeon

Strwythur y cymhwyster

- Cywerth mewn maint i un Lefel A
- 4 uned – 3 yn hanfodol, a 2 yn cael eu hasesu yn allanol.
- Cynnwys hanfodol (83%).
- Asesiad allanol (67%).



Asesiad

Mae'r asesiad wedi'i gynllunio'n benodol i gyd-fynd a phwrpas ac amcan y cymhwyster. Mae'n cynnwys ystod o fathau ac arddulliau asesu sy'n addas ar gyfer cymwysterau galwedigaethol. Mae tri phrif fath o asesiad: allanol, mewnol a synoptig.

Unedau a asesir yn allanol

- Yr arddulliau asesu allanol a ddefnyddir ar gyfer cymwysterau yn yr ystafell chwaraeon yw:
- arholiadau – mae pob dysgwr yn cymryd yr un asesiad ar yr un pryd, fel arfer gyda chanlyniad ysgrifenedig
 - tasgau gosod- dysgwyr yn cymryd yr asesiad yn ystod ffenestr ddiffiniedig ac yn dangos dealltwriaeth trwy gwblhau tasg alwedigaethol.

Unedau a asesir yn fewnol

Bydd dysgwyr yn cael y cyfre i:

- ysgrifennu canfyddiadau eu hastudiaethau achos eu hunain
- i ymchwilio i archwilio sefyllfaoedd cymhleth neu anghyfarwydd
- i gynnal prosiectau y mae ganddynt ddewis dros y cyfeiriad a chanlyniadau
- dangos sgiliau ymarferol a thechnegol.

Asesiad synoptig

Mae asesiad synoptig yn ei gwneud yn ofynnol i ddysgwyr ddangos eu bod yn gallu adnabod a defnyddio'n effeithiol, mewn modd integredig, detholiad priodol o sgiliau, technegau cysyniadau, damcaniaethau a gwybodaeth o bob rhan o'r sector fel sy'n berthnasol i dasg allweddol.

Graddio ar gyfer unedau a chymwysterau

Mae cyflawniad yn y cymhwyster yn gofyn am arddangosiad o ddyfnder astudio ym mhob uned, sicrhau caffael ystod o sgiliau ymarferol sydd eu hangen ar gyfer cyflogaeth neu ddilyniant i addysg uwch, a datblygu sgiliau trosglwyddadwy yn llwyddiannus. Bydd dysgwyr sy'n ennill cymhwyster wedi cyflawni ar draws unedau gorfodol, gan gynnwys asesiad allanol a synoptig. Asesir unedau gan ddefnyddio graddfa graddio Rhagoriaeth, Teilyngdod, Pasio a Di-ddosbarth.

BTEC Level 3 National Extended Certificate in Sport



Structure of qualification

- Equivalent in size to one A Level.
- 4 units of which 3 are mandatory and 2 are externally assessed.
- Mandatory content (83%).
- External assessment (67%).

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications. There are three main forms of assessment: external, internal and synoptic.

Externally-assessed units

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally-assessed units

Learners will be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified.



ASTUDIAETHAU CREFYDDOL UWCH GYFRANNOL/SAFON UWCH

Bwriad y fanyleb hon yw cynnig ymagwedd academaidd at yr astudiaeth o grefydd ac i fod yn hygyrch i ymgeiswyr o unrhyw enwad crefyddol neu heb grefydd o gwbl. Mae'r fanyleb yn darparu cyfle i ymgeiswyr ymgymryd ag ymchwiliad rhngddisgyblaethol o agweddu penodol ar un neu fwy o grefyddau.

All y fanyleb gyfrannu at ddatblygiad ysbrydol a moesol ymgeiswyr?

Mae modylau'n trafod deunydd pwnc yn uniongyrchol sy'n ymwneud â, er enghraifft : Yr ymchwil am ystyr mewn bywyd, gwirionedd a gwerthoedd eithaf; ymchwilio credoau crefyddol. Ceir cyfleoedd i : Astudio crefydd a diwylliant; ystyried gwerthoedd moesol ac agweddu unigolion, credoau, cymdeithasau neu gymdeithas gyfoes; Datblygu gallu i resymu ar faterion yn ymwneud â gwerthoedd, agweddu a gweithredoedd; Datblygu'r gallu i wneud penderfyniadau wedi'u rhesymu ar ddysg a materion moesol arwyddocaol.

Ac ar gyfer astudiaeth bellach?

Mae'r fanyleb yn darparu sylfaen addas ar gyfer astudiaeth o Astudiaethau Crefyddol neu gyrsiau perthynol mewn addysg bellach ac uwch. Mae hefyd yn darparu cwrs astudiaeth gydlynol, fodhaol a gwerth chweil i fyfyrwyr nad ydynt yn symud ymlaen i astudiaeth bellach mewn astudiaethau crefyddol ar ôl UG neu Safon Uwch.

A yw'r cynnwys yn hylaw?

Mae cynnwys y pwnc yn briodol i'r pwnc o ran ei gysyniadau, testunau, meinu prawf, strwythur a hydrinell gan ystyried yr amser sydd ar gael i'r ymgeiswyr ar gyfer ei astudio.

A fydd y fanyleb yn ddeniadol i fyfyrwyr?

Bydd, yn sicr. Mae parhad a symud ymlaen o'r TGAU. Gall myfyrwyr nad ydynt wedi astudio Astudiaethau Crefyddol TGAU ei astudio. Gall llawer iawn mwy o fyfyrwyr astudio Uwch Gyfrannol Astudiaethau Crefyddol nag yn y gorffennol. Gall llawer o fyfyrwyr sydd wedi dilyn yr AG (Cwrs Byr) ddilyn AC yn yr Uwch Gyfrannol a'r Safon Uwch.

UWCH GYFRANNOL

Bydd ymgeiswyr yn astudio **dau** fodiwl - **Bwdhaeth a Chrefydd ac Athroniaeth**, ond ble bydd y modiwlau UG yn gyflwyniad i'r maes astudio; bydd y modiwlau A2 yn golygu astudio'r ddwy uned mewn mwy o fanylder gan ychwanegu uned arall hefyd.

Ar gyfer cymhwyster UG, bydd ymgeiswyr yn astudio unrhyw ddu o opsiwn :

CRYNODEB O'R ASESIADAU

UG Uned 1 Cyflwyniad i'r Astudiaeth o Grefydd

Arholiad ysgrifenedig : 1½ awr 90 marc

15% o'r cymhwyster

Opsiwn Dewisedig 1

Dau gwestiwn traethawd strwythuredig allan o ddewis o bedwar.



UG Uned 2: Cyflwyniad i Grefydd a Moeseg ac i Athroniaeth Crefydd

Arholiad ysgrifenedig : 1½ awr 90 marc

25% o'r cymhwyster

Opsiwn Dewisedig 2

Dau gwestiwn traethawd strwythuredig allan o ddewis o bedwar.

SAFON UWCH (yr uchod a 3 uned arall)

U2 Uned 3 : Astudiaeth o Grefydd (uned ORFODOL)

Arholiad ysgrifenedig : 1½ awr 100 marc

20% o'r cymhwyster

Uned 1 wedi'i astudio ar lefel uwch.

Un cwestiwn seiliedig ar wybodaeth a dau gwestiwn dadansoddol allan o ddewis o bedwar.

U2 Uned 4 : Athroniaeth Crefydd (uned opsiynol)

Arholiad ysgrifenedig : 1½ awr 75 marc

20% o'r cymhwyster

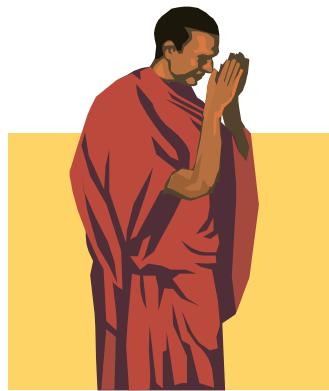
Bydd ymgeiswyr yn ateb un cwestiwn strwythuredig a dau gwestiwn dadansoddol allan o ddewis o bedwar.

U2 Uned 5 : Crefydd a Moeseg (uned opsiynol)

Arholiad ysgrifenedig : 1½ awr

20% o'r cymhwyster

Bydd ymgeiswyr yn ateb un cwestiwn strwythuredig a dau gwestiwn dadansoddol allan o ddewis o bedwar.



RELIGIOUS STUDIES ADVANCED SUBSIDIARY/ ADVANCED LEVEL

Opportunity for candidates to engage in an interdisciplinary exploration of selected aspects of one or more religions.

Can the specification contribute to candidates' spiritual and moral development?

Modules directly address subject matter that is concerned with for example : The quest for meaning in life, truth and ultimate values; the exploration of religious beliefs. There are opportunities to : Study religion and culture; Consider moral values and attitudes of individuals, faiths, communities or contemporary society; Develop skill in reasoning on matters concerning values, attitudes and actions; Develop the ability to make reasoned judgements on significant moral teaching and issues.

And for further study?

The specification provides a suitable foundation for study of Religious Studies or related courses in further and higher education. It also provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in religious studies after AS or A level.

Is the content manageable?

The subject content is appropriate to the subject in terms of its concepts, topics, criteria, structure and manageability given the time available to candidates for its study.

Will the specification be attractive to students?

Undoubtedly it will. There is continuity and progression from GCSE. It can be studied by students who have not studied Religious Studies for GCSE. Many more students may well study Religious Studies at AS than in the past. Many students who have followed the Religious Studies (Short Course) may well study Religious Studies at AS and A level.

A.S.

Candidates will study two modules – **Buddhism and Religion and Philosophy**, but whereas the AS modules are an introduction to the field of study; the A2 modules involve study in greater depth, of two units, in addition to another unit.

SUMMARY OF ASSESSMENT

For an AS qualification, candidates will take two options :

AS Unit 1 An Introduction to the Study of Religion

Written examination : 1½ hour 90 marks

15% of qualification

Selected Option 1

Two structured essay questions out of a choice of four.



AS Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion

Written examination : 1½ hour 90 marks

25% of qualification

Selected Option 2

Two structured essay questions out of a choice of four.

A LEVEL (the above plus a further 3 units)

A2 Unit 3 : Study of a Religion (compulsory unit)

Written examination : 1½ hour 100 marks

20% of qualification

Unit 1 studied at a higher level.

Candidates answer one structured question and two analytical out of a choice of four.

A2 Unit 4 : Philosophy of Religion (compulsory unit)

Written examination : 1½ hour 75 marks

20% of qualification

Candidates answer one structured question and two analytical out of a choice of four.

A2 Unit 5 : Religion and Ethics (optional unit)

Written examination : 1½ hour

20% of qualification

Candidates answer one structured question and two analytical out of a choice of four.

BTEC Busnes

Tystysgrif BTEC Genedlaethol Lefel 3 Busnes gan Pearson

Ar gyfer pwy mae'r cymhwyster hwn?

Mae Tystysgrif BTEC Genedlaethol Lefel 3 mewn Busnes yn gymhwyster Cyffredinol Cymhwysol.

Mae'n benodol ar gyfer dysgwyr ôl-16 sydd am barhau â'u haddysg trwy ddysgu cymhwysol, ac sy'n anelu at symud ymlaen i addysg uwch, ac i gyflogaeth yn y sector busnes ar ei ddiwedd.

Beth yw cynnwys y cymhwyster hwn?

Mae cynnwys y cymhwyster hwn wedi'i ddatblygu mewn ymgynghoriad ag academyddion i sicrhau ei fod yn cefnogi dilyniant i addysg uwch. Mae cyflogwyr a chyrff proffesiynol hefyd wedi bod

ynghlwm â'r ymgynghoriad i gadarnhau bod y cynnwys yn briodol ac yn gyson gyda'r ymarfer cyfredol ar gyfer dysgwyr sy'n bwriadu mynd i gyflogaeth yn uniongyrchol yn y sector fusnes.

Bydd dysgwyr sy'n cymryd y cymhwyster hwn yn astudio unedau gorfodol, sy'n ffurfio 100% o'r rhaglen ddysgu sy'n cwmpasu'r meysydd cynnwys canlynol:

- amgylcheddau busnes
- marchnata a chyllidebu.

Beth allai'r cymhwyster hwn arwain tuag ato?

Gall dysgwyr sydd wedi cwblhau'r cymhwyster hwn symud ymlaen i ddysgu pellach ar Lefel 3, er enghraift, BTEC Cenedlaethol uwch yn y sector busnes.

Mae'r cymhwyster yn cario pwyntiau UCAS ac mae'n cael ei gydnabod gan ddarparwyr addysg uwch fel cymhwyster sydd yn bodloni gofynion derbyn i lawer o gyrsiau perthnasol, os yw'n cael ei ystyried ochr yn ochr â chymwysterau Lefel 3 eraill fel rhan o'r rhaglen ddysgu. Yn dibynnu ar y cymwysterau eraill y mae dysgwyr wedi'u cymryd, gallant symud ymlaen i raglen radd o ystod o raglenni yn y sector busnes. Gall dilyniant fod yn uniongyrchol i radd anrhydedd neu i radd Safon Uwch Genedlaethol, Gradd Sylfaenol, neu Uwch.

Sut mae'r cymhwyster yn darparu sgiliau cyflogadwyedd?

Yn yr unedau BTEC Cenedlaethol ceir cyfleoedd yn ystod y cyfnod addysgu a dysgu i roi ymarfer i'r dysgwyr ddatblygu eu medrau cyflogadwyedd. Lle cyfeirir at sgiliau cyflogadwyedd yn y fanyleb, rydym yn gyffredinol yn cyfeirio at sgiliau yn y tri phrif gategori fel a ganlyn:

- sgiliau gwybyddol a datrys problemau: defnyddio meddwl beirniadol, ymdrin â phroblemau anarferol, cymhwysyo atebion arbenigol a chreadigol, defnyddio systemau a thechnoleg
- sgiliau rhyngbersonol: cyfathrebu, cydweithio, negodi a dylanwadu ar hunan-gyflwyniad
- sgiliau rhyngbersonol: hunan-reoli, addasu a gwydnwch, hunan-fonitro a datblygu.

Sut mae'r cymhwyster yn darparu gwybodaeth a sgiliau trosglwyddadwy ar gyfer addysg uwch?

Mae pob un o'r cymwysterau BTEC Cenedlaethol yn darparu gwybodaeth a sgiliau trosglwyddadwy sy'n paratoi dysgwyr ar gyfer dilyniant i'r brifysgol. Mae'r sgiliau trosglwyddadwy y mae prifysgolion yn gweld gwerth ynddyn nhw yn cynnwys:

- y gallu i ddysgu'n annibynnol
- y gallu i ymchwilio'n weithredol ac yn drefnus
- gallu rhoi cyflwyniadau a bod yn aelodau gweithredol o'r grŵp.

Gall dysgwyr BTEC hefyd elwa ar gyfleoedd ar gyfer dysgu dwfn lle gallant wneud cysylltiadau rhwng unedau a dethol meysydd o ddiddordeb ar gyfer astudiaeth fanwl. Mae BTEC Cenedlaethol yn darparu cyd-destun galwedigaethol lle gall dysgwyr ddatblygu'r wybodaeth a'r sgiliau sydd eu hangen ar gyfer cyrsiau gradd penodol, gan gynnwys:

- ysgrifennu effeithiol
- sgiliau dadansoddol
- datblygiad creadigol
- paratoi ar gyfer dulliau asesu a ddefnyddir mewn graddau.

Asesiad

Mae'r asesiad wedi'i gynllunio'n benodol i gyd-fynd â phwrpas ac amcan y cymhwyster. Mae'n cynnwys ystod o fathau ac arddulliau asesu sy'n addas i gymwysterau galwedigaethol yn y sector. Mae yna tri phrif fath o asesiad y mae angen i chi fod yn ymwybodol ohonynt: allanol, mewnol a synoptig.

Unedau a asesir yn allanol

Mae pob asesiad allanol ar gyfer BTEC Cenedlaethol yn gysylltiedig ag uned benodol. Datblygwyd yr holl unedau ar gyfer asesiad allanol yn 90 neu 120 awr o ddysgu dan arweiniad er mwyn galluogi dysgwyr i ddangos ehangder a dyfnder o gyflawniad. Gwneir pob asesiad dan amodau penodedig, yna byddant yn cael eu marcio gan Pearson a dyfernir gradd. Caniateir i ddysgwyr ailsefyll asesiadau allanol yn ystod eu rhaglen.

Dyma'r arddulliau asesu allanol a ddefnyddir ar gyfer y Cymhwyster Busnes:

- arholiadau - mae'r holl ddysgwyr yn cymryd yr un asesiad ar yr un pryd, fel arfer gyda chanlyniad ysgrifenedig
- gosod tasgau - mae dysgwyr yn cymryd yr asesiad yn ystod ffenestr diffiniedig ac yn dangos dealltwriaeth trwy gwblhau tasg alwedigaethol.

Mae rhai asesiadau allanol yn cynnwys cyfnod o baratoi gan ddefnyddio gwybodaeth benodol. Mae asesiadau allanol ar gael ddwywaith y flwyddyn.

Unedau a asesir yn fewnol

Mae'r rhan fwyaf o unedau yn cael eu hasesu'n fewnol ac yn amodol ar ddilysu safonau allanol. Mae hyn yn golygu eich bod yn gosod ac yn asesu'r aseiniadau fydd yn rhoi'r asesiad crynodol terfynol o bob uned, gan ddefnyddio'r enghreifftiau a'r gefnogaeth a ddarperir gan Pearson.

Yn unol â'r gofynion a'r arweiniad ar gyfer asesu mewnol, bydd staff addysgu'n dewis yr arddull asesu mwyaf priodol yn ôl y dysgu a nodir yn yr uned.

Gellid rhoi cyfleoedd i ddysgwyr:

- ysgrifennu canfyddiadau eu hymchwil eu hunain
- defnyddio astudiaethau achos i archwilio sefyllfaoedd cymhleth neu anghyfarwydd
- cyflawni prosiectau lle gallant ddewis y cyfeiriad a'r canlyniadau are u cyfer
- arddangos sgiliau ymarferol a thechnegol gan ddefnyddio cyflwyniadau priodol a chwarae'r rôl.

Asesiad synoptig

Mae asesu synoptig yn ei gwneud yn ofynnol i ddysgwyr ddangos eu bod yn gallu adnabod a defnyddio'n effeithiol ac mewn ffordd integredig, detholiad priodol o sgiliau, technegau, cysyniadau, damcaniaethau a gwybodaeth o bob rhan o'r sector fel sy'n berthnasol i dasg allweddol.

Mae dysgu BTEC bob amser yn annog dysgwyr i ddefnyddio cyd-destunau, scenarios a gweithgareddau realistig a fydd yn caniatáu iddyn nhw gymhwys ar gyfer y dysgu. Ar gyfer y cymwysterau hyn rydym wedi nodi'n ffurfiol yr unedau sy'n cynnwys tasg asesu synoptig.

Rhaid i asesiad synoptig ddigwydd ar ôl addysgu a dysgu unedau gorfodol eraill er mwyn i ddysgwyr fod yn gallu tynnu o'r ystod lawn o gynnwys. Mae'r asesiad synoptig yn rhoi cyfle i ddysgwyr ddewis a chymhwys ynglŷn â draws eu rhagleni wrth gwblhau y dasg alwedigaethol. Gall tasgau synoptig fod mewn unedau a asesir yn fewnol neu'n allanol. Mae'r uned benodol sy'n cynnwys y tasgau synoptig ar gyfer y cymhwyster hwn yn cael ei ddangos yn y strwythur yn Adran 2.

Graddio ar gyfer unedau a chymwysterau

Asesir unedau gan ddefnyddio graddfa Rhagoriaeth (D), Teilyngdod (M), Pasio (P), Pasio ar y ffin (N) a Dim Dosbarth (U). Defnyddir graddfa'r Pasio ar y ffin (N) ar gyfer unedau a asesir yn allanol yn unig. Mae pob uned ddewisol a gorfodol yn cyfrannu'n gymesur â'r radd cymhwyster cyffredinol, er enghraifft budd uned o 120 GLH yn cyfrannu am ddwbl yr uned 60 GLH.

BTEC Business

Pearson BTEC Level 3 National Certificate in Business

Who is this qualification for?

The Pearson BTEC Level 3 National Certificate in Business is an Applied General qualification. It is post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector.

What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it

supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector.

Learners taking this qualification will study mandatory units, which make up 100% of the learning

programme covering the following content areas:

- business environments
- marketing and budgeting.

What could this qualification lead to?

Learners who have completed this qualification may progress to further learning at Level 3, for example a larger-size BTEC National in the business sector.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses if taken alongside other Level 3 qualifications as part of a programme of learning. Depending on the other qualifications learners have taken, they can progress to a degree programme from a range of programmes in the business sector. Progression can be direct to an honours degree or to a Higher National, a Foundation Degree, or a Higher

How does the qualification provide employability skills?

In the BTEC National units there are opportunities during the teaching and learning phase to give

- learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:
- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
 - intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
 - interpersonal skills: self-management, adaptability and resilience, self-monitoring and development..

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- creative development and
- preparation for assessment methods used in degrees.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme.

The styles of external assessment used for qualifications in the Business suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year.

Internally-assessed units

Most units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides.

In line with the requirements and guidance for internal assessment, teaching staff will select the most appropriate assessment styles according to the learning set out in the unit.

Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate presentations and role plays.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively,

in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment

must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of avocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in Section 2.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and

Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory

and optional units contribute proportionately to the overall qualification grade, for example a unit of

120 GLH will contribute double that of a 60 GLH unit.

CELF A DYLU^NIO/ART & DESIGN BLWYDDYN/YEAR 12/13

CELF A CHYNLLUN UWCH GYFRANNOL A SAFON UWCH

Mae'r manylebau Uwch Gyfrannol a'r rhai Safon Uwch yn gofyn i'r ymgeiswyr adeiladu ar y sgiliau, gwybodaeth, a dealltwriaeth o gelf, crefft a chynllun a ddatblygwyd yn y cwrws Celf TGAU. Disgwylir i fyfyrwyr gael gradd B neu uwch yn yr arholiad TGAU cyn ymuno a'r cwrws U.G. Cyflwynir y myfyrwyr i ystod eang o dechnegau a phrosesau mewn cyfnod anwytho ar ddechrau'r cwrws, ac yna anogir hwynt i ddatblygu gwaith o fannau cychwyn personol.

UG: Crynodeb o'r asesiad ar gyfer pob dewis

Manyleb UG	Cydran	Pwysiad UG (marciau)	Asesiad	Pwysiad Safon Uwch
ART1	Portffolio gwaith cwrws <ul style="list-style-type: none"> Dangos gwahanol brosesau wedi'i datblygu o fannau cychwyn personol 	100%	Asesu'n fewnol, safoni'n allanol	40%
Cyfanswm		100%		40%

Bydd mynediad i'r cwrws Safon Uwch yn dibynnu ar gwblhau'r arholiad UG yn llwyddiannus.

Eto, datblygir gwaith o fannau cychwyn personol, ond disgwylir i'r dysgwyr weithio ar lefel fwy soffistigedig.

A2 (Lefel A): Crynodeb o'r asesiad ar gyfer pob dewis

Manyleb Safon Uwch	Cydran	Pwysiad Safon Uwch (marciau)	Asesiad	Pwysiad Safon Uwch
ART2	Ymchwiliad Personol <ul style="list-style-type: none"> Uned gwaith cwrws wedi'i selio ar themâu a chynnwys a ddatblygir o fannau cychwyn personol Rhaid i'r ymgeiswyr gyfleo eu dealltwriaeth trwy gyfrwng delweddau a thestunau integredig sy'n cynnwys elfen ysgrifenedig o ddim llai na mil o eiriau. Rhaid cyflwyno elfen estynedig o leiafswm o 1000 gair. 	60% (120)	Asesu'n fewnol, safoni'n allanol	40%
ART3	Asesiad dan oruchwyliaeth <ul style="list-style-type: none"> Aseiniad wedi'i osod yn allanol yn dangos bwriadau personol yn ystod cyfnod parhaus o astudiaeth ddwys a phrawf dan oruchwyliaeth deuddeg awr wedi'i oruchwyllo a'i amseru 	40% (80)	Asesu'n fewnol, safoni'n allanol	20%
Cyfanswm		100% (200)		60%

ART & DESIGN ADVANCED SUBSIDIARY AND A LEVEL

The Advanced Subsidiary and Advanced specifications require candidates to build on the skills, knowledge and understanding of art, craft and design developed in the GCSE Course.
 Students are expected to have gained a B Grade or above before embarking on the AS course. A short induction course provides students with a wide range of processes and techniques; they are then encouraged to develop ideas from personal starting points.

AS Summary of assessment for all options

AS Specification	Component	PAS Weighting (mark)	Assessment	A Level weighting
ART1	<ul style="list-style-type: none"> Coursework portfolio demonstrating different processes developed from personal starting points 	100%	Internally assessed, externally moderated	40%
Total		100%		40%

Entry into A2 would depend on the successful completion of the AS examination. Again, work is developed from personal starting points, but the students are expected to work at a more sophisticated level.

A2 (A Level)

A2 Specification	Component	PAS Weighting (mark)	Assessment	A Level weighting
ART2	<ul style="list-style-type: none"> Personal Investigation A coursework unit of work based around themes and subject matter developed from personal starting points. Candidates must communicate their understanding through integrated images and texts that include a written element of no fewer than 1000 words. Submission of a written element of no fewer than 1000 words. 	60% (120)	Internally assessed, externally moderated	40%
ART3	<ul style="list-style-type: none"> Controlled assignment Supervised timed assignment demonstrating personal intentions, responding to an externally set stimulus through a period of focused study and a supervised and timed twelve hour controlled test. 	40% (80)	Internally assessed, externally moderated	20%
Total		100% (200)		60%

**CERDDORIAETH UWCH
GYFRANNOL A SAFON UWCH**

(Mewn Paartneriaeth â Ysgol Y Creuddyn)



UG (3 uned)

Uned 1 : Perfformio

Cyfanswm hyd y cyfansoddiadau : 6-8 munud

12% o'r cymhwyster

Asesiad di-arholiad : asesir yn allanol gan arholwr ymweld

Perfformiad yn cynnwys o leiaf ddu ddarn naill ai fel unawdydd neu fel rhan o ensemble neu gyfuniad o'r ddu.

Uned 2: Cyfansoddi

Cyfanswm hyd y cyfansoddiadau : 3-6 munud

12% o'r cymhwyster

Asesiad di-arholiad : asesir yn allanol gan CBAC

DAU gyfansoddiad :

1. Un darn sydd o leiaf 1 munud o hyd sy'n defnyddio'r technegau sy'n gysylltiedig â Thraddodiad Clasurol y Gorllewin ac yn ymateb i friff a osodir gan CBAC. Bydd dewis o bedwar briff gosod gan y dysgwyr. Bydd y briffiau yn cael eu rhyddhau yn ystod wythnos gyntaf mis Medi.
2. Cyfansoddiad rhydd sydd o leiaf 2 funud o hyd. (8% o'r cymhwyster)

Uned 3: Gwerthuso

Arholiad ysgrifenedig : 1 awr 30 munud

16% o'r cymhwyster

Dau faes astudio : Maes astudio A : Traddodiad Clasurol y Gorllewin

Naill ai

- Y Symffoni 1760-1830 yn cynnwys un gwaith gosod.

Neu

- Cerddoriaeth Gorawl 1730-1800 yn cynnwys un gwaith gosod.

Dewis o un maes astudio o :

Maes astudio B : Roc a Phop 1965-1990

Maes astudio C : Theatr Gerdd, Rodgers, Schonberg, Lloyd Webber a Porter.

Maes astudio Ch : Jazz 1940 - 1965

SAFON UWCH (yr uchod yn ogystal â 3 uned bellach)

Uned 4 : Perfformio

Opsiwn A : Cyfanswm hyd y cyfansoddiadau : 10-12 munud

Opsiwn A : 22% o'r cymhwyster

Opsiwn B : Cyfanswm hyd y cyfansoddiadau : 6-8 munud

Opsiwn B : 14% o'r cymhwyster

Asesiad di-arholiad : asesir yn allanol gan arholwr ymweld

Opsiwn A : Perfformio (22%)

Perfformiad yn cynnwys o leiaf dri darn. Rhaid cyflwyno o leiaf un o'r darnau hyn fel unawdydd.

Rhaid cyflwyno'r darnau eraill naill ai fel unawdydd neu fel rhan o ensemble neu gyfuniad o'r ddu.

Neu

Opsiwn B : Perfformio (14%)

Perfformiad yn cynnwys o leiaf ddu ddarn naill ai fel unawdydd neu fel rhan o ensemble neu gyfuniad o'r ddu.

Uned 5 : Cyfansoddi

Asesiad di-arholiad : asesir yn allanol gan CBAC

Opsiwn A : Cyfansoddi (14%)

Cyfanswm hyd y cyfansoddiadau : 3-6 munud

Dau gyfansoddiad:

1. Un darn sydd o leiaf 1 munud o hyd sy'n defnyddio'r technegau sy'n gysylltiedig â Thraddodiad Clasurol y Gorllewin ac yn ymateb i friff a osodir gan CBAC. Bydd dewis o bedwar briff gosod gan y dysgwyr. Bydd y briffiau yn cael eu rhyddhau yn ystod wythnos gyntaf mis Medi.
2. Cyfansoddiad rhydd sydd o leiaf 2 funud o hyd.

Neu

Opsiwn B : Cyfansoddi (22%)

Cyfanswm hyd y cyfansoddiadau : 5-9 munud

Tri chyfansoddiad

1. Un darn sydd o leiaf 1 munud o hyd sy'n defnyddio'r technegau sy'n gysylltiedig â Thraddodiad Clasurol y Gorllewin ac yn ymateb i friff a osodir gan CBAC. Bydd dewis o bedwar briff gosod gan y dysgwyr. Bydd y briffiau yn cael eu rhyddhau yn ystod wythnos gyntaf mis Medi.
2. Cyfansoddiad rhydd sy'n cyfleo un maes astudio gwahanol.
3. Cyfansoddiad rhydd sy'n para o leiaf 2 funud.

Uned 6 : Gwerthuso

Arholiad ysgrifenedig : 2 awr

24% o'r cymhwyster

Dau faes astudio :

Maes astudio D : Traddodiad Clasurol y Gorllewin

Naill ai :

- Y Symffoni 1830-1910 yn cynnwys un gwaith gosod – Symffoni Rhif 1, SYmudiad 4, Brahms Neu

- Cerddoriaeth Gorawl Grefyddol 1800-1890 yn cynnwys un gwaith gosod
Maes astudio DD : Cerddodiaeth yr Ugeinfed Ganrif, a'r Ugeinfed Ganrif ar Hugain.
Mae dysgwyr yn dewis un llinyn o restr A ac un llinyn o restr B.

Rhestr A

Naill ai : Llinyn 1 : Argraffiadaeth

Neu : Llinyn 2 ; Cerddoriaeth Siambra yng Nghymru

Rhestr B

Naill ai : Llinyn 3 : Cerddoriaeth boblogaidd yng Nghymru

Neu : Llinyn 4 : Theatr Gerdd Americanaid

Neu : Llinyn 5 : Cewri Jazz

Cynhwysir gweithiau gosod ym mhob llinyn.

MUSIC ADVANCED SUBSIDIARY AND ADVANCED LEVEL

(In Partnership with Ysgol Y Creuddyn)



AS (3 UNITS)

Unit 1 : Performing

Total duration of performances : 6-8 minutes

12% of qualification

Non-exam assessment : externally assessed by a visiting examiner

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both.

Unit 2: Composing

Total duration of compositions : 3-6 minutes

12% of qualification

Non-exam assessment : externally assessed by WJEC

TWO compositions :

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September.
2. A free composition of at least 2 minutes duration. (8% of qualification)

Unit 3: Appraising

Written examination : 1 hours 30 minutes

16% of qualification

Two areas of study : Area of study A : The Western Classical Tradition

Either :

- The Symphony 1760-1830 including one set work

Or :

- Choral Music 1730-1800 including one set work.

A choice of one area of study from :

Area of study B : Rock and Pop 1965-1990

Area of study C : Musical Theatre, Rodgers, Schonberg, Lloyd Webber and Porter.

Area of Study D : Jazz 1940 - 1965

A LEVEL (the above plus a further 3 units)

Unit 4 : Performing

Option A : Total duration of performances : 10-12 minutes

Option A : 22% of qualification

Option B : Total duration of performances : 6-8 minutes

Option B : 14% of qualification

Non-exam assessment : externally assessed by a visiting examiner

Option A : Performing (22%)

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both.

Or

Option B : Performing (14%)

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both.

Unit 5 : Composing

Non-exam assessment : externally assessed by WJEC

Option A : Composing (14%)

Total duration of compositions : 3-6 minutes

Two compositions :

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September.
2. A free composition of at least 2 minutes duration.

Or

Option B : Composing (22%)

Total duration of compositions : 5-9 minutes

Three compositions :

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September.
2. A free composition reflecting one different area of study.
3. A free composition of at least 2 minutes

Unit 6 : Appraising

Written examination : 2 hours

24% of qualification

Two areas of study :

Area of study E : The Western Classical Tradition

Either :

- The Symphony 1830-1910 including one set work – Symphony Number 1, Movement 4, Brahms
- Or
- Religious Choral Music 1800-1890 including one set work – Requiem, Verdi (Dies Irae).

Area of study F : Music of the Twentieth and Twenty-first centuries.

Learners choose one strand from list A and one strand from list B.

List A

Either : Strand 1 : Impressionism

Or : Strand 2 : Chamber Music in Wales

List B

Either : Strand 3 : Popular Music in Wales

Or : Strand 4 : American Musical Theatre

Or : Strand 5 : Jazz Legends

Set works will be included in each strand.

CYMDEITHASEG – LEFEL A

Pam y dylech ddilyn y cwrs hwn?

Beth sy'n ein gwneud yr hyn ydym? A yw teledu, mewn gwirionedd, yn dylanwadu ar y ffordd yr ydym yn ymddwyn? Beth ddylid ei wneud â phobl sy'n troseddu? A oedd yna fwy o bobl dlawd ym Mhrydain yn y 1990au nag oedd yn 1890au? Beth yw'r rheswm bod cyn lleied o bobl yn meddu ar gymaint o gyfoeth y wlad? A oes gan haenau cymdeithas unrhyw arwyddocâd yn y cyfleoedd a ddaw i chi mewn bywyd? Pam y bydd merched yn cymryd swyddi gwahanol i rai dynion? A yw addysg yn hwyluso ynteu'n rhwystro llwyddiant? Pam y mae Prydain bellach efo Llywodraeth Lafur ar ôl ethol pedair Llywodraeth Geidwadol yn olynol? Mae'r cwestiynau hyn a rhai tebyg iddynt yn dreth ar ymennydd cymdeithasegwyr modern. Os ydych am ddysgu sut i'w hateb a derbyn yr her o wneud eich casgliadau eich hun, pam na feddyliwch am astudio cymdeithaseg?

Pa dopigau/agweddau a astudir gennych yn ystod y cwrs?

Byddwch yn gorfol dysgu'r gwahanol ffyrdd (theoriâu) o edrych ar gymdeithasau a'r dulliau o wneud gwaith ymchwil ymarferol sy'n seiliedig ar y theorïau hynny. Bydd haenau cymdeithas yn cael eu hastudio drwy'r cwrs cyfan a byddant yn cael eu perthnasu'n fwy manwl i'r topigau neilltuol hyn :

- y teulu a diwylliant
- sgiliau ymchwilio cymdeithasegol
- troseddau a gwyrduedd
- addysg
- anghyfartaleddau – cyfoeth a thlodi

Beth yw'r cymwysterau isaf y bydd arnoch eu hangen i ddechrau'r cwrs?

Hanfodol : Gradd C mewn Cymraeg + Saesneg ac o leiaf Gradd C mewn tri phwnc arall.

Rhennir y cwrs yn unedau o waith ac aseiniadau y disgwylir i chi weithio drwyddyd. Bydd gofyn i chwi ysgrifennu un traethawd ar ddiwedd pob uned, a bod â'r gallu i drafod ar lafar ar y meysydd cymdeithasol a astudir. Ceir trafodaethau a gwaith grŵp yn seiliedig ar y meysydd a astudir. Defnyddir clipiau fideo ac fe'ch anogir i ddarllen papurau newydd fel bod gennych ymwybyddiaeth o'r hyn sydd yn mynd ymlaen yng nghymdeithas gyfoes.

MANYLION ASESU

Uned 1 : Caffael Diwylliant

Arholiad ysgrifenedig: 1 awr 15 munud

15% o'r cymhwyster Safon Uwch (37.5% o'r cymhwyster UG)

Uned 2 : Deall Cymdeithas a Dulliau Ymchwilio Cymdeithasegol

Arholiad ysgrifenedig: 2 awr

25% o'r cymhwyster Safon Uwch (62.5% o'r cymhwyster UG)

Uned 3 : Gym a Rheolaeth

Arholiad ysgrifenedig: 2 awr

25% o'r cymhwyster

Uned 4: Anghydraddoldeb Cymdeithasol a Dulliau Cymhwysol o Ymchwilio Cymdeithasegol

Arholiad ysgrifenedig: 2 awr 15 munud

35% o'r cymhwyster

Bydd pob uned yn cael ei hasesu trwy arholiad.

Beth fydd modd i chi ei wneud ar ôl i chi gael eich cymwysterau?

Mae Cymdeithaseg Lefel 'A' yn dderbynol gan brifysgolion ar gyfer amrediad helaeth iawn o gyrsiau gradd. Mae'n darparu sylfaen ardderchog ar gyfer arbenigo'n academaidd ac ar gyfer astudiaeth rhwng ddisgyblaethol. Mae hefyd yn ased i'r rhai sy'n dymuno dilyn gyrfaoedd mewn iechyd/lles, meddygaeth. Y gyfraith, addysgu, yr heddlu, y cyfryngau, newyddiaduriaeth etc. Yn wir, nid oes bron yr un yrfa na fyddai'n cael mantais o rywfaint o wybodaeth o gymdeithaseg.

Deunydd Darllen Defnyddiol

AS – Allan Graham(ed) (1999) The Sociology of the Family

A. Reader, Oxford : Blackwell

**Trawler.P (1997) Investigating Education and Training
Collins 1995**

A2 - Barratt David (1986) Media Sociology, London Tavistock

Beyoun.S (1997) Patterns of Social Inequality, Longman

**AS + A2 `Bulmer. M,ed, (1986) Sociological Research Methods
An Introduction, London, Macmillan**

SOCIOLOGY 'A' LEVEL

Why should you follow this course?

What makes us what we are? Does television really influence the way we behave? What should be done with people who commit crimes? Are there more poor in Britain in the 1990s than in the 1890s? How come so few people own so much of the country's wealth? Does 'Class' have any significance for your life chances? Why do women take different jobs from men? Does education help or hinder progress? Why has Britain now have a Labour Government after electing four successive Conservative Governments? These questions, and more, tax the brains of modern sociologists. If you want to learn the answers and to accept the challenge of coming to your own conclusions, then why not study sociology?

What topics/aspects will you cover during the course?

You will have to learn the different ways (theories) of looking at societies and the methods of practical research based on those theories. Class/Stratification will be studied throughout the course and will be related to the following in-depth topics :

- family and culture
- sociological research skills
- crime and deviance
- education
- inequalities – wealth and poverty

What minimum qualifications will you need to start the course?

Essential : Grade C in English and Grade C or above in at least 3 other subjects.

UNITS OF ASSESSMENT

Unit 1: Acquiring Culture

Written examination: 1 hour 15 minutes

15% of A level qualification (37.5% of AS qualification)

Unit 2: Understanding Society and Methods of Sociological Enquiry

Written examination: 2 hours

25% of A level qualification (62.5% of AS qualification)

Unit 3: Power and Control

Written examination: 2 hours

25% of qualification

Unit 4: Social Inequality and Applied Methods of Sociological Enquiry

Written examination: 2 hours 15 minutes

35% of qualification

The course will be broken down into units of work and assignments which you will be expected to complete. You will be expected to write one essay at the end of each unit, and have the ability to discuss orally the social issues which we study. Group work and discussion will be a core aspect of the course. You will be expected to read newspapers regularly in order to establish an awareness of contemporary issues affecting modern society.

All units are assessed by written examination.

What can you do when you have your qualification?

A level Sociology is accepted by universities for a very wide range of degree courses. It provides an excellent foundation for both academic specialisms and for interdisciplinary study. It is also an asset to those wishing to pursue careers in Health/Welfare, medicine, the law, teaching, the police, the media, journalism etc. Indeed there is hardly a career that would not benefit from some knowledge of sociology.

CYMRAEG SAFON UWCH – IAITH GYNTAF

UWCH GYFRANNOL

UNED 1	UNED 2	UNED 3
Arholiad Llafar * Trafod Ffilm a Drama	Asesiad Mewnol – Gwaith Cwrs * 2 dasg ysgrifenedig – * 1 greadigol ac 1 feirniadol	Arholiad Ysgrifenedig (2 awr) * Defnyddio iaith * Barddoniaeth
15%	10%	15%

Bydd ymgeiswyr yn sefyll y tair cydran hyn yn ystod Mai/Mehefin y flwyddyn gyntaf. Ar y llaw arall gellir sefyll rhai neu bob un o'r cydrannau yn ystod Mai/Mehefin yr ail flwyddyn. Gellir ail sefyll unrhyw uned unwaith yn unig gan ddwyn y gorau o'r ddau ganlyniad ymlaen.

SAFON UWCH

UNED 4	UNED 5	UNED 6
Arholiad Llafar Terfynol * Trafod Nofel	Arholiad Ysgrifenedig (2 awr) * Chwedlau * Hengerdd * Cywyddau	Arholiad Ysgrifenedig Terfynol (2 awr) * Gwerthfawrogi Llenyddiaeth a'r Gymraeg mewn cyd-destun
20%	20%	20%

Bydd ymgeiswyr yn sefyll y tair cydran hyn yn ystod Mai/Mehefin yr ail flwyddyn. Gellir ail sefyll unrhyw uned unwaith yn unig gan ddwyn y gorau o'r ddau ganlyniad ymlaen.

Mae'r manylebau newydd wedi eu llunio i annog myfyrwyr i ddangos diddordeb, pleser a brwdrydedd wrth astudio'r Gymraeg. Manteisiwyd ar y cyfle i ddatblygu elfennau newydd cyffrous a pherthnasol tra'n dal gafael ar yr un pryd ar yr elfennau traddodiadol hynny sydd yn greiddiol i astudio'r Gymraeg ar y lefel hon.

Sut y trefnir y fanylob?

Ceir 6 uned i gyd: 3 uned Uwch Gyfrannol a 3 uned bellach ar gyfer y cymhwyster Safon Uwch llawn.

Uwch Gyfrannol (Unedau 1-3)

Arholiad Llafar fydd dull asesu Uned 1 (CY1) ac arholir yr ymgeiswyr mewn grwpiau ar y ffilm a'r ddrama a astudiwyd. Asesiad mewnol o waith cwrs fydd Uned 2 (CY2) a gofynnir i ymgeiswyr gyflwyno dau ddarn o waith, un darn creadigol a'r dasg arall yn dasg feirniadol. Gosodir arholiad ysgrifenedig i asesu Uned 3 (CY3) a bydd y papur mewn dwy ran, y cyntaf yn gyfres o ymarferion ieithyddol a'r ail yn gwestiwn traethawd ar farddoniaeth yr ugeinfed ganrif.

Uwch 2 (Unedau 4-6)

Mae'r Safon Uwch yn gyfuniad o'r Uwch Gyfrannol ac Uwch 2. Arholiad Llafar fydd Uned 4 (CY4) ac fe ofynnir i ymgeiswyr drafod y nofel a astudiwyd. Arholiad ysgrifenedig fydd Uned 5 (CY5) ar Ryddiaith yr Oesoedd Canol, yr Hengerdd a'r Cywyddau. Gosodir arholiad ysgrifenedig terfynol i asesu Uned 6 (CY6) a fydd yn dod â nifer o elfennau'r cwrs ynghyd – trwy ddefnyddio'r iaith, a defnyddio'r Gymraeg mewn cyd-destun.

BETH MAE MYFWRWYR Y CHWECHED DOSBARTH YN EI FEDDWL O'R CWRS SAFON UWCH?

‘Rwyf wedi dewis Cymraeg fel pwnc Safon Uwch, ac mae’n rhaid dweud fy mod yn mwynhau’r cwrs yn fawr iawn. Y rhan o’r cwrs a fwynheais i fwyaf oedd astudio barddoniaeth - ac yn enwedig felly barddoniaeth Gerallt Lloyd Owen. ‘Rwyf hefyd wedi mwynhau’r gramadeg ac wedi fy synnu gyda’r holl reolau! Mae’r cwrs yn llawn amrywiaeth a hyd yn hyn mae’n rhaid dweud fy mod wedi mwynhau pob rhan ohono.

Ar hyn o bryd, ‘rwyf yn mwynhau’r cwrs Cymraeg. Mae’n bwnc sy’n cynnig amrywiaeth eang o agweddu yn nhermau’r gwaith sy’n rhaid ei gyflawni.

‘Rydym wedi bod yn astudio nifer o feirdd o Waldo Williams, gyda’i farddoniaeth ddwys a thrwm, i feirdd fel T.H. Parry Williams, Gwyn Thomas a Gwenallt, yn sicr mae amrywiaeth yn y rhan yma o’r cwrs.

Rhan ddiddorol arall yw’r gwaith llafar - eleni ‘rydym yn astudio’r ffilm ‘Hedd Wyn’, a’r ddrama ‘Siwan’ gan Saunders Lewis.

Mae dipyn o waith yn y cwrs Cymraeg, ac mae’n rhaid cael yr ymroddiad a’r dyfalbarhad i gadw ar ben y pwysau gwaith, yn enwedig wrth ystyried y gwaith yn y pynciau eraill, ond, wedi dweud hyn, mae’n bwnc sy’n ddiddorol ac yn gwrs ‘rwyf yn ei fwynhau.

‘Rwyf wedi dewis Cymraeg fel un o’m pynciau Chweched Dosbarth ac yn ei fwynhau’n fawr iawn. ‘Rydym eisoes wedi bod yn astudio sawl agwedd o’r pwnc gan gynnwys barddoniaeth, gramadeg a’r ddrama ‘Siwan’. ‘Rwy’n edrych ymlaen at weld beth arall sydd gan y cwrs i’w gynnig yn y misoedd nesaf.

Hyd yn hyn mae’r cwrs A/S Cymraeg wedi bod yn un diddorol iawn. Ar hyn o bryd ‘rydym yn dysgu rheolau newydd yn ymwneud â gramadeg, mae’n agwedd ddiddorol iawn o’r cwrs gyda llawer o dreigliadau i’w dysgu. Er bod llawer o waith yn y cwrs hwn, ‘rwy’n mwynhau’r amrywiaeth sydd ar gael yn y pwnc.

Hyd yn hyn ‘rwyf yn mwynhau’r cwrs yn arbennig yr amrywiaeth eang sydd i’r cwrs. Hoffais astudio’r beirdd, yn bennaf oherwydd ein bod yn astudio beirdd y gorffennol e.e. Waldo Williams hyd at y presennol e.e. Myrddin ap Dafydd, sy’n golygu fod amrywiaeth diddorol i’r gwaith. ‘Rydym yn astudio’r ffilm ‘Hedd Wyn’ a’r ddrama ‘Siwan’ fel rhan o waith llafar y cwrs sydd eto’n dod ag agwedd wahanol i’r cwrs. Mae cwrs Uwch Gyfrannol y Gymraeg yn gwrs gyda llawer o waith, ond mae’r gwaith ar y cyfan yn ddiddorol iawn.

Teimlaf fod y gwaith gramadeg yn ddiddorol iawn ac yn agwedd o’r cwrs a rydd y cyfle i ni geisio dysgu a deall rheolau ein mamiaith. Caf fwynhad o’r amryw agweddu sy’n gynwysedig yn y cwrs, ac yn wir, teimlaf fy mod wedi dysgu llawer mewn cyfnod byr o amser.

Un o’r pethau gorau am y gwersi Safon Uwch Cymraeg yw’r amrywiaeth yng nghynnwys y cwrs – mae’n llawer mwy eang na’r cwrs TGau. ‘Rwy’n mwynhau’r gwersi gramadeg gan eu bod yn ddiddorol ac yn help i wella fy Nghymraeg.

I mi, y cwrs Cymraeg yw’r cwrs Safon Uwch gorau, oherwydd y Gymraeg yw’r iaith wychaf, ddisgleiriaf, fendigedig yn y byd i gyd. Braint o’r eithaf yw cael astudio dramâu a llenyddiaeth Gymraeg, ac mae ceisio dehongli beth yn union mae ambell i fardd yn ceisio’i ddweud mewn ambell i fan yn sialens a dweud y lleiaf!

‘Does yna ddim byd gwell ‘chwaith am gynhyrfu rhyw ‘ychydig ar ferddwr llesg y gwaed Cymreig na chwydd go dda gan Gerallt Lloyd Owen.

DAEARYDDIAETH UWCH GYFRANNOL/SAFON UWCH



Mae'r fanylob yn cydnabod y rhan hanfodol sydd i ddaearyddiaeth ym maes llafur yr 21ain ganrif. Mae'n hybu myfyrwyr i ddeall eu bywydau hwy eu hunain mewn sefyllfa fyd-eang ac i ddeall y materion hanfodol, cymhleth a rhyngherthynol y bydd yn rhaid iddynt eu hwynebu yn eu bywydau, materion megis mudo byd-eang, symudiadau byd-eang mewn pŵer economaidd a'r sialens i ddefnyddio adnodd cynaliadwy.

- Mae'r fanylob yn canolbwytio ar y ddaear fel lle dynamig lle mae prosesau a newidiadau ffisegol, amgylcheddol a dynol yn rhngweithio i gynhyrchu byd sy'n newid yn gyson ac y bydd y myfyrwyr yn mynd iddo yn fuan fel oedolion. Astudir cysyniadau a phrosesau pwysig yng nghyswllt lleoedd go iawn sy'n bodoli mewn cyswllt lleol, rhanbarthol, cenedlaethol a byd-eang.
 - Mae'n galluogi myfyrwyr i ddod yn ddinasyddion cyfrifol, gwybodus a medrus; bydd deall rhai o ryngweithiadau gofodol cymhleth y byd modern yn fan cychwyn i'r myfyrwyr ddeall ymhellach a chwilio am wybodaeth o'r byd y trigant ynnydo.

UNEDAU ASESU

UG Uned 1: Tirweddau Newidiol

Arholiad ysgrifenedig : 2 awr

24% o'r cymhwyster 96 marc

Adran A : Tirweddau Newidiol

Dewis rhwng dwy thema, naill ai Tirweddau Arfordirol neu Dirweddau Rhewlifol; dau gwestiwn strwythur dig gorfol yn cynnwys ymateb i ddata

Adran B : Pervglon Tectonig

Tri chwestiwn strwythur digorffodol yn cynnwys ymateb i ddata

UG Uned 2 : Lleoedd Newidiol

Tri chwestiwn strwythuriedig gorfodol yn cynnwys ymateb i ddata

Arholiad ysgrifenedig: 1 awr 30 munud

16% o'r cymhwyster 64 marc.

Adran A : Lleoedd Newidiol

Dau gwestiwn strwythur dig gorfodol yn cynnwys ymateb i ddata

Adran B: Ymchwiliad Gwaith Maes i Ddaearyddiaeth Efisegol a Dynol

Tri chwestiwn strwythur digor yng Nghymru yw'r tridolau a ddylid i ddarparu gwaith maes ac ymchwiliad gwaith maes y dysgwr ei hun.

U2 : Uned 3 : Systemau Byd-eang a Llywodraethiant Byd-eang

Arholiad ysgrifenedig: 2 awr

24% o'r cymhwyster 96 marc

Adran A: Systemau Byd-eang

Cylchredau Dŵr a Charbon: dau gwestiwn strwythuredig gorfodol yn cynnwys ymateb i ddata ac un ymateb estynedig

Adran B: Llywodraethiant Byd-eang: Newid a Sialensiaw

Prosesau a phatrymau mudo byd-eang a llywodraethiant byd-eang ar gefnforoedd y Ddaear: dau gwestiwn strwythur dig gorfodol yn cynnwys ymateb i ddata ac un ymateb estynedig

Adran C: Sialensiau'r 21ain Ganrif

Un cwestiwn ymateb estynedig gorfodol yn seiliedig ar Unedau 1, 2 a 3 gyda deunydd adnoddau

U2 Uned 4: Themâu Cyfoes mewn Daearyddiaeth

Arholiad ysgrifenedig: 2 awr

16% o'r cymhwyster 64 marc

Adran A: Peryglon Tectonig - Un cwestiwn ymateb estynedig gorfodol

Adran B: Themâu Cyfoes mewn Daearyddiaeth - Dewiswch ddwy thema ddewisol o bedair:

- Ecosystemau
- Twf a Sialens Economaidd: India neu China neu Ddatblygiad yng Nghyd-destun Affrica
- Sialensiau a Dilemâu Egni
- Tywydd a Hinsawdd

Dewis o ddau gwestiwn traethawd, un ar bob thema ddewisol

U2 Uned 5 : Ymchwiliad Annibynnol Asesiad di-arholiad : 3000 – 4000 o eiriau

20% o'r cymhwyster 80 marc

Un ymchwiliad annibynnol ysgrifenedig, yn seiliedig ar gasglu data cynradd a gwybodaeth eilaidd.



GEOGRAPHY ADVANCED SUBSIDIARY/A LEVEL

The specification recognises the vital role geography has in the 21st century curriculum. It encourages students to understand their own lives in a global world and to understand the vital, complex and inter-related issues they will face in their lives such as global migration, global shifts in economic power and the challenge of sustainable resource use.

- The specification focuses upon the earth as a dynamic place where physical, environmental and human processes and changes interact to produce a constantly changing world that the students will shortly enter as adults. Important concepts and processes are studied in the context of real places that exist in a local, regional, national and global context.
- It enables students to become responsible, knowledgeable and skilful citizens; an understanding of some of the complex spatial interactions in the modern world will be a starting point for the students' further understanding and quest for knowledge of the world in which they live.

UNITS OF ASSESSMENT

AS Unit 1: Changing Landscapes

Written examination: 2 hours

24% of qualification 96 marks

Section A : Changing Landscapes

Choice between two themes, either Coastal or Glaciated Landscapes; two compulsory structured questions with data response

Section B : Tectonic Hazards

Three compulsory structured questions with data response

AS Unit 2: Changing Places

Written examination: 1 hours 30 minutes

16% of qualification 64 marks

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.

A2 Unit 3: Global Systems and Global Governance

Written examination: 2 hours

24% of qualification 96 marks

Section A : Global Systems

Water and Carbon Cycles : 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: two compulsory structured questions with data response and one extended response question

Section C : 21st Century Challenges

One compulsory extended response question drawing on Units 1, 2 and 3 with resource material

A2 Unit 4: Contemporary Themes in Geography

Written examination: 2 hours 64 marks

16% of qualification

Section A : Tectonic Hazards – One compulsory extended response question

Section B : Contemporary Themes in Geography – Select two optional themes from four :

- Ecosystems
- Economic Growth and Challenge : India or China or Development in an African Context
- Energy Challenges and Dilemma
- Weather and Climate

Two essay questions, one on each chosen theme

A2 Unit 5: Independent Investigation Non-exam assessment : 3000 – 4000 words

20% of qualification 80 marks

One written independent investigation, based on the collection of both primary data and secondary information.

Pa sgiliau a ddefnyddiwn?

Cyfathrebu - ysgrifennu estynedig, mynegi barn a gwaith grŵp

TGCH – ymchwilio a chyflwyniadau dosbarth

Dadansoddi – mapiau, ystadegau a data

Gwaith grŵp - mewn gwaith maes a thasgau grŵp

Datrys problemau – ymchwilio ac ymarferion gwneud penderfyniadau

Which skills will I use?

Communication – in extended writing, discussion and group work

IT – research and presentations

Analysis – through map, statistical and data

Team work – in fieldwork and group tasks

Problem solving – via geographical investigation and decision-making exercises

DRAMA AC ASTUDIAETHAU THEATR



UWCH GYFRANNOL A SAFON UWCH

Mae'r cwrs yn adeiladu ar wybodaeth a sgiliau a ddatblygwyd yn ystod y cwrs Drama TGAU, er nad yw'n ofynnol bod y dysgwr wedi ei ddilyn. Mae'r cwrs yn seiliedig ar ddealltwriaeth ymarferol o'r theatr. Mae'n datblygu gwybodaeth y myfyrwyr o hanes y theatr a'i athroniaeth drwy waith ymarferol. Yn ogystal ag actio mae hefyd yn rhoi cyfle i fyfyrwyr ddatblygu eu dealltwriaeth o ochr dechnegol y theatr - gwaith goleuo, sain, set a chynllunio gwisgoedd.

UWCH GYFRANNOL (2 Uned) 40%

BLWYDDYN 12

UG Uned 1 : Gweithdy Theatr

Asesiad di-arholiad : asesu mewnol, safoni allanol

(24% o'r cymhwyster)

Bydd dysgwyr yn cael eu hasesu ar eu sgiliau perfformio.

Bydd dysgwyr yn ymwneud a chreu, datblygu a pherfformio darn o theatr wedi'i seilio ar ail-ddehongli darn o destun a ddewisir o restr gan CBAC.

Yn dilyn y perfformiad bydd angen ysgrifennu gwerthusiad o'r perfformiad.

Yn cyfynd â'r perfformiad mae darn o waith cwrs adroddiad proses a gwerthusiad o'r perfformiad terfynol.

UG Uned 2 : Testun yn y Theatr

Arholiad ysgrifenedig : 1 awr 30 munud

(16% o'r cymhwyster)

Bydd y dysgwyr yn astudio un testun gosod o restr gan CBAC ac yn ateb cyfres o gwestiynau wedi'u seilio ar y testun.

Bydd y dysgwyr yn astudio'r testun yn ymarferol ac yn ateb fel actor, cyfansoddwr a dylunydd.

Bydd y dysgwyr yn cael mynd a chopi glan o'r testun i mewn i'r arholiad.

SAFON UWCH (2 uned)

U2 Uned 3: Testun ar Waith (Perfformiad)

Asesiad di-arholiad: asesir yn allanol gan arholwr ymweld

(36% o'r cymhwyster)

Bydd dysgwyr yn ymwneud â chreu, datblygu a pherfformio dau ddarn o theatr.

1. Darn dyfeisiedig yn defnyddio technegau a dulliau gweithio naill ai ymarferwr theatr dylanwadol neu gwmni theatr gydnabyddedig (ymarferwr neu gwmni gwahanol i'r un a ddewiswyd ar gyfer Uned 1)
2. Detholiad o destun cyhoeddiedig ag arddull gyferbyniol o ddewis y dysgwr.

Rhaid i ddysgwyr gyflwyno eu perfformiad yn fyw ar gyfer arholwr allanol.

Bydd y dysgwyr yn llunio adroddiad proses a gwerthuso o fewn un wythnos i gwblhau'r gwaith ymarferol.

U2 Uned 4: Testun mewn Perfformiad

Arholiad ysgrifenedig: 2 awr

(24% o'r cymhwyster)

Adrannau A a B

Arholiad Ysgrifenedig : Ateb cwestiynau traethawd wedi'u seilio ar ddau destun gwahanol o restr gan CBAC.

Bydd y dysgwyr yn ateb cwestiynau fel actor, cyfansoddwr a dylunydd.

Mae Adran Ddrama'r ysgol yn un brysur gyda gweithgareddau allgyrsiol. Bydd cyfle i'r dysgwyr ymroi ac arwain gweithgareddau yn ystod eu cyfnod yn yr ysgol.

DRAMA & THEATRE STUDIES AS & A LEVEL

ADVANCED SUBSIDIARY AND A LEVEL

The course builds on knowledge and skills developed in Drama GCSE. It isn't essential for the learner to have studied GCSE Drama. The course is based on a practical understanding of the theatre. Students develop their knowledge of the history of the theatre and its philosophies through practical work. As well as acting students will be given an opportunity to develop their understanding of the technical elements of theatre, regarding set, lighting, sound and costume design.

ADVANCED SUBSIDIARY (2 units) 40%

YEAR 12

AS Unit 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated

(24% of qualification)

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 the WJEC.

Learners must write a process report and evaluation following the performance.

AS Unit 2: Text in Theatre

Written examination: 1 hour 30 minutes

(16% of qualification)

Learners will study one set text given from WJEC and answer a series of questions based on the text.

Learners will study the play practically and answer as an actor, director and designer.

Clean copies of the complete texts must be taken into the examination.

A LEVEL (2 units)

A2 Unit 3: Text in Action (Performance)

Non-exam assessment: externally assessed by a visiting examiner

(36% of qualification)

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC.

1. 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)
2. An extract from a text in a contrasting style chosen by the learner.

Learners must perform live for the external examiner.

Learners produce a process and evaluation report within **one week of** completion of the practical work.

A2 Unit 4: Text in Performance

Written examination: 2 hours

(24% of qualification)

Sections A and B

Written Examination : Answer essay questions, based on two different texts from a list from WJEC.

Learners will answer as an actor, director and designer.

During their period at Ysgol Dyffryn Conwy the students will have the opportunity to take part and lead in the extra curricular activities involving the Drama Department.

DYLUNIO A THECHNOLEG LEFEL UG/A2 – DYLUNIO CYNNYRCH

Pam ddylwn i ddewis y cwrs hwn?

- Ryw'n dymuno datblygu fy sgiliau lluniadu a gweithio gydag amrywiaeth o gyfryngau graffigol.
- Ryw'n chwilio am gwrs diddorol sydd â llawer o gynnwys ymarferol.
- Ryw'n gobeithio dilyn gyrfa mewn Graffeg Cynnyrch, Dylunio Cynnyrch neu Ffasiwn, Dylunio Diwydiannol, Cyfrifiadurol neu Bensaerniol.

Beth yw cynnwys y cwrs?

- Dylunio a datrys problemau syn seiliedig ar strwythur dyluniad proffesiynol.
- Datblygu sgiliau lluniadu a gweithio gydag amrywiaeth o gyfryngau graffigol.
- Cynllunio drwy gymorth cyfrifiadur a gweithgynhyrchu.
- Sgiliau gweithdy ymarferol a gwneud modelau gan ddefnyddio deunyddiau gwrthiannol.
- Mewnwelediad i dechnoleg a deunyddiau.

Sut byddaf yn cael fy asesu?

UG – Blwyddyn 1

- Uned 1 – papur ysgrifenedig 1 – 20% o'r cymhwyster (80marc)
- Uned 2 - Tag dylunio a gwneud. Asesiad di-arholiad: tua 40 awr (80 marc)

Safon Uwch – Blwyddyn 2

- Uned 3 - Papur ysgrifenedig 2 – 30% o'r cymhwyster (100 marc)
- Uned 4 – Prosiect dylunio a gwneud. Asesiad di-arholiad: tua 60 awr. 30% o'r cymhwyster (100 marc)

I ble all y cwrs hwn arwain?

Dylunio cynnyrch 3D, Dylunio Diwydiannol, Pensaernïaeth.

Creu Modelau, Dylunio Systemau.

Dylunio Graffigol, Dylunio Pecynnau, Arddangosfeydd Dylunio Arddangosfeydd.

Peirianneg – Mecanyddol, Adeileddol, Electronaidd.

Dylunio a Gweithgynhyrchu Celfi, Cynhyrchu Dodrefn.

Cynllunio Cartrefi.

Addysgu.



CRYNODEB ASESU

UWCH GYFRANNOL (2 UNED)

Uned 1- 20%. Papur Ysgrifenedig 2 awr 80 marc

Mae'r arholiad yn cynnwys cymysgedd o gwestiynau ysgrifennu strwythuredig ac estynedig sy'n asesu gwybodaeth a dealltwriaeth dysgwyr o:

- Egwyddorion technegol
- Egwyddorion dylunio a gwneud

Ynghyd â'u gallu i:

- Ddadansoddi a gwerthuso penderfyniadau dylunio a materion ehangach mewn dylunio a thechnoleg.

Uned 2 – 20%. Tasg dylunio a gwneud (tua 40 awr) – 80 marc.

Tasg dylunio a gwneud, yn seiliedig ar ffriff a ddatblygwyd gan yr ymgeisydd, yn asesu gallu'r ymgeisydd i:

- Adnabod, ymchwilio ac amlinellu posibiliadau dylunio
- Dylunio a gwneud prototeipiau
- Dadansoddi a gwerthuso penderfyniadau dylunio a materion ehangach mewn dylunio a thechnoleg.

SAFON UWCH (yr uchod ynghyd â 2 uned arall)

Uned 3: 30%. Papur ysgrifenedig 2 - 2½ awr 100 marc

Mae'r arholiad yn cynnwys cymysgedd o gwestiynau ysgrifennu strwythuredig ac estynedig sy'n asesu gwybodaeth a dealltwriaeth dysgwyr o:

- Egwyddorion technegol
- Egwyddorion dylunio a gwneud

Ynghyd â'u gallu i:

- Ddadansoddi a gwerthuso penderfyniadau dylunio a materion ehangach mewn dylunio a thechnoleg.

Uned 4: 30%. Prosiect dylunio a gwneud. Asesiad di-arholiad (tua 60awr) 100 marc

Prosiect dylunio a gwneud dwys a manwl, yn seiliedig ar friff a ddatblygwyd gan yr ymgeisydd, yn asesu gallu'r ymgeisydd i:

- Adnabod, ymchwilio ac amlinellu posibiliadau dylunio
- Dylunio a gwneud prototeipiau
- Dadansoddi a gwerthuso penderfyniadau dylunio a materion ehangach mewn dylunio a thechnoleg



DESIGN & TECHNOLOGY

AS/A2 LEVEL PRODUCT DESIGN

Why should I choose the course?

- I want to develop my drawing skills and work with a range of graphical media.
- I am looking for an interesting course with a large practical content.
- I am planning a career in Product Graphics, Product or Fashion Design, Industrial, Computer or Architectural Design.

What does the course consist of?

- Designing and problem solving based on a structure of professional design practice.
- Developing drawing skills and working with a range of graphical media.
- Computer aided design and manufacture.
- Practical workshop skills and model making using resistant materials.
- Insight into technology and materials.

How will I be assessed?

For AS – Year 1

- Unit 1 – written paper 1 – 20% of qualification (80 marks) (DT1)
- Unit 2 – Design and make task. Non-exam assessment – 40 hours.

For A Level – Year 2

- Unit 3 – written paper 2 30% of qualification (100 marks)
- Unit 4 – Design and make project – 60 hours (100 marks)

Where can this course lead to?

3D Product Design, Industrial Design, Architecture.

Model Making, Systems Design.

Graphical Design, Packaging Design, Exhibition/Display Design.

Engineering – Mechanical, Structural, Electronic.

Furniture Design and Manufacture, Cabinet Making.

Interior Design.

Teaching.

SUMMARY OF ASSESSMENT

AS (2 units)

Unit 1: 20%. Written paper 2 hours (80 marks)

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

- Technical principles
- Designing and making principles

along with their ability to:

- Analyse and evaluate design decisions and wider issues in design and technology.

Unit 2: 20%. Design and make task (approximately 40 hours). 80 marks.

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.

A LEVEL (the above plus a further 2 units)

Unit 3: 30%. Written paper 2. – 2 ½ hours (100 marks).

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

- Technical principles
- Designing and making principles

along with their ability to:

- Analyse and evaluate design decisions and wider issues in design and technology.
- Unit 4: 30%. Design and make project. Non-exam assessment approximately 60 hours (100 marks)

Unit 4: 30%. Design and make project. Non-exam assessment approximately 60 hours (100 marks)



PROSIECTAU LEFEL A / A LEVEL PROJECTS

GWYDDONIAETH/SCIENCE
UWCH GYFRANNOL/ADVANCED SUBSIDIARY
SAFON UWCH/ADVANCED LEVEL

Bydd yn bosibl i'r disgyblion astudio Ffiseg, Cemeg neu Fwydeg yn y Chweched Dosbarth wneud hynny wedi iddynt gwblhau'r ddua gwrs Gwyddoniaeth TGAU sef Gwyddoniaeth a Gwyddoniaeth Ychwanegol. Er mwyn iddynt allu ymdopi a'r cwrs bydd yn ofynnol iddynt fod wedi sicrhau gradd C neu uwch yn y ddua ond byddai gradd B yn fanteisiol. Yn ddelfrydol dylai fod y disgyblion wedi dilyn y cyrsiau Haen Uwch.

Pupils will be able to study Physics, Chemistry or Biology in the Sixth Form after having successfully completing the two Science courses at GCSE level – Science and Additional Science. In order to help pupils bridge to the A level science courses, ideally, pupils should have gained a C grade or higher, a b grade would be advantageous and have studied the subject at the Higher Tier level.

FFISEG – UWCH GYFRANNOL/SAFON UWCH/

Gall cwblhau'r cwrs hwn yn llwyddiannus arwain at nifer o yrfaedd gwyddonol a thechnolegol eu natur e.e. gyrfaoedd mewn gwyddoniaeth, peirianneg (mecanyddol, sifil ac electronig), meddygaeth, pensaerniaeth, cyfrifiadureg ac addysg.

Mae cynnwys gwyddonol y cwrs yn galw am allu academaidd da, a dylai disgyblion sydd yn bwriadu dilyn y cwrs, fod wedi dangos eu gallu mewn Ffiseg trwy sicrhau gradd C neu uwch yn y cyrsiau Gwyddoniaeth TGAU ynghyd a gradd C neu uwch mewn Mathemateg.

BRASLUN O GYNWYS Y CWRS

Astudir nifer o agweddau gwahanol ar Ffiseg yn ystod y cwrs e.e. tonnau, mecaneg, trydan, ffiseg cwantwm, astro ffiseg, ffiseg niwclear a ffiseg feddygol/neu ddeunyddiau.

STRWYTHUR

UG Uned 1 : Motion, Energy and Matter

Arholiad Ysgrifenedig : 1 awr 30 munud

20% o'r cymhwyster

UG Uned 2 : Electricity and Light

Arholiad Ysgrifenedig : 1 awr 30 munud

20% o'r cymhwyster

A2 Uned 3 : Oscillations and Nuclei

Arholiad Ysgrifenedig : 2 awr 15 munud

A2 Uned 4

Fields and Options

Arholiad Ysgrifenedig : 2 awr

A2 Uned 5

Arholiad Ymarferol

10% o'r cymhwyster

PHYSICS –ADVANCED SUBSIDIARY/ ADVANCED LEVEL

The successful completion of this course at A level can open the door to many careers of a scientific and technical nature e.g. careers in science, engineering (mechanical, civil and electronic), medicine, architectural, computers and education.

The contents of the science course calls for good academic ability and pupils who intend to study the course should have shown their ability in Physics by achieving a grade C or above in the GCSE Science courses as well as a C in Mathematics.

SUMMARY OF COURSE CONTENT

A number of different aspects of Physics will be studied during the course e.g. waves, mechanics, electricity, quantum physics, astro physics, nuclear physics, medical physics/or materials.

STRUCTURE

AS Unit 1 : Motion, Energy and Matter

Written examination : 1 hour 30 minutes
20% of qualification

AS Unit 2 : Electricity and Light

Written examination : 1 hour 30 minutes
20% of qualification

A2 Unit 3 : Oscillations and Nuclei

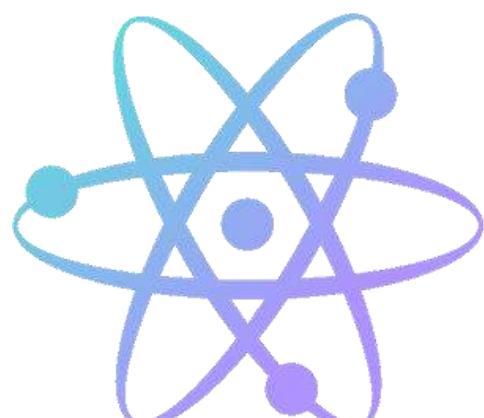
Written examination : 2 hours 15 minutes

A2 Unit 4

Fields and Options
Written examination : 2 hours

A2 Unit 5

Practical Examination
10% examination





BIOLEG UWCH GYFRANNOL/SAFON UWCH

GWERSI: 5 gwers yr wythnos

PAM DEWIS BIOLEG?

Mae Bioleg yn cynnwys astudiaeth o ystod eang o bynciau cyffrous, yn amrywio o fioleg foleciwlaid i'r astudiaeth o ecosystemau, ac o ficro organebau i famolion.

Mae'r genom dynol wedi ei osod mewn trefn, a gwyddom sut mae ein DNA wedi cael ei drefnu i 3000 miliwn sail. Mae dros filiwn o bobl yn marw yn flynyddol o falaria ac yn Ne Ddwyrain Asia mae'r awyr yn dywyll o fwg, oherwydd i'r coedwigoedd glaw olaf yn Bornea gael eu llosgi i'r ddaear. Mae materion fel hyn o gonsyrn i Fiolegwyr.

PA GYMWYSTERAU SYDD ARNAF EU HANGEN?

Dylai fod gennych o leiaf radd B dda mewn TGAU Gwyddoniaeth a B yn Haen Uwch Mathemateg, er mwyn ymdopi gyda'r lefel o ddealltwriaeth sydd ei angen. Bydd angen sgiliau cyfathrebu, dadansoddi a dealltwriaeth dda arnoch. Bydd angen diddordeb yn y byd naturiol arnoch, a dylech fod wedi mwynhau'r cwrs yn y gorffennol.

BETH FEDRAF I WNEUD AR ÔL Y CWRS?

Mae Bioleg ymmsg y pynciau mwyaf poblogaidd yn y wlad. Mae nifer yn parhau i'w astudio hyd at lefel gradd. Mae eraill yn mynd ymlaen i raddau yn y gyfraith, cyfrifiadureg, cyfrifeg, meddygaeth, nyrsio, dysgu a chyrsiau yn gysylltiedig â chwaraeon. Felly pa bynnag faes y byddwch yn gweithio yn ddo maes o law, byddwch yn gweld Bioleg yn gwrs sydd yn cynnig boddhad a sialens, ac yn datblygu llawer o'r sgiliau sydd yn angenrheidiol ar gyfer gyrfa lwyddiannus.

BETH YW CYNNWYS Y CWRS?

Mae'r fanyleb hon wedi'i rhannu'n gyfanswm o 5 uned, 2 uned UG a 3 uned U2

UG Uned 1: Biocemeg Sylfaenol a Threfniadaeth Celloedd

Arholiad ysgrifenedig : 1 awr 30 munud - 80 marc

20% o'r cymhwyster

Amrywiaeth o gwestiynau strwythuredig byr a hirach ac un ateb estynedig.

UG Uned 2 : Bioamrywiaeth a Ffisioleg Systemau'r Corff

Arholiad ysgrifenedig : 1 awr 30 munud - 80 marc

20% o'r cymhwyster

Amrywiaeth o gwestiynau strwythuredig byr a hirach ac un ateb estynedig.

Safon Uwch (yr uchod yn ogystal â 3 uned bellach)

U2 Uned 3

Egni, Homeostasis a'r Amgylchedd

Arholiad ysgrifenedig : 2 awr - 90 marc

25% o'r cymhwyster

Amrywiaeth o gwestiynau strwythuredig byr a hirach ac un ateb estynedig.

U2 Uned 4

Amrywiad, Etifeddiad ac Opsiynau

Arholiad ysgrifenedig : 2 awr - 90 marc

25% o'r cymhwyster

Adran A : 70 marc

Amrywiaeth o gwestiynau strwythuriedig byr a hirach ac un ateb estynedig.

Adran B : 20 marc

Dewis un opsiwn o dri :

Imiwnoleg a Chlefydau, Anatomi Cynhyrysgerbydol Dynol neu Niwrobiologieg ac Ymddygiad

U2 Uned 5

Arholiad ymarferol 50 marc

10% o'r cymhwyster

Mae dwy dasg yn yr uned hon :

- Tasg Arbrofi – 20 marc
- Tasg Dadansoddi Ymarferol – 30 marc

Asesir y cwrs ar sail fodylol ac fe gynhwysir elfennau synoptig yn yr arholiadau Safon Uwch. Mae'r holl unedau asesu ar gael ym mis Mehefin.

SUT FYDD Y CWRS YN CAEL EI DDYSGU?

Mae'r dulliau dysgu yn cynnwys trafodaethau a arweinir gan yr athro, prosiectau hunan astudiaeth, yn ogystal ag ystod o aseiniadau ymarferol. Defnyddir llyfrau cyfeirio a'r rhyngrwyd yn ogystal.

BIOLOGY ADVANCED SUBSIDIARY AND A LEVEL

LESSONS: 5 lessons a week

WHY CHOOSE BIOLOGY?

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from micro organisms to mammals.

The human genome has been sequenced and we know how our DNA is arranged into its 3000 million bases. Over a million people die of malaria each year and in South East Asia the skies are dark with smoke as the last Bornean rainforests are burned down. Biologists are concerned with all these issues.

WHAT QUALIFICATIONS DO I NEED?

To cope with the level of understanding you should have at least a good B grade in GCSE Science and a B in the Maths Higher Tier. You will need to have good communication, analytical and comprehension skills. Students must have an interest in the natural world and have previously enjoyed the subject.

WHAT CAN I DO AFTER THE COURSE?

Biology is amongst the most popular A level courses in the country. Many continue to study the subject at degree level. Others go on to do degrees in law, computing, accounting, medicine, nursing, teaching, and sports related courses. So whatever field you will eventually work in, you will find biology a very rewarding and challenging course, which will develop many of the skills essential for a successful career.

WHAT IS THE COURSE CONTENT?

This specification is divided into a total of 5 units, 2 AS units and 3 AS units.

AS Unit 1 : Basic Biochemistry and Cell Organisation

Written examination : 1 hour 30 min - 80 marks

20% of qualification

A range of short and longer structured questions and one extended response.

AS Unit 2 : Biodiversity and physiology of Body Systems

Written examination : 1 hour 30 minutes - 80 marks

A range of short and longer structured questions and one extended response.

A2 BIOLOGY (the above plus a further 3 units)

A2 Unit 3 : Energy, Homeostasis and the Environment

Written examination : 2 hours - 90 marks

25% of qualification

A range of short and longer structured questions and one extended response.

A2 Unit 4 : Variation, Inheritance and Options

Written examination : 2 hours - 90 marks

25% of qualification

Section A : 70 marks –

A range of short and longer structured questions and one extended response.

Section B : 20 marks –

Choice of one option out of three :

Immunology and Disease, Human Musculoskeletal Anatomy or Neurobiology and Behaviour

A2 Unit 5

Practical examination - 50 marks

10% of qualification

This unit comprises two tasks :

- Experimental Task – 20 marks
- Practical Analysis Task – 30 marks

The course will be assessed on a modular basis and synoptic elements will be included in the Advanced level examinations. All assessment units are available in June.

HOW WILL THE COURSE BE TAUGHT?

Teaching methods include teacher led discussions, self study projects as well as a variety of practical assignments; and the use of reference books and the internet.

CEMEG SAFON A ac UWCH ATODOL



Pam dewis Cemeg?

Mae pob busnes a thechnoleg yn dibynnu i raddau ar Gemeg. Cemeg yw sylfaen cadwraeth, ac y mae'n bwnc hollbwysig ym myd iechyd. Prin fod yna unrhyw weithgarwch nad yw cemegwyr yn cyfrannu ato, rhywfodd neu'i gilydd. Ac y mae rhifedd, meddylfryd rhesymegol a sgiliau datrys problemau, sydd yn angenrheidiol er mwyn astudio Cemeg, hefyd yn nodweddion pwysig mewn llawer proffesiwn anwyddonol.

Mae'r pwnc yn angenrheidiol ar gyfer gyrfaoedd mewn meddygaeth, milfeddygaeth a fferylliaeth a gall gynnig gyrfa mewn diwydiannau megis olew, fferylliaeth, electroneg a bwyd; ac y mae'n berthnasol hefyd i fancio, y gyfraith, gwleidyddiaeth, adwerthu a chyfrifiadureg. Nid yn unig y mae Cemeg yn cynyddu ein dealltwriaeth o'n hamgylchfyd: y mae hefyd yn agoriad economaidd i'r byd. Dylai myfyrwyr fod wedi mwynhau Cemeg yn y gorffennol, ac wedi llwyddo ym mhob adran o'r cwrs. Dylent fod wedi ymddiddori mewn theori, a materion megis bondiau cemegol a hafaliadau.

Beth yw cynnwys y cwrs?

AS Unit 1

The Language of Chemistry, Structure of Matter and Simple Reactions

Written examination : 1 hour 30 minutes 80 marks

20% of qualification

A range of short answer, structured and extended response questions.

AS Unit 2

Energy, Rate and Chemistry of Carbon Compounds

Written examination : 1 hour 30 minutes 80 marks

20% of qualification

A range of short answer, structured and extended response questions.

A Level (the above plus a further 3 units)

A2 Unit 3

Physical and Inorganic Chemistry

Written examination : 1 hour 45 minutes 80 marks

25% of qualification

A range of short answer, structured and extended response questions.

A2 Unit 4

Organic Chemistry and Analysis

Written examination : 1 hour 45 minutes 80 marks

25% of qualification

A range of short answer, structured and extended response questions.

A2 Unit 5

Practical 60 marks

10% of qualification

This unit comprises two tasks :

- Experimental Task 30 marks
- Practical Methods and Analysis Task 30 marks

A' LEVEL and AS – CHEMISTRY



Why Choose Chemistry?

Chemistry affects every business and every technology. It is fundamental to conservation, and vital for health. There are few fields of activity where chemists are not involved. Furthermore, the qualities required in the successful study of Chemistry, namely numeracy, logical thought and problem-solving skills, are important in many non-scientific professions, as well as in Science itself.

The subject is essential for careers in medicine, veterinary practice, pharmacy and can offer employment opportunities in such industries as oil, pharmaceuticals, electronics and food, and is also relevant to banking, law, politics, retailing and computing. It not only promotes understanding of the world : it opens it up.

Students need to have enjoyed Chemistry in the past, and to have succeeded in all sections of the course. They also need to be interested in the theoretical aspects, such as chemical bonding and equations.

What is the course content?

AS Chemistry

AS Unit 1

The Language of Chemistry, Structure of Matter and Simple Reactions

Written examination : 1 hour 30 minutes 80 marks

20% of qualification

A range of short answer, structured and extended response questions.

AS Unit 2

Energy, Rate and Chemistry of Carbon Compounds

Written examination : 1 hour 30 minutes 80 marks

20% of qualification

A range of short answer, structured and extended response questions.

A Level (the above plus a further 3 units)

A2 Unit 3

Physical and Inorganic Chemistry

Written examination : 1 hour 45 minutes 80 marks

25% of qualification

A range of short answer, structured and extended response questions.

A2 Unit 4

Organic Chemistry and Analysis

Written examination : 1 hour 45 minutes 80 marks

25% of qualification

A range of short answer, structured and extended response questions.

A2 Unit 5

Practical 60 marks

10% of qualification

This unit comprises two tasks :

- Experimental Task 30 marks
- Practical Methods and Analysis Task 30 marks

HANES UWCH GYFRANNOL A SAFON UWCH

Y GWERSI : 5 gwers yr wythnos

ASESU : Blwyddyn 12 : Arholiad haf ymhob pwnc
Blwyddyn 13 : Gwaith cwrs - Arholiad haf ymhob pwnc

PAM DEWIS HANES?

Oes gennych ddiddordeb mewn astudio pwnc sy'n ymwneud â phobl a digwyddiadau? Ydych chi'n mwynhau trafod syniadau?

Ydi pwnc sy'n gofyn i chi gwestiynu a mynegi barn yn eich denu?

Dyma fydd astudio Hanes yn ei gynnig i chi.

BE NESAT?

Mi fydd y sgiliau dadansoddi ac ymchwilio 'rydych chi'n datblygu wrth astudio Hanes yn berthnasol iawn ar gyfer amryw o gyrsiau prifysgol ac felly mae Hanes yn cael ei ystyried yn bwnc delfrydol gan y mwyafri o adrannau a phynciau. Os ydych yn ystyried gyrrfa yn y gyfraith, rheoli busnes, cyfrifeg, y gwasanaeth sifil, neu'r cyfryngau a newyddiaduraeth, Hanes ydi'r pwnc i chi. Wrth gwrs mai astudio Hanes hefyd yn angenrheidiol ar gyfer gyrfaoedd megis dysgu, gwaith amgueddfa ac archifai.

SUT FYDD Y CWRS YN CAEL EI ASTUDIO?

Mi fyddwch yn gwneud gwaith par, gwaith grŵp a gwaith ymchwil annibynnol. Bydd gofyn i chi gydweithio gydag eraill er mwyn gyflwyno seminarau. Cewch eich annog i ddarllen a datblygu eich sgiliau gwneud nodiadau. Mi fyddwch yn astudio ffynonellau gwreiddiol ac eilaidd ac yn trafod eich syniadau a syniadau haneswyr yn y dosbarth.

MANYLION Y CYRSIAU

Manyleb Blwyddyn 12

Uned 1 OES Y TUDURIAID: LLYWODRAETH, GWRTHRYFEL A CHYMDEITHAS YNG NGHYMRU A LLOEGR c.1485-1603

Uned 2 YR ALMAEN: O DDEMOCRATIAETH I UNBENNAETH tua 1918-1945:
Rhan 1: WEIMAR A'I HERIAU tua 1918-1933

Manyleb Blwyddyn 13

Uned 3 Y GANRIF AMERICANAIDD, 1890-1990

Uned 4 YR ALMAEN: O DDEMOCRATIAETH I UNBENNAETH tua 1918-1945:
Rhan 2: YR ALMAEN NATSÏAIDD, tua 1933-1945

Uned 5 Ymchwiliad hanesyddol (Gwaith cwrs), 3,000 i 4,000 o eiriau

HISTORY ADVANCED SUBSIDIARY AND A LEVEL

LESSONS : 5 lessons a week

ASSESSMENT : Year 12 : Summer exam in each unit
Year 13 : Coursework - Summer exam in each unit

WHY CHOOSE HISTORY?

Are you interested in choosing a subject about people and events?

Do you enjoy discussing ideas?

Does a subject that continually presents questions, and allows you to formulate your own opinions, stimulate you?

This is what History offers you.

WHAT CAN I DO WITH IT?

You will find that the skills of analysis and research you have learned will stand you in good stead for whatever course you follow in higher education. History at AS and A2 is a strong academic qualification welcomed by all institutions. If you are considering a career in law, management, accounting, the civil service, or journalism and the media, then studying History is ideal for you. Of course History is also an obvious choice if you are thinking of teaching or museum or archive work

HOW WILL I STUDY IT?

You will be expected to work in pairs and groups as well as independently. You will co-operate with others to make presentations in seminars. You will be encouraged to read and develop note-making skills. You will study primary and secondary sources, and discuss your own and historians' views in class. You will develop your ability to present clear, concise and well-supported arguments.

COURSE DETAILS

Year 12 Course Outline

Unit 1 THE TUDOR ERA; GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485-1603

Unit 2 GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945 Unit 2:
Part 1: WEIMAR AND ITS CHALLENGES c.1918-1933

Year 13 Course Outline

Unit 3 THE AMERICAN CANTURY, 1890-1990

Unit 4 GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945 Unit 2 (AS):
Part 2: NAZI GERMANY c.1933-1945

Unit 5 Historical Investigation (Course Work), 3,000 to 4,000 words

MATHEMATEG UWCH GYFRANNOL/SAFON UWCH

GWERSI : 5 gwers yr wythnos (3 gwers Pur, 1 wers Ystadegaeth ac 1 wers Mecaneg)

PAM DEWIS MATHEMATEG?

Mae'r cymhwyster TAG UG a Safon Uwch CBAC hwn mewn Mathemateg yn darparu cwrs astudio eang, cydlynol, boddhaol a gwerth chweil. Mae'n annog dysgwyr i ddatblygu eu hyder mewn mathemateg, ac i fod ag agwedd gadarnhaol tuag at y pwnc ac i gydnabod pa mor bwysig ydyw yn eu bywydau bob dydd ac i'r gymdeithas.

Mae manyleb TAG UG a Safon Uwch CBAC mewn Mathemateg yn annog dysgwyr i wneud y canlynol:

- datblygu eu dealltwriaeth o fathemateg a phrosesau mathemategol mewn ffordd sy'n magu hyder ac yn meithrin mwynhad;
- datblygu galluoedd i ymresymu'n rhesymegol ac i adnabod rhesymu anghywir, cyffredinoli a llunio profi mathemategol;
- estyn yr amrediad o sgiliau a thechnegau mathemategol sydd ganddynt a'u defnyddio mewn problemau anstrwythuredig, anoddach;
- datblygu dealltwriaeth o gydlynedd a dilyniant mewn mathemateg ac o sut mae modd cysylltu gwahanol feysydd mathemateg;
- adnabod sut y gellir cynrychioli sefyllfa'n fathemategol a deall y berthynas rhwng problemau'r 'byd real' a modelau safonol a modelau mathemategol eraill a sut i fireinio a gwella'r rhain;
- defnyddio mathemateg fel dull cyfathrebu effeithiol;
- darllen a deall dadleuon mathemategol ac erthyglau sy'n ymwneud â chymhwysol mathemateg;
- caffaol y sgiliau sy'n angenrheidiol i ddefnyddio technoleg fel cyfrifianellau a chyfrifiaduron yn effeithiol, gan adnabod pa bryd y gall fod yn amhriodol eu defnyddio a bod yn ymwybodol o'r cyfyngiadau;
- datblygu ymwybyddiaeth o berthnasedd mathemateg i feysydd astudio eraill, i'r byd gwaith ac i'r gymdeithas yn gyffredinol;
- cymryd mwy a mwy o gyfrifoldeb am eu haddysg eu hunain a gwerthuso'u datblygiad mathemategol eu hunain.

CRYNODEB O'R ASESU

Blwyddyn 12 UG (2 uned)

UG Uned 1: Mathemateg Bur A

Arholiad ysgrifenedig: 2 awr 30 munud
25% o'r cymhwyster
120 marc

UG Uned 2: Mathemateg Gynhwysol A

Arholiad ysgrifenedig: 1 awr 45 munud
15% o'r cymhwyster
Adran A: Ystadegaeth (40 marc)
Adran B: Mecaneg (35 marc)

Blwyddyn 13 Uwch (yr uchod ynghyd a 2 uned arall)

U2 Uned 3: Mathemateg Bur B

Arholiad ysgrifenedig: 2 awr 30 munud
35% o'r cymhwyster
120 marc

U2 Uned 4: Mathemateg Gynhwysol B

Arholiad ysgrifenedig: 1 awr 45 munud
25% o'r cymhwyster
Adran A: Ystadegaeth (40 marc)
Adran B: Hafaliadau differol a Mecaneg (40 marc)

MATHEMATICS ADVANCED SUBSIDIARY/ADVANCED LEVEL

LESSONS : 5 lessons a week (3 Pure lessons, 1 Statistics lesson and 1 Mechanics lesson)

WHY CHOOSE MATHEMATICS?

This WJEC GCE AS and A level in Mathematics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise its importance in their own lives and to society.

The WJEC GCE AS and A level in Mathematics encourages learners to:

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment;
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs;
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected;
- recognise how a situation may be represented mathematically and understand the relationship between ‘real world’ problems and standard and other mathematical models and how these can be refined and improved;
- use mathematics as an effective means of communication;
- read and comprehend mathematical arguments and articles concerning applications of mathematics;
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations;
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general;
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

SUMMARY OF ASSESSMENT

Year 12 AS (2 units)

AS Unit 1: Pure Mathematics A

Written examination: 2 hours 30 minutes
25% of qualification
120 marks

AS Unit 2: Applied Mathematics A

Written examination: 1 hour: 45 minutes
15% of qualification
Section A: Statistics (40 marks)
Section B: Mechanics (35 marks)

Year 13 A Level (the above plus a further 2 units)

AS Unit 3: Pure Mathematics B

Written examination: 2 hours 30 minutes
35% of qualification
120 marks

AS Unit 4: Applied Mathematics B

Written examination: 1 hour: 45 minutes
25% of qualification
Section A: Statistics (40 marks)
Section B: Differential Equations
and Mechanics (40 marks)

LLENYDDIAETH SAESNEG UWCH GYFRANNOL/SAFON UWCH

Mae'r fanylob wedi'i rhannu'n 5 uned, 2 uned UA a 3 uned A2.

UA Uned 1

Rhyddiaith a Drama (Ilyfr caeedig)

Arholiad ysgrifenedig : 2 awr

20% o'r cymhwyster

Adran A : Ffuglen ryddiaith cyn 1990 – *Jane Eyre (Charlotte Bronte)*

Un cwestiwn mewn dwy ran, wedi'i seilio ar ddarlleniad un testun rhyddiaith o restr benodedig

Yn Adran A, disgwyli'r i ddysgwyr arddangos y sgiliau canlynol:

- Darllen testunau rhyddiaith mewn amryw o ffyrdd ac ymateb yn feirniadol ac yn greadigol
- Cyfathrebu eu gwybodaeth, dealltwriaeth a'u barn am destunau yn rhugl, yn gywir ac yn effeithiol
- Defnyddio cysyniadau beirniadol a therminoleg lenyddol gyda dealltwriaeth a dirnadaeth
- Nodi ac ystyried sut mae agweddu a gwerthoedd yn cael eu mynegi mewn testunau
- Dangos dealltwriaeth o ddylanwadau diwylliannol a chyd-destunol ar ddarllenwyr ac awduron
- Defnyddio'u dealltwriaeth o ddehongliadau gwahanol wrth ymateb i destunau a'u gwerthuso
- Mabwysiadu arddull a chywair academaidd clir a phriodol
- Defnyddio dyfyniadau o destunau a ffynonellau a chyfeiriadau atynt yn gywir

Adran B : Drama – *Top Girls (Carol Churchill)*

Un cwestiwn wedi'i seilio ar ddarlleniad o un ddrama o restr benodedig

Yn Adran B, disgwyli'r i ddysgwyr arddangos y sgiliau canlynol :

- Darllen testunau drama mewn amryw o ffyrdd ac ymateb yn feirniadol ac yn greadigol
- Dadansoddi sut mae ystyron yn cael eu ffurfio mewn testunau drama
- Cyfathrebu eu gwybodaeth, dealltwriaeth a'u barn am destunau yn rhugl, yn gywir ac yn effeithiol
- Defnyddio cysyniadau beirniadol a therminoleg lenyddol gyda dealltwriaeth a dirnadaeth
- Nodi ac ystyried sut mae agweddu a gwerthoedd yn cael eu mynegi mewn testunau
- Dangos dealltwriaeth o ddylanwadau diwylliannol a chyd-destunol ar ddarllenwyr ac awduron
- Defnyddio'u dealltwriaeth o ddehongliadau gwahanol wrth ymateb i destunau a'u gwerthuso.
- Mabwysiadu arddull a chywair academaidd clir a phriodol
- Defnyddio dyfyniadau o destunau a ffynonellau a chyfeiriadau atynt yn gywir

UA Uned 2

Barddoniaeth wedi 1990 (Ilyfr agored, copi glân) - *Seamus Heaney 'Field Work'*

- *Owen Sheers 'Skirrid Hill'*

Arholiad ysgrifenedig : 1.5 awr

20% o'r cymhwyster

Adran A : Dadansoddiad beirniadol

Un cwestiwn yn gofyn am ddadansoddiad beirniadol o un gerdd o'r rhestr benodedig o destunau barddoniaeth ar gyfer yr uned hon.

Adran B : Cymharu barddoniaeth

Un cwestiwn yn gofyn am gymhariaeth o ddua destun barddoniaeth o'r rhestr benodedig ar gyfer yr uned hon.

Rhaid i ymgeiswyr ateb un cwestiwn allan o ddewis o ddua, a disgwyli'r iddynt gymharu'r ddua fardd a ddewiswyd ganddynt. Yn yr uned hon, disgwyli'r i ymgeiswyr arddangos eu gallu i :

- Dadansoddi sut mae ystyron yn cael eu ffurfio mewn testunau barddoniaeth a dulliau awduron o addasu strwythur, ffurf ac iaith mewn barddoniaeth er mwyn creu effaith
- Dangos dealltwriaeth o'r cysylltiadau sydd rhwng cerddi wrth gymharu darnau o waith gan wahanol feirdd

- Dangos dealltwriaeth o ddylanwadau diwylliannol a chyd-destunol ar ddarllenwyr ac awduron
- Defnyddio ystod o gysyniadau a therminoleg lenyddol yn gywir.
- Nodi ac ystyried sut mae agweddau a gwerhoedd yn cael eu mynegi mewn testunau.
- Defnyddio’u dealltwriaeth o ddehongliadau gwahanol wrth ymateb i destunau a’u gwerthuso
- Defnyddio dyfyniadau o destunau a ffynonellau a chyfeiriadau atynt yn gywir
- Trefnu ymatebion gan ddefnyddio arddull a chywair academaidd clir ac effeithiol gyda mynegiant ysgrifenedig rhesymegol.

Safon A (yr uchod a 3 uned ychwanegol)

A2 Uned 3

Barddoniaeth cyn 1900 a Barddoniaeth nas Astudiyd o'r Blaen

Arholiad ysgrifenedig : 2 awr

20% o'r cymhwyster

Adran A: Barddoniaeth cyn 1900 (Ilyfr agored)

Un cwestiwn mewn dwy ran, wedi'i seilio ar ddarlleniad o un testun barddoniaeth o restr benodedig,
Chaucer's 'The Merchant's Tale and Prologue'.

Adran B : Barddoniaeth nas Astudiyd o'r Blaen

Un cwestiwn yn gofyn am ddadansoddiad cymharol o ddwy gerdd nas astudiyd o'r blaen.

A2 Uned 4

Shakespeare (Ilyfr caeedig) – *King Lear*

Arholiad ysgrifenedig : 1.5 awr

20% o'r cymhwyster.

Adran A : Darn o Shakespeare

Un cwestiwn wedi'i seilio ar ddyfyniad o ddrama gan Shakespeare o'r rhestr benodedig ar gyfer yr uned hon.

Adran B : traethawd Shakespeare

Un cwestiwn traethawd wedi'i seilio ar ddarlleniad o un ddrama gan Shakespeare o'r rhestr benodedig ar gyfer yr uned hon

A2 Uned 5

Astudiaeth Ryddieithol

Asesiad Di-arholiad

20% o'r cymhwyster

Un aseiniad yn cynnwys 2500 i 3500 o eiriau, wedi'i seilio ar ddarlleniad o ddua destun rhyddiaith o wahanol gyfnodau, un cyn 2000 ac un ar ôl 2000, wedi'u henwebu gan y ganolfan.

Mae'r cwrs yn cynnig ystod o destunau y gellir eu hastudio. Mae'n hanfodol, os penderfynwch ddilyn y cwrs Llenyddiaeth Saesneg Safon A, eich bod chi'n WIR fwynhau darllen llenyddiaeth.

Bydd angen i ymgeiswyr feddu ar gymhelliant da a'r gallu i astudio y tu allan i'r dosbarth. Bydd angen cadw'r gwaith mewn ffeiliau yn drefnus. Rhaid gweithio'n gyflym, a bydd angen i chi allu cadw o fewn terfynau amser.

Mae'r ystod o destunau wedi cael eu dewis am eu cyfoeth a'u hamrywiaeth. Mae'r dewisiadau hyn yn cynnwys awduron a beirdd Cymreig. Ceir elfen o'r gwaith cwrs o hyd lle gofynnir i ddysgwyr ddewis dau destun rhyddiaith sy'n esbonio'i gilydd i raddau. Rhaid bod digon o ddeunydd yn y testunau i allu creu cysylltiadau.

ENGLISH LITERATURE

ADVANCED SUBSIDIARY/A LEVEL

The specification is divided into 5 units, 2 AS and 3 A2 units.

AS Unit 1

Prose and Drama (closed-book)

Written examination : 2 hours

20% of qualification

Section A : Prose fiction pre-1990 – *Jane Eyre* (*Charlotte Bronte*)

One question in two parts, based on the reading of one prose text from a prescribed list

In Section A, Learners are required to demonstrate the following skills:

- Read prose texts in a variety of ways and respond critically and creatively
- Communicate fluently, accurately and effectively their knowledge, understanding and judgements of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Identify and consider how attitudes and values are expressed in texts
- Show understanding of the cultural and contextual influences on readers and writers
- Draw on their understanding of different interpretations in responding to and evaluating texts
- Adopt a clear and appropriate academic style and register
- Use accurately quotations from and references to texts and sources

Section B: Drama – *Top Girls* (*Carol Churchill*)

One question based on the reading of one play from a prescribed list

In Section B, learners are required to demonstrate the following skills :

- Read drama texts in a variety of ways and respond critically and creatively
- Analyse how meanings are shaped in drama texts
- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Identify and consider how attitudes and values are expressed in texts
- Show understanding of the cultural and contextual influences on readers and writers
- Draw on their understanding of different interpretations in responding to and evaluating texts
- Adopt a clear and appropriate academic style and register
- Use accurately quotations from and references to texts and sources

AS Unit 2

Poetry Post-1990 (open-book, clean copy) – *Seamus Heaney 'Field Work'*

Owen Sheers 'Skirrid Hill'

Written examination : 1.5 hours

20% of qualification

Section A : Critical analysis

One question requiring critical analysis of one poem from the prescribed list of poetry texts for this unit. Candidates must answer one question from a choice of two, requiring critical analysis on one poem taken from their selected texts.

Section B : Poetry comparison

Candidates must answer one question from a choice of two, requiring comparison of their two selected poets.

In this unit, candidates will need to demonstrate their ability to :

- Analyse how meanings are shaped in poetry texts and the ways writers adapt structure, form and language in poetry for effect
 - Show understanding of ways in which poems relate to one another as they compare works by different poets
 - Show understanding of the cultural and contextual influences on readers and writers
 - Use accurately a range of literary concepts and terminology
 - Identify and consider how attitudes and values are expressed in texts
 - Draw on their understanding of different interpretations in responding to and evaluating texts
 - Use accurately quotations from and references to texts and sources
 - Organise responses in a clear and effective academic style and register with coherent written expression

A Level (the above plus a further 3 units)

A2 Unit 3

Poetry Pre-1900 and Unseen Poetry

Written examination : 2 hours

20% of qualification

Section A : Poetry pre-1900 (open-book)

One question in two parts, based on the reading of one poetry text from a prescribed list, Chaucer's 'The Merchant's Tale and Prologue'.

Section B : Unseen poetry

One question requiring comparative analysis of two unseen poems

A2 Unit 4

Shakespeare (closed-book) – *King Lear*

Written examination : 1.5 hours

20% of qualification

Section A : Shakespeare extract

One question based on an extract from one Shakespeare play from the prescribed list for this unit.

Section B : Shakespeare essay

One essay question based on the reading of one Shakespeare play from the prescribed list for this unit.

A2 Unit 5

Prose Study

Non-examination assessment

20% of qualification

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the centre

The course offers a range of texts to be studied. It is essential, that if you follow the English Literature A Level course, you really **DO** enjoy reading literature.

Candidates will need to be well-motivated and have the ability to undertake studies outside the classroom. Work will need to be kept in files in good order. The pace of work is fast, so you will need to be able to meet deadlines successfully.

The range of texts has been selected for their richness and diversity. These text choices include Welsh writers and poets. There is also a coursework element where learners are able to select two prose texts which illuminate each other. There must be sufficient material to make connections.

PSYCHOLOGY A LEVEL AND AS

GCE AS/Advanced Psychology – WJEC

This specification provides a basis for the study of Psychology and related subjects, including work in the Health and Care Sectors, Sports Management, Media and Business Studies and has been designed to provide a suitable foundation for the study of Psychology or a related area of study at further or higher education and/or preparation for future employment. Examples of related areas of study in further or higher education can include degrees e.g. Psychology, Education, Teaching and/or diplomas/certificates in Health, Care Counselling and Sports Studies.

Course content – AS – The AS level is a qualification in its own right and makes for a worthwhile contribution to a student's portfolio. The course contains two modules :

AS Unit 1 : Past to Present: Biological, Psychodynamic, Behaviourist, Cognitive and Positive approach

AS Unit 2 : Using Psychological Concepts

Course content – A – at advanced level study students will build on ideas encountered as AS level as they study two further modules :

A2 Unit 3 : Implications in the Real World

A2 Unit 4 : Applied Research Methods

AS and A level specifications in Psychology should encourage candidates to :

- a) understand the scientific nature of Psychology;
- b) acquire knowledge and critical understanding of psychological theories, approaches, concepts, core studies and methods ;
- c) acquire and develop skills of analysis, interpretation and evaluation;
- d) understand psychological methodology and a range of research methods both (quantitative and qualitative);
- e) develop an understanding of different areas and applications of Psychology;
- f) design and report psychological investigations, and analyse and interpret data;
- g) appreciate the significance of ethical issues in Psychology;
- h) develop skills that enhance the ability to participate more effectively in adult life;

Career opportunities in applied psychology include, Education, Industry, Child Development, Social, Experimental, Forensic and Counselling.

Qualifications at any level in Psychology enhance any career that includes an understanding of human behaviour, Police, Armed Forces, Nursing, Research, marketing, Advertising, Personnel Journalism, Careers Advise, Social Care or even Teaching Primary and Secondary.

AIL SEFYLL PYNCIAU TGAU/ RESITTING GCSE SUBJECTS



Rhoddir cyfle i fyfyrwyr ailsefyll rhai pynciau TGAU, i ennill graddau gwell, fel rhan o'u llwybr ôl-16. Fodd bynnag yn y rhan fwyaf o achosion, bydd hyn mewn cyrsiau iaith/rhifedd TGAU yn unig ac yn cael eu cyflwyno drwy gwricwlwm blwyddyn 11 gyda rhai gwersi ychwanegol a chymorth adolygu.

Mewn eithriadau prin mae yn bosib cael cymeradwyaeth ar gyfer llwybr ailsefyll TGAU yn unig. Rhaid i'r disgyblion bod yn ailsefyll o leiaf 4 pwnc TGAU ar gyfer y llwybr hwn, a dysgir y gwersi yn bennaf ar y cyd hefo Blwyddyn 11. Gwelir hyn fel blwyddyn pontio at gwrs Coleg, prentisiaeth neu fyd gwaith. Fodd bynnag, anogwn i ddisgyblion i sicrhau nad oes llwybr arall megis cwrs yn y coleg neu drwy brentisiaeth fyddai yn cynnig gwell llwybr iddynt cyn cymeradwyo llwybr hon.

O dan 5 Gradd C	Ail sefyll cyrsiau lefel 2 gyda blwyddyn 11.	Trwy gymeradwyaeth 4 athro sydd wedi dysgu'r disgybl ym mlynnyddoedd 10 ac 11
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Students are given the opportunity to re-sit some GCSE subjects within their post-16 pathway. In most instances these will be core language/numeracy GCSEs and will be taught within the year 11 curriculum with some additional lessons and revision support.

In a very limited number of exceptional cases it may be possible to offer a GCSE resit pathway. Pupils must be resitting at least 4 GCSEs for this pathway. Lessons are mainly followed within the year 11 curriculum. This pathway is seen as a bridge to college, an apprenticeship or the world of work. However, it is important to note that learners may have a better route through a college placement or apprenticeship.

Less than 5 C Grades	<ul style="list-style-type: none">• Repeat level 2 courses with year11.• National Welsh Baccalaureate.• LINC course	Through the approval of 4 teachers who have taught the pupil in years 10 and 11
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Rhaid i ddisgyblion sydd heb gyrraedd gradd C mewn Mathemateg/Rhifedd a/neu iaith (Cymraeg neu Saesneg) ailsefyll ar gyfer eu cymhwyster BAC Uwch.

Pupils who have not gained a C grade in Maths/Numeracy and/or Language (Welsh or English) will need to resit for their Higher BAC

ADDYSG GORFFOROL GWERSI STATUDOL

ADDYSG GORFFOROL - CRAIDD

Bydd cyfle i ddisgyblion ddefnyddio'r adnoddau sydd gan yr adran i'w cynnig ee: **Y Neuadd Chwaraeon, Ystafell Ddawns/ Gymnasteg, Cae Pob Tywydd, Wal Ddringo, Cyrtiau Sboncen.**

Rhoddir cyfle i'r ddisgyblion gael eu hyfforddi neu i gwblhau cyrsiau mewn: **Rygbi, Pêl-droed a Phêl-rwyd.**

Rhoddir cyfle i'r disgyblion sy'n cwblhau'r cyrsiau uchod yn llwyddiannus, drefnu twrnameintiau ar gyfer ysgolion Cynradd y dalgylch.

ALLGYRSIOL: Disgwyllir i Flynyddoedd 12 ac 13 osod esiampl i weddill yr ysgol a chymryd rhan yn ein rhaglen allgyrsiol.

Bydd yr adran yn cystadlu yng nghynghareiriau hŷn lleol y gweithgareddau canlynol: **Pêl-droed, Rygbi, Criced, Pêl-rwyd, Hoci, Traws gwlad, Athletau a Rownderi.** Mae'r adran yn cynnal cyfleoedd i datblygu Arweinwyr/Llysgenhadon mewn Chwaraeon. Mae hyn yn galluogi disgyblion i gynnal gweithgareddau yn ystod yr awr ginio ac ar ôl ysgol i ddisgyblion iau.

PHYSICAL EDUCATION STATUTORY LESSONS

CORE PE

Pupils will have the opportunity to utilise the facilities that the department has at its disposal. They are: **Sports Hall, Dance/Gymnastics Room, Astro Turf, Climbing Wall, and Squash Courts**

Pupils will be given the opportunity to complete coaching or officiating courses in :

Rugby, Football and Netball.

Pupils that are successful in completing the above course will be given the opportunity to organise tournaments for our Primary feeder schools.

EXTRA CURRICULAR: It is expected that Years 12 and 13 set an example to the rest of the school and actively participate in our extra curricular programme.

The department compete in the local senior leagues in the following activities:

Football, Rugby, Cricket, Netball, Hockey, Cross Country, Athletics and Rounders. The department also give opportunities for students to develop as Sports Leaders/Ambassadors. This enables the students to provide further opportunities during lunch time and after school to younger pupils.

Addysg Grefyddol Statudol / Statutory Religious Education

Cyflwynir yr agwedd hon o'r cwricwlwm craidd drwy'r Fagloriaeth Gymreig. / This aspect of the core curriculum is covered through the Welsh Bac.

CYMHWYSTER BAGLORIAETH CYMRU / WELSH BACCALAUREATE QUALIFICATION

Beth yw Cymhwyster Bagloriaeth Cymru?

Cymhwyster cyffrous i fyfyrwyr yng Nghymru yw Bagloriaeth Cymru ac mae'n ychwanegu dimensiwn newydd a gwerthfawr at y pynciau a'r cyrsiau sydd eisoes ar gael i fyfyrwyr rhwng 14 ac 19 oed. Mae'n cyfuno sgiliau datblygiad personol gyda chymwysterau cyfredol fel Lefel A, a TGAU i ffurio un dyfarniad ehangach a gaiff ei werthfawrogi gan gyflogwyr a phrifysgolion. Yn bwysicaf oll, mae'r rhai sy'n astudio ar gyfer y cymhwyster yn elwa o'r hyder y mae'n ei ennyn ynddynt.

Cyflwynwyd Bagloriaeth Cymru gan Lywodraeth Cynulliad Cymru er mwyn gweddnewid dysgu i bobl ifanc yng Nghymru. Mae'n rhoi profiad ehangach na rhai academaidd pur yn unig, i gyd-fynd ag amrywiol anghenion pobl ifanc. Gellir ei astudio yn y Gymraeg neu'r Saesneg, neu trwy gyfuno'r ddwy iaith.

Beth mae Bagloriaeth Cymru yn ceisio'i gyflawni?

Trwy ychwanegu sgiliau datblygiad personol at gymwysterau galwedigaethol neu astudiaethau academaidd, mae bagloriaeth Cymru'n helpu pobl ifanc i gyflawni mwy. Mae'n eu harfogi'n well ar gyfer y byd gwaith, yn rhoi gwell gwybodaeth iddynt ac yn eu gwneud yn ddinasyddion mwy brwd.

Mae yn rhoi mwy o hyblygrwydd i'w hastudiaethau pa bynnag cyrsiau meant yn eu dilyn. Bydd hyn yn paratoi myfyrwyr yn well ar gyfer addysg bellach ac uwch ynghyd â byd gwaith.

Mae dystysgrif Bagloriaeth Cymru hefyd yn brawf bod myfyrwyr wedi datblygu'r Sgiliau Trawsgwricwlaidd a gaiff eu hystyried yn rhai pwysig gan gyflogwyr a phrifysgolion. Mae hefyd yn dangos eu bod wedi ehangu eu haddysg bersonol a chymdeithasol, wedi ymgymryd ag ymchwiliad unigol, ac wedi chwarae rhan frwd mewn prosiect cymunedol.

What is the Welsh Baccalaureate?

The Welsh Baccalaureate is an exciting qualification that adds a valuable new dimension to the subjects and courses already available to 14-19 year old students. It combines personal development skills with existing qualifications like A Levels, NVQs and GCSEs to make one wider award that is valued by employers and universities.

The Welsh Assembly Government introduced the Welsh Baccalaureate to transform learning for young people in Wales. It gives broader experience than traditional learning programmes, to suit the diverse needs of young people. It can be studied in English or Welsh, or a combination of the two languages.

What does it set out to achieve?

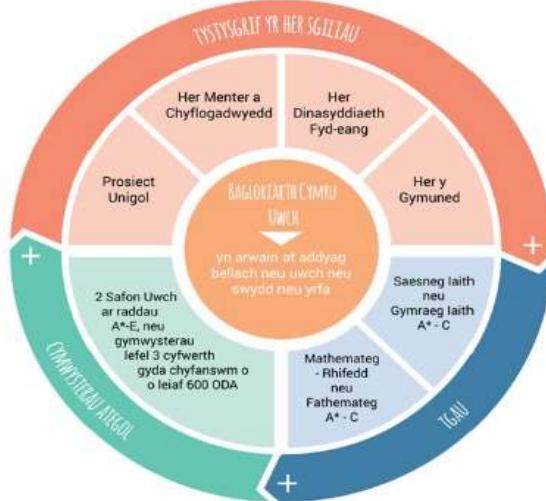
By adding personal development skills to vocational qualifications or academic study, the Welsh Baccalaureate helps young people achieve more. It makes them better equipped for the world of work, better informed and more active citizens.

It allows for more flexibility in their studies, whatever mix of courses they are following. Students become better prepared for further and higher education, as well as employment.

A Welsh Baccalaureate qualification is also proof that a student has developed the Cross-curricular considered important by employers and universities. It also shows they have furthered their personal

and social education, undertaken an individual investigation and actively participated in a community project.

Y Fagloriaeth Uwch



Mae

Bagloriaeth Cymru Uwch yn cael ei ddyfarnu pan fyddwch wedi llwyddo yn y Dystysgrif Her Sgiliau a'r cymhwyster ategol sydd i'w weld yn yr olwyn isod. Mae hyn yn dangos eich gallu academaidd a lefelau eich sgiliau yn yr un lle.

Disgwylir i BOB ddisgybl 6ed dosbarth gael eu gofrestru i astudio'r Fagloriaeth Uwch ar gychwyn blwyddyn 12.

Tystysgrif Her Sgiliau Uwch

Nid yw'n ddigon i gyflwynwyr bod genith y nifer mawr o gymhwysterau fel TGAU, Safon Uwch a gradd. Mae cyflwynwyr am gael y gallu academaidd ond mae'n rhwng hefyd am gael set gyflawn o sgiliau.

Beth yw'r Dystysgrif Her Sgiliau?

Bwriad y Dystysgrif Her Sgiliau Uwch yw'c eich helpu i ddalbygu sgiliau, priodeleddau ac ymddygiadau mwya cymhleth. Bydd ym cynllig profiadau i gefnogi eich pynciau eraill. fydd ym golygu eich bod yn fwy parod i symud ymlaen yn y dyfodol.

Cydrannau

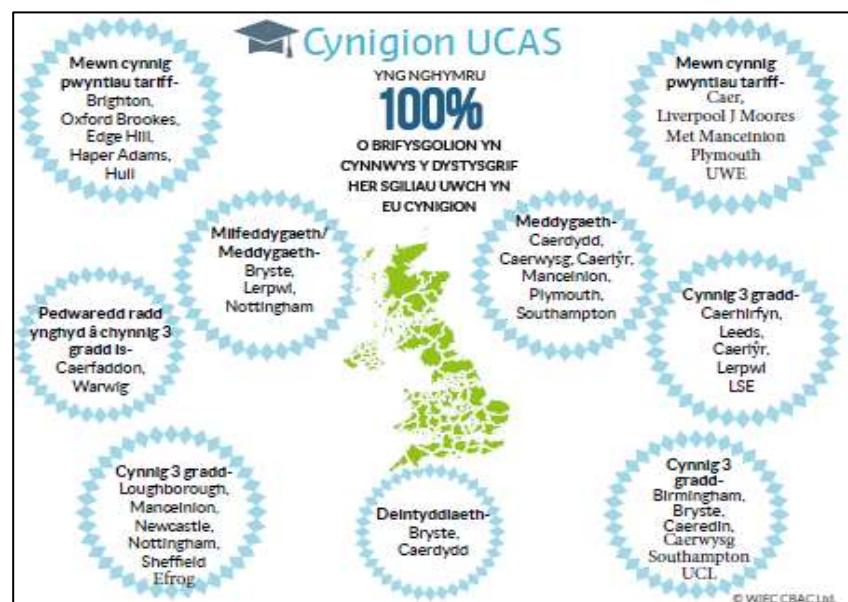
Cydrannau	Procent
Project Unigol	50%
Menter a Chyflwynedwyd	20%
Dinas-yddiaeth Fyd-eang	15%
Cymunedol	15%

Bydd y sgiliau uwch yn y Dystysgrif Her Sgiliau yn eich helpu i lwyddo yn ymaes o'r deuws ac ym eich helpu i sicrhau eich swydd gyntaf.

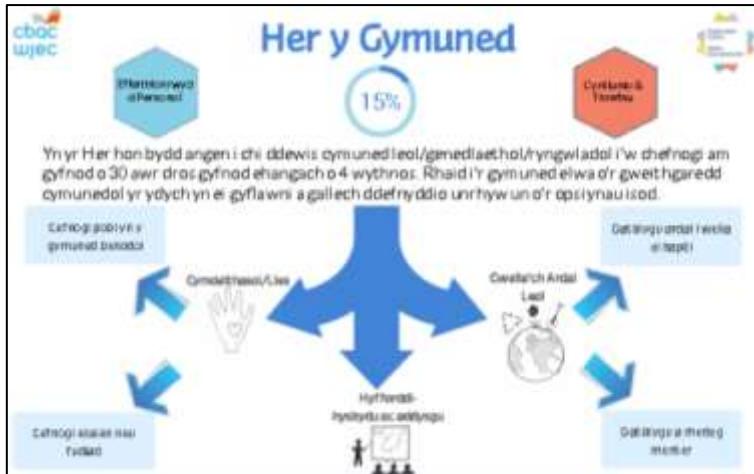
Tystysgrif Her Sgiliau

Mae mynychu gwrsi'r heriau yn ddisgwylledig, gyda dwy wers ym mlwyddyn 12, ac un wers ym mlwyddyn 13. Yn ogystal, mae asesiadau o dan reolaeth yn digwydd ar draws y ddwy flynedd.

Bydd yr un cymhwysterau a chi a llawer o fobl ifanc eraill, ac felly llawer o gystadleuaeth pan fyddwch yn ymgeisio am swydd. **Mae'r Tystysgrif Her Sgiliau Uwch yn derbyn yr un nifer o bwyntiau tariff UCAS a Safon uwch.**



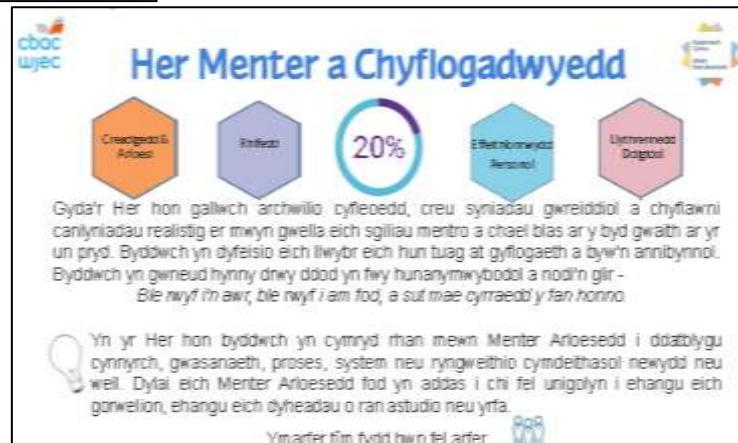
Her y Gymuned



Mae'r her yma'n gyfle gwych i fyfyrwyr gymryd rhan mewn mwy o weithgareddau yn yr ysgol yn ogystal a helpu yn y gymuned. Mae'n gyfle hefyd i fagu profiadau newydd, meithrin sgiliau penodol ym maes cynllunio a threfnu ac effeithiolrwydd personol ac eu gymhwysos mewn modd priodol.

Her Menter a Chyflogadwyedd

Diben yr her yma yw meithrin sgiliau dysgwyr wrth ddarparu cyfleoedd i feithrin sgiliau a phriodeladdau mentrus a gwella cyflogadwyedd. Fel rhan o'r her menter a chyflogadwyedd bydd y dysgwyr yn meithrin sgiliau penodol yn y maes rhifedd, llythrennedd digidol, creadigedd ac arloesi ac effeithiolrwydd personol ac yn eu cymhwysos mewn modd priodol.



Y Prosiect Unigol

Diben y Project Unigol yw meithrin sgiliau dysgwyr, drwy ymgymryd â gweithgaredd ymchwil gyda phwyslais ar ddyheadau ar gyfer y dyfodol o ran addysg neu yrfa. Yn ystod y Project Unigol, bydd y dysgwyr yn meithrin sgiliau penodol mewn **Llythrennedd, Rhifedd, Llythrennedd Digidol, Cynllunio a Threfnu, Meddwl yn Feirniadol a Datrys Problemau** ac yn eu cymhwysos mewn modd priodol.



Advanced Welsh Baccalaureate



The Advanced Welsh Baccalaureate is awarded when you have passed the Skills Challenge Certificate and the supporting qualification shown in the wheel. This shows your academic ability and skill levels in the same place.

All 6th form students are expected to be enrolled to study the Advanced Baccalaureate at the beginning of year 12.

Skills Challenge Certificate

Attendance at the challenge lessons is expected, with two lessons in year 12, and one lesson in year 13. In addition, controlled assessments take place across both years.

wjec cbac Advanced Skills Challenge Certificate

Having a large number of qualifications such as GCSEs, A levels and a degree is not enough for employers. Employers want the academic ability but also a whole set of skills.

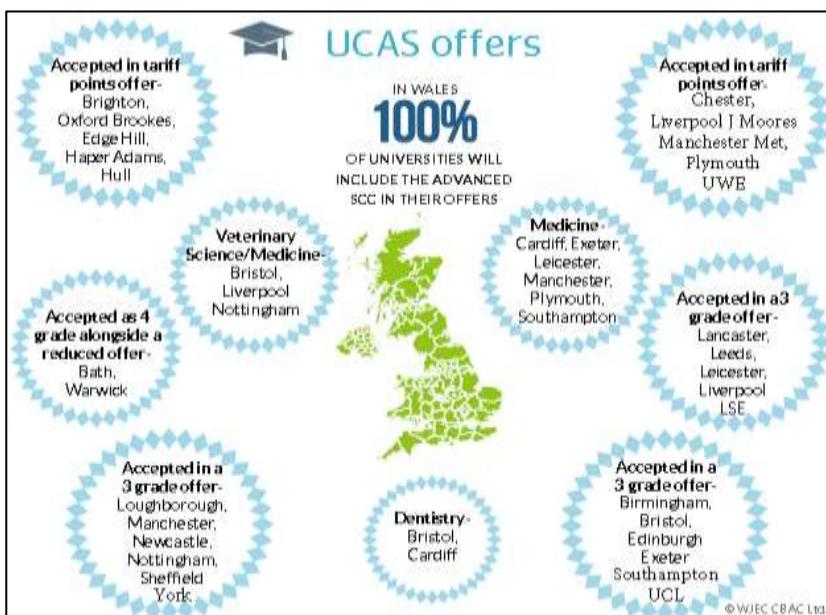
What is the Skills Challenge Certificate?

The Advanced Skills Challenge Certificate (SCC) is to help you develop more complex skills, attributes and behaviors. It will provide experiences which support your other subjects and which will enable you to be better prepared for your future destination.

Components

- 50% Individual Project
- 20% Enterprise and Employability
- 15% Global Citizenship
- 15% Community

The advanced skills within the SCC will help you succeed in your chosen area and help secure your first job.



You will have the same qualifications as many other young people, and therefore a lot of competition when you apply for a job. The Advanced Skills Challenge Certificate receives the same number of UCAS and A level tariff points.

Community Challenge

This challenge is a great opportunity for students to take part in more school based activities as well as helping out in the community. It is also an opportunity to gain new experiences, develop specific planning and organisational skills and personal effectiveness and apply them appropriately



Enterprise and Employability Challenge

The diagram for the 'Enterprise and Employability Challenge' features a central blue downward-pointing arrow labeled 'Enterprise and Employability Challenge'. Surrounding it are four hexagonal icons representing skills:

- Orange: Creativity & Innovation
- Purple: Numeracy
- Blue: Personal Effectiveness
- Pink: Digital Literacy

A large green circle at the top contains the text '20%'.

The text below the icons states: 'This Challenge allows you to explore opportunities, create original ideas and achieve realistic outcomes to enhance your enterprising skills whilst having a taste of the world of work. You will devise your pathway to employment and independent living by becoming more self-aware through realistically and clearly identifying - Where I am now; where I want to be, and how do I get there.'

Below this, another text block says: 'You will take part in an Innovation Venture to develop a new or improved product, service, process, system or social interaction. Your Innovation Venture should be suitable for you as an individual to broaden your horizons, enhance your study or career aspirations.'

At the bottom, a blue box contains the text: 'Usually this will be carried out as a team exercise.'

Global Citizenship Challenge

The diagram for the 'Global Citizenship Challenge' features a central blue downward-pointing arrow labeled 'Global Citizenship Challenge'. Surrounding it are four hexagonal icons representing skills:

- Blue: Creativity & Innovation
- Yellow: Critical Thinking & Problem Solving
- Orange: Creativity & Innovation
- Yellow: Literacy

A large green circle at the top contains the text '15%'.

The text below the icons states: 'This Challenge allows you to understand complex issues the world faces, applying and deepening your knowledge by considering facts, ideas and opinions. Express your ideas by designing and delivering your solution to an audience.'

Below this, another text block says: 'You will need to select a global issue that falls under one of the six themes available: Health, Food and Shelter, Population, Transportation, Economy and Natural Environment. Choose an issue that inspires you to be able to express your passion through your arguments and justification of your solution.'

At the bottom, a blue box contains icons representing various global issues: a money bag, a globe, a tree, a house, a car, and a heart.

The purpose of this challenge is to develop learners' skills while providing opportunities to develop enterprising skills and attributes and improve employability. As part of the enterprise and employability challenge learners will develop and apply specific skills in numeracy, digital literacy, creativity and innovation and personal effectiveness.

The purpose of the Individual Project is to develop learners' skills, by undertaking research activity with an emphasis on future educational or career aspirations. During the Individual Project, learners will develop specific skills in Literacy, Numeracy, Digital Literacy, Planning and Organising, Critical Thinking and Problem Solving and apply them appropriately

The purpose of the Global Citizenship Challenge is to develop learners' skills, while providing opportunities for them to understand and respond appropriately to global issues. As part of the Challenge, learners will develop specific skills in Literacy, Critical Thinking, Problem Solving and Creativity and Innovation and apply them appropriately.

Individual Project

The diagram for the 'Individual Project' features a central blue downward-pointing arrow labeled 'Individual Project'. Surrounding it are eight hexagonal icons representing skills:

- Blue: Numeracy
- Red: Planning & Organising
- Pink: Digital Literacy
- Yellow: Critical Thinking & Problem Solving
- Cyan: Personal Effectiveness
- Orange: Creativity & Innovation
- Yellow: Literacy
- Blue: 50%

The text below the icons states: 'By showcasing the skills you have developed through the Challenges you should apply them to carry out a research project on a topic of your choice that should support your university application and/or career pathway. Collect, collate, analyse and interpret data and information to produce either a written dissertation or create an artefact.'

Below this, another text block says: 'This is your opportunity to select a topic area that is complex in nature, inspires you and can benefit future applications and interviews. Explore an issue in more depth than is provided in other areas of study. Carrying out multi-faceted research will develop further your understanding of the topic and allow you to come to an evidence-based conclusion.'



AROLWG O FWRIADAU BLWYDDYN 11 SURVEY OF THE INTENTIONS OF YEAR 11

ENW/NAME :-

DOSBARTH / FORM :-

A ydych yn bwriadu dychwelyd i'r ysgol mis Medi nesaf?
Os yr ydych neu heb BENDERFNU, cwblhewch RAN 'A'. Os nac ydych, cwblhewch RAN 'B'.
Will you be returning to school next September?
If the answer is YES or UNDECIDED complete SECTION 'A', if not SECTION 'B'.

RHAN A/SECTION A

Dewiswch hyd at 4 pwnc o'r tabl canlynol. Nodwch y rhain yn ôl blaenoriaeth drwy roi (1,2,3,4) yn y golofn briodol.

Choose up to 4 subjects from the following table. List these in order of priority by placing (1,2,3,4) in the appropriate column.

Cymraeg laith Gyntaf	
English Literature	
Hanes/History	
Daearyddiaeth/ Geography	
Addysg Grefyddol/ Religious Studies	
Cymdeithaseg/Sociology	
Ffrangeg/French (LINC)	
Celf a Dylunio/Art & Design	
Cemeg/Chemistry	
Cerddoriaeth/Music	
Mathemateg/Mathematics	
Drama	
Bioleg/Biology	
Ffiseg/Physics	
Seicoleg/Psychology	
Dylunio a Thechnoleg/ Design & Technology	
Addysg Gorfforol/ Physical Education (BTEC)	
Busnes / Business (BTEC)	

Cyrsiau **LINC** ar ddydd Mercher mewn sefydliad arall yng Nghonwy.

Ni allwch ddewis ond un o'r rhain.

LINC courses on a Wednesday at another establishment in Conwy.

You can only choose one of these.

**CYRSIAU LINC – Gweler y Prospectws Linc (2019)
LINC COURSES – See Linc Prospectus (2019)**

**Enw'r cwrs LINC
Name of LINC course**

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ADRAN B/SECTION B

Nid fyddaf yn dywelyd i'r 6ed Dosbarth/
I will not be returning to the 6th Form

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