



# Sixth Form Prospectus **2026 - 2028**





# Mr Owain Gethin Davies

## Headteacher

I am delighted to present the Year 12 Curriculum Prospektus for September 2026. The school is situated in Llanrwst in the Conwy Valley and our catchment area for the 6<sup>th</sup> 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.

I am confident that the information contained in this prospektus, together with advice from the staff, will help you to choose the most suitable subjects for you in the sixth form.

I know you'll enjoy the experience of being a sixth form student, following the new courses that begin in September. However, the sixth form offers much more than simply studying subjects and taking examinations. It also offers young people the opportunity to continue to mature and develop. Your experiences will be enhanced by extracurricular activities and various responsibilities that extend beyond your formal lessons. Make the most of these, and of the mentoring and pastoral support.

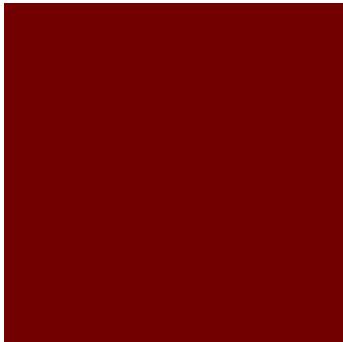
There is a wide range of courses offered at the school and through LINC courses. However, following the process of making choices, it may not be possible to run all subjects if sufficient numbers have not chosen the subject.

We will happily provide your child with advice and guidance on their option choices. We are also more than happy to discuss this with yourselves as parents/ carers. If you wish to discuss your child's situation further or alternatively to arrange a meeting, please by all means contact the school.

I wish you all the best in your examinations this Summer and we look forward to welcoming you back in September.

Yours faithfully,

Owain Gethin Davies



# Mrs Elliw Davies

## Head of Sixth Form

As Head of 6<sup>th</sup> 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.

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

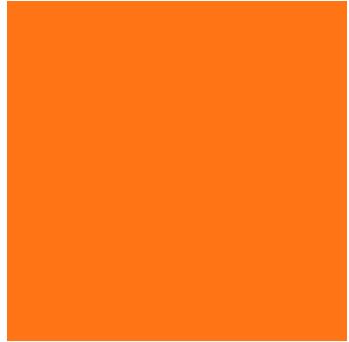
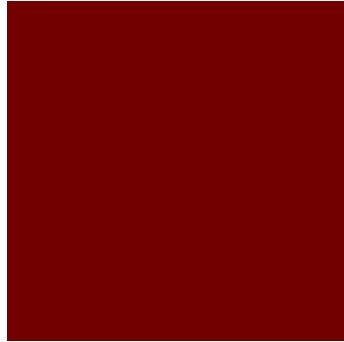
school's wi-fi system and computers are available in the 6<sup>th</sup> form study room.

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.

Yours faithfully,

Mrs Elliw Davies

Head of Sixth Form Centre



# The sixth form

Being a part of the Sixth Form at Ysgol Dyffryn Conwy involves privileges and responsibilities. The school undertakes to ensure that it offers education of the highest standard, while in turn expecting students to be responsible members of the school and school community. A common room has been made available for Sixth Form students, allowing them to relax and socialise during free periods.

Year 12 students have an important role to play within the school. They help staff to run events such as the School Eisteddfod and Open Evenings. They are also given the opportunity to organise and lead activities which involve other students, staff and the community. In addition, they help younger students, for example acting as Buddies to Year 7 pupils or as skills mentors.

As part of their studies, Sixth Form students are expected to work independently as well as attending formal lessons. The Sixth Form Centre Building is available for study and students are allowed to use the computer rooms, workshops and art room as appropriate. The number of computers in the block was recently increased, and wireless internet access is available throughout the school.

Sixth Form students take on leadership roles within the school, and it is therefore crucial that they conform to school rules and set a good example for younger pupils.

Absenteeism can affect the progress of students, and they are expected to attend school regularly. When absence is unavoidable, the school must be informed according to the usual procedure. While acknowledging that many students have part-time work, we ask them to ensure that this does not have a detrimental effect on their school work.

Every subject in Years 12 and 13 is taught bilingually in order to ensure linguistic continuity beyond Key Stage 4. Those students wishing to sit external examinations through the medium of Welsh or English can do so following further discussions with the school.

## Why return to Ysgol Dyffryn Conwy?

- Excellent results.
- A happy, inclusive ethos and excellent pastoral care.
- Careers advice.
- A broad choice of internal and external subjects.
- Spectacular success of university applications.
- Extracurricular activities.
- High quality resources and facilities.
- Continuing to work with staff and friends in a familiar environment.



# Universities and Colleges

Applications for higher education courses are completed and sent to UCAS (University and Colleges Admissions Service) during the first term of Year 13.

Any student who wishes to do so can attend courses and open days organized by universities and colleges to get a taste of the courses, teaching methods, facilities and college life in general.

Assistance and guidance will be given in compiling a personal statement that is integral to the UCAS application. A number of guest speakers are invited to the school to give ideas for making a statement during year 12 and the beginning of year 13.

During year 13 all students will be prepared for a practice formal interview to prepare them for attending university and college interviews.

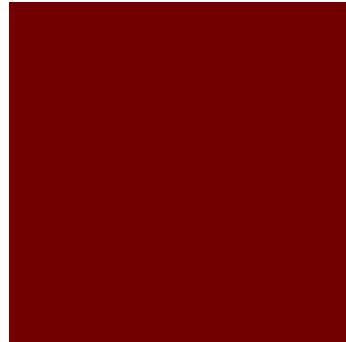
We have strong links with a number of universities - in Wales and beyond the border including Russell Group universities, with at least one pupil in each 6th form year gaining a place to study at Cambridge or Oxford University.

Our partnerships in Wales often mean that pupils have unconditional places because of success in scholarship exams. We are also extremely proud of the success of pupils in gaining access to Medical courses (3 in 2019).

## Careers

Pupils are advised about career choices by the Head of the Sixth Form, the school's Careers Co-ordinator or the Careers Adviser at 'Careers Wales'.

The school's Careers Office is used for individual or group interviews with the Careers Co-ordinator and/or Officer, as needed. Parents are asked to contact the school if they wish to be present during these interviews.



# A word from the Head Pupils

## **Efa Dafydd – Head Prefect 2025 - 2026**

The memories of being at Ysgol Dyffryn Conwy are ones I want to treasure for a lifetime and it's hard for me to believe that I'm in my seventh year here studying, year seven feels like a long time ago. Returning to the sixth form was a very easy decision thanks to the supportive and experienced staff and all the special classmates we have here at the school. My favorite thing about the school is the sense of belonging here, everyone knows everyone and there is always a conversation going on which creates such intimacy and a warm feeling in the school.

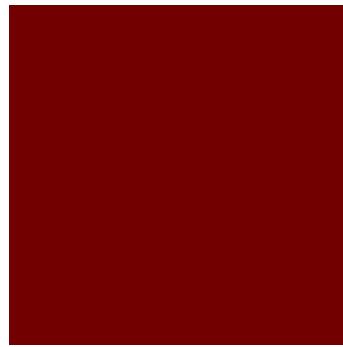
Studying in the sixth form has encouraged me to think about my future and it is a privilege to represent the sixth form as head pupil this year. During my time here, I have benefited from numerous opportunities to develop my academic and personal skills such as Eisteddfods, Music Shows, Work Experience, university fairs, workshops with the BBC and Coleg Cymraeg and so much more. The school is extremely supportive and always tries their very best to support us as pupils in every aspect and for this I will always be thankful.

## **PRIF DDISGYBL**

A portrait of Efa Dafydd Roberts, a female student with long, wavy hair, wearing a dark school uniform with a tie and a yellow and black striped cardigan. She is smiling at the camera. The background is a purple curtain.

YSGOL  
DYFFRYN  
CONWY

**Efa Dafydd Roberts**



# A word from the Head Pupils

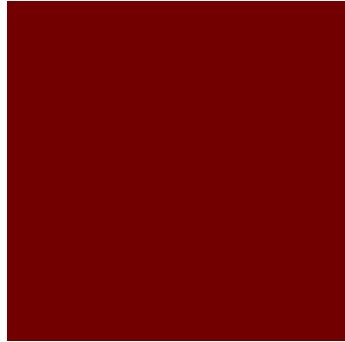
## **Cai Williams - Head Prefect 2025 - 2026**

Since returning to Ysgol Dyffryn Conwy, I have had unforgettable experiences and unique opportunities. The staff have pushed me in terms of my academic ability, and as a result I have developed useful skills and developed myself as a person. The staff are extremely keen to teach me and want me to succeed in the assignments and exams.

Since being in the 6th form, I have learned the type of career I would enjoy doing in the future, as well as the type of person I want to be. I have had opportunities by attending the UCAS fair, a general open day at Bangor university and receiving presentations from a number of people who have returned to the school in order to help us (which is a result of the hard work of the School staff to contact the people).

I have become more independent when preparing for exams because the nature and life of the 6th form encourages this, but I have also made new friends and created incredible memories with my classmates in the Sixth Form. Students have the choice to study a wide number of subjects at the school and also possible to attend a LINC course at other sites in Conwy.





## A word from other students...

Erin and Efan are pupils who have moved here to Ysgol Dyffryn Conwy following receiving their education previously at another School. We welcome applications from pupils from other schools in the area.

### **Gwenlli Roberts**

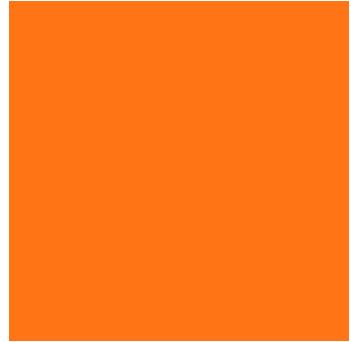
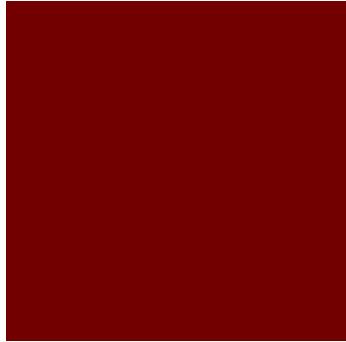
I joined Sixth Form at Ysgol Dyffryn Conwy after finishing my GCSE courses at Ysgol Ardudwy. Moving to a completely new school was a scary experience, but the teachers and pupils were extremely welcoming and so I settled in in no time. The school organized a number of socializing activities for us, and as a result we are close this year and I have made many new friends.

Coming here for the sixth has enabled me to study the subjects I really enjoy, and has also introduced me to a number of extracurricular opportunities. I received a lot of support from the staff with my university application, as well as help deciding what to do as a career. Because of this, I am extremely proud of my decision to join the school.

### **Nel Jones**

After finishing year 11 at Ysgol Ardudwy I moved to Ysgol Dyffryn Conwy to start A Level courses. The idea of moving to a new area was an idea I hadn't thought about and I wasn't sure how the experience would be, if I would settle or not. But with the help of staff and new friends from school it was an easy process. Everyone was welcoming when I joined the school and since the first day, I have made many new friends.

I have had great experiences in terms of activities at school and outside. I am very happy with the opportunity I have had at this school; it has allowed me to study subjects I wanted. One of the best experiences was playing Football with the school and with my friends.



## 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.



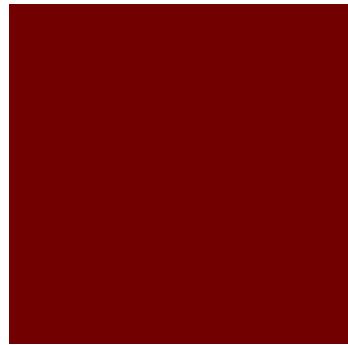
# Your personal responsibility

**As a member of Ysgol Dyffryn Conwy Sixth Form you will:**

- Attend lessons on time, including enrichment, tutor time and assemblies.
- **If possible**, make medical appointments and arrange driving lessons outside the school day. If unavoidable, ensure that the school is informed.
- Sign in or out at reception when arriving/leaving school if I have pre-authorisation to leave the site during the day.
- Wear school uniform in accordance with the school policy.

**To ensure academic success at Sixth Form you will:**

- Ensure every assignment, piece of coursework or homework is submitted in accordance with my teacher's deadlines and is completed to the best of your ability.
- Work hard towards achieving or exceeding my learning targets.
- Ask for help from staff to ensure support is being provided to meet your needs.
- Inform staff if there are circumstances that may affect my learning.
- Complete any work missed due to absence making use of Google Classroom.
- Keep my work up to date and organised for each subject.
- Plan and manage deadlines and revision on an ongoing basis and ensure I use my study time effectively at all times.
- Aim to study for 15-20 hours outside of timetabled lessons each week.
- Be **sensible** about paid work/employment. Ensure that you find balance and do not let your academic progress and your ability to cope with the pressures of 6th form be affected by part time employment. (As a **guide based on research**, it is recommended that Year 12 take on no more than 15 hours a week of paid work, and Year 13 take on no more than 10 hours per week.)
- Make the most of opportunities offered for further study, leadership and volunteering.
- Ensure that IT facilities are only used for the support of subject development/learning and take full responsibility for laptops and other personal devices brought onto school site.
- Check emails regularly during the school week in order to keep up to date with important messages from staff and for any career opportunities that might arise.



## **Your responsibility to the School**

**You are expected to work hard, but all help and support is available including the support of your Form tutor, Head of 6<sup>th</sup>, 6th form mentor.**

**As part of the Sixth Form and wider Dyffryn Conwy community you will:**

- Take an active part in the Sixth Form and school community and act as a role model for others in the school attending and performing duties for example; Open Evenings, Year 6 transition days.
- Ensure I do not park on the school site and follow all the relevant requirements outlined in the Driving & Parking Rules form on which I need to fill out if I wish to bring my car to school.
- Only use mobile phones/digital technology and headphones in the Sixth Form Centre.
- Treat the facilities in the Sixth Form Centre with respect. This includes clearing away rubbish, cups and plates and returning them to the canteen, making sure surfaces and sinks are clear at the end of every school day to enable Sodexo staff to clean appropriately.
- Not eat or drink in the quiet study room upstairs.
- Ensure the learning space including all computers are left as I found them. If I notice any problems, I will notify the KS5 Mentor - Mrs Iona Owen
- No smoking /Vaping on school site.



# Important Dates

DYDDIAD / DATE	Proses Dewisiadau / Option Process 2024 - 2025
<b>20/1/26</b>	<b>Noson Agored/ Open Evening</b>
<b>20/1/26</b>	Dewis Rhydd 1 yn agor ar Google Forms 1 <sup>st</sup> Free Choice opens
<b>12/2/26</b>	<b>Diwrnod Agored LINC Conwy / LINC Conwy Open Day</b>
<b>30/1/26</b>	Dewis Rhydd 1 yn cau ar Google Forms 1 <sup>st</sup> Free Choice closes
<b>12/2/26</b>	<b>Diwrnod Ffug-gyweliadau / Mock Interview Day</b>
<b>11/3/26</b>	<b>Noson Rieni Tiwtor/ Tutor Parents Evening</b>
<b>11/2/26</b>	Colofnau yn agor ar Google Forms/ Columns opens on Google Forms
<b>4/3/26</b>	Dewisiadau Terfynol yn cau ar Google Forms/ Final Options close on Google Forms
<b>25/6/26</b>	<b>Diwrnod Blasu'r Chweched Dosbarth / Sixth Form Taster Day</b>

## LINC courses

Linc Conwy courses are offered with the co-operation of every secondary school in Conwy and Llandrillo College. All Linc courses are taught on Wednesdays (transport is provided but only One can be chosen. Unless otherwise stated, the BTEC subjects will be taught at Level 3, which is equivalent to Advanced level. Full details of these courses are provided in the Linc Conwy Handbook, available from the school for all who are interested.

## Educational requirements

- 5 or more GCSE A\* - C grades. / Merit grade or higher in a Level 2 qualification
- A minimum grade C GCSE in any subject intended for study at Advanced Subsidiary Level. Minimum of grade B for Science and Mathematics subjects.

Year 12 students are expected to study a minimum of 3 or 4 subjects to Advanced Subsidiary Level. Following the process of making choices, it may not be possible to run all subjects if sufficient numbers have not chosen the subject.

As well as the Advanced Subsidiary and Advanced examinations, every student is registered for the Welsh Baccalaureate Qualification.

The school will offer students the opportunity to re-sit some GCSE subjects.

An application can be made for an Education Maintenance Allowance to help you with your studies.

# Welsh Baccalaureate Advanced



## What is the Welsh Baccalaureate?

The Advanced Skills Baccalaureate Wales (AdvSBW) qualification is an exciting new Level 3 qualification that supports students to become effective, responsible and active citizens, equipping them with the skills for future study or to enter the job market. The qualification has primarily been designed for students aged 16-19, and can be taken alongside other Level 3 qualifications, including A levels.

**WHAT WILL I STUDY?** Our two-year course is made up of 3 projects: Global Community Project, Future Destination Project, and Individual Project. You will develop and apply the 4 Integral skills and have opportunities to develop the 3 Embedded skills. Students will take part in a variety of exciting activities and contexts which will be based on the United Nations sustainable development agenda and Wales's Well-being Goals as defined by the Well-being of Future Generations Act (Wales).

## HOW WILL I BE ASSESSED?

**Global Community Project (25%)** You will select a global issue to investigate, share your knowledge with others and take part in a community action.

**Future Destination Project (25%)** You will gain an understanding of yourself, explore future employment and wellbeing goals, and plan how you can achieve this.

**Individual Project (50%)** You will plan, manage, and research a topic linked to your future education or career aspirations, and create a written dissertation or an artefact. Assessments can be taken throughout the two-year course with external moderation in January and May. You are likely to complete the Individual Project in the second year.

**For further information, contact: Mr Jonathan Kerry**



# Subjects

## Advanced Subsidiary / Advanced



- **Sports** 15
- **Business Studies** 16
- **Biology** 17
- **Art and Design** 18
- **Chemistry** 19
- **Music** 20
- **Geography** 21
- **Drama and Theatre Studies** 22
- **Design and Technology – (Product Design)** 23
- **Physics** 24
- **History** 25
- **Mathematics** 26
- **English** 27
- **Sociology** 28
- **Psychology** 29
- **Welsh** 30
- **GCSE Re-sit** 31



# Physical Education

Btec Level 3



## 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.

**For further information, please contact: Mr Ricky Jones**

# Business

## Btec Level 3



### Course summary

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. 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.

### How will I be assessed?

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. 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.

### 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 avocation 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.

### Progression Paths

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

**For further information, please contact: Mrs Melanie Gunderson**

# Biology

## Advanced Subsidiary / Advanced



### Course summary

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. 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.

### How will I be assessed?

#### **AS Unit 1: Basic Biochemistry and Cell Organisation**

Written examination: 1 hour 30 min, 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

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

#### **A2 BIOLOGY**

A2 Unit 3: Energy, Homeostasis and the Environment

Written examination: 2 hours, 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, 25% of qualification

Section A: 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, 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.

### Progression Paths

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.

**For further information, please contact: Mrs Glesni Rogers Jones**

# Art and Design

Advanced Subsidiary / Advanced



## Course summary

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.

## How will I be assessed?

AS Specification	Component	PAS Weighting	Assessment	A Level weighting
ART1	<b>Coursework portfolio</b> demonstrating different processes developed from personal starting points	100%	Internally assessed, externally moderated	40%

A2 Specification	Component	PAS Weighting	Assessment	A Level weighting
ART2	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	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%

**For further information, please contact: Mrs Nia Davies**

# Chemistry

## Advanced Subsidiary / Advanced



### Course summary

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.

### How will I be assessed?

#### AS Unit 1

The Language of Chemistry, Structure of Matter and Simple Reactions

Written examination: 1 hour 30 minutes, 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, 20% of qualification

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

#### A2 Unit 3

Physical and Inorganic Chemistry

Written examination: 1 hour 45 minutes, 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, 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
- Practical Methods and Analysis Task

**For further information, please contact: Miss Hannah Jones**

# Music

## Advanced Subsidiary / Advanced



### How will I be assessed?

#### **AS 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.

#### **AS Unit 2: Composing**

Total duration of compositions: 3-6 minutes, 12% of qualification

Non-exam assessment: externally assessed by WJEC

TWO compositions:

- 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.
- A free composition of at least 2 minutes duration. (8% of qualification)

#### **AS 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

#### **A2 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%).

Option B: Performing (14%).

#### **A2 Unit 5: Composing**

Non-exam assessment: externally assessed by WJEC

Option A: Composing (14%) Total duration of compositions: 3-6 minutes

Option B: Composing (22%) Total duration of compositions: 5-9 minutes

#### **A2 Unit 6: Appraising**

Written examination: 2 hours, 24% of qualification

**For further information, please contact: Mrs Lowri Williams**

# Geography

## Advanced Subsidiary / Advanced



### Course Summary

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.

### How will I be assessed?

#### **AS Unit 1: Changing Landscapes**

Written examination: 2 hours, 24% of qualification

Section A: Changing Landscapes

Section B: Tectonic Hazards

#### **AS Unit 2: Changing Places**

Written examination: 1 hours 30 minutes, 16% of qualification

Section A: Changing Places

Section B: Fieldwork Investigation in Physical and Human Geography

#### **A2 Unit 3: Global Systems and Global Governance**

Written examination: 2 hours, 24% of qualification

Section A: Global Systems

Section B: Global Governance: Change and Challenges

Section C: 21<sup>st</sup> Century Challenges

#### **A2 Unit 4: Contemporary Themes in Geography**

Written examination: 2 hours, 16% of qualification

Section A: Tectonic Hazards

Section B: Contemporary Themes in Geography

#### **A2 Unit 5: Independent Investigation Non-exam assessment:**

3000 – 4000 words, 20% of qualification

### 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

**For further information, please contact: Mr Robyn Cartwright**

# Drama and Theatre Studies

## Advanced Subsidiary / Advanced



### Course summary

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.

### How will I be assessed?

#### 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.

#### 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.

**For further information, please contact: Mr Tomos Williams**

# Design and Technology

## Product Design

### Advanced Subsidiary / Advanced



#### 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.

#### 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.

#### How will I be assessed?

##### AS - Year 1

- Unit 1 - Written Paper 20% - 2 hours
- Unit 2 - Design and Make Task. Non-exam assessment 20% - 40 Hours

##### A Level - Year 2

- Unit 3 -Written Paper 30% - 2 ½ hours
- Unit 4 - Design and Make Project 30% - 60 hours

#### Progression Paths

- 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.

**For further information, please contact: Mrs Heledd Griffiths**

# Physics

## Advanced Subsidiary / Advanced



### Course summary

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. 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.

### How will I be assessed?

#### **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

**For further information, please contact: Mr Penri Jones**

# History

## Advanced Subsidiary / Advanced



### Course summary

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. 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.

### How will I be assessed?

#### 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

#### Unit 3

THE AMERICAN CENTURY, 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

**For further information, please contact: Mrs Beca Brychan**

# Mathematics

## Advanced Subsidiary / Advanced Subsidiary / Advanced



### Course summary

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.

### How will I be assessed?

#### AS Unit 1: Pure Mathematics A

Written examination: 2 hours 30 minutes, 25% of qualification

#### AS Unit 2: Applied Mathematics A

Written examination: 1 hour: 45 minutes, 15% of qualification

Section A: Statistics

Section B: Mechanics

#### AS Unit 3: Pure Mathematics B

Written examination: 2 hours 30 minutes, 35% of qualification

#### AS Unit 4: Applied Mathematics B

Written examination: 1 hour: 45 minutes, 25% of qualification

Section A: Statistics

Section B: Differential Equations and Mechanics

**For further information, please contact: Mrs Buddug Eleri Jones**

# English

## Advanced Subsidiary / Advanced



### Course summary

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.

### How will I be assessed?

#### 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)**

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

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

#### 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**

**Section B : Poetry comparison**

#### A2 Unit 3

Poetry Pre-1900 and Unseen Poetry

Written examination: 2 hours, 20% of qualification

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

**Section B: Unseen poetry**

#### A2 Unit 4

Shakespeare (closed-book) – **King Lear**

Written examination : 1.5 hours, 20% of qualification

**Section A : Shakespeare extract**

**Section B : Shakespeare essay**

#### 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

**For further information, please contact: Miss Ffion Williams**

# Sociology

## Advanced Subsidiary / Advanced



### Course summary

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? Grade C in English and Grade C or above in at least 3 other subjects is essential.

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

### How will I be assessed?

#### **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

### Progression Paths

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.

**For further information, please contact: Mrs Elin Jones**

# Psychology

Advanced Subsidiary / Advanced



## Course summary

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.

## How will I be assessed?

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

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:

- Understand the scientific nature of Psychology;
- Acquire knowledge and critical understanding of psychological theories, approaches, concepts, core studies and methods;
- Acquire and develop skills of analysis, interpretation and evaluation;
- Understand psychological methodology and a range of research methods both (quantitative and qualitative);
- Develop an understanding of different areas and applications of Psychology;
- Design and report psychological investigations, and analyse and interpret data;
- Appreciate the significance of ethical issues in Psychology;
- Develop skills that enhance the ability to participate more effectively in adult life;

## Progression Paths

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.

**For further information, please contact: Mrs Anna Roberts**

# Welsh First Language

Advanced Subsidiary / Advanced



## Course summary

The new specifications have been designed to encourage students to show interest, pleasure and enthusiasm in studying Welsh. They have taken an opportunity to develop exciting and relevant new elements while at the same time retaining those traditional elements that are core to the study of Welsh at this level.

## How will I be assessed?

### Advanced Subsidiary

UNIT 1	UNIT 2	UNIT 3
Oral Examination  * Discuss Film and Play	Internal Assessment – Coursework  * 2 written tasks -  * 1 creative and 1 critical	Written Exam  (2 hours)  * Use of Language  * Poetry
15%	10%	15%

### Advanced Level

UNIT 4	UNIT 5	UNIT 6
Final Oral Examination  * Discuss Novel	Written Examination  (2 hours)  * Legends  * Hengerdd  * Cywyddau	Final Written Examination  (2 hours)  * Appreciate Literature and the Welsh in context
20%	20%	20%

For further information, please contact: **Mrs Gwenno Ifan**

# Re sit GCSE Subject



Students are given the opportunity to re-sit some GCSEs, to gain better grades, as part of their post-16 route. However, in most cases, this will only be in GCSE language / numeracy courses and will be delivered through the year 11 curriculum with some additional lessons and revision support.

In rare exceptions it is only possible to obtain approval for a GCSE resit route. Pupils must be re-sitting at least 4 GCSE subjects for this route, and the lessons are taught mainly in conjunction with Year 11. This is seen as a transition year to a College, apprenticeship or work-based course. However, we urge pupils to ensure that there is no alternative route such as a college course or through an apprenticeship that would offer them a better route before approving this route.

**Pupils who have not achieved a grade C in Mathematics / Numeracy and / or language (Welsh or English) must re-sit for their Advanced Welsh BAC qualification.**

<b>Under 5 - C Grades</b>	Re-sit level 2 courses with year 11.	Through the approval of 4 teachers who have taught the pupil in years 10 and 11
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# Ysgol Dyffryn Conwy

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