

Column A

MUSIC TECHNOLOGY BTEC L3

Edexcel BTEC Level 3 Certificate in Music Technology (Production)

The BTEC Level 3 in Music Technology is a 2-year course which provides the student with core practical skills for work or further study in this exciting field. The three modules studied in the first year lead to the Level 3 Certificate (equivalent to AS): the three in the second year lead to the Subsidiary Diploma qualification (equivalent to A-level).

A wide range of professional music equipment is available for the use of students studying this subject, including digital recording equipment, sound processors, microphones, synthesisers, guitars, and electronic drums and drum machines. In addition, you will be using specialist music computers and gain experience of software such as *Reason*, *Cubase* and *Sibelius*.

The ability to play a musical instrument is not a prerequisite of the course, although basic piano keyboard skills would be of advantage. Of greater importance is a musical ear, the ability to use a computer with confidence, and the readiness to experiment with new musical skills and techniques to create and manipulate music of all types.

Study Programme

Year 1: Level 3 Certificate in Music Technology (Production)

- **Unit 25: Music Production Techniques (Core Unit):** understanding sound recording equipment, preparing for a recording session, multi-track recording and mixing techniques.
- **Unit 29: Live Sound Techniques:** understand the live sound requirements of venues; setting up sound systems.
- **Unit 32: Sequencing Systems and Techniques:** setting up computer and MIDI hardware; MIDI and audio sequencing skills.

Year 2: Level 3 Subsidiary Diploma in Music Technology (Production)

- **Unit 9: Delivering a music product:** Learners will experience setting up and using the recording studio to create a CD.
- **Unit 1: Acoustics for Musicians:** the physics of sound; the principles of musical instruments; the mechanisms of human hearing; the characteristics of spaces.
- **Unit 43: Special subject investigation:** Learners will carry out an in-depth research project into a chosen area of interest.

For further information, contact Mr R Lake (rl@ysgolplasmawr.cymru).

FASHION & TEXTILES L3

Introduction/Course Objectives

- This course is designed so that candidates can experience Textiles, Art, Craft and Design thoroughly and comprehensively. The knowledge, understanding and skills will be enhanced by practical and theoretical components. Student's ability to be creative, imaginative and to communicate in visual and social form should be challenged and extended.
- Possible areas of study include:-
 1. Fashion,
 2. Costume,
 3. Digitally or traditionally printed and/or dyed fabrics, garments and materials,
 4. Interior Design,
 5. Constructed textiles (knitted, woven, embellished or combined with other materials)
 6. Accessories.
- The course is appropriate for students who have not taken a GCSE examination in this area of study, but the ability to record from direct observation and some skill in use of a sewing machine essential.
- The AS represents the first year of a two year A level qualification but it can be studied separately.

AS Unit 1

Personal Creative Enquiry – Non – exam assessment **(40% of qualification (160 marks))**

An extended, exploratory portfolio and outcome/s based on themes and subject matter which are personal to the learner. The Enquiry must integrate critical, practical and theoretical work.

- This work will be assessed holistically, using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.

A2 Unit 2

Personal Investigation – Non-exam assessment

(36% of qualification (160 marks))

Consists of **two** integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigation portfolio and outcome/s based on themes and subject matter that have personal significance.
 2. An extended written element of 1000 words minimum, which may contain images and text and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.
- Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.
 - The Personal Creative Enquiry and Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.

A2 Unit 3

Externally Set Assignment - Exam Assessment

(24% of qualification (100 marks))

Part 1 : Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elect a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the **15** hours sustained focus study.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated **15** hours and they must show their planning relates to the outcome/s.

- The period of sustained focus work must be complete under supervised conditions.

Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.

Learners will be required to select, evaluate and present their work for assessment.

The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

This course is suitable, but not exclusively for pupils who wish to pursue a career in the Textile field/industry. We encourage pupils to apply directly to pursue degree courses at Universities.

This is a course that offers both a creative and technological challenge for pupils. They will be expected to work regularly at home and within the Textile room to develop their skills and ideas. A great deal of enjoyment and satisfaction may be gained from the practical and creative work with an opportunity to exhibit the highlights of their efforts in the school at the end of the academic year.

Other

- Students are encouraged to visit and see a wide variety of exhibitions and events, exploring their surroundings for inspiration.
- Attend Textile courses at 'Llanover Hall' and 'Craft in the Bay'
- Museum and Gallery visits both locally and in Europe.



GEOGRAPHY – L3

Introduction/Course Objectives

Geographic themes are often in the headlines – possibly due to the latest natural disaster to hit our planet, or problems that arise due to migration patterns or even the constant battle to match population and resources. These are just a few of the numerous topics that arise.

The geography AS/ A2 course deals with such issues and many more in a way which allows pupils to develop the skills that many employers find beneficial. By studying geography pupils can extend their horizons and learn of various global viewpoints. By following the course pupils will learn to understand the dynamic nature of the subject and hence the dynamic nature of our planet – the pupils will then appreciate some of the problems facing the human race in the twenty first century.

Advanced Subsidiary (AS)

Paper 1: This unit is split into two key issues.

- (i) The study of location effect and human response to plate tectonics.
- (ii) The study of changing landscapes.

Paper 2: Once again the paper tests two aspects of the course.

- (i) Changing places.
- (ii) Geographic fieldwork.

Advanced Level (A2)

Module 3: The three key issues studied are . . .

- (i) Global systems with particular focus on the water and carbon cycle.
- (ii) Global governance with particular focus on the governance of the oceans and migration.
- (iii) Challenges of the 21st century.

Module 4: Contemporary themes in geography – China and Energy

Module 5: This is the final unit of study which is an individual study of 3000-4000 words

Assessment methods

During year 12 the pupils will sit two exams in the modules noted above and in year 13 pupils will sit exams in modules 3 and 4 in addition to completing their individual study.

Assessment methods in exams vary between short answer data response questions and extended essay writing.

Other

The main characteristics required for a pupil that intends to follow a geography course are a willingness to work and an interest in the subject.

SPANISH - L3

Introduction/Course Objectives

The Spanish AS course is a challenging course that will enable students to communicate fluently and confidently in the foreign language. It is a complete course in itself, but also provides a suitable base from which to progress to further studies. Studying Spanish AS will naturally enhance the European awareness of candidates. Similarly, opportunities will arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied.

Advanced Subsidiary (AS)

Unit 1: Oral examination 12% of A level

Topic based debate and discussion.

Unit 2: Listening, Reading and Responding 15% of A level
Listening and Responding, Reading and Responding, and translation from Spanish.

Unit 3: Written response 13% of A level
Essay tasks based on one of the films studied.

Advanced Level (A2)

Unit 4: Oral examination 18% of A Level
Presentation and discussion on independent research project.

Unit 5: Listening, Reading and Responding 23% of A Level
Listening and Responding, Reading and Responding, and translation to Spanish.

Unit 6: Written response 19% of A Level
Essay tasks based on one of the books studied.

Assessment/Key Skills

Key skills are an integral part of the AS course. In particular, candidates may demonstrate their ability to fulfill aspects of each of the following Key Skills, normally at level 3:

- Information Technology
- Improving Own Learning and Performance
- Working with others

- These are the themes that are studied, with particular reference to Spain and other Spanish speaking countries:

Advanced Subsidiary

Being a young person in Spanish-speaking society. Family structures, traditional and modern values, friendships / relationships. Youth trends, issues and personal identity. Educational and employment opportunities.

Understanding the Spanish-speaking world. Regional culture and heritage in Spain, Spanish-speaking countries and communities. Spain and Latin American countries in a European context. Literature, art, film and music in the Spanish speaking world.

Advanced Level

Diversity and difference. Migration and integration. Cultural identity and marginalisation. Cultural enrichment and celebrating difference. Discrimination and diversity

The Two Spains: 1936 onwards. El franquismo – origins, development and consequences. Post-Civil War Spain – historical and political repercussions. The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography). Spain – coming to terms with the past? "Recuperación de la memoria histórica"

BUSINESS BTEC – L3

A 1 or 2 year course leading to the Certificate or Subsidiary Diploma qualification.

The Certificate is equivalent to 1 A/S level qualification.

The Subsidiary Diploma is equivalent to 1 A level qualification.

The Business Environment

Know the range of different businesses and their ownership; local; national; international; global; public; private; not-for-profit / voluntary; sectors of business activity (primary, secondary and tertiary)

Ownership: public, private and voluntary sectors; types of ownership (sole trader, partnerships, private and public limited companies, government departments, government agencies, worker cooperatives.

Key stakeholders: customers; employees; suppliers; owners; trade unions; employer associations; local and national communities; governments; influence of stakeholders on organisations

Understand how businesses are organised to achieve their purposes

Organisational structures: purpose (division of work, lines of control and communication); types of structure (functional, geographic, product, type of customer); diagrammatic representation of structure (organisation charts); span of control

Functional areas: finance; marketing; production; customer service; sales; human resources.

Different aims: private sector aims (breakeven, survival, profit maximisation, growth); public sector aims (service provision, cost limitation, value for money, meeting government standards, growth of range of provision)

Know the impact of the economic environment on businesses

Impact on business of changes in the economic environment (growth, recession, ripple effect); levels of inflation; government policy (legal, fiscal, monetary)

Demand: influenced by affordability; competition; availability of substitutes; level of Gross Domestic

Changes in supply and demand: supply and demand curves; elasticity of demand; price sensitivity; influence of branding on price sensitivity



Know how political, legal and social factors impact on businesses



Political: political stability; government support for different types of organisations eg private, voluntary, public; fiscal eg levels and types of taxation; direct support eg grants, loans; providing infrastructure

Legal: providing framework for business eg company law; protecting consumers and employees eg contract law, employment law, consumer protection; ensuring fair and honest

trading eg competition law.

Social: demographic issues eg population growth or decline; changes in structure eg ageing; households and families; education; attitude to work; religions; attitudes to male and female roles; ethics

Business Resources

Human resources: staffing to meet changing business demands; establishment of a professional culture, coordination of team resources to meet targets; monitoring of team performance, recruitment and retention; suitably skilled staff; contracts of employment; job descriptions

Know the purpose of managing physical and technological resources

Physical resources: buildings and facilities; materials and waste; plant and machinery; equipment including

Know how to access sources of finance

Internal sources: owner's savings; capital from profits

External sources: banks eg overdraft, business loan, commercial mortgage, venture capital, hire purchase, leasing, factoring, share issues

Be able to interpret financial statements

Costs and budgets: breakeven; liquidity/working capital;

Financial statements: profit and loss (purpose and use, measure of trading performance) and balance sheet (purpose and use, establishing net worth, business valuation)

Basic ratios: to determine solvency eg current ratio, acid test ratio; to determine profitability eg gross profit percentage; net profit percentage; return of capital employed; to determine performance eg stock turnover, debtors' collection period, asset turnover

Introduction to Marketing

Marketing definitions; marketing objectives, eg market leadership, brand awareness, perceptions of customers or users;

Techniques: growth strategies (diversification, product development, market penetration or market development, Ansoff's Matrix); survival strategies; branding (importance in influencing buyer behaviour, brand building, positioning, brand extension);

Limitations and constraints: legal (Sale of Goods Act 1979, The Consumer Protection from Unfair Trading Regulations 2008, Consumer Credit Acts 1974 and 2006, Consumer Protection (voluntary, eg Code of Advertising Practice and Advertising

Be able to use marketing research and marketing planning

Marketing research: qualitative; quantitative; primary internal/external research; secondary internal/

Marketing planning: marketing planning process model (audit with PESTLE SWOT set SMART (specific, measurable, achievable, resourced, time-bound) objectives; determine strategy and tactics, implement changes; evaluate)

Understand how and why customer groups are targeted

Identifying customers in consumer markets: difference between customers, consumers and buyers;

Market segmentation: importance; bases for segmentation of consumer markets (geographic, demographic, psychographic, lifestyle); uses of geo-demographic systems to identify and reach target groups

Identifying customers in business to business markets: decision making unit (DMU)

Be able to develop a coherent marketing mix

Marketing mix: 4 P's – product; price; place; promotion; objectives of developing mix importance of need for cohesion of different elements of the marketing mix

Product: product range; benefits versus features of product or service for targeted customers; concept of product life cycle

Price: pricing strategies (premium pricing, penetration pricing, economy pricing, price skimming, psychological pricing, captive product pricing, product line pricing)

Place: distribution; online and/or physical presence

Promotion: promotional mix (advertising (different media, online techniques), personal selling, public relations, sales promotion)

Business Communication

A practical unit based on the effective use of different communication methods and channels. Students are expected to participate in different activities requiring different communication skills.

The units also allows research into HR policies and processes within different organizations.

Managing a Business Event

Another practical unit requiring the students to work as a group to plan, organise and run a business event. This event will need to be on a relatively large scale offering challenges and sub-problems, and will require coordinated planning and strategic thinking.



Business and the Economic Environment

A study of the external factors in the economic environment which affect businesses. Factors such as unemployment, recession, inflation, interest rates, fiscal policy, government spending, the effect of the European Union are all studied, and the students are required to undertake a study of these effects on an organisation of their own choosing.

ENGLISH L3

Our students have chosen English Literature because they like to read, write and discuss. We will follow the new WJEC specification, offered from September 2015. The subject is demanding but enjoyable, and develops students' analytical, creative and communication skills. It is also cross-curricular, in that it requires an appreciation of the social and historical context of texts, and an understanding of contemporary ideas and critical views. It can also be pursued as a balancing subject for other A level combinations.

Advanced Subsidiary (AS)

Unit 1: Written examination (closed-book) – Prose and Drama (20%)

Section A: Extract and essay work on a pre-1900 novel (Bronte)

Section B: One essay question on a play (Tennessee Williams)

Unit 2: Written examination (open-book) - Post-1900 Poetry (20%)

Section A: Close reading of one poem, taken from studied collections by two poets (Heaney and Sheers)

Section B: Comparative work on the two studied poets

Advanced Level (A2)

Unit 3: Written examination (closed-book) - Poetry Pre-1900 (20%)

Section A: Poetry pre-1900 (Donne)

Section B: Unseen poetry comparison

Unit 4: Written examination (closed-book) - Shakespeare (20%)

Section A: Extract work on the studied play (Hamlet)

Section B: An essay question

Unit 5: Non-examination assessment – Prose Study (20%)

A comparative 2500-3500 study of two prose texts (one pre and one post-2000). Flexible task setting according to individual students' interests.

PHYSICS L3

Studying this A level in Physics encourages learners to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Advanced Subsidiary (AS)

AS Unit 1

Motion, Energy and Matter

This unit includes the following topics:

1. Basic physics
2. Kinematics
3. Dynamics
4. Energy concepts
5. Solids under stress
6. Using radiation to investigate stars
7. Particles and nuclear structure

Assessment - Written examination: 1 hour 30 minutes (80 marks)
20% of qualification

AS Unit 2

Electricity and Light

This unit includes the following topics:

1. Conduction of electricity
2. Resistance
3. D.C. circuits
4. The nature of waves

5. Wave properties
6. Refraction of light
7. Photons
8. Lasers

Assessment - Written examination: 1 hour 30 minutes (80 marks)
20% of qualification

A Level (the above plus a further 3 units)

A2 Unit 3

Oscillations and Nuclei

This unit includes the following topics:

1. Circular motion
2. Vibrations
3. Kinetic theory
4. Thermal physics
5. Nuclear decay
6. Nuclear energy

Assessment - Written examination: 2 hours 15 minutes (100 marks)
25% of qualification

A2 Unit 4

Fields and Options

This unit includes the following topics:

1. Capacitance
2. Electrostatic and gravitational fields of force
3. Orbits and the wider universe
4. Magnetic fields
5. Electromagnetic induction
6. Options topic

The options topic currently studied is 'alternating currents'.

Assessment - Written examination: 2 hours (100 marks)
25% of qualification

A2 Unit 5

Practical examination (50 marks)

This unit gives learners the opportunity to demonstrate their ability to carry out an investigation and to analyse and evaluate experimental data. This will be carried out individually, under controlled conditions. The practical examination comprises two tasks.

- Experimental Task (25 marks)
- Practical Analysis Task (25 marks)

Units 1 and 2 will be examined in the summer of year 12.

Units 3 and 4 will be examined in the summer of year 13.

Unit 5 will be examined in March, year 13.

It is expected that a candidate has a good GCSE grade in both Science and Additional Science to be successful in this course.

Mathematical skills are important in Physics and so a good GCSE Mathematics grade is essential.

PRODUCT DESIGN L3

Introduction/Course Objectives

A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests or future careers.

The course aims to get pupils to identify real needs and then realise that they have a part to play in meeting these needs. The course provides a suitable foundation for the study of Design and Technology, or a related area of study, at further or higher education. It provides opportunities for candidates to gain a broad understanding of the skills, understanding and knowledge inherent in Design and Technology and to specialise in Product Design. The course encourages candidates to develop their critical thinking, and to see the relationships between the designer, manufacturer and user. It provides an opportunity to develop skills such as problem solving, the use of I.T. and communication.

Advanced Subsidiary (AS)

The advance subsidiary course consists of 2 units:

DT1 Examination (2 hours)

Designing and innovation – Developing a candidates' basic design skills and developing an understanding of external influences and demands which affect the work of product designers.

Product analysis - Understanding the requirements a product must satisfy, critical assessment of existing products.

Materials and components - Developing a general appreciation of the wide range of materials and components available to designers and manufacturers.

Industrial and commercial practice - Understanding various methods of production.

DT2 Design and Make task (40 hours)

The extended task which consists of a product analysis followed by a linked design and make activity chosen by the candidate in consultation with the teacher. The above tasks should provide the candidate with an opportunity to experience the design process using a wide range of materials and processes.

Advanced Level (A2)

The Advanced GCE consists of units DT1 – DT2 plus the following units:

DT3 Examination (3 hours) all four AS units as well as the following;

Human responsibility - A knowledge of the designer's social, moral, ethical and legal responsibilities. **Public interaction** - Product design and its place in the market, for example how a design idea may be transformed into a marketable product.

Processes - Developing a detailed knowledge and understanding of a broad range of processes leading to the acquisition of skills through practical activity.

Production systems and control - Using a knowledge of systems and control techniques in order to manufacture quality products. e.g. the use of ICT in design, design of control systems, the use and design of systems and sub systems for manufacturing and management.

DT 4 Design and Make Task (60 hours work).

A single substantial project, the project requires candidates to demonstrate design and make skills, knowledge and understanding. Candidates are expected to take an increased responsibility for the identification of appropriate work and the management of their project. The WJEC will set themes for the project allowing candidates to work on the focus area of product design. Candidates may, if they wish, submit their own proposals.

Assessment/Key Skills

Advanced Subsidiary

DT1 - Examination (40% AS, 20% Advanced) 2 hours

DT2 - Design and make task (60% AS, 30% Advanced)

Advanced

DT3 - Examination (20% Advanced) 2 ½ hours

DT5 - Design and Making Skills Module (30% Advanced)

Other

Pupils who select Design and Technology should be imaginative, resourceful, show initiative and a willingness to work independently. Candidates have the option to take the AS qualification (DT1-2) during an earlier examination session to the full A level, or to submit all four units together in one session. Unit DT1 will be available in January and May/June. All other units are available in May/June only. This opportunity for staged assessment will allow candidates to defer decisions about progression from Advanced Subsidiary to the full Advanced Level qualification.

MUSIC

A2 Unit 6: Appraising

Written examination: 2 hours 15 minutes (approximately)

24% of qualification

80 marks

Two areas of study:

Area of study E: The Western Classical Tradition (Part 2)

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** including one set work, *Reflets Dans L'eau*, Debussy and two subsidiary pieces *Colloque Sentimental*, Debussy and *Mother Goose (Ballet) (Prelude)*, Ravel

Or:

- **Strand 2: Chamber Music in Wales** including one set work, *Night Dances*, Plowman and two subsidiary pieces: *Ariel*, Samuel and *Tango Passacaglia*, Wilson-Dickson

List B

Either:

- **Strand 3: Popular Music in Wales**, *Gruff Rhys*, *Super Furry Animals*, *The Manic Street Preachers* and *Kizzy Crawford*

Or:

- **Strand 4: American Musical Theatre**, *Stephen Sondheim* and *Stephen Schwartz*

Or:

- **Strand 5: Jazz Legends**, *Duke Ellington* and *Miles Davis*

Applied Science L3

The Applied Science course is suitable for those pupils who are interested in continuing with their science education but who may feel that the traditional A levels courses are not suitable for them. It is a portfolio based course therefore there will be no external exam. The portfolios are externally moderated. It is on a par with the traditional A level science courses regarding UCAS points. The pupils become independent learners as they work through the units under teacher guidance. Many Universities now accept this qualification as part of admission to science degree courses. Examples are given below. They research topics, complete practical work and collect data all of which will contribute towards their portfolio. The course is varied and interesting, incorporating elements from the three science disciplines. For more information go to Edexcel's website and search for 'applied science' BTEC level 3 courses.

<u>University</u>	<u>Course</u>
Liverpool	BSc Zoology (hons) BSc Tropical Disease Biology (hons) BSc Pharmacology (hons) BSc Ocean Sciences (hons) BSc Environmental Sciences (hons)
Northampton	Dental nurse

Also ideal for courses such as veterinary assistant, forensic science.....

HEALTH & SOCIAL CARE - L3

Course taught at Ysgol Glantaf

Outline of AS and A2 courses:

This course is aimed at those students who wish to work in the caring professions such as nursing, social work, teaching and child care. They learn about human development, health promotion and the structure of British care services. It is expected that students carry out much research work independently that is based on clients and work environments.

Assessment Structure:

AS:-

- 1 Examination – Promoting Quality Care and Communication 40%
- 1 Portfolio – A health promotion campaign 60%

A2:-

- 1 Examination – Provision of Health, Social Care and Children's services 40%
- 1 Portfolio – (a choice of one of the following):
 - Care of Older individuals
 - the role of Complementary Therapies
 - the influence of food and fitness on health 60%

SPORTS BTEC - L2

Course taught at Ysgol Glantaf

Outline of this BTEC Course:

The course is equal to 2 GCSEs. The main emphasis is on studying what is happening within the sport industry, where the students will gain skills in helping them work in the industry. The course studies the sporting body and industry, offering the students the opportunity to arrange and lead sporting activities.

Assessment Structure:

There is no external exam on this course. The course is assessed on coursework in the following units.

- The Sports Body
- The Sports Industry
- Arranging and leading sporting activities/Outdoor Activities (Canoeing, Sailing, Rowing, White Water Rafting).