



St David's College

— Est. 1965 —



St David's College

SIXTH FORM



St David's College

St David's College • Gloddaeth Hall • Llandudno • LL30 1RD



www.stdavidscollege.co.uk

Why Sixth Form at St David's?

As the Head of Sixth Form, I am passionate about providing our students with an exceptional experience that is founded in the belief that you, as a pupil, are unique and that your needs and aspirations are unique. At the core of the St David's College Sixth Form is the principle that a truly caring community fosters confidence and provides the freedom to flourish. I see myself as a guide on a journey of discovery, opportunity and a love for learning.

It is my vision that, when you leave as Old Davideans, you will have the skills, confidence, and knowledge to pursue your dreams and share your gifts with those around you. Our aim is to help you develop as a well-rounded person, to provide opportunities, to challenge and support, and to build the foundations of character that will stay with you for years to come.

What differentiates the St David's Sixth Form is the relationship between staff and the pupils. The rapport, humour, and trust which form the bedrock of our community are particular to our approach to education. I think this provides the perfect environment to truly develop a love for learning and an inherent motivation for academic excellence.

Owen Davis

Head of Sixth Form



The Joy of Learning

At the heart of all teaching and learning in St David's College's Sixth Form lies a dedication to fostering intellectual growth, with an eye towards preparing pupils for their future. We create an open and welcoming environment that encourages calculated risk-taking, providing our pupils with the freedom to ask questions, explore new concepts, try out new ideas, fail and then ultimately succeed.

We believe that every pupil brings a unique perspective and has something valuable to contribute, regardless of their individual abilities, talents, or confidence levels. Our aim is to inspire each pupil to push their boundaries and to achieve the highest standards of which they are capable.

Set in stunning Gloddaeth Hall and surrounded by 30-acres of glorious Tudor Estate, St David's College is a blend of grade I & II listed buildings and modern facilities. Nestled between Snowdonia National Park and the North Wales coastline, with the mountains as a backdrop just outside the seaside town of Llandudno.

Our pupils also benefit from specialised buildings like the Lennard Centre for Design and Technology and the Cadogan Centre for Learning Support which specialises in the teaching of children with Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, and other associated Specific Learning Differences (SpLDs)



Discovering Your Full Potential

A St. David's College education is about boundless possibilities, and the Sixth Form in particular is a pivotal time when our pupils shape their academic and personal futures.

The school provides a safe, warm, and welcoming environment where young people can flourish and develop holistically, and equip themselves to realise their full potential.

We believe that an effective education goes beyond the four walls of the classroom. We offer an extensive range of games, activities, and events that form part of the St David's lifestyle. Whether in the Sixth Form or elsewhere in the Upper School, our pupils lead active, fulfilling lives where they learn valuable skills, discover new passions, and unwrap their own gifts.

Our school week balances lessons, sports, drama, outdoor education, clubs, and societies – from chess and programming to kayaking and climbing. Our Inter-House competitions are some of the most exciting events of the year! From drama, art, music, and sports to other areas of school life, these competitions are designed to bring out the best in our pupils, inspire them to push themselves beyond their limits, and unearth hidden talents they never knew they had. It's always amazing to see the camaraderie and friendly competition between our Houses, and the enthusiasm and support from the whole school community make these events truly unforgettable.

Our Sixth Form pupils are encouraged to any path they choose. We're proud that a large proportion of our leavers go on to study at some of the World's Top Universities including Loughborough, Oxford Brookes, Cardiff, and Manchester. We also support pupils who opt to take advantage of our exceptional links into industry and go on apprenticeships in a wide range of fields.

St. David's Sixth Form Life

At St David's College, our Sixth Form community is a diverse group of girls and boys, day pupils and boarders, from different religious faiths and nationalities. We strongly believe in creating a sense of family and promoting leadership opportunities within our Houses, which span from Year 9 to Year 13. However, we understand the importance of a unique identity for our Sixth Formers and have dedicated a Study Area for them to collaborate, socialise and grow together.

Our inclusive approach to education, featuring mixed tutor groups and a co-educational learning environment, allows pupils to appreciate and respect each other's differences, fostering a strong cultural awareness and building a vibrant and supportive community. Our Sixth Form pupils lead by example, demonstrating compassion and camaraderie to all.

At St David's, there is no such thing as a typical pupil. Every individual is encouraged to be themselves and form lifelong friendships, regardless of when they joined the school. We pride ourselves on providing a real sense of community, which extends beyond the school years and into the Old Davidean Society, offering many opportunities to network and reconnect with fellow alumni.



Admissions Journey

Choosing a school is an important decision for any family, and at St. David's College, we understand the significance of this process. Our aim is to make it as welcoming and uncomplicated as possible, ensuring that families feel supported every step of the way.

When it comes to admission, we prioritize the individual potential and enthusiasm of each child, rather than solely focusing on their past academic achievements. We believe in identifying bright, motivated learners who will thrive in our inclusive community and actively engage in their education. There's no entrance examination required for prospective pupils.

To truly experience the vibrant life at St. David's College, we warmly invite you to visit our beautiful grounds, where you can meet our exceptional students, dedicated Headmaster, and passionate staff. We encourage you to reach out to us and arrange a visit at your convenience. We wholeheartedly welcome applications throughout the school year and are committed to ensuring a seamless and supportive transition for every new student.

At St. David's College, we cherish the unique qualities of each child and foster an environment where they can flourish academically, socially, and personally. We are here to guide and assist you throughout the entire journey of joining our school family.



The Process - Step by Step

Step 1:

Attend an Open Day or Personal Tour

We would recommend that you attend an Open Day as part of your admissions journey. This will give the best and most rounded view of the school. You will have an opportunity to hear from our Headmaster and other members of the Teaching staff as well as meet current pupils and see our stunning school grounds.

If it is not possible to attend an Open Day, we would be happy to host you and your child on a Personal Tour of our beautiful school.

Step 2:

Register

You will be asked to complete a registration form expressing an interest in sending your child to St David's College. Once we have received your completed form, we request you provide a School Report from your child's current school along with any supporting information or educational references to help your child's admission. Forms can be requested by emailing admissions@stdavidscollege.co.uk

Step 3:

Interview with the Headmaster

After we have received all the relevant information, your child will be invited for an informal, friendly conversation with the Headmaster. These usually take place over a video conference call and give the Headmaster the chance to get a better understanding of the individual.

Step 4:

Offer of a place

After the interview, if we feel that the prospective pupil and St David's College are a good fit for each other, an offer of a place will be made in writing. For that place to be secured, the Acceptance Form and deposit must be returned. Acceptance forms will be included with the offer of a place.

Entry requirements

At St David's College, we believe in providing equal opportunities for all pupils to join our Sixth Form community, regardless of their background or previous academic achievements.

We do not have any strict entry requirements, but we do expect our pupils to be committed and passionate about their studies. We offer a structured environment without the rigid nature that can be the case in some independent school Sixth Forms. We give pupils freedom and encourage them to become part of our wider school community.

Our supportive and nurturing environment helps our pupils to succeed in our school. Come and join us at St David's College Sixth Form, where we welcome everyone with open arms!

Curriculum

St David's College offers a diverse range of A Level and BTEC subjects, enabling pupils to pursue their passions and interests.

While A Levels remain a popular choice for many, we also understand that different qualifications may be better suited for other career paths and varying styles of learning. This is why we offer a wide BTEC Level 3 qualifications to help create a learning provision that is suitable for everyone.

At St David's, we understand that every pupil is unique and will have their own individual learning path. We offer a range of opportunities for pupils to pursue additional interests, such as photography or modern foreign languages, through our activities programme. Furthermore, we offer the flexibility for pupils to sit AS examinations at the end of Upper Sixth, or re-sit Mathematics or English GCSE where necessary.

Outdoor Education

Although Outdoor Education is optional in Years 11-13, most pupils continue their pursuits via the weekend activities programme. Pupils new to the school in Sixth Form are very much encouraged to get involved. Sixth Formers also have the option to undertake a BTEC Level 3 Diploma in Outdoor Education.

Additional expeditions run in the school holidays each year such as the ever-popular husky sledding in the Arctic, surfing trips, sailing and scuba diving.

Choosing subjects

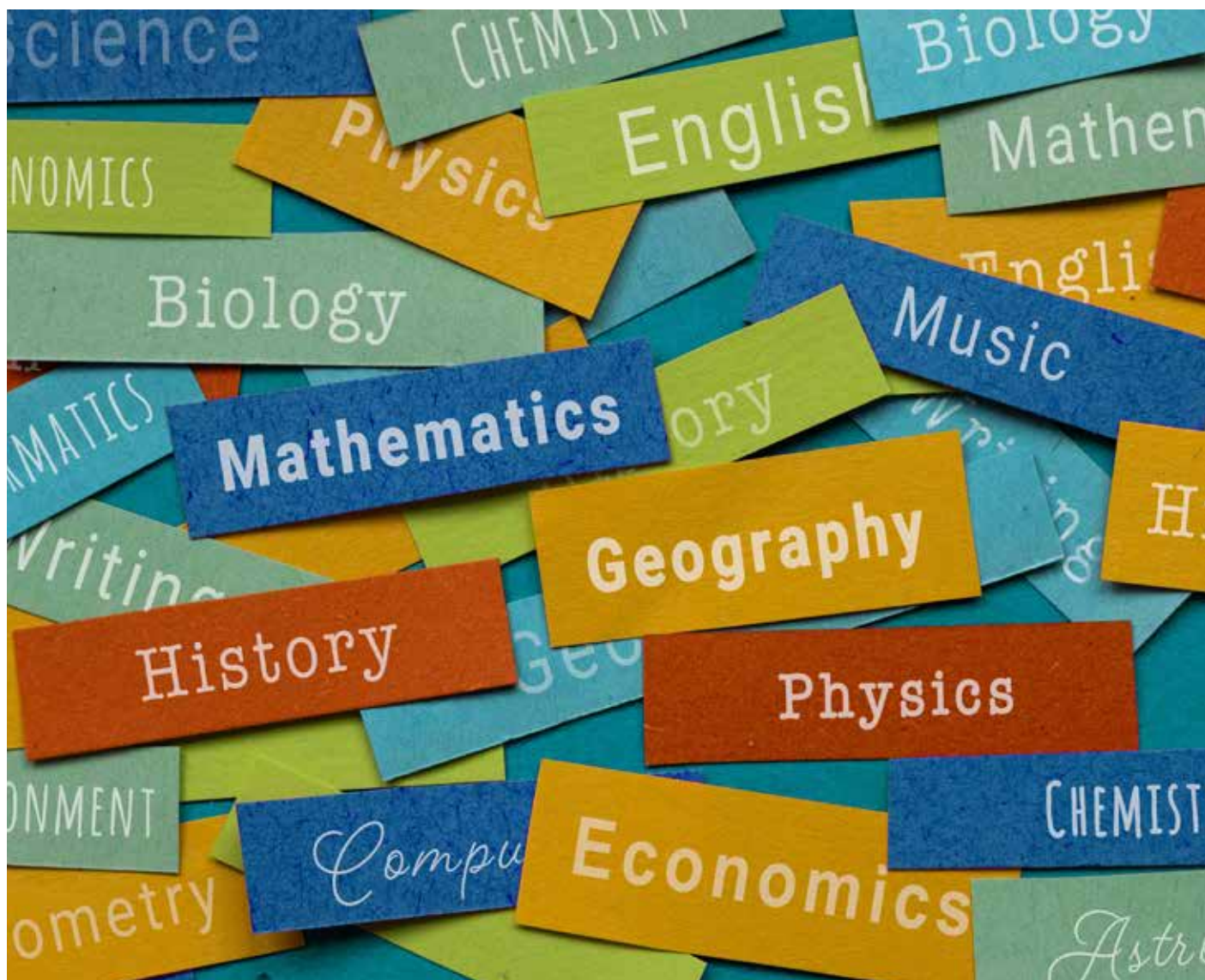
Choosing which subjects to study can be an exciting but daunting task. Don't worry, we're here to help. We recommend asking yourself a few key questions to help guide your decision-making process.

Firstly, what are your future aspirations? Do you have a specific career or degree in mind? For example, if you're interested in a career in Engineering or a related field, these types of courses at top universities require Mathematics and often Physics, with Further Mathematics strongly advised. If you're unsure about the specific requirements for your desired course, don't hesitate to seek advice from our Head of Sixth Form. We are always happy to help you navigate the decision-making process.

At A Level, you'll delve much deeper into subjects than you did at GCSE. That's why it's essential to have a genuine passion for the subject that will keep you motivated and enthusiastic throughout your studies. So, when choosing your A-level subjects, don't forget to consider what you enjoy doing the most.

When deciding which subjects to choose, it's important to take account of your abilities. You can check the requirements at GCSE for each subject with the relevant member of staff, but don't just rely on your current grades. For example, the skills you need for Sport & PE at BTEC Level 2 are different from those required for the BTEC Level 3 course, which is more theoretical.

Don't worry, you won't have to make this decision alone. Talk to your parents/guardians, Housemaster/mistress, tutor, Heads of Department, Head of Sixth Form, Assistant Head (Academic), and even current Sixth Formers for guidance.



Mentoring programme

The St David's College Sixth Form Mentoring Programme is designed to provide pupils with personalised guidance and support during their final years at school. Each Sixth Form pupil is assigned a mentor who oversees their academic progress, as well as their pastoral well-being. The mentor serves as a point of contact for the pupil, offering advice and encouragement as needed, and providing support with university applications and career planning.

Regular meetings between mentor and mentee are held to discuss personal goals and any concerns or issues that may arise. This is just one of the many ways in which St David's College fosters a supportive and nurturing learning environment for its pupils.

Each tutor group is composed of a mix of boys and girls, day pupils and boarders from within a year group. This diversity encourages pupils to engage with a range of views when discussing topical issues and to become familiar with different aspects of school life.

Tutors will use all this information to give praise where relevant or to suggest strategies for improvement, which may include targeted academic intervention. It is important to establish good study skills and time management, another area in which tutors can assist.



Inspiring Academic Growth and Scholarship

At St David's College, we are passionate about nurturing each pupil's unique talents and helping them thrive academically. We celebrate their achievements and encourage them to reach for the stars, knowing that with the right support and guidance, they can accomplish great things.

The benefits of our programme are truly remarkable. We provide a coherent and comprehensive approach to education giving our pupils with the knowledge, mental agility, and skills they need to flourish in the world beyond our gates.

We are committed to nurturing their growth and ensuring they have every opportunity to excel. Our warm and friendly community is dedicated to supporting our pupils every step of the way, preparing them for success in the very top academic environments, where they can shine brightly and make a positive impact.

University entrance

It is very much the norm for our pupils to move on to university.

A great deal of time and effort is devoted to ensuring that wise and sensible choices are made by each and every pupil.

A university education can be very worthwhile but it is a significant commitment both in terms of time and cost, and pupils should embark on their applications with plenty of accurate information and self-awareness.

Pupils will receive guidance from teachers, tutors, Housemasters/mistresses, the Head of Sixth Form, the Head of University Entrance, and experts from outside the College; but they must realise that it is their future and they must reach decisions with which they are happy.

Most apply to UK universities, but there are always candidates who go further afield, including to the USA, Canada, Hong Kong and continental Europe. St David's College has considerable expertise in all these areas, but pupils should make their intentions known as soon as possible if they are intending to apply overseas.

Each year a handful of pupils may chose to enrol on an apprenticeship scheme or another alternative to university. Plenty of guidance and support is available.

Advice and support

Whether a pupil has the intention of heading off to university or onto an apprenticeship in their chosen industry, at St David's College, we pride ourselves on providing comprehensive advice and support to our Sixth Form pupils. With a wealth of resources and a dedicated team, we ensure that every pupil has the guidance they need to make informed decisions and pursue their aspirations beyond St David's College.

Under the guidance of the Head of Sixth Form and supported by Tutors, our pupils have access to a breadth and depth of advice.

To provide individualised attention, pupils' tutors actively engage in the process and subject teachers are readily available to provide specialised guidance, especially in crafting compelling UCAS personal statements. We also encourage pupils to visit university open days, offering valuable opportunities for exploration, particularly in June.

Rest assured, we are committed to supporting you every step of the way as you embark on your exciting university journey.

Guidance for Life Beyond St David's

At St David's, we understand that the path after Sixth Form isn't limited to university alone. Our warm and friendly team is here to support and advise pupils who have different aspirations, whether it's stepping into the world of work or embarking on a fulfilling gap year.

We believe in empowering our pupils to explore diverse paths and make choices that align with their passions and goals. Whether you're considering immediate employment or a gap year filled with adventure, our supportive community is here to guide you every step of the way.

When we say "for life" we mean it. Our links with Old Davideans continue down the years and we are more than happy to offer advice to past pupils if they so wish. We also love to see our alumni back at school and often ask them to come in and talk to our current generation. As we often say: "You never leave St. David's College, you just don't come here as often".



Leadership Opportunities

St. David's College is a place where every pupil has the chance to shine. It is a nurturing and inclusive environment that values the unique talents and gifts of each individual. There are countless opportunities for pupils to develop their leadership skills and make a difference in the wider school community.

One such avenue is the prefect program, which offers pupils the chance to take on important roles and actively contribute to the well-being of their peers. Prefects at St. David's College play a vital part in fostering a positive atmosphere, organising events, and being role models for their fellow pupils. This program not only helps pupils develop their leadership abilities but also instills a sense of responsibility and accountability within them.

We recognise and celebrate exceptional leadership by appointing a Head Boy and a Head Girl. These prestigious positions give pupils the opportunity to represent their peers and act as ambassadors for the college. The Head Boy and Head Girl serve as a bridge between pupils and faculty, voicing concerns, initiating positive changes, and promoting a supportive and inclusive school environment. They inspire their peers to aim for greatness, leading through kindness, and encouraging participation in extracurricular activities.

By fostering a warm and inclusive atmosphere and providing numerous leadership opportunities, St. David's College nurtures individuals who possess not only strong leadership skills but also empathy and understanding. The college prepares its pupils for future challenges by equipping them with the tools and experiences needed to become compassionate and influential leaders in all aspects of life.

Subject Choices

The following pages give a brief overview of the courses on offer at St David's College and include details on how the subjects will be assessed. More information is also available directly from the individual departments listed below.

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Biology

Exam Body

WJEC

Head of Department

Stephanie Stephenson

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What's inside a cell?

How do enzymes work?

Crack the genetic code and find out about plumbing in plants and animals.

Love living things?

To take the Advanced Level in Biology pupils should have a good pass mark at GCSE in Science. There is also a significant amount of practical work in this subject.

This specification is a linear course divided into a total of 3 units.

Course Content

AS Unit 1 - Basic Biochemistry and Cell Organisation

Written examination: 1 hr 30 minutes (80 marks)

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.

A Level (the above plus a further 3 units)

Component 1 – Energy and the Environment

Written examination: 2 hours (100 marks)

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

Component 2 - Variation, Inheritance and Options

Written examination: 2 hours (100 marks)



Chemistry

Exam Body

WJEC

Subject Lead

Dr. Robert Hughes

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To take Advanced Level Chemistry pupils should have a good pass mark at GCSE in Science and Mathematics. There is a significant amount of practical work in this subject. Pupils will sit the AS exam at the end of Year 12 and can exit the course at this point or can continue to A2 provided they have achieved a pass in Units 1 & 2.

Course Content AS

AS (2 units)

AS Unit 1 - The Language of Chemistry, Structure of Matter and Simple Reactions

Written examination: 1 hour 30 minutes (80 marks)

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)

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

Course Content A Level

A Level, AS plus a further 3 units

A2 Unit 3 - Physical and Inorganic Chemistry

Written examination: 1 hour 45 minutes (80 marks)

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)

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

A2 Unit 5 - Practical (60 marks)

This unit comprises two tasks:

Experimental Task (30 marks)

Practical Methods and Analysis Task (30 marks)



Physics

Exam Body

WJEC

Head of Department

Andrew Goodwin

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How does it work?

Why does it do that?

Where has that come from?

What do you mean, light is not a wave?

To take Advanced Level Physics, pupils should have a good pass mark at GCSE in Science and Mathematics.

Course Structure AS/A2 A Level

The concept-led approach to AS and A level Physics begins with a study of the laws, theories and models of physics, and finishes with an exploration of their practical applications.

Course Content

AS Unit 1: Motion, Energy and Matter

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

AS Unit 2: Electricity and Light

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

A2 Unit 3: Oscillations and Nuclei

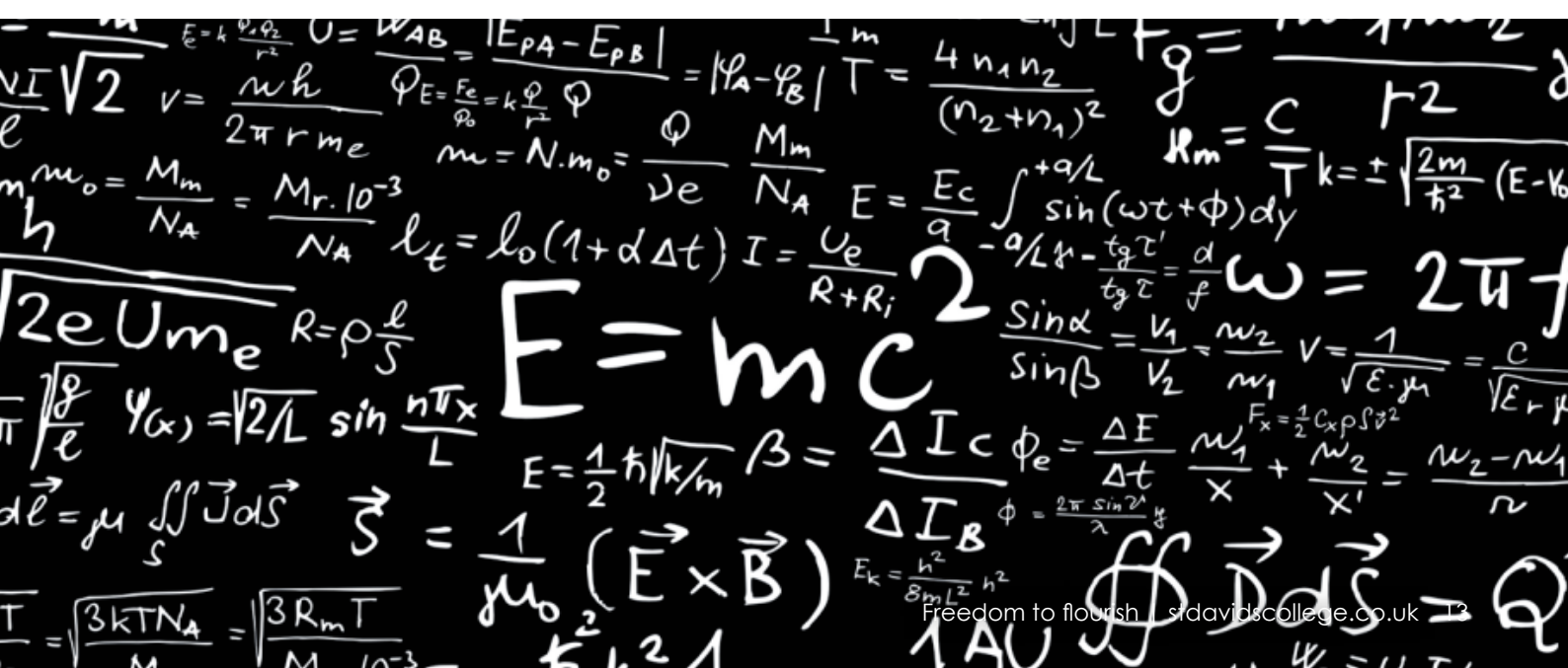
Written examination: 2 hours 15 minutes (100 marks) 25% of qualification

A2 Unit 4: Fields and Options

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

A2 Unit 5: Practical Exam

10% of qualification



Design and Technology: Product Design

Exam Body

WJEC

Head of Department

Sion Jones

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Design and Technology: Product Design offers a unique opportunity for learners to identify and solve real problems.

Design and technology is an inspiring, rigorous and practical subject. This course encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Learners should consider small and large commercial / manufacturing contexts and gain an insight into design and technology activity in the creative industries.

Course Content A Level

AS Unit 1: Written Paper

Written examination: 2 hours

20% of qualification 80 marks

AS unit 2: Design and make task

Non-exam assessment: approx 40 hours

20% of qualification 80 marks

A2 unit 3: Written paper 2

Written examination: 2 hours 30 mins

30% of qualification 100 marks

A2 unit 4: Design and make project

Non-exam assessment: approx 60 hours

30% of qualification 100 marks



Art & Design

Exam Body

WJEC

Head of Department

Simon Scarff

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All Advanced courses within the Art department offer a rich and diverse range of learning experiences. Pupils are encouraged to express themselves freely.

Projects are devised to imagination and promote experimentation through inventive use of materials and techniques.

Skills are taught that allow all pupils to explore a range of practical and theoretical approaches from which they can develop personal work.

Individual special abilities and interests are discovered, encouraged and developed.

Our aim is to inspire confidence, enthusiasm and a sense of achievement at each stage of the course studied.

Course content

AS Unit 1 - Personal Creative Enquiry

Non-exam Assessment: 40% of qualification

A2 Unit 2 - Personal Investigation

Non-exam Assessment: 36% of qualification

A2 Unit 3 - Externally Set Assignment

Non-exam Assessment: 24% of qualification



Mathematics

Exam Body

Pearson

Head of Department

Jillian Dolder

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Entry for this course requires the ability and the desire to take the subject well beyond GCSE Level, even for AS Level Mathematics. Past experience has shown that, for a student to do well at A Level, a grade 7 for Mathematics GCSE/IGCSE is the minimum grade required and to be thoroughly confident with algebraic techniques.

Mathematics at A Level is harder but more stimulating than at GCSE. Students will be challenged and will need to be interested and determined to succeed. In Mathematics the main emphasis is on learning techniques and skills, understanding concepts and applying these to solving problems.

Mathematics at A Level is highly regarded by University admissions tutors of all disciplines and, as such, is a useful subject to study, and compliments a wide range of subjects when studied as a block. Students will acquire skills and knowledge that can be applied in many fields. Students will develop their powers of reason and logic, as well as their communication skills. Mathematics is key if you want to pursue a career Physics, Engineering or if you intend to go on to other science courses, banking, business studies or economics. Universities and employers' value the academic training that Mathematics provides and areas such as Law or Computing consider the logical training provided by Mathematics as extremely helpful.

Course Content

The Mathematics A Level course is a linear course, consisting of three 2-hour papers for the A Level award.

Pure Mathematics is the study of abstract topics such as geometry, algebra, trigonometry, functions and calculus. It includes: Indices and surds; Polynomials; Coordinate geometry and graphs; Trigonometry; Sequences and series; Algebra and functions; Numerical methods; Differentiation and integration; Differential equations; Vectors.

Applied Mathematics relates the knowledge and skills learned in Pure Mathematics to real life situations and is broken down into two areas, Statistics and Mechanics.

- Mechanics is the study of forces and moving objects; Mechanics Forces as a vector; Equilibrium of a particle; Kinematics of motion in a straight line; Newton's Laws of Motion; Linear momentum.
- Statistics is the study of probability and the analysis of data. Statistics Representation of data; Probability; Discrete random variables; Normal and Binomial Distribution along with hypothesis testing.



Enterprise & Entrepreneurship

Exam Body

Pearson (BTEC Level 3)

Head of Department

Mark Turner

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The assessment approach of the qualifications allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria. Some units are also assessed through external examinations.

Business employers value employees who can communicate effectively both verbally and using electronic communication methods.

The qualification provides opportunities for learners to develop their communication skills as they progress through the course.

This can be through presentations and discussions in which pupils have the opportunity to express their opinions. Pupils are encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

Course Content

Within this qualification, pupils cover a range of topics including:

- Enterprise and Entrepreneurs
- Developing a Marketing Campaign
- Personal and Business Finance
- Social Enterprise
- Enterprise and Entrepreneurship in Practice



Geography

Exam Body

WJEC

Head of Faculty

Matthew Roberts

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The course allows pupils to strengthen knowledge, skills and develop research methods to leave school life as a highly adaptable, employable and desirable individual. The courses add detail to that learnt during, GCSE whilst also introducing a vast array of new topics.

During the two years there will be ample opportunities for field visits, including an opportunity to take part and represent a country of their choice in a model United Nations conference.

The Department prides itself on being well resourced with textbooks and field equipment as well as digitally and online. Department members are specialist and enthusiastic and integrate their own experiences of global travel and Geography into lesson content. This caters for a wide-ranging form of teaching and learning styles, meeting the needs of every pupil.

Course Content AS

AS Unit 1: Changing Landscape

Written Exam 2 hours

Section A: Changing landscapes

Section B: Tectonic Hazards

AS unit 2: changing Places

Written Exam 1 hour 30 minutes

Section A: Changing Places

Section B: Fieldwork investigation in physical and human geography

Course Content A Level

A2 Unit 3: Global Systems and Global Governance

Written Exam 2 hours

Section A: Global Systems

Section B: Global Governance: Change and Challenges

Section C: 21st Century Challenges

A2 Unit 4: Contemporary Themed in Geography

Written Exam 2 hours

Section A: Tectonic Hazards

Section B: Contemporary Themes in Geography

A2 Unit 5: Independent investigation

Non-exam assessment: 3000 - 4000 words



History

Exam Body

WJEC

Head of Faculty

Matthew Roberts

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History isn't a subject that is stuck in the past. Far from it! Historical events have shaped who we are today, and this is true across the world. Did you know that Magna Carta, a document signed in 1215, is the basis of the US constitution?

The A level History course is designed to help pupils understand the value and significance of world events in the past. In the process, they will gain deeper understanding of social, cultural, religious and ethnic diversity. Knowing how people lived in the past helps us to understand why people act like they do today.

This A-level allows pupils to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Course Content

Unit 1 (AS)

One of the following:

1. GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485- 1603
2. GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND c.1603- 1715
3. POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880
4. POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980
5. POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1598
6. EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815
7. REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881
8. EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c.1890-1991

Units 2 (AS) & 4 (A2)

1. THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570 Unit 2 (AS): Part 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1553 Unit 4 (A2): Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570
2. ROYALTY, REBELLION AND REPUBLIC c.1625-1660 Unit 2 (AS): Part 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR, c.1625-1642 Unit 4 (A2): Part 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660
3. REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848 Unit 2 (AS): Part 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM, c.1783-1832 Unit 4 (A2): Part 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848
4. POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939 Unit 2 (AS): Part 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND c.1900 -1918 Unit 4 (A2): Part 2: ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND c.1918 -1939 ©WJEC CBAC Ltd. GCE AS and A Level History 11
5. RELIGIOUS REFORMATION IN EUROPE c.1500-1567 Unit 2 (AS): Part 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY c.1500- 1531 Unit 4 (A2): Part 2: THE SPREAD OF PROTESTANTISM AND COUNTERREFORMATION c.1531-1564
6. FRANCE IN REVOLUTION c.1774-1815 Unit 2 (AS): Part 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792 Unit 4 (A2): Part 2: FRANCE: REPUBLIC AND NAPOLEON c.1792- 1815
7. THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877 Unit 2 (AS): Part 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861 Unit 4 (A2): Part 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877
8. GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945 Unit 2 (AS): Part 1: WEIMAR AND ITS CHALLENGES c.1918-1933 Unit 4 (A2): Part 2: NAZI GERMANY c.1933-1945

Unit 3

1. WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 -1415
2. POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND, c.1485- 1603
3. REFORMATION AND DISCOVERY: EUROPE c.1492-1610
4. ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND, c.1603- 1715
5. FRANCE: ANCIEN RÉGIME TO NAPOLEON c. 1715-1815
6. PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, c.1780-1885
7. SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890-1990
8. THE AMERICAN CENTURY c.1890-1990
9. CHANGING LEADERSHIP AND SOCIETY IN GERMANY, c.1871-1989
10. CHANGING LEADERSHIP AND SOCIETY IN RUSSIA c.1881-1989

English Language and Literature

Exam Body

AQA

Head of Department

Jennifer Turner

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This qualification offers opportunities for pupils to develop their subject expertise by engaging creatively and critically with a wide range of texts. Using literary and linguistic concepts and methods, pupils analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Pupils develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

The topics and titles of the subject content clearly signpost the key areas of study and separate the content both logically and distinctively. 'Views and Voices' focuses on how and why views and perspectives of different kinds are shaped and used in narratives, and how language choices help to shape the representations of different worlds and perspectives. 'People and Places' retains this focus on language choices (which pervades the specification) but looks at how these choices help to shape the representations of a place, along with different perspectives.

Literary texts are defined as those that are drawn from the three main literary genres of prose fiction, poetry and drama. 'Non-literary' is an overarching term which describes more than simply non-fiction.

Course Content

AS Paper 1: Views and Voices

Written examination: 1.5 hours

AS Paper 2: People and Places

Written examination: 1.5 hours

A2 Paper 1: Telling Stories

Written examination: 3 hours

A2 Paper 2: Exploring Conflict

Written examination: 2.5 hours

A2 Coursework: Making Connections

Personal investigation: 2500-3000 words

It includes non-fiction but also texts and data that are not formally published and marketed – for example, personal letters, spontaneous speech, multimedia texts. Non-literary texts do not have to occur in continuous prose: they can be charts and diagrams, transcripts, lists.



Performing Arts

Exam Body

Pearson (BTEC Level 3)

Head of Faculty

Jennifer Appleton

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Performing Arts is the window to a whole new world of career opportunities. Choosing to study for a BTEC Level 3 Performing Arts Qualification is a great decision to make for lots of reasons.

Pupils will investigate different areas of the performing arts, leading them into a whole range of professions and sectors, allowing them to explore their creativity in many ways.

The BTEC Level Performing Arts course is a vocational or work-related qualification. As part of the assessment approach pupils will receive feedback on their progress after the completion of units throughout the course as they provide evidence towards the grading criteria.

The BTEC qualifications in these specifications have been developed in the performing arts sector to:

- Provide education and training for Performing Arts employees.
- Give Performing Arts employees opportunities to achieve a nationally recognised Level 3 vocationally specific qualification which will give the same UCAS points as an A2 level qualification.
- Give pupils the opportunity to enter employment in the Performing Arts sector.
- Give pupils the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Course Content

Unit 7: Performing to an Audience is mandatory.

Unit 19: Principles of Acting.

Unit 17: Developing Voice for the Actor.

Unit 18: Auditions for Actors.

Candidates who enjoy and want to pursue a potential career in Musical Theatre have the opportunity to study

Unit 30: Singing Skills for Actors & Dancers

Unit 14: Musical Theatre Performance.

Alternatively, if a pupil would prefer the acting route, they would complete:

Unit 9: Devising Plays and

Unit 10: Theatre in Education.



Music Performance

Exam Body

A level music

BTEC Extended Certificate in Music Performance

BTEC Extended Certificate in Digital Music Production

Head of Department

Peter Williams

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Pearson BTEC Level 3 National Extended Certificate in Music Performance

The Pearson BTEC Level 3 National Extended Certificate in Music Performance is intended to be an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the music sector or the creative sector as a whole. The qualification is equivalent in size to one A Level and aims to provide a coherent course of study covering both performance and the music industry. It is designed to be taken alongside other Level 3 qualifications. No prior study of the sector is needed, but learners should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications.

Course Content

Learners taking this qualification will study three mandatory units:

Unit 1: Practical Music Theory and Harmony

Unit 2: Professional Practice in the Music Industry

Unit 3: Ensemble Music Performance.

Learners choose one optional unit. These have been designed to support progression to more specialist music courses in higher education and to link with relevant occupational areas, such as:

- composing music
- improvising music
- solo performance



Pearson BTEC Level 3 National Extended Certificate in Digital Music Production

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Digital Music Production is intended as a Tech Level qualification, equivalent in size to one A Level. It is designed to meet the Tech Bacc measure if studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ). This size of qualification allows learners to study related and complementary qualifications without duplication of content. It provides good preparation for learners considering an apprenticeship in digital music production. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in music production and the wider music industry.

As well as direct entry to employment, this qualification will prepare learners for higher study of a specialist degree or BTEC Higher National Diploma. This route gives learners the opportunity to enter the sector at a higher level, or in a more specialist role.

Course Content

There are two mandatory units, which cover the following aspects of digital music production:

- music and sound for media
- digital audio workstation (DAW) production.

Learners will be able to add three optional units, from a choice of four, to the mandatory content. These have been designed to support their progression to a range of employment opportunities in digital music production, and to a range of higher education courses. Optional units will introduce learners to sector specialist areas of their choice, including working in particular environments, and link with relevant technical roles. The optional units cover areas such as:

- creative synthesis and sampling
- remixing and reworking
- mixing and mastering techniques
- commercial music production.



Applied Psychology

Exam Body

Pearson (BTEC Level 3)

Head of Department

Sue Davies

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The Pearson BTEC Level 3 National Extended Certificate in Applied Psychology, is an applied qualification for learners who wish to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the applied psychology sector. The qualification is the equivalent of one A Level and can be combined with other Level 3 BTEC or A-level qualifications. No prior experience in the field is necessary however a level 4 in GCSE Maths and 5 in English are recommended.

The qualification provides the knowledge, understanding and skills that will prepare students for further study or training. To complete the Extended Certificate learners will study four units, covering the following content areas:

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. The qualification carries a maximum of 56 UCAS points, equivalent to an A Level, and is recognised by higher education providers as contributing to admission requirements to many relevant applied psychology courses.

Course Content

- Unit 1 Applications of psychological approaches (External exam)
- Unit 2 Conducting psychological research (Internally assessed)
- Unit 4 Health psychology (External exam)
- Unit 5 Criminal and forensic psychology (Internally assessed)



BTEC Sport Coaching and Development

Exam Body

Pearson (BTEC Level 3)

Head of Department

Dan Lycett

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Offered as

- Extended Certificate (worth 1 A-level)
- National Diploma (worth 2 A-levels)

As part of the BTEC Sports Coaching Level 3 we offer the National Diploma which is equivalent to two A-levels and the Extended Certificate which is equivalent to one A-level.

This qualification has been developed in consultation with employers and professional bodies. This ensures that the content is appropriate and consistent with current industry practice to enable learners to enter employment directly in a sports coaching role. Higher-education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

This is a career-focused qualification with industry endorsement and accreditation. It enables learners to develop underpinning knowledge and technical skills and to gain experience as an assistant coach.

The mandatory content allows learners to develop their technical skills, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the sports coaching and development industry.

Learners will gain the knowledge and applied skills to work with different customers in sports development programmes, understand how best to impact participation and improve performance skills, and develop the knowledge and skills needed to be self-employed in the coaching and development sector. Learners will also select one unit from a range of options allowing them to specialise in areas such as nutrition, officiating, organising sports and fitness events and school sports delivery.

Course Content

Mandatory Units

- Careers in the Sport and Active Leisure Industry*
- Health, Wellbeing and Sport*
- Developing Coaching Skills*
- Applied Coaching Skills
- Sport Development
- Self-employment in Sport and Physical Activity

Optional Units**

- Sports Psychology
- Nutrition for Physical Performance
- Anatomy and Physiology in Sport
- Sporting Injuries
- Rules, Regulations and Officiating in Sport
- Practical Sports Application
- Influence of Technology in Sport and Physical Activity
- Organising Events in Sport and Physical Activities
- School Sport Delivery

*Extended Certificate mandatory units.

**National Diploma only



Agored Cymru Level 3 Diploma in Learning in the Outdoors

Exam Body

Agored Cymru

Head of Department

Ian Martin

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The aim of the Learning in the Outdoors suite of qualifications is to enhance the social, physical, creative, cultural and personal development of young people and adults holistically through experiential learning in the outdoors.

The qualifications support the aspiration for an active, healthy and inclusive Wales, where learning in the outdoors provides a common platform for participation, fun, achievement and employment, increasing the understanding of the environment, the Welsh language and cultural heritage and future of Wales.

They provide opportunities for more young people in Wales to achieve their potential through outdoor activities and learning and gain a valued and accredited qualification that facilitates progression onto higher education or employment.

These qualifications meet the needs of the Welsh Government's Curriculum for Wales across all Areas of Learning and Experience.

This qualification supports progression onto qualifications / employment in the following areas:

Degree in Outdoor Adventure Education

BA Primary Education Degree

BA Childhood and Youth Studies

Employment in the industry or similar e.g. sports centre, education

Mandatory Units

- Risk Management when Learning in the Outdoors
- Skills Development through Outdoor Learning
- Sustainable Participation in Outdoor Activities

Optional Units

- Global Natural and Extractable Resources
- Inclusive Outdoor Practice
- Land-based Activities for Learning in the Outdoors
- Leadership Skills
- Media in the Outdoors
- Outdoor Activities for Tourism
- Outdoor Activity Taster Sessions
- Advanced Campcraft Skills
- Adventure Sector Careers
- Bushcraft Skills
- Climate Change and Outdoor Learning
- Equipment for Adventures
- Expedition SkillsThree
- Sustainable Land Management
- Team Working in the Outdoors
- Using a Map and Compass
- Water-based Activities for Learning in the Outdoors
- Work Experience
- Elite Performance in Outdoor and Adventure Sports
- Adventure Sports Coaching
- First Aid in the Outdoors
- Sustainable Woodland Management



Duke of Edinburgh Award

Head of Department

Ian Martin

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St David's College uses the Duke of Edinburgh's Award scheme to provide an additional, challenging, fun and rewarding programme of high-quality personal development as part of its Outdoor Education provision. The scheme encourages pupils to undertake exciting, constructive, adventurous and enjoyable activities in their free time.

The Award adds an extra dimension to the extra-curricular program and supports pupils in developing personal and social relationships which enable them to learn for life, lead healthy lifestyles and help to manage risk. The recognition from achieving the Award has international renown and prestige.

There are many benefits to St David's pupils taking part in the Bronze, Silver or Gold Duke of Edinburgh's Award. Some of these are listed below:

- Self-belief.
- Self-confidence.
- A sense of identity.
- Independence of thought and action.
- A sense of responsibility.
- An awareness of their potential.
- Understanding strengths and weaknesses.
- Public recognition for achievements.

Duke of Edinburgh's Award Sections:

There are four individual 'Sections' that have to be complete to obtain the awards. Each of these need to be committed to over a set period of time, with evidence logged onto the DofE App or Website.

- Volunteering
- Physical
- Skills
- Expedition

- The ability to plan and use time effectively.
- The ability to learn from and give back to others in the community.
- New relationships.
- Skills including problem-solving, presentation and communication.
- The ability to lead and work as part of a team.
- Sense of satisfaction in meeting and succeeding a series of different challenges.



BTEC Level 3 National Extended Certificate in Animal Management

Exam Body

Pearson

Head of Department

Hannah Smith

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The BTEC Level 3 National Extended Certificate in Animal Management is a two-year course that prepares students for careers in animal management. The course is equivalent to one A level and is taught over 5 units. Students learn topics including animal welfare, animal behaviour, breeding and genetics, practical animal husbandry and more, and are assessed through coursework, exams and practical assessments. The BTEC is taught in our school Animal Management classroom where we have a small collection of animals including a bearded dragon, diamond doves, an African pygmy hedgehog, an Asian forest scorpion, a Horsfield tortoise, axolotl and many more. Upon completion of this qualification students will be equipped with the skills and knowledge to work in animal collections, pet shops, rescue centres and small charities. It can also help your progression into higher education.

Course Content

This is a Level 3 BTEC qualification equivalent to 1 A-level. It is taught over five unit modules:

UNIT 3: Animal welfare and ethics is the externally examined unit. The students are given a scenario of an establishment and must appraise the establishment based on the information given. They are given the scenario two weeks before the exam and are able to take two sides of A4 notes sheets into the exam to support them.

UNIT 4: Practical Animal husbandry. Students research and take care of three animals over During Year 12 and must demonstrate a range of handling skills and understanding about the needs of different animals. This is an internally assessed unit based on completion of assignments.

UNIT 5: Animal Behaviour. Students carry out observations of the behaviour of a specific animal and analyse the behaviours to identify whether the animal is content in its environment and suggest changes to the animal's environment based on what they find. This is an internally assessed unit based on completion of assignments.

UNIT 6: Animal Health and Disease. Students learn and write reports about a range of animal diseases, the symptoms, and treatments. This is an internally assessed unit based on completion of assignments.

UNIT 7: Work Experience in the animal sector. Students complete research into animal related careers and complete a two-week work experience placement, which can be an overseas placement through the school's Projects Abroad trip. This is an internally assessed unit based on completion of assignments.



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St David's College

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