

Column A

MUSIC TECHNOLOGY BTEC L3

Edexcel BTEC Level 3 extended Certificate in Music Technology (Sound Engineering)

The BTEC Level 3 in Music Technology is a two year course which provides the student with core practical skills for work or further study in this exciting field. There are 5 units covered during the two years, 3 are studied in the first year and 2 more extended units in the second year. This leads to the Level 3 Extended certificate qualification (an equivalent to A-level). The course is assessed by completing a variety of written and practical assignments. There is no exam at the end of the course but rather one extended assessment at the end of the second year that is completed in the classroom under exam conditions.

A wide range of professional music equipment is available for the use of students studying this subject, including a recording studio with live room and control room, digital recording equipment, sound processors, microphones, synthesisers, keyboards, pianos, electric and acoustic guitars, electronic and acoustic drums and drum machines. There are also many additional instruments available for the students studying the course. The students will also be using specialist music computers and gain experience of software such as *Reason*, *Cubase*, *Sibelius* and *Pro Tools*.

The ability to play a musical instrument is not a prerequisite of the course, although piano/keyboard skills would certainly be of advantage especially in the sequencing unit. Developing a musical ear is also important, as well as 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:

- **Unit 1: Live Sound Techniques:** understand the live sound requirements of venues; setting up sound systems as well as live recording.
- **Unit 14: Acoustics for Musicians:** the physics of sound; the mechanisms of human hearing; the characteristics of spaces.

- **Unit 18: Working and developing as a production team:** students will create and produce an original piece of music.

Year 2:

- **Unit 25: Music Production Techniques:** understanding sound recording equipment, preparing for a recording session, multi-track recording and mixing techniques.
- **Unit 32: Sequencing Systems and Techniques:** setting up computer and MIDI hardware; MIDI and audio sequencing skills.

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

MUSIC PERFORMANCE BTEC LEVEL 3

Edexcel BTEC Level 3 extended Certificate in Music Performance

This BTEC Level 3 course is a two-year course which provides the student with an opportunity to develop practical skills for work or further study in this field. The course follows a similar structure as the music technology course although when following the performing course there are two extended assessments at the end of the second year that are completed under exam conditions in the classroom.

The ability to play a musical instrument or sing is an essential part of the course. There is opportunity to develop more than one instrument if the student wishes. The student is expected to rehearse independently outside of the classroom to succeed in this course.

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Year 1:

- **Unit 1: Practical music theory and harmony:** This unit develops the pupils' understanding of fundamental theory and harmony.
- **Unit 6: Solo Performance:** This unit enables the pupil to develop their performance skills on their chosen instrument/s.
- **Unit 4: Composing music:** An opportunity to develop composition skills as the pupil prepares a portfolio of compositions within a variety of genres.

Year 2:

- **Unit 2: Professional practice in the music industry:** An opportunity to develop general musicianship skills within music.

Unit 3: Ensemble music performance: As a part of an ensemble the pupil will rehearse and develop a repertoire for a performance.

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 the film “Diarios de Motocicleta”-Walter Salles.

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 the book “La Casa de Bernarda Alba”-Lorca.

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 L3 Business course is very much based on current case studies, and the pupils are encouraged to read newspapers and news websites to improve their knowledge and understanding of business decisions.

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 unit 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.



Motivation and Performance Management

A study of the motivational theories and techniques used in different organisations.

An analysis of the effectiveness of performance management measures.

Business – AS & A Level

A new course from 2015, and which will be taught for the first time at Plasmawr from September 2018.

Further details available on the WJEC website.

GCE AS and A LEVEL BUSINESS (Wales) SUMMARY OF ASSESSMENT

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

AS (2 units)

AS Unit 1 Business Opportunities Written examination: 1 hour 15 minutes 15% of qualification	60 marks
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Short answer and structured questions.
Business opportunities, business start-ups, SMEs and other types of business organisations and the markets in which they operate.

AS Unit 2 Business Functions Written examination: 2 hours 25% of qualification	80 marks
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Data response questions.
Covers the full AS content.

A Level (the above plus a further 2 units)

A2 Unit 3 Business Analysis and Strategy Written examination: 2 hours 15 minutes 30% of qualification	80 marks
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Data response plus structured questions.
Business strategy and analytical techniques used in the business decision-making process.

A2 Unit 4 Business in a Changing World Written examination: 2 hours 15 minutes 30% of qualification	80 marks
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Case study plus one essay from a choice of three.
Covers the full A level content.

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 (Doctor Faustus)

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.