



CENTRE OF EXCELLENCE

QEHS



QUEEN ELIZABETH HIGH SCHOOL

YSGOL UWCHRADD Y FRENHINES ELIZABETH

SIXTH FORM PROSPECTUS 2021-2022



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# Welcome

Dear Student,

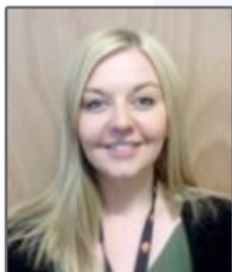
May I take this opportunity to thank you for considering Queen Elizabeth High School for the next stage of your education. Our ambition is for every student to access outstanding learning opportunities, which encourage them to become academically successful, happy, confident and inquiring young people. We believe that you have the potential to make a difference in the world; to be ambitious in your career choices and to understand your place in society. We know we can achieve this for you, through the very best teaching, high quality careers advice and guidance, a caring, and knowledgeable pastoral support team, and a wide range of opportunities and experiences designed to help you develop talents, interests and skills.

We are extremely proud of the achievements of all of our students, we significantly outperforms other sixth forms every year. We have a fantastic record of securing ambitious progression for each of our students. In addition to our academic success we are also committed to developing you into active citizens for the future. Through an extensive enrichment programme we provide a range of opportunities to develop team work, leadership and vital organisational skills that will help prepare you for the next stage in your journey.

We pride ourselves on being a friendly and inclusive student community. We have single year tutor groups in year 12 and 13 to ensure that your exact needs are met. Individual programmes will support you in whatever pathway you choose to take next. As well as setting challenging and aspirational academic targets, we also want you to acquire skills and qualities which will help develop you as maturing adults. We are very proud of our sixth form students; they are role models for our younger pupils and show us time and time again that they are extraordinary young people; you could be too.

I appreciate the importance of choosing the right provider for your post 16 education and I hope that this booklet will give you a greater insight into the achievements and opportunities provided here at QE High Sixth Form. If you require any further information or support in making the right decisions, please do not hesitate to contact the school. We look forward to you joining our community.

Best Wishes in your forthcoming examinations!



Miss Bethan Jones  
Head of Sixth Form



# Student Leadership

As part of QEHS Sixth Form you can apply to be part of student leadership within the school. In year 12 we develop junior prefects to run mentoring programs and duty. In year 13 you can graduate to a senior prefect and apply for our senior prefect team. This role involves supporting the school with numerous events, running school council, duty and working closely with staff to improve the school.

*I have had the honour of being Head Boy at Queen Elizabeth High School. On joining Queen Elizabeth in year 9, it was apparent that one of the principles of the school was to encourage a family like environment. I quickly made friends and in a time of uncertainty, my teachers were there to help. I am currently studying Maths, Further Maths and Physics. With the intent of going down the route of physics, I was fortunate enough that QE offered Further Maths, being a very limited option amongst Sixth Forms. Furthermore, during the two years of these difficult and demanding subjects, my teachers never hesitated to sit down with me and explain a challenging concept out of their own time. They never thought twice to find any material that would aid with my studies. I am hoping to study Physics with Astrophysics at the University of Bath. What struck me the most was the overwhelming support I was given in my application to University. Through every aspect of the application, there was always someone keen to help me. There was an abundance of information at my disposal, making the process comfortable and as easy as possible. I am very passionate about Basketball and Football, playing at a high level. QE High have given me the chance to represent my school playing these. I was even given the opportunity to coach basketball regularly to eager players in the school. With several activities and clubs for students to attend to, you can see that QE are concerned with more than just the academic side of students. The senior team, Phoebe and I have learnt a lot in our positions and have developed our characters. We have implemented our creativity to help better our sixth form. We strive to give every student fond memories of their time at school and to prepare them for the future.*



Tal Remec - Head Boy

*I feel honoured to have been head girl at Queen Elizabeth High School. I have been a part of the school since year 7 and therefore have always admired the role that the senior team plays within the school. The subjects I took for A level were Geography, Spanish, Religious Studies and EPQ. I am hoping to go to Warwick University in September to study Politics and International Studies. I am eternally grateful for the support that I have received throughout my school experience and with my UCAS application process. My teachers provided endless support to help me achieve my goal of studying at a Russell Group university. I am incredibly thankful to Miss Jones, Head of Sixth Form for going above and beyond in every aspect of our sixth form experience. I believe that being head girl has given me the opportunity to develop many skills, particularly my self-confidence and public speaking. I have treasured our sixth form community and environment and have loved the integration that existed between year 12 and 13. There have been numerous occasions for us to bond as a sixth form through bonding days and organising charity events such as Children in Need and Macmillan. My sixth form experience is one that I will treasure and that has well equipped me as I plan to move forward into the next stage of my life. I am grateful for the friends that I have made, the opportunities that I have been provided with and the ongoing support from my teachers.*



Phoebe Jones- Head Girl



For the past 7 years I have been a pupil at QEHS and in my final year I have had the privilege of being a part of the senior team as one of the deputy head girls. My time in sixth form has helped me to not only determine what I want to do in the future but has prepared me for life outside of the classroom as I am hoping to study Law at Southampton University after studying A-Levels in History, Mathematics, English Literature, and Welsh Baccalaureate, and it has been the support, guidance, and belief shown by my teachers that have enabled me to get here. They are constantly on hand to support, inspire, and challenge you, and they truly take the time to get to know you as a pupil during your time here. The ambition to help you achieve your full potential is also highlighted within the additional activities that you can get involved with that benefit you both with the skills that you acquire and the experiences that you gain from them. My advice to those coming to sixth form would be to grasp whatever opportunity comes your way and as stressful as it may get at times, enjoy every moment of it, as these two years will be the fastest and most enjoyable within your academic lives so far-believe me! I hope that at the end of it all you will be able to look back with the same affection and gratitude that I feel towards the school and you'll have achieved everything that you have wanted to both within and beyond sixth form, or at least be one step closer to it. I hope that you choose to come and study here and good luck with everything!



- NAME, Deputy head Girl

I have had the honour of being one of Queen Elizabeth High School's deputy head girls in the last academic year. The subjects that I studied were English Language and Literature, Music and Welsh Baccalaureate. I will hopefully be studying English Language and Literature at university. During sixth form, I have had the pleasure to work alongside a committed senior team including members of staff to ensure that our sixth form, as well as the rest of the school, can obtain their highest potential. Opportunities such as organising charity events and the sixth form pantomime are some of the many experiences you can enjoy while developing skills such as teamwork, and organisation, as well as improving your confidence. Sixth form has helped me realise that self-discipline, tenacity, and other important qualities enable you to achieve your goals. As deputy head girl, I hope our sixth form is where you can continue your journey in good health, with positivity and the independence to be who you are and whom you want to become; having happy memories to remember.



- Alexa Lopez, Deputy Head Girl

During my final year at Queen Elizabeth High School, I was very fortunate to be selected as one of the Deputy Head-boys. Whilst a member of the Sixth Form; I studied Biology, Chemistry and Mathematics to G.C.E. Advanced Level Standard; together with Physics and Music to G.C.E. AS-Level. Hopefully, I shall be moving on to study Medicine at Medical School in September. Being a part of Queen Elizabeth High School's Sixth Form has been an invaluable and formative part of my education. I have taken on board a range of skills which are and will be a life-long asset. Above all the experience has also been a great pleasure. Together with the Welsh Government's SEREN Network Project, the Sixth Form offers countless opportunities. These are tailored, so that all students have an advantageous opportunity, to fulfil their full potential, in whatever field they choose: al-be-it academic, scientific or vocational. Presentations, talks and workshops by academics, scientists and vocational innovators; with supportive work experience placements; aided not only my applications to universities, but also those of my peers. My experience in this Sixth Form has given me a greater understanding of, and sense of our community: and there is an amazing rapport between our student body and the teaching fraternity. On a personal level, I have found Queen Elizabeth High School Sixth Form a friendly, integrated, supportive and above all welcoming place, in which to study my A-Levels. I have, as have many others have before me, thoroughly enjoyed my time here, as will you.

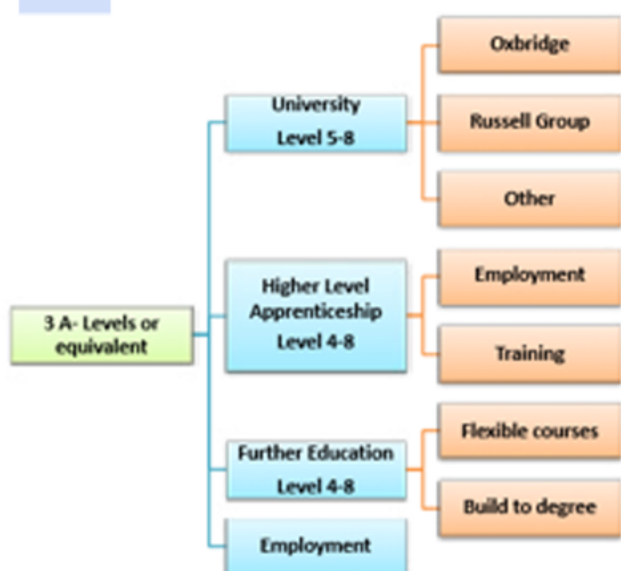


Jacob Mistry - Deputy Head Boy



# Curriculum Pathways

The world of opportunities post 18 is dynamic and exciting and changes every year. QEHS specialises in an A level based offer, which can lead to all kinds of varied pathways. Whether you choose 3 A-levels, the blended offer, or one of our flexible combinations, you will be well placed in 2 years' time to choose the perfect route for you.



## A Levels:

QEHS always tries to provide choice of a wide range of subjects and opportunities. Most subjects offered are A levels. All A level courses are broken into AS and A2 which will include examinations at the end of year 1 and 2. The range of subjects we offer are included in the booklet. We always hope to offer most, if not all, of these subjects every year, but the final curriculum offer will depend on staffing and student numbers opting for each course

## Blended offer:

As well as a large number of A level subjects, students have access to vocational courses, providing students with the opportunity to learn unique practical skills without having to leave school entirely. Vocational courses enable students to learn in a more practical environment, where there are fewer exams to sit and coursework/controlled assessment is used to gauge progression and success. Vocational qualifications are the equivalent in UCAS points to 'A' levels for those intending to progress to a university course. All vocational Level 3 courses are equivalent to 1 'A' level.

## How many subjects do I have to study?

Most students will study four subjects in year 1 and will continue with three subjects into year 2. Although it is possible to do more. Each subject you take will have 8 hours of contact time over a two week timetable, and a dedicated study period of two hours, making 10 hours of study in total. Beyond this you will be expected to complete guided independent study for each subject in your own time.



# Enrichment Programme

The enrichment programme at QEHS provides a wide range of opportunities that allow students to develop as people and students, leading to success in their exams and in their chosen post-18 pathway. Whether these opportunities are extra qualifications, personal skills learning, or advice and guidance, students at QEHS will be perfectly placed to take their positions in the world that awaits them.

- *Specialist career and subject based talks with university speakers*
- *Support with arranging relevant work experience placements*
- *Support with applications to Sutton Trust Summer Schools*
- *Excellent links established with Hywel Dda Health Board and Dyfed Powys Police*
- *Opportunities to participate in the EESW STEM Challenge*
- *Leadership programme through peer mentoring*
- *Opportunities to participate in Duke of Edinburgh challenges*
- *Strong links with the Rotary Club – RLYA*
- *Charity Work*
- *Success at securing Nuffield work experience placements*
- *Participation in Holocaust Memorial Events*
- *Annual participation in the Lessons from Auschwitz programme*
- *Participation in the European Youth Parliament, Young Chef and the Youth Speaks Competition*
- *International trips – USA, Italy, Brussels*
- *Visits to the Houses of Parliament*
- *Participation in national debating competitions*

**Extended Project Qualification –** The EPQ is an option in year 13. Students will identify a subject of interest to them, be supported in framing an investigating question, receive guidance on research and presentation techniques and then submit an end product. As well as carrying UCAS points equivalent to half an A2, the skills developed are highly rated by admissions tutors (particularly for Russell Group and Oxbridge) and employers.

**Careers Advice & Guidance –** Formal and informal advice and guidance is given throughout both years at QEHS with a personal school careers advisor.

**Sporting opportunities –** regular timetabled sessions and a full programme of fixtures

**Performing Arts –** contribution to school concerts and productions

**Academic opportunities –** regular attendance at lectures and seminars at our 'local' University

**UCAS application process –**

- *Guidance with personal statements*
- *Full training on the UCAS system*
- *Programme of visiting speakers*
- *University Open Days Futures programme*
- *Development of personal skills, particularly time management and organisation*
- *Awareness of global issues and citizenship Careers Advice*
- *Attendance at relevant Careers Fairs*
- *Visiting speakers from the world of industry and education Personal Qualities*

# Aspire Programme

Aspire is QEHS' more able and talented enrichment programme. This is a programme that supports and challenges are most able learners (usually those who have gained mostly A/A\* grades at GCSE).

The key aim of the programme is to fully prepare students for their applications to competitive Oxbridge and Russell Group Universities. The rigorous process to gaining an offer of study to one of the top universities involves undertaking thorough research, preparing a first class personal statement and excelling at interview. For some courses students also complete a specific admissions test.

As a school we support our students through each stage of the process. Students on the Aspire programme receive the following support:

- Personal planning meeting and follow up sessions with the Head of Sixth Form to discuss higher education options
- One to one support to help perfect the personal statement
- One to one bespoke interview support and preparation
- Practice interviews with academic specialists





# Results

## Facilities

QEHS Sixth Form is one of the largest sixth form providers in Carmarthenshire. The sixth form centre is an excellent facility boasting an exclusively devoted coffee shop and common room, study area, computer suite and spacious library.

## Academic Success

As a school we are very proud of our Sixth form results.

Grade	Result	Comparison
A*	23%	Higher than Local Authority and Welsh average.
A*-A	49%	Higher than Local Authority and Welsh average.
A*-C	89%	In line with the Local Authority and Welsh average.



# EPQ & SEREN Network

## Extended Project Qualification (EPQ)

More able students are also encouraged to complete the EPQ. The Extended Project brings out the potential in our students and enhances their A Level studies. "The Extended Project is a one unit qualification that provides students with the opportunity to expand their knowledge and understanding of particular topics and to acquire transferable skills in preparation for higher education or employment. Underpinned by research, the Extended Project enables learners to demonstrate the knowledge and skills they learn through projects in the form of dissertations, field investigations, artefacts or performance" (WJEC)

## SEREN Network

QEHS is also part of Wales' SEREN Network. This is a Welsh Government Initiative aimed at supporting Wales' brightest students. The Network provides a range of support and enrichment opportunities for our students:

- Oxbridge preparation with Dr. Jonathan Padley (Outreach officer, Cambridge)
- Subject specific master classes with university and industry specialists
- Interview support for Oxbridge, Medicine, Dentistry and Nursing applications
- An opportunity for our students to meet with like-minded people with similar academic aspirations







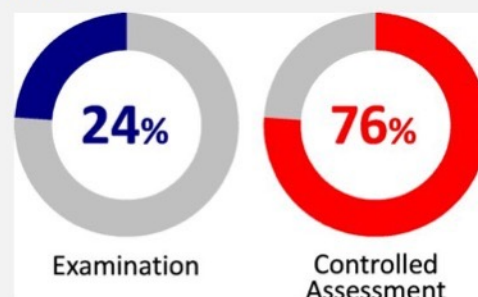
# Art and Design

## Overview

A Level Art and Design provides an exciting and rewarding programme of study, which develops imagination, fosters creativity and promotes personal and intellectual development. Critical, practical and theoretical studies in art, craft and design from a wide range of sources are integrated into the course structure, providing students with stimulating, challenging and meaningful learning experiences.

Emphasis throughout the course is on the celebration and creative development of the individual, and students will be encouraged to pursue self directed lines of enquiry based on their own artistic and cultural influences. Supported by course tutors, they will work towards practical outcomes that will demonstrate creative confidence and enhanced technical ability.

## Assessment over the 2 years



## Examining Board

**WJEC**

## Requirements

*Many of our pupils are very successful at A Level, despite not studying Art at GCSE.*

*A keen interest in Art and Design is vital, along with an imaginative sense of enquiry, and a desire to develop thinking and making skills.*

## Departmental Staff

**Miss P. Prileszky** (Curriculum Leader)  
**Mrs C. Reading**  
**Mrs F. Gibson**  
**Mrs I. Mills**





## What our students say...

*"Thank you for the countless opportunities to broaden my studies, and for introducing me to such a wide range of artists, inspirations and experiences. But most importantly, for helping me to decide on my future career".*



### Course Outline

#### AS Personal Creative Enquiry

This consists of an extended, exploratory project/portfolio and outcome(s) based on themes and subject matter which are personal and meaningful to the learner. A series of practical workshops will provide a coherent range of essential, specialist skills that, eventually, will foster confidence and enable learners to make independent creative decisions. The portfolio will show evidence of the rigorous exploration of a chosen theme, leading to outcomes of a high quality.

#### A2 Personal Investigation

The Personal Investigation consists of two parts:

- An extended major critical, practical and theoretical portfolio and outcome(s) based on a self defined theme.
- A written element of 1000-3000 words of continuous prose, which documents and supports the practical project.

#### A2 Externally Set Assignment

Essentially, this is the Examination unit, which will be released to students on February 1st. It will consist of a series of visual and written stimuli, from which the students are required to choose one. There will be a six week preparatory period, during which learners are required to produce visual, critical and personal responses to their selected task, culminating in a 15 hour period of focused practical study.

### Career and Progression Opportunities

The creative industries in Great Britain currently generate the highest revenue for our country. Career opportunities within the visual arts are increasing; it is a 'proper job'!

Examples are: film-maker, ceramicist, gallery curator, art therapist, fashion designer, website designer, advertising, photographer, illustrator, animator, teacher, theatre and set designer, make-up artist, textile artist/designer, sculptor, printmaker, art restoration, studio assistant, fine artist, graphic designer, video game artist, car designer, product designer, wildlife artist/illustrator, and so on.

#### Contact

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# Biology

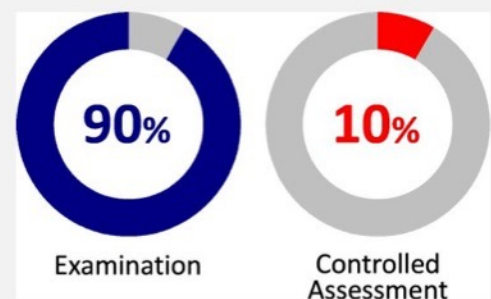
## Overview

The Biology AS and A Level specification encourages candidates to:

- Develop essential knowledge and understanding of concepts of biology, and the skills needed for the use of these in new and changing situations;
- Develop an understanding of scientific models;
- Be aware of advances in technology, including information technology, relevant to biology;
- Recognise the value and responsible use of biology in society;
- Sustain and develop their enjoyment of, and interest in, biology.

In addition, the A Level specification encourages candidates to show knowledge and understanding of facts, principles and concepts from different areas of biology and to make and use connections between them.

## Assessment



## Examining Board

**WJEC**

## Requirements

*You will be required to get a B grade in either Double Award Science or Triple Science (Higher) to study A level Biology. The course contains a high mathematical skill and so it would be recommended that you have a B grade or above in Mathematics also.*

## Departmental Staff

**Mr D Thomas** (Curriculum Manager)  
**Mrs S Cornell**  
**Miss N Davies**





## Course Outline

### AS Level.

**Unit 1** - Biological molecules, cell structure, membranes and transport, enzymes, DNA, cell division.

Written examination - 1hr30mins - 20% of A Level qualification.

**Unit 2** - Biodiversity and classification, gas exchange mechanisms, transport, nutrition.

Written examination - 1hr30mins - 20% of A Level qualification.

### A2.

**Unit 3** - Respiration, photosynthesis, microbiology, ecosystems, homeostasis, nervous system.

Written examination - 2hrs - 25% of A Level qualification.

**Unit 4** - Reproduction, genetics, evolution, immunity to disease.

Written examination - 2hrs - 25% of A Level qualification.

**Unit 5** - Practical examination - 3hrs - 10% of A Level qualification.

## Career and Progression Opportunities

A Level Biology provides an excellent platform for progression to higher level qualifications such as degrees or Higher National Diplomas.

Biology provides a range of skills which are useful in a variety of careers including Veterinary Science, Conservation Work, Environmental Health, and Agriculture, as well as health care careers such as Medicine, Dentistry and Physiotherapy.

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# BTEC Applied Law

## Overview

A robust legal system is the foundation of a fair society. If you feel strongly about concepts like justice and equality then this course could be very rewarding for you. You might see yourself as a barrister, a solicitor, legal executive or legal secretary. Alternatively you might want to choose law because it is a fascinating course which will help you develop transferable skills such as analysis and problem-solving.

You will be given an opportunity to study:

- Non-fatal offences (assault, battery, ABH & GBH)
- Tort Law
- Homicide (Murder & Manslaughter)
- Property Offences (Theft, Robbery, Burglary, Fraud & Criminal Damage)

## Assessment

**60% External assessment**  
**40% Internal assessment**

## Examining Board

*Pearson*

## Requirements

*Students who have gained grade C or above in GCSE English, History or similar will find that those skills will suitably equip them for the study of this specification.*

## Departmental Staff

**Mrs Dee Morse** - (Curriculum Leader)



## What our students say...

*"Law was definitely my favourite subject. I thoroughly enjoyed every aspect of the course and learnt things that I would never have normally learned had I not chosen to study it. I am able to utilise the skills learnt for the rest of my life, in particular to University where I can further my studies in this topic. Studying Law has certainly helped me understand how and why the law works the way it does. It's an exciting topic with many opportunities to take away from it."*

*Emily Cleaver-Jones - Year 13*



### Course Outline

There are four units included in the two year Applied Law course:

- The court system and the law involved
- How laws are made
- Criminal Law & Tort Law
- Murder & Manslaughter and the rights of the accused when in police custody
- Theft, robbery and burglary and police powers to stop and search premises
- Consumer Law – your rights when you buy goods or services
- Dispute solving in Civil Law
- Investigating aspects of Criminal Law and the Legal System
- Applying the Law
- Aspects of Tort

### Career and Progression Opportunities

*A grounding in law is valuable on your CV. A qualification in Applied Law shows an ability to think logically. You may want to go on to gain an apprenticeship in law, or use the valuable skills to pursue an alternative career.*

*A qualification in Law will enhance your chances of being accepted into university, either to take a law degree, social science or business degree, or any other course of study.*

*So whether you want a career in the law, or in other areas like education, human resources, finance or business, Applied Law can really open doors for you.*

#### Contact

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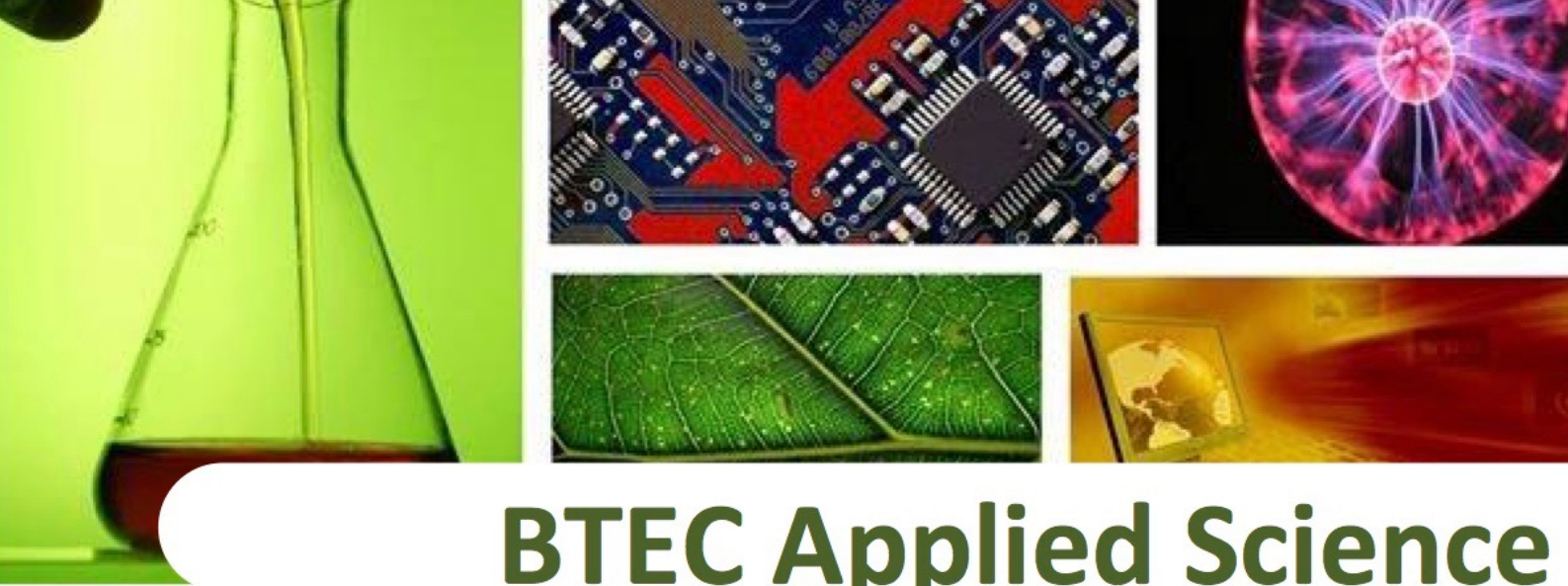
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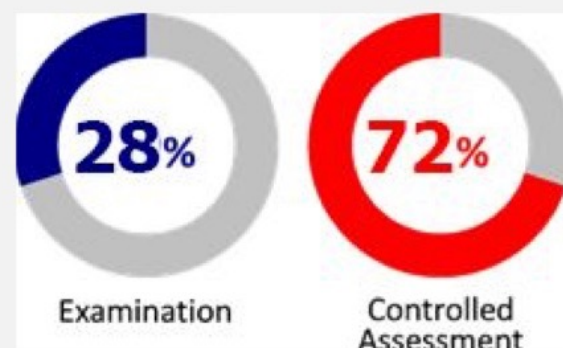
# BTEC Applied Science

## Overview

The applied science course covers the three disciplines of science within the one course. This subject allows learners to continue their success within science without focussing on just the one science discipline. It is also more suitable for learners who prefer project work rather than examinations.

Areas covered are:  
Principles and applications of Science, practical scientific procedures and techniques, science investigation skills and laboratory techniques.

## Assessment



## Examining Board

*Pearson*

## Requirements

Grade C or above in GCSE Science, Maths and English.

## Departmental Staff

Modules will be taught by subject specialists





## What our students say...

*"Applied Science is an interesting subject to take; it allows you to learn different techniques such as titrations and colorimetry. I especially enjoyed the process of researching aspirin and the manufacturing process, which led to the creation of our own aspirin in the lab. This also allowed me to gain further insight into diseases and how the body operates."*

*Ryan Griffiths-Rees - year 13*



### Course Outline

The course is both internally and externally assessed through four projects which are marked internally and two examination units which are marked externally. The units broadly fall within biology, chemistry and physics so allow learners to continue their interest in science without the narrower focus of the traditional A level sciences.

Unit 1 is externally assessed examinations.

Unit 2 is an internally marked project – practical scientific procedures.

Unit 3 is externally assessed examinations.

Unit 4 is an internally marked project – laboratory techniques and their application.

Two further internally assessed units are chosen at the discretion of staff and students.

### Career and Progression Opportunities

This course will support learners who are studying other science subjects especially in year 12. The course is especially suitable for individuals for whom a science related course would enhance their future career options, for example, those who wish to study midwifery, veterinary nursing or pupils who wish to enter the police force.

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# **BTEC Level 3 National Extended Certificate in Business**

## **Overview**

The aim of this course is to understand the way in which businesses operate in a competitive and changing environment from the corner shop to a multinational company such as Ford.

## **Transferable skills that universities value :**

- Independent learning
- the ability to research
- being active group members.
- effective writing
- analytical skills
- creative development

## **Requirements**

There are no prior learning requirements.

## **Departmental Staff**

**Miss. A Jones** (Curriculum Leader)



### What our students say...

*"In this course we are given the opportunity to learn how businesses operate and the factors that may affect them. Not only do we learn about other businesses, but we are given the chance to learn skills that we could apply in the future to develop our own businesses. I enjoy the freedom of the course, we are able to choose the businesses we would like to investigate for our coursework which makes the task more enjoyable."*

*Grace Thomas - year 12*



## Course Outline

Learners must complete:

- 3 mandatory units:
  - Exploring business.
  - Developing a marketing campaign.
  - Personal and business finance.
- (At least ) 1 optional unit:
  - Recruitment and selection process.
  - Investigating customer service.
  - Market research.
  - Work experience in business.

## Career and Progression Opportunities

*This subject has been a popular option in the sixth form and many of our students have chosen to go on and study it at degree level as direct progression into higher/further education or the world of work and business. Careers include: Solicitor, Accountant, Store Manager, Estate Agent, Journalist, and Teacher to name a few!*

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# BTEC Hospitality and Catering

## Overview

The Hospitality industry is diverse, ever evolving and dynamic. One in ten people in the UK work in hospitality (5.2 million). The industry is facing a huge skills shortage and so trained, skilled staff are highly valued. Our Hospitality course offers experience of a large number of areas including event management, customer service, financial planning, and classic European and contemporary world cuisines.

This specification sets out the knowledge, understanding and skills required to work within the hospitality Industry. Students will learn; knowledge of the hospitality industry, customer care, health and hygiene safety, culinary skills, service knowledge and skills, professionalism and attention to detail, the licence trade, planning and organising events, running a kitchen, food standards, knowledge of diets and nutrition, and restaurant layouts.

## Assessment



## Examining Board

**BTEC**

Coursework

## Departmental Staff

Mrs Emma Simpson - (Curriculum Leader)





## What our students say...

*"I enjoy this course because I am passionate about it and I have learnt so much about the hospitality and catering industry. We, as a class, are given plenty of opportunities within the course. Some of which include going on toured visits to different hospitality businesses and holding our very own cooking functions within the school. We are given opportunities to thoroughly learn about the hospitality industry and all it has to offer. Taking this course will definitely help me in my future career as I have gained so much knowledge and a clear understanding of the industry and the many job opportunities it has to offer."*

*Emma Moore-Davies - year 12*



### Course Outline

The course covers 7 units including 4 cooking/practical units:

- The hospitality industry
- Food and drink service
- Contemporary world foods
- Alcoholic beverages
- Principles of supervising customer service
- European cuisine
- Providing customer service

The course is designed to offer a basis of knowledge across the hospitality industry.

### Course expenses

It is recommended that you purchase a chef jacket which will be embroidered with your name, this will cost approximately £15.00.

### Career and Progression Opportunities

The hospitality industry will be short of 11,000 chefs by the end of the year, this is just a small amount of the growing number of vacancies for skilled and trained staff within the hospitality industry. The industry is multi layered, multinational and offers every type and level of employment opportunity.

The course would also be a good basis for anyone wanting to study Hospitality, Food Science, Business or Event Management at University. It would also form a strong basis to a Higher Level Apprenticeship in any of these areas.

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## Level 3 National Extended Certificate in ICT

### Overview

BTEC Level 3 National Extended Certificate in ICT is a two year qualification equivalent to one A Level.

Designed to support pupils who have an interest in the computer sector through the variety of tasks.

Pupils will study 4 units

- 3 are mandatory (2 externally assessed)
- 1 optional
- 33% external written examination

### Course Outline

Learners must complete:

- 3 mandatory units
- (At least ) 1 optional unit

#### Mandatory Units

1. Information Technology Systems
2. Creating Systems to Manage Information
3. Using Social Media in Business

#### Optional Units

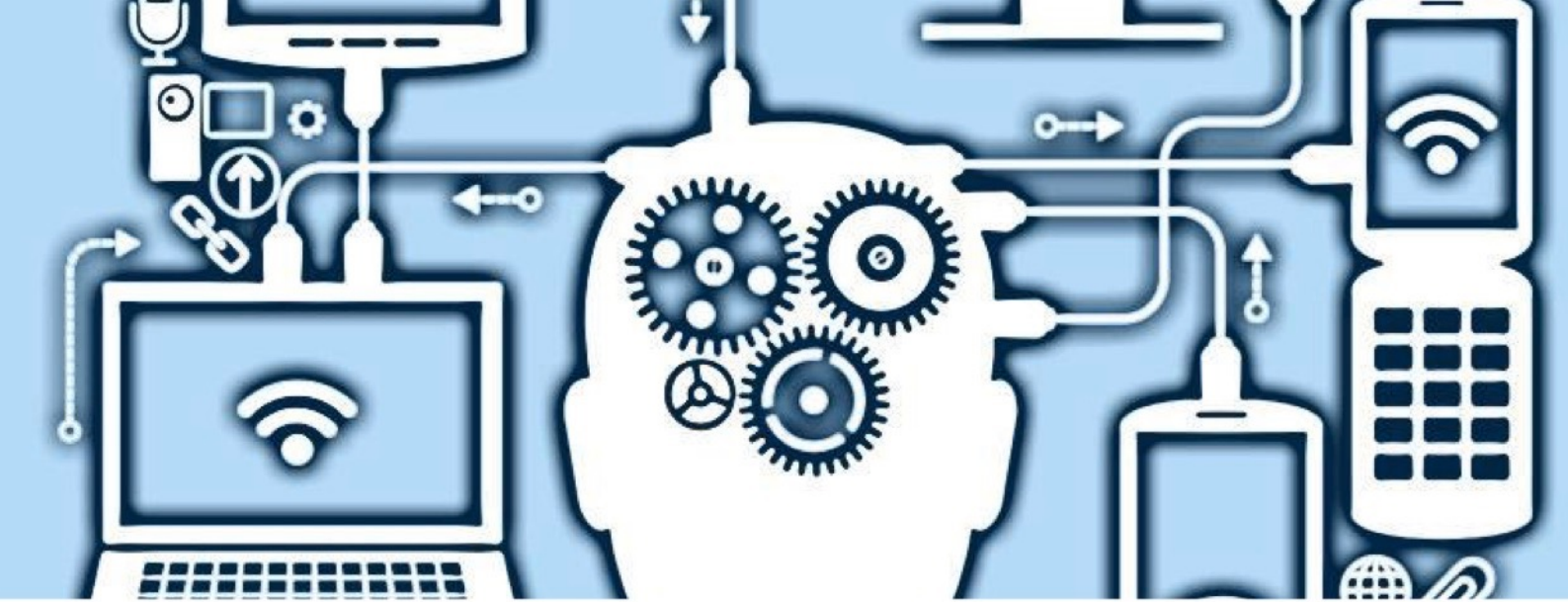
1. Data Modelling
2. Website Development

### Requirements

*No previous knowledge required.  
ICT at GCSE level would be an advantage.*

### Departmental Staff

Miss K Carter  
Miss K Granville



### **Employability Skills**

This course will give pupils the opportunity to learn and develop many different employability skills

- Problem solving skills - to develop pupils critical thinking along with applying and creating solutions
- Intrapersonal skills - to develop pupils communication, working with others and self presentation
- Interpersonal skills - to develop pupils self management, adaptability, self monitoring and development

### **Career and Progression Opportunities**

Allows learners to progress to a wider range of higher education courses such as:

- HND in Business and ICT
- BA hons in Computer Arts
- Software development for animation
- Accounting and finance
- Vocational apprenticeships
- Trainee / entry-level roles such as Social Media Specialist or Web Content Developer

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# BTEC Public Services

## Overview

Public services are integral to society, providing services in everyday life as well as in emergency incidents. This is a course which will help you develop transferable skills such as team working and problem-solving. This qualification requires motivation and a good academic level of achievement as it gives learners the opportunity to progress into higher education and throughout the course learners develop a range of skills, techniques, personal attributes and attitudes essential for successful performance in public services' careers.

- Develop time management and personal discipline;
- Improve physical ability;
- Experience teambuilding events with members of the public services;
- Understand the different elements of public service life;
- Make informed decisions about future study.

During the two year course, you will study units including the following:

Government, Policies and the Public Services  
Teamwork, Leadership and the Public Services  
Citizenship, Diversity and the Public Services

## Assessment

**100% Internal assessment**

**0% External assessment**

**Examining Board** Coursework  
*BTEC*

## Requirements

*Students who have gained grade C or above in GCSE English, History or similar will find that those skills will suitably equip them for the study of this specification.*

## Departmental Staff

Mrs Dee Morse - (Curriculum Leader)





## What our students say...

*"Public Services was definitely one of my favourite subjects with many opportunities to learn outside of the classroom as well as inside the classroom. I feel as though I have studied some very useful and interesting topics that I am able to take into the real world. It has broadened my knowledge and helped me to understand certain issues on a deeper level."*

*Emily Cleaver-Jones - year 13*

*"I would say that public services is a perfect opportunity to learn about rules and regulations of the public services and how they operate. The freedom of optional units also helped me discover more information, and choose topics that interested me such as IT within the public services and various other assignments regarding war, crime and terrorism. As I also wanted to join this field of work it gave me the opportunity to see what the public services are like to work for and how they respond to incidents of ranging priority."*

*Ryan Griffiths-Rees - year 13*



### Course Outline

Public Services are at the very heart of our community, and those who pursue a career within one of the uniformed services will be fulfilling a vital role in society. A BTEC in Public Services has a practical emphasis. On completion, learners will have taken an important first step onto the ladder of a well-structured and rewarding career. It is a course that is valuable for those considering careers in a variety of public services, including police, armed services, prisons, paramedics and fire service to name a few.

#### Compulsory Units:

Government Policies and the Public Services  
Teamwork & Leadership in the Public Services  
Citizenship & Diversity in the Public Services

#### Optional Units:

Understanding Discipline, Physical Preparation  
Fitness Testing and Training, Outdoor and Adventurous Expeditions, Crime and its Effects, Volunteering, Police Powers, International Institutions & Human Rights, Impact of War, Conflict and Terrorism, Skills for Land Based Activities, Communication and Technology, Custodial Care, Current and Media Affairs, Security Procedures, Practical Team Sports, Instructing Physical Activity.

### Career and Progression Opportunities

*Students who successfully complete the Level 3 Extended Diploma in Public Service course go into a wide range of public sector occupations in both the uniformed and non-uniform sectors such as*

- Local Government Administration
- Customs and Excise
- The Ambulance Service
- The Police Service
- The Fire Service
- Care Work
- The Armed Forces
- The Military Police
- Security
- The Prison Service

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# Level 3 National Extended Certificate in Sport

## Overview

The BTEC Level 3 National Extended Certificate in Sport offers flexibility and a choice of emphasis through a wide range of theory and practically based units during the two years.

It is equivalent to one **GCE A Level**, and overall grades translate to UCAS points.

The BTEC Level 3 course offers an engaging programme for those who are clear about the area of employment or further study that they wish to enter, either in Sport or the Leisure Industry. These learners may wish to move on to complete Higher National Diplomas or Degree level studies in this area in the future.

## Assessment

External Assessment 67%  
Internal Assessment 33%

## Examining Board *Pearson*

## Requirements

*Grade C or above at GCSE PE or a Merit grade in BTEC Level 2 sport.*

## Departmental Staff

**Mr Nick Shelmerdine** (Curriculum Leader)  
**Mr Chris Thomas**  
**Mrs Carol Jones**





## Course Outline

### Course Outline & Assessment

There are 4 units which are completed over the two year course, with some units externally assessed:

**Unit 1** - Anatomy and Physiology (mandatory unit) – *External exam 1.5 hours*

**Unit 2** - Fitness Training and Programming for Health, Sport and Well-Being (mandatory unit) – *Externally Controlled Assessment*

**Unit 3** - Professional Development in the Sports Industry (mandatory unit) - *Internally assessed unit*

**Unit 4** - The final unit will be selected from the following units:

- Sports Leadership
- Application of Fitness Testing
- Sports Psychology
- Practical Sports Performance

## Career and Progression Opportunities

National Extended Certificate in Sport offers an engaging programme for those who are clear about the area of employment or further study that they wish to enter, either in Sport or the Leisure Industry. These learners may wish to move on to complete Higher National Diplomas or Degree level studies in this area in the future.

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# Chemistry

## Overview

You already know a lot about chemistry - our lives depend on it! Chemistry is the study of substances: what they're made of, how we can combine them and what role they have in living things. Chemists study all aspects of materials: the materials in our bodies, in our food and in the environment. They are the scientists who develop new substances for industry and medicine. Without Chemistry we would be in the Stone Age!

These are some of the exciting things, which chemists do:

- Discovering new life saving drugs.
- Inventing new paints and dyes.
- Studying the atmosphere and how pollution affects it.
- Helping to solve crime in police forensic laboratories.
- Making sure that drinking water is safe and clean.

## Assessment



## Examining Board

**WJEC**

## Requirements

*You will be required to get a B grade in either Double Award Science or Triple Science (Higher) to study A level Chemistry. The course contains a high mathematical skill and so it would be recommended that you have a B grade or above in Mathematics also.*

## Departmental Staff

**Miss Sharon Magill** (Curriculum Manager)  
**Miss Victoria Scourfield**



## “What our students say...

*“I have found Chemistry A level very exciting but challenging. I developed my understanding of most the topics I studied at GCSE with many practicals and experiments. I was constantly tested and was able to work and improve on my mistakes with a lot of guidance and support. I especially enjoyed learning about organic chemistry as all the topic are interlinked. Overall, it was an amazing experience and has set me on the right track to start a degree in medicine in September.”* Zuzanna Milewska - year 13

*“Chemistry opens so many doors for future career paths in both university and apprenticeships! It gives a great insight as to how things we use everyday are made and is so interesting!”* Danni Payne - year 13



### Course Outline

The course is split into two years:

The first year is the **AS year**. During this year you will develop your knowledge of chemistry from the GCSE to the A level. You will learn more about the structure of the atom and rates of reactions, for example. You will also look at new topics such as halogenoalkanes, alcohols and carboxylic acids. You also develop your range of practical skills and have a minimum of fifteen practicals to undertake to prepare you for the following year.

The second year is the **A2 year**. During this year you will apply your knowledge of chemistry to the more in-depth topics such as redox chemistry, entropy and feasibility of reactions, aromaticity and amines, for example. Again you undertake fifteen practicals over the year to prepare you for the practical assessment and written examination.

### Career and Progression Opportunities

A Level Chemistry open doors to hundreds of courses and careers, some you probably haven't heard of. It's sometimes called the “central science” because it has links to all the other branches of science. For many courses and careers, A level Chemistry is a vital qualification:

Biochemistry, Pharmacy, Dentistry, Medicine, Veterinary science, Food science, Agriculture, Biology, Pathology, Geology, Ecology, Environmental science, Genetics, Chemical or Biomedical engineering.

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# English Language & Literature

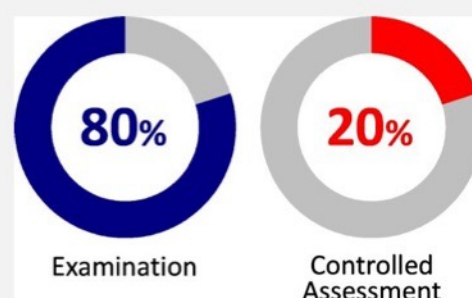
## Overview

This is a challenging and enjoyable combined Language and Literature course. Students will read literary and non-literary texts, which include some of the finest writings our history and culture has ever produced, but they will need to think and write about them in considerably more analytical depth. Students are encouraged to take a 'forensic' approach to language.

Rather than just analysing poetry or novels, we focus on all aspects of language, such as vocabulary, grammar, sentence structure and functions and how words sound. Students will be introduced to new terminology for conveying their ideas.

The course also contains an element of original writing, from stories, scripts and journalistic pieces to monologues. This is designed to engage students in the creative process, giving them the opportunity to demonstrate their expertise and accuracy for writing in a variety of forms and for a range of purposes.

## Assessment



## Examining Board

WJEC

## Requirements

*Grade C or above in GCSE English Literature & Language*

## Departmental Staff

**Mrs C. Cluroe**

**Mrs I Stevens**

**Miss E Quirk**





## What our students say...

*"I am so glad that I chose to study Lang/Lit! It has given me an insight into a variety of really interesting texts and has allowed me to explore the type of literature I enjoy. I also have a greater understanding of language and how it works, which is great as I want to study journalism in uni."*



### Course Outline

At AS students will be studying for the two terminal examinations. Unit one involves the studying of an anthology covering a range of poems from the late sixteenth century to 1914 and they write on this in the examination. The students also produce some original writing and write a short commentary on it. There are two parts to unit two: the study of a modern play from a range of really interesting choices, Diane Samuel's 'Kindertransport.' In the second element, students will study a non-fiction text: Truman Capote's 'In Cold Blood.'

A2 is divided into three elements. Firstly, the students will study a Shakespearean play. Then they study a novel from a list of choices, including authors such as Austen, Dickens, Hardy and Attwood. We study Alice Walker's modern classic 'The Colour Purple.'

The coursework element is a genre study. Students choose a genre of literature to study which interests them, such as dystopia, crime, romance, travel, gothic and comedy. They then produce one piece of original writing of approximately 2500-3500 words. This piece of writing must be in the same genre as that studied in Section A.

### Career and Progression Opportunities

*This course is highly regarded by top universities. In the last few years, our students have gone on to read English Literature at Oxford and Cambridge and the combined course at other Russell Group universities. English Language and Literature can open doors to a wide range of job prospects, in careers in teaching, law, journalism, publishing, advertising, human resources and management, to name but a few.*

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# English Literature

## Overview

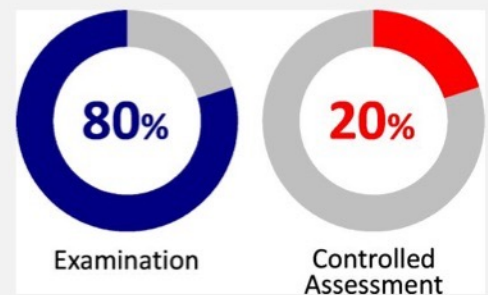
If you relish in reading, then this course is perfect. English Literature is challenging but rewarding and engaging. Students will study both contemporary, modern literature and classic literature; there is something for every eager student.

Students are encouraged to develop their analytical skills and their understanding of the contexts in which texts were written. The course helps to create independent learners in preparation for further study at University.

Students will study a range of modern poetry, including Carol Ann Duffy and Philip Larkin. Lessons follow workshop sessions and those following the course will enhance their understanding of poetry through a variety of engaging lessons. This is assessed via external examination.

Additionally, students will read and analyse a pre-20<sup>th</sup> Century novel, usually *Jane Eyre*, and will enjoy studying the modern drama 'A Streetcar Named Desire.' Skills learned here will develop literary critical analysis and students will learn about both modern and historical cultures.

## Assessment



## Examining Board

WJEC

## Requirements

*Pupils will be required to achieve at least a C grade on both English Language and English Literature at GCSE.*

*They should also have a passion for reading.*

## Departmental Staff

Mrs. C. Cluroe (Curriculum Leader)  
Miss L Surman  
Miss E Quirk



# English Literature

## Overview

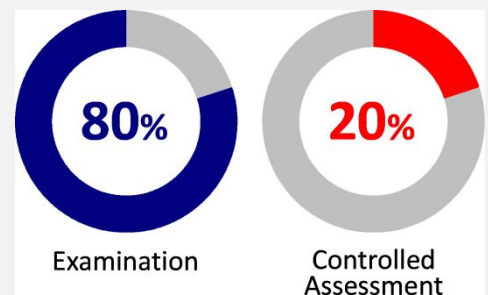
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## Assessment



## Examining Board

WJEC

## Requirements

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*They should also have a passion for reading.*

## Departmental Staff

Mrs. C. Cluroe (Curriculum Leader)  
Miss L Surman  
Miss E Quirk





# Further Mathematics

## Overview

The course in Further Mathematics will encourage candidates to :

- Develop their understanding of Mathematics and mathematical process in a way that promotes confidence and fosters enjoyment;
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs;
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- Develop an understanding of coherence and progression in Mathematics and of how different areas of Mathematics can be connected;
- Recognise how a situation may be represented mathematically and understanding the relationship between 'real world' problems and standard and other mathematical models and how these can be refined and improved;
- Use Mathematics as an effective means of communication;
- Read and comprehend mathematical arguments and articles concerning applications of Mathematics;
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## Assessment



## Examining Board

WJEC

## Requirements

*Candidates will be expected to be studying an Advanced GCE in Mathematics;*  
*Students require GCSE Mathematics at preferably an A\*, at least an A grade.*

## Departmental Staff

Mrs. D. Roulston-Jones  
Mrs. A. Bevan

## What our students say...

*"Further Mathematics covers a range of fascinating concepts, taught in great detail. The course is challenging and forces me to think outside the box. I find this way of thinking complements my other subjects very well."* Taliesin Remec - year 13





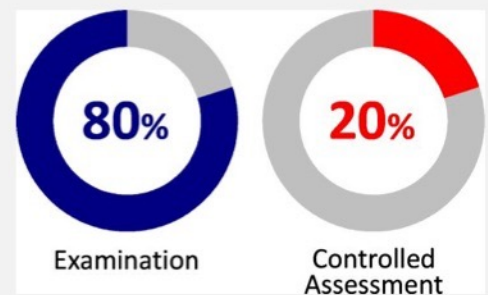
## Overview

Geography emphasises the importance on global knowledge and the understanding of human and physical processes. It is linked to the fundamental concepts of place, space and location and has a key focus on skilled based learning.

The course at KS5 stimulates a passion for the subject as we deal with contemporary world issues. This in turn creates much enthusiasm ready for an independent investigation.

Pupils study the WJEC specification for Geography, where the content is structured into physical and human themes. The two year course is split in to five units; the first two studied in Year 12 and the last three in Year 13.

## Assessment



## Examining Board

WJEC

## Requirements

*Grade C at GCSE Level Geography, however not essential.*

## Departmental Staff

*Miss B. Jones*

*Miss N. John*



# “What our students say...

*“I thoroughly enjoy studying A level Geography as the course is very interesting and it is also extremely up to date. The teachers are very supportive and are ready to help you with any task you may require assistance with. I would 100% recommend taking A level geography!”*

*Llyr Lewis - year 12*



## Course Outline

**At AS level in Year 12 you will study two units:**

**Unit 1: Changing Landscapes (24%)**

- Changing coasts
- Tectonics (Earthquake and Volcanic Hazards)

**Unit 2: Changing Places (16%)**

- Relationships and connections on the dynamic nature of place - retail, urban, economic, industrial changes and rebranding in the UK
- Fieldwork Investigations (human and physical)

*Year 12 is 40% of the A-Level course.*

**At A2 level in Year 13, you will study two units and produce an your own independent investigation:**

**Unit 3: Global Systems and Global Governance (24%)**

- Water and Carbon Cycle.
- Global migration and global governance of the Earth's oceans
- 21st Century Challenges

**Unit 4: Tectonic Hazards & Contemporary themes (16%)**

- Tectonics and Environmental Impacts
- Development in Sub Saharan Africa
- Energy Challenges and Dilemmas

**Unit 5: Individual Investigation (NEA) 20%**

*Year 13 is 60% of the A-Level course.*

## Career and Progression Opportunities

*Geography gives you a distinct advantage if you are thinking of a career in many things. The skills base you form from taking Geography A-Level makes you highly regarded by employers. The course centres on developing numeracy, literacy, digital competency and communication. On top of this, the big fieldwork element at A-Level lends itself to problem solving, data handling and working with others.*

*Careers using Geography include:*

- |                    |                             |
|--------------------|-----------------------------|
| • agriculture      | • ICT                       |
| • architecture     | • leisure industry          |
| • aviation         | • local government          |
| • banking          | • marketing                 |
| • cartography      | • surveying                 |
| • civil services   | • teaching                  |
| • conservancy      | • tourism                   |
| • energy sector    | • town and country planning |
| • engineering      | • transport.                |
| • estate agency    |                             |
| • flood protection |                             |



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# Health and Social Care

## Overview

The course equips learners with thorough and in-depth knowledge, understanding and skills related to the development and care of individuals throughout the life span from conception to later adulthood.

Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. Learners will also gain a detailed understanding of the social, physical, emotional and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

## Assessment

50% Coursework

50% Examination

## Examining Board

*WJEC*

## Requirements

*Students who have gained grade C or above in GCSE English, History or similar will find that those skills will suitably equip them for the study of this specification.*

## Departmental Staff

**Miss Sarah Makinson**





## Course Outline

This qualification is divided into a total of 4 units. There are two units in Year 12 and two units in Year 13.

### **Year 12**

#### **Unit 1 - Promoting Health and Well being.**

This unit has a 2 hour written examination at the end of the unit.

#### **Unit 2 - Supporting health, well-being and resilience in Wales.**

This is a piece of controlled assessment which will last for 30 hours. The task assesses your knowledge, understanding and skills in relation to how health, well-being and resilience of individuals in Wales are supported.

### **Year 13**

#### **Unit 3 - Theoretical perspectives of children and young people's development.**

This unit has a 2h30 minute written examination at the end.

#### **Unit 4 - Supporting the development, health, well-being and resilience of children and young people.**

This is a piece of controlled assessment which will last 40 hours. The task assesses your knowledge, understanding and skills in relation to the development, health, well-being and resilience of children and young people in Wales

## Career and Progression Opportunities

The specification provides candidates with the foundation for them to be able to study such further education courses as Health and social care, Nursing and teaching.

Possible future career choices could be roles such as Social worker, Play specialist, Health Visitor, Nurse, Midwife, Teacher, Paramedic, and Speech Therapist.

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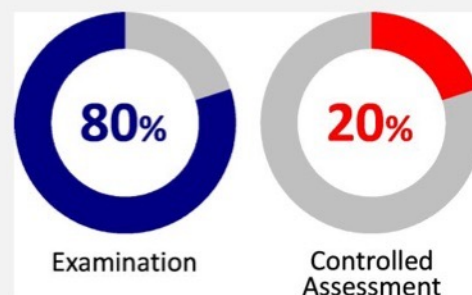
# History

## Overview

History is a subject that requires students to examine the actions of people in the past and thereby poses issues about the perspectives, motivation and reactions of different people.

It is aimed to develop students' interest and enthusiasm for history and to build on the skills acquired at GCSE, developing their use and understanding of historical terms, concepts and skills.

## Assessment



## Examining Board

WJEC

## Requirements

*Grade C or above in History GCSE is advisable, along with a good level of written communication.*

## Departmental Staff

Miss B Thomas (Curriculum Leader)  
Mrs J Ostendorf  
Mrs R Williams





## What our students say...

*"Studying A Level History has helped my love of the subject to grow even more and has taught me skills that have proved useful in other subjects. I found the periods that we study interesting and some still applicable to us today, however it's the passion and support from the teachers that has made the subject even more engaging for me."*

*Georgia Coverdale - year 13*



### Course Outline

There are 5 units in total, each with a weighting of 20%.

#### AS Level

**Unit 1** - Government, Rebellion and Society in Wales and England, 1485-1603.

**Unit 2** - Weimar and its challenges, Germany 1918 - 1933.

#### A2

**Unit 3** - Parliamentary Reform and Protest in Wales and England 1780 - 1885.

**Unit 4** - Nazi Germany 1933 - 1945.

**Unit 5** - Historical Interpretations: an historical investigation of 3,000 - 4,000 words on the contribution made by Winston Churchill to securing Britain's victory in WWII.

### Career and Progression Opportunities

A Level History is well respected by employers and universities alike for its academic discipline and rigour. The study of history develops a wide range of skills and ensures that an individual is able to assimilate and evaluate information, present clear and logical arguments and understand concepts of change, cause and consequence.

These skills are vital for a range of careers including the law, journalism, accountancy, the armed forces, management, social work and teaching among numerous others.

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# Law

## Overview

A robust legal system is the foundation of a fair society. If you feel strongly about concepts like justice and equality then this GCE course could be very rewarding for you. You might see yourself as a barrister, a solicitor, legal executive or legal secretary. Alternatively you might want to choose law because it is a fascinating course which will help you develop transferable skills such as analysis and problem-solving.

Whatever your vision, a GCE in Law is a valuable first step in achieving your ambition.

- Learn the logic behind legal thinking;
- Understand how and why laws are made;
- Find out more about your own rights and responsibilities;
- Get a valuable overview of the law;
- Make informed decisions about future study.

During the two year course, your studies will include the following topics:

- How laws are made
- How the criminal legal system works
- The work of lay personnel (juries & magistrates)
- Non-fatal offences (assault, battery, ABH and GBH)
- Homicide (manslaughter & murder)
- Defences to criminal actions (intoxication, insanity, duress, necessity, self-defence)
- Tort Law
- Property offences (theft, robbery, burglary)

## Assessment



## Examining Board

**WJEC**

## Requirements

*Students who have gained grade C or above in GCSE English, History or similar will find that those skills will suitably equip them for the study of this specification.*

## Departmental Staff

**Mrs Dee Morse** - (Curriculum Leader)





## What our students say...

*"Law was my favourite subject at school and I thoroughly enjoyed learning about the legal system and applying laws to lifelike scenarios. Studying law allowed me to learn unique skills such as applying legal principles to a scenario, demonstrating my knowledge and referencing case law. The topics are all interesting such as putting yourself in the shoes of a judge, learning and applying statutory interpretation and precedent in year 12. Also studying the intense, but interesting topics of homicide and non-fatal offences in year 13, alongside defences that can be used in court. Law is such a broad and opportunistic subject. It has opened pathways to future career paths and was extremely appealing to universities as it demonstrated my problem solving skills and I have developed my skills in having sound judgement."*

*Alannah Gilliam - year 13*



### Course Outline

There are four units to the Law GCE. Units 1 and 2 at AS level, and units 3 and 4 for A2. As you progress through the course you'll learn about: law making and the legal system, civil and criminal liability and central concepts of law.

In year one and again in year two you'll take two written papers. Each of these papers accounts for 50% of your assessment for the year. The course is designed to be interesting. Students have told us that some of the most engaging topics include procedures in the criminal courts, the work of lawyers and barristers, the offences of murder, manslaughter, theft and also contract law

#### Year 12 Units:

Law 01 – Welsh & English legal Systems  
Law 02 – Tort Law

#### Year 13 Units:

Law 03 – Criminal Law  
Law 04 – Human Rights Law

For more information, please visit:  
<https://www.wjec.co.uk/qualifications/law/>

### Career and Progression Opportunities

*A grounding in law is valuable on your CV. A GCE in Law helps you to think in a logical way by breaking a problem into its component parts. In many managerial positions, an understanding of law is a distinct advantage.*

*A GCE in Law will enhance your chances of being accepted into university, either to take a law degree, social science or business degree, or any other course of study.*

*So whether you want a career in the law, or in other areas like education, human resources, finance or business, A Level Law can really open doors for you.*

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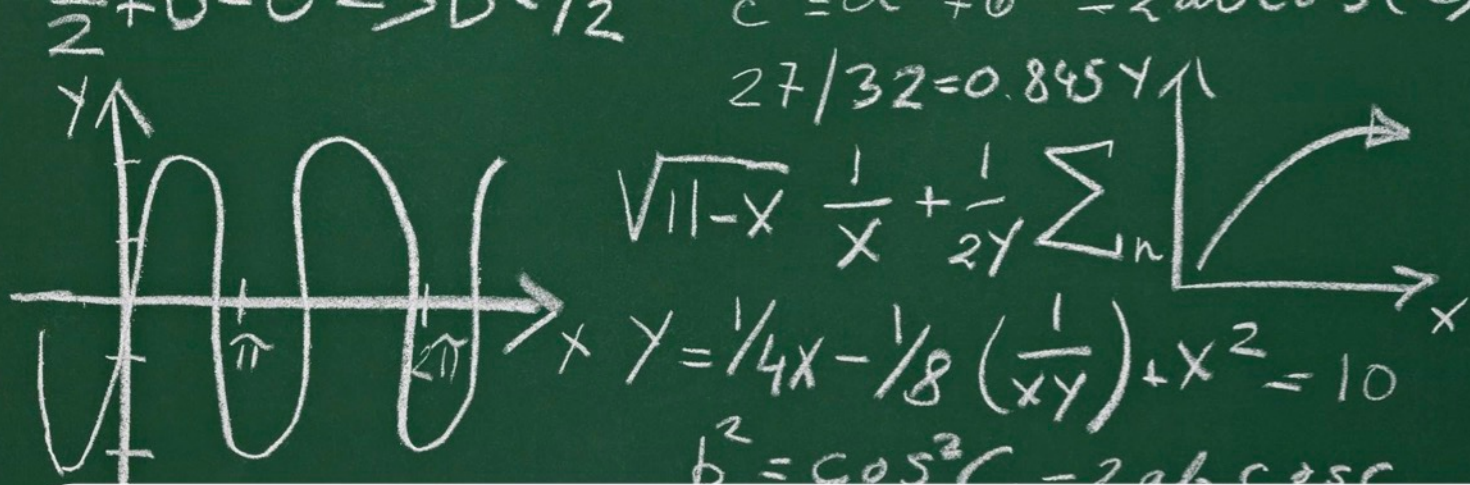
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# Mathematics

## Overview

The skills gained from studying a science, technology, engineering or mathematics (STEM) subject at A level or degree level are in demand by employers. Graduates with STEM degrees earn on average 5% to 10% higher salaries than the mean for all graduates. These subjects are underpinned by mathematics. Students entering Year 12 in Sept 2017 were the first to study the new specification in Mathematics. This new course has been designed to ensure students entering higher education are more rigorously prepared. It also requires students to study all three of the disciplines; pure mathematics, mechanics and statistics.

The course consists of modules in pure mathematics where you will study coordinate geometry, algebra, trigonometry, calculus and numerical methods. You will also work with several types of mathematical proof. In Mechanics you will study forces, inertia, energy, statics and dynamics. In Statistics you will study probability theory, significance levels, confidence intervals and various statistical distributions. An important aspect of the new specification is that you are required to work within real life contexts more frequently, for example, working with large data sets in Statistics. Where relevant, ICT is used to make the Mathematics more accessible.

The department's results in Mathematics are consistently good and a number of our students have gone on to study Mathematics courses at universities with highly respected Mathematics departments.

## Assessment



## Examining Board

**WJEC**

## Requirements

*Candidates will need to have studied GCSE Mathematics at Higher tier, and obtained (preferably) grade A or above. Any student achieving a B grade at Higher tier would need to carry out supplementary study work in order to cope with the course demands.*

## Departmental Staff

Mrs. D. Roulston-Jones  
Mrs. A. Bevan  
Mrs. E. Williams  
Mrs. C. Fedor  
Mrs. H. Hopkins





## What our students say...

*"Maths lessons are always both interesting and challenging. Even when some topics are particularly challenging, the teachers are always there and are more than happy to help to ensure that you understand the work, even outside of class time. I thoroughly enjoyed Maths A-Level course because you are constantly learning. I couldn't recommend this subject more!"*

*Isabel John - year 13*

*"Despite being a challenging subject at times, I have enjoyed studying A-Level Maths as it covers a variety of topics making it not only interesting, but beneficial to my other subjects too. The constant support from the teachers extends beyond their lessons; it is their knowledge and guidance that has been crucial in helping me not only to reach my full potential, but also to enjoy it!"*

*Georgia Coverdale - year 13*



### Course Outline

#### Units for AS Mathematics

Maths Unit 1 – Pure Mathematics

Maths Unit 2 – Statistics and Mechanics

#### Units for A2 Mathematics

Maths Unit 3 – Pure Mathematics

Maths Unit 4 – Statistics, Mechanics, Differential equations and Numerical Methods.

### Career and Progression Opportunities

Some of the most common careers which mathematical sciences graduates pursue include actuaries, economists, statisticians, management consultants, business analysts, science and technology professionals, programmers, software developers, financial analysts and teaching and research professionals.

However, if you enjoy mathematics, you don't need to know which career path you would like to take at the end of your degree. What you can be sure of is that you are likely to have good job prospects, as well as options for further study or research.

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# Media Studies

## Overview

Why are certain stories given more coverage in the news than others? How are video games produced? What do advertisers consider when constructing their marketing campaigns?

If you would be interested to find out the answers to these questions and much more, then Media Studies at AS and A2 is the course for you.

You will study the huge impact and influence that the media industry has on society, as well as analysing and exploring a plethora of media forms including television, newspapers, films, video games, the music industry and more that are developing and changing constantly.

You will be encouraged to:

- Develop your enjoyment, knowledge, and critical appreciation of media forms including advertising, newspapers, magazines, radio, films and television;
- Examine the development and practices of media institutions;
- Analyse the ways that different media forms represent the world and the consequences these representations have to different cultures;
- Apply your understanding to your own practical work.

## Assessment



## Examining Board

WJEC

## Requirements

*Students who have gained grade C or above in GCSE English or similar will find that those skills will suitably equip them for the study of this specification.*

*Preferably experience with ICT and photography.*

## Departmental Staff

Mrs J James

Mrs I Stevens





## What our students say...

*"It is a really good all round subject that allows you to learn and use many skills. For example, you are able to use your ICT skills throughout for your course work, but you also get to learn about how the media works and you get to see many sides to the media also."*

*Jasmine Sexton - year 12.*



## Course Outline

### As Units

#### Unit 1: Investigating the Media

This written examination consists of three sections:

- Selling Images – Advertising and Music Video
- News in the Online Age
- Film Industries – from Wales to Hollywood

Students are expected to demonstrate their knowledge of media texts and industries and audiences, using critical media theory to enhance their understanding.

#### Unit 2: Creating a Media Production

Non-examination assessment:

- A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts.
- An individual reflective analysis of the production.  
*Example: Research the horror genre before planning, creating and evaluating your own marketing material for a new horror film for a teen audience.*

### A2 Units

#### Unit 3: Media in the Global Age

This written examination consists of three sections:

- Television in the Global Age
- Magazines – Changing Representations
- Media in the Digital Age – Video Games

Students are expected to demonstrate their knowledge of media texts and industries and audiences, using critical media theory to enhance their understanding.

#### Unit 4: Creating a Cross-Media Production

Non-examination assessment:

- A cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC and applying knowledge and understanding of key concepts and digital convergence
- An individual critical analysis of the production.  
*Example: Research the representations of gender in 'Grazia' magazine before creating your own women's magazine and online advertising material.*

## Career and Progression Opportunities

*This is a fascinating course that will help you to uncover many aspects of society and the world that you may not have considered, or even been aware of, before. An AS or A-Level in Media Studies will prepare you for many courses and avenues that you may wish to pursue after leaving the sixth form including: degrees or HE courses in Film, Television Production, Journalism, Animation, Game Design and many more. The course will also aid in preparation for employment, be it within a media-related job or otherwise. The analysis and critical thinking skills that you develop during this course will be invaluable to your future studies and/or employment.*

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# Modern Foreign Languages

## Overview

Learning another language opens up new opportunities and gives you perspectives that you might never have encountered otherwise. Personal, professional, social, and economic considerations all point to the advantages of learning foreign languages.

At QEHS you have the opportunity to study French and Spanish at AS and A Level. No prior knowledge is needed to take Spanish at this level, though aptitude in another language would be beneficial.

Throughout these courses you will use and continue to improve on your GCSE listening, speaking, reading and writing skills. You will study modern and relevant topics through the medium of French or Spanish. You will continue your study of grammar to help you to further manipulate the language and you will learn about the target language country, through television, video, music, the internet, magazines, newspapers and books.

If studying French, you will also attend a weekly conversation class with a French national.

## Assessment



## Examining Board

**WJEC**

## Requirements

*Grade C or above in MFL at GCSE Level.*

## Departmental Staff

**Mrs E Ward** (Curriculum Leader)  
**Mrs G Hughes**  
**Ms J Roberts**





## Course Outline

**At AS level, the following topics will be studied:**

- Being a young person in a French/Spanish speaking society
- Understanding the French/ Spanish speaking world
- Study of a French/Spanish film

**Study to A2 level will include:**

- Diversity and difference
- French: France 1940-1950: the Occupation and post war years
- Spanish: The two Spains: 1936 onwards
- Study of a French/Spanish novel
- The A-level course has a four-unit structure.

**AS level:**

**Unit 1 (Oral):** A topic based discussion (20%)

**Unit 2:** (Listening, Reading and Writing): 2.5 hour exam (30%)

**A-level:**

**Unit 3:** (Oral) Presentation and discussion (20%)

**Unit 4:** (Listening, Reading and Writing): 3 hour exam (30%)

## Career and Progression Opportunities

*One or more languages will increase your employability. Many companies need translators, many serve a multilingual population, and many are seeking to grow in the global market. Among the most popular career opportunities are; Teaching, Diplomatic Service, Central Government Service, Financial Services, Translation, International Law, Armed Forces, International Sales, Interpreting, Media and Marketing and Travel and Tourism.*

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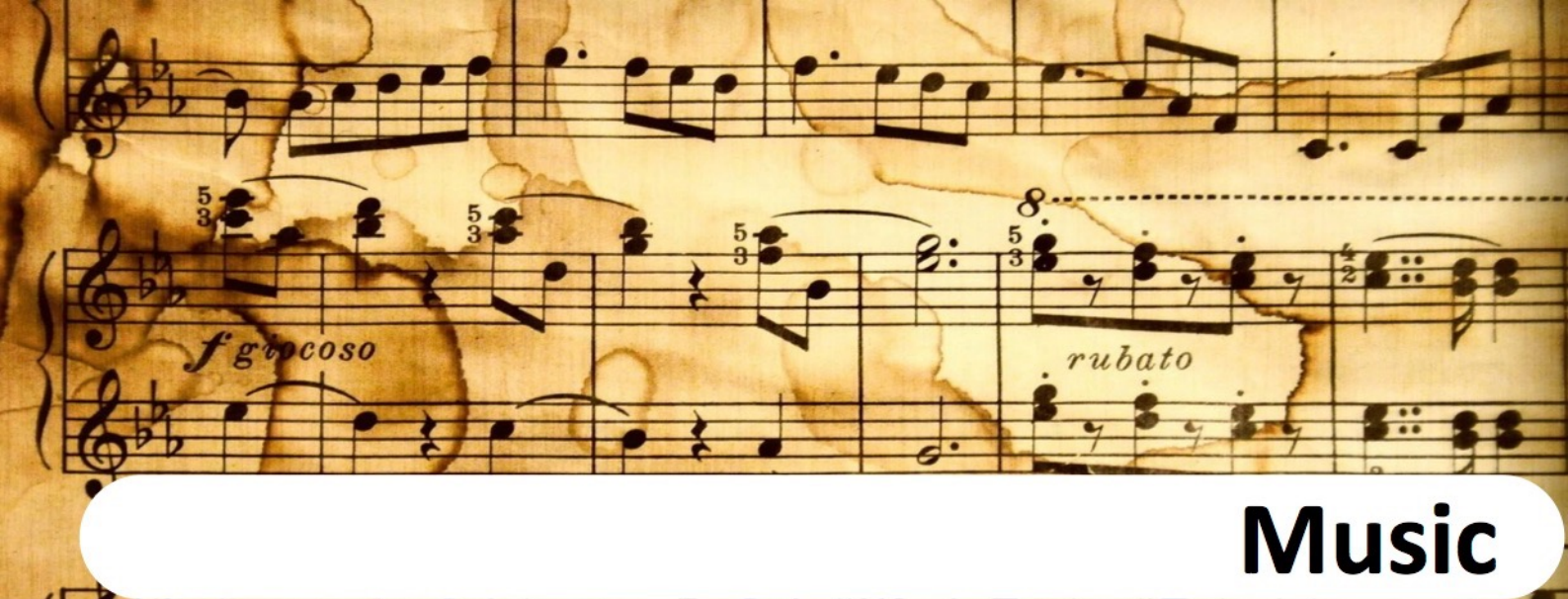
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# Music

## Overview

A Level music is an exciting, diverse and challenging choice of subject, and at QEHS we offer much more than just a simple course of academic study. Our AS/A level music students are an integral part of our extremely successful extracurricular program, with weekly rehearsals and regular opportunities for public performances. Orchestra, String Ensemble, Dance band, Senior Choir (SATB) and student led Chamber Choirs are just some of the different groups on offer, and we firmly believe in the importance of such activities in broadening the understanding and experiences of our AS/A level pupils.

The course itself is structured around three skills areas – performing, composing and appraising, with the option to specialise in one of these areas in the second year. Students receive free weekly, expert peripatetic tuition in order to prepare for the performing aspect of the course.

Students are encouraged to explore both contemporary and traditional styles of composition, and have excellent access to a range of ICT equipment/software in order to realise their individual ideas. Appraising continues to develop and extend general aural perception skills similar to those required at GCSE but students also carry out detailed analysis of a number of set works drawn from both classical and modern music.

## Assessment

**40% Examination**  
**60% Non Examination**  
**Assessment**

## Examining Board

*WJEC*

## Requirements

*Minimum grade C in GCSE music, and at least grade 5 standard or above on a suitable instrument or voice.*

## Departmental Staff

Mrs Rhian Honour (Curriculum Leader)  
Mrs Sarah Kirby





## What our students say...

*"Music has been a massive part of my high school experience and I have thoroughly enjoyed studying the subject. My creativity and performance skills have greatly improved because of it, and through my music studies I have been able to explore a whole host of extra opportunities and experiences that would not otherwise have come my way."*

*Alexa Lopez - year 13*



### Course Outline

The course is divided into six units, three being studied at AS level and a further three at A level

#### AS Units

- **MU1 Performing** - students present an 6 -8 minute performance, either as a soloist or as a member of an ensemble, or a combination of the two.
- **MU2 Composing** - students compose two compositions; 1 free choice and 1 Western Classical.
- **MU3 Appraising** – students study one classical genre, with a specific focus on one set work, and either Rock & Pop, Musical Theatre or Jazz.

#### A2 Units

- **MU4 Performing – Option A:** students present a 10-12 minute performance, with at least one solo piece. **Option B:** students present an 6 -8 minute performance, either as a soloist or as a member of an ensemble, or a combination of the two.
- **MU5 Composing – Option A:** students compose two compositions, 1 free choice and 1 Western Classical. **Option B:** students compose three compositions, 1 free choice, 1 linked to an area of study, and 1 Western Classical.
- **MU6 Appraising** - This involves the detailed study and analysis of 2 contrasting set works, as well as research and understanding of the genres and historical contexts each set work is drawn from.

### Career and Progression Opportunities

*Advanced Level Music provides a suitable foundation for the study of music at Higher Education, including universities and academies.*

*It also prepares students for direct entry into the entertainment industry which is one of the largest employment sectors in the modern world.*

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# Performing Arts

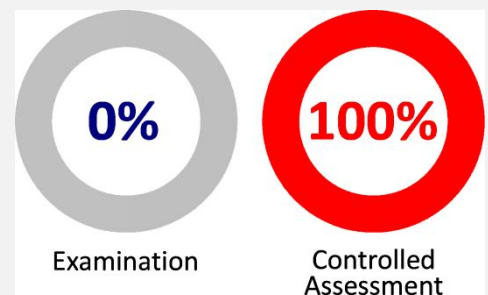
## Overview

The BTEC Extended Certificate in Performing Arts is an ideal course for anyone interested in any of the following: arts administration and marketing, dance, design, drama, music, or technical and production aspects of performance. The course is extremely flexible, allowing pupils to specialise in either musical theatre or acting, whilst working collaboratively to create, plan, rehearse and produce performances in a wide variety of styles and genres. The Extended Certificate is equivalent to 1 A level, but there is the potential to increase the number of units studied and gain the equivalent of 1.5 A levels as a result.

QEHS is extremely fortunate to have an excellent range of performing arts venues and facilities to support students studying this course, as well as a rich extracurricular arts program in which to participate.

Recent school productions include *Les Miserables* (2014), *Back to the 80's* (2015), *Romeo and Juliet* (2016), and *Showtime* (2016), *Hello Broadway* (2017), *Grease* (2018), *Two Dimensions* (2019), and *Q The Music* (2020).

## Assessment



## Examining Board

**EDEXCEL**

## Requirements

Prior experience/qualification - Minimum grade C in GCSE drama and/or music is advised. Other graded qualifications in either Dance, Drama or Music would also be of advantage.

## Departmental Staff

Mrs Jenna James  
Mrs Rhian Honour  
Mrs Sarah Kirby





## What our students say...

*"Performing Arts is incredibly joyful in all respects. You are given the opportunity to perform live in front of an audience providing an experience like no other. Additionally, this course has challenged me physically, vocally and mentally in dancing, singing and acting pieces of different levels of difficulty. Whenever you find something particularly difficult, the teachers are more than happy to help whenever necessary and couldn't be more friendly. I thoroughly enjoyed this course."*

*Isabel John - year 13*



## Course Outline

The course is divided into four units, three mandatory and one optional. Two units are studied in year 12, with a further two units studied in year 13.

### Year 12 Units

Unit 1: Investigating Practitioners Work (mandatory)

Unit 2: Developing Skills and Techniques For Live Performance (mandatory)

### Year 13 Units

Unit 3: Group Performance Workshop (mandatory)

Unit 4: Choose from a range of optional units, including Musical Theatre Techniques, Acting Styles, Interpreting Classical Text For Performance, and Developing The Voice For Performance.

## Career and Progression Opportunities

The Extended Certificate is for those who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, or for moving into employment within the performing arts sector. It provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

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# Physics

## Overview

This course is a relevant option for those students who have found the physics sections of their science courses interesting and challenging.

Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft.

Physicists ask some big questions, but they specialise in different areas and their work can be varied.

For example, nuclear physicists study the tiniest particles of matter to discover what the universe is made of, whereas astrophysicists study some of the largest things - stars planets and celestial bodies.

Many physicists also combine their work with the other sciences (Chemistry and Biology) to study things like meteorology (the atmosphere) and geophysics (the structure of the Earth).

Physics @ QEHS:

- Excellent track record of examination results.
- Experienced teachers.
- Practical focus within many lessons.
- A well resourced department.

## Assessment



## Examining Board

**WJEC**

## Requirements

*You will be required to get a B grade in either Double Award Science or Triple Science (Higher) to study Physics A Level.*

*The course contains a high mathematical skill and so it would be recommended that you have an A grade or above.*

## Departmental Staff

**Mr A. Humphries** (Curriculum Leader)  
**Mr G. Roberts**





## Course Outline

### AS

#### **Unit 1 - Motion, Energy and Matter.**

20% of A Level qualification.

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

#### **Unit 2 - Electricity and Light.**

20% of A Level qualification.

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

### A2

#### **Unit 3 - Oscillations and Nuclei.**

25% of A Level qualification.

#### **Unit 4 - Fields and Options Section.**

25% of A Level qualification.

#### **Unit 5 - Practical Examination.**

10% of A Level Qualification.

## Career and Progression Opportunities

AS Physics is the foundation course for the full A Level and provides rigorous preparation for students wishing to pursue further studies in physics, engineering, medicine and many other science based courses at university.

Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space, you name it...), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology.

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"All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason."

Immanuel Kant

# Religion Studies

## Overview

From the beginning of time humanity has participated in what we understand as religion. Over time religions have also asked fundamental questions such as, what is the meaning of life? Is there an afterlife, why do people suffer and why is there injustice in the world?

As an R.S student you will consider the varying religious beliefs and attitudes towards the meaning of life and the purpose of human existence. The subject will allow you to compare the different religions which exist in our world today and also provide opportunities to discuss and reflect on religious beliefs.

The aims of the subject are to develop your ability to learn independently and to develop a sense of enquiry into the study of religion, philosophy and ethics. The RS course will help you to form justified opinions on many of the issues of contemporary society.

## Assessment



## Examining Board

*WJEC*

## Requirements

Grade C in R.S GCSE is advisable along with a good level of written communication.

## Departmental Staff

Ms Rachel Davies – Curriculum Manager  
Mrs Lisa Jones – Assistant Head teacher





## What our students say...

*"It combines all of my favourite topics and opens many doors to the future. I really enjoy my RE lessons."* Sian Morgan - year 13

*"I love RE! It allows me to argue and debate philosophical and ethical theories. I have really enjoyed learning about different religions and cultures. There is no subject like it."* Phoebe Jones - year 13

*"In my interview for university, they really valued my RE A Level even though I want to study film and English!"* Holly Elms - year 13

*"Combining Religious Studies with my studies of the sciences, I have been able to debate ethical decisions that will aid me in my future medicine career as a doctor."* Jude Swinden - year 13



### Course Outline

#### Unit 1

An introduction to the study of Religion (Hinduism).

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity.

#### Unit 2

Section A: An Introduction to Religion and Ethics.

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 1 – divine command, ethical egoism and virtue theory), Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.

Section B: An Introduction to Philosophy of Religion.

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive and deductive, challenges to religious belief and religious experience as well as the problem of evil.

### Career and Progression Opportunities

Religious Studies is a well-respected subject by both universities and employers alike. Students have progressed onto a wide range of university courses. The skills acquired are vital for a range of careers including law, journalism, civil service, working abroad, nursing, the armed forces, management, social work and teaching among numerous others.

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# Sociology

## Overview

This is a very popular, interesting and highly relevant course which provides a general introduction to the discipline of Sociology.

In simple terms, Sociology is the study of social behaviour – the way people behave in groups, rather than as individuals. Sociologists are particularly interested in how different groups in society are changing and how this might affect the process of socialisation.

Students will gain essential knowledge and understanding of sociological thought and methods, together with the application of a range of skills. No prior learning is necessary for candidates to undertake this course.

## Assessment



## Examining Board

**WJEC**

## Requirements

*Students who have gained grade C or above in GCSE English Language, History or similar will find that those skills will suitably equip them for the study of this specification.*

## Departmental Staff

**Mrs M. Killingsworth** (Curriculum Leader)  
**Mrs N. Thomas**





## Course Outline

The scheme of assessment has a modular structure. The AS award comprises 2 units with assessment at the end of Year 12. Those students wishing to continue with this subject at A2 will study a further 2 units in Year 13 to gain the full GCE Advanced Level Award.

The course content is as follows:-

### **AS – Year 12**

**Unit 1** – Acquiring Culture

**Unit 2** – Understanding society and methods of sociological enquiry.

### **A2 – Year 13**

**Unit 4** – Power and Control

**Unit 4** – Inequality and applied methods of sociological enquiry.

## Career and Progression Opportunities

*This course lays an appropriate foundation for further study of Sociology and related subjects in higher education.*

*Sociology is recognised by all universities and offers career opportunities in a wide range of areas including social work, local government and teaching.*

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## The Welsh Baccalaureate: For 14-16-year-olds and post-16



# Welsh Baccalaureate

## Overview

The Welsh Baccalaureate Qualification has been designed to develop the skills learners will need for higher education, employment and life.

The Welsh Baccalaureate is primarily about the development and assessment of essential skills such as literacy and numeracy, digital literacy, critical thinking, problem solving, planning and organisation, creativity and innovation and personal effectiveness.

## Assessment



## Examining Board

*WJEC*

## Requirements

Welsh Baccalaureate at National Level would be an advantage.

## Departmental Staff

Mr R. Evans (Curriculum Leader)

Mrs M. Robinson

Miss S. Davies





## What the experts say...

*"From our perspective, we expect students who come to Oxford to be independent thinkers, highly motivated, and flexible. I truly believe that the new qualifications from Wales, especially the refocused and strengthened Welsh Baccalaureate, will help develop students in that direction."*

**Dr Samina Khan - Oxford University**



## Course Outline

### Year 12

Learners will engage in three skills challenges in year 12:

- **The Enterprise and Employability Challenge**  
20% of A Level qualification.
- **The Community Challenge**  
15% of A Level qualification.
- **The Global Citizenship Challenge**  
15% of A Level qualification.

### Year 13

Learners will engage with one challenge in year 13:

- **The Individual Project**  
50% of A Level qualification.

The Individual Project and Skills Challenges will all be graded to strengthen the qualification and to reward learners who achieve high standards. Completion of these four elements will result in the completion and achievement of the Skills Challenge Certificate.

## Career and Progression Opportunities

The Welsh Baccalaureate is recognised and accepted by universities throughout the UK as an entry qualification.

The skills acquired in completing this course will benefit all learners whether they are continuing on to higher education or entering the world of work.

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CREV GWIR IN THESE STONES  
FEL GWYDR HORIZONS  
OF WR NALS A WENSING

# Cymraeg Ail Iaith

## Overview

The Welsh Second Language AS and A Level is designed to encourage students to:

- study Welsh with interest, enjoyment and enthusiasm;
- communicate correctly and fluently both orally and in writing within a wide range of situations and contexts;
- write creatively and factually for a range of purposes; analyse familiar and unfamiliar texts independently;
- listen and respond to the opinions of others when expressing a point of view;
- express an independent opinion, based on knowledge and understanding of literary and factual texts; respond in Welsh with clarity, in a relevant, confident and structured manner;
- play an appropriate role in a bilingual society at the beginning of the twenty- first century.

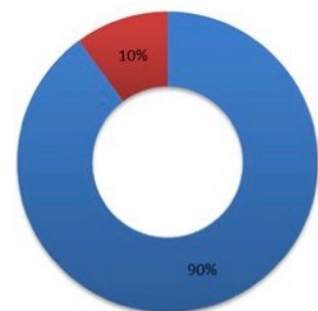
Oral group examination : 40%

Coursework: 10%

Written Examination : 50%

## Assessment

■ Examination 90% ■ Controlled Assessment 10%



## Examining Board

WJEC

## Requirements

This course is intended for pupils who have achieved a C grade or above in Welsh Second Language at GCSE level.

## Departmental Staff

Mrs A Lewis (Standards Leader)

Mr S Mason

Mr G Lewis





## What our students say...

*Rwy'n falch fy mod wedi dewis gwneud  
Cymraeg achos rydw i wedi mwynhau dysgu am  
hanes Cymru ac bydd yn fy helpu yn y dyfodol.  
Jordan Thomas - year 13*



### Course Outline

6 units are assessed in total – 3 units in Year 12 and 3 units in Year 13.

The units are as follows :-

**Unit 1:** Film and Oracy (Oral group task) - Students will discuss the Welsh film Patagonia in groups of two or three and talk about their coursework (Unit 2) (15%)

**Unit 2:** Written coursework – a topic of interest chosen by the candidate (1,500 – 2000 words) (10%)

**Unit 3:** Use of Language and Poetry (Written examination) – Students will study a language unit and also five set poems (15%)

**Unit 4:** Drama and Oracy (Oral group task) - Students will discuss living through the medium of Welsh and a set play in groups of two or three. (25%)

**Unit 5:** The Welsh language in society and Translanguaging (Written examination) – Students will answer questions based on the prescribed text and write a response in Welsh to an English-language article. (15%)

**Unit 6:** The Use of Language and Short Stories (Written Examination) (20%)

### Career and Progression Opportunities

*There are many opportunities open to those who study Welsh. Many go on to study Welsh degrees or combine it with another subject such as business, law, theatre studies, music, history, religious education, economics, science and maths. Welsh is much sought after in Wales particularly within the teaching profession, in the media, in politics and local government.*

*All public organisations and private businesses in Wales have a Welsh Language Policy. Businesses and organisations have a legal obligation to provide bilingual services to their clients, therefore there is an increasing demand for bilingual staff in all careers.*

#### Contact

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