



**Bishop Vaughan
Catholic School**

**Sixth Form
Prospectus
2021-2022**

WELCOME TO BISHOP VAUGHAN CATHOLIC SCHOOL SIXTH FORM

Thank you for your interest in Bishop Vaughan Sixth Form. We hope that you will be excited by what is available as outlined in this prospectus. As you will see, we have a well-developed curriculum with a wide range of academic and vocational subjects.

With a Sixth Form of over 200 we are able to organise learning in average class sizes of 15 students, which allows for greater individual guidance and direction. At Bishop Vaughan, we have high expectations of all of our learners and aim for the highest standards possible. We are convinced that this is best achieved in an environment where students feel confident, secure and happy.

Most of our Sixth Form students are not new to our school, having chosen to continue their studies in an environment in which they are well known and valued. Students who come from other schools experience a warm welcome and quickly find themselves at home here. All students are expected to work hard and to take full advantage of the expertise and commitment of our staff. They are encouraged to make the most of the many and varied extracurricular activities we are proud to offer.

The pastoral and academic support provided for all learners is excellent. This combined with an Enrichment Program and a wide range of extra-curricular and social events makes Bishop Vaughan an exciting and rewarding environment in which to continue your studies. Our aim is to encourage and support every learner to achieve their full potential. We look forward to meeting you and welcoming you to Bishop Vaughan Sixth Form.



Mrs E Pole
Headteacher

Our Ethos

The very foundation of Bishop Vaughan Catholic School is based upon Gospel Values. The Gospel values themselves represent the guiding principles by which we strive to live our lives. As a school we ensure an understanding of these by providing all pupils with the beautiful passage of scripture known as 'The Beatitudes', from the Gospel of Matthew, along with an explanation of the values that we draw from this passage.

The eight beatitudes feature in different ways in and around the school, in each pupil's workbooks and files and also centrally within the Main Hall's 'Beatitudes Gallery'. In the gallery each of the eight beatitudes are depicted creatively by our students, based on each of the promises or statements made in Christ's 'Sermon on the Mount':

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are they who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the land.

*Blessed are they who hunger and thirst for righteousness,
for they will be satisfied.*

Blessed are the merciful, for they will be shown mercy.

Blessed are the clean of heart, for they will see God.

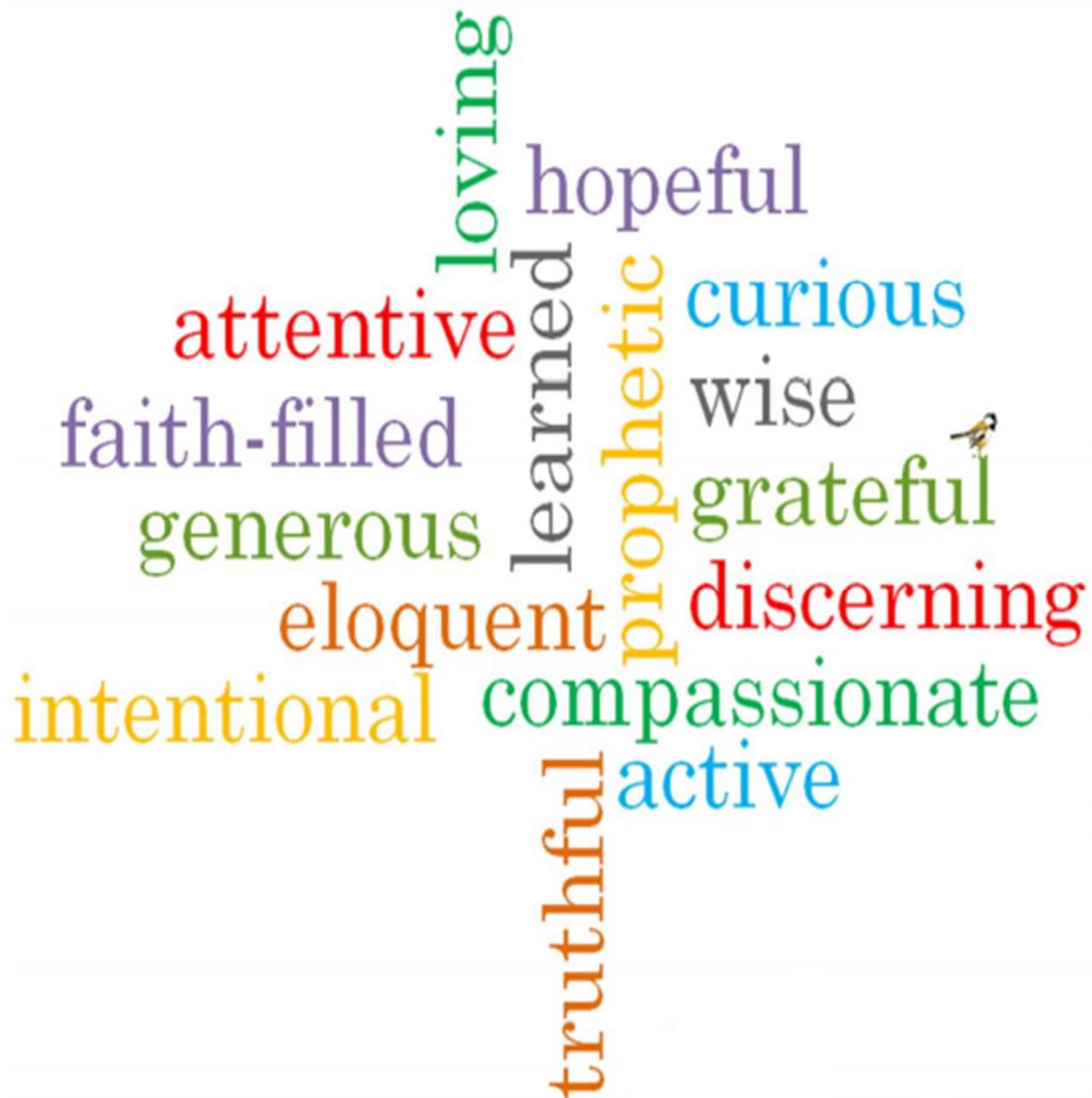
Blessed are the peacemakers, for they will be called children of God.

*Blessed are they who are persecuted for the sake of righteousness
for theirs is the kingdom of heaven.*

From this gospel, we draw the gospel values of faith, sacrifice and service, courage, truth and justice, peace, hope, love, community, tolerance and reconciliation. Striving to exhibit these values in our daily lives we can develop the 'virtues' of living out the values in all that we do.

Bishop Vaughan Catholic Pupil Profile

The Catholic pupil profile is an approach taken by many Catholic schools to celebrating and encouraging these virtues, or character traits. Essentially, the virtues are the 'habits' or characteristics that are evident when the values are embedded in day-to-day practice. The virtues are generally represented in pairs and are often depicted in the following diagram:



We aim, then, that our pupils will lead more fulfilling lives by being:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

Throughout the school year, we will be looking at each of these pairs in more detail.

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The purpose of the Sixth Form at Bishop Vaughan

The glory of God is humanity fully alive

St. Irenaeus

At Bishop Vaughan School we are committed to the provision of an inclusive, Christian education for all our pupils in accordance with the principles and teachings of the Catholic faith. The learning experiences of students are intended to embrace the various aspects of a broad education: academic, emotional, aesthetic, physical, social, moral and spiritual. In the Sixth Form we are dedicated to helping learners develop personally and socially as young adults; to deepen knowledge of themselves and their relationships with others and to allowing them to recognise and appreciate meaning in their own lives and in the community around them.

In essence we set ourselves the task of helping our young people to get the most out of their lives and to be the best that they can be.

At our Sixth Form we do our utmost to channel students' best skills and develop weaker ones in order to help them gain the best qualifications for the next stage in their careers, whether in Higher Education or the working environment. Much of this is achieved through structured programmes of Careers and Curriculum Enrichment as well as through a wide range of sporting and extra-curricular activities on offer.

Characteristics of Sixth Form learning

In many respects, studying in the Sixth Form is rather different from studying lower down the school. There are several privileges and benefits:

At Sixth Form level the teacher is much more of a 'guide' rather than a provider of all the information. Pupils learn to become students and the teacher does not always provide all the answers. Instead the teacher often points students in the right direction and explains where or how the information can be found. This is a big step and it takes time to get used to, but it is worthwhile and there is always plenty of help.

Classes are usually much smaller and the atmosphere is friendly and relaxed. Students are expected to join in discussions about problem-solving and their own opinions and ideas take on a much greater importance. Students are expected to behave in a more mature and reasonable way and in turn are treated more like adults.

Students are allocated independent study time. This is used by many students to get much of their work done and to even get ahead with reading and other research. It's not all work though - every student has an average of at least one free period per day which can be spent relaxing in the Sixth Form Common Room, working out in the Gym or sometimes helping out in their favourite subject areas. Sixth Form students are also free to leave the premises when they do not have timetabled lessons or study periods.

Students have open access to the Sixth Form Study Centre and Library where they may work in peace and quiet or where they may make use of the computers. Sixth Formers can also make use of unoccupied classrooms for study and other areas of the school such as the Main Hall.

All of our students are encouraged to widen their interests by taking minority subjects by becoming involved in the community service programme (in local special schools, hospitals, old peoples' homes etc.), or in assisting the ALN department or in lower school games, drama etc.

There are opportunities for work experience in a wide variety of jobs and encouragement to join in public speaking, debates and participate in other programmes. There is a wide selection of curricular enrichment activities such as first aid, sports leadership and work related activities. There are also unique opportunities to join in with overseas trips and projects not open to students lower down the school.

Responsibilities in the Sixth Form

As well as privileges and benefits there are, as you might expect, certain responsibilities. These come as a natural and practical part of being a young adult learner.

Sixth Form students are expected to set a good example to the rest of the school. They are also expected to respond to requests for assistance from teachers, senior management or any member of the support staff.

Sixth Form students represent the school. They are expected to show visitors around, attend some evening functions and act as guides to new pupils.

Students appointed to the Sixth Form Committee must attend meetings regularly and frequently.



The Sixth Form Committee is appointed by a panel of governors and staff. The Committee consist of: Head Boy and Head Girl; Deputy Head Boy (Social) and Deputy Head Girl (Social); Deputy Head Boy (Finance) and Deputy Head Girl (Finance) and many other Deputy posts, providing leadership opportunities for many students.

Sixth Form students have the responsibility to see that discipline and order are kept by younger pupils and must report any inappropriate behaviour.

Will I be able to cope in the Sixth Form?

Put simply, 'YES', but it does depend on two main things - the right course and the right approach. Choosing your subjects is an important task and you need to make sure that you choose the right courses for you. At Bishop Vaughan Sixth Form, we allow students to 'try out' courses for the first couple of weeks just in case anyone is unsure. By the end of September, students are really well settled and getting on industriously with their chosen subjects. The right approach means being prepared to work. Joining the Sixth Form is most definitely an exciting time but it is not a holiday or youth club. Obviously reaching the standards required in the Sixth Form takes time and no one expects overnight success. The teachers and tutors are always ready to give help, advice and constructive support as well as a sympathetic ear.

Students are assigned to a personal tutor who is available for discussions.

In addition, students have regular and frequent interviews with their tutor, Head of Year and the Senior Leadership Team.

Three times per year formal monitoring takes place and the findings are sent out to parents and discussed with individual students. This monitoring is designed to make sure that anyone who is falling behind can be identified and helped to get back on track.

Ultimately, we believe that all of our students can achieve success. Providing the effort is made, all students can enjoy and progress in their learning. We have an 'Open Entry Sixth Form' which means that any Year 11 pupil may apply to enter, regardless of academic ability.

Whatever your previous learning successes, we will do all we can to help you move on.

Courses

Level 3 (Pages 12 to 35)

- Applied Science BTEC Level 3 Subsidiary Diploma – Forensics
- Art & Design
- Biology
- Chemistry
- Engineering - BTEC Level 3 Subsidiary Diploma
- English Language and Literature
- French
- Further Mathematics
- Geography
- Government and Politics
- Health and Social Care - BTEC Level 3 Subsidiary Diploma
- Health and Social Care - BTEC Level 3 Diploma
- History
- Mathematics
- Music
- Physical Education
- Performing Arts - BTEC Level 3 Subsidiary Diploma
- Physics
- Psychology
- Religious Studies
- Sociology
- Sport - BTEC Level 3 Subsidiary Diploma
- Uniformed Public Services - BTEC Level 3 Subsidiary Diploma
- Welsh
- Welsh Baccalaureate Advanced Skills Challenge Certificate

Level 2 (Pages 36 to 37)

- Full-time skills passport (one year study)
- English and Mathematics GCSE Resits

Applied Science – Forensics BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel

Contact: Mr J Davies

Course Description: This two-year course is equivalent to one A level, but has no examination - all assessment is coursework based. Students will gain a good understanding of the science used in solving all forms of crime. Students will study the following units:

- The fundamentals of science
- Science practical techniques
- Forensic photography
- Forensic evidence collection for analysis
- Using science in the workplace
- Criminal Psychology

This course can be used for students wishing to enter the field of forensics, but can also be simply studied as a science level 3 course and many have gone on to apply for nursing, primary teaching and a wide variety of other careers.



Art & Design

Examination board: WJEC

Contact: Mrs H Gwilliam

Course Description: This WJEC AS/A level specification in Art & Design is designed to enable learners to gain a sequential and incremental learning experience from a broad introductory foundation of art, craft and design related to option choice at AS, through to greater specialism and achievement at A level. The AS represents the first year of a two year A level qualification but it can be studied separately. It consists of **one** unit:

Unit 1: Personal Creative Enquiry (40% of A level), internally assessed, externally moderated. The A level consists of the AS Unit 1 plus two additional units:

Unit 2: Personal Investigation (36% of A level), internally assessed, externally moderated.

Unit 3: Externally Set Assignment (24% of A level), internally assessed, externally moderated.

This specification provides the flexibility and capacity to build on, and extend, the breadth and depth of learners' creative practice and offers the choice of a broad-based general course, plus six endorsed title options with no prohibited entry combinations.



Biology

Examination board: WJEC

Contact: Mrs S Morgan

Course Description: This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. The AS represents the first year of a two year A level qualification but it can be studied separately.

Unit 1: Basic Biochemistry and Cell Organisation (AS)

Unit 2: Biodiversity and Physiology of Body Systems (AS)

Unit 3: Energy, Homeostasis and the Environment (A2)

Unit 4: Variation, Inheritance and Options (A2)

Unit 5: Practical examination (A2)

Units 1-4 are assessed by external examinations consisting of a range of short and longer structured questions and one extended response. Units 1 and 2 are taken at the end of Year 12, units 3 and 4 at the end of Year 13. Practical work is an intrinsic part of this specification and is carried out throughout the course. A practical exam (Unit 5) is taken at the end of Year 13.

Practical work is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of biology. The practical skills developed are also fundamentally important to learners going on to further study in biology and related subjects, and are transferable to many careers.

Students are required to have achieved at least a grade B (preferably an A) at higher level in GCSE Biology or Additional Science to progress onto this course. We also strongly advise that students attain at least a grade B in English and Maths at GCSE due to the high levels of literacy and numeracy required for the course.



Chemistry

Examination board: WJEC

Contact: Dr K Page

Course Description: This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. The AS represents the first year of a two year A level qualification but it can be studied separately.

Unit 1: The Language of Chemistry, Structure of Matter and Simple Reactions (AS)

Unit 2: Energy, Rate and Chemistry of Carbon Compounds (AS)

Unit 3: Physical and Inorganic Chemistry (A2)

Unit 4: Organic Chemistry and Analysis (A2)

Unit 5: Practical Examination (A2)

Practical work is an intrinsic part of this specification. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of chemistry. The practical skills developed are also fundamentally important to learners going on to further study in chemistry and related subjects, and are transferable to many careers.

Students are required to have achieved at least a grade B (preferably an A) at higher level in GCSE Chemistry or Additional Science to progress onto this course. We also strongly advise that students attain at least a grade B in English and Maths at GCSE due to the high levels of literacy and numeracy required for the course.



Engineering - BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel

Contact: Mr A Smith

Course Description: The engineering sector offers huge potential for learners interested in the sector. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, aerospace, creative industries, utilities, automotive, agri-food and bioscience. Between 2010 and 2020 Engineering enterprises are projected to have 2.74 million job openings, including over 400,000 technician roles.

Who is this qualification for?

The main purpose of this qualification is to allow learners to develop the core specialist knowledge, understanding and skills, including Health and Safety in the Engineering Workplace and a choice of either Mechanical Principles and Applications or Electrical and Electronic Principles, required by the sector. It provides a basis for progression into a broad range of roles within the sector when supported by relevant qualifications at level 2, such as GCSE English and Mathematics, and/or at level 3, such as Business, IT, Mathematics, English or Physics. Learners have some opportunity to study in more depth a range of option areas of their choice, including Properties and Applications of Engineering Materials and Engineering Drawing for Technicians.



English Language and Literature

Examination board: WJEC

Contact: Miss M Foulkes

Course Description: This is an engaging course where you will be encouraged to develop your enjoyment of literature and language through integrated studies. You will be expected to approach and respond to a range of texts including poetry, prose and a screenplay.

The new WJEC GCE English Language and Literature course has a five unit structure which includes the study of Shakespeare, as well as a wide selection of poetry, prose and drama. Additionally, you will have the opportunity to create and analyse your own writing. You will also have the opportunity to discuss the texts and your responses in an open and supportive environment. The English Language and Literature course will be both challenging and rewarding.

Students are required to have achieved at least a grade B in GCSE English Literature in order to progress onto this course.



French

Examination board: WJEC

Contact: Mrs L Richards

Course Description: The specification content for the GCE AS and A level cover two main areas of interest:

- Social issues and trends
- Political, intellectual and artistic culture

Within these two areas of interest a total of four themes are studied which are in turn subdivided into sub-themes.

At AS level the following areas are studied:

Theme 1: Social issues and trends; being a young person in French-speaking society; family structures, traditional and modern values, friendships and relationships; youth trends, issues and personal identity; educational and employment opportunities.

Theme 2: Political, intellectual and artistic culture; understanding the French-speaking world; regional culture and heritage in France, French-speaking countries and communities; literature, art, film and music in the French-speaking world.

At A level, the following areas are studied:

Theme 3: Diversity and Difference: migration and integration; cultural identity and marginalisation; cultural enrichment and celebrating difference; discrimination and diversity.

Theme 4: France 1940-1950: The Occupation and the post-war years: From June 1940-1945 (occupation, liberation and end of World War II); Life in Occupied France and the cultural dimension (theatre, cinema literature); 1945-1950: rebuilding and restructuring; Repercussions for modern day France.

Students are required to have achieved at least a grade B in GCSE French in order to progress onto this course.

Further Mathematics

Examination board: WJEC

Contact: Dr A Freemantle

Course Description: Students who study Mathematics at A level may study Further Mathematics as an additional A Level. Further Mathematics comprises of units in Pure and Applied Mathematics, building on concepts and theories studied in A Level Mathematics.

The new WJEC specification offers 4 units with the following weighting:

Year 12

Unit 1: Further Pure Mathematics - This unit will develop and advance students' knowledge of complex numbers, vectors and investigate the manipulation of matrices.

Unit 2: Further Statistics - Students will have the opportunity to build on their knowledge of statistical distributions and use advanced statistical analysis tools.

Unit 3: Further Mechanics - Momentum and impulse will be investigated in addition to topics related to energy and circular motion.

Total: 40% of A Level qualification, equally weighted.

Year 13

Unit 3: Further Pure Mathematics (35%) - Leading on from Unit 1, further skills with complex numbers, matrices, polar coordinates and trigonometry will be developed. Students will study either Unit 4 or Unit 5.

Unit 4: Further Statistics (25%) - The skills from Unit 2 will be developed further, with the opportunity to study more advanced statistical distributions, investigate hypothesis testing and use confidence intervals.

Unit 5: Further Mechanics (25%) The mechanics component will consist of the study of moments and equilibrium and the application of differential equations in practical contexts.

Students are required to have achieved at least a grade A in Higher Tier GCSE Mathematics and must also be taking A level Mathematics in order to apply for this course.

Geography

Examination board: WJEC

Contact: Mrs L Davies

Course Description: AS and A level Geography is a diverse course covering numerous topical themes including tectonics, changing landscapes, changing places, global governance and sustainability. Due to the nature of the course it is an appealing choice for post -16 education and past pupils often comment how the skills they developed in lessons equipped them well for the work place and further education courses. In addition, we have a significant number of students take Geography at University level.

The course is modular where pupils sit two exams at the end of Year 12. This now equates to 40% of the overall A level and includes Unit 1 – Changing Landscapes, this covers coastal studies and tectonics. Secondly, Unit 2 – Changing Places which includes rural-urban studies and fieldwork.

In Year 13, now worth 60% of the A level, pupils complete a further three units. Unit 3 is examined at the end of Year 13 and covers Global Systems and Governance (water and carbon cycles, ocean systems, migration and 21st century challenges). Unit 4 is also examined, covering contemporary geographical issues. Finally, Unit 5 is a non-examined individual investigation based on fieldwork.

As the course is modular it gives opportunities to re-sit examinations, further increasing pupils' opportunities to reach their potential. Fieldwork is a key element of the course where numerous field trips are carried out. We find that the WJEC AS / A level course is engaging for students and allows for flexibility in how the course is taught.

Students are normally required to have achieved at least a grade C in GCSE Geography in order to progress onto this course.

Government and Politics

Examination board: WJEC

Contact: Miss K Siddika

This course is perfect if you have an interest in how the country is governed, different political systems and how they work. The course provides an opportunity to understand a variety of current political events, from Brexit to Trump's presidency. Government and Politics underpins many other subjects, including History and Sociology.

Areas of study in Year One include:

- Rights and democracy in the UK
- Elections and voting
- Political parties and groups
- Representative governmental institutions in the UK

Areas of study in Year Two include:

- US politics - electoral processes
- The US Constitution
- US parties and branches of US government
- Ideologies such as conservatism, socialism, communism, liberalism and nationalism

Entry Requirements:

Grade B in GCSE English Language and Literature is essential. Students will need to be enthusiastic, with an interest in news and current affairs essential to gaining a good grade in the subject.



Health and Social Care - BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel

Contact: Mrs J Cook

Course Description: Choosing to study for a BTEC Level 3 Health and Social Care qualification is a great decision to make for lots of reasons. It's an area to work in which gives many varied opportunities for you to make a difference to people's lives in a positive way. At the same time you are gaining many transferable skills. Working in health and social care professions can also take you to different parts of the country and overseas. The opportunities are endless. BTEC Health and Social Care is a vocational or work-related qualification. This means that you will have the opportunity to gain specific knowledge, understanding and skills that are relevant to your chosen subject or area of work.

Health and Social Care - BTEC Level 3 Diploma

Examination board: Pearson Edexcel

Contact: Mrs J Cook

Course Description: The course is designed to prepare students to work in Health/Social Care related careers in a professional capacity.

A range of Health and Social care related units are studied. The course examines a wide variety of current and topical Health and Social Care issues within its structure which demonstrate the diverse nature of the Health and Social Care sector.

Some of the unit studied on this course:

- Equality, Diversity and Rights
- Developing Effective Communication in Health and Social Care
- Health Safety and Security in Health and Social Care
- Development through the Life Stages
- Fundamentals of Anatomy and Physiology for Health and Social Care
- Personal & Professional Development

History

Examination board: WJEC

Contact: Miss K Siddika

Course Description: This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. The AS represents the first year of a two year A level qualification but it can be studied separately.

Unit 1: Politics, Protest & Reform: Britain 1780-1880 (AS)

Unit 2: Weimar Germany: 1919-1933 (AS)

Unit 3: The American Century: 1890-1990 (A2)

Unit 4: Nazi Germany: 1933-1945 (A2)

Unit 5: Coursework - Crusading Europe

Students will be given the opportunity to study a variety of different topics from British and non-British history and provides them with an excellent breadth and depth of knowledge as well as transferable skills which can be applied to other subjects and careers. GCSE History is not essential. Good grades in English demonstrate the necessary skills to follow the course.



Mathematics

Examination board: WJEC

Contact: Dr A Freemantle

Course Description: The course comprises units in Pure Mathematics, Mechanics and Statistics. Students will have the opportunity to study modules that cover both Pure and Applied Mathematics. The new WJEC specification offers 4 units with the following weighting:

Year 12

Unit 1: Pure Mathematics (25%) - This unit will develop and advance students' knowledge of algebra, calculus, coordinate geometry and trigonometry.

Unit 2: Applied Mathematics (15%) - This unit is divided equally between Statistics and Mechanics. For the statistics component, students will have the opportunity to study statistical distributions, investigate advanced probability and hypothesis testing and further their knowledge of correlation and regression. The mechanics topics include the study of dynamics (the mechanics of motion) and statics (the study of force systems).

Year 13

Unit 3: Pure Mathematics (35%) - Leading on from Unit 1, further skills with calculus and trigonometry will be developed and students will investigate sequences and series.

Unit 4: Applied Mathematics (25%) - The skills from Unit 2 will be developed further, with the opportunity to study more advanced statistical distributions. The mechanics component will incorporate kinematics in 2 and 3 dimensions and further explore Newton's Laws of motion.

Mathematics is a component of the entry requirement to many higher education courses and professional careers such as engineering, technology and applied sciences.

Students are required to have achieved at least a grade B in Higher Tier GCSE Mathematics in order to progress onto this course.

Music

Examination board: WJEC

Contact: Mr A Eynon-Davies

Course Description: Music A level is the perfect choice for talented musicians offering you the opportunity to develop your performing, listening and composing skills. Students are given the opportunity to explore a diverse range of different aspects of music, covering topics such as an investigation into significant musical developments, compositional styles and performing. The course is split into the following units:

AS Level

MU1 - Performing music, 12% (Grade V, required standard)

MU2 - Composing music, 12% (portfolio assessment)

MU3 - Appraising music 16% (written examination)

A2 Level

MU4 - Performing music, 14/22% (Grade VI, required standard)

MU5 - Composing music, 14/22% (portfolio assessment)

MU6 - Appraising music, 24% (written examination)

It would be expected that students who wish to study music at A level would have achieved at least a grade B in GCSE music or be capable of performing at a minimum of grade 5.



Physical Education

Examination board: WJEC

Contact: Miss K Mainwaring

Course Description: The qualification provides a broad course of study: Exercise physiology, sporty psychology, skill acquisition and sport in society. The practical work is an intrinsic part of physical education and it is developed throughout the course. This involves assessment as a performer in one sport/activity, practical performance as a coach or an official and the completion of a Practical Performance Portfolio (an analysis of performance in one activity)

Assessment:

- Written examination
- External practical moderation
- Written Coursework

GCSE PE is helpful to the study of AS and A2 PE but it is not essential.



Performing Arts - BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel *Contact:* Mr A Eynon-Davies

This is a highly practical course in which students will develop in the three key elements of performing arts: Singing, Acting and Movement. During the two years there will be a number of performances, including a tour of the local primary schools. This course is ideal for students who like creating project style work and enjoy performing. All of the course is assessed through written coursework, practical workshops and performance.

The units we study include drama improvisation, singing skills, Principles of Acting, Theatre in Education, and other units that cater to the specific skills of the cohort.

Students will enjoy this course if they have an interest in developing their performance skills, and wish to gain knowledge and understanding of the performing arts industry as a whole.



Physics

Examination board: WJEC

Contact: Mr H Davies

Course Description: This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. The AS represents the first year of a two year A level qualification but it can be studied separately.

Unit 1: Motion, Energy and Matter (AS)

Unit 2: Electricity and Light (AS)

Unit 3: Oscillations and Nuclei (A2)

Unit 4: Fields and Options (A2)

Unit 5: Practical Examination (A2)

Practical work is an intrinsic part of this specification. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of physics. The practical skills developed are also fundamentally important to learners going on to further study in physics and related subjects, and are transferable to many careers.

Students are required to have achieved at least a grade B (preferably an A) at higher level in GCSE Physics or Additional Science to progress onto this course, although an A grade is preferable. We also strongly advise that students attain at least a grade B in English and Maths at GCSE due to the high levels of literacy and numeracy required for the course.

Psychology

Examination board: WJEC

Contact: Mrs R Pinch

Course Description: Psychology is defined as the scientific study of the human behaviour. The specification encourages learners to develop essential knowledge and understanding of different areas of psychology and how they relate to each other, develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods in psychology, develop competence and confidence in a variety of practical, mathematical and problem-solving skills, develop their interest in and enthusiasm for psychology, including developing an interest in further study and careers associated with the subject, and understand how society makes decisions about psychological issues and how psychology contributes to the success of the economy and society.

The AS Psychology course is designed to introduce students to five of the key approaches in Psychology – biological, behaviourist, psychodynamic, cognitive and positive. We also study five contemporary debates and applied research methods.

A2 Psychology then builds on this broad base and focuses on several behaviours in more detail, including schizophrenia, stress and crime or addiction as well as a number of controversies in psychology. Students carry out two pieces of research which they are tested on in a further exam together with questions on methodology.

You do not have to have studied psychology at GCSE to progress onto this course but a B grade in English language and a minimum of a C grade in Maths is required in order to access the high levels of literacy and numeracy in the subject.

Religious Studies

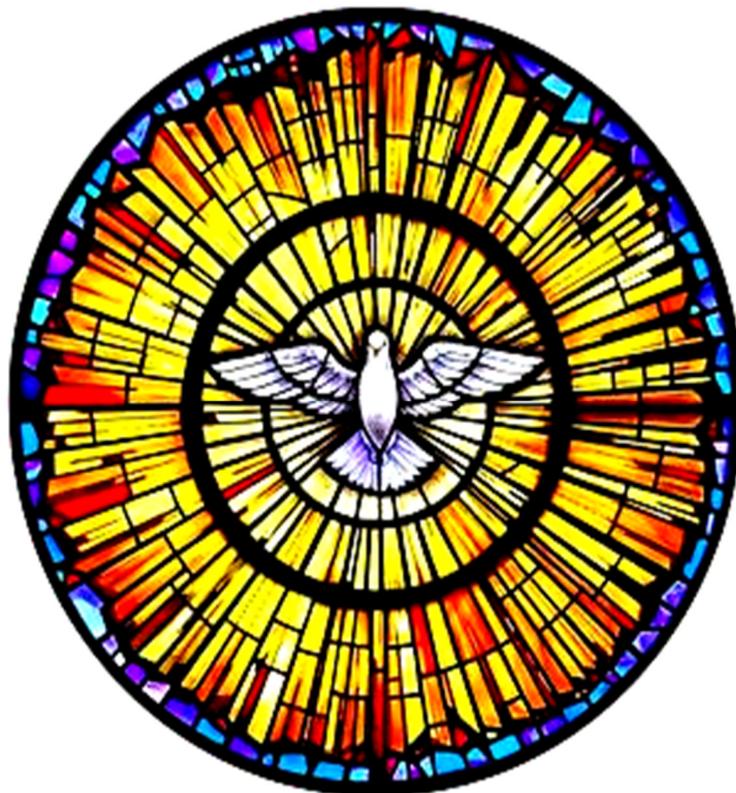
Examination board: WJEC

Contact: Mrs H Hansen

Course Description: The course aims are to encourage a disciplined study of key areas of Religious Studies; to introduce students to some of the key issues in religion which are of perennial interest and of present-day concern; to widen students' knowledge and understanding of different approaches to received traditions, beliefs and practices. The main areas of study are:

- The Philosophy of Religion
- Religion and Ethics
- Christianity

N.B. Statutory RE is provided in the Sixth Form.



Sociology

Examination board: WJEC

Contact: Mrs R Pinch

Course Description: A level Sociology gives you a wonderful opportunity to learn about your own society and how it works. The course entails the development of critical and reflective thinking in relation to contemporary society. At A/S we study socialisation, identity and culture, families and households, education and research methods. At A2 we study crime and deviance and social differentiation, power and stratification, attempting to explain social inequalities.

A level Sociology is a highly valued qualification in the labour market, as it develops skills such as critical thinking, logical reasoning, independent research and statistical analysis. It can prepare you well for University courses or careers in the police, nursing, medicine, management, politics, teaching and research. You will also enjoy it and have fun debating many controversial issues.

You do not have to have studied GCSE sociology in order to progress onto the A level but a B grade in English is necessary to follow the course.



Sport - BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel

Contact: Miss K Mainwaring

Course Description: There are many reasons to take up this course if you have an interest in sport and exercise. The BTEC course holds a one 'A level' equivalence and the final result is based on continuous assessment not examination. The areas covered challenge knowledge in six aspects of sport and exercise and are directly linked to practical application in the workplace or in further education. Much of the course is taught using practical methods and relies heavily on student input. The BTEC Sport learning environment is always positive, fun and friendly.

Units studied:

- Fitness testing and training
- Assessing risk in sport
- Anatomy and Physiology
- Physiology of Fitness
- Health, fitness and wellbeing
- Sports Nutrition
- Sports Coaching

This course is ideal for those who have studied and enjoyed all Physical Education disciplines in Years 10 and 11. However, this doesn't mean you can't join if you haven't studied Physical Education before. Anyone can study Physical Education if they have a keen interest in the subject area.

Uniformed Public Services - BTEC Level 3 Subsidiary Diploma

Examination board: Pearson Edexcel

Contact: Mrs R Pinch

Course Description: This two year course is equivalent to a full A level but has the significant advantage of being all assessed by coursework (no exams). Students will study:

- Adventurous activities
- Team leadership skills
- Hard-based outdoor activities
- Physical fitness and preparation
- Citizens and society
- The uniformed public services and government

Students will take part in several expeditions, work experience and a weeklong retreat. Often students will be assessed on the skills they show alongside the written work.



Welsh

Examination board: WJEC

Contact: Mrs L Northey

Course Description: This course is designed to build on the skills already acquired at GCSE level and consists of 3 modules for AS and 3 modules for A2. The Advanced Level Welsh Course will enable you to develop your Welsh oral skills through analysing and discussing Welsh films, theatre and media. You will read, analyse and respond to a wide range of written material, including modern and traditional literary texts and poetry. You will also develop your writing skills by writing creatively and factually throughout the two year course.

The modules covered are as follows:

AS Level

- Film and Oracy
- Written Coursework (project)
- Using Language and Poetry

A2 Level

- Drama and Oracy
- Short Stories and Expressing Opinion
- Using Language and Poetry Appreciation

Welsh Baccalaureate Advanced Skills Challenge Certificate

Examination board: WJEC

Contact: Ms F Mainwaring

Course Description: The central focus of the Advanced Skills Challenge Certificate is to prepare learners for their future by developing skills, attributes and behaviours valued by potential employers and universities.

The core of the qualification is skills based with a clear focus on the following: literacy, numeracy, digital literacy, critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness.

These skills will be developed, applied and assessed through the completion of three 'Challenges' which are:

- Global Citizenship Challenge (15%)
- Enterprise and Employability Challenge (20%)
- Community Challenge (15%)

and through completion of an Individual Project (50%).

Full-time skills passport (one year study)

This course is intended to provide students with a broad range of transferable skills that will enable them to build on their Key Stage 4 results. The program of learning will include: Enterprise skills, money and finance skills, sustainability skills, personal and social development skills, and home cooking skills. These skills will result in various BTEC qualifications provided by Pearson Edexcel. Additionally, to comply with Welsh Government legislation, the Welsh Baccalaureate post-16 National qualification will be studied. Resits in English Language and Maths will also be compulsory for those students who do not have grade C or above.

If successful, students should achieve the equivalent of up to five GCSE grades A - C. This will then equip students to choose from a number of options:

- Go on to level 3 vocational provision at Sixth Form or college
- Go to college to study level 2 subjects in further detail
- Go on to an apprenticeship or directly into work

We therefore feel that this cross-curricular, skills-based program will prepare students for both future study and/or employment in any given field.

English and Mathematics GCSE Resits

English and Mathematics are essential for progression into further education and employment. All learners are required to take or work towards GCSE A- C English and mathematics or other English and Mathematics qualifications as part of their 16-19 Study Programme, if they have not achieved this already.*

Course Description: Students who have not achieved a C grade in GCSE English or Mathematics will have the opportunity to resit. Mathematics GCSEs will be completed during a one year course. English GCSE may be studied over a one or two year course. Students will receive 3 timetabled lessons a fortnight for each subject. Much of the time will be spent preparing for the exam, revising the necessary skills and techniques. In English, if appropriate, students will also be given the opportunity to submit controlled assessments. There is no coursework element for Mathematics. Exam sessions for English will be offered in the summer of each season. In Mathematics, exam sessions take place in November and June.



Additional Level 3 Courses

The collaboration between Bishop Vaughan and Morrision Comprehensive School allows both schools to provide a wide range of subjects for students to choose from. However, all 11-18 schools in Swansea have worked together for many years to enhance student choice.

Taxis/minibuses will be provided to take students from the school site to partner institutions in time for the scheduled start of lessons.

Travel warrants enabling students to make use of public transport will be provided for homeward journeys. Any student wishing to make alternative private arrangements should note that these cannot be funded by the school.



Option Choices

For the most part the subjects on offer at Bishop Vaughan Sixth Form are Level 3 courses, designed to build on the successes that students achieve at GCSE and to prepare them for further study at university or for the world of work. Most subjects on offer are traditional AS and A levels. Some will have coursework elements but all involve formal examinations in Years 12 and 13.

There are, however, a number of courses on offer with alternative means of assessment. These include Applied Science: Forensics, Business, Creative Media, Engineering, Health and Social Care and Uniformed Public Services (Level 3). Often known as 'vocational' subjects, they are equivalent to full A levels but involve continuous assessment rather than formal examinations. The Welsh Baccalaureate Advanced Skills Challenge Certificate also involves continuous assessment rather than formal examinations.

You are most welcome to choose a combination of AS levels and Vocational courses but you should note that the vocational courses and the Advanced Welsh Baccalaureate Qualification are usually two-year courses.

The full time skills passport is available at Level 2. This will be studied alongside English and Mathematics GCSE resits where applicable.

Notes

- Level 3 subjects are grouped into five different blocks: Options 1, 2, 3, 4, and 5. You can choose one subject from each option block. To permit different combinations some subjects appear in more than one block.
- Bishop Vaughan Sixth Form operates a 'pathways' approach to the post-16 curriculum where the number and variety of option is restricted by the number of GCSEs a pupil achieves at Key Stage 4. Please refer to the application form for further information.
- Most students will study no more than four subjects in Year 12 although a few students choose to study five subjects. To do this you must achieve A or A* grades at GCSE. If you are confident of reaching this standard, if you wish, you can select five subjects, one from each block. It is wise to seek the advice of teachers if you are thinking of choosing to study five subjects.
- For some subjects at AS level it is not necessary to have studied them at GCSE previously. Discuss this with the relevant teachers.
- You cannot choose to study AS Further Mathematics without also studying AS Mathematics. This will count as two choices. Furthermore, you cannot choose to do Mathematics unless you have gained a GCSE in the higher tier, at grade B or higher.
- If you are interested in studying Dentistry, Medicine, Pharmacy or Veterinary Science at university, it is essential that you choose Chemistry. In some cases you will also need to choose Biology. Speak to the relevant teachers.
- If you wish to study a Science subject at A level, you can do so providing you are confident of achieving grade B standard in the specific Science subject at GCSE, preferably at higher tier. Please contact any member of Science staff for further details.
- If you wish to study AS level in Psychology, you must ordinarily have achieved at least a grade C in GCSE Mathematics and English.

- If you think it is likely that you will not achieve five GCSEs at Grade C or if you are particularly interested in the course, you may choose the Level 2 skills passport suite of qualifications.
- In 2020 the school expects to run with the blocks of subjects presented in the Options Booklet (available separately).
- However, if there is something not included that you would like to study or a combination of subjects that does not seem to be possible, please write the details in the comments box of the application form.
- Please note that some of the subjects on offer will be taught at Morriston Comprehensive School. Transport is provided for any students who move between schools for their studies.
- If the number of applicants for a particular course are insufficient we may be forced to withdraw the offer of that provision. In these circumstances we will do our best to arrange alternative provision for that course through one of our partners.



Enrichment

At Bishop Vaughan, we make every effort to help you develop your skills, passions and interests.

As demonstrated in this prospectus, that means offering you a very broad range of academic courses. We also ensure, however, that you have access to enrichment opportunities and we pride ourselves on the variety of these: there is truly 'something for everyone' amongst the numerous groups, societies, clubs, teams and challenges on offer.

The following represent just some of these, and we welcome and encourage students' requests to set up further activities according to their interests:

- Active **Sixth Form Committee** arranging social events throughout the year.
- **Debating Society**: our teams have had excellent levels of success in national and international competitions!
- **Music Groups** ranging from choral and orchestral to ensemble and digital music groups.
- **Eco-Committee** and **Fair-trade** groups, arranging many events for pupils throughout the school.
- Links with **workplaces**: there are many established links allowing you to gain experience before submitting University applications.
- Annual **productions**, including a Christmas Drama production and a musical each summer!
- The opportunity to be involved in the highly prestigious **Gold Award Duke of Edinburgh** scheme.
- HE + and Russell groups: not just for Oxford or Cambridge applicants, but for all those applying to courses with competitive entry.

UCAS Support

We recognise that for most students, Sixth Form is a stepping-stone towards University, and the vast majority of our students make applications to Higher Education.

We ensure that all students have an exceptional level of support in making these applications. There are excellent success rates for applicants in all fields, including Medicine, Dentistry, Law and Veterinary Medicine, largely due to the support structures in place throughout Sixth Form education.

Sixth Form education begins with an **Induction Day** - with lots of group work activities - and an **Enrichment Fair**, designed to show all students the vast range of opportunities available to them. We believe that this enables students to make informed choices about the **extra-curricular choices** available to them and thus to present themselves, later on, to University Admissions Tutors as well-rounded, engaged and competent young people.

Students are assigned to **tutors** and meet with their tutors regularly in small groups for focused **Progress Meetings** tailored towards the needs of individuals. These meetings play a key role in helping students to make decisions about their future and allow their tutors to provide them with excellent references, both for University and for employment.

We are fortunate in being able to offer students the support of **Study Mentors** in both Years 12 and 13. These members of staff work within the well-equipped **Sixth Form Study Centre**, adjoining the school Library, assisting with queries, study skills, UCAS applications, etc. They also support the Head of Sixth Form at our **UCAS Fair**, our **UCAS Registration Day** and in offering **Applications Workshops**, all of these contributing to the excellent success rates for applicants, with over 90% of students gaining their first choice of course and University.

Further preparation is available to those applying to competitive courses and institutions, through the **Oxbridge Prep Group** and the mock-interview system, led by the Head of Sixth Form and the Headteacher. We are also fortunate in that our school-based **Careers Adviser**, from Careers Wales West, has an office in the Sixth Form area and is readily available to all students. Fortnightly, students are visited by **speakers** from a range of universities, career backgrounds and

organisations, these carefully selected talks again being aimed at providing students with information about the many degree and career paths open to them.

We are delighted to now offer the Duke of Edinburgh Gold Award to our Sixth Form pupils. The award exposes the students to a range of demanding activities, which really challenge them to explore their full potential. The DoE Gold Award is highly prestigious and sought after by many top universities.

We aim to keep parents fully informed about progress and, in addition to the annual reports, send home '**monitoring information**' at three key points in the academic year. Further communication is made as necessary by subject teachers and following **interviews** with tutors or the Head of Sixth Form. Parents are most welcome to meet with staff should they feel it necessary.

Students are kept up-to-date about forthcoming events by means of **assemblies**, the Sixth Form **Bulletin Board**, **Twitter** and our **blog**. Through these, we are able to ensure that the UCAS application information reaches every student. All of this support has proved invaluable in enabling all students to fulfil their potential and to pursue the courses and careers of their choice. Our aim is to ensure that all of our pupils become '**the best that they can be**'.



Making Choices

How do I begin to choose?

If a decision has already been made on a career (or even narrowed down to an area) then there are often particular A levels which are required by each profession - e.g. Medicine requires Chemistry and Engineering requires Mathematics. If in any doubt, check with the Careers Adviser and talk with your teachers.

If you have no specific ambitions career-wise but would like to continue with further education, you must choose courses carefully. Here are some questions to think about:

- Which subjects give you the best results?
- Which subjects do you enjoy most?
- What will give you most choice when you finish?

Everyone is different but a mixture is often the best idea - while you must be prepared to work, it is unlikely that you will work well if you don't enjoy your subjects. It is said, for example, that Science subjects should always be chosen if possible because there is an acute shortage of well-qualified scientists. There is indeed a shortage, yet over 60% of all advertisements for jobs do not specify either the A level subjects required, nor the degree specialism. So any choice should be made only after careful checking and consultation.

If a student enjoys Arts subjects now and is likely to get better results by choosing them, then it would be very foolish indeed to pick only Science A levels.

Better results are always earned in a subject that is enjoyed.

It is, however, important to be aware that there are serious shortages of highly skilled people in some areas and this may affect your choice of subjects. These areas are Engineering, Computing and Science. There are also high demands for well qualified personnel in the caring professions. Clearly, final job prospects will be improved if subjects are chosen in these areas.

***Please discuss such issues with Sixth Form staff
and with the Careers Adviser.***

This prospectus is designed to provide you with some useful information about Bishop Vaughan Sixth Form. However, it probably will not answer ALL of your questions. So please do speak to the staff and students. They will be more than willing to help you.



Working in Partnership

Bishop Vaughan School has an established tradition of working with other schools in Swansea through the Sixth Form Consortium, which has enabled students to access a wide range of courses.

At present, we enjoy a flourishing partnership with Morriston Comprehensive School, which has gone from strength to strength.

This partnership working has enabled students from Bishop Vaughan to access courses at Morriston and vice versa. This has resulted in students having a much wider choice of subjects available to them and reflects the Welsh Government's 14-19 agenda.

Both schools are confident that there will be increased opportunities available to students in the coming academic year.



"I'm just so grateful for the support I've received from the staff and the teaching assistants. Everyone here was so welcoming even though I wasn't very talkative. It put a lot of my worries at ease and I couldn't thank them enough."

"I have enjoyed every moment since I started in Bishop Vaughan from Year 7 up until Year 13. The teachers are amazing and have helped me to achieve the grades I needed. I will never forget such a wonderful school and a huge thank you to the teachers."

"I've had wonderful support from my subject teachers, the More Able and Talented programme and its staff were a driving force in my success."

