Bishop Vaughan Catholic School



Sixth Form Prospectus 2026 - 2027

"I have come that they may have life, and have it to the full."



Welcome to our Sixth Form

Thank you for your interest in Bishop Vaughan's 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 fifteen pupils, 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 pupils feel confident, secure and happy.

Most of our sixth form pupils are not new to our school, having chosen to continue their studies in an environment in which they are well-known and valued. Pupils who come from other schools experience a warm welcome and quickly find themselves at home here. All pupils 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 extra-curricular 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.

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

We look forward to meeting you and welcoming you to Bishop Vaughan's sixth form.

Mrs Pole

Headteacher

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.

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 pupils, based on each of the promises or statements made in Christ's 'Sermon on the Mount'.

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.


loving
hopeful
attentive
learned
prophetic
curious
wise
faith-filled
grateful
generous
discerning
eloquent
compassionate
intentional
active
truthful

The Catholic Pupil Profile

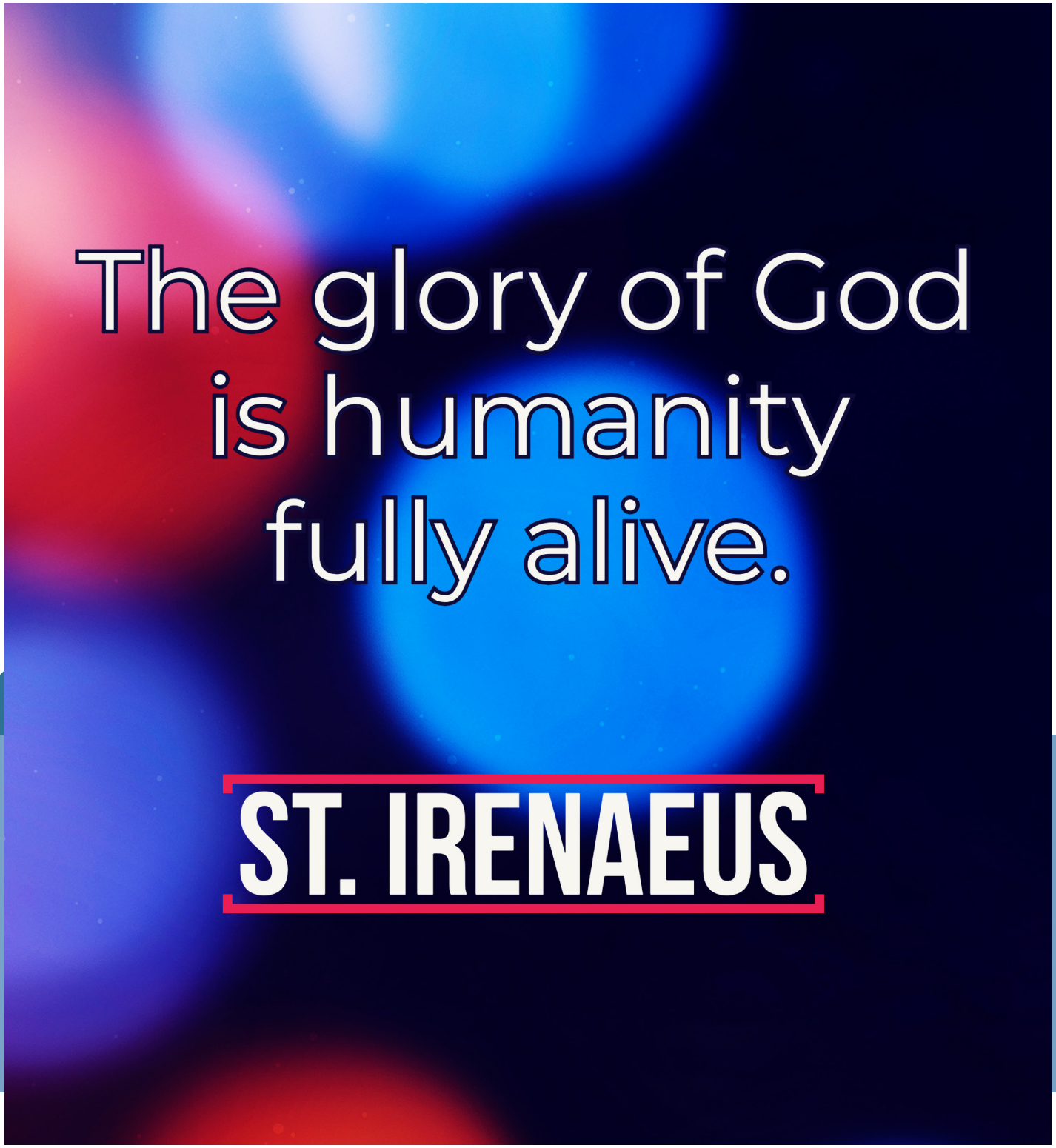
The Catholic Pupil Profile is an approach taken by many Catholic schools to celebrating and encouraging these virtues, or character traits. Essentially, the virtues are the 'habits' or characteristics that are evident when the values are embedded in day-to-day practice. The virtues are generally represented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

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.

The sixth form General RE programme provides pupils with an opportunity to engage critically and reflectively with questions of faith, ethics and contemporary moral issues. Rooted in the Catholic tradition, the programme encourages pupils to explore how Gospel Values can be lived out in modern society, developing both their spiritual understanding and moral responsibility.

At the heart of the curriculum lies the Catholic Pupil Profile, which underpins every aspect of learning and discussion. Through themes such as being compassionate and loving, curious and wise, eloquent and truthful, pupils are invited to consider how these virtues can shape their personal growth, relationships, and contributions to the common good. Lessons include debate and reflection, helping pupils to deepen their understanding of their faith while preparing to act as thoughtful, principled leaders beyond school.


The glory of God
is humanity
fully alive.
ST. IRENAEUS

The Purpose of the Sixth Form

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 pupils 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 pupils' 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 pupils and the teacher does not always provide all the answers. Instead the teacher often points pupils 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. Pupils are expected to join in discussions about problem-solving and their own opinions and ideas take on a much greater importance. Pupils are expected to behave in a more mature and reasonable way and in turn are treated more like adults.

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

Pupils have open access to the 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 pupils 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 pupils 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 pupils 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 pupils represent the school. They are expected to show visitors around, attend some evening functions and act as guides to new pupils.

The sixth form Pupil Leadership Team plays a vital role in shaping the culture, ethos and daily life of the school. Members act as role models for younger pupils, demonstrating commitment, maturity and service to the school community. Their key responsibilities include representing the pupil voice, leading assemblies and events, supporting staff in whole-school initiatives, and promoting the school's values through their conduct and leadership.

Our Deputy Head Prefects and sixth form Ambassadors take ownership of a specific area, such as Wellbeing, Chaplaincy and Ethos, Pupil Experience or Eco. They work collaboratively to plan and deliver projects that enhance school life, strengthen community links and provide opportunities for all pupils to flourish. Our Head Prefects oversee the work of the Leadership Team and report back regularly to the Headteacher and SLT. Through these roles, pupils develop essential skills in communication, teamwork, organisation and responsibility, preparing them for future education, employment and civic engagement.



Will I be able to cope in the Sixth Form?

Put simply, 'YES', but it does depend on two main things - the right courses 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 our sixth form, we allow pupils to 'try out' courses for the first couple of weeks just in case anyone is unsure. By the end of September, pupils 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.

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

In addition, pupils 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 pupils. 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 pupils can achieve success. Providing the effort is made, all pupils 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

Advanced Skills Baccalaureate Wales

Applied Medical Science

Art and Design

Biology

Business Studies

Chemistry

Computer Science

Criminology

Engineering

English Language and Literature

Further Mathematics

Geography

Health and Social Care: Principles and Contexts

History

Mathematics

Performing Arts

Physical Education

Physics

Psychology

Religious Studies

Sociology

Sport

Advanced Skills Baccalaureate Wales

The central focus of the Advanced Skills Baccalaureate Wales 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, placing a clear focus on the following: critical thinking & problem solving, planning & organisation, creativity & innovation and personal effectiveness.

These skill areas, alongside literacy, numeracy and digital literacy shape the course structure. The skill areas are explored through contemporary and complex themes, allowing for pupil autonomy in theme selection, which shapes the course content.

The skill areas will be developed, applied and assessed through the completion of:

- Global Citizenship Challenge (15%)
- Enterprise and Employability Challenge (20%)
- Community Challenge (15%)
- Individual Project (50%)

The qualification is graded according to A level and UMS tariff points. Pupils who complete the qualification will receive an A level grade (A*-E).

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Applied Medical Science

The Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate) is designed for post-16 pupils with an interest in medical sciences and aiming to progress to higher education as a route to graduate level employment.

Equivalent to one A level in size, it is suitable for pupils looking to develop their applied knowledge and skills in medical sciences as part of a study programme alongside two A levels.

The qualification has been developed in consultation with higher education representatives and sector experts from associated professional bodies to ensure pupils have the knowledge, understanding and skills they need to progress to, and thrive in, higher education.

The qualification has three mandatory units covering the following topics:

- Human Physiology, Anatomy and Pathology – Human body systems, cell ultrastructure, and how substances are transported
- Health Issues and Scientific Reporting – The immune system, its dysfunction and genetic technologies; the validity and reliability of information used in health science reporting
- Practical Microbiology and Infectious Diseases – Methods of pathogenicity and infectious agents, growth of microorganisms and health and safety in a laboratory environment.

Pupils will develop the following knowledge and skills from the mandatory units:

- Knowledge and understanding of human physiology, anatomy and pathology
- Secondary research skills including collection and interpretation of data from valid sources and drawing reasoned conclusions
- Practical skills in microbiology and their application in the diagnosis of disease
- Critical thinking.

Pupils will develop the following knowledge from the optional units:

- Knowledge and understanding of specialist areas relating to infectious disease transmission, biomedical science and human reproduction and fertility.

Pupils can also develop other transferable skills such as personal responsibility and independent learning.

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Art and Design

This WJEC AS/A level specification in Art and 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).
- 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.

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Biology

The WJEC A level in Biology provides a wide breadth of knowledge which touches on many varied aspects of a range of topics. These include the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues including human influence on the environment and the ethical considerations of genetics.

The study of biology encourages an appreciation of these issues and their implications as well as providing an insight into the living world. The inclusion of optional topics allows learners to gain a deeper insight into a wider range of biological topics. It is intended that the use of a variety of approaches will stimulate interest, promote understanding and engender an overall appreciation and sense of wonder at the living world.

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.

Pupils 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 pupils 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.

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Business Studies

The Pearson BTEC Level 3 National Extended Certificate in Business is an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A level and aims to provide a coherent introduction to study of the business sector.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector.

The learning programme covers the following content areas:

- business environments
- finance
- marketing

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:

- human resources
- accounting
- marketing
- law

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

This qualification offers the opportunity to develop your technical skills through a process of self-evaluation, practice and review, in preparation for entry to higher education. The qualification is graded Distinction*–Pass.

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Chemistry

The WJEC A level in Chemistry provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, chemistry and to recognise its importance in their own lives and to society.

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.

Pupils 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 pupils 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.

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Computer Science

This qualification is a complex course that requires dedication and commitment to further understanding computer theory and computer coding. Listed are the main themes of the qualification.

- Understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science

AS

Unit 1: Fundamentals of Computer Science - Written examination: 2 hours - 25% of the qualification.

This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

Unit 2: Practical Programming to Solve Problems – On Screen Examination: 2 hours - 15% of the qualification.

This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET as a programming language.

A level

Unit 3: Programming and System Development – Written Examination: 2 hours - 20% of qualification. This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

Unit 4: Computer Architecture, Data, Communication and Application – Written Examination: 2 hours – 20% of qualification

Unit 5: Programmed Solution to a Problem – Project. 20% of qualification. Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.

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Criminology

WJEC Level 3 Applied Certificate in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities.

This qualification looks at the types of crime that take place within our society. How do we decide which behaviour is criminal? How do we explain why some people commit crime and how can we use different theories of criminality to explain this behaviour?

You will study real life cases in order to gain an understanding of the criminal justice system from the crime scene all the way to the courtroom and look at how social control is achieved within our society.

Criminology is an Applied General qualification primarily designed to support learners progressing to university; however, much of the course is vocationally relevant, offering opportunities to learn from practical activities and the expertise of professionals currently working in criminology. It offers exciting and interesting learning experiences in purposeful contexts linked to the criminal justice system. If you are fascinated by the workings of crime and punishment, this course could be for you!

The first unit will enable you to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. It is assessed by controlled assessment. The second unit will allow you to gain an understanding of why people commit crime, and is assessed via an external exam.

In the second year, Unit 3, Crime Scene to Courtroom, allows you to develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases and is assessed by controlled assessment. Finally, Unit 4 is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice. This is assessed in an external exam.

The course structure allows learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Learners will need to have achieved at least 5 A* to C grades at GCSE to be able to access this course.

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Engineering

The Pearson BTEC Level 3 National Certificate in Engineering is intended to be an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the engineering sector. The qualification is equivalent in size to half an A level and aims to provide a coherent introduction to study of the engineering sector. Learners do not need to have studied engineering previously but will have successfully completed a Level 2 programme of learning with GCSEs or vocational qualifications.

The engineering course offers huge potential for learners interested in the following topics:

- Unit 1 (core) Health and Safety in the engineering workplace
- Unit 6 (core) Electrical and Electronic principles
- Unit 16 Engineering Drawing for technicians
- Unit 26 Applications of Computer Numerical Control in engineering
- Unit 31 Computer Aided Manufacturing
- Unit 35 Principles and applications of electronic devices and circuits

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate and consistent with current practice for learners who may choose to enter employment directly in the engineering sector. Everyone taking this qualification will study two mandatory units covering the following content areas:

- mathematics for engineering
- engineering principles
- mechanical principles
- engineering processes

This qualification offers the opportunity to develop your technical skills through a process of self-evaluation, practice and review, in preparation for entry to higher education. The qualification is graded Distinction*–Pass.

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English Language and Literature

The WJEC GCE AS and A level in English language and literature encourages learners to develop their interest and enjoyment of English as they:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

This specification is designed to promote the integrated study of English language and English literature. It enables learners to develop intellectual maturity through exploring a range of literary and non-literary texts, including the WJEC English Language and Literature Poetry Pre-1914 Anthology. Through their reading, learners are able to develop the skills required to interrogate texts, be critically reflective, consider other viewpoints, be independent, make connections across a range of texts and to understand and evaluate the effects of a variety of contexts. This specification also gives learners opportunities to deepen their enjoyment of English language and literature both through reading and through creating their own texts.

Fundamental to the course as a whole, learners will demonstrate knowledge and understanding of how to apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts. 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.

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

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Further Mathematics

Pupils 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.

Year 12

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

- Unit 2: Further Statistics – Pupils 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. Pupils 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 differenti equations in practical contexts.

Pupils are required to have achieved at least an AA grade in GCSE Mathematics and Numeracy (Double Award), having taken all three units at higher tier, and must also be taking A level Mathematics in order to apply for this course.

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Geography

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 workplace and further education courses. In addition, we have a significant number of pupils 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 pupils and allows for flexibility in how the course is taught.

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

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Health and Social Care: Principles and Contexts

The Level 3 Certificate in Health and Social Care: Principles and Contexts qualification is designed for post-16 learners who are interested in learning more about the health and social care sectors. It is also suitable for learners who have not previously studied Health and Social Care but who are capable of Level 3 study.

The Level 3 Certificate in Health and Social Care: Principles and Contexts qualification is a unitised qualification made up of three mandatory units:

- Unit 001: Principles of care and safe practice within outcome focused person-centred care (NEA)
- Unit 002: Factors affecting individuals' growth and development across the lifespan and how this impacts on outcomes, care and support needs (externally examined)
- Unit 003: Promoting the rights of individuals across the lifespan (NEA)

This specification provides a suitable foundation for the study of health and social care through a range of higher education courses, or apprenticeships. Learners may also progress to other qualifications within the health and social care, and childcare suite, for example the Level 2 and Level 3 Health and Social Care Practice qualifications.

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History

This course is ideal for those who studied and enjoyed History at a lower level. You will study a range of topics, from the Middle Ages to the recent past, covering issues as diverse as medieval warfare, political reform and racial inequality. The course allows you to develop a knowledge and understanding of key issues which remain relevant and newsworthy today. History is valued highly by universities for entry to both science and humanities degrees, as it demonstrates the ability to analyse and evaluate evidence, write clearly and in depth and think critically.

Course Content:

- 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 – The emergence of the Cold War

GCSE History is preferred but not essential. A minimum of a B grade in GCSE History is required (or another written subject if you did not take GCSE History). The department may consider a lower grade if there are exceptional circumstances.

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Mathematics

The course comprises units in Pure Mathematics, Mechanics and Statistics. Pupils 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 pupils' 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, pupils 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).

Year1 3

- Unit 3: Pure Mathematics (35%) – Leading on from Unit 1, further skills with calculus and trigonometry will be developed and pupils 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. Pupils are required to have achieved at least a BB grade in GCSE Mathematics and Numeracy (Double Award) and taken at least 2 of the units at higher tier in order to progress onto this course.

Contact: Dr A Freemantle in Room A3

FreemantleA@Hwbcymru.net

Performing Arts

The BTEC Extended Certificate in Performing Arts is the equivalent to one A level. It offers learners a vocational pathway in the various performance disciplines of performing arts, enabling pupils to develop performance skills. This is a highly practical course in which pupils will develop in the three key elements of performing arts: Singing, Acting and Movement. During the two years there will be a number of projects that will lead to various performances. This course is ideal for pupils who like creating project style work and enjoy performing. All of the course is assessed through written coursework, practical workshops and performance.

Unit 1: Investigating Practitioners' Work - You will be provided with the assessment booklet for a six week term time period in order to carry out an investigation and critical analysis on a theatre practitioner. The final evidence will be completed during a supervised assessment period of three hours timetabled by Pearson.

Unit 2: Developing Skills and Techniques for live performance - You will research into the role of a performer and then use this information to take part in two performances. You will evaluate your performance.

Unit 3: Group Performance Workshop – Learners will be provided with the set task booklet in January in order to prepare for the development and completion of the group performance and their digital process log. The final evidence will be completed in 5 hours under supervised conditions in a number of sessions arranged by the centre within the period timetabled by Pearson. You will be given a stimulus from the exam board and then work collaboratively, creatively to create a performance based on the stimulus.

Unit 28: Variety Performance – You will develop skills, techniques and an understanding in variety performance and apply these to a final end of Year 13 show.

Pupils 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.

Contact: Mr A Eynon-Davies in the Performance Studio

Eyno-DaviA2@Hwbcymru.net

Physical Education

The WJEC GCE AS/A level in Physical Education qualification will enable you to engage in a practical course, designed to encourage you to be inspired, motivated and challenged by the subject and enable you to make informed decisions about further learning opportunities and career pathways.

Through studying GCE AS/A level Physical Education, you will acquire the knowledge, understanding, skills and values to develop and maintain your performance in physical activities and understand the benefits to health, fitness and well-being.

Assessment:

- AS Unit 1: Exploring Physical Education will be assessed through a written examination
- AS Unit 2: Improving Personal Performance in Physical Education will be assessed by NEA
- A level Unit 3: Evaluating Physical Education will be assessed through a written examination
- A level Unit 4: Refining Personal Performance in Physical Education will be assessed by NEA

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

Contact: Miss K Mainwaring in the PE department
MainwaringK9@Hwbcymru.net

Physics

The WJEC A level in Physics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, physics and to recognise its importance in their own lives and to society.

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.

Pupils are required to have achieved at least a grade B (preferably an A) at higher level in GCSE Triple Physics or Double Science to progress onto this course, although an A grade is preferable. We also strongly advise that pupils 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.

Contact: Mrs C Spiller in Room 21

SpillerC15@Hwbcymru.net

Psychology

Psychology is defined as the scientific study of 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 pupils 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. Pupils 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.

Contact: Mrs R Pinch in Room C5

PinchR3@Hwbcymru.net

Religious Studies

This WJEC GCE AS and A level specification in Religious Studies will enable learners to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

GCE AS and A level Religious Studies are designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world.

The AS specification contains two units which include a wide range of topics for consideration, including an in-depth and broad study of one of the six major world religions, religion and ethics and philosophy of religion.

The A level specification allows learners to continue their systematic study of a world religion, religion and ethics, philosophy of religion or textual studies.

Contact: Mrs A Thomas in Room C1

ThomasA678@Hwbcymru.net

Sociology

The study of A level Sociology must focus on contemporary society and refer to Wales where applicable. Studying sociology must foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Learners should be encouraged to develop their own sociological awareness through active engagement with the contemporary social world and Welsh society.

The WJEC AS and A level in Sociology encourages learners to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues with reference to Wales in particular.

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, law, social work, 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 C grade in English is necessary to follow the course.

Contact: Mrs R Pinch in Room C5

PinchR3@Hwbcymru.net

Sport

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 pupil input. The BTEC Sport learning environment is always positive, fun and friendly.

Units studied:

- Careers in the Sport and Active Leisure Industry
- Health, Wellbeing and Sport
- Fitness Skills Development

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.

Contact: Miss K Mainwaring in the PE department
MainwaringK9@Hwbcymru.net



Option Choices

For the most part the subjects on offer at our sixth form are Level 3 courses, designed to build on the successes that pupils 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 Medical Science, Business, Engineering and Sport.

Often known as 'vocational' subjects, they are equivalent to full A levels but involve continuous assessment rather than formal examinations. The Advanced Skills Baccalaureate Wales qualification 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 Skills Baccalaureate Wales are usually two-year courses.

If you already have a particular career in mind, check which A levels are required. For example, Medicine normally requires Chemistry and Engineering requires Mathematics. If you are unsure, speak to the Careers Adviser and your teachers.

If you have no specific career plans but intend to continue in education, choose subjects carefully. Consider:

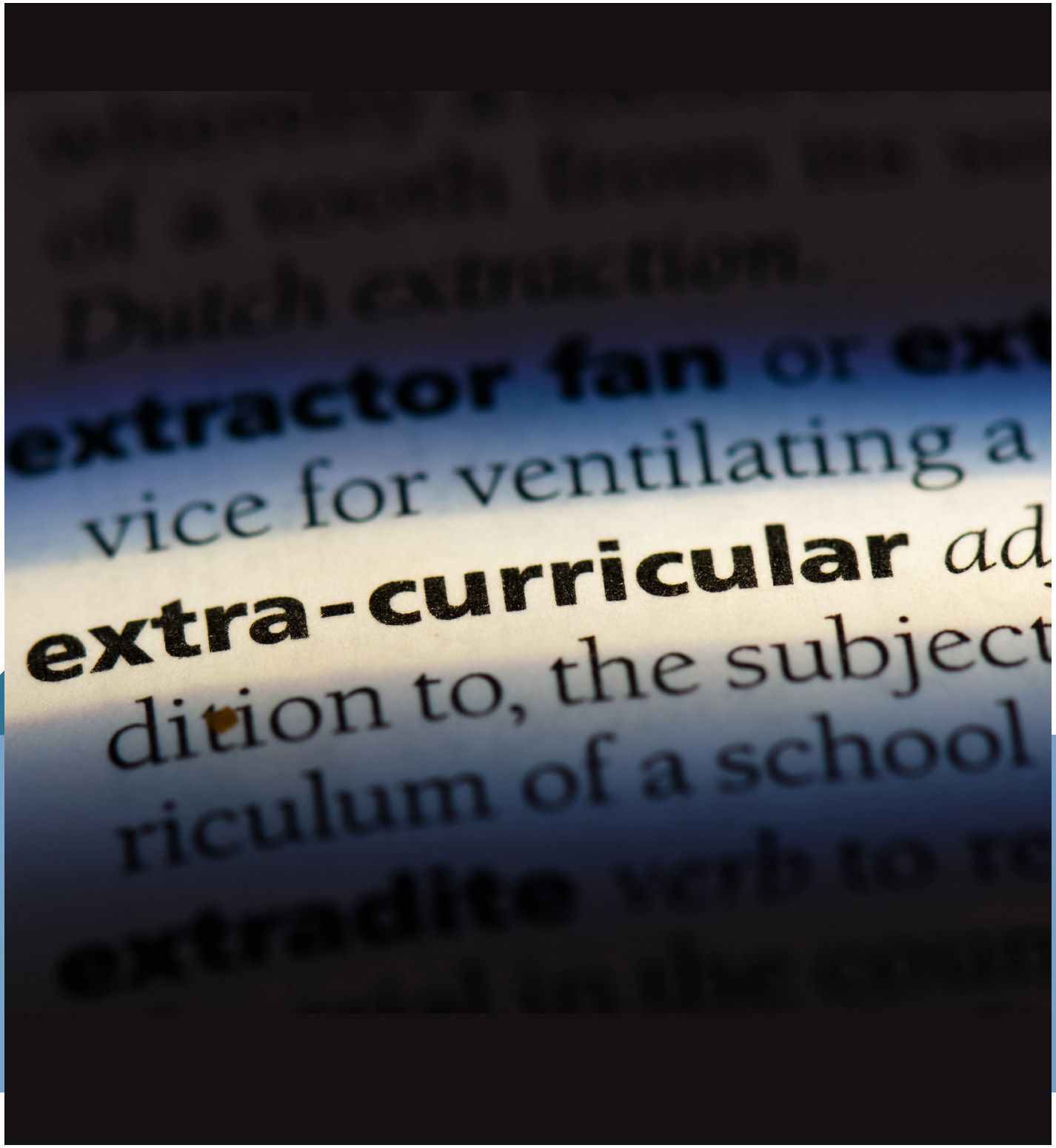
- Which subjects produce your best results?
- Which subjects do you enjoy most?
- Which subjects will keep your future options open?

A balanced programme is often the best choice. Pupils usually achieve better results in subjects they enjoy, while a broad range of subjects can help keep career options open. There are current skills shortages in areas such as Engineering, Computing, Science and some caring professions, so these subjects may offer strong career prospects. However, subject choices should not be based on job trends alone. Careful research and discussion with sixth form staff, teachers and the Careers Adviser is strongly recommended.



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's sixth form operates a 'pathways' approach to the post-16 curriculum where the number and variety of options are restricted by the number of GCSEs a pupil achieves at Key Stage 4. Please refer to the application form for further information.
- Most pupils will study no more than four subjects in Year 12 although a few pupils 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 at least a grade BB for GCSE Mathematics and Numeracy (Double Award) and taken at least two of the units at higher tier.
- 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 BB in GCSE Mathematics and Numeracy (Double Award) and a grade B in English.
- In 2027 the school expects to run with the blocks of subjects presented in the Options Booklet (available separately).
- 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 pupils who move between schools for their studies.
- If the number of applicants for a particular course is 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.


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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 pupils' 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 Fairtrade 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's scheme.
- SEREN: not just for Oxford or Cambridge applicants, but for all those applying to courses with competitive entry.



UCAS Support

We recognise that for most pupils, sixth form is a stepping-stone towards University, and the vast majority of our pupils make applications to higher education.

We ensure that all pupils 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 pupils the vast range of opportunities available to them. We believe that this enables pupils 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. Pupils 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 pupils to make decisions about their future and allow their tutors to provide them with excellent references, both for University and for employment.

Further preparation is available to those applying to competitive courses and institutions, through the Oxbridge Prep Group and the mock-interview system, led by Mr L Boucher-Hamon and Mrs E Pole. We are also fortunate in that our school-based Careers Adviser, from Careers Wales, has an office in the sixth form area and is readily available to all pupils. Fortnightly, pupils are visited by speakers from a range of universities, career backgrounds and organisations, these carefully selected talks again being aimed at providing pupils with information about the many degree and career paths open to them.

We are delighted to now offer the Duke of Edinburgh's Gold Award to our sixth form pupils. The award exposes the pupils 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 Mr L Boucher-Hamon. Parents are most welcome to meet with staff should they feel it necessary.

Pupils are kept up-to-date about forthcoming events by assemblies. This ensures that the UCAS application information reaches every pupil. All of this support has proved invaluable in enabling all pupils 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'.

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Working in Partnership

Bishop Vaughan has an established tradition of working with other schools in Swansea through the sixth form Consortium, which has enabled pupils 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 pupils from Bishop Vaughan to access courses at Morriston and vice versa. This has resulted in pupils 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 pupils in the coming academic year.

Through our work with other Catholic secondary schools and St. David's Catholic College, we are able to provide additional opportunities to pupils to engage in remote learning of an even greater range of qualifications, including A level Government and Politics, Classics, Law and many more.

My Notes

My Notes



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