




Monmouth | Ysgol Gyfun
Comprehensive School | **Trefynwy**

SIXTH FORM PROSPECTUS 2022-2023



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Hugo Hutchison
Headteacher

Welcome to Monmouth Comprehensive School, and to our Sixth Form

We have a strong and well-deserved reputation as one of the very best Sixth Forms in the region. Our students are able to choose from a wide range of qualifications, details of which you can discover in this prospectus. Our tutors, teachers and Learning Coaches also support you every step of the way, from our induction programme at the start of your courses to university applications and other pathways.

Exam outcomes for our Sixth Form students are exceptional. Our results routinely place us in the top 10% of Sixth Forms in the country, and our students go on to a wide range of wonderful opportunities, such as Oxford, Cambridge, Dartmouth USA and other first-class universities, as well as other high quality pathways such as technical qualifications and vocational work-based opportunities.

We are firmly committed to developing the whole student at MCS. Beyond the classroom, Sixth Form students participate in a rich and varied extended curricular programme, including sport, music and the performing arts as well as organisations such as World Challenge and Duke of Edinburgh Award. This

programme further enables each to explore their own interests, develop their character and maximise their own unique talents.

Our pastoral care is second to none. We have a dedicated team of Sixth Form tutors who work with our wellbeing team to ensure every student is well known and is supported to become not only successful but also a happy and confident adult. We also have a wonderful modern learning environment that provides you with excellent facilities.

Students have a strong sense of pride in being a member of the MCS community. Opportunities such as being a Prefect or mentoring younger students are fantastic



ways to develop leadership skills. Sixth Form students leave us after two years of study ready to make a positive contribution to the wider world as future leaders in their own fields.

We provide an environment in which you will be both happy and successful. We are a school community that believes in working hard and being kind.

Welcome to our school. We hope you will join us.

Yours sincerely,
Mr Hutchison, Headteacher

Towards independent learning



Success at this level depends on effort, motivation and self-discipline. The development of independent study skills is vital to success. Students have study periods and will need the maturity to use these wisely. Students are supported in developing these skills through the Key Stage 5 Integrated Curriculum.

MAKING CHOICES

We are proud of the diverse range of Level 3 courses we are able to offer (see page 15 for further details). For students to be successful on these courses, they will have needed to have achieved six Level 2 qualifications at C grade or above, including either English

Language or Maths. If applying from England Level 4 is the closest equivalent to a C (Level 5 is the closest equivalent to a B, which is required for some courses). English or Maths GCSE re-sit courses will be added to Sixth Form Programmes, if required. Course by course, skill requirements are clearly identified within the course information section.

HELP WITH CHOICES

Important choices are made when entering the Sixth Form so it is vital that students are given clear guidance and support to ensure that they maximise their potential. We achieve this during Year 11 by introducing

potential Sixth-Formers to the courses provided during the tutorial periods. We involve parents through a Pre-Sixth Open Evening in February, and students are invited to individual Next Step interviews, some with senior staff, in March. New students from other schools who are considering joining us are invited in for interview with the Director of Sixth Form Studies and to discuss course choices.

KNOWING AND SUPPORTING EVERY STUDENT

In the Sixth Form, students are encouraged to take more responsibility for their own progress. They are supported and monitored through individual interviews with their tutors. These are structured to generate termly reports to parents. Students are helped to manage their learning through close liaison with their Form Tutors and the Director of Sixth Form Studies. All staff, particularly Form Tutors, support students if they are feeling unhappy and through periods of stress. We can arrange for meetings and help from agencies outside the school.

PROGRESS AND TARGET SETTING

We look closely at every student's potential and set expectations high. GCSE results are used with ALPS software to help students set their Minimum Expected Grades (MEGs) and their progress is monitored termly, so that students and parents know accurately what progress is being achieved.

Sixth form leadership team



Caroline Guest
Director of Sixth Form Studies



Ben Green
More Able and Talented Co-ordinator



Christian Hampshire
Deputy Headteacher



Kirsten Jones
Sixth Form Administrator & KS5 Learning Coach, Pathways



Pippa Mills
KS5 Learning Coach

Full and varied curriculum

AS and A Level Courses

Art and Design
Biology
Chemistry
Classical Civilisation
Computer Science
Design and Technology: Resistant Materials
Design and Technology: Fashion and Textiles
Drama and Theatre Studies
Economics
English Language
English Literature
Geography
Health and Social Care
Information and Communication Technology
International Languages
Law
Mathematics
Further Mathematics
Music
Music Technology
Physical Education
Physics
Psychology
Philosophy & Ethics
Welsh



Vocational Qualifications

BTEC National Extended Certificate in Business
BTEC National Extended Certificate in Engineering
Level 3 Diploma Health and Social Care: Principles and Contexts
BTEC Sport and Exercise Sciences
BTEC Level 3 National Extended Certificate in Uniformed Protective Services
Level 3 Applied Diploma in Criminology

Other Qualifications

Welsh Baccalaureate Advanced Skills
Challenge Certificate
GCSE Maths and English



2021 Qualification Outcomes

Including Centre Determined Grades.
Percentage is number of students who achieved this grade.

GRADE	% of students
A* - A	54
A* - B	77
A* - C	91
A* - E	100



Choosing your sixth form courses

HOW DO I CHOOSE?

If you have a particular career or University course in mind, you should ensure you are taking suitable subjects for it. Otherwise, it is sensible to choose your subjects according to your strengths and your enjoyment of them. You will be spending a great deal of time on each subject (4-5 hours of lessons each week) and it will be easier to maintain motivation throughout the course if you are really interested in the area you are studying.

WHO WILL HELP?

Talking to teachers and students on the Pre-Sixth Evening is highly recommended. When trying to make choices, even provisionally, students and parents should not be afraid to seek advice by contacting the Director of Sixth Form Studies. You should also carefully examine the course requirements and course information.

WHEN DO I HAVE TO DECIDE?

We would like a provisional indication of choices from our list of courses (please use the 'Free Choices' form on our website



www.monmouthcomprehensive.org.uk by 24th January 2022 and selecting the School Info dropdown – Sixth Form – Admissions) to help curriculum planning. Based on this information, the exact combinations of subjects we can offer (Block Choices Form) will be available from 7th February 2022.

Final decisions do not have to be made until Results Day in August when GCSE results are available. Post-Results Advice and Guidance Days offer advice for enquiries, held on the first Wednesday after Results Day offering further advice and support if needed.

UNIVERSITY ENTRANCE REQUIREMENTS

All suitably qualified students will find a place at university, but institutions and courses offered vary enormously in popularity, style and quality. The more popular the course and the university, the higher the UCAS points score will be required for entry. Entry to the top academic universities is very competitive

'We have for some years been strongly of the view that for A Level students AS Levels taken at the end of Year 12 are of significant educational benefit. We remain in favour of the retention of the current link between AS and A2's'

Director of Admissions Cambridge University

and, for the first time, students will be working not just to achieve a set standard, but with all others in the whole of their age group, in both state and private schools, for very sought-after places.

UCAS point scores are indicated on the following table. There is no upper limit on points and universities may require not only a total point score, but a particular score in a specific subject.

BTEC National Courses, the Welsh Baccalaureate and AS and A level courses have UCAS points for university entrance, and it is quite acceptable to mix the different types of course.

PATHWAYS IN THE SIXTH FORM

Most students will select four Level 3 courses to study which may include the Welsh Baccalaureate Advanced Skills Challenge Certificate.

AS AND A2 LEVELS

Each two-year A level course is split as follows:

AS LEVEL

- 2 units in 1 year
- examined after 1 year
- 40% of the A level

A2 LEVEL

- 2 AS units (as indicated above)
- 2 further A2 units taken Year 13, 60% of the A level

It is increasingly common, and indeed welcomed by many university admissions tutors, for students to choose combinations of subjects that show a breadth of interest, such as Humanities with Science, or Languages with Science.

BTEC NATIONAL COMBINATIONS AND AS / A2 LEVELS

Students may also consider combining BTEC National qualifications with each other, or with A Levels.

For example:-

- BTEC National Extended Certificate in Engineering plus
- BTEC National Extended Certificate in Business plus
- A Level Design and Technology plus
- A Level History



Pathways beyond the sixth form



At Monmouth Comprehensive School, all students are supported in learning to lead their lives. Nowhere is this more important than in the provision the School makes for supporting students in their progress onwards from the Sixth Form.

The School provides:

- **Opportunities for relevant Work Experience**
Exists within subjects, the Welsh Baccalaureate Qualification and as part of students' overall career guidance package.
- **A Careers and Higher Education Fair**
Held at the School with over one hundred career professionals and Higher Education establishments.

'Sixth form graded as 'excellent' for last five years'

Alps report, Summer 2021



- **Higher Education support**
To ensure students understands how to research and apply to University.
- **Mock interviews upon request**
For those needing University interviews.
- **Support for those students entering the workplace after the Sixth Form**
To ensure students have the research and application skills to gain appropriate employment.
- **A Learning Resource Centre**
Where students can find brochures, prospectuses, computers and other resources to help them choose any appropriate post-16 pathway.
- **Access to the Careers Wales Advisor on request**
- **An active Alumni Association**
Providing the opportunity to network with former students. This can lead to, for example, valuable careers advice, work experience, help with CV writing or specialist mentoring from Alumni.

UCAS Point Scores - A Level

The process to which points are accrued has changed. AS points are lower, equivalent to a 40% split 60% A2.

Official title: Advanced GCE & Advanced VCE	A level & Advanced Subsidiary VCE (AS) VCE	A level & Advanced VCE (A2)
GRADE	TARIFF POINTS	TARIFF POINTS
A*		56
A	20	48
B	16	40
C	12	32
D	10	24
E	6	16

UCAS Point Scores - BTEC National

GRADE			TARIFF POINTS
Extended Diploma	Diploma	Subsidiary Diploma	
D*D*D*			168
D*D*D			160
D*DD			152
DDD			144
DDM			128
DMM	D*D*		112
MMM	DD		96
MMP	DM		80
		D*	56
	MM	D	48
	MP	M	32
	PP	P	16

Extra-curricular and enrichment opportunities



New experiences, new skills

Sixth Formers can take the opportunity to broaden their experience and develop new skills.

LEADERSHIP

- Sixth Form Induction
- School Council
- Sports Coaching
- Captaining Teams
- Chairing Meetings
- Representing subjects/school at Open Evenings
- Peer Mentoring
- Sixth Form Prefect Team



SPORTS

- Rugby, Football, Cricket, Netball
- Badminton
- Basketball
- Squash
- Rowing
- Boat Club
- Cross-country
- Athletics
- Mountain Biking
- Boxing



SCHOOL PRODUCTIONS

- Players
- Lighting team
- Stage Management team
- Wardrobe team
- Sound/Music team



SERVICE

- Fund-raising
- Community Work
- Additional Needs
- Primary School
- Nursery School
- Nursing Homes
- Charity Committee
- Peer Mentoring



ENRICHMENT

- Work Experience
- University Taster Courses
- Careers & Higher Education Fair
- University Open Days
- Departmental Field Trips
- Rotary Young Leaders Award
- World Challenge Expedition
- Duke of Edinburgh Award
- Engineering Education Scheme Wales (EESW)
- Skills Cymru Day
- Monmouth Science Initiative

CULTURE & DEVELOPMENT

- Creative Writing
- Poetry Club
- Media Club
- Orchestra/Ensembles
- Choir/Glee Club
- Theatre Trips
- Gallery Trips
- Museum Visits
- Lectures
- Warhammer Club
- School Magazine
- Workshops
- Criminology Taster Sessions



Duke Of Edinburgh Award

SCHOOL CONTACT

MR D EGAN

To achieve this very prestigious award students also have to:

- complete a practice expedition
- complete one week residential course
- volunteer in the community for 12 months
- learn a new skill and complete a physical activity (one for 12 months the other for 6 months)

If you achieve the Gold Award you will receive your Award in person at St James's Palace in London, in the presence of the Earl of Wessex.

See the website for full information: www.dofe.org
Mr Egan supports students with D of E.



World Challenge

SCHOOL TEAM LEADER MISS H FELDON

2012 - Morocco

2014 - Bolivia

2016 - Mongolia

2018 - Sri Lanka

In July 2012 a World Challenge expedition took two teams of Year 12 and 13 students to Northern Morocco. The trip lasted for 2 weeks and the students completed challenging treks of the Rif Mountains and constructed a bridge and a well in a small village.



Based upon the success of this expedition, we re-launched and took a group of 18 students to Bolivia for three weeks during the Summer of 2014. This expedition took in challenging treks at high altitude, a spectacular few days at the famous Uyuni Salt Flats and Bolivian desert, and a beach camp and BBQ on the shores of Lake Titicaca. Challengers also spent 6 days working in an orphanage where they painted and renovated, and spent valuable time engaging with the local children – a truly inspiring and eye opening experience that will no doubt stay with them all forever.

In the Summer of 2016, 10 students spent 3 weeks in Mongolia, horse trekking across the steppes, cooking on camp fires and renovating a school. For all students involved in all expeditions, World Challenge has provided once in a lifetime opportunities, chance to grow, experiences which broaden

horizons and contexts to achieve beyond their imaginations.

Most recently, 26 students explored Sri Lanka for two weeks. They spent time in Tamil tea plantations and volunteering in underprivileged Tamil schools where they played with and taught local rural children, and renovated and built new learning spaces.

We already have destinations in mind for future expeditions which will see students trek through incredible, remote and unspoilt scenery, awaken their senses in bustling towns, and explore the rich and fascinating culture, off the well-trodden tourist track.

The 'Project Phase' will see the young people spend time in a rural community where they will work alongside local people, utilising old, and developing new skills to aid the community in any way possible. Well-



There is never a dull moment in the 'World Challenge' world

deserved R and R will allow students to explore markets, places of worship and soak up every aspect of the exotic and unique culture of the country.

World Challenge does exactly what its name suggests. It takes young people to corners of the world which they may not immediately consider travelling to, and challenges them in every way. From initial sign up, young people are immersed in the task of raising large sums of money to fund their trip. They can then expect huge, physical, mental and emotional challenge in the build up to, and whilst on, the expedition.

Participation in World Challenge is something which higher education institutions and employers value extremely highly. They recognise the commitment and ambition required, as well as the wealth of skills that are nurtured along the way. Young people manage the budget, arrange transport and accommodation and help to build the itinerary. There is never a dull moment in the "World Challenge" world, nor a regret from a participant!

World Challenge offers students incredible and diverse experiences that compliment other opportunities available in the Sixth Form, e.g. MCS Charity Committee and the Eco-council. It gives students a real sense of global citizenship and a wide perspective of the world they live in. World Challenge is certainly a vibrant, valuable and popular feature of life in the 6th Form at MCS!

Student Senior Leadership Team

HEAD BOY ROWAN WILDE

From: Usk CIW Primary School
Currently Studying: History, Religious Studies, Maths, Further Maths and Welsh Baccalaureate

I have attended Monmouth Comprehensive for the entirety of my secondary school career and what can I say? It is a community that has enabled me to develop me as a person and truly supported me in readiness for my next steps. I am so glad to be part of such a brilliant school with such happy memories.

The teacher-student relationship is a highlight of the school. The teachers know their students on an educational and personal level. They create a secure and supportive working environment, as well as getting the best out of you.

The facilities at our 21st century school environment are superb. Having been at the school during the building work it is a joy to be able to learn in such a fantastic space. It is an environment that allows you to focus. For Sixth formers there are many places you can study during your non-contact time. Despite having to share with those in younger years there is always more than one space to study whether that be the library or a faculty hub. It is a lovely atmosphere to work in and form new friendships.

Those at the school do their utmost to support your choices and chosen pathway after sixth form. Teachers are very giving



'The facilities at our 21st century school environment are superb.'

Head Boy, Rowan Wilde

of their time when it comes to personal statements, for example. The sixth form staff work with you, so you can personalise your targets and achieve your aspirations.

I am extremely proud and grateful to represent MCS as Head Boy. It is a school that has provided me with a wealth of opportunities, and I therefore hope that I can contribute positively to the vibrant community it already is. I wish nothing but the best to all

students about to undertake the same journey I have – MCS is nothing but the best choice!

HEAD GIRL SUZIE PADDOCK

From: Coalway Junior School
Currently Studying: Biology, Business Studies, Theatre Studies & Welsh Baccalaureate

Despite the challenges faced by us all in the past year, I have seen our school community come together and help each other pull through. We have renewed strength and determination to succeed and we can now look forward and feel confident about the

'I have always felt a strong sense of belonging and part of the community at MCS.'

Head Girl, Susie Paddock

year ahead.

The prospect of attending Sixth Form has always been an exciting one for me, and taking that important step from Year 11 to Year 12 was aided largely thanks to the great support system and guidance in place at MCS. I have always felt a strong sense of belonging and part of the community at MCS, and so my decision to stay on for Sixth Form was an easy one. Choosing my subjects was quite challenging, and I really benefited from all the support and encouragement from teachers who really encouraged me, and made the step less daunting.

This supportive environment has continued through MCS and has been a brilliant and positive environment to study, where taking responsibility for independent learning is nurtured. In addition, Sixth Form has provided the great opportunity to meet new people from a diverse mix of different schools.

Studying A Levels is certainly hard work, but it is so rewarding to learn subjects in much more depth, and it has been great to be taught by dedicated and passionate teachers. Tailoring your timetable to study the subjects that interest and motivates you, provides a taste of independence and can

Student Senior Leadership Team

really help inspire you to think about what you may want to do as a future career. For me, studying A Level Biology has really inspired me to think about becoming an Allied Health Professional. I am also very passionate about Theatre Studies, and the extracurricular opportunities at MCS such as the school productions has enabled me to continue to pursue my interests in this area. Whatever your passion, there are so many opportunities to have a go at things here.

The extensive support in choosing your next steps and preparing for the adult world has been so helpful, with tailored advice for whatever you want to do next. From applying for apprenticeships and work, to navigating the world of UCAS and personal statements, MCS helps you to make a strong application and gives you the confidence to follow your ambitions. If you're unsure on what to do next, you can explore lots of options at sixth form through the careers fair and careers advisors. I have found my confidence is continuing to grow throughout sixth form and even from the process of applying for University.

DEPUTY HEAD BOY JAMES TESTER

Currently Studying: Maths, Further Maths, Physics and Welsh Baccalaureate

Throughout my time at MCS, I have been supported by students and staff. This has allowed me to flourish both socially and academically. The teachers that have taught me have been helpful and encouraging, always

'Help with taking entrance tests and completing UCAS applications has certainly made me feel less stressed.'

Deputy Head Boy, James Tester

wanting to assist in any way they can. Being appointed Deputy Head Boy is extremely exciting and through working with the Student Senior Leadership Team I hope to help others enjoy their time at MCS as much as me.

The opportunities that MCS provided me with have been extremely beneficial, school trips and careers events such as the Careers and Higher Education Fair have enabled me to develop my personality and discover what I want in my future. For the last three years. I have had the pleasure of learning in a brand new 21st Century School which has supplied me with all the resources I need to learn in a welcoming and productive atmosphere.

When deciding my future path after MCS, the opportunities my eyes have been opened to, thanks to the school, have been endless. Help with taking entrance tests and completing UCAS applications has certainly made me feel less stressed which has been a lifesaver. There has been an endless amount of support from teachers, from helping write personal statements to benefitting from the Welsh Government's SEREN programme for more able and talented students. This support

has been there since day one and has made me feel comfortable throughout my time at MCS. I hope that future students at MCS will experience the same happiness I have had and wish them success in their future.

DEPUTY HEAD GIRL ELIZABETH LANE

From: Osbaston Primary

Currently studying: Theatre Studies, English Literature, English Language, Welsh Baccalaureate

I have looked forward to entering Sixth Form at Monmouth Comprehensive since I was but a wide-eyed little Year Seven, enchanted by the gold-striped tie, the responsibility, the big, important decisions to be made as a student nearing the end of their secondary education. It seems only a moment later that I am writing this as a Year Thirteen, caught in the middle of this complex, albeit exciting whirlwind of options and opportunities; opportunities that Sixth Form has opened up to me, and prepared me to take with confidence and determination.

'Tireless support from my patient and hardworking teachers has been invaluable in overcoming the strenuous parts of Sixth Form'

Deputy Head Girl, Elizabeth Lane

One of the most exciting parts of Sixth Form is studying your own choice of subjects, so your timetable is perfectly tailored to your academic passions and future pathways. Though the pandemic impacted the manner in which we studied, it didn't affect our success; tireless support from my patient and hardworking teachers has been invaluable in overcoming the strenuous parts of Sixth Form, whether we were in a physical classroom, or on Google Classroom. Of course, the workload does increase from GCSE to A-Level; many students have said that the leap between these is larger than the leap from A-Levels to university. However, I found it manageable thanks to my genuine love for the subjects I was taking; I felt like I was actively moulding my future, simply by going to school and learning.

In my future, I am determined to get into the theatre industry: a process that will require extreme resilience, dedication and hard work. In September of Year Twelve, I remember feeling so daunted that these were my last two years of school, and that the safety blanket of secondary education would soon be gone for good. What I didn't realise is that I was already developing the skills I needed to succeed: by throwing myself into my studies, attending extra-curricular activities, and representing the school as Deputy Head Girl, the attributes that were within me all along were flourishing and strengthening. Sixth Form has been a process of growth from the very beginning, and has prepared me for the next step on my journey towards success.

Making plans - schedule of events

SPRING TERM 2022

Issue of Sixth Form Prospectus

Sixth Form Open Evening - 20th January

Senior Staff outline the ethos and curriculum of the Sixth Form. Staff and students from each course will be available for further discussion in all subject areas. Students talk about their experiences of the Sixth Form.

Next Steps Meeting - 8th March

Each student, together with their parents, is invited to have an individual Next Step meeting. The purpose is to review progress towards GCSE, to offer advice and to review options for each student's intended pathway post-16.

SUMMER TERM 2022

Exams - from mid May

GCSE results and sixth form registration - August (tbc)

Prospective Sixth Form students are required to either confirm their provisional choices or discuss their results with the available staff advisors. Discussions with Senior Staff members by appointment may be available, if required.

Post results and guidance day - August (tbc)

A further opportunity for students to discuss results and seek advice and guidance about joining the Sixth Form and course requirements.



AUTUMN TERM 2022

Start of Year 12

Course registration and sixth form induction day - September (date tbc)

Please note that this is an 'Inset Day' and, therefore, no school transport will be available. Students attend course registration in the morning, meet course leaders and confirm their timetables. The afternoon will focus on Sixth Form Induction. This is a fun, team-building afternoon and is not only an introduction to our 'Learning to Lead Our Lives' programme for Sixth Form, but an excellent opportunity for students to mix with staff and fellow students in a less formal environment.

Courses start - early September (date tbc)

Our normal Sixth Form timetable commences for Year 12 students.



General information



SCHOOL LIBRARY AND LEARNING RESOURCE CENTRE

The School Library and Information Resource Centre is open throughout the day and available for all students at breaktime, lunchtime and after school. It closes at 4.00pm Monday to Friday. Sixth Form students can work in this area at any time and have additional laptops for their use.

COMPUTERS AND BLENDED LEARNING

The school is equipped with a wireless network to support students in their use of IT to develop learning when and where they require it. Dedicated Sixth Form IT learning spaces are provided in the Learning Resource Centre.

In addition, the Sixth Form benefit from BYOD (Bring your Own Device) and Foldr software that allows students to log on to the school network using their own device, to access files and folders. This means that they can complete work electronically in school, at home, in fact anywhere and at any time. MCS also utilises Google Classrooms which parents can also access.

SPORT

The school aims to promote a healthy, active lifestyle and encourage lifelong participation. The school promotes a 'Sport for All' ethos and works hard to keep up with present trends. There are many sporting activities

available after school. These include rugby, football, cricket, basketball, netball, cross-country, athletics, badminton, squash, rowing and volleyball. The school runs teams of different age groups. The school also encourages the pursuit of excellence offering competitive fixtures. Students representing the school are expected to act in a sporting manner at all times, thereby bringing credit to themselves and their teams. Students are promoted in their pursuit of prestigious sporting honours and over seventy present students have represented the County or Area.

Information relating to the following topics can be found on our website.

- Sixth Form Uniform
- School Day
- Term Dates
- Food Hall
- Parentpay
- School Address and Contact Details
- Headteacher's Name
- Chair of Governor's Name
- Complaints Policy
- Sport
- Careers Education and Work Experience
- Equal Opportunities
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20	Classical Civilisation
21	Computer Science
22	Design and Technology: Resistant Materials
23	Design and Technology: Fashion and Textiles
24	Drama and Theatre Studies
25	Economics
26	English Language
27	English Literature
28	Geography
29	Health and Social Care
30	History
31	Information and Communication Technology
32	International Languages
33	Law
34	Mathematics
34	Further Mathematics
35	Music
36	Music Technology
37	Physical Education
38	Physics
39	Psychology
40	Philosophy & Ethics
41	Welsh

Vocational Qualifications

16	Vocational Qualifications Introduction
42	BTEC National Extended Certificate in Business
43	BTEC National Extended Certificate in Engineering
44	Level 3 Diploma Health and Social Care: Principles and Contexts
45	BTEC Sport and Exercise Sciences
46	BTEC Level 3 National Extended Certificate in Uniformed Protective Services
47	Level 3 Applied Diploma in Criminology

Other Qualifications

48	Welsh Baccalaureate Advanced Skills Challenge Certificate
16	GCSE Maths and English

Introduction

Advanced Subsidiary (AS) Level qualifications and Advanced (A2) Level qualifications

Most students will select four Level 3 courses to study which may include the Welsh Baccalaureate Advanced Skills Challenge Certificate.

AS AND A2 LEVELS

Each two-year A level course is split as follows:

AS LEVEL

- 2 units in 1 year
- examined after 1 year
- 40% of the A level

A2 LEVEL

- 2 AS units (as indicated above)
- 2 further A2 units taken Year 13, 60% of the A level

It is increasingly common, and indeed welcomed by many university admissions tutors, for students to choose combinations of subjects that show a breadth of interest, such as Humanities with Science, or Languages with Science.

BTEC NATIONAL COMBINATIONS AND AS / A2 LEVELS

Students may also consider combining BTEC National qualifications with each other, or with A Levels.

GCSE Maths and English

GCSE Maths or English resit classes will be included as part of a Sixth Form curriculum if either qualification is yet to be achieved at C grade or above.

Vocational qualifications

Vocational qualifications are well established in the school and many past students have used these vocational courses to qualify for entry to universities, and as a qualification and preparation for employment.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include teamworking, working from a prescribed brief, working to deadlines, presenting information effectively and accurately completing administrative tasks and processes.

For entry to a BTEC Level 3 course students will be expected to have achieved at least 6 'C' grade GCSEs or equivalent, to include either Maths or English, dependent upon the subject chosen for study.

Level 3 Courses

Level 3 programmes are vocationally based qualifications. For entrance to a Level 3



course, students are expected to achieve the standard sixth form entry requirements.

The Sixth Form may utilise an extended timetable to accommodate the range of courses and to maximise choice.

Please see our website for details of the School Day.

Please note all course information may be subject to change and course availability may be subject to student numbers. Please check our website for all up to date information and amendments to the prospectus.

AS/A level Art and Design



Faculty of Performing and Expressive Arts

COURSE LEADER
MRS K ROSSER

The Art Department will be offering a one route Advanced Art Course with the opportunity to specialize in a wide variety of Art areas. Within the Unendorsed framework we will be offering students the chance to specialise in Fine Art, Graphics, Photography, Textiles or 3D Design.

This course is an ideal option for those wishing to follow a broad based art curriculum.

This could lead to a pre – Degree Foundation course or direct entry to degree through design specialisms such as Photography, Animation, Textiles and Illustration.

TYPICAL ENTRY PROFILE

Ideally, students will have achieved a grade C at GCSE or have presented a portfolio after discussion with a subject teacher.

YEAR 1 - AS LEVEL

UNIT 1: Portfolio - Personal Creative Inquiry

This module encompasses the whole of the coursework requirement for the AS.

Emphasis will be given to developing a broad range

of skills and techniques. Students will work on a theme or themes that will allow them the opportunity to work in the areas of Fine Art, Graphic Design, Textiles, Film and Photography and 3D Design. Throughout the Portfolio Unit, students will be introduced to the work of Artists and Designers to develop their critical and historical awareness as well as their knowledge of contemporary practice.

The unit will be teacher led for the first half term before students develop a theme of their choice and work in sketchbooks, as well as developing work for Portfolio assessment. This unit is internally marked and externally moderated.



YEAR 2 - A2 LEVEL

UNIT 2: Personal Investigation

This unit allows the student a greater amount of time to work in their specialist area. They need to produce an in depth study of a particular aspect of Art or Design that interests them. It combines a 1000-3000 word study with a practical outcome, clearly influenced by the study. This could be developed from the experimental work in unit 2, or it could involve a new area of Art and Design, keeping the A Level broad and varied in its approach.

This work is internally set through teacher/student negotiation. It is internally marked and externally moderated.



UNIT 3: Externally Set Assignment

For this unit students can choose a different specialism from unit 2. They will be able to choose 2 questions from set themes on the externally set paper. They will have a period of time to develop their ideas and investigations. This is the synoptic paper and is therefore an opportunity for the student to work to their strengths. They need to ensure all the Assessment Objectives are covered, building on their skills, knowledge and understanding of Art and Design gained throughout the course. At the end of that time they will produce a final

outcome in a 15 hour time frame.

For A Level students, an option to study an AS in Photography or Textiles will be available, after discussion with your teacher.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Portfolio - personal creative inquiry
Coursework

A2 LEVEL

Unit 2: Personal investigation
1000-3000 word study + practical outcome
Unit 3: Externally set assignment
15 hour exam

AS/A level Biology

Faculty of Science and Technology

COURSE LEADER
MR G SINKOWSKI

WHY CHOOSE BIOLOGY?

Most students choose A Level Biology because they are interested in the ideas and concepts they will encounter. Biology is the 21st century science with cutting edge research into fields such as medicine, genetics and ecology changing the way we live and the way we look at the world. The A level Biology course reflects all the key issues of today and will give you the scientific understanding to truly understand them as well as exploring the impact they have on society.

The career opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying Biology. Universities and employers see a Biology qualification as an indication of someone with a high level of cognitive

ability, together with excellent practical skills, who will immediately be an asset to the organisation.

Other reasons students give for choosing the course include:

- It is highly regarded for University admissions to all subjects for its academic rigour and the range of skills that it develops.
- It is essential for admission to Medicine and Veterinary schools as well as the huge range of different Biological Science courses available. It is also beneficial to other degree courses such as Physiotherapy and Sports Science.
- It makes an excellent companion to the other sciences, as well as Geography, PE and Psychology.

• It's very varied, both in the many ways in which you learn and the range of topics covered, and never boring.

TYPICAL ENTRY PROFILE

Statistically, Biology is one of the most difficult subjects to study at Advanced Level. Data indicates that students



who achieve successful grades in the course generally have an average of a 'B' across their GCSE subjects. In particular it is strongly recommended that students entering this course have at least grade Bs in GCSE Sciences and GCSE

Mathematics qualifications.

THE COURSE - FAQ

There is a dedicated team of six Biology specialists at Monmouth Comprehensive to support students with interests ranging from ecology and conservation to

genetics and human biology. Each class will be taught by two experienced teachers from the team.

There are no controlled tasks in the course. There is a 'practical endorsement' in the second year which will assess students' practical and analytical skills. These will also be assessed through questions in both the AS and A Level examination papers.

In addition students will be expected to maintain a well-structured 'Lab Book' of a minimum of twelve specified practical activities carried out through the course.

COURSE STRUCTURE AND ASSESSMENT SUMMARY

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

YEAR 1 - AS LEVEL

UNIT 1: Basic Biochemistry and Cell Organisation

A range of short and longer structured questions, some in a practical context and

one essay. Written exam 1hr 30mins 20%

UNIT 2: Biodiversity and Physiology of Body Systems

A range of short and longer structured questions, some in a practical context and one essay. Written exam 1hr 30mins 20%

YEAR 2 - A2 LEVEL

UNIT 3: Energy, Homeostasis and the Environment

A range of short and longer structured questions, some in a practical context and one essay. Written exam 2 hours 25%

UNIT 4: Variation, Inheritance and Options

A range of short and longer structured questions, some in a practical context and one essay.

Choice of one option out of four:

- Immunology and Disease
 - Human Musculoskeletal Anatomy
 - Neurobiology and Behaviour
 - Food Science
- Written exam 2hrs 25%

UNIT 5:

Practical Exam 10%

AS/A level Chemistry

Faculty of Science and Technology

COURSE LEADER
MRS M ATKINSON

WHY CHOOSE CHEMISTRY?

Chemistry is a challenging and rewarding discipline. By studying chemistry you will acquire a wide range of skills and learn about ideas and concepts which address all the important questions in modern science. It is at the forefront of evolving technology and of helping to solve society's problems. As the Royal Society of Chemistry asserts, "Chemistry is everything", from the microscopic world of atoms and molecules to the macroscopic world of stars and galaxies.

Studying Chemistry is a route for some fantastic career opportunities in the vast areas of Science, Medicine, and Engineering. As well as practical knowledge of the subject, chemistry students develop many other skills

prized by a wide range of employers such as problem solving, numeracy, communication, creativity and data analysis.

Chemistry is considered to be amongst the most difficult of A-level subjects due to its conceptual difficulty in understanding, linking and applying abstract models. It requires students to have a logical thought process, be skilled problem solvers, to have a secure understanding

of numeracy and to enjoy hands on practical discovery work.

TYPICAL ENTRY PROFILE

Chemistry is a rigorous, rewarding course that builds on the concepts and skills developed at GCSE. Chemistry is one of the most difficult subjects to study at Advanced Level. Data indicates that students who achieve successful grades in the course generally have an average of a 'B' across their

GCSE subjects. In particular it is strongly recommended that students entering this course have at least grade Bs in GCSE sciences and GCSE mathematics qualifications.

THE COURSE - FAQ

There is a dedicated team of four Chemistry specialists at Monmouth Comprehensive to support students, with extensive experience of teaching the chemistry content covered by a range of examination boards. Each

88% OF
STUDENTS PASSED
CHEMISTRY A LEVEL
WITH GRADE A*-C
(Summer 2021 Results)

class will be taught by two experienced teachers from the team.

Chemistry students typically combine their studies with Biology, Physics and Mathematics.

Practical assessments - Students will be expected to maintain a well-structured 'Lab Book' of specified practical activities carried out through the course. These practical activities will be examined within the written papers and there will be a

formal practical exam held in the A Level year.

ASSESSMENT SUMMARY

It is a Two Year Course. There are a total of 5 units, 2 AS units and 3 A2 units.

YEAR 1 - AS LEVEL

UNIT 1: The Language of Chemistry, Structure of Matter and Simple Reactions

Written exam 1hr 30mins
20%

UNIT 2: Energy, Rate and Chemistry of Carbon Compounds

Written exam 1hr 30mins
20%

YEAR 2 - A2 LEVEL

Unit 3: Physical and Inorganic Chemistry

Written exam 1hr 45mins 25%

UNIT 4: Organic Chemistry and Analysis.

Written exam 1hr 45mins 25%

Unit 5: Practical Exam 10%



Many of our sixth formers study science at Oxbridge and Russell Group Universities.

AS/A level Classical Civilisation

Faculty of Humanities

COURSE LEADER

MRS R PORTER

Classical Civilisation is a subject that not only provides students with an in-depth understanding of the Classical world but also provides the skills and knowledge needed for a fuller understanding of modern philosophy, politics drama literature and law. In the past, Classical Civilisation students have gone on to read courses at University as diverse as PPE, Law, Medicine, War Studies, Archaeology and Economics.

The work covered is incredibly relevant to today's society as it gives an insight into the political, religious philosophical and literary origins of the Western World.

TYPICAL ENTRY PROFILE

Students need at least a C grade in English at GCSE. You should have a passion for the Classical World as well as time management and independent study skills

and enjoy arguing, debating, reading widely and want to make your views heard.

Classical Civilisation may be studied alongside any 'AS' and 'A' level courses but certainly compliments the other Arts A-Levels like History, English or Philosophy and Ethics.

EXAM BOARD

This is an OCR Exam Board Level 3 qualification, not WJEC. The course will be studied as a two-year linear qualification with all certified exams to be taken at the end of Year 13. There is no official AS level exam or grade to be taken in Year 12.

The course is taught in such a way that a wide range of academic and key skills are developed, providing students with a wide range of learning activities. Class debates, note making, searching data-bases, use of the internet for research, analysing statistics, solving problems and the ability to work in a group are all methods used on a regular basis. There are potential

day visits to Bath, Leeds Armouries and the British Museum. We also lead overseas trips at Easter which have included Rome and we are currently planning a tour of Athens and other Classical sites such as Delphi, Mycenae and Epidaurus.

ASSESSMENT SUMMARY

A LEVEL

Unit 1: The world of the hero

The Odyssey and Aeneid

Exam 2hrs 20mins 100 marks
40% of A Level

Unit 2: Culture and the arts

Greek Theatre

Exam 1hr 45mins 75 marks
30% of A Level

Unit 3: Beliefs and ideas

Greek Religion

Exam 1hr 45mins 75 marks
30% of A Level



Students have gone on to read courses at University as diverse as PPE, Law, Medicine, War Studies, Archaeology and Economics.

AS/A level Computer Science

Faculty of
Business,
Enterprise and
Technology

COURSE LEADER
MR L McATEE

Computer Science is part of everything in our lives, from the cars we drive to movies we watch and the way businesses work. It drives innovation in science, engineering, business and education. Computer Science is a creative, wide-ranging subject that uses underlying principles and logical thinking to design and build systems that work. The course extends the students' horizons beyond the school environment in the appreciation of the effects of computer applications on society and applications. For these reasons, it will combine well with subjects that contain analytical, scientific and technological aspects as well as those that are creative.

Computer Science is often about being a part of a team

100% OF
A LEVEL COMPUTER
SCIENCE STUDENTS
ACHIEVED
GRADE A*-B
(Summer 2021 Results)

and needs people with many different skills, while also having plenty of opportunity for individual flair and imagination. A good computer scientist is able to adapt to technological change and rise to its challenges and opportunities. The future of Computer Science is almost impossible to predict. There are no boundaries to the opportunities that will be available to you in the future.

TYPICAL ENTRY PROFILE

No formal Key Stage 4 qualification is required but if you have studied the GCSE course you will find that the AS/A2 course will build on the knowledge and skills you have already developed. For students who have not achieved GCSE Computer Science, some experience of programming is desirable.

The course requires good mathematical/numeracy ability (typically a minimum of grade B at GCSE Mathematics). Skills in Literacy and ICT will also provide a good basis for progression to this course. Students who have an interest in 'how computers work' and in developing solutions to problems using programming language will find this subject appealing.

ASSESSMENT SUMMARY

YEAR 1 - AS LEVEL

UNIT 1: Fundamentals of Computer Science

Computer architecture, communication, data representation, data structures, programs, algorithms, logic, programming methodologies and the impact of computer science on society. Written exam 2hrs 25% of A Level.

UNIT 2: Practical Programming

Candidates will use a programming language (Visual Basic.Net, Python or Java) to solve problems set by the exam board. On-screen exam 2hrs 15% of A Level



YEAR 2 - A2 LEVEL

UNIT 3: Programming and Systems Development

Programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society. Written exam 2hrs 20% of A Level.

UNIT 4: Computer Architecture, Data, Communication

Computer architecture, communication, data representation, organisation and structure of data,

programs, algorithms and software applications. Written exam 2hrs 20% of A Level.

UNIT 5: Programmed Solution to a Problem

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem they have chosen which must be solved using original code (programming). Non-exam assessment (coursework) 20% of A Level.

There are no
boundaries
to the
opportunities
that will be
available to
you in the
future.

AS/A level Design and Technology: Resistant Materials



Faculty of Science and Technology

COURSE LEADER
MR P BLAND

This course provides the opportunity for both creative and technical students to study product design to a higher level, it is a natural progression from GCSE courses within design and technology and prepares students for a wide range of higher education courses and related pathways.

50% of the course will require students to design, make, test and evaluate a range of products related to a chosen specialist area. At this level, emphasis is placed upon the design of products for the real world and students will learn about production methods and the application of modern materials. Throughout the course, students will develop

communication and practical skills through the completion of a number of open-ended and focused design activities. Environmental issues are of high priority within this course and students are encouraged to consider aspects of sustainability when designing and making.

88% OF STUDENTS PASSED D&T PRODUCT DESIGN A LEVEL WITH GRADE A*-C
(Summer 2021 Results)

The other 50% is a written examination in each year that will focus on knowledge and understanding in a broad range of Product Design related issues including; Digital technologies, Safe working practices, Characteristics and working properties of materials, Sustainability in Design and Intellectual Property.

TYPICAL ENTRY PROFILE

A typical entry profile that would provide students with

a good chance of success on the Product Design course would require students to have studied Design and Technology at GCSE or equivalent, gaining at least a grade C in both the coursework and written examination.

HOW WILL THIS COURSE BE TAUGHT?

Emphasis is placed upon learning through the completion of practical activity. Theoretical work is related to the design projects, wherever possible, in order that it is seen to be both meaningful and relevant.

Students are encouraged to undertake product analysis through the disassembly of commercial artefacts and will be expected to independently research outside of lesson times.

The structure of the course encourages students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world

problems, considering their own and others' needs, wants, aspirations and values.

The course specification is divided into a total of 4 assessment units, 2 AS units and 2 A2 units.

ASSESSMENT SUMMARY YEAR 1 - AS LEVEL

UNIT 1: Written exam 50% of AS / 20% of A Level

UNIT 2: Design and make task. App.40 hours 50% of AS / 20% of A Level

YEAR 2 - A2 LEVEL

UNIT 3: Written examination
Written exam 2hrs 30mins
30% of A Level

UNIT 4: Design and make project: app. 60 hours 30% of A Level

WHAT CAN THIS QUALIFICATION LEAD TO?

In the past, students who have successfully completed an A Level in this subject have progressed to higher education courses related to: Architecture, Engineering, Furniture Design, Graphic Design, Industrial Design, Interior Design, Product Design.



Students are encouraged to consider aspects of sustainability when designing and making.



AS/A level Design and Technology: Fashion and Textiles

Faculty of Science and Technology

COURSE LEADER
MR P BLAND

Textiles is an excellent choice for students wishing to pursue one of the many career options in the Fashion/Textiles industry. It is desirable to have followed GCSE Textiles, but is not essential. The course is assessed through a mixture of coursework and exams.

50% the course is focused on developing students' ideas and creativity. The course allows students to develop their own style and there is a key focus on originality and individuality within all the design and make tasks.

Students will explore pattern cutting to enable them to create their fashion/textile products, covering all the necessary skills required to construct their design work. Students will be able to create and manipulate fabrics and then explore how fabrics can be decorated through a

wide range of printing and embroidery techniques.

Environmental issues are of high priority within the course and students are encouraged to consider aspects of sustainability when designing and making. 50% is a written exam relating to other subject specific content with a focus on properties and characteristics of materials and Industrial and commercial practice in relation to textiles and the fashion design industry.

TYPICAL ENTRY PROFILE

A typical entry profile that would provide students with a good chance of success on the Fashion and Textile course would require students to have studied either Fashion and Textiles,

Product design or Art at GCSE or equivalent, gaining at least a grade C in both the coursework and written examination.

HOW WILL THE COURSE BE TAUGHT?

This experimental process will evolve through creating a sketchbook that will develop a range of skills from drawing, gathering relevant primary and secondary research, analysis of work produced and the work of others, producing individual textile samples and creating a series of professional and exclusive outcomes. These will relate to others' needs, wants, values and aspirations. Theoretical work is related to the design projects, in order that it is seen to be both meaningful and relevant.

ASSESSMENT SUMMARY

The course specification is divided into 4 assessment units, 2 AS units and 2 A2 units.

YEAR 1 - AS LEVEL

UNIT 1: Written exam 2hrs, 50% of AS / 20% of A Level.

UNIT 2: Design and make task: app.40 hours, 50% of AS / 20% of A Level.

YEAR 2 - A2 LEVEL

UNIT 3: Written exam 2hrs 30mins, 30% of A Level

UNIT 4: Design and make project: app. 60 hours, 30% of A Level.

WHAT CAN THIS QUALIFICATION LEAD TO?

Pupils who study this course can access careers and higher education relating to the following:
Textile Technologist,
Fashion Journalism,
Fashion/Product Designer,
Fashion buyer,
Fashion Retail and Management,
Theatre/Costume design,
Education Lecturer/teacher.

Graduates in these courses are in demand worldwide.



The course allows students to develop their own style and there is a key focus on originality and individuality.

AS/A level Drama and Theatre Studies

Faculty of Performing and Expressive Arts

COURSE LEADER
MRS A PEARCE

This course provides students with the opportunity to develop practical performance skills and gain a greater understanding of how theatre and plays are structured and performed.

The course will be taught in a Drama Studio complete with lights and resources. Students will have the opportunity to see live theatre in different venues and locations.

The subject demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting,

writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. There is an expectation that some rehearsals will be after school.

The AS and Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the Performing Arts Industries.

TYPICAL ENTRY PROFILE

It is not a prerequisite that students have studied GCSE Drama, though it is advisable that students should have some performance experience.

YEAR 1 - AS LEVEL

UNIT 1: Theatre Workshop

In Unit 1, the learners participate in the creation, development and performance of a piece of theatre based on the reinterpretation of an extract from a text supplied by the exam board. The piece will

100% OF
STUDENTS PASSED
DRAMA AND THEATRE
STUDIES A LEVEL
WITH GRADE A*-C
(Summer 2021 Results)

be developed using the techniques and working methods of a theatre practitioner or company.

UNIT 2: Text in Theatre

This unit comprises of an 'open book' written examination in which the learners will answer a series of questions based on the text set by the exam board.

YEAR 2 - A2 LEVEL

UNIT 3: Text in Action

In Unit 3, the learners will participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the exam board. The first is a devised piece using the techniques and working methods of either a theatre practitioner or a theatre company. The second piece is an exploration from a text in a contrasting style.

UNIT 4: Text in performance

This unit is assessed through an 'open book' written examination in which the learners will answer two essay based questions on two contrasting texts.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Theatre Workshop

Performance 24%

Unit 2: Text in Theatre

Open book written exam 16%

A2 LEVEL

Unit 3: Text in Action

Performance 36%

Unit 4: Text in performance

Open book written exam 24%

Gain a greater understanding of how theatre and plays are structured and performed.



AS/A level Economics

Faculty of Business, Enterprise and Technology

COURSE LEADER

MR J WILLIAMS

A Level Economics is a contemporary and dynamic course that provides a coherent combination of microeconomic and macroeconomic content. Students will develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and institutions that affect everyday life, drawing on local, national and global contexts.

Economics is a study of scarce resources and how those resources are allocated to various uses in a market economy. Students will

78% OF
A LEVEL ECONOMICS
STUDENTS
ACHIEVED
GRADE A*-C
(Summer 2021 Results)

be required to understand the economic behaviour of consumers, producers and governments. This course enables students to develop an in-depth understanding of the role markets play and the

way in which governments seek to manage them.

The subject is split into two main sections; microeconomics and macroeconomics.

Macroeconomics looks at the big issues affecting the economy as a whole such as unemployment, inflation, stability and growth, whereas microeconomics looks at individuals and businesses focusing on supply and demand and other forces that determine the price levels seen in the economy.

TYPICAL ENTRY PROFILE

Whilst no prior study of this subject is required, it is strongly recommended that students entering this course achieve a B in GCSE Mathematics.

A LEVEL ECONOMICS

Economics complements many other A Levels in the Sciences, Social Sciences and Humanities and may lead to higher education courses in any discipline. Students who study Economics need to be able to interpret data, compare theory with reality

and make causal connections between market models and current economic behaviour.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Introduction to Economic Principles

Written exam 1hr

Unit 2: Economics in Action

Written exam 2hrs

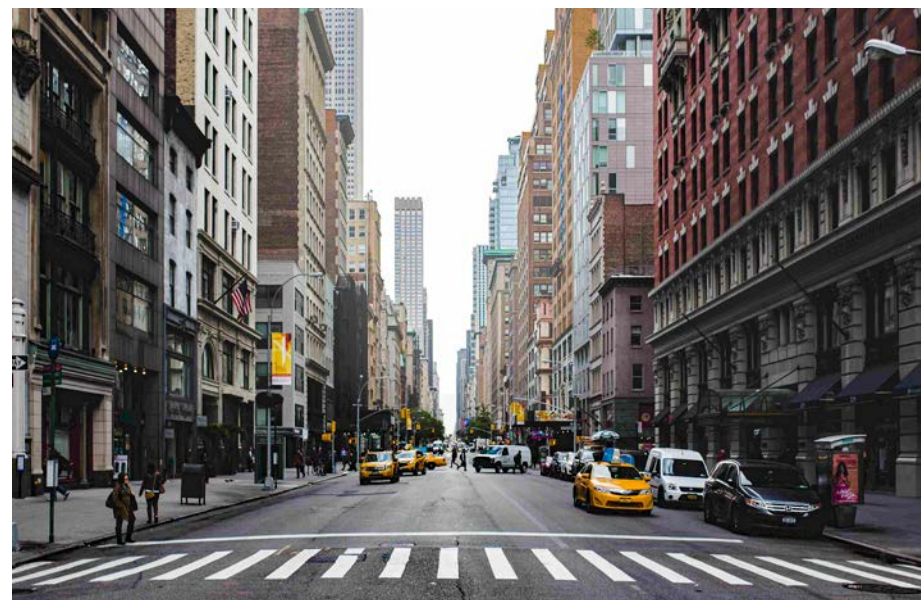
A2 LEVEL

Unit 3: Exploring Economic Behaviour

Written exam 1hr

Unit 4: Evaluating Economic Models and Policies

Written exam 2hrs



Students develop an in-depth understanding of the role markets play and the way in which governments seek to manage them.

AS/A level English Language



Faculty of English

COURSE LEADER
MR N JONES

The English language occupies all of our waking hours and much of our sleeping: when we are awake we speak, listen, read, write and think, and of course, when we are asleep, we dream using language. 'A' Level English Language allows us to understand and appreciate the beauty, diversity and complexity of the English language, from its birth fifteen hundred years ago, to the present day. It also enables us to become more proficient users of that language, a distinct advantage in the very competitive world of university application and work. It is helpful if students have achieved a B grade in



both English Language and English Literature at GCSE in order to cope with the academic requirements of this course.

TYPICAL ENTRY PROFILE

Students with B grades at GCSE are statistically more likely to achieve a C grade and above at AS and A Level.

YEAR 1 - AS LEVEL

UNIT 1: Exploring Language
This first unit introduces us to the many forms in which language presents itself in the modern world. We learn how to analyse language, using the frameworks

for study, acquiring an awareness of grammar particularly, but also of lexis (vocabulary) and pragmatics (the context in which language is produced).

UNIT 2: Language Issues and Original Writing

So many factors can bring about language change and variation: Where we live, our age, gender and profession being just a few. This module focuses upon language and power, and language and situation, and is designed to introduce students to the ways in which language affects our day-to-day lives.

The unit also gives learners an opportunity to display their creativity – they will produce a piece of literary or non-literary writing, based on language issues.

YEAR 2 - A2 LEVEL

UNIT 3: Language Over Time

How the language we speak has developed over the fifteen hundred years of its history and how it may develop in the future. A theoretical awareness is essential in this module, but as always, study is underpinned by an ability to interpret data.

UNIT 4: Spoken Language and Creative Recasting

This unit encourages learners to engage with spoken language and to produce an original piece of writing. It is designed to give learners the opportunity to apply their analytical skills and to communicate creatively in different ways.

UNIT 5: Language and Identity

The AS year will have introduced students to a great many areas of interest, generating ample opportunity for independent study. Students select one area and gather data, which will form the basis of an independent investigation into language and identity.

'A' Level English Language is a great choice, even if you do not wish to study English Language at University. University admissions tutors and employers are impressed by the evidence an English Language qualification provides of sophisticated analytical and communication skills. It is also an excellent companion to History, Sociology, Psychology and Modern Foreign Languages. Students go on to read courses as diverse as Law, Politics and International Relations and

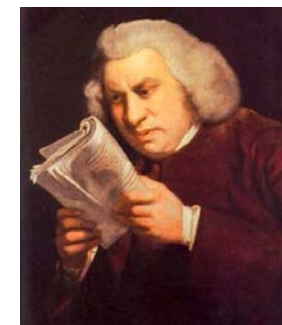
Philosophy at the institution of their choice.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Exploring Language
Examination

Unit 2: Language Issues
Examination



A2 LEVEL

Unit 3: Language Over Time
Examination

Unit 4: Spoken Language and Creative recasting
Examination

Unit 5: Language and Identity
Coursework

Students go on to read courses as diverse as Law, Politics and International Relations and Philosophy.

AS/A level English Literature



Faculty of English

COURSE LEADER
MR N JONES

English Literature is a superb 'A' Level choice for all those students who love books, reading and have thoroughly enjoyed their GCSE texts. It is helpful if students have achieved a B grade in both English Language and English Literature at GSCE in order to cope with the academic requirements of this course.

TYPICAL ENTRY PROFILE

Students with B grades at GCSE are statistically more likely to achieve a C grade and above at AS and A Level.

YEAR 1 - AS LEVEL

UNIT 1: Prose and Drama

This unit is split into two sections which deal with

pre-1900 prose and drama. A particular focus of this module will be cultural and contextual influences and how attitudes and values are expressed in texts.

Possible texts include:

POETRY:

Charlotte Bronte: Jane Eyre
Thomas Hardy: The Mayor of Casterbridge
Charles Dickens: David Copperfield

DRAMA:

Christopher Marlowe: Doctor Faustus

Tennessee Williams: A Streetcar Named Desire
Oscar Wilde: Lady Windermere's Fan

UNIT 2: Poetry Post-1900

This second unit is based upon the study of two paired poetry texts. In addition to being able to analyse the texts closely and

independently, students will have to be aware of the variety of ways in which a text will be interpreted. They will also consider the ways in which texts relate to one another.

Possible poets include:

Ted Hughes
Sylvia Plath
Seamus Heaney
Owen Sheers

YEAR 2 - A2 LEVEL

UNIT 3: Poetry Pre-1900 and Unseen Poetry

Students are required to study one text analysing how meanings are shaped in poetry texts and the way writers adapt structure, form and language for effect.

Possible poets include:

Geoffrey Chaucer: The

Merchant's Prologue and Tale

John Keats: Selected Poems

Christina Rossetti: Selected Poems

UNIT 4: Shakespeare

No 'A' Level English Literature course could ignore Shakespeare's cultural legacy, with the richness of his poetry and prose, and the depth of his plots and characters. Study focuses upon one of his plays, which include:

King Lear
The Tempest
Hamlet

UNIT 5: Prose Study

This assessment requires candidates to produce one 2500-3500 word essay based on the reading of two prose texts from different periods.

Even if you do not wish to study English Literature at University, admissions tutors and employers are impressed by the evidence an English Literature qualification provides of transferable skills and competencies such as analysis, argument and research. It is an excellent



companion to History, Theatre Studies and Modern Foreign Languages, and students go on to read courses as diverse as Law, Medicine and Classics and Ancient History at the institution of their choice.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Prose and Drama

Examination

Unit 2: Poetry Post-1900

Examination

A2 LEVEL

Unit 3: Poetry pre-1900 and Unseen Poetry

Examination

Unit 4: Shakespeare

Examination

Unit 5: Prose Study

Coursework - 2500-3500 word essay

AS/A level Geography

Faculty of Humanities

COURSE LEADER
MR A CURNOW

Geography is one of the most popular and successful subjects in the Sixth Form. Outcomes are very strong. It is a unique and academic subject that encompasses a diverse range of topics and embraces the physical and built world. It spans the Arts/ Humanities and Sciences; as such it complements other subject choices in both these fields.

Geography is an excellent choice for combining with a mix of science subjects (such as Biology or Mathematics) or arts subjects (such as Languages, History or Business Studies). It develops a range of skills such as analysis and evaluation, problem solving, essay and report writing. Tasks set as part of the Geography course will also heavily support many aspects of the Advanced Welsh Baccalaureate. Geography is,

perhaps, one of the best placed subjects to support students to achieve this qualification and the UCAS points it carries.

The WJEC course offered includes material ranging from the hazard threat posed by earthquakes and volcanic eruptions through to rural change and counter urbanisation. Geography encourages the student to take a broader view of the changes involved at both the local and global scale and fosters a concern for the future management of the environment around us.

TYPICAL ENTRY PROFILE

Candidates are not required to have studied the subject at GCSE but will need to demonstrate good numerical, logic and literacy skills. Therefore, grades at GCSE Mathematics English and Science will be looked at (students must have a grade B or above in these areas). Data indicates that, typically, students who are successful in A Level Geography have an average points score of 6.5 or above across their GCSEs.



ASSESSMENT SUMMARY

YEAR 1 - AS LEVEL

UNIT 1

Section A: Changing Landscapes – process, change and issues

Section B: Tectonic Hazards – process, change and issues
Written Exam.

UNIT 2

Section A: Changing Places
Section B: Fieldwork Investigation

The course is designed to build on the knowledge and skills gained at GCSE, although students do not necessarily have to have taken Geography – a good awareness of global issues

and current affairs would be beneficial. 'AS' Geography makes an excellent one year course for those wishing to add breadth to their Sixth Form choices. Written exam.

YEAR 2 - A2 LEVEL

UNIT 3

Section A: Global Systems
Section B: Global Governance: Change and Challenges
Section C: 21st Century Challenges. Written exam.

UNIT 4

Section A: Tectonic Hazards
Section B: Contemporary Themes in Geography: Ecosystems; Energy. Written exam.



Geography develops a range of skills such as analysis and evaluation, problem solving, essay and report writing.

UNIT 5: Independent Investigation Project

The second year course takes the depth of study further to 'A' Level standard and deals with the areas of contemporary concern in Geography, namely the concept of sustainable development and management of selected environments. Coursework.

Fieldwork is integral to both the AS and A-Level courses. Fieldwork. The Geography Department runs several very

successful fieldtrips to the local region each academic year, investigating economic and physical changes in both human and natural environments. In recent years we have also run highly engaging enrichment fieldtrips to the exciting environments of Iceland. Here we have investigated the impacts of tectonic processes, tourism, climate change and the use of geo-thermal energy.

AS/A level Health and Social Care

Faculty of Science and Technology

COURSE LEADER
MRS D GAYLARD

WHY CHOOSE HEALTH AND SOCIAL CARE?

Careers in health and social care are some of the most important in the world. If you have a desire to make a difference, and care about helping other people, this could be the vocation for you.

There are many different specialist careers available within the healthcare system, including: nurses; midwives; clinical support staff, such as donor carers and new-born hearing screeners; allied health professionals, such as radiographers and orthoptists; and specialist therapy staff, such as occupational therapists, speech therapists and art therapists. Such jobs are in demand, with the NHS (National Health Service) being the largest employer in Europe (over one million employees).



Careers in social care are concerned with helping vulnerable people and providing them with support. Social care work is needed in places such as people's own homes, in residential care units, in shelters for the homeless, and in young offender institutes. Careers could focus on supporting a variety of social problems, such as domestic violence, asylum, or mental health.

Careers in health and social care are undoubtedly amongst the most challenging, but they can also be the most satisfying. They require empathy, responsibility, perseverance and, above all, a

strong desire to help others.

A-LEVEL IN HEALTH AND SOCIAL CARE, AND CHILDCARE

Health and Social Care, and Childcare is suitable for students who are interested in learning about the development and care of individuals throughout the life span from conception to later adulthood. The qualification provides a suitable foundation for further study of health and social care through a range of higher education courses, or into employment. Students who have studied Health and Social Care at MCS have progressed onto various related degree pathways

including Education, Nursing, Midwifery, Social Work, Health Care Studies and Occupational Therapy.

ASSESSMENT SUMMARY YEAR 1 - AS LEVEL

UNIT 1: Promoting health and well-being.

Written exam 2hrs 20%

UNIT 2: Supporting health, well-being and resilience in Wales.

Non exam assessment:

Investigative task. Approx 30 hours 20% of qualification

YEAR 2 - A2 LEVEL

The full cohort will study either Childcare (units 3 and 4) or Adult Health and Social Care (units 5 and 6). The decision will be informed by the needs and preferences of the cohort.

UNIT 3:

Theoretical perspectives of children and young people's development

Written exam: 2hrs 30mins

30% of qualification

& UNIT 4:

Supporting the development, health, well-being and resilience of children and young people

Non exam assessment:

Produce an Information resource. Approx 40 hours 30% of qualification

OR

UNIT 5:

Theoretical perspectives of adult behaviour

Written exam: 2hrs 30mins 30% of qualification

& UNIT 6:

Supporting adults to maintain health, well-being and resilience

Non exam assessment:

Produce an Information resource. Approx 40 hours 30% of qualification

POSSIBLE COMBINATIONS

Learners who meet the entry requirements may choose to take a combination of L3 HSC qualifications thereby

completing the equivalent of one, two or three A levels within the department:

- **A level HSC** - pathway suitability - higher education.
- **Certificate in HSC** - equivalent to 1 A Level - pathway suitability - HSC workplace.
- **A level HSC + Certificate in HSC** (no work placement) - equivalent to 2 A Levels - pathway suitability HE or workplace.
- **Certificate in HSC + Diploma in HSC** (includes work experience placement) - pathway suitability HSC workplace.
- **A level HSC + Certificate in HSC + Diploma in HSC** (includes work experience placement) - pathway suitability HE or HSC workplace.

TYPICAL ENTRY PROFILE

Health and Social Care, and Childcare is suitable for learners who are capable of Level 3 A Level study. An average GCSE point score of 5.5 or above is required. Previous study in HSC is not required.

There are many different specialist careers available within the healthcare system.

AS/A level History

Faculty of Humanities

COURSE LEADER

MRS R PORTER

History is a subject that not only provides students with an in-depth understanding of the world but also provides the skills needed for further study and a wide range of careers. At present, in the Upper Sixth, History students are going on to read courses at University as diverse as PPE, Law, Medicine, War Studies and Economics.

The work covered is relevant to today's society as it gives an in-depth understanding of the political, economic and social construction of that world.

TYPICAL ENTRY PROFILE

Students need at least C grades in History and English at GCSE. Students need to have excellent time management and independent study skills and enjoy arguing, debating, reading widely and want to make their views heard. History perfectly

complements courses such as English Literature, Philosophy and Ethics and Classical Civilisation but may also be studied alongside other AS and A2 courses such as Mathematics, Physics, French, English, and DT.

The course is taught in such a way that all Essential Skills are covered, providing students with a wide range of learning activities. Class debates, note making, searching data-bases, use of the internet for research, analysing statistics, solving problems and the ability to work in a group are all methods used on a regular basis. There are day visits organised to the Houses of Parliament and Quarry Bank Mill. We also lead an overseas trip each Easter to either Krakow, Munich, Berlin, Prague or Rome.

YEAR 1 - AS LEVEL

UNIT 1: A Period Study - Europe in an Age of Conflict and Co-operation c 1890 - 1991. Causes of World War; International Relations
UNIT 2: A Depth Study -

Part One - Radicalism and the Fight for Parliamentary Reform c 1783 - 1832.

YEAR 2 - A2 LEVEL

UNIT 3: A Breadth Study - Change Over Time. The American Century c 1890 - 1990

UNIT 4: A Depth Study - Part Two - Protest and Campaigns for Social Reform c 1832 - 1848.

UNIT 5: Interpretations Coursework - An interpretation Exercise 4000 words.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: A Period Study

Exam 20%

Unit 2: A Depth Study Pt 1

Exam 20%

A2 LEVEL

Unit 3: A Breadth Study

Exam 20%

Unit 4: A Depth Study Pt 2

Exam 20%

Unit 4: Interpretations

Coursework 4000 words 20%



Students need to have excellent time management and independent study skills and enjoy arguing, debating, reading widely and want to make their views heard.



AS/A level Information and Communication Technology

Faculty of Business, Enterprise and Technology

COURSE LEADER

MR L McATEE

The world is increasingly dominated by the use of ICT. Many aspects of our daily lives rely on ICT. This course will introduce you to the fundamentals of ICT, providing a foundation from which to extend your knowledge of this growing area.

Through the course you will develop your understanding of the principles of problem solving using ICT. You will learn about the range of ICT applications and the effects of their use. The course aims for you to be able to apply this knowledge and understanding when developing ICT solutions to problems.

A qualification in ICT combines well with many subjects, including those that would benefit from an

ability to obtain, manipulate, present and communicate information. It also goes well with subjects that contain analytical, scientific and technological aspects.

With a qualification in ICT you could go on to Higher Education or work in one of the many vocational areas emerging to reflect the importance of ICT in the modern world.

TYPICAL ENTRY PROFILE

No formal Key Stage 4 qualification in the subject is required, but if you have studied the GCSE course you will find that the AS/A2 course will build on the knowledge and skills you have already developed. The coursework relies on students having good skills in analysis and evaluation combined with the ability to write their ideas accurately and coherently. It is recommended, therefore, that students achieve at least a C in GCSE English.

Students with broad interests in any aspects of ICT will find this course appealing.



ASSESSMENT SUMMARY

YEAR 1 - AS LEVEL

UNIT 1: Information Systems

2hrs 15mins exam 60% of AS Level

Topics include:

- Data, Information and Knowledge
- The use of ICT in Business, Education, Health and the Home
- Presenting Information using ICT
- Networks
- Human Computer Interfaces
- Social Issues
- Databases
- Modelling and Simulation

UNIT 2: Presenting Information.

Coursework 40% of AS

This unit requires candidates to use ICT hardware and software applications to solve a problem involving three separate tasks: a document such as a leaflet or magazine, a document containing automated routines and a presentation to an audience.

YEAR 2 - A2 LEVEL

UNIT 3: Use and Impact of ICT. 2hrs 30mins exam

60% of A Level

Topics include:

You will learn about the range of ICT applications and the effects of their use.

- Networks
- The Internet
- Working with ICT
- ICT Security
- Database systems
- The Management of Change
- System Development Life Cycle

UNIT 4: Relational Databases.

Coursework 40% of A Level
This unit requires candidates to produce a relational database project for a context of their own choice. Candidates will have to design, implement, test, document and evaluate the system they create.

AS/A level French, German, Spanish



Faculty of International Languages

HEAD OF FACULTY & COURSE CO-ORDINATOR MISS J SNOOK

The MFL Faculty offers French, German and Spanish to Advanced Subsidiary and Advanced Level; candidates sit the Welsh Joint Education Committee examinations.

The A Level course aims to cater for the needs and interests of the student through the development and extension of language skills already acquired at GCSE. An Italian QCF qualification is also offered to students pursuing languages at KS5 as an extra-curricular option.

Themes at AS, these include Being a young person in society (including family structures, traditional values,

youth trends, personal identity and education) and understanding the French/ German/Spanish speaking world (regional culture, literature, art, film and music). Students also study a film in their chosen language. At A2, the themes studied include Diversity and Difference and political/ cultural aspects. In addition to these at A2, students focus on a literary work in depth and are able to independently research an area of interest for oral presentation.

TYPICAL ENTRY PROFILE

It is a prerequisite that you have studied the chosen language at GCSE. It is strongly recommended that students entering this course have a grade B at GCSE. Students should have a passion for languages and a desire to communicate confidently, through the exploration of culture, literature and social factors. Students will learn to communicate effectively, both orally and in writing, and to respond effectively to the spoken and written language.



ASSESSMENT SUMMARY

YEAR 1 - AS LEVEL

UNIT 1: Speaking

Task 1: Arguing a point of view based on a written stimulus card (5-6 minutes)
Task 2: Discussion based on a second written stimulus card (7-9 minutes)
Non-exam assessment: 12-15mins (plus additional 15mins preparation time) 12%

UNIT 2: Listening, Reading and Translation

Section A: Listening
Section B: Reading
Section C: Translation - from MFL to English
Section D: Critical response in writing on the film studied. Learners are not permitted to use dictionaries in any part of the assessment. Written exam 2hrs 30mins 28%.

Students should have a passion for languages and a desire to communicate confidently.

YEAR 2 - A2 LEVEL

UNIT 3: Speaking

Independent research project
a) Presentation of independent research project (2mins)
b) Discussion on the content of the independent research project (9-10mins)
Non-exam assessment 11-12mins 18%

UNIT 4: Listening, Reading and Translation

Section A: Listening
Section B: Reading
Section C: Translation - from English/Welsh into German
Written exam 1hr 45mins 30%

UNIT 5: Critical and analytical response in writing (closed-book)

One essay question, based on the study of a literary work
Learners are not permitted to use dictionaries or texts in any part of the assessment. Written exam 1hr 30mins 12%

HOW CAN LANGUAGES BENEFIT YOU?

The ability to offer one or more foreign languages is now a natural requirement of an increasing number of jobs. Whilst languages on their own can lead to careers in teaching, interpreting and translating, colleges and universities nowadays reflect the needs of business and industry by offering courses which combine languages with a variety of other studies - accountancy, business, law, marketing and tourism. Science and modern languages are also increasingly popular. Many such courses include work placements or study abroad.

Students are encouraged to spend some time in the foreign country during Sixth Form and may consider work experience placements abroad during the course.

AS/A level Law

Faculty of Science and Technology

COURSE LEADER
MRS K JONES

If you are given too much change in a shop can you keep it? If you trespass on someone else's land and get injured can you sue the land owner for compensation for your injury? What are your rights if you buy goods that turn out to be faulty after a few months? Should a "mercy killing" be classified as murder or not? Law is a vital part of our society and affects all our lives. If you are interested in finding out answers to these types of questions and developing your knowledge and skills in a challenging subject, then Law is for you!

This course provides an introduction to Law, it will provide you with an insight to topics that you could study at degree level and will enable you to explore an exciting and challenging new subject!

You will develop a range of skills useful for university

and employment. These will include the ability to analyse hypothetical scenarios and apply legal arguments and principles to solve problems. You will become efficient at critically evaluating legal rules and the legal system by formulating reasoned and persuasive arguments supported by evidence.

TYPICAL ENTRY PROFILE

Whilst no prior study of this subject is required, it is strongly recommended that students entering this course achieve a B in GCSE English.

ASSESSMENT SUMMARY YEAR 1 - AS LEVEL

UNIT 1: The Nature of Law and the English Legal System
This topic considers the rule of law and how laws are made and interpreted by the courts. You will also learn about court and tribunal structures, alternative methods of dispute resolution, access to justice and the role of legal

personnel and lay people law is relevant to all of us, equipping students with knowledge of the legal system that can be used in everyday life. It is relevant to almost every career from lawyer to nurse, providing students with an advantage if they choose a position in business or law-related professions.

Law is a vital part of our society and affects all our lives.



100% OF
STUDENTS PASSED
LAW A LEVEL WITH
GRADE A*-C
(Summer 2021 Results)

UNIT 2: The Law of Tort

This involves the study of the law of negligence which concerns injury to people and damage to property, occupier's liability, nuisance and vicarious liability. It will also include defences, such as consent, as well as the remedies available to a court.

YEAR 2 - A2 LEVEL

UNIT 3: Criminal Law

In this unit you will learn about the elements of a crime and study the law of homicide, non-fatal offences, such as assault and battery,

and the property offences of theft and robbery. This unit also includes what is meant by an "attempt" and a range of defences to crimes, including self-defence.

UNIT 4: Contract Law

Contracts are entered all the time, for example, when you go shopping or eat out with

family or friends. If a problem arises, the law of contract helps people to resolve the dispute by providing rules to decide where the blame lies and what potential solutions are available.

ENRICHMENT OPPORTUNITIES

We offer a number of enrichment activities within the law department. We regularly invite different legal professionals into the school to give talks and offer insight in their career pathways. Students have the opportunity to visit Parliament and we also plan trips to visit the local magistrate and crown courts. Students are encouraged to join our school team competing in the nationally acclaimed Bar Mock Trial Competition. The competition immerses students in all aspects of a criminal trial, as they take on the roles of barristers, witnesses, clerks, ushers and jury members. Law students also act as mentors for the MCS team of 12-14 year olds taking part in the Magistrate Mock Trial competition.

AS/A level Mathematics and Further Mathematics



Faculty of Mathematics

HEAD OF FACULTY & COURSE LEADER
MISS L DRAPER

Mathematics is a fascinating and rewarding subject that underpins many other areas of learning. It has been fundamental to the development of the society in which we live.

Mathematicians are highly valued and well placed for a diverse range of careers.

A Level Mathematics is divided into 2 areas: at its heart lies Pure Mathematics, which is mainly concerned with Algebra, Geometry, Calculus and Trigonometry, and Applied Mathematics which applies these techniques to solve problems in the world about us.

TYPICAL ENTRY PROFILE

As the A level builds upon scientific and technical previous knowledge, students should have achieved a B grade in Higher Tier GCSE Mathematics rather than Numeracy as this contains the algebra necessary for success at A level. For Further Maths students should have achieved an A grade in GCSE Mathematics.

74% OF STUDENTS
PASSED A LEVEL
MATHS WITH
GRADE A*-A
(Summer 2021 Results)

ASSESSMENT SUMMARY MATHEMATICS

Units are compulsory to be awarded the AS/A2 levels and are examined externally. There is no coursework component for these qualifications. The Statistics and Mechanics modules have been combined and are now examined together in the Applied Unit.

YEAR 1 - AS LEVEL

Both assessed through external examinations.

UNIT 1: Pure Mathematics

Building on the GCSE syllabus such as Algebra and Coordinate Geometry and introducing Differentiation.

UNIT 2 Applied Mathematics

- Statistics and Mechanics.

YEAR 2 - A2 LEVEL

3 modules. Assessed through external examinations.

UNIT 3 Pure Mathematics

Further Functions and Calculus.

UNIT 4 Applied Mathematics

Statistics, Differential Equations and Mechanics.

FURTHER MATHEMATICS

Further Mathematics has modules that students study in addition to the AS/A Level Mathematics. The course provides a very useful foundation for any mathematical based degree such as Mathematics, Physics, Engineering and Computer Science. The logical skills required in Further Mathematics complements all disciplines and is a fascinating and beautiful

subject in its own right.

YEAR 1 - AS LEVEL

All modules are assessed through external examinations.

UNIT 1: Further Pure Mathematics A

UNIT 2: Further Statistics

UNIT 3: Further Mechanics



The logical skills required in Further Mathematics complements all disciplines and is a fascinating and beautiful subject.

YEAR 2 - A2 LEVEL

All modules are assessed through external exams.

UNIT 4: Further Pure Mathematics B

UNIT 5: Choice of: Further Statistics B

or Further Mechanics B

Mathematics is an excellent choice for students who wish

to pursue employment in finance, statistics, navigation (such as Air traffic Control), management and accountancy. It can also lead to a career in many other paths such as architecture, designing computer games, medicine and veterinary science.

AS/A level Music

Faculty of Performing and Expressive Arts

COURSE LEADER
MRS A RITTER

The course provides an opportunity for students to develop a range of musical skills and interests, and forms the basis for an informed and lasting love of music, either in a musical career or as a leisure activity. The 'AS' may either be taken as a free standing, self contained course or as the first part of the full Advanced Level. It is suitable both for those students who intend to progress to A Level and for those whose interest in the subject is more recreational.

The 'A' level syllabus is designed both to develop students' skills to a level appropriate for entrance to courses of study in Music in Higher Education and to inform and enrich the appreciation and enjoyment of music for those students for whom it will remain a lifelong interest. Its academic

rigour lays down patterns and standards for critical judgement that will benefit each student. The WJEC specification is followed.

TYPICAL ENTRY PROFILE

Potential students should have achieved a minimum of Grade 5 on one or more instruments/voice and achieved a B grade at GCSE in order to be successful.

ASSESSMENT SUMMARY

YEAR 1 - AS LEVEL

UNIT 1: Performing

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. Total duration of performances: 6-10 mins
Non-exam assessment: externally assessed by a visiting examiner.

UNIT 2: Composing

Two compositions:
• A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition and be in response

to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

• A free composition of at least 2 minutes duration. Total duration of compositions: 3-6 minutes
Non-exam assessment: externally assessed by WJEC

UNIT 3: Appraising

Written exam 1hr 30mins.
Two areas of study:
Area of study A: The Western Classical Tradition
Either: The Symphony 1760-1830 including one set work, Symphony Number 103, Drumroll, Haydn, Movements 1 and 2.
Or: Choral Music 1730-1800 including one set work, Requiem, Mozart (Requiem, Kyrie, Dies Irae, Tuba Mirum and Rex Tremendae).
One area of study from:
Area of study B: Rock and Pop 1965-1990
Area of study C: Musical Theatre, Rodgers, Sondheim, Schonberg and Lloyd-Webber
Area of study D: Jazz 1935-1960.

YEAR 2 - A2 LEVEL

At A2 students can opt to specialise in one area so that the weighting of each component is altered.

UNIT 4: Performing

Option A: A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Or Option B: A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

Unit 5: Composition

Option A: Two compositions:
1. A piece of at least 1 minute duration which uses the techniques associated with



the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs. 2. A free composition of at least 2 minutes duration.

Or Option B: Three compositions: 1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. 2. A free composition reflecting one different area of study of at least 2 minutes duration. 3. A free composition.

UNIT 6: Appraising

Two areas of study: Area of study E: The Western Classical Tradition Either: The Symphony 1830-1910 including one set work, Symphony Number 1, Brahms, Movement 4.
Or: Choral Music 1800-1880 including one set work, Requiem, Verdi (Dies Irae).
Area of study F: Post 1900
Learners choose one strand from list A and one strand from list B. List A Either: Strand 1: Impressionism
Or: Strand 2: Twenty-first century Chamber Music in Wales
List B Either: Strand 3: American Popular Songs of the 20s and 30s
Or: Strand 4: Popular Music in Wales
Set works will be included in each strand. Written exam 2hrs

AS/A level Music Technology

Faculty of Performing and Expressive Arts

COURSE LEADER
MRS A RITTER

This course provides students with a balanced and inter-related programme of study that includes recording, composition and production skills; critical listening; technical proficiency and understanding of contemporary musical styles. Students will have the benefit of extensive use of the Department's state-of-the-art Recording Studio and Computer Suite running Logic X on iMac computers.

Students develop skills in recording studio techniques, acoustics, mixing, music production software, synthesis, sampling, effects use and sound processing. They will study the development of recording and production, and popular music styles from 1950 to the present day. Final assessment takes place in the second year,

with two extended practical coursework tasks, and two written exams to complete the Advanced level qualification.

It is suitable for students who have an interest in music production, recording, and electronic and rock styles that have developed since the 1950s. The A Level is designed to develop

66% OF
STUDENTS PASSED A
LEVEL MUSIC
TECHNOLOGY WITH
AN A GRADE
(Summer 2021 Results)

students' skills to a level appropriate for entrance to courses of study in Music Technology, Production or Sound Engineering in Higher Education or the work place, and to inform and enrich the technical and musical understanding of those students for whom it will be a leisure pursuit. The Pearson specification is followed.

TYPICAL ENTRY PROFILE

Students need to develop a high level of critical listening ability, plus technical skills with music software, electronic instruments and recording studio techniques. They need a good level of musical understanding, and to be able to interpret and realise performances using technology. The new qualification from 2017 places a greater emphasis on the theory of sound and acoustics. Although performance and music theory is not directly assessed, potential students will benefit from having reached a proficient standard of performance on an instrument/voice and, preferably, have achieved a good grade at GCSE Music. Students do not necessarily need GCSE Music or formal instrumental Grades, but these are certainly useful.

If you are keen on popular music and music production, and would like to know if this course is suitable for you, please talk to a member of the Music Department. The possession of a good grade



in GCSE Physics (or Double Award Science) would also be helpful for technical aspects of the course.

ASSESSMENT SUMMARY

PRACTICAL WORK
Two tasks that involve extensive planning, development and refinement to produce high quality finished pieces of music:

- Multi-track Recording - managing live performances and sequenced keyboard parts to record and mix a song from a choice of 10 options
- Technology-Based Composition - using synthesis, sampling, effects and sound design to create

an original piece of music based on a published brief. Choice of music for moving image, words and music and current affairs

WRITTEN PAPERS

- Listening and Analysing – commenting on features of recordings to demonstrate understanding of music production and musical styles throughout the eras from the 1950s to present day
- Producing and Analysing - editing, mixing and producing with supplied audio and MIDI in exam conditions; analytical essay on an aspect of music production

Music Technology may be combined with any

other A Level or Vocational subjects in the Sixth Form. It is possible to take Music AS or A Level alongside Music Technology. Contribution will be made to the Key Skills of Communication, Information and Communication Technology, Working with Others, Improving Own Learning and Problem Solving.

The many Music Technology degree courses that are now available enable students to study further according to their own strengths and interests. For those intending to pursue a career outside Music, the A Level will give students technical skills that they can use widely in the changing technological world.

Students have progressed from the A Level to the most prestigious Higher Education courses in the UK including the internationally-renowned Tonnmeister at Surrey University; Liverpool Institute of Performing Arts, Royal Welsh College of Music and Drama and Royal Northern College of Music.

AS/A level Physical Education

Faculty of Physical Education

COURSE LEADER
MISS E BIDDLE

This exciting A Level Physical Education course aims to combine the practical aspects of Physical Education with the theoretical content. Practical application is a key aspect of the course so we aim to deliver a course that underpins the theoretical content through practical examples. Students will develop a holistic understanding of the range of factors that can affect the refinement of performance in Physical Education.

88% OF
STUDENTS PASSED A
LEVEL PHYSICAL
EDUCATION WITH
GRADE A*-C
(Summer 2021 Results)

TYPICAL ENTRY PROFILE

Due to the nature of the course, and the importance of building upon prior knowledge and understanding within Physical Education, it is a requirement that students have studied the subject at GCSE and have achieved at least a C grade.

YEAR 1 - AS LEVEL

UNIT 1: Exploring Physical Education

Unit 1 is assessed through a 1hr 45min exam that consists of compulsory structured questions plus one question requiring extended writing covering the following topics:

- Exercise Physiology, Performance Analysis and Training
- Sport Psychology
- Skill Acquisition
- Sport and Society



UNIT 2: Improving Personal Performance

Students are to select one sport to be assessed in. The following breakdown of the unit is specific to the chosen sport selected by the student:

- Practical Performance in one activity
- Coaching or officiating in the same activity
- Personal Performance Profile

Students will be assessed in this unit through a practical moderation that will take place at Cardiff Metropolitan University in March.

YEAR 2 - A2 LEVEL

UNIT 3: Evaluating Physical Education

Unit 3 will be assessed through a 2hr exam that consists of compulsory structured questions plus one question requiring extended writing based on the following:

- Exercise Physiology, Performance Analysis and Training
- Sport Psychology
- Skill Acquisition
- Sport and Society

UNIT 4: Refining Personal Performance in Physical Education

Students are to select one sport to be assessed in throughout this unit. Both aspects of the unit are focused on refining performance and include:

- Practical Performance in one activity (Performance, Coaching or Officiating)

- Investigative Research.

Students will be assessed in this unit through a practical moderation that will take place at Cardiff Metropolitan University in March.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Exploring physical education. 1hr 45min exam
- 24% of A Level / 60% of AS

Unit 2: Improving Personal Performance. Practical performance - 16% of A Level / 40% of AS

A2 LEVEL

Unit 3: Evaluating Physical Education. 2hr exam 36% of A Level

Unit 4: Refining Personal Performance. Practical performance 24% of A Level



It is a requirement that students have studied the subject at GCSE.

AS/A level Physics

Faculty of Science and Technology

COURSE LEADER
MR S PEARSON

WHY CHOOSE PHYSICS?

Physics is at the heart of everything and is a highly rewarding discipline to study at school, university and beyond. Above all a physics qualification opens doors to a wide variety of careers. It forms the basis of most modern technologies and holds the future to global well-being.

The career opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying physics. Universities and employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. Physicists are found working in a wide range of sectors, including: research & development; health & medicine; engineering; finance; IT; architecture;

astronomy; meteorology and of course teaching.

Physics requires a logical and numerate mind; the ability to solve problems; teamwork, flexibility and practical skills are second nature to those trained in physics.

THE COURSE - FAQ

There is a dedicated team of four physics specialists at Monmouth Comprehensive to support students with interests ranging from medical physics and engineering to particle and astrophysics. Each class will be taught by two experienced teachers from the team.

Students often ask whether they should study A level mathematics alongside physics. It is definitely helpful due to the overlap between the two subjects. It is also important to note that universities require A Level mathematics as a qualification to access a degree in physics. That said, a large number of students successfully follow the course without studying A Level mathematics. The A

Level physics course itself will require proficiency in higher tier GCSE mathematics, particularly in the areas of algebra, graphs, standard form and trigonometry.

Other popular courses to take with physics are Mathematics, Chemistry, Biology, Geography and Computing.

There are no controlled tasks in the course. There is an examination in the second year which will assess students' practical and analytical skills. In addition students will be expected to maintain a well-structured 'Lab Book' of specified practical activities carried out through the course.

TYPICAL ENTRY PROFILE

Statistically Physics is one of the most difficult subjects to study at Advanced Level. Data indicates that students who achieve successful grades in the course generally have at least an average of a 'B' across their GCSE subjects. In particular it is strongly recommended

that students entering this course have at least grade 'B's in GCSE sciences and GCSE mathematics qualifications.

ASSESSMENT SUMMARY YEAR 1 – AS LEVEL

UNIT 1: Motion, Energy and Matter. Motion and Forces, Energy Concepts, Materials, Radiation from Stars, Atoms & Particles. Worth 20% Exam taken end of Yr12. (One resit allowed at the end of Yr13)

UNIT 2: Electricity and Light. Electrical Conduction and Resistance, D.C. Electrical Circuits, Wave Properties, Refraction, Photons, Lasers.



A physics qualification opens doors to a wide variety of careers.

Worth 20% Exam taken end of Yr12

YEAR 2 – A2 LEVEL

UNIT 3: Oscillations and Nuclei. Circular Motion, S.H.M., Kinetic Theory, Thermal Physics, Nuclear

Decay, Nuclear Energy. Worth 25% Exam taken end of Yr13

UNIT 4: Fields and Options. Capacitors, Electrostatic and Gravitational Fields, Orbits, Electromagnetic Induction The option will be one of A.C. Electricity; Medical Physics; Sports Physics; Energy & Environment. Worth 25% Exam taken end of Yr13

UNIT 5: Practical A two-part examination taken towards the end of A2 which assesses practical and analytical skills. Worth 10% Two Part Exam in March of Yr13, (half practical task, half written exam).

AS/A level Psychology

Faculty of Science and Technology

COURSE LEADER
MRS D GAYLARD

Psychology involves the study of the human mind and behaviour and apart from its fundamental interest will be of use to anyone pursuing a people oriented career. Its value is recognised within a range of fields from business and education to health and sport.

The concept of 'How Science Works' underpins the study of this course and students develop an understanding of how scientists investigate phenomenon in their attempts to explain the world about us and the influence this can have on society. A critical approach and an

appreciation of ethical considerations are encouraged, along with improved analytical and essay writing skills.

TYPICAL ENTRY PROFILE

Success in Psychology is determined by both strong literacy skills and an understanding of how science works. Students need to be confident in writing discursive essays and in applying their numeracy skills. It is highly recommended that students achieve B grades in Maths, English and Science at GCSE level for entry onto the course.

YEAR 1 - AS LEVEL

UNIT 1: Psychology past to present.

Approach:

- Biological
- Psychodynamic
- Behaviourist
- Cognitive

- Positive
- What is studied?
- The assumptions of the approach.
 - Applying the approaches to explain the formation of relationships.
 - Relevant therapies for each approach.
 - A classic piece of research for each approach

UNIT 2: Exploring behaviour Theory of research

What is studied?
An introduction to the methodologies used by psychologists to scientifically gather data on behaviour.

Contemporary debates

What is studied?

Independent research into areas where psychology has been influential in making changes (e.g. how research into eye-witness testimony has reformed the justice system)

YEAR 2 - A2 LEVEL

UNIT 3: Implications in the real world

The study of behaviours

What is studied? Three out of a choice of six different behaviours: autism,

addiction, bullying, schizophrenia, stress and criminal behaviour.

Controversies

What's studied?

Controversies of cultural bias, ethical costs of conducting research, non-human animals, scientific status and sexism.

UNIT 4: Applied research methods
Personal investigation



What's studied? Designing, conducting and evaluating your own piece of psychological research (one question in the exam).

Novel scenarios

What's studied? Applying your knowledge of research methods to given pieces of research.

ASSESSMENT SUMMARY

AS LEVEL

Unit 1: Psychology past to

present

Exam 20%

Unit 2: Exploring behaviour

Exam 20%

A2 LEVEL

Unit 3: Implications in the real world

Exam 40%

Unit 4: Applied research methods

Exam 20%

A critical approach and an appreciation of ethical considerations are encouraged.

AS/A level Philosophy and Ethics

Faculty of Humanities

COURSE LEADER

MRS S PERRY-PHILLIPS

An 'A' Level in Religious Studies does not attempt to encourage pupils to a particular religious commitment but is an intellectually demanding educational activity by which students may identify and explore fundamental questions of human existence.

TYPICAL ENTRY PROFILE

Candidates are not required to have studied the subject at GCSE or to have obtained a qualification at this level, but will need to be able to demonstrate good achievement in terms of their literacy and logic skills. B Grades (or equivalent Grade 6) are required across GCSE subjects in literacy based subjects.

YEAR 1 - AS LEVEL

UNIT 1 - An Introduction to the Study of Religion
Option E - Hinduism

A study of

- Religious figures and sacred texts
- Religious concepts
- Religious life
- Religious practices

UNIT 2 - An Introduction to Philosophy of Religion and Religion and Ethics

- Section A – An Introduction to Philosophy of Religion
- Cosmological Argument
 - Teleological Argument
 - The Problem of Evil
 - Religious Experience
 - Ontological Argument

Section B – An Introduction to Religion and Ethics

- Ethical Language and Thought
- Natural Law
- Situation Ethics
- Utilitarianism

YEAR 2 - A2 LEVEL

UNIT 3 - Study of Religion
Hinduism

- Religious figures and sacred texts
- Historical development in religious thought
- Social development in religious thought
- Religious practices that shape society

UNIT 4 - Religion and Ethics

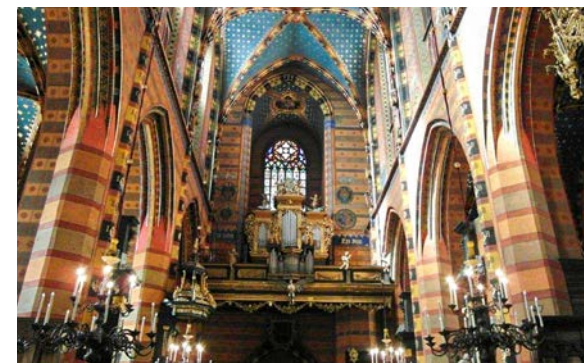
- Ethical Language
- Kant's Moral Theory
- Contemporary developments in Ethical Theory
- Free will and Determinism

UNIT 5 - Philosophy of Religion

- Challenges to religious belief
- Religious Experience
- Religious Language

'AS' and 'A' Level Religious Studies (Religion, Philosophy and Ethics) will provide candidates with a foundation and preparation for the study in Further Education. The course examines a student's ability to select and present relevant factual information in an organised manner, to show understanding of its nature and significance and to demonstrate a capacity for critical evaluation.

Those wishing to continue with their studies in Religion, Philosophy, Psychology, Sociology, Humanities, History, English, and Politics will find the course of great value.



Students may identify and explore fundamental questions of human existence.

100% OF PHILOSOPHY
AND ETHICS
A LEVEL STUDENTS
ACHIEVED A
GRADE A*-C
(Summer 2021 Results)



AS/A level Welsh



Faculty of Cymraeg/Welsh

COURSE LEADER
MRS A AGGLETON

If you have enjoyed studying Welsh at GCSE then the next stage towards becoming a fluent Welsh speaker is to follow the AS course. At AS and A2 Level, students will be able to 'Croesi'r Bont' - to cross the bridge to speaking and understanding Welsh fluently.

At AS Level, you will be able to practise speaking Welsh every day and have the opportunity to study the language in much greater depth. In order to succeed at AS and A2 Level, you will also need to practise using your Welsh outside the classroom as much as possible. The Faculty will arrange visits to see Welsh plays and films and Welsh courses and you

will also have the opportunity to speak with Welsh speaking members of the public in an informal setting. You will be encouraged to help with Year 7 and 8 Welsh lessons, to help out with the organisation of the school's Eisteddfod and come as a 'SWOG' (helper) to the Urdd Centre in Llangrannog.

20% of the population of Wales speak Welsh and this figure is rising. Amongst young people of school-age the figure is 40%. Research shows that understanding more than one language allows us to think more flexibly and creatively. Learning Welsh opens the door to experiencing a different culture of music, literature, TV and radio. Welsh is a highly sought after qualification for many careers, in particular: jobs in the media, teaching, tourism, journalism, the civil service, local government, administration, translating and sub-titling.

With Welsh AS and A2 qualifications, you can progress to a degree in

Welsh, teaching, journalism, business, media studies, Leisure and Tourism, Welsh History and many more. Having a Welsh qualification will also be beneficial when applying to study or when studying any other language at University. Welsh AS and A2 are fully accepted qualification at all British Universities and colleges.

TYPICAL ENTRY PROFILE

Welsh is available to anyone who has studied the Full Course Welsh GCSE, although students who have achieved at least a 'B' grade have a stronger chance of being successful. We are willing to discuss acceptance onto the A Level course for students who have achieved a C grade at GCSE and decisions will be made on an individual basis.

ASSESSMENT SUMMARY YEAR 1 - AS LEVEL

UNED 1 / UNIT 1: Speaking in Welsh. Oral Exam 15%
One of the main focuses of the AS course is speaking Welsh. In the Oral Exam you will talk in a small group about the film 'Patagonia' for 35 minutes, but you will also



discuss Welsh television and radio programmes and Welsh plays and films.

UNED 2 / UNIT 2: Welsh culture or history. Internal written assessment 10%
The Internal Written Assessment consists of a project of between 1,500-2,000 words. You will write 3 different pieces, of different formats on an element of Welsh culture or history. This is an opportunity to write about a topic of your interest linked to Wales.

UNED 3 / UNIT 3: Grammar and Poetry. Written exam 15%
In the grammar section of the exam, you will need to correct errors in a written piece and complete some translation

exercises. You will also need to show an understanding of changing sentences from the 1st person to the 3rd person and write an extended piece of writing under exam conditions.

Poetry: You will study five poems during the course and you will discuss the content and poetical techniques and themes. You will be required to write about one of these poems in the 3rd person.

YEAR 2 - A2 LEVEL

UNED 4 / UNIT 4: Welsh Speaking. Oral exam 25%
In the A2 Oral Exam, you will talk in a small group for 45 minutes about a Welsh play 'Crash' by Sera Moore Williams. You will also be

required to discuss your experiences of learning Welsh and the Welsh Media.

UNED 5 / UNIT 5: Welsh in Society: Written exam 15%
You will study the history of the Welsh language and its development over the past 60 years. You will also discuss the use of the Welsh language today and its importance. You will be required to write about elements linked to these in a written exam.

Trawsieithu: For 'Trawsieithu' you are asked to read a topical article in English and write a letter in response to it in Welsh.

UNED 6 / UNIT 6: Grammar and short stories. You will study Welsh grammar in depth and you will be required to complete a series of written exercises applying the rules you have learnt.

Short Stories: Four modern short stories are studied throughout the course. You will then be required to write about one of them in the exam.

BTEC National Extended Certificate in Business

Faculty of
Business,
Enterprise and
Technology

COURSE LEADER
MR J WILLIAMS

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 four units of the BTEC course give students an introduction to and understanding of the business environment, finance, marketing and human resources.

TYPICAL ENTRY PROFILE

Students will have achieved six Level 2 qualifications including English or Maths



GCSE and have an interest in studying or working in the business sector.

ASSESSMENT OF THE COURSE

There are four units of work of which 50% are internally assessed and the other 50% are externally assessed. The assessment approach of the BTEC National in Business is rigorous and thorough. Students are expected to adhere to strict deadlines throughout the course and failure to do so can result in failure of an assessment.

Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, presentations

and examinations. Once a student has started to receive results from their assessments, they will have concrete information on how well they are achieving and how that achievement translates into a grade.

HIGHER EDUCATION AND EMPLOYMENT OPPORTUNITIES

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.

The BTEC National in Business provides a route to employment or higher education in the many diverse areas of business including specialist areas such as Management, Marketing, Finance, Law or Human Resources.

ASSESSMENT SUMMARY UNIT 1: Exploring Business

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses,

with the associated risks and benefits (Internally assessed, Coursework due Yr 13).

UNIT 2: Developing a Marketing Campaign.

Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service (Externally assessed, Controlled assessment due Yr 12).

UNIT 3: Personal and Business Finance.

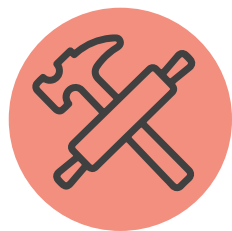
The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to

prepare and analyse statements of comprehensive income and statements of financial position (Externally assessed, Exam due in Yr 12).

UNIT 4: Recruitment and Selection Process

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success (Internally assessed, Coursework due Yr 13).

BTEC National Extended Certificate in Engineering



Faculty of Science and Technology

COURSE LEADER

MR P BLAND

COURSE COORDINATOR

MISS T GREENLAND

INTRODUCTION TO THE NEW BTEC NATIONALS

The BTEC National Extended Certificate in Engineering offers students a course that focusses on various aspects within the vocational sector of Engineering. It is designed to broaden the range of studies for those following a GCE route (or combination) and provides an engineering emphasis.

A BTEC National Extended Diploma has the equivalence of one GCE A Level. It is possible for students to progress further into higher education, as a successful qualification gives UCAS

points towards university applications. The course is, therefore, ideally suited to Sixth Form students who wish to follow a shorter programme of study directly related to engineering which is an area that interests them in respect to their future career pathways.

The course will give you an understanding of skills and knowledge needed to begin professional work in engineering or to move onto further study. You will discover what opportunities are available, helping you to choose a career in your preferred area of expertise.

COURSE DETAILS

The course itself is run over two years, giving a total contact time of 360 guided learning hours. During these two years, students will engage in four separate units

of study. The first three core units are mandatory and the fourth is chosen from a list suited to local industrial requirements.

UNIT ONE covers

mathematical and scientific principles and students will take a 2 hour externally marked exam at the end of Year 12. This exam has a very similar content to A Level Maths and Physics and it is, therefore, essential students have a solid platform of Grade B in Maths and/or Physics.

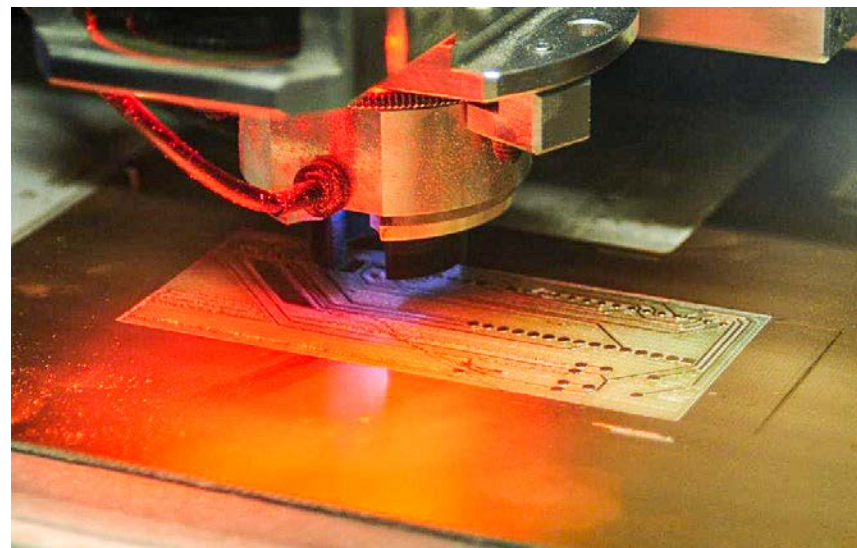
UNIT TWO explores the delivery of engineering processes safely as a team. Students will be given assignments relating to the unit. This unit is internally assessed.

UNIT THREE investigates engineering product design. Students will be given an

engineering design problem and told to solve it. Their solutions will be externally assessed.

UNIT ELEVEN (optional unit) will explore the maintenance issues found within engineering systems.

A successful student can progress straight into a career, with a range of potential occupations that can be accessed, for example, mechanical engineer, electronic engineer or engineering technician.



TYPICAL ENTRY PROFILE

The entry requirements for the BTEC National Extended Certificate in Engineering is a broad education including, for example, a BTEC First in engineering at merit/distinction level along with a B grade at GCSE Maths and Physics. The level of mathematics in Unit one is equivalent to AS Level and so students who wish to take the course should be able to work through material of that level.

ASSESSMENT SUMMARY

The course requires two academic years to complete. **UNIT 1: Mathematical and scientific principles.** 2hr externally marked exam end of yr 12.

UNIT 2: Engineering processes.

Internally assessed assignments

UNIT 3: Engineering product design.

Externally assessed assignment

UNIT 11: (optional unit)

Maintenance issues found within engineering systems.

A successful qualification gives UCAS points towards university applications.

Level 3 Diploma Health and Social Care: Principles and Contexts

Faculty of Science and Technology

COURSE LEADER

MRS D GAYLARD

Health and Social Care: Principles and Contexts is suitable for students who want to develop a breadth and depth of knowledge related to the Health and Social Care sector. The qualification provides a suitable foundation for further study of health and social care through a range of higher education courses, or into employment. Students who have studied Health and Social Care at MCS have progressed onto various related vocational pathways including apprenticeships in nurseries and other care settings.

ASSESSMENT SUMMARY

YEAR 1 - CERTIFICATE

Principles and Contexts Certificate. Equivalent to one

A level. In two Option Blocks.

UNIT 2: Factors affecting individuals' growth and development across the lifespan, and how this impacts on outcomes, care and support needs. External Assessment: 1hr 45mins 50% of certificate, 25% of Diploma.

UNIT 1: Principles of care and safe practice within outcome-focused person-centred care. Non

examination assessment: 20hrs, 25% of Certificate.

UNIT 3: Promoting the rights of individuals across the lifespan. Non examination assessment: 20hrs, 25% of Certificate.

YEAR 2 - DIPLOMA

Principles and Contexts Diploma, Equivalent to 2 A levels. In two Option Blocks, in addition to successful completion of the Certificate.



UNIT 5: Supporting Individuals at risk to achieve their desired outcomes
External Assessment: 1hr 45mins, 25% of qualification.

UNIT 6: Working in the health and social care sector
Non examination assessment: 18 hrs, 60hrs work experience and 40hrs sector engagement, 15% of qualification.

POSSIBLE COMBINATIONS

Learners who meet the entry requirements may choose to take a combination of L3 HSC qualifications thereby completing the equivalent of one, two or three A levels within the department:
• **A level HSC** - pathway suitability - higher education.

- **Certificate/Diploma in HSC** - equivalent to 2 A Levels - pathway suitability - HSC workplace or higher education.
- **A level HSC + Certificate/Diploma in HSC** - equivalent to 3 A Levels - pathway suitability higher education or workplace.

TYPICAL ENTRY PROFILE

Health and Social Care: Principles and Contexts is suitable for learners who are capable of Level 3 vocational study (a mix of exam, controlled assessment and work based experience). Learners need to meet the entry requirements for sixth form study. Previous study in HSC is not required.

The qualification provides a suitable foundation for further study of health and social care through a range of higher education courses, or into employment.

BTEC Sport and Exercise Sciences

Faculty of Physical Education

COURSE LEADER
MISS C HAGERTY

This is a wonderful course for students who are interested in Sport, Physical Education and Science. The focal point of this course is the development of performance, with an understanding of sports science and its various concepts. The knowledge of the scientific disciplines will be developed through the practical. This is a demanding course which consists of practical and theory being married together and the application of one to the other.

Assessment is carried out by students completing assignments under controlled conditions and by external assessment.

The course requires its candidates to be well motivated and disciplined as some modules require

independent planning and leading of practical sessions.

The practical based units will provide students with experience of coaching analysis performance and carrying out first aid.

This vocational course is equivalent to 1, or 2 'A' Levels, depending on the number of units PASSED. It allows the candidate to enter employment or continue into higher education with many opportunities available.

EMPLOYMENT OPPORTUNITIES

Recreation manager, sports coach, sports development officer, leisure centre assistant, fitness instructor, PTI Armed forces, outdoor pursuits, police force.

UNIVERSITY/HIGHER EDUCATION OPPORTUNITIES

Sports Science, Human Movement Studies, Leisure/ Recreation, Physical Education, Physiotherapy and Sports sandwich course.

TYPICAL ENTRY PROFILE

To gain access onto the BTEC National Sport and Exercise Sciences course, students will have achieved six Level 2 qualifications including either English or Maths GCSE and have an interest in studying or working in sports.

ASSESSMENT SUMMARY

BTEC National Sport and Exercise Sciences is a Level 3 qualification that consists of six core units plus twelve specialist units as listed below.

SUBSIDIARY DIPLOMA

YEAR 1

Unit 3: Applied sport and exercise psychology

External Assessment

Unit 10: Physical activity for individual & group-based exercise

Internal Assessment

YEAR 2

Unit 2: Functional anatomy

External Assessment

Unit 6: Coaching for performance & fitness

Internal Assessment

DIPLOMA

All units within the



Subsidiary Diploma plus extra units:

YEAR 1

Unit 4: Field and laboratory fitness testing. Internal Assessment

Unit 5: Applied research methods in sport & exercise science. Internal Assessment

YEAR 2

Unit 1: Sport & exercise physiology. External Assessment

Unit 12: Sociocultural issues in sport and exercise. Internal Assessment

The focal point of this course is the development of performance, with an understanding of sports science.

BTEC Level 3 National Extended Certificate in Uniformed Protective Services

Faculty of Physical Education

COURSE LEADER
MR D EGAN

This qualification is targeted at learners who would like to gain employment in the public services sector or advance onto higher education. The qualification will develop learners' abilities through the knowledge and skills gained in the programme and is particularly suitable for learners who would like to know more about employment, or further studies, in non-uniformed or uniformed public services.

The public sector is the largest employment sector in Monmouthshire. This qualification focuses on, but is not limited to, the uniformed protective services such as the police service, fire and rescue service, armed services and prison

service. However, it also is designed to provide highly specialist, work-related qualifications that provide students with the knowledge, understanding and skills that they need to prepare for employment or higher education. The qualifications provide career development opportunities for those looking to enter the world of work and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

TYPICAL ENTRY PROFILE:

Students will have achieved six Level 2 qualifications including either English or Maths GCSE and have an interest in studying or working in the public services.

HOW WILL THIS COURSE BE TAUGHT?

The qualification is equivalent in size to one A

Level and is designed to be taken alongside other Level 3 qualifications in a full-time study programme.

This is a demanding and broad based course that require students to apply theoretical skills in practical contexts; students will need to enjoy researching and understanding how society functions as much as planning and leading on practical challenges. Students will be assessed through examination board assignments throughout the two years of the course and one external examination; commitment and dedication are a prerequisite.

ASSESSMENT SUMMARY

The following core and optional units are studied.

Mandatory units - learners complete and achieve all units:
UNIT 2: Behaviour and discipline in the uniformed protective services. External assessment.

Unit 5: Teamwork, leadership and communication in



These are demanding and broad based courses that require students to apply theoretical skills in practical contexts.

the uniformed protective services. Internal assessment.

Optional units - learners complete 2 units:

UNIT 10: Skills for outdoor activities and the uniformed protective services. Internal assessment.

UNIT 11: Expedition skills. Internal assessment.

UNIT 13: Introduction to criminology. Internal assessment.

UNIT 15: Police powers and the law. Internal assessment.

UNIT 19: Professional development in the uniformed protective services. Internal assessment.

WHAT CAN THIS QUALIFICATION LEAD TO?

This course will prepare students for a wide range of roles within the public sector and public services including

Local Authority employment, Youth Work as well as the uniformed public services including the Police, Fire and Ambulance Services.

This course can help students progress onto a wide range of higher education courses including foundation and higher degrees. Appropriate degree courses would be determined by the combination of courses taken alongside Public Services.



Level 3 Applied Diploma in Criminology

Faculty of Science and Technology

COURSE LEADER
MRS K JONES

Criminology is a new and exciting course that not only looks at patterns and trends within criminal behaviour but also analyses how individuals are punished through the criminal justice system.

If you love your crime documentaries and are interested in what motivates individuals to commit crimes, then this is the course for you.

The Level 3 Applied Diploma in Criminology course is taught over two years and will accrue the same equivalent UCAS points as one A level.

ASSESSMENT SUMMARY

YEAR 12

You will be assessed via 50% examination and 50% externally moderated coursework.

UNIT 1: Changing Awareness of Crime (internally assessed). You will explore how crime reporting affects the public perception of crime and criminals. You will then go on to study how campaigns are used to bring about change and plan a campaign of your own.

UNIT 2: Criminological Theories (external assessment) You will discover and assess all the theories that have been put forward to explain why crime occurs.

YEAR 13

UNIT 3: Crime Scene to Courtroom (internally assessed) You will gain an understanding of the process of criminal investigations. You will then go on to learn about the prosecution of suspects and be able to review criminal cases.

UNIT 4: Crime and Punishment (external assessment) You will study every aspect of the criminal justice system and the types and purposes of punishment in England & Wales.

TYPICAL ENTRY PROFILE

There are no additional entry requirements for this course. Students must achieve the standard entry into the Sixth Form.

ENRICHMENT OPPORTUNITIES

We offer a number of enrichment activities within the law and Criminology department. We regularly invite different legal professionals into the school to give talks and offer insight in their career pathways. Students have the opportunity to visit Parliament and we also plan trips to visit the local magistrate and crown courts.

Furthermore, students will be invited to attend a trip to the University of Bedfordshire where you will get to enter their crime scene house and have the opportunity to analyse blood spatter patterns and gather forensic evidence.

Students are also encouraged to join our school team competing in the nationally acclaimed Bar

Mock Trial Competition. The competition immerses students in all aspects of a criminal trial, as they take on the roles of barristers, witnesses, clerks, ushers and jury members. Law students also act as mentors for the MCS team of 12-14 year olds taking part in the Magistrate Mock Trial competition.

PROGRESSION OPPORTUNITIES

The course supports access to higher education degree courses, such as Criminology itself, Criminology and Criminal Justice, Criminology and Psychology, Law with Criminology, Criminology and Sociology, Psychology and Sociology.

The qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.



We offer a number of enrichment activities within the law and Criminology department.



Welsh Baccalaureate Advanced Skills Challenge Certificate



COURSE LEADER MR D EGAN

The Welsh Baccalaureate is an exciting qualification for students that adds a valuable new dimension to the subjects and courses already available for 16 to 19 year old students. Already widely respected and accepted by universities across the UK as an entry qualification.

“It is always encouraging to hear how widely valued and respected the Welsh Baccalaureate has become. It gives learners an added dimension, adds breadth to their learning and offers the skills which both employers and universities are looking for.”

Jeff Cuthbert, Deputy Minister for Skills and Technology.

It may be studied alongside four other choices of Level 3 course.

The qualification has a clear focus on the development and application of the following skills:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

COURSE DETAILS

The Welsh Baccalaureate Qualification consists of two parts:

PART 1: Skills Challenge Certificate - equivalent to one A Level, consisting of four Challenges.

“One of the most valuable components of the Welsh Baccalaureate for my current studies was the Individual Project. I chose to focus my piece on the MMR vaccine, highlighting its decline in usage and the potential consequences that this would have. Writing the investigation also gave me my first taste of academic research; an essential skill for my degree over the five years.”

Cameron Watson-Boycott, Graduate of Medicine Cardiff University and former Monmouth Comprehensive School student

Individual Project: This is an independent, research-based assignment on an individually selected subject. Learners demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research. 50%

Enterprise and Employability Challenge: To develop enterprising skills and

attributes and enhance employability. 20%

Global Citizenship Challenge: To understand and respond appropriately to a global issue. 15%

Community Challenge: For learners to identify, develop and participate in opportunities that will benefit the community. 15%

PART 2: Supporting Qualifications - 2 other A Levels or equivalent. Together the Skills Challenge Certificate and the



Supporting Qualifications make up the Welsh Baccalaureate Qualification. This is supplemented by personal guidance and mentoring by students' Welsh Baccalaureate Tutor. The qualification is graded A*-E.

Many universities place great value on the Challenges within the qualification and the Individual Project in particular. It is formal recognition that the skills and experiences students gain are valuable when continuing into higher education, or moving into employment.

“I believe that the Welsh Baccalaureate, together with supporting qualifications, help students become critical thinkers, independent learners and helps them develop skills to work with people throughout their lives.”

Dr Samina Khan, Director for Undergraduate Admissions, University of Oxford.

A Level

ART & DESIGN

Grade		A*	A	B	C	D	E	U
Male Entries	1	1	0	0	0	0	0	0
Female Entries	13	3	3	3	3	1	0	0
Total	14	4	3	3	3	1	0	0

BIOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	12	3	3	6	0	0	0	0
Female Entries	28	6	9	8	5	0	0	0
Total	40	9	12	14	5	0	0	0

CHEMISTRY

Grade		A*	A	B	C	D	E	U
Male Entries	9	1	4	2	1	0	1	0
Female Entries	8	6	0	1	0	1	0	0
Total	17	7	4	3	1	1	1	0

COMPUTER SCIENCE

Grade		A*	A	B	C	D	E	U
Male Entries	5	1	2	2	0	0	0	0
Female Entries	0	0	0	0	0	0	0	0
Total	5	1	2	2	0	0	0	0

DESIGN & TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	12	1	1	5	3	1	1	0
Female Entries	4	0	2	2	0	0	0	0
Total	16	1	3	7	3	1	1	0

DRAMA

Grade		A*	A	B	C	D	E	U
Male Entries	2	0	0	1	1	0	0	0
Female Entries	3	3	0	0	0	0	0	0
Total	5	3	0	1	1	0	0	0

ECONOMICS

Grade		A*	A	B	C	D	E	U
Male Entries	9	1	1	3	1	1	2	0
Female Entries	5	1	3	0	1	0	0	0
Total	14	2	4	3	2	1	2	0

ENGLISH LANGUAGE

Grade		A*	A	B	C	D	E	U
Male Entries	2	0	0	0	0	1	1	0
Female Entries	10	2	4	2	1	1	0	0
Total	12	2	4	2	1	2	1	0

ENGLISH LITERATURE

Grade		A*	A	B	C	D	E	U
Male Entries	3	1	0	0	2	0	0	0
Female Entries	11	0	6	2	1	1	1	0
Total	14	1	6	2	3	1	1	0

FRENCH

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	0	1	0	0
Female Entries	4	0	1	3	0	0	0	0
Total	5	0	1	3	0	1	0	0

GEOGRAPHY

Grade		A*	A	B	C	D	E	U
Male Entries	19	1	7	3	5	2	1	0
Female Entries	9	1	2	3	3	0	0	0
Total	28	2	9	6	8	2	1	0

HISTORY

Grade		A*	A	B	C	D	E	U
Male Entries	13	4	2	4	3	0	0	0
Female Entries	8	3	5	0	0	0	0	0
Total	21	7	7	4	3	0	0	0

INFORMATION TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	3	0	2	1	0	0	0	0
Female Entries	3	1	1	1	0	0	0	0
Total	6	1	3	2	0	0	0	0

LAW

Grade		A*	A	B	C	D	E	U
Male Entries	2	3	0	0	2	0	0	0
Female Entries	9	1	5	2	1	0	0	0
Total	11	2	5	2	2	0	0	0

MATHS

Grade		A*	A	B	C	D	E	U
Male Entries	27	11	8	4	2	1	1	0
Female Entries	18	10	4	2	0	0	2	0
Total	45	21	12	6	2	1	3	0

MATHS, FURTHER

Grade		A*	A	B	C	D	E	U
Male Entries	7	6	1	0	0	0	0	0
Female Entries	2	2	0	0	0	0	0	0
Total	9	8	1	0	0	0	0	0

MUSIC

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	1	0	0	0
Female Entries	2	2	0	0	0	0	0	0
Total	3	2	0	0	1	0	0	0

A Level cont...

MUSIC TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	0	1	0	0
Female Entries	2	0	2	0	0	0	0	0
Total	3	0	2	0	0	1	0	0

PHYSICAL EDUCATION

Grade		A*	A	B	C	D	E	U
Male Entries	7	0	1	2	3	1	0	0
Female Entries	9	2	4	1	1	1	0	0
Total	16	2	5	3	4	2	0	0

PHYSICS

Grade		A*	A	B	C	D	E	U
Male Entries	16	4	1	5	1	2	2	1
Female Entries	8	3	2	3	0	0	0	0
Total	24	7	3	8	1	2	2	1

PSYCHOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	5	1	0	3	1	0	0	0
Female Entries	19	5	5	5	2	2	0	0
Total	24	6	5	8	3	2	0	0

RELIGIOUS STUDIES

Grade		A*	A	B	C	D	E	U
Male Entries	3	1	2	0	0	0	0	0
Female Entries	12	5	3	3	1	0	0	0
Total	15	6	5	3	1	0	0	0

SPANISH

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	1	0	0	0
Female Entries	2	0	1	0	1	0	0	0
Total	3	0	1	0	2	0	0	0

WELSH

Grade		A*	A	B	C	D	E	U
Male Entries	0	0	0	0	0	0	0	0
Female Entries	4	1	1	0	2	0	0	0
Total	4	1	1	0	2	0	0	0

BTEC

L3 Certificate

HEALTH & SOCIAL CARE

Grade		P	M	D	D*
Male Entries	0	0	0	0	0
Female Entries	1	0	0	1	0
Total	1	0	0	1	0

PUBLIC SERVICES

Grade		P	M	D	D*
Male Entries	5	1	2	0	2
Female Entries	8	0	1	0	7
Total	13	1	3	0	9

L3 Extended Certificate

ENGINEERING

Grade		P	M	D	D*
Male Entries	10	4	4	2	0
Female Entries	1	0	0	1	0
Total	11	4	4	3	0

L3 Subsidiary Diploma

BUSINESS

Grade		P	M	D	D*
Male Entries	24	3	6	3	12
Female Entries	10	0	0	2	8
Total	34	3	6	5	20

HEALTH & SOCIAL CARE

Grade		P	M	D	D*
Male Entries	0	0	0	0	0
Female Entries	4	0	2	0	2
Total	4	0	2	0	2

PUBLIC SERVICES

Grade		P	M	D	D*
Male Entries	12	3	2	4	3
Female Entries	7	0	0	1	6
Total	19	3	2	5	9

SPORT & EXERCISE SCIENCES

Grade		P	M	D	D*
Male Entries	4	1	3	0	0
Female Entries	7	0	0	2	5
Total	11	1	3	2	5

BTEC cont...

L3 Diploma

HEALTH & SOCIAL CARE

Grade		PP	MP	MM	DM	DD	D*D	D*D*
Male Entries	0	0	0	0	0	0	0	0
Female Entries	3	0	0	0	1	1	0	1
Total	3	0	0	0	1	1	0	1

SPORT & EXERCISE SCIENCES

Grade		PP	MP	MM	DM	DD	D*D	D*D*
Male Entries	13	1	2	1	2	1	2	4
Female Entries	1	0	0	0	0	0	1	0
Total	14	1	2	1	2	1	3	4

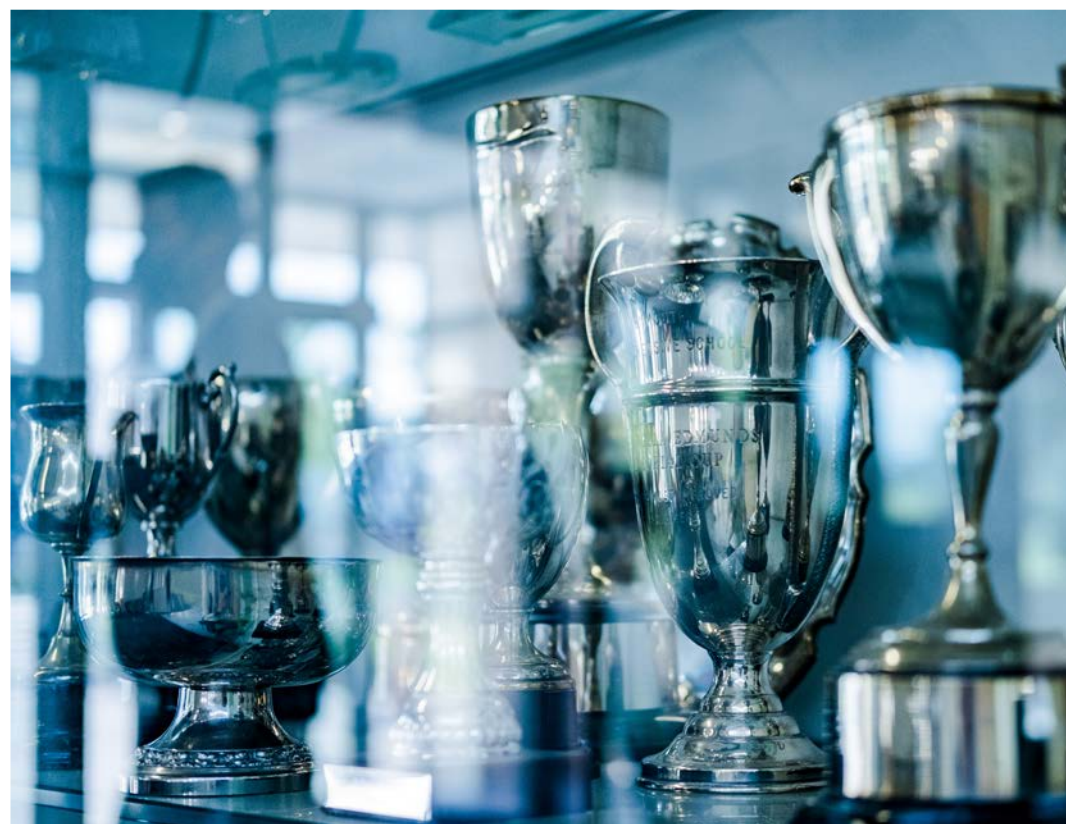
L3 Extended Diploma

HEALTH & SOCIAL CARE

Grade		PPP	MPP	MMP	MMM	MDM	DDM	DDD	D*DDD	D*DD	D*D*
Male Entries	0	0	0	0	0	0	0	0	0	0	0
Female Entries	1	0	0	0	0	0	0	0	1	0	0
Total	1	0	0	0	0	0	0	0	1	0	0

SPORT & EXERCISE SCIENCES

Grade		PPP	MPP	MMP	MMM	MDM	DDM	DDD	D*DDD	D*DD	D*D*
Male Entries	2	0	0	0	0	0	0	1	0	0	1
Female Entries	0	0	0	0	0	0	0	0	0	0	0
Total	2	0	0	0	0	0	0	1	0	0	1



Welsh Baccalaureate: Skills Challenge Certificate

ADVANCED

Grade		A*	A	B	C	P*	P
Male Entries	87	9	22	43	12	1	0
Female Entries	79	22	34	21	2	0	0
Total	166	31	56	64	14	1	0

» WE ENABLE OUR STUDENTS TO LEAD



HAPPY & SUCCESSFUL LIVES



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Comprehensive School | Trefynwy