



ABERDARE COMMUNITY SCHOOL

# SIXTH FORM PROSPECTUS

YSGOL GYMUNEDOL ABERDÂR

2025 - 2027

IN PARTNERSHIP WITH THE CYNON VALLEY CONSORTIUM



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# **WELCOME TO ABERDARE COMMUNITY SCHOOL SIXTH FORM CENTRE**

Thank you for your interest in Aberdare Community School Sixth Form. Making the choice about where to continue your studies after year 11 is an important decision. It can often be quite complicated as there are so many options for you to consider.

We hope that you will be excited by what is available as outlined in this prospectus. As you will see, we have a well-developed curriculum with a wide range of academic and vocational subjects. The Sixth Form has a capacity of over 300 learners, all who benefit from significant individual guidance and direction from teaching and pastoral staff. At Aberdare Community School, we have high expectations of all of our learners and aim for the highest standards possible. We are convinced that this is best achieved in an environment where learners feel confident, secure and happy.

Most of our Sixth Form learners are not new to our school, having chosen to continue their studies in an environment in which they are well known and valued. Learners who come from other schools experience a warm welcome and quickly find themselves at home here. The Sixth Form is a vibrant community that prides itself on an inclusive and positive approach to personal development. Our expectations of our learners are high and we look for prospective learners who have good attendance, punctuality and behaviour records, alongside a positive work ethic.

The pastoral and academic support provided for all learners is excellent. This, combined with an enrichment program and a wide range of extra-curricular and social events makes, Aberdare Community School an exciting and rewarding environment in which to continue your studies. Our aim is to encourage and support every learner to achieve his or her full potential.

I look forward to meeting you and welcoming you to our Sixth Form.

**MR R OWEN |**  
HEADTEACHER

# WHY CHOOSE ABERDARE COMMUNITY SCHOOL SIXTH FORM?

At Aberdare Community School Sixth Form, we are driven by creating unique learning experiences that deliver results for our learners. After all, learning does not necessarily just take place in the classroom. We aspire to offer you a post-16 experience that shapes you for life outside of school. We offer a varied range of academic and vocational courses, mentoring, community work and other extra-curricular activities. Our A-level and BTEC results are consistently high and demonstrate the excellent teaching and learning that exists at post-16.

Learners who wish to study in our sixth form need to gain at least 5 good GCSES or equivalent qualifications. The sixth form courses on offer run in partnership with our other partner secondary schools in the Cynon Valley, Mountain Ash Comprehensive and St John the Baptist CiW High School and learners are able to choose courses in these schools should they wish. A free bus service operates between the schools on a regular basis, should learners opt to study subjects at these schools.

## EXPECTATIONS |

The school is open to learners from 8:35am and the school day begins with registration at 8.45am, with the last formal lesson ending at 3.00pm. All learners are allocated form groups and are expected to be in school for registration at the start and end of the day and to attend all their lessons. During form periods, important information is distributed to learners and form tutors monitor attendance, academic progress and provide personal support for all learners. Studying at Aberdare Community School community school sixth form is a full-time provision.

## RESPONSIBILITIES IN THE SIXTH FORM |

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

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

## SENIOR PREFECT TEAM |

Sixth form learners represent the school. They are expected to show visitors around, attend some evening functions and act as guides to new learners. Learners appointed to the sixth form committee must attend meetings regularly and frequently. The sixth form committee is appointed by a panel of senior staff. The committee consist of:

- Senior Learners
- Senior Prefects

The sixth form committee meet on a regular basis and form an important part of the Senedd.

Here at Aberdare Community School, the sixth form have access to a range of facilities exclusively available to them.

# SIXTH FORM FACILITIES

## COMMON ROOM AND STUDY AREA |

Situated next to the library, post-16 learners are provided with a quiet study area for working, researching and revision, which includes a dedicated IT suite for the sole use of sixth form learners.

Alternatively, there are many breakout areas located around the school allowing for individual or collaborative learning, together with internet access, electrical sockets and portable sound booths.

## SCHOOL FACILITIES |

Aberdare Community School's building contains state of the art facilities, providing learners with access to high tech equipment, creating opportunities to refine your talents. The building cost around £50 million to build and is built next to a sports centre with access to a swimming pool, running track and sports hall.

Within the building there are 14 computer suites, including a dedicated music computer suite, a state-of-the-art music recording studio, a drama studio, specialist technology classrooms and science laboratories. The school also features a university style lecture theatre, where all sixth form assemblies are held.

## SIXTH FORM INTERNET CAFE |

All pupils in the sixth form have access to the café located next to the sixth form area. This café is only accessible for staff and sixth form learners and is open from 9am – 2pm

## ENRICHMENT PROGRAMME |

Your time in sixth form can be a rewarding and enjoyable experience. How enjoyable it is, depends on your contribution. The programme of enrichment is designed to help learners to develop skills that studying alone can't teach them. Participating in our enrichment programme will enable you to:

- engage in sporting activities to enhance your lifestyle
- enhance your personal development
- participate in clubs and forums to add to your hobbies and personal interests
- enhance your personal knowledge and skills
- add to your CV and improve your employment prospects

We believe our learners will be provided with a range of activities that will truly enrich their experience with us.

# SUPPORTING MORE ABLE AND TALENTED LEARNERS

Aberdare Community School is committed to supporting high aspiring learners. We have a dedicated and unique programme of activities and events, which will enable you to stand out from other equally able learners from across the country.

The programme includes:

- university level courses.
- motivational speakers.
- higher education conferences organised by Oxford and Cambridge universities.
- learner support with university entry exams.

## THE SEREN NETWORK |

Aberdare Community School are proud to be part of the Seren network – a network designed to support Wales's highest achieving sixth formers in achieving their academic potential and gaining access to leading universities.

Enrolment criteria is set by the Seren network and is based on GCSE results. Learners who achieve six or more A\* grades at GCSE level are usually invited to participate in the Rhondda Cynon Taff Seren hub. This elite programme is only available to MAT learners with the aim of maximising their potential in their subjects

## HIGHER EDUCATION + |

Aberdare Community School is part of a HE+ scheme being run in collaboration with Cambridge University. Schools and colleges in RCT work together to ensure that the most able learners are encouraged to participate in the programme. It's an extracurricular opportunity which encourages learners to apply to the best universities, including Oxbridge.

## LEARNER VOICE |

We place great emphasis on the importance of learner voice and learners at Aberdare Community School are given opportunities to express their views on the teaching and learning they receive. Sixth form learners are involved in the review of teaching and learning at Key Stage 5 as we believe your views on how you learn will keep on improving the learning experience. A youth parliament led by sixth form learners allows learners to become more involved in the decision-making process at Aberdare Community School and strengthens the sense of community that is central to the school's ethos.

## Y SENEDD |

A forum through which your voice can be heard and real change can be brought for the learners of ACS. It is an opportunity to discuss a variety of topical matters, ranging from mental health and wellbeing to LGBTQ++. Learners can participate in one of the following committees within the school:

- healthy & eco schools
- international
- equalities
- teaching & learning
- mental health & wellbeing

# DESIGNING YOUR FUTURE

Aberdare Community School takes pride in preparing post-16 learners for the next step in their learning journey beyond school, be it applying for university, apprenticeships or preparing for employment. Our dedicated and highly experienced UCAS team of personal tutors will work very closely with you to support your preparation for application and interview. This will include specific guidance for early applications to Oxford and Cambridge universities and applications to medical, veterinary or dental courses. We collaborate with Careers Wales service and external agencies in a bid to support successful integration into the world of work for those choosing employment as their post sixth form pathway.

## ACADEMIC GUIDANCE AND SUPPORT |

Deciding which direction to go from here can be daunting. At Aberdare Community School, we are committed to providing you with the tools and support to ensure you choose the path best suited to you. You will work closely with your form tutor, who will offer support and guidance from applying to university, apprenticeships and employment. Extensive PSE provision will help to support your personal development and prepare you for university, employment or gap-year programmes.

## ACADEMIC PROGRESS |

Formal, written reports are provided for each learner, once in year 12 and once in year 13. These reports provide detailed feedback on a learner's progress. Parents' evenings for both year 12 and year 13 are held annually. Any parent who has a concern about their son's or daughter's progress is encouraged to contacting the head of sixth form at any time.

## CAREERS GUIDANCE |

All learners are supported and encouraged in nurturing positive aspirations based on realistic self-appraisal and awareness of the steps and processes needed to achieve their goals. In years 12 and 13, individual interview simulations can be provided for those seeking employment or a higher education place. Careers Wales is also involved in assisting with individual choices and in providing a counselling service following receipt of AS and A2 results

## PREPARING FOR UNIVERSITY |

We provide learners with relevant and up to date information about university entry and alternatives to university. Sixth form tutors is on hand to offer advice to learners.

Year 12 learners attend a Skills Cymru event in Cardiff in the autumn term, which provides them with information about higher education, apprenticeships and career opportunities. Throughout the year, various employers are invited into school to talk to year 12 about the careers available within their areas. Many of our learners are also able to attend subject-specific information days at local universities

## UCAS SUPPORT |

Year 12 learners are given opportunities to attend higher education conventions, courses and open days. Year 12 and 13 learners are given regular guidance on the process of choosing a university course, drafting their personal statements, preparing the application form and submitting the final application through the UCAS apply system.

# POST-16 ADMISSIONS PROTOCOL

Learner success in post sixteen education is due to the breadth of provision available, providing learners with sufficient time, support and flexibility to fulfil their learning potential. Progression to further education is maximised through an effective core programme, main qualifications, community learner industry focus (CLIF) and work experience. Learners' ability, aptitude and individual needs will be considered in formulating effective programmes of study in line with the Welsh Government post 16 planning framework. Schools within the CVC will work with other partner schools and a wide range of community, academic and workplace-based organisations to provide a balanced programme with

Suitable outcomes for individual learners promoting inclusion in post sixteen education.

## Key Elements:

- ensure the right learners are able to access the right programmes within the CVC and thereby maximise their outcomes
- ensure quality assurance mechanisms are in place in relation to, programme allocation, delivery and suitability of learners for the programmes set
- provide quality educational experiences and outcomes for all learners
- optimise use of resources reducing unnecessary duplication of provision within the consortium while maintaining enough flexibility to react to learner needs
- maintain cost-effectiveness and efficiency of programmes
- develop a sustainable provision

## EDUCATIONAL MAINTENANCE ALLOWANCE (EMA) |

If you are concerned that you might struggle to settle down in the sixth form for financial reasons, then the availability of EMA may help you.

The EMA is an income-assessed weekly allowance of £40. This helps learners with the cost associated with studying at A-level. To be eligible for this allowance, certain requirements must be met.

# CHOOSING THE RIGHT PATHWAY FOR YOU

We understand that choosing the right courses to study at A-level can be difficult. A feature of ACS sixth form is the close consultation between the individual learner and the sixth form team to decide the best combination of courses for the learner during years 12 and 13. This process begins in the spring term and includes post-examination results advice. When you make your initial application to sixth form, we ask that you choose three subjects using our subject trawl system. This will help us to do our very best to accommodate all learner's preferred subject choices

## GCE ADVANCED LEVEL COURSES |

Most subjects are divided into four units or modules, with some subjects containing a mixture of practical, oral and written modules. The majority of our A-level courses contain both coursework and exam-based modules. Specific details of each subject can be found in this booklet

## BTEC LEVEL 3 COURSES |

BTEC courses are vocational in nature and comprise of mandatory units as well as specifically chosen optional units. Some of the BTEC qualifications offered at ACS are assessed through assignment- based projects and do not contain any exam element.

All BTEC level 3 qualifications are equal in size to our GCE advanced level courses.

\*Please note, a requirement of returning to sixth form is that 3 subjects are chosen, additionally, all learners must study the Level 3 Advanced Skills Baccalaureate Wales.

## GCSE RESIT OPPORTUNITIES |

Aberdare Community School Sixth Form offer weekly re-sit classes for GCSE English and GCSE Mathematics for those who narrowly missed out on a C grade. These classes are compulsory for those who did not gain a C grade in either of these subjects.

## LEVEL 3 COURSES |

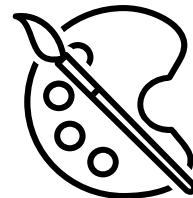
We work closely with our consortium schools to ensure there are a wide range of courses available for all types of learners.

Below is a breakdown of courses available within the consortium. A more detailed subject option guides, including videos and presentations, are available at the following website:

<http://www.cynonvalleyconsortium.co.uk>

Please note that subjects will be withdrawn if there is insufficient demand.

# ART & DESIGN



SUBJECT CONTACT: MISS A EDWARDS

EXAM BOARD: WJEC

## OVERVIEW

This WJEC AS/A level specification in Art & Design is designed to enable learners to gain a sequential and incremental learning experience from a broad introductory foundation of art, craft and design related to option choice at AS, through to greater specialism and achievement at A-level. The AS represents the first year of a two year A-level qualification but it can be studied separately. For those wishing to follow an endorsed route, we offer Photography. AS consists of one unit.

## COURSE STRUCTURE

**Unit 1: Personal Creative Enquiry**  
40% of A level  
internally assessed, externally moderated.

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

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

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

## WHY STUDY ART & DESIGN?

Art and Design is a course that will equip learners with many highly sought-after skills in various career paths. The course nurtures creativity, fostering an environment where students can explore and express their artistic talents. Whether learners aspire to become professional artists or designers or work in a different field, the skills gained from this course are invaluable and will open many doors. Skills such as Problem solving, critical thinking, independent learning, and analytical skills. Most importantly, learners should study Art or Photography because they are passionate about the subject and enjoy the artistic process.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Jobs that are available in these areas include: Architect, Interior Design, Teacher, Lecturer, Advertising, Fashion Designer, Makeup Artist, Computer Graphics, Animation, Museum/Gallery work, Publishing, Comic Book Artist, Medical Illustrator, Film, Costume design, Photographer (Fashion, Wedding, Wildlife, Crime), Photojournalism, Set Designer, Independent Artist and many more. Learners can progress to a higher education degree in a wide range of Art based programmes including BA(Hons) Fine Art, Surface Pattern, Illustration, Ceramics, Graphic Design and Photography

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STRIVE | BELIEVE | ACHIEVE

# BIOLOGY



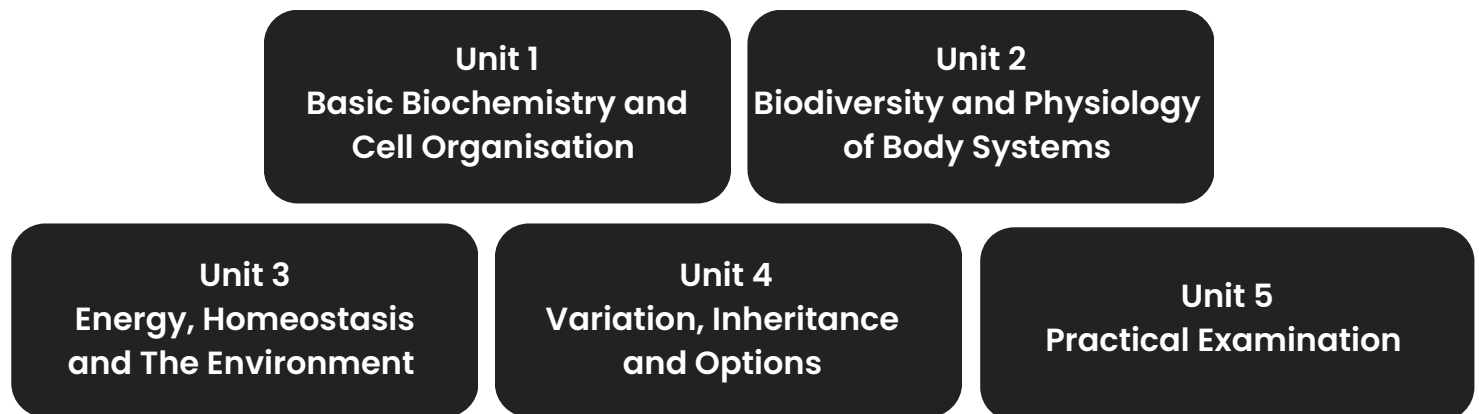
SUBJECT CONTACT: MRS J NICHOLLS

EXAM BOARD: WJEC

## OVERVIEW

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

## COURSE STRUCTURE



Units 1-4 are assessed by external examinations consisting of a range of short and longer structured questions and one extended response. Units 1 and 2 are taken at the end of year 12, units 3 and 4 at the end of year 13. Practical work is an intrinsic part of this specification and is carried out throughout the course. A practical exam (Unit 5) is taken at the end of year 13. Practical work is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of biology. The practical skills developed are also fundamentally important to learners going on to further study in biology and related subjects and are transferable to many careers. Learners are required to have achieved at least a grade B at higher level in GCSE biology or double award science to progress onto this course.

## WHY STUDY BIOLOGY?

A high-quality science education provides the foundations for understanding the world around us. Science has changed our lives and is vital to the world's future prosperity. Pupils studying Sciences will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge, skills and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

A science qualification can open the door to many important jobs, in fields as wide ranging as medicine, dentistry, research, engineering, forensics, teaching, psychology, physiotherapy and many, many more.

@science\_acs 

# BUSINESS STUDIES



**BTEC LEVEL 3 NATIONAL DIPLOMA**

**SUBJECT CONTACT: MRS L WOOLLER**

**EXAM BOARD: PEARSON**

## OVERVIEW

This BTEC course is designed for students who have an interest in exploring the world of business in a practical way. You will have a chance to develop an understanding of how businesses work in the real world, using well known case study organisations. The course is equivalent in size to one A Level. Learners will study 4 units over two years.

## COURSE STRUCTURE

**Unit 1: EXPLORING BUSINESS**  
25% of A level  
Mandatory Unit  
Internally Assessed

**Unit 2: DEVELOPING A MARKETING CAMPAIGN**  
25% of A level  
Mandatory Unit  
Externally Assessed

**Unit 3: PERSONAL AND BUSINESS FINANCE**  
25% of A level  
Mandatory Unit  
Externally Assessed

**Unit 4: OPTIONAL UNIT**  
25% of A level  
Optional Unit  
Internally Assessed

Assessments are available twice a year.

## WHY STUDY BUSINESS STUDIES?

Do you thrive in a fast-paced environment? Do you dream of starting your own business one day? From marketing to merchandising to good customer service – are you fascinated by the world of business and eager to discover how it all works? If so, then business is the course for you. The course introduces you to one of the most important employment sectors in the UK, where you will have the opportunity to explore various aspects of business and develop a range of skills in Accounting and Finance, Business Operations, Marketing and more!

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Business will give you good IT knowledge, great analytical skills, and excellent problem-solving skills. This means that when it comes to potential careers, there will be lots of choice. Possible career pathways include: Content writer, Customer service representative, E-commerce web developer, Logistics, Marketing assistant, Marketing management, Retail buyer, Retail management, Sales associate, Social media, Team leader and Visual merchandiser.

**@acs6thform**



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# CHEMISTRY



SUBJECT CONTACT: MRS J NICHOLLS

EXAM BOARD: WJEC

## OVERVIEW

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

## COURSE STRUCTURE

### Unit 1

the language of chemistry,  
structure of matter and  
simple reactions

### Unit 2

energy, rate and chemistry  
of carbon compounds

### Unit 3

physical and inorganic  
chemistry

### Unit 4

organic chemistry  
and analysis

### Unit 5

Practical Examination

Practical work is an intrinsic part of this specification. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of chemistry. The practical skills developed are also fundamentally important to learners going on to further study in chemistry and related subjects and are transferable to many careers. Learners are required to have achieved at least a grade B at higher level in GCSE chemistry or double award science to progress onto this course. We also strongly advise that learners attain at least a grade B in English and Maths at GCSE due to the high levels of literacy and numeracy required for the course

## WHY STUDY CHEMISTRY?

A high-quality science education provides the foundations for understanding the world around us. Science has changed our lives and is vital to the world's future prosperity. Pupils studying Sciences will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge, skills and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

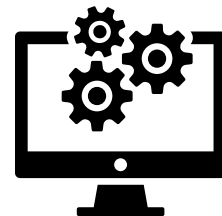
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

A science qualification can open the door to many important jobs, in fields as wide ranging as medicine, dentistry, research, engineering, forensics, teaching, psychology, physiotherapy and many, many more.

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# COMPUTING & IT



UAL CREATIVE MEDIA PRODUCTION & TECHNOLOGY

SUBJECT CONTACT: MR J JONES / MR M HILLS / MRS C MALE

EXAM BOARD: UAL

## OVERVIEW

This A-level takes a hands-on, practical approach to ICT. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. You will develop a range of specialist ICT skills and knowledge by building on your prior understanding of ICT. This A-Level is the perfect mix of Media and Computing, where learners will develop their skills in media production – using industry recognised media equipment to film content. The final year project will focus on promoting your video using a range of ICT skills.

## COURSE STRUCTURE

**Unit 1: Design and Research Skills**  
Internally Assessed

**Unit 2: Video Production**  
Internally Assessed

**Unit 3: Final Year Project**  
Internally Assessed,  
Externally Moderated

All units are assessed through 100% coursework. There are no exam elements to this course

## WHY STUDY COMPUTING & IT?

This unique course, focussing purely on Video Production and Computer Games Development, provides the skills necessary to design, create, promote and evaluate a project life-cycle using a range of skills in creative media production. These skills include:

Media Processes and Technical Skills

- Design and Research Skills
- Introduction to Professional Practice
- Critical and Contextual Awareness
- Audio & Visual Production and Technology
- Developing a Creative Media Production Project

This course is ideal for any pupil interested in following any career involving ICT, especially the Creative Media side of Digital Technology.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

This course provides essential digital skills that would help in any career. Specific careers include: Systems Analyst, Software engineer, Web Developer, Network Manager, Business Analyst, Graphic Designer, Video Editor and more!

There are many university degrees and apprenticeships available in this field.

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# CRIMINOLOGY



SUBJECT CONTACT: MISS S J HORLER / MR N KEEBLE

EXAM BOARD: WJEC

## OVERVIEW

Criminology encompasses many elements of psychology, law and sociology and complements studies in the humanities subjects of geography, history & RS. It will equip you with the knowledge and understanding of contexts linked to the criminal justice system and is suited to further study at HE level in university. You will be assessed through the following method:

## COURSE STRUCTURE

**Unit 1: CHANGING AWARENESS OF CRIME**  
25% of A level  
Mandatory Unit  
NEA

**Unit 2: CRIMINAL THEORIES**  
25% of A level  
Mandatory Unit  
External Exam

**Unit 3: CRIME SCENE TO COURTROOM**  
25% of A level  
Mandatory Unit  
NEA

**Unit 4: CRIME & PUNISHMENT**  
25% of A level  
Optional Unit  
External Exam

## WHY STUDY CRIMINOLOGY?

Study Criminology, and you can enter into a professional role that is of high value to society. You could be tackling crime, exploring why people break the law and improving systems in education, rehabilitation and crime prevention. If you want to play a big part in keeping people safe, this could be the degree course for you. Criminals and the crimes they commit are continuously changing – people are always looking for new ways to break the law. This means that your work could be dynamic and challenging, with many new research areas appearing regularly.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Criminology students have numerous different career options at their fingertips. Exciting roles include in immigration, education, law enforcement, people protection, community planning, advocacy, policing, consulting, public administration and international development.

@historydeptacs 

STRIVE | BELIEVE | ACHIEVE



## OVERVIEW

A level Welsh is a modern, exciting and engaging course that will open up a whole world of opportunities for you. You will develop the grammar and oracy skills that you studied at GCSE, as well as acquire the Welsh language skills needed to appreciate Welsh literature and media.

## COURSE STRUCTURE

### Unit 1

Oracy Examination based  
on the film Patagonia  
15% of Grade

### Unit 2

Internal written assessment  
based on a Welsh-related topic  
of your choice  
20% of Grade

### Unit 3

Written examination based  
on 5 famous Welsh poems  
15% of Grade

### Unit 4

Oracy examination based  
on the Welsh play 'crash'  
25% of Grade

### Unit 5

Written examination based on  
the history of the Welsh language  
15% of Grade

### Unit 6

Written examination based on  
Welsh grammar techniques  
and a selection of short stories  
20% of Grade

## WHY STUDY WELSH SECOND LANGUAGE?

If you are unsure of what you want to do in the future, A level Welsh is the perfect option for you. All employers recognise A level 3 qualification in Welsh as a real advantage and this will give you so many more opportunities in the world of work.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

A Level Welsh can give you a career in theatre, media, government, education, nursing, social work and so much more. Check out the noticeboard outside CO07 for more details. There is a huge demand in the world of work for Welsh speakers, and a Level 3 qualification in Welsh will give you a huge advantage over other interview candidates. There are also plenty of financial incentives available for people who choose to study Welsh in further education.

# DESIGN TECHNOLOGY FASHION AND TEXTILES



SUBJECT CONTACT: MRS N PUGH

EXAM BOARD: WJEC

## OVERVIEW

This course focuses on textiles techniques and production, exploring different decorative techniques and different fashion trends, including vintage and cultural wear. Experimentation of the different techniques will be undertaken during the first year in order to improve skills. The techniques include: silk painting, hand and machine embroidery, applique and more. Throughout the course you will be asked to take inspiration from artists, fashion designers and your own experience in order to compile different research and media to base your sketchbook and outcome on.

## COURSE STRUCTURE

**Unit 1: WRITTEN EXAMINATION**  
**2 HOURS**  
**20% OF QUALIFICATION**

**Unit 2: DESIGN AND MAKE TASK NEA**  
**40 HOURS**  
**20% OF QUALIFICATION**

**Unit 3: WRITTEN EXAMINATION**  
**2 HOURS 30**  
**30% OF QUALIFICATION**

**Unit 4: DESIGN AND MAKE TASK NEA**  
**60 HOURS**  
**30% OF QUALIFICATION**

Unit 2 is a design and make task, based on a brief developed by the candidate, assessing the candidate's ability to identify, investigate, and outline design possibilities. Design and make prototypes - analyse and evaluate design decisions and wider issues in design and technology.

Unit 4 is a sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate, and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in Design and Technology.

## WHY STUDY FASHION AND TEXTILES?

Fashion & Textiles is an inspiring, rigorous and practical subject. This specification encourages learners 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.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Specific job roles include; fashion design, teacher (primary & secondary), Tailor, Textiles production manager, fabric design, stylist, pattern cutter, costume curator, marketing and sales.

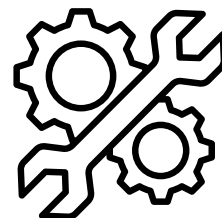
Progressions: BA (Hons) Fashion Design USW, Textile Design - BA (Hons) Cardiff Met, BA (Hons) Fashion Business and Marketing USW, Fashion Buying and Brand Management - BA (Hons) Cardiff Met.

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**STRIVE | BELIEVE | ACHIEVE**

# DESIGN TECHNOLOGY PRODUCT DESIGN



SUBJECT CONTACT: MRS E BRYANT

EXAM BOARD: WJEC

## OVERVIEW

You will develop the understanding and knowledge required to design, develop, model, construct and evaluate a range of products from given design briefs and self-researched areas. Manufacturing will include modern and traditional methods including use of a 3D printer and laser cutter.

## COURSE STRUCTURE

**Unit 1: WRITTEN EXAMINATION (AS)**  
**2 HOURS**  
**20% OF QUALIFICATION**

**Unit 2: DESIGN AND MAKE TASK NEA (AS)**  
**40 HOURS**  
**20% OF QUALIFICATION**

**Unit 3: WRITTEN EXAMINATION (A2)**  
**2 HOURS 30**  
**30% OF QUALIFICATION**

**Unit 4: DESIGN AND MAKE TASK NEA (A2)**  
**60 HOURS**  
**30% OF QUALIFICATION**

Unit 2 is a design and make task, based on a brief developed by the candidate, assessing the candidate's ability to identify, investigate, and outline design possibilities. Design and make prototypes – analyse and evaluate design decisions and wider issues in design and technology.

Unit 4 is a sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate, and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in Design and Technology.

## WHY STUDY PRODUCT DESIGN?

Unit 2 is a design and make task, based on a brief developed by the candidate, assessing the candidate's ability to identify, investigate, and outline design possibilities. Design and make prototypes – analyse and evaluate design decisions and wider issues in design and technology. Unit 4 is a sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to: -identify, investigate, and outline design possibilities -design and make prototypes -analyse and evaluate design decisions and wider issues in Design and Technology.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Specific job roles include; Graphic designer, brand identity, packaging, Animator, visual merchandiser, illustrator, furniture designer, construction worker, engineering design. Progressions: BA/BSc (Hons) Product design Cardiff Met, Product & Furniture Design (Full time) (BA Hons) UWTSD.

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# E-SPORTS

**BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN ESPORTS**



**SUBJECT CONTACT: MR M HILLS / MR J JONES**

**EXAM BOARD: PEARSON**

## OVERVIEW

This qualification has been developed to meet the upcoming demand for skills in esports and includes a breadth of transferable skills that enables learners to experience different areas of esports to aid their progression to employment, either directly or via further study. Esports offers a unique opportunity to study a sector that crosses over multiple subject areas such as sport, marketing, enterprise, IT and the creative industry. These are skills that are highly valued in the changing and fluid workplace.

## COURSE STRUCTURE

### **Unit 1: INTRODUCTION TO ESPORTS**

**17% of A level**

**Mandatory Unit**

**Internally assessed**

### **Unit 2: ESPORTS SKILLS, STRATEGIES & ANALYSIS**

**33% of A level**

**Mandatory Unit**

**Internally Assessed**

### **Unit 3: ENTERPRISE IN THE ESPORTS INDUSTRY**

**25% of A level**

**Mandatory Unit**

**Internally Assessed**

### **Unit 4: Health, Wellbeing & Fitness**

**25% of A level**

**Mandatory Unit**

**Internally Assessed**

There is no exam element to this course - all units are internally assessed and externally moderated by the exam board. This course is highly focussed on developing your business skills.

## WHY STUDY E-SPORTS?

The content of this qualification has been developed in consultation with key stakeholders. This ensures that the content is appropriate and consistent with current industry practice to enable learners to enter employment. Higher education institutions have been consulted to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

This is a career-focused qualification with industry endorsement that will enable learners to learn underpinning knowledge, develop technical and transferable skills, and gain experience in a variety of different sections of the esports industry.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Jobs that are available in these areas include: esports player, team coach, social media influencer, data analyst. Learners can progress to higher education degree programmes, such as a BA (Hons) in Events Management, a BA (Hons) in Media or a BA (Hons) in Esports

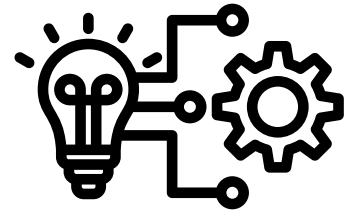
**@computing\_acs**



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# ENGINEERING

**BTEC Level 3 NATIONAL EXTENDED CERTIFICATE**



**SUBJECT CONTACT: MR A WILLIAMS – M.ASH**

**EXAM BOARD: PEARSON**

## OVERVIEW

The BTEC Level 3 National Extended Certificate in Engineering course offers a flexible qualification that can be studied alongside other level 3 qualifications such as A levels. It provides a broad basis of study for the engineering sector Designed to support progression to higher education when taken as part of a study program that includes other appropriate A Levels. They are designed for Post-16 Level 3 learners wishing to go on to further or higher-level study of the sector or directly to employment. It attracts UCAS points and are widely recognised by universities and employers.

## COURSE STRUCTURE

The Level 3 Extended Certificate is equivalent in size to one A Level. You will cover 4 units of which 3 are mandatory and 2 are external.

Mandatory content (83%).

External assessment (67%).

Everyone taking this qualification will study two mandatory units covering the following content areas.

**Unit 1: MATHEMATICS FOR  
ENGINEERING**

**Unit 2:  
ENGINEERING PRINCIPLES**

**Unit 3: MECHANICAL  
PRINCIPLES**

**Unit 4:  
ENGINEERING PROCESSES**

## WHY STUDY ENGINEERING?

We employ a learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. We focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Specific job roles include; construction worker, engineering design.

Progressions: BA/BSc (Hons) Engineering at a range of universities.

# ENGLISH

## LANGUAGE AND LITERATURE & ENGLISH LITERATURE



SUBJECT CONTACT: MR C LOVELL / MRS C WOODFINE

EXAM BOARD: WJEC

### OVERVIEW

This is an engaging course where you will be encouraged to develop your enjoyment of literature and literary studies. You will be expected to approach and respond to a range of texts in a creative fashion. The new WJEC GCE English Literature course has a five-unit structure which includes the study of Shakespeare, as well as a wide selection of more modern poetry, prose and drama. You will be provided with an opportunity to write creatively in a chosen style and will also be asked to provide an analysis of your own work. You will also have the opportunity to discuss the texts and your responses in an open and supportive environment.

### COURSE STRUCTURE

AS UNIT 1  
PROSE AND DRAMA (CLOSED-BOOK)  
WRITTEN EXAM  
2 HOURS  
20% OF QUALIFICATION

AS UNIT 2  
POETRY POST 1900  
WRITTEN EXAM  
2 HOURS  
20% OF QUALIFICATION

A2 UNIT 3  
POETRY PRE 1900  
WRITTEN EXAM  
2 HOURS  
20% OF QUALIFICATION

A2 UNIT 4  
SHAKESPEARE - CLOSED BOOK  
WRITTEN EXAM  
2 HOURS  
20% OF QUALIFICATION

A2 UNIT 5  
PROSE STUDY  
NEA  
20% OF QUALIFICATION


The English Literature course will be both challenging and rewarding. Students are required to have achieved at least a grade C in GCSE English Literature in order to progress onto this course

### WHY STUDY ENGLISH LANGUAGE & LITERATURE AND ENGLISH LITERATURE?

Many of the skills developed through studying this subject are related to independent thinking — the ability to analyse sophisticated ideas and the ways in which they are presented, to synthesise large and complex text, and to know how to build a convincing argument are just a few.

### CAREERS & FURTHER EDUCATION OPPORTUNITIES

English Literature is one of the Russell Group universities' 'facilitating' subjects — so called because choosing them at A-level allows a wide range of options for degree study. It is widely recognised by universities that the skills developed through the study of English Literature are among the most transferable, with English graduates going on to develop the widest range of careers — among the most popular are publishing, broadcasting, marketing and PR, journalism, law, teaching and politics. Employers recognise that English students think critically, analyse how meanings are created, evaluate multiple perspectives, and learn to write with sophistication.

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# FOOD SCIENCE AND NUTRITION



SUBJECT CONTACT: MRS R MARCHANT

EXAM BOARD: WJEC

## OVERVIEW

This course allows you to develop an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. On-going practical session will be used to support the gaining of theoretical knowledge and help you to gain essential practical skills to produce quality food items to meet the needs of individuals. You do not need to have studied a food course in Year 11 to take this course.

## COURSE STRUCTURE

**Unit 1: (AS) Meeting nutritional needs**  
NEA (25%)  
Written exam (25%)

**Unit 2: (A2) Ensuring food is safe to eat**  
Written exam (25%)

**Unit 3: Optional Unit – see below**  
NEA (25%)

For the final unit, learners can choose between 2 specialised units.

Unit 3 Experimenting to solve food production problems OR Unit 4 Current issues in food science & nutrition (A2) – By choosing one of these units it allows you to study subjects of particular interest or relevance to you and your other studies.

## WHY STUDY FOOD SCIENCE AND NUTRITION?

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Jobs that are in these areas include: Food Product Development, Food Marketing, Nutritionist, Dietician, Environmental Health Officer, Teaching, Hospitality Industry, Health Psychologist. Learners can progress to higher education degree programmes, such as BSc (Hons) Food and Nutrition, BSc (Hons) Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology, BSc (Hons) Sport, Exercise and Nutrition, BA (Hons) Hospitality Management, BA (Hons) Hospitality & Catering. The following universities have supported the delivery of this course at sixth form; Cardiff Metropolitan, University of Huddersfield, Bath Spa University and Birmingham City University.

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# GEOGRAPHY



SUBJECT CONTACT: MR S ALEXANDER

EXAM BOARD: WJEC

## OVERVIEW

The Geography course will cover both Physical and Human Environments and the complex interactions of processes that shape our World. Importantly it looks at the careful relationship the human race has with our environment and how people are often forced to adapt and mitigate the effects of processes on their environment. The WJEC Geography course is one of the few new A Levels that allows coursework to count for 20% of the overall course.

## COURSE STRUCTURE

### AS Unit 1: Changing Landscapes

Written examination

2 hours

24% of qualification

### AS Unit 2: Changing Places

Written examination

1 hour 30 minutes

16% of qualification

### A2 Unit 3: Global Systems and

Global Governance

Written examination

2 hours

24% of qualification

### A2 Unit 4: Contemporary Themes

in Geography

Written examination

2 hours

16% of qualification

### A2 Unit 5: Independent Investigation

Non-exam assessment

3000 – 4000 words

20% of qualification

In year 12, you will be studying changing places and changing landscapes. In changing places, you will focus on coastlines and tectonics (volcanoes and earthquakes). In changing places, you will focus on how rural and urban areas are rapidly changing and adjusting to 21st century living. You will also complete four fieldwork experiences.

In year 13, you will study water and carbon cycles, the global governance of migration and oceans, development in Sub-Saharan Africa and the energy challenges and dilemmas. There is also an additional independent investigation component worth 20% of the course.

## WHY STUDY GEOGRAPHY?

The study of geography is crucial to make sense of the many current events that shape our world in the 21st century. In geography, we focus on the causes, impacts and responses to both natural events and human activity. In our increasingly interdependent and globalised world, it is incredibly important that we build upon knowledge and understanding of a wide range of topics. If you study geography, then expect to be investigating natural hazards, climate change, ecosystem management, migration, development and geopolitics.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Natural hazard management, rural and urban planning, GIS specialist, geopolitical analyst, environmental scientist, volcanologist, teacher, cartographer, transportation adviser, market researcher, travel writer, national parks warden, seismologist, tour guide, weather forecaster, emergency response coordinator.

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# HEALTH & SOCIAL CARE AND CHILDCARE



SUBJECT CONTACT: MRS N PUGH / MRS R MARCHANT

EXAM BOARD: WJEC

## OVERVIEW

This course will equip you with thorough in-depth knowledge, understanding and skills related to the development and care of individuals throughout the lifespan. You will have the opportunity to develop your understanding of influences on human growth, development, behaviour and well-being. You will also gain a detailed understanding of the social, physical, emotional, and cultural needs of people who use care and support services and recognise that each individual has a unique blend of abilities and needs. Active learning and personalisation are promoted by giving you opportunities to investigate care issues and topics of your own choice. The course follows a broad study of health and social care and childcare at AS level. And then at A level will focus on childcare specifically.

## COURSE STRUCTURE

**Unit 1: PROMOTING HEALTH AND WELLBEING**  
20% of A level  
Written Examination

**Unit 2: SUPPORTING HEALTH, WELLBEING & RESILIENCE IN WALES**  
20% of A level  
NEA

**Unit 3: THEORETICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLES DEVELOPMENT**  
30% of A level  
Written Examination

**Unit 4: SUPPORTING THE DEVELOPMENT, HEALTH, WELLBEING AND RESILIENCE OF CHILDREN AND YOUNG PEOPLE**  
30% of A level  
NEA

## WHY STUDY HEALTH & SOCIAL CARE AND CHILDCARE?

This specification provides a coherent, satisfying and worthwhile course of study for you even if you do not progress to further study in this subject. It provides a suitable foundation for the study of health and social care and childcare through a range of higher education courses, or into employment. The course develops your knowledge and awareness of the principles and values which underpin health and social care and childcare and contemporary issues in relation to the provision of ethical and sustainable health and social care and childcare system in Wales.

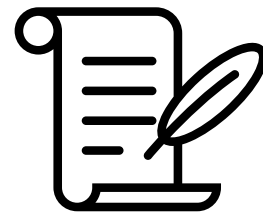
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Jobs that are in these areas include: Nursing, Medicine, Paediatrics, Social Work, Teaching, Child Psychology, Care workers, Dietician, Holistic Health, Childcare. Learners can progress to higher education degree programmes, such as BA (Hons) Health and Social Care, BSc (Hons) Public Health and Wellbeing, BSc (Hons) Nursing, BA (Hons) Social Work, BSc (Hons) Childhood and Youth Studies, BSc (Hons) Psychology, BA (Hons) Education.



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# HISTORY



SUBJECT CONTACT: MR N KEEBLE

EXAM BOARD: WJEC

## OVERVIEW

Learners will be given the opportunity to study a variety of different topics from British and non-British history and provides them with an excellent breadth and depth of knowledge as well as transferable skills which can be applied to other subjects and careers.

## COURSE STRUCTURE

**Unit 1: POLITICS, PROTEST &  
REFORM 1780-1880**  
Written Examination

**Unit 2: WEIMAR GERMANY  
1919-1933**  
Written Examination

**Unit 3: THE AMERICAN  
CENTURY 1890-1990**  
Written Examination

**Unit 4: GERMANY  
1933-1945**  
Written Examination

**Unit 5: NEA**

All units represent 20% of the A-level qualification. Unit 1 and 2 sat in year 12 as two written papers, and units 3 and 4 sat in year 13 as two written papers. Unit 5 is completed over the course of year 13 as an independent study.

## WHY STUDY HISTORY?

History helps us understand the world around us and the society that we live in. Without the study of History, we would not understand how women achieved the right to vote, or how the fall of the Berlin Wall led to the collapse of the USSR. History gives us our identity and our sense of belonging, while also making us well-rounded citizens of the world. Also, not only is History a traditional and well-respected choice at A-Level, but the skills you develop within the subject can open many doors. For example, analytical skills through source analysis and being able to assess conflicting opinions are essential skills for the world of work. As George Santanya once said, those who do not remember the past are doomed to repeat it.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Further education opportunities include degrees in the field of History. Career options include the following: Teacher, Solicitor/ Barrister, Researcher, Civil servant, News reporter, Archaeologist, Author.

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# MATHEMATICS



SUBJECT CONTACT: MR S DAVIES / MISS A FRANKLIN

EXAM BOARD: WJEC

## OVERVIEW

Mathematics at Aberdare Community School Sixth Form is an exciting course that develops problem-solving skills and prepares students for further education and careers in science, engineering, and technology among others.

The course is divided into two units per year:

- Pure Mathematics, covering algebra, calculus, trigonometry, and coordinate geometry.
- Applied Mathematics, which includes Mechanics (motion and forces) and Statistics (data analysis and probability).

This qualification is highly valued by universities and employers, making it an excellent choice for students looking to unlock a wide range of future opportunities.

## COURSE STRUCTURE

**AS Unit 1: Pure Mathematics A**  
Written examination  
2 hours 30 minutes  
25% of qualification

**AS Unit 2: Applied Mathematics**  
Written examination  
1 hour 45 minutes  
15% of qualification

**A2 Unit 3: Pure Mathematics B**  
Written examination  
2 hours 30 minutes  
35% of qualification

**A2 Unit 4: Applied Mathematics B**  
Written examination  
1 hour 45 minutes  
25% of qualification

You will be assessed through examinations sat at the end of Year 12 and 13. 40% of the course is studied in Year 12, while the remainder is studied in Year 13. There are opportunities to re-sit exams in Year 13.

## WHY STUDY MATHEMATICS?

Mathematics is a versatile and highly respected subject that develops critical thinking, logical reasoning, and problem-solving skills. It opens doors to a wide range of careers, including engineering, science, technology, and finance, and is often a key requirement for university courses. Studying Mathematics equips you with the tools to tackle real-world challenges and achieve your future ambitions.

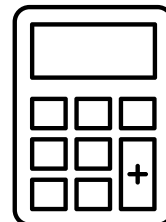
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Mathematics is a gateway to numerous careers, including engineering, finance, technology, and data analysis, and is highly valued in higher education. It provides the foundation for success in many professional fields and degree programs.

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# MATHS (FURTHER)



**\*MUST ALSO CHOOSE MATHEMATICS**

SUBJECT CONTACT: MR S DAVIES / MISS A FRANKLIN

EXAM BOARD: WJEC

## OVERVIEW

Students who study Mathematics at A Level may choose Further Mathematics as an additional qualification. The course builds on concepts and theories studied in A Level Mathematics, focusing on Pure Mathematics, Mechanics, and Statistics in Year 12, and specialising in Pure Mathematics and advanced Mechanics in Year 13.

Further Mathematics is ideal for students who want to extend their mathematical knowledge and skills, making it highly valued for competitive university courses and careers in mathematics, physics, engineering, and related fields.

## COURSE STRUCTURE

**Unit 1: Further Pure Mathematics A**  
Written examination:  
1 hour 30 minutes  
13% of qualification

**AS Unit 2: Further Statistics A**  
Written examination  
1 hour 30 minutes  
13% of qualification

**AS Unit 3: Further Mechanics A**  
Written examination  
1 hour 30 minutes  
13% of qualification

**A2 Unit 4: Further Pure Mathematics B**  
Written examination:  
2 hours 30 minutes  
35% of qualification

**A2 Unit 5: Further Statistics B**  
Written examination  
1 hour 45 minutes  
25% of qualification

You will be assessed through examinations sat at the end of Year 12 and 13. A total of three exams are sat in the summer of Year 12. In year 13, pupils specialise in either further mechanics or statistics. A pure exam will be sat, alongside an exam in their chosen specialism, worth a combined 40% of the overall qualification.

## WHY STUDY FURTHER MATHS?

Studying Further A-Level Mathematics is highly regarded by most universities, as it demonstrates strong analytical and problem-solving abilities. This advanced qualification shows a commitment to mastering complex concepts, which is essential for success in competitive university courses, especially in fields such as mathematics, engineering, economics, and science. It highlights your readiness for the rigorous academic challenges that top universities offer, making you a more attractive candidate for highly sought-after degree programs.

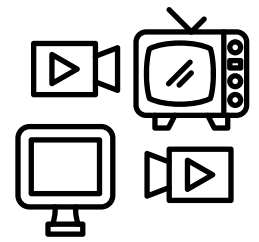
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Further Mathematics provides excellent opportunities for both higher education and careers. Employers in industries such as finance, data science, engineering, and technology seek candidates with strong problem-solving and analytical skills, which are developed through the study of Further Maths. This qualification not only enhances your career prospects but also prepares you for success in both academic and professional fields.

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# MEDIA STUDIES



SUBJECT CONTACT: MISS S MORGANS

EXAM BOARD: WJEC

## OVERVIEW

The course engages you across a wide range of media, including film, television, the internet, gaming, advertising and news. You will be given the opportunity to understand and question the media that is all around us. There is also a creative side where you will have the opportunity to create your own media. The media industry is one of the most successful in the country and all careers in the modern age tend to have a media dimension, you can give yourself an advantage. The course comprises of four modules taught over a two-year period of study.

## COURSE STRUCTURE

**Unit 1: selling images in advertising and music videos, news in the online age and film industry from Wales to Hollywood**  
(exam)

**Unit 2: research, planning, creating and evaluating a media product based on advertising, news or film**  
(coursework)

**Unit 3: television in the global age, magazines and changing representation and video games, media in the digital age**  
(exam)

**Unit 4: cross media production of media text based on individual research into tv, magazines or video games**  
(coursework)

## WHY STUDY MEDIA STUDIES?

We are living in a world dominated by the media. This course allows you to study different types of media including film, television, advertising, computer games and pop music.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

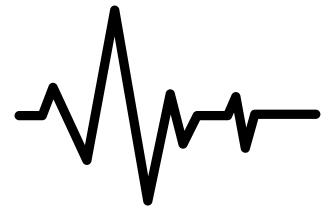
Film Making, Marketing, Advertising, PR, Film, TV, Magazine Publishing, Sales, Gaming, Radio, Newspaper Publishing, Music Industry, Web Design, Social Media, Communications.

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# MEDICAL SCIENCE



## LEVEL 3 APPLIED DIPLOMA

SUBJECT CONTACT: MR P JONES

EXAM BOARD: WJEC

## OVERVIEW

The Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate) enables students to study the principles and applications of medical science through three mandatory units, and further explore other areas in more detail via an optional unit. Students will also learn practical and investigation skills that build on this fundamental knowledge.

## COURSE STRUCTURE

The mandatory units cover the following areas:

**HUMAN ANATOMY,  
PHYSIOLOGY AND  
PATHOLOGY**

**HEALTH ISSUES AND  
SCIENTIFIC REPORTING**

**PRACTICAL MICROBIOLOGY  
AND INFECTIOUS DISEASES**

The optional units provide opportunity for students to choose one of the following specific specialist area in which they wish to develop their knowledge and skills:

- Diseases, disorders, treatments and therapies
- Biomedical science
- Human reproduction and fertility.

The qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Level subjects such as physical education and sport, sociology, chemistry and psychology.

Assessment of this BTEC is as follows:

58% of the course is assessed via external examinations – Unit 1 and 2

The remaining units are assessed internally and make up 42% of the qualification.

## WHY STUDY MEDICAL SCIENCE?

A high-quality science education provides the foundations for understanding the world around us. Science has changed our lives and is vital to the world's future prosperity. Pupils studying Sciences will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge, skills and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

A science qualification can open the door to many important jobs, in fields as wide ranging as medicine, dentistry, research, engineering, forensics, teaching, psychology, physiotherapy and many, many more.

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# MUSIC



SUBJECT CONTACT: MR R GIBBS

EXAM BOARD: WJEC

## OVERVIEW

Music A level is the perfect choice for talented musicians offering you the opportunity to develop your performing, listening and composing skills. Learners are given the opportunity to explore a diverse range of different aspects of music, covering topics such as an investigation into significant musical developments, in both classical and contemporary genres, exploring different compositional styles and performing (vocal or instrumental) skills.

## COURSE STRUCTURE

### Unit 1

AS – 30% performance – external exam

### Unit 2

AS – 30% composition – internal exam

### Unit 3

AS – 40% appraising examination externally marked

### Unit 4

A2 – 25% performance – external exam

### Unit 5

A2 – 25% composition – internal exam

### Unit 6

A2 – 40% appraising examination – externally marked

A further 10% of the A2 qualification is taken in performance or composition, at the candidate's discretion.

## WHY STUDY MUSIC?

Whilst there is no restriction on students wanting to choose music it is preferable that they currently play an instrument or sing (or are committed to learn). It is expected that students will play an active part in school music activities, including solo and ensemble music making where appropriate. Opportunities include the Orchestra, Choir, Jazz Band, School Production and the possibility of forming other small ensembles as experience and skills allow. All music students are expected to attend recitals, concerts and workshops as directed. Potential for Theatre & Concert visits, workshops with industry professionals and European Concert Tours.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Performer, Composer, Arranger, Studio Engineer, Producer, Teacher, Theatre Technician, Music Therapist.

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# MUSIC TECHNOLOGY



SUBJECT CONTACT: MRS R THOMAS

EXAM BOARD: PEARSON

## OVERVIEW

In this course, worth 1.5 A levels, you will study 4 related units of work. You do not need to have studied music for GCSE or BTEC. It helps, but we have learners each year who start this course and succeed! This course is assessed through 100% coursework.

## COURSE STRUCTURE

**UNIT 1: RECORDING STUDIO**

**UNIT 2: CREATING MUSIC  
THROUGH PRODUCTION**

**UNIT 3: MUSIC TECHNOLOGY  
AND LIVE EVENTS**

**UNIT 4: PLANNING A CAREER IN  
MUSIC**

The first, studio recording gives you the confidence to set up a session in our own recording studio, giving you the skills to mix and edit sound to create a musical product. In the second unit, you become a music producer working to create and remix musical material.

Much of the course is hands-on practical work and the third unit gives you the knowledge and skills to set up a live musical event. The final unit focuses on the many career pathways that are present in the music industry, real jobs for which this course is fantastic preparation.

## WHY STUDY MUSIC TECHNOLOGY?

This qualification is suitable for anyone who has an interest and liking of music. There are no barriers to taking this course. You will gain the skills needed to access many job roles in the music industry and become a self-sufficient learner. This BTEC level 3 course carries UCAS points and provides the stepping stone for a career in the world of music production.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Performer, Composer, Arranger, Studio Engineer, Producer, Teacher, Theatre Technician, Music Therapist.

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# PERFORMING ARTS



SUBJECT CONTACT: MR R GIBBS / MRS E HARRIS

EXAM BOARD: PEARSON

## OVERVIEW

Our Vocational Award in Performing Arts will develop students' knowledge and understanding of the performing arts sector and provide them with opportunities to develop associated practical skills. It covers performing, creating and performance arts in practice. BTEC Level 3 National Diploma in Performing Arts is equivalent to two A Levels. Throughout the two years students will study 8 units, of which 6 are mandatory and 3 are externally assessed.

## COURSE STRUCTURE

Investigating  
Practitioners' Work

Developing Skills and  
Techniques for Live  
Performance

Group Performance  
Workshop

Performing Arts in the  
Community

Individual Performance  
Commission

Final Live Performance  
to an Audience.

The optional units are varied and offer a diverse range of skills or specialism such as: Dance Technique, Theatre Directing, Screen Acting, Physical Theatre techniques.

## WHY STUDY PERFORMING ARTS?

This course also develops employability skills in the following three main categories:

- cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

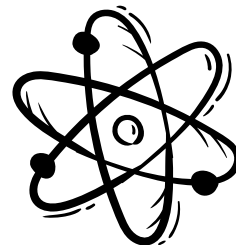
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

All pathways in this qualification will prepare our students for direct employment in the performing arts sector, and are suitable if they wish to enter a particular specialist area of work, such as: Dancer, Actor, Performer. This qualification also supports progression if the student is seeking further learning as part of an Apprenticeship in the field of community arts and technical theatre.

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# PHYSICS



SUBJECT CONTACT: MRS S EDMUNDS

EXAM BOARD: WJEC

## OVERVIEW

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

## COURSE STRUCTURE

**Unit 1: motion, energy and matter (AS)**

**Unit 2: electricity and light (AS)**

**Unit 3: oscillations and nuclei (A2)**

**Unit 4: fields and options (A2)**

**Unit 5: practical examination (A2)**


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

## WHY STUDY PHYSICS?

A high-quality science education provides the foundations for understanding the world around us. Science has changed our lives and is vital to the world's future prosperity. Pupils studying Sciences will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge, skills and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

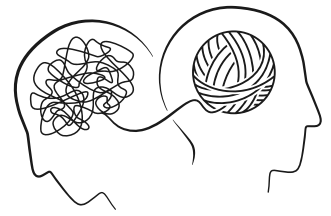
## CAREERS & FURTHER EDUCATION OPPORTUNITIES

A science qualification can open the door to many important jobs, in fields as wide ranging as medicine, dentistry, research, engineering, forensics, teaching, psychology, physiotherapy and many, many more.

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# PSYCHOLOGY



SUBJECT CONTACT: MRS A JONES – SJB

EXAM BOARD: WJEC

## OVERVIEW

Psychology explores the workings of the mind and how thought processes work. A mathematical and scientific background and the ability to create essays in a range of structures (argumentation, descriptive) are essential for successful study. This course is 100% examination based.

## COURSE STRUCTURE

**UNIT 1: Psychology: Past to Present**

**UNIT 2: Psychology: Using Psychological Concepts**

**UNIT 3: Psychology: Implications in the Real World**

**UNIT 4: Psychology: Applied Research Methods**

All four units are exam-based assessments with 7 hours of examinations across the four units, divided as follows: 3 x 1.5 hours and one 2.5-hour exam. Assessment is via a range of essay-based questions and responses to studies that need to be analysed and evaluated.

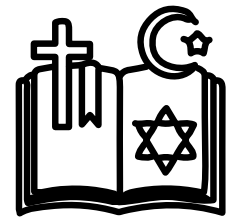
## WHY STUDY PSYCHOLOGY TECHNOLOGY?

As a result of successfully completing this course, students can progress towards the study of Psychology as an undergraduate at Higher Education level. Psychology can also be taken as part of a Joint Honours degree with another subject, often involving other sciences, humanities or art subjects or Philosophy and Ethics.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

Many careers that involve working with people consider a Psychology degree very favourably, including advertising, marketing, charity, law, healthcare, public sector, recruitment and human resources, and social care.

# RELIGIOUS STUDIES



SUBJECT CONTACT: MR M ROBERTS

EXAM BOARD: WJEC

## OVERVIEW

This course studies key questions of human existence which are of present-day interest and relevance. Philosophy of Religion examines questions of whether God exists and why we suffer. Ethics examines questions of what is right and wrong and how we should act. Christianity examines the key beliefs and practices of the world's most popular and influential religion.

- The Philosophy of Religion
- Religion and Ethics
- Christianity

## COURSE STRUCTURE

**Unit 1: An Introduction to the Study of Religion**  
Written examination  
1 hour 15 mins  
15% of qualification

**Unit 2: An Introduction to Religion and Ethics and Philosophy**  
Written examination  
1 hour 45 mins  
25% of qualification

**Unit 3: A Study of Religion**  
Written examination  
1 hour 30 mins  
20% of qualification

**Unit 4: Religion and Ethics**  
Written examination  
1 hour 30 mins  
20% of qualification

**Unit 5: Philosophy of Religion**  
Written examination  
1 hour 30 mins  
20% of qualification

**Unit 6: Textual Studies (New Testament)**  
Written examination  
1 hour 30 mins  
20% of qualification

Exams sat in Year 12 can be re-taken once if required.

## WHY STUDY RELIGIOUS STUDIES?

In many areas of work employers look for someone with an enquiring mind, understanding and appreciation of other people's point of view and an ability to reach a clear, informed decision: these are all skills which are developed in religious studies. Studying religion helps you to see the world from many different viewpoints.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

This will be a valuable addition to any university application in any of the Social Sciences, for example Sociology, Psychology, Religious Studies, Law, Philosophy, Health and Social Care and more!

# SOCIOLOGY



SUBJECT CONTACT: MRS S MORGANS

EXAM BOARD: WJEC

## OVERVIEW

Sociology will give you the opportunity to develop an understanding of our changing society as well as examining how our actions are shaped by our social environment. Sociology will challenge your view of the world, making even the ordinary in everyday life seem extraordinary. You will consider how our lives are influenced by social institutions such as family, education and the media, and investigate crime and deviance in contemporary society.

## COURSE STRUCTURE

**AS Unit 1 15%**

**Acquiring Culture, socialisation and Identity, Understanding families and Households**

**Unit 2 25%**

**Understanding the Social Power System and Methods of Sociology research**

**Unit 3 25%**

**Crime and Deviance**

**Unit 4 35%**

**Social inequality and Applied Research Methods.**

## WHY STUDY SOCIOLOGY?

If you are curious and take pleasure in discovery and understanding, then studying sociology is for you! The course will give you an understanding of humankind and give you a rational perception of some of society's more frustrating traits. The course will allow you to develop a broad skill set that will be applicable to many areas of work.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

The course provides the perfect pathway to pursue a career in any field, whether you want to become a Pilot, a Police officer, private investigator, a doctor or more!. Completion of this course may be followed by a degree in any specialism including Forensics, Nursing, Midwifery, Professional Policing and more!

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# UNIFORMED PROTECTIVE SERVICES



SUBJECT CONTACT: MR M HILLS

EXAM BOARD: PEARSON

## OVERVIEW

The ideal course for any learner interested in pursuing a career in the uniformed protective services including, but not inclusive to: Nursing, Police, Fire Service, RAF, Army, Royal Navy. There are ample units to choose from to suit the individual needs of the learner.

## COURSE STRUCTURE

**Unit 1: BEHAVIOUR DISCIPLINES**  
33% of A level  
Mandatory Unit  
Externally Assessed

**Unit 2: TEAMWORK & LEADERSHIP**  
33% of A level  
Mandatory Unit  
Internally Assessed

**Unit 3: SKILLS FOR THE OUTDOORS**  
16% of A level  
Optional Unit  
Externally Assessed

**Unit 4: PROFESSIONAL DEVELOPMENT**  
16% of A level  
Optional Unit  
Internally Assessed

Units 3 and 4 can be replaced with Introduction to Criminology AND/OR Police Powers and the Law, should learners want to study these units instead.

## WHY STUDY UNIFORMED PROTECTIVE SERVICES?

Would you like a career that involves being outdoors, travelling, solving problems and developing yourself to achieve more than you thought capable? A career in the uniformed services brings new challenges every day, and our Level 3 Public Services course will help you prepare to expect the unexpected.

On this A-Level equivalent course, you'll study the public service sector, its role in society and learn about working life in a public service organization. You'll learn about the social and political influences that affect the public services and begin to understand more about human behaviour and how it will affect your daily work.

There are two specific pathways to choose from. You can choose to study units based on outdoor activities and expedition skills, or study units on careers within the Public Sector and an Introduction to Criminology.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

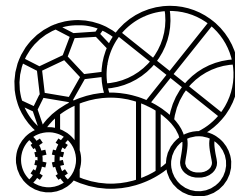
The course provides the perfect pathway to pursue a career in any field, whether you want to become a Pilot, a Police officer, private investigator, a doctor or more!. Completion of this course may be followed by a degree in any specialism including Forensics, Nursing, Midwifery, Professional Policing and more!

@acs\_dofe  
@acs\_kingstrustUPS 

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# SPORTS STUDIES

**BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORTS COACHING**



**SUBJECT CONTACT: MR M TROWBRIDGE**

**EXAM BOARD: PEARSON**

## OVERVIEW

For those interested in sport, this would be a natural progression from the BTEC level 2 and GCSE PE delivered at schools throughout the consortium. The course will be integral to your personal development, shaping your ability to be organised, reliable, independent, and become a role model to younger learners in your schools. Additionally, the course will enhance your skills for employability to move successfully into the working world, with opportunities to gain coaching experience and part-time employment with our contacts and partners. BTEC courses prepare you for life!

## COURSE STRUCTURE

BTEC level 3 national extended certificate in sports coaching consists of three mandatory units:

**Unit 1: Careers in the sport  
and active leisure industry**

**Unit 2: Health, well-being  
and sport**

**Unit 3: Developing  
coaching skills**

The higher awards, such as the national diploma (2 A-level equivalent) and national extended diploma (3 A-level equivalent) will allow you to engage with more units that look at specific areas of sport such as sports psychology, fitness testing, practical sport, nutrition for physical performance in sport and more.

## WHY STUDY SPORTS STUDIES?

BTEC Sports Coaching and Development (2019) is recognised by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), the overarching professional development body for the UK's sport and activity sector. This adds currency to demonstrate that this qualification has recognition beyond academia and UCAS points. The qualification develops learners holistically into employable leaders in their field. The course encourages learners to enhance their confidence, leadership and communication when presenting, being interviewed, interviewing and coaching.

In addition to the qualification itself, we aim to provide professional development in refereeing and other leadership qualifications, working in partnership with local and national organisations. This includes FAW, WRU, Welsh Netball courses as well as developments in local employment in sport & physical activity.

## CAREERS & FURTHER EDUCATION OPPORTUNITIES

The course acts as a stepping stone to Further Education in the journey of BSc and BA qualifications in Sports Coaching, Sports Development and Education. There is also crossover into medical fields such as Physiotherapy, Sports Science with the Diploma option as the qualification broadens and deepens in its content. There are developments for employment becoming available in Sport RCT directly out of this programme, and beyond.

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# STUDENT DESTINATIONS & ALUMNI

Year on year, we are delighted with the excellent progression of our students. Many go on to study at university, with over 90% of pupils obtaining the grades required to study at their first choice of university. Many students also enjoy success in the field of work, securing higher apprenticeships and full time employment. This is testament to not only our students but the fantastic focus our staff make on mentoring students, helping with the application process and mock interview techniques.

## CASE STUDIES |

*"Aberdare Community School gave me the confidence to succeed both professionally and academically. Being a senior prefect enabled me to develop a range of personal skills. The Welsh Baccalaureate qualification has provided me with the opportunity to give something back to the school by helping pupils develop Literacy and Numeracy skills through a range of workshops during my Community Challenge. The school has also allowed me to partake in the Seren Hub, developing my academic skills even further."*

LUKE EVANS – NOW STUDYING BIOMEDICAL SCIENCE  
AT CARDIFF UNIVERSITY |

*"I knew from a very young age that I wanted a career involving sport. The Sixth Form allowed me to participate in both the Senior Football and Rugby teams and now I'm studying Sport & Exercise at University. I studied Triple Sport and focused my Welsh Baccalaureate individual project around injuries in Sport. The facilities on offer at the Sixth Form allowed me to pursue my dream of becoming a physiotherapist."*

LEON MOORE – NOW STUDYING SPORTS  
MANAGEMENT AT UWIC |

*"Choosing where to study my A-Levels was an easy decision for me. Aberdare offered a range of courses that linked to my career aspirations to become a Doctor. I already have a strong working relationship with my teachers and they understand my needs. I studied Biology, Chemistry and Maths. The facilities on offer at Aberdare are fantastic and with our own dedicated IT suite and internet café, the school provides quiet areas for me to study during my free periods."*

MEGAN COX – NOW STUDYING MEDICAL PHARMACOLOGY  
AT CARDIFF UNIVERSITY |

*"There was no question about where I would continue my studies. I had everything I needed at Aberdare. I didn't have to worry about making new friends, because most of them were joining me in Sixth Form. And, most importantly, teachers who understood where my strengths and weaknesses lay and what I needed to do to make the best for myself. I studied Law, Religious Studies and English Literature, enabling me to pursue my dream of becoming a Lawyer."*

REBECCA MORGAN – NOW STUDYING LAW AT CARDIFF  
UNIVERSITY |

*"I decided to continue at Aberdare Sixth Form because I enjoyed my time so much lower down the school. The school provided many career days, subject specific workshops, talks from various employment areas and visits to university open days. These opportunities enabled me to make my decision to want to become a midwife. I was worried about the application process as this area of study is very competitive but the school has an excellent programme in place with expert advice and guidance and I was fortunate enough to study a midwifery degree at university. I can't thank the school enough for the support they provided through this very stressful time."*

CHLOE TALBOT – NOW STUDYING MIDWIFERY AT  
BIRMINGHAM UNIVERSITY |

# CVC POST-16 SUMMARY GUIDELINES

(further details are available from specific CVC documentation.)

1. Programme provision provides L3 (AS/A2 and Vocational) and L2 provision to meet the needs of all learners.

2. A maximum of 25 pupils will be allowed on all L3 courses.

3. Year 11 pupils will be interviewed and provisionally assigned to suitable post sixteen programmes of study in the Easter term of year 11, this will be a provisional offer based on predicted grades and current performance as judged by progress leaders in the base school.

4. Confirmed offer on pupils chosen programme will be secured based on final GCSE results, late submissions to programmes will be allocated on a capacity basis, pupils' aptitude for the subject and final grades.

5. A provisional programme offer will be given to pupils as part of the post 16 options process, parents and pupils will be informed of the programme offer and the necessary entry requirements.

6. All programmes of study at post 16 will require pupils to have achieved L2 in English and Mathematics or make a commitment to attend GCSE resit lessons as part of the CLIF element of the programme of study. Any pupil continuing L3 / A2 courses in year 13 must have achieved a L2 in Mathematics and English prior to year 13.

7. Each programme of study will adhere to minimum entry requirements specific to each course. Entry requirements will be set according to standards agreed by all parties delivering the subject within the consortium.

8. Any pupil accessing a pure science A level should have achieved at least a B grade at GCSE.

9. CVC reserves the right to review a place on any programme of study for pupils' with poor attendance and attitude during Key Stage 4.

10. All pupils following post 16 courses are expected to maintain high attendance and fully engage in their learning. Pupils failing to commit fully to their programme of study will have their programme of study reviewed.

11. All pupils must commit to follow the four programme components as outlined in WAG advice for post sixteen planning.

12. Specific issues arising in relation to individual pupils' circumstances will be reviewed by CVC lead personnel.

*Further detailed guidance can be obtained from specific CVC support documentation.*

# THE FIRST STEP TO YOUR FUTURE...

**96% PASS RATE ACROSS ALL A-LEVELS AND 100% PASS RATE ACROSS ALL VOCATIONAL SUBJECTS.**

**72% of A-LEVEL PUPILS OBTAINED A\*- C GRADES IN 2018.**

**33 TRADITIONAL A-LEVEL COURSES AND 12 VOCATIONAL SUBJECTS TO CHOOSE FROM ACROSS THE CONSORTIUM.**

**LEADERSHIP OPPORTUNITIES INCLUDING SENIOR PREFECTS, STUDENT AMBASSADORS AND COMMITTEE TEAMS.**

**OUR ENRICHMENT PROGRAMME PLAYS A KEY ROLE IN NURTURING YOU TO OFFER UNIVERSITIES AND EMPLOYERS A GREAT BALANCE OF ACADEMIC SUCCESS, COUPLED WITH THE PERSONAL QUALITIES THAT WILL ENSURE THAT YOU SUCCEED AT BOTH DEGREE LEVEL AND IN THE WORKPLACE.**

**UCAS SUPPORT PROGRAMME AVAILABLE FROM THE SUMMER OF YEAR 12. STUDENTS BENEFIT FROM HAVING A PERSONAL TUTOR IN THE COMPLETION OF THEIR PERSONAL STATEMENT AND APPLICATION PROCESS.**

**COMPREHENSIVE PROGRAMME OF SUPPORT FOR ALL MEDICINE, DENTISTRY, VETINARY AND OXBRIDGE APPLICANTS, INCLUDING INTERVIEW WORKSHOPS AND SPECIALIST SUBJECT SUPPORT.**

**STATE OF THE ART FACILITIES INCLUDING AN INTERNET CAFÉ, DEDICATED ICT SUITE, HEALTH SUITE AND RECORDING STUDIO.**

**HIGHLY SUCCESSFUL SPORTS ACADEMY WITH SENIOR TEAMS REPRESENTING A RANGE OF SPORTS INCLUDING RUGBY, FOOTBALL, NETBALL & HOCKEY.**

**For more information about our school please get in contact:**

**Aberdare Community School | Ynys Road | The Ynys | Aberdare | CF44 7RP  
Telephone: 01685 888500 | Email: [school@aberdare-school.co.uk](mailto:school@aberdare-school.co.uk)**

**[www.aberdare-school.co.uk](http://www.aberdare-school.co.uk)**



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