



2017 – 2019

Sixth Form Prospectus
Prosbectws y Chweched Dosbarth



St Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant



Contents

School Mission Statement	4	SUBJECT CHOICES – Level 3	
Welcome	5	Applied Business	22
School Information	6	Art & Design	24
School Governors	6	Biology	26
Senior Staff	7	Chemistry	28
Admissions Process	8	Cymraeg Ail Iaith (Welsh Second Language)	31
Entry Requirements	8	Design & Technology	32
Post 16 Education	9	Drama & Theatre Studies	34
Reformed Qualifications	9	English Language and Literature	38
Learning Pathways	10	English Literature	40
Pathways Planning	10	Geography	42
Responsibilities in the Sixth Form	11	History	44
EMA	12	ICT	46
Collaboration	12	Law	48
WBQ	12	Mathematics	50
PSE	13	Media Studies	52
Entry into Higher Education	13	Performing Arts Music	54
UCAS Application Procedure	14	Physical Education	56
Sixth Form Dress Code	14	Religious Studies	59
Sixth Form Calendar	15	Sociology	60
Library	15	Welsh Baccalaureate Advanced Level	62
Head and Deputy Head Pupils	16		

School Mission Statement

We use the key phrase 'Serving God Through Learning Together' to remind us of our mission.

As a Catholic School we are conscious of our need to love and serve God in all that we do. Our daily work is our prayer. As a school we emphasise learning as the paramount experience. All of us are learning as we move through life. Our experiences as a community are shared; we work together for the benefit of all.

AS A SCHOOL COMMUNITY WE HAVE THREE BROAD AIMS.

1

To teach the Roman Catholic faith and to provide a formation for each child that will allow that child to realise his/her full potential in all aspects of moral and spiritual development.

By providing a sound factual knowledge of the Roman Catholic Faith, primarily but not exclusively, through an appropriate programme of Religious Education.

By offering formal opportunities for faith development e.g. through a weekly voluntary celebration of the Mass; and through assemblies.

Through informal opportunities for development – e.g. Retreats, Missions and other liturgical celebrations.

By emphasising Gospel values in all relationships within the school community.

By exploring Gospel values in all areas of the curriculum.

By enabling children to understand the moral consequences of their actions so that they develop a sense of self-discipline and concern for others, for instance through the Schools' Code of Conduct.

By involving parents, whenever possible in all aspects of school life.

2

To provide a balanced educational programme appropriate to the needs of each child, recognising the uniqueness of each child, while at the same time, providing equality of opportunity for all.

By providing a curriculum which is broad, balanced and relevant for all our children and suitable guidance at each stage of their school career.

By ensuring that no child is discriminated against or disadvantaged on the basis of race, gender or ability.

By teaching strategies and relationships which affirm the child and promote self-esteem.

To have high-expectations of all pupils.

3

To provide a social education enabling all pupils to play an important role in the life of the community.

Through a programme of personal and social education.

By emphasising Christian responsibility through charities and community service.

Through a range of extra-curricular activities.

By providing opportunities within school for the development of social skills, for instance through the School Council.



Welcome to St Joseph's RC High School's Sixth Form
Croeso i Chweched Dosbarth Ysgol Gyfun Gatholig Joseff Sant

Congratulations on your achievements to date and welcome to our Sixth Form.

Your decision to study in our Sixth Form is one that you will have not taken lightly. At St Joseph's we will support the next step on your learning pathway. We will offer you a range of high-quality courses that will develop the right skills for university or the world of work. This will be supported through your work on the Welsh Baccalaureate. We will develop your learning power and aim to continue to inspire in you a passion for 'Life Long Learning'.

You will be taught by a team of well qualified and committed teachers in a superb building with state of the art facilities as well as having access to courses across the post 16 collaboration.

Our Sixth Form pupils make a great contribution to the life of our school community, through buddy reading, sports coaching, enterprise activities and charity fundraising. You will act as a role model for younger pupils and as an ambassador for our school. There will be many opportunities for you to make your own special mark in the Sixth Form. We believe all our sixth formers are future leaders.

When you come to the end of your time in our Sixth Form we will provide you with further support to plan the next step on your learning pathway.

I wish you every success in the Sixth Form and look forward to seeing your talents develop within our vibrant Catholic learning community.

Mr Trevor Brown Headteacher

I am delighted to welcome you to the Sixth Form at St Joseph's Roman Catholic High School.

At St Joseph's, we aim to provide a caring and supportive atmosphere in which our pupils can develop as mature, thoughtful, independent young adults. We encourage them to have a deep understanding of their faith and an awareness of their role within the Christian Community.

Through the learning pathways we provide, you will have access to high quality teaching in a broad range of subjects, designed to provide the qualifications needed to fulfil your career ambitions either in employment, further or higher education.

Our pupils work hard and their progress is closely tracked and supported by teachers. Pupils are challenged to set targets for their own performance and are encouraged to plan for their future after the Sixth Form.

In our Sixth Form we place great emphasis on pupils' personal development and they are strongly encouraged to participate in a wide range of enrichment activities including: Young Enterprise, Engineering Education Scheme, Reading and Number Buddies, Duke of Edinburgh Award Scheme and charity fund raising.

At St Joseph's we believe that it is vital to work in partnership, not only with our pupils, parents and guardians, but also with our collaborative partners, as each of us has a vital part to play in the fostering of the intellectual, social, creative, physical, moral and spiritual development of our pupils.

We look forward to welcoming you into our Sixth Form.

Mr Joseph Ryan Head of Sixth Form

SCHOOL INFORMATION

Headteacher

Mr T Brown B.A. (Hons) M.A. NPQH

School Address

St Joseph's RC High School
Pencarn Way
Tredegar Park
Newport NP10 8XH

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sjhs@newport.gov.uk

Web

www.sjhs.org.uk

Twitter: twitter.com/sjhsnewport

Facebook: www.facebook.com/stjosephsnewport

You Tube: <https://www.youtube.com/user/SJHStube>

Diocesan Director Of Education

Mrs A Robertson
Diocesan Director of Schools
Archbishop's House
41/43 Cathedral Road, Cardiff, CF1 9HD

Chief Education Officer

Mr J Harris

Local Education Authority

Newport City Council
Civic Centre
Newport NP20 4UR

SCHOOL GOVERNORS

Chairman

Mr P Bennett

Clerk to Governors

Mrs A Evans
South East Wales Education Achievement Service

Foundation Governors

Mr P Bennett (Chairman)
Mr A Brustad
Fr B Cuddihy
Mrs L Dunn
Mr V Evans
Mrs A Godfrey
Mrs B Kurzik
Mrs N McLoughlin
Sr Denise O'Donnell
Dr S Quinn
Fr Michael St Clair
Mrs L-A Stevens
Mrs M Tilley

Parent Governors

Mr M Pelling
Mrs D Knight-Davis
Mrs Georgia Hill

LEA Governors

Councillor D Fouweather
Councillor M Whitcutt

Teacher Governors

Mr J Ryan
Mrs K Burke

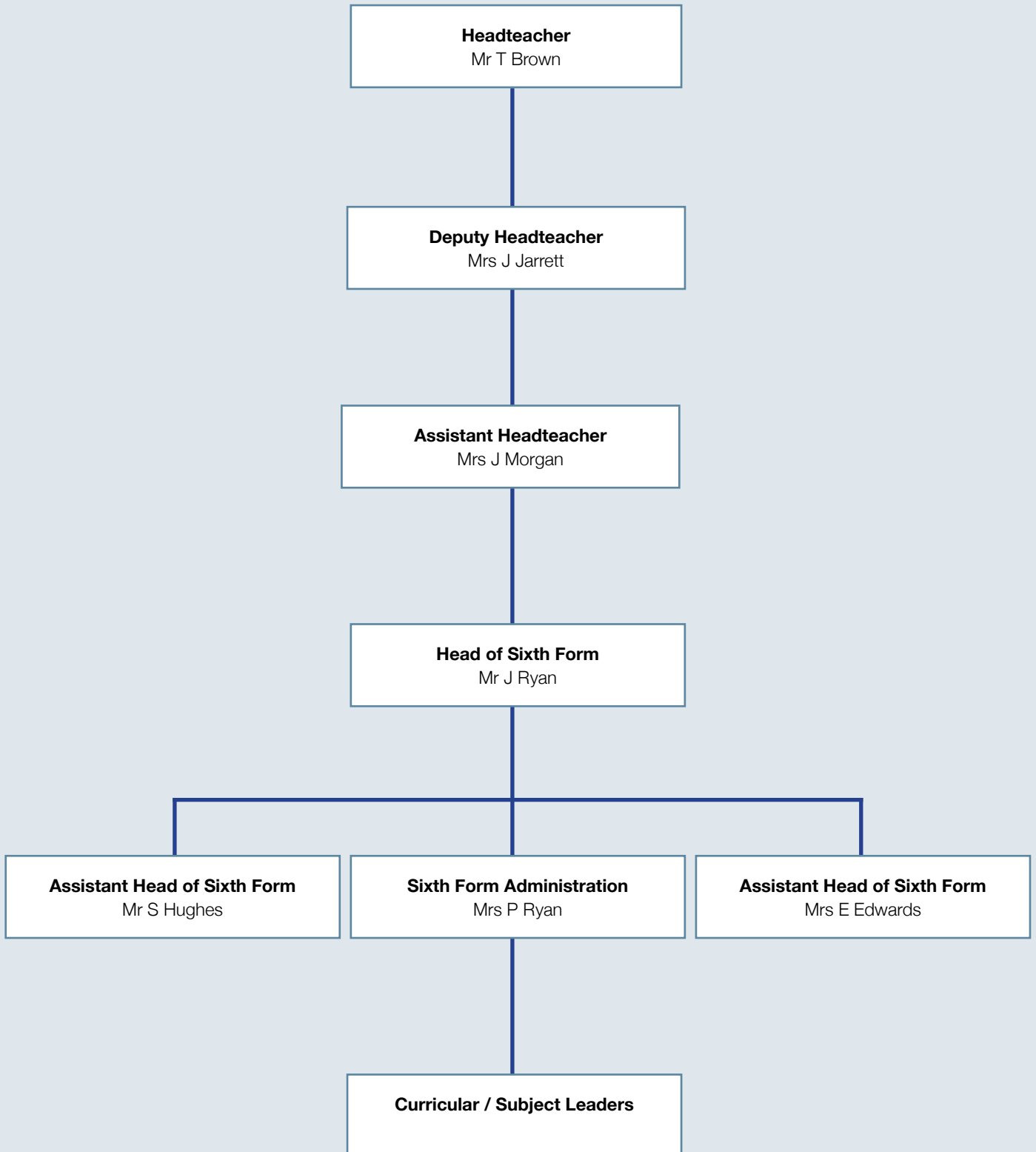
Non Teacher Staff Governor

Mr M Rowland

Associate Governors

Jamie Medina
Amy Penn

SIXTH FORM SENIOR STAFF STAFF HYN





ADMISSIONS PROCESS

Pupils who are currently studying in Year 11 in St Joseph's are welcome to attend the enrolment days at the end of August.

Pupils who do not attend St Joseph's but would like to express an initial interest need simply to contact the school and register their details with the Head or Assistant Head of Sixth Form. You will be asked your name, address, contact number and school you currently attend. At this time if you wish to arrange a visit and tour of the school, this can also be organised.

After your GCSE examinations you will be asked to attend an interview in early July as part of the admissions process. You will be asked to bring with you your most current academic school report.

Subject to a satisfactory school report and GCSE grades you can expect to be accepted into the Sixth Form and will be invited to the enrolment day in September.

If you require any other further information please contact Mr Ryan (Head of Sixth Form) or Mrs Ryan (Sixth Form Administration).

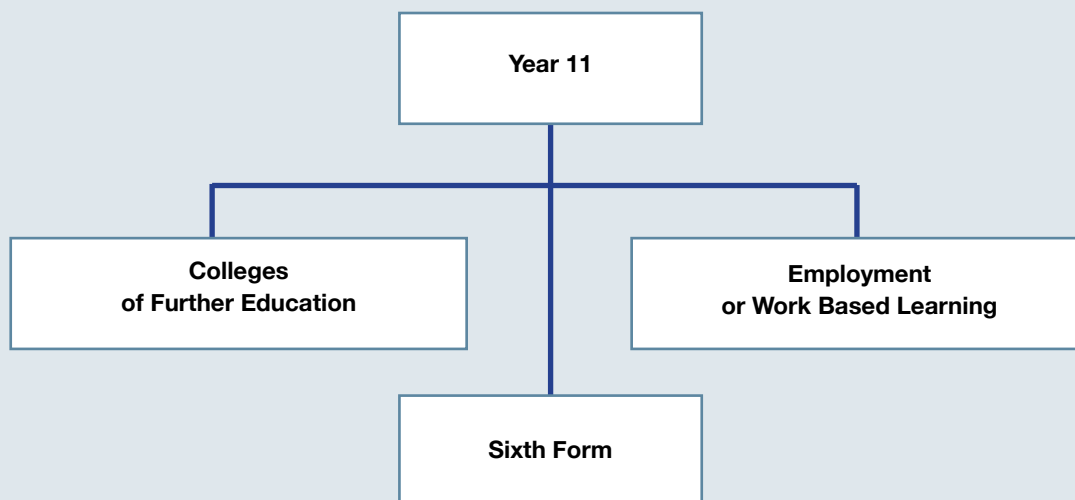
To access Level 3 courses, pupils must have a minimum GCSE attainment of 5 C grades or above (Level 2 Threshold). However, this is not always a secure indicator of success at Level 3, and pupils who have only just achieved the Level 2 Threshold may need to consider whether they really are suitable for Advanced level study. To help in this process, all Year 11 pupils will be interviewed by the Head of Sixth Form to consider the most suitable pathway for them.

ENTRY REQUIREMENTS

At St Joseph's we aim to provide an 'open' entrance entitlement in which pupils of all abilities are very welcome as long as suitable courses are available.

A Level / Level 3 Requirements

As a general guide, pupils would be expected to obtain grade A*-C in the subjects they wish to study, but you should confirm with your subject teacher the minimum grade required. All pupils will be expected to pursue three or four AS subjects, in addition to the Advanced Welsh Baccalaureate Qualification. Pupils are reminded that for many university courses, there is now an expectation that attainment at both Mathematics and English Language must be at grade B. If pupils do not achieve a GCSE grade C in either of these subjects, they will be expected to pursue a GCSE resit course on top of their Level 3 courses.



POST 16 EDUCATION

WHAT ARE YOUR CHOICES?

Having successfully completed your GCSE examinations there are three different learning pathways available to you.

Choosing the right pathway is a very important decision for you to make.

Therefore, if you are considering joining St Joseph's for the first time or you feel that you may want to return for a sixth or seventh year at St Joseph's, be assured that we have an excellent track record for achievement and you can have every confidence that we will provide first class educational opportunities.

In helping you to make the right choice this prospectus will provide you with all of the information you will need to know in order to make an informed decision.

REFORMED QUALIFICATIONS

A Levels are changing.

Both Westminster and Wales Governments announced the reforming of both AS and A Levels for teaching September 2016. In England, AS and A Levels are now 'de-coupled' which means that AS will no longer count towards the full A Level, but will instead be a separate qualification. However, in Wales the decision has been taken that AS will still count towards the full A Level, but now only constitute 40% of the overall mark. The second year of A Level study (A2) will now be worth 60% of the final mark.

In Wales, these new A Levels will consist of four or five modules. It is entirely possible, that pupils will study a mixture of both 'New' and 'Old' AS and A Levels, and so they must be aware of the demands and requirements of their specific subjects.

LEARNING PATHWAY

ADVANCED LEVEL STUDY

Choosing the right combination of courses to study can be a difficult decision. You must consider the right combination in light of the opportunities beyond the Sixth Form. However, remember that you are not alone in making this decision. Mr Ryan and Mr Hughes or Mrs Edwards can always be consulted if you have any questions. You should also use university websites to research courses you are interested in to discover which A Levels are desired.

How many courses should I study?

AS or Advanced Subsidiary courses are studied in Year 12 and whilst it can be a qualification in its own right, it can be made up to a full A Level in Year 13.

Pupils study three or four AS courses. We would recommend that only pupils who have achieved predominantly grades A*/A at GCSE take four subjects at AS Level. Further details can be found on pages 22 onward of the subject choices section. Please be aware that some universities ask for a minimum of 4 AS qualifications for certain courses.

Assessment will now only be in May/June as January modules are no longer available.

Year 13 pupils will be expected to study a minimum of two A Levels. For a pupil to automatically continue a course in Year 13 they must be awarded a minimum of a E grade at AS.

WELSH BACCALAUREATE QUALIFICATION

This course aims to help pupils develop knowledge and skills that higher education institutions and employers want them to have when they leave school.

All pupils will be required to study the Welsh Baccalaureate.

PLANNING YOUR LEARNING PATHWAY

Developing a well rounded learning experience is very much encouraged and supported at St Joseph's. Therefore, we believe that your learning pathway post-16 should include a range of learning experiences. We offer a variety of Non-Formal and Informal Pathways and believe that pupils benefit from pursuing a wide range of activities.

Formal / Organised Opportunities

GCE A Levels

AS Levels

Welsh Baccalaureate

Essential Skills

Non Formal / Organised Opportunities

General RE

Young Enterprise

Reading Buddies

Number Buddies

Young Engineers

Duke of Edinburgh

Informal

Raising Money for Charity

Work Experience

Hobbies

SVP

RESPONSIBILITIES IN THE SIXTH FORM

If you decide to continue your education in the Sixth Form it is important that you realise what is expected of you.

Academic Demands

There is an enormous difference between the nature of the work in Year 12 compared with Year 11 and if you are to fulfil your academic potential you must work hard from the outset. You will sit AS examinations in May/June of Year 12 and all school references for Higher Education applications and employment are based primarily on progress and achievement in Year 12.

Three or four subjects instead of nine might appear an easier option but this is simply not the case. Each subject is studied in far greater depth and much more emphasis is placed on evaluation and analysis of material. The pace of work is demanding.

Preparation and Private Study

The need for careful time management and self discipline is the most distinctive feature of life in the Sixth Form as there will be times during the school day when pupils are not in timetabled lessons. You have the freedom to use the Sixth Form common room, however, if you are to fulfil your academic potential, you must use most of this time for private study and completion of assignments: Sixth Formers have their own study area with a suite of computers and are also free to use the library when not in use. If individual pupils are unable to manage their time sensibly or fall behind with the work, the privilege of common room usage is withdrawn.

Pupil Monitoring

Embarking upon a two-year advanced course does not mean automatic progression from Year 12 to Year 13. Key indicators of likely success at A Level are quality of academic work, regular lesson attendance (above 90%) and the meeting of work deadlines. These are monitored closely – at least half termly – and additional support and guidance is provided as required. Parents are informed of any concerns.

In order to progress with their studies after Year 12, pupils must have achieved a minimum of a grade E in that subject. They will need to study a minimum of two A2 subjects alongside the WBQ at Advanced level. If they achieve a U grade in a subject they will not be permitted to continue with this to A2. Some pupils who do not perform as well as expected at AS Level occasionally request to resit the whole of Year 12. This is only undertaken after thorough consideration and discussion and is by no means guaranteed. It is imperative that we believe that the pupil will make exponential improvements if they

resit the year, and there will be regular reviews in place to ensure that this is occurring. If there are no signs of an improvement in performance then we will request a meeting to discuss how we can progress in this situation.

Occasionally pupils also request to select an additional AS subject when in Year 13. Due to the reforming of qualifications from 2016, this is not going to be possible for all subjects as they may only constitute 40% of the full A Level, and if oversubscribed, priority will be given to year 12 pupils.

Attendance

There is a clear correlation between attendance and attainment and we must emphasise to pupils the importance of regular attendance.

Whilst we realise that it is often difficult for parents to select their holiday period, we would point out the disadvantages of pupils missing one or two weeks of school – a possible 40 lessons. Any holidays taken during term time will be recorded as unauthorised. All examinations will take place in May/June, after which A Level lessons will continue and UCAS days are scheduled. It is therefore vital that pupils attend. Pupils themselves must not book holidays during term time.

Driving lessons must be arranged outside school time as should routine dental and medical appointments.

In addition to morning and afternoon registration, registers will be taken at every lesson and absences recorded so that parents can be informed of any hindrance to progress caused by irregular attendance. If pupils need to leave school for any reason during the school day, permission should be sought from the Head of Sixth Form and for health and safety reasons, the leave of absence sheet signed.

Parents are required to provide notes to explain all absences or to contact school by telephone.

General

The highest standards are expected of pupils in matters such as attendance, punctuality, uniform and conduct around the school as they are the most senior members of the school community and they must be an example to others. Great emphasis is placed upon reliability, courtesy and respect towards others.

EMA

An Educational Maintenance Allowance (EMA) is available to pupils remaining in full time education post-16 where the family income falls within defined limits. Payments are strictly linked to attendance and performance. Pupils applying for EMA will be required to sign a Learning Agreement with the school. If they fail to adhere to this agreement then they will affect their payment. Medical notes must be provided for all absences.

This information is accurate at the time of publication.

Applications should be made through:

www.studentfinancewales.co.uk

over the summer holidays.

COLLABORATION WITH OTHER EDUCATION PROVIDERS

As part of the Welsh Assembly Government's mission to broaden and enhance pupils' pathways, we now offer a wider range of subjects in collaboration with three other providers: Bassaleg School, Newport High School and Duffryn School.

This collaboration will enable pupils to select subjects, at either Level 2 or Level 3, which may not have previously been available if they were to choose all their subjects from one institution. Whilst it is entirely probable that we will be able to accommodate all of your choices, there is also the possibility that you may wish to study a subject we do not offer. This system of study builds on our previously successful collaboration with Bassaleg School, and extends further opportunities to our pupils. This scheme has provided pupils from across the city with greater choice and flexibility with their pathway choices, and improvements are being made to the structure and organisation of collaborative arrangements, so that there is an entirely positive experience for all learners involved.

WBQ

At St Joseph's all Sixth Form pupils study the WBQ either at Level 2 (Intermediate) or Level 3 (Advanced). The Intermediate Level is offered in conjunction with our WJEC Extended Certificates. For pupils studying at AS Level the Advanced course will be followed. This will be studied alongside their traditional AS/A2 subjects or BTEC Level 3, with pupils opting for 3 or 4 courses.

The WBQ is an over arching qualification, which combines study of traditional subjects alongside more practical learning.

Coupled with their choice of subjects, pupils studying the WBQ are also entitled to individual support and tutorials with members of staff on a regular basis.

Since its inception, the WBQ has gone from strength to strength, and is now widely accepted by universities from all areas of the UK and for all subject specialisms.

For further information please consult either:

www.wbq.org.uk

www.ngfl-cymru.org.uk/welsh_bac_adv_spec.pdf

PSE

(Personal, Social and Religious Education Programmes)

Through these programmes we aim to enhance pupils' knowledge and understanding of their rights and responsibilities as citizens, of social and political institutions and structures, of social and moral issues and to promote health and safety issues. We aim to develop pupils' spiritual awareness and explore different beliefs, attitudes and values.

General RE is a statutory requirement of Post-16 education in the Diocese of Cardiff. Pupils have one lesson per week in the Sixth Form. This will lead to accreditation and a certificate awarded in Year 13. The General RE course is very important as it helps pupils understand the place of Christianity and other religions in our society. The course helps pupils to respond to important questions for their own lives and contribute to a more just and cohesive society.

SEREN NETWORK

Those students who achieve at the very highest level in their GCSEs, will be invited to participate in the SEREN Network.

This is a scheme organised by the Education Achievement Service, and aims to support students who are likely to make applications to the most selective universities. There are specific entry requirements and learners need to be committed for the duration of the course.

ENTRY INTO HIGHER EDUCATION

In the UCAS tariff, which is used for entry into Higher Education, the AS qualification in non-reformed subjects carries half the points score of the full Advanced Level qualification; in reformed subjects the AS qualification carries 40% of the point score. However, higher education institutions are not obliged to express entrance requirements as a points score and many still require a particular grade at Advanced Level in specified subjects.

UCAS Tariff Table

GCE AS	GCE A Level	UCAS Score
	A*	56
	A	48
	B	40
	C	32
	D	24
A		20
B	E	16
C		12
D		10
E		6

* AS scores are replaced by Advanced Level scores where pupils continue with the subject and will not be "double counted".

The UCAS tariff also includes, for example, practical and theory music examinations at grades 6, 7 and 8. However, Higher Education institutions are not obliged to count the scores in any tariff offer.



UCAS APPLICATION PROCEDURE

All pupils who wish to apply to Higher Education must do so through UCAS. At St Joseph's, we commence this process immediately after pupils return from their AS examinations. Initially, the whole application procedure will be explained to pupils and the UCAS website explored. Pupils will have time with their tutors and representatives from local Universities, as well as the Head and Deputy Head of Sixth Form to discuss possible courses and institutions. During this time pupils are also encouraged to attend University Open Days to attain an understanding regarding different courses and colleges.

After AS results, pupils in consultation with tutors and their parents/carers will come to a final decision regarding their choices. Form tutors, who have received training from UCAS, are highly experienced and adept at helping pupils with their application form, especially the Personal Statement, and they will work very closely with their tutor group at this time.

Any pupil wishing to apply to Oxbridge or to study medicine, veterinary science, dentistry or physiotherapy, must submit their forms by the 15th October 2018. However, in order for their Higher Education reference to be completed, we have an internal deadline of the first Monday in October 2018. The official UCAS deadline for all other applications is January 15th 2019, however, the school's deadline is the first day back after the October half-term 2018. This is to enable our pupils to finish their application in time to concentrate on any mock examinations they may have and to allow staff to focus on completing accurate, considered and positive references. These will be primarily based on their performance and achievement in Year 12. Predicted grades will almost entirely be based on grades achieved at AS Level.

During November, all pupils applying for Higher education will receive a mock interview with members of the Catenian society. These interviews are of great benefit to the pupils as they focus on the specific intended area of study, and introduce them to some of the difficulties they may face when being scrutinised by University staff. In order to undertake an interview, pupils must have completed a Personal Statement.

If pupils are unfortunate enough not to receive any offers then they are guided by their tutors and senior staff as to their next step.

SIXTH FORM DRESS CODE

Our school's mission statement is: "Serving God through learning together". As a Christian school our focus is on providing quality teaching and learning in order to enable your child to reach his/her full potential with a minimum of distractions. School uniform has a part to play in this. The school believes that the wearing of uniform is important in helping to create a sense of belonging to a community. Uniform is important in helping to develop a sense of self-discipline and the maintenance of educational standards. In general, it ensures that your children are dressed appropriately for the demands of school and are safe. The parent-school partnership is very important and we ask for your co-operation in ensuring that our time can be spent on educating your child, not dealing with matters of uniform.

The Governors have approved the following dress code. It is compulsory for all pupils in Years 12 and 13.

Boys

- Black 6th Form school blazer with school badge
- Black trousers /White shirt / Maroon 6th Form school tie*
- Optional: Long sleeved black 'V' neck sweater or cardigan (without logos)
- Black school shoes (not trainers)
- A school bag.

Girls

- Black 6th Form school blazer with school badge
- Black skirt embroidered with school logo or black full length classic trousers/White shirt/blouse (with collar)
- Optional: Long sleeved black 'V' neck sweater or cardigan (without logos)
- Black school shoes (not trainers)
- Neutral or black tights
- A school bag.

* Only available from St Joseph's RC High School

The school blazer and skirt are available from Macey Sports, Caerleon Road or Trutex, Cambrian Road.

It is essential that all items of clothing and hairstyles are appropriate for school. Extremes of fashion are not allowed, expensive items of clothing, trainers should not be brought into school. Expensive and/or inappropriate items of jewellery should not be worn to school. The school is not covered for the loss of such items and can accept no liability. You can play a part in your child's success by ensuring that they are appropriately dressed and have the necessary equipment for all lessons.

SIXTH FORM CALENDAR YEAR 12

August

Enrolment and induction

September

WBQ begins

October

Extra-curricular activities commence

November

Parents' evening

Russell Group University Scheme commences

December

Progress checks for internal monitoring purposes

January

UNIQ / Sutton Trust applications

Full reports sent to parents

February

UCAS process begins

Year 12 Progress Evening

March

Interim reports sent to parents

May

External coursework deadlines

Study leave for AS examinations

AS examinations commence

June

AS examinations

Pupils return from study leave to start A2

July

UCAS process is continued

August

AS results

Advice and guidance on A2 continuation

LIBRARY

St Joseph's is able to offer the excellent facilities of a brand new, well-stocked library, which provides a range of services and material aimed specifically at the Sixth Form pupil.

The library has thirteen networked computers all with Internet access, and printing, photocopying and scanning facilities. There is comfortable seating area available for up to 44 pupils to enable them to study in a quiet, friendly environment

A Learning and Information Skills session is offered to all pupils throughout their time in the Sixth Form to help them in areas such as

- Research and information retrieval skills
- Using the Internet effectively
- Using a computerised catalogue to find resources both within the library and from other public and academic libraries and resource centres
- Accessing online academic electronic resources
- Using reference books.

As well as books and other resources directly linked to the syllabus, the library offers a selection of material for research and background reading

- Daily broadsheet newspapers
- Academic journals in a wide range of subjects studied at key stage 5 including business studies, technology, Welsh, law, sociology, economics, modern foreign languages, media studies, English language and literature, Science, geography, key skills & history, these are also available online and can be accessed from home and on any computer in the school
- Online access to the essential key stage 5 annual publications Fact File, Essential Articles and Issues
- A wide range of contemporary and classic fiction to promote reading for pleasure and to encourage background reading for the courses they are studying
- In order to keep up to date with developments in library service provision within education, the librarian maintains links with the School Library Association, the School Library Service, Newport Libraries and Information Service and the recently formed Newport City Council service ELIN - Enriching Learning in Newport.

STEFAN GARCIA HEAD BOY



Studying: English Language and Literature, RE and Sociology

Since starting high school, I always had a desire to return to Sixth Form at St Joseph's after my GCSE's. I knew the transition from GCSE to A Level would be difficult, but with the tremendous support given to me by my subject teachers, I was able to achieve my predicted grades which have allowed me to apply to university this year.

The Sixth Form at St Joseph's provides all students with the essential skills necessary for life after high school, whether you choose to go into further education or immediately into a career. It encourages students to focus on responsibility and independence, as these are vital to the process of becoming ambitious and successful. Students are offered a tremendous amount of assistance when applying to university, especially with their UCAS applications. The teachers also show great understanding, as they know this part of an individual's life can be very stressful. They were there to assist us during every step of the way, helping us build a bright and successful future.

Sixth Form prepares students for adult life, supplying us with a new found independence, essential for university. I feel fortunate to be a member of St Joseph's Sixth Form community and I would recommend it to those who want to excel in their education. I feel that it was the best decision for me, as I was able to develop my studies in an environment that was so supportive. I would recommend the Sixth Form as I feel it provides the perfect opportunity to develop both academically and socially as well as it creating a variety of opportunities for future life.

BETHAN RICHARDS-DOUGHTY HEAD GIRL



Studying: English Language and Literature, History and Economics

Returning to St Joseph's to study A Levels was an extremely easy decision for me. Having already had an incredibly enjoyable and satisfying five years in St Joseph's, my decision to enter the Sixth Form, to carry on my journey to university, was simple.

When entering the Sixth Form, each student soon realised the extensive jump from GCSE to A Level. But in every step there was a huge support network ensuring the transition was as smooth as possible. The environment and expectations of sixth form are challenging, but allow you to develop and grow as a person through increased determination and perseverance.

Sixth Form extends much further than just in the classroom with numerous activities being arranged for every student. These activities range from sporting activities, to the Duke of Edinburgh Award, Rotary Youth Leadership Awards, United World Schools, school council and school governors. All these activities contribute to your growing independence in Sixth Form as well as furthering your personal portfolio moulding you into competitive candidates for the next step.

St Joseph's is a place that any student can flourish and grow in a safe, supportive environment that is far beyond any other community. The community encourages and inspires ambition and achievement in any manner, allowing each student to grow both academically and socially.

JAMIE MEDINA HEAD BOY



**Studying: English Language and Literature,
Biology, Chemistry,**

Success at AS and A Level isn't necessarily about how academically intelligent you are, but how hard you are prepared to work which ultimately makes the difference. Realising this was the most difficult aspect I faced in 'the jump' from GCSE to A level, I initially found that the challenge of working independently was a much harder task than understanding the course content. However, I knew that each of my subject teachers were an effective resource I could use, and always willing to help me when I asked. This independence is encouraged, and I believe the attitude towards teaching and learning has played a vital role in my personal development. Difficult tasks have helped me flesh out my strengths and weaknesses, which have allowed me to identify a university course that aligns with my personal qualities and academic assets.

University is an endeavour that many in the Sixth Form wish to pursue, and I believe St Joseph's provides the greatest support when undertaking the arduous application process. The nature of our school's pastoral system means that teachers are aware of each pupil's capabilities, with each individual being guided thoroughly throughout the process. When applying for university in the Sixth Form a mutual understanding between pupil and teacher exists, whereby attaining the requirements for a position becomes the priority of both. Open days and public lectures, along with assistance in my applications to attend competitive, course specific seminars have all been experiences which I could not have benefited from without the support of teachers in St. Joseph's Sixth Form.

AMY PENN HEAD GIRL



**Studying: English Language and Literature,
History, and RE**

Having always enjoyed school life, it was obvious to me that I would continue my education in the Sixth Form at St Joseph's. St Joseph's has always supported me to achieve my full potential and future aspirations and the school environment has enabled me to grow personally and academically. Even though the difference between GCSE to A Level is significant, the understanding of teachers and knowing how to balance workload with personal life ensures that studying A Levels is a rewarding experience. The workload is a challenge, and this must be understood, but there are plenty of facilities and support to accommodate your needs. Sixth Form has provided me with valuable transferable skills which can be carried throughout the rest of my life. Time management and being able to work independently are major skills which have been developed during Sixth Form. Being put into a smaller year group along with collaborative students naturally leads to new friendships that span over the city and personally I would consider this a highlight of my time in the Sixth Form as it has given me an insight into what meeting new people at a full time job or University would be like.

The teachers offer constant guidance in every aspect of life that you may struggle with from applying to university to personal life. They are unique in the way that they care for the students and it has been a privilege to be a part of a school with such supportive staff.

EDWARD O'KEEFE DEPUTY HEAD BOY



Studying: English Language and Literature, Mathematics and Physics

I decided to return to Sixth Form as I felt that it would enable me to access the best pathway for my future. I was never certain of what I wanted to do, however, through a large amount of guidance from Mr Ryan and my form tutor Mrs Davies amongst many others, I now have what I would consider to be a clear, well-structured and feasible plan for my future. Sixth Form is an excellent opportunity to enhance your learning and explore a wider career path for you to maximise your future.

The work load and the way of approaching work drastically changes, however, you are given enough time and resources to achieve all work that is set. The free periods in your time table allow you a chance to complete any individual work that is required or to catch up with a member of staff should you have any queries. Due to the increase in the amount of work I've found it imperative to begin revision a lot earlier than at GCSE as there is more context to learn. Despite the increased amount of work and expected level of completion, the sports department are always keen to extend any extracurricular activities, which I feel presents a welcome chance to forget about all school work and the stress that comes with it. Also the exclusive study and common rooms help greatly. They present the opportunity to complete any school work, coursework or homework in a quiet and unobtrusive environment.

With the extra opportunities and respect that the Sixth Form presents for its students, it's expected we remain on top of our work and complete it to the best of our abilities.

ROSE EVANS DEPUTY HEAD GIRL



Studying: Biology, Maths and PE

Having attended St Joseph's for five years, I was excited to continue my education in the Sixth Form. Aspiring to go to university meant that Sixth Form provided the perfect pathway for me, offering support and guidance every step of the way, whilst promoting independence to help prepare for my future. It is important to remember that it is hugely beneficial to those not wanting to attend university, as St Joseph's offers a Sixth Form that suits everybody's needs, and provides opportunities to build upon and acquire new skills that are vital for the world of work.

The relationship between staff and pupils is incredible. When things get difficult, there is always a member of staff on hand to offer support. The experience and organisation of the Head of Sixth Form is priceless, making applying for university as stress free as possible. The opportunities provided are second to none, with the chance to excel academically, but also in other aspects e.g. sport, developing teamwork and communication skills, mock interviews which is all vital experience, whatever route you are going to take in life.

The facilities at St Joseph's are excellent, offering a vibrant common room for socialising with friends during break and lunch times, a study area, giving the opportunity to share work and learn from each other, and a newly refurbished library which enhances learning through the access to books and computers, as well as providing a quiet place to work. I am immensely proud to have been a member of Sixth Form at St Joseph's and would highly recommend it to anyone looking to further their education.

CALLUM DOUGHTY DEPUTY HEAD BOY



Studying: Mathematics, Physics and Chemistry

Upon being offered the opportunity to attend Sixth Form after completing my GCSEs, I saw it as the only route I wanted to follow, as it would allow me to progress my educational career in an environment that I knew would support me both academically and as a person. I found making a decision about the A Levels I took fairly simple as, with the support of teachers, I was confident I wanted to follow a scientific route.

The transition from GCSE to A Level at first was quite daunting; the workload increases and you are expected to become a much more independent learner. However, with the appropriate attitude towards learning and with support from many members of staff, Sixth Form has proved to be an unforgettable experience. The independent learning required prepares students for the demands of any career and can take a while to get used to, but this is helped by the more personal feel of smaller classes and the real sense of community you get in the Sixth Form.

St Joseph's has always catered for both my educational needs and provided opportunities for extracurricular activities, and this continues. The library, study area and numerous computer facilities around school always allow me to complete work or conduct extra research which proves to be very beneficial. There are numerous extracurricular activities to participate in including sports and other opportunities that allow you to better your skill-set and participate in the social aspect of the community. Attending the Sixth Form is an amazing and rewarding experience that I believe will result in you developing key skills and becoming a well-rounded individual.

MYAH SEIWRIGHT-WILLIAMS
DEPUTY HEAD GIRL



Studying: English Language and Literature, History and PE

Throughout my five years at St Joseph's it was always clear to me that I wanted to continue further education at St Joseph's. With all of my friends that I've made here and the opportunities I was given it made the decision to come back very easy. St Joseph's offers brilliant foundations that have allowed me to blossom in numerous departments throughout the school, offering me extensive help when needed. The teachers at St Joseph's have given me greater confidence for my future and in my decision to apply for university, where their guidance and support helped me through such an important decision.

St Joseph's drives us toward independence and success to prepare us for the future that we're yet to experience, and my decision to stay on at Sixth Form and my role as Deputy Head Girl has given me a steer in that direction and our strong Catholic ethos helps us achieve this. The facilities offered to Sixth Form are so valuable during our difficult two years and a newly refurbished common room allows us to relax with our friends. Sixth Form work is a big responsibility, therefore the library as well as a study area which offers a number of computers, printing units and study resources, help ensure all our work is completed.

Sixth form is the greatest decision I have made so far. The relationships and bonds I've created with teachers and friends as well as memories are truly unforgettable. I would recommend to anyone making this important decision to study at St Joseph's Sixth Form as it is perfect for all abilities and has fantastic departments throughout.



Subject Choices

Level 3

GCE BUSINESS AS Level

Head of Department: Miss V Hill
Teachers: Miss V Hill, Mr M Richards,
Mrs R Hussain
Examination Board: WJEC

Course Outline

AS Level

Unit 1: Business Opportunities – Examination

Unit 2: Business Functions – Examination

Entry Requirements

Five GCSE's C or above including 'B' grade in Maths.
This course builds on the knowledge, understanding and skills established at GCSE Business Studies but it is not a requirement that candidates should have previously gained a qualification in their subject.

What Will I Study?

UNIT 1: BUSINESS OPPORTUNITIES

Written examination: 1 hour 15 minutes

This unit focuses on new business start-ups and small and medium sized enterprises (SMEs). The content in this section is based around the concept of starting a new business and the issues that surround the process of planning a new business. In addition to covering the main concepts of setting up a new business, learners should be aware of other types of business organisations and the markets they operate in and their various stakeholders. Learners will need to study the content areas below:

- Enterprise
- Business plans
- Markets
- Market research
- Business structure
- Business location
- Business finance
- Business revenue and costs.

UNIT 2: BUSINESS FUNCTIONS

Written examination: 2 hours

This unit broadens the context for learners and will include all types of business organisations, ranging from recently formed small businesses to well-established multinational companies. Learners need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions of business. Learners will need to study the content areas below:

- Marketing
- Finance
- People in organisations (human resources)
- Operations management.

How Will I Be Assessed?

You will experience a variety of teaching methods including group work, individual work, presentations, discussions, videos and the comprehensive use of ICT. You will gain valuable insight into the business world from guest speakers and real life case studies.

Both units are assessed at the end of the first year through an external examination. Unit 1 is 1 hour 15min and Unit 2 is 2 hours. Both papers require pupils to answer short stimulus response questions and extended questions linked to the world of business. In order to prepare pupils for this, you will undergo a number of informal assessments from essays, case study stimulus response questions and in class tests.

Career Opportunities And Progression

An understanding of the business world is an integral and vital part of many occupations in today's market led society. When you have finished this course you will be able to analyse and evaluate business organisations and understand the way in which they operate. Successful completion will allow you to progress to full A Level in Year 13.

Head of Department: Miss V Hill
Teachers: Miss V Hill, Mr M Richards,
Mrs R Hussain
Examination Board: WJEC

Course Outline

A Level

Unit 3: Business Analysis & Strategy - Examination

Unit 4: Business in a Changing World - Examination

Entry Requirements

Candidates are required to have a successful grade at AS level.

What Will I Study?

UNIT 3: BUSINESS ANALYSIS AND STRATEGY

Written examination: 2 hours 15 minutes

Unit 3 builds on the theory introduced in Units 1 and 2. As the title suggests, the emphasis in this unit is on understanding and using analytical techniques and developing appropriate business strategies. Learners need to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy. Learners need to develop analytical skills to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses. Learners will need to study the content areas below:

- Data analysis
- Market analysis
- Sales forecasting
- Analysing financial performance
- Analysing non-financial performance
- Aims and objectives
- Strategy and implementation
- Decision-making models
- Investment appraisal
- Special orders

UNIT 4: BUSINESS IN A CHANGING WORLD

Written examination: 2 hours 15 minutes

Unit 4 will assess the full A level content. Unit 4 focuses on how businesses adapt to succeed in a dynamic external. Learners need to understand that the business world never stands still and there are continuous opportunities and threats to businesses of all sizes.

GCE BUSINESS A2 Level



Learners need to understand that regardless of size, businesses now operate in a global marketplace and they need to consider a wide range of external factors that affect their day-to-day activities, decision-making and strategy. Learners are required to integrate the knowledge, understanding and skills developed in all four units to display an holistic understanding of business activity and the environment in which they operate. Learners will need to study the content areas below:

- Change
- Risk management
- PEST factors
- Ethical, legal and environmental factors
- International trade
- Globalisation
- The European Union

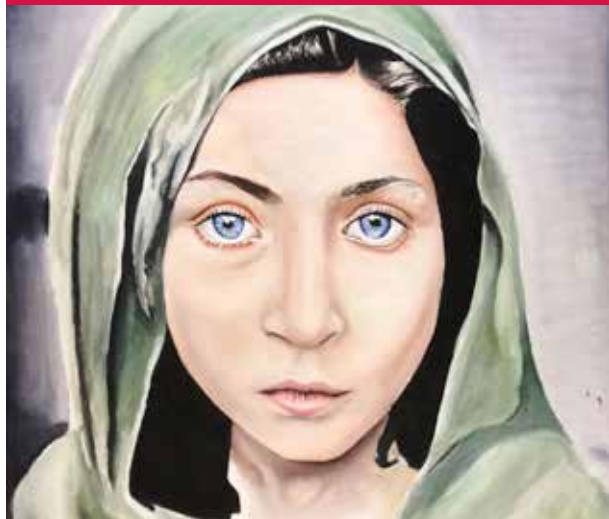
How Will I Be Assessed

Three equal weighting portfolio units. One of the units is to be completed as a controlled assessment. All portfolio units are moderated internally and externally. Pupils will be given regular verbal and written feedback throughout the course and will be required to meet set deadlines.

Career Opportunities

Business is a desirable qualification for many professions and successful completion can lead to business related degrees and employment such as management, teaching, HR and marketing.

ART & DESIGN AS Level (Art and Design)



Head of Department: Miss S Morris
Teachers: Miss S Morris, Miss L Stevens
Examination Board: WJEC



Course Outline

The new AS specification is known as 'Personal Creative Enquiry' and it is worth 40% of the overall A Level qualification. The 'Personal Creative Enquiry' consists of an extended exploratory project / portfolio and outcomes based on themes and subject matter which are personal and meaningful to you. The Enquiry must integrate critical, practical and theoretical work. This involves a single coursework unit which provides more time for you to acquire foundational skills, knowledge and understanding in the earlier part of the course.

The unit has no set theme therefore you can choose which avenue to pursue. Your sketchbook should demonstrate different processes developed from different starting points, and the final outcomes will demonstrate your knowledge, understanding and skills based on various workshops. The importance of drawings in its widest sense as a recording tool and means of exploring visual language is emphasised in the new subject content. Your sketchbooks will record observations, interests, skills and experiments indicating personal development whilst covering the four Assessment Objectives.

Entry Requirements

You will be embarking on a new exciting Art and Design course. This builds on a broad range of skills covered at GCSE e.g. knowledge and understanding, imagination, creativity, ICT skills, communication, practical techniques, self-confidence, aesthetic appreciation, analytical reasoning.

What Will I Study

Through various workshops during the first half term, you will learn the techniques and processes associated with each media e.g. drawing, printmaking, sculpture, ceramics, ICT, plaster cast, wire, wax, latex, glass, pewter casting, felt making etc.

How Will I Be Assessed

In May your 'Personal Creative Enquiry' unit will be marked by the Art Department staff. There are four equally weighed sections; Contextual Understanding, Creative Making, Reflective Recording and Personal Presentation. Your marks are submitted to the exam board who then select ten samples from the entries for external moderation.

oilpainting sculpture painting mixedmedia animation film
glassprints photography watercolour wire tapestry drawing

Head of Department: Miss S Morris
Teachers: Miss S Morris, Miss L Stevens
Examination Board: WJEC

ART & DESIGN A2 Level (Art and Design)



Course Outline

The new A Level specification is split into two parts – coursework which is known as 'Personal Investigation' (worth 36%) and the exam which is known as 'Externally Set Assignment' (worth 24%) of the qualification.

PERSONAL INVESTIGATION

This unit consists of an extended major critical, practical and theoretical project / portfolio and outcomes based on themes and subject matter that have a personal significance. An extended written element (known as a learner statement) of 1000 – 3000 words is also a requirement; this document may contain images and texts, and must clearly relate to the practical and theoretical work using an appropriate working vocabulary and specialist terminology.

The unit has no set theme therefore you can choose which avenue to pursue. Your sketchbook should demonstrate different processes developed from different starting points, and the final outcomes will demonstrate your knowledge, understanding and skills based on previous workshops. The importance of drawings in its widest sense as a recording tool and means of exploring visual language is emphasised. Your sketchbooks will record observations, interests, skills and experiments indicating personal development whilst covering the four Assessment Objectives.

EXTERNALLY SET ASSIGNMENT

For this unit you need to choose one of the exam stimuli as a starting point from which to elicit a personal response. Your responses should take the form of critical, practical and theoretical preparatory work / supporting studies which inform the resolution of ideas in the **fifteen hour** sustained focus study.

Entry Requirements

A good grade as AS Level will give you a sound basis for a successful A Level grade.

What Will I Study?

Through various workshops and extra curricular specialist trips you will learn the techniques and processes associated with each media e.g. mixed media, ceramics, large scale painting, installation, new media etc.

How Will I Be Assessed?

In May your 'Personal Investigation' and 'Externally Set Assignment' units will be marked by the Art Department staff. Both units are marked against the same criteria, which consists of four equally weighed sections; Contextual Understanding, Creative Making, Reflective Recording and Personal Presentation. Your marks are submitted to the exam board who then select ten samples from the entries for external moderation.

Career Opportunities And Progression

On completing A Level Art, the majority of pupils who opt to further their Art and Design education will follow a Foundation Course before progressing to a specialist Art and Design degree.

Studying Art and Design can provide the foundation for a successful future. In fact, Art related occupations represent the UK's second highest employment sector e.g. Fashion, Advertising, Web Design, Illustration, Animation, Graphic Design, Interior Design, Landscape Design, Architecture, Theatrical Design, Television, Film or Photography, to name only a few career options.

BIOLOGY AS Level

Course Outline

During the course you will develop an enthusiasm for Biology, including developing an interest in further study and careers in Biology. You will start to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. You will develop and demonstrate a deeper appreciation of the practical skills, knowledge and understanding of how science works. You will also develop essential knowledge of different areas of Biology and how they relate to each other. You will become aware of advances in technology relevant to Biology.

Entry Requirements

Biology is a living, dynamic and exciting science – the science of life itself. It is a young and expanding subject. Few people who study Biology can ever look at the world through the same eyes again. The study of Biology provides a lifelong interest in and enjoyment of the living world.

You should study Biology if you enjoy the subject and feel you want to study it further. You may need the subject as part of your future plans for example if you are contemplating a scientific career. You may also be good at the subject and it may form a reasonable combination with the other subjects that you are studying. You will need to have studied Science at Double award and have a good double pass on a higher paper, or you will need the separate Biology GCSE at a good pass grade.

What Will I Study?

Learners should be prepared to apply the knowledge, understanding and skills in a range of theoretical, practical, industrial and environmental contexts.

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 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.

There is specified practical work that must be undertaken by learners in order that they are suitably prepared for the written examinations. The completion of this practical work will develop practical skills.

UNIT 1: BASIC BIOCHEMISTRY AND CELL ORGANISATION 20% of A level qualification

Teacher in charge of Biology: Dr S Broadley
Teachers: Dr S Broadley, Dr M Matthews,
Mrs C Williams
Examination Board: WJEC

This unit includes the following topics:

- Chemical elements are joined together to form biological compounds
- Cell structure and organisation
- Cell membranes and transport
- Biological reactions are regulated by enzymes
- Nucleic acids and their function
- Genetic information is passed on to daughter cells

UNIT 2: BIODIVERSITY AND PHYSIOLOGY OF BODY SYSTEMS 20 % of A level qualification

This unit includes the following topics:

- All organisms are linked through their evolutionary history
- Adaptations for gas exchange
- Adaptations for transport
- Adaptations for nutrition

How Will I Be Assessed?

You will be taught through a variety of teaching methods ranging from group presentation and discussions to more traditional teacher led lessons. Practical work will also feature heavily in the course. A dedicated course text is available together with the numerous text resources of the Biology department.

SUMMARY OF ASSESSMENT

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.

AS UNIT 1 (2 UNITS): BASIC BIOCHEMISTRY AND CELL ORGANISATION

Written examination: 1 hour 30 minutes
20% of qualification

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

AS UNIT 2: BIODIVERSITY AND PHYSIOLOGY OF BODY SYSTEMS

Written examination: 1 hour 30 minutes
20% of qualification

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

Career Opportunities And Progression

You will have developed knowledge and skills that will be beneficial in any scientific career, especially those working with people, or with animals or plants. You will also gain numeracy and communication skills as well as valuable practical skills. Such skills will equip you for many technical careers such as laboratory based work or the childcare and healthcare professions to name but a few. Successful completion will also allow you to proceed to the A2 course in Year 13.

Teacher in charge of Biology: Dr S Broadley
 Teachers: Dr S Broadley, Dr M Matthews,
 Mrs C Williams
 Examination Board: WJEC

BIOLOGY A2 Level

Course Outline

The A2 units continue to build on the knowledge and skills gained during the AS course. The units further develop the knowledge of ideas in biochemistry, whilst introducing new concepts of genetics and neurophysiology. The study of animal and plant physiology is continued. Analytical skills will be enhanced with an introduction of statistical analysis of data. The marks gained at AS will constitute 40% of the total A2 marks.

Fieldwork

There will be a fieldwork section of the course. This will take place over a series of days at the end of Year 12. The work will be based on beaches around Porthcawl and students study the flora and fauna of the area.

Entry Requirements

Grade D or above AS Biology

What Will I Study?

A2 UNIT 3: ENERGY, HOMEOSTASIS AND THE ENVIRONMENT

25 % of qualification

- Importance of ATP
- Photosynthesis uses light energy to synthesise organic molecules
- Respiration releases chemical energy in biological processes
- Microbiology
- Population size and ecosystems
- Human impact on the environment
- Homeostasis and the kidney
- The nervous system

A2 UNIT 4: VARIATION, INHERITANCE AND OPTIONS

25 % of qualification

This unit includes the following topics:

- Sexual reproduction in humans
- Sexual reproduction in plants
- Inheritance
- Variation and evolution
- Application of reproduction and genetics

The option the department has selected:

- Human Musculoskeletal Anatomy

How Will I Be Assessed?

A LEVEL (AS UNITS plus a further 3 units)

A2 UNIT 3: ENERGY, HOMEOSTASIS AND THE ENVIRONMENT

Written examination: 2 hours

25% of qualification

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

A2 UNIT 4: VARIATION, INHERITANCE AND OPTIONS

Written examination 2 hours

25% of qualification

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

CHOICE OF ONE OPTION

- Immunity and disease

A2 UNIT 5

Practical Examination

10% of qualification

Career Opportunities And Progression

Biology is a desirable qualification for many professions such as medicine, veterinary medicine, zoology, microbiology, dentistry, pharmacy, nursing, food scientists, pathology, teaching, physiotherapy, research science, environmental science, biotechnology and ophthalmic opticians to name but a few. The skills gained also lend themselves to any research or technical work; especially work involving a practical element. The skills are also applicable to careers in journalism, business and management, psychology and sports related jobs

CHEMISTRY



Teacher in charge of Chemistry: Miss Z Passariello

Teachers: Dr R Roberts, Miss E Leyshon

Examination Board: WJEC

Course Outline

Chemistry is fundamental to the very existence of life. Chemistry allows us to understand how atoms join together to make molecules that are the very fabric of our existence. If it was not for Chemistry there would be no medicines, plastics, fuels, dyes, clothes and no awareness of the existence of global warming. The aim of Chemistry is to plan experiments and produce explanations and new ideas to deal with the World's big issues, including climate change, alternative fuels, fighting disease and developing new polymers. The world is full of Chemistry and Chemists who are responsible for almost everything we come into contact with in our everyday lives.

Entry Requirements

Pupils who sat Triple Science GCSE will require a minimum of a B Grade from Chemistry higher tier papers.

Pupils who sat Additional Science GCSE will require a minimum of two B grades from Science higher tier papers.

Within each of the units throughout AS and A2 there are opportunities for the learners to develop their mathematical skills, carry out specified practical work and to use skills to enable them to see 'How Science Works'.

What Will I Study?

AS CHEMISTRY

UNIT 1: THE LANGUAGE OF CHEMISTRY, STRUCTURE OF MATTER AND SIMPLE REACTIONS

Written examination: 1 hour 30 minutes

20% of qualification

This unit covers the following areas of study:

- Formulae and equations
- Basic ideas about atoms
- Chemical calculations
- Bonding
- Solid structures
- The Periodic Table
- Simple equilibrium and acid-base reactions.

UNIT 2: ENERGY, RATE AND CHEMISTRY OF CARBON COMPOUNDS

Written examination: 1 hour 30 minutes

20% of qualification

Within this unit you will study:

- Thermochemistry
- Rates of reaction
- The wider impact of Chemistry
- Organic compounds
- Hydrocarbons
- Halogenoalkanes
- Alcohols and carboxylic acids
- Instrumental analysis.



A2 CHEMISTRY

UNIT 3: PHYSICAL AND INORGANIC CHEMISTRY

Written examination: 1 hour 45 minutes
25% of qualification

Whilst studying for this unit you will cover:

- Redox and standard electrode potential
- Redox reactions
- Chemistry of the p-block
- Chemistry of the d-block transition metals
- Chemical kinetics
- Enthalpy changes for solids and solutions
- Entropy and feasibility of reactions
- Equilibrium constants
- Acid-base equilibria.

UNIT 4: ORGANIC CHEMISTRY AND ANALYSIS

Written examination: 1 hour 45 minutes
25% of qualification

During the course of this unit you will study the following areas:

- Stereoisomerism
- Aromaticity
- Alcohols and phenols
- Aldehydes and ketones
- Carboxylic acids and their derivatives
- Amines
- Amino acids, peptides and proteins
- Organic synthesis and analysis.

UNIT 5: PRACTICAL EXAMINATION

Experimental Task and Practical Methods and Analysis
Task: 4 hours
10% of qualification

This unit gives learners the opportunity to demonstrate their skills, knowledge and understanding in relation to practical techniques and their ability to analyse and evaluate experimental data.

How Will I Be Assessed?

During the course a process of continual assessment takes place through homework tasks, end of topic tests and practical activities. For each of the Units the breakdown is as follows:

UNIT 1 Written examination: 1 hour 30 minutes
20% of qualification

UNIT 2 Written examination: 1 hour 30 minutes
20% of qualification

UNIT 3 Written examination: 1 hour 45 minutes
25% of qualification

UNIT 4 Written examination: 1 hour 45 minutes
25% of qualification

UNIT 5 Experimental Task and Practical Methods and Analysis Task: 4 hours
10% of qualification

Career Opportunities And Progression

A Level Chemistry can lead to a wide range of possible careers, such as medicine, veterinary science, dentistry, the food industry, chemicals industry, pharmaceuticals, agriculture, environmental science, not forgetting teaching, nursing and many others. For further information please contact: Miss Z Passariello.



Acting Head of Department: Mrs R Davies
Teachers: Mrs R Davies, Mr O James, Miss K Reed
Examination Board: CBAC/WJEC

CYMRAEG AIL IAITH (Welsh Second Language)



Amlinelliad O'r Cwrs Course Outline

Candidates will be required to study the Welsh media, a film, poetry and grammar at AS Level as well as use idioms to enhance their linguistic skills. At A2 Level, candidates will study a film, discuss the use of Welsh in modern society and will also study additional grammar items and short stories.

Gofynion Mynediad Entry Requirements

This examination is intended for pupils who have studied Welsh Second Language at GCSE Level. Pupils who have followed the Welsh Short Course Programme of Study may be considered in exceptional circumstances although they should be aware that extra ground work will be required at the start of Year 12 to address any shortcomings.

Pupils who follow the course should be interested in and enthusiastic regarding the Welsh language, the culture and the literature of Wales.

Pupils who have not achieved a C grade at GCSE may find the course too challenging.

Beth Bydda i'n Astudio? What Will I Study?

AS LEVEL – YEAR 12

CA1: Oral work based on the film Patagonia and the written coursework [15%]

CA2: Written Coursework – a topic of interest chosen by the candidate (1500 – 2000 words) [10%]

CA3: Language and grammar, and 5 poems [15%]

A2 LEVEL – YEAR 13

CA4: Oral work based on the play 'Crash' plus study of the Welsh media [25%]

CA5: The use of Welsh in modern society and trawsieithu – the use of English text as a basis for producing written work in Welsh [15%]

CA6: Language and grammar, and study of 4 short stories [20%]

Sut Bydda i'n Cael fy Asesu? How Will I be Assessed?

CA1 and CA4 are oral examinations and pupils will be assessed in groups of three or in pairs by an external examiner in April / May of each year.

CA2 coursework is to be completed by the end of the Easter term in Year 12. One piece of coursework must be completed under teacher supervision. The remainder can be completed either at home or in school.

CA3, CA5 and CA6 are written examinations.

Cyfleoedd ar Gyfer Gyrfa a Dilyniant Career Opportunities and Progression

There are a host of opportunities open to those who have a qualification in and/or knowledge of Welsh. Most public organisations and large private businesses have a Welsh Language Policy and there is an increasing demand for bilingual staff and for those with appropriate language skills.

Welsh graduates and graduates with a knowledge of the Welsh language are much sought after in Wales particularly within the teaching profession, in the media, in politics nationally and in local government. The knowledge of a language is a tremendous asset in all walks of life as the skills associated with learning a language can be transferred.

Many subjects, including other languages, business, law, drama, theatre studies, music, history, religious education, economics and science and maths combine well with Welsh at both A Level and Degree Level.

DESIGN & TECHNOLOGY (Product Design) AS Level

Head of Department: Mrs S Davies
Examination Board: WJEC



Course Outline

AS Level Design and Technology aims to develop your technological understanding and design capability within the subject. You will apply your knowledge of technology and Industrial practices to develop and manufacture innovative high quality products in one or more materials, including wood, textiles, plastic or metal.

A course in Design and Technology offers a unique opportunity in the curriculum for pupils to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops pupils' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

There are no specific requirements for prior learning, although AS Level D & T offers a natural progression for pupils who have studied GCSE D & T Textiles, Product Design and Resistant Materials.

Entry Requirements

Pupils should satisfy the school's minimum requirements of five GCSE grades A* - C and should have some knowledge and understanding of technological processes and creative design.

What Will I Study And How Will I Be Assessed?

AS

DT1: 20% 2 hours
Examination Paper

This paper will assess candidates' knowledge and understanding drawn from the subject content for one focus area listed under:

- 4.1.1 Designing and innovation;
- 4.1.2 Product analysis;
- 4.2.1 Materials and components;
- 4.2.2 Industrial and commercial practice.

THIS COMPONENT IS EXTERNALLY ASSESSED BY THE WJEC.

DT2: 30% (approximately 60 hours)
Design and Make Task

Candidates will submit one design and make task which is internally assessed and externally moderated.

Career Opportunities And Progression

The AS Level course provides a suitable foundation for the study of Design and Technology or a related area through a range of higher education courses or direct entry into employment. It can effectively be combined with a range of A Level courses including Mathematics, Physics, ICT, English and Art. Career opportunities include Architecture, Engineering, Manufacturing, Sales and Management, Education/Teaching, Product Design, Product Management, Design Consultancy, Fashion and Textile Design, Advertising and Display, CAD/CAM.

Head of Department: Mrs S Davies
Examination Board: WJEC



DESIGN & TECHNOLOGY (Product Design) A2 Level



Course Outline

A LEVEL

(All units covered at AS Level plus the following A2 units)

DT3: 20% 2½ hours
Examination Paper

This paper consists of three sections and will assess candidates' knowledge and understanding drawn from the whole subject content of one focus area listed under:

- 4.1.1 Designing and innovation;
- 4.1.2 Product analysis;
- 4.1.3 Human responsibility;
- 4.1.4 Public interaction;
- 4.2.1 Materials and components; 4.2.2 Industrial and commercial practice.
- 4.2.3 Processes; 4.2.4 Production systems and control

THIS COMPONENT IS EXTERNALLY ASSESSED BY THE WJEC.

DT4: 30% (approximately 60 hours)
Major Project

Candidates will undertake a single substantial project.

This component is marked by the centre and moderated by the WJEC

Entry Requirements

Pupils should satisfy the school's minimum requirements of a C grade at AS Level and be able to develop their knowledge and understanding of technological processes and creative design.

What Will I Study And How Will I Be Assessed?

DT3 2½ hour exam paper. This paper is a synoptic paper and includes a further 2 modules that focuses on processes, production, systems and control, marketing and research.

Career Opportunities And Progression

The AS/A Level course provides a suitable foundation for the study of Design and Technology or a related area through a range of higher education courses or direct entry into employment. It can effectively be combined with a range of A Level courses including Mathematics, Physics, ICT, English and Art. Career opportunities include Architecture, Engineering, Manufacturing, Sales and Management, Education/Teaching, Product Design, Product Management, Design Consultancy, Fashion and Textile Design, Advertising and Display, CAD/CAM.

DRAMA & THEATRE STUDIES AS & A2 Level

Director of Drama & Theatre Studies: Mr C Testa
Teacher: Mr C Testa, Mrs P Baxter
Examination Board: WJEC



Course Outline

The AS GCE in Drama & Theatre Studies aims to bridge the gap between GCSE and full A Level GCE by providing an opportunity to study plays from the point of view of a director, designer, performer and critic. The qualification is designed to enable pupils to acquire a knowledge and understanding of the language of drama and theatre as well as develop their performing and analytical skills.

Entry Requirements

An active interest and an appreciation of the theatre is vital to the success of pupils on the course. Pupils must have the skills and ability to work independently, in pairs and as part of an ensemble producing presentations and externally examined performances.

You must show a willingness to carry out wider reading and research tasks beyond what is taught in the lessons to expand knowledge and understanding in studio based discussions and written work.

You must be fully committed to rehearsals in and out of school time.

What Will I Study?

AS UNIT 1: THEATRE WORKSHOP

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an

influential theatre practitioner or a recognised theatre company.

Learners must produce:

- A realisation of the performance or design
- A creative log
- An evaluation

AS UNIT 2: TEXT IN THEATRE

Open book: Clean copies (no annotation) of the complete texts chosen must be taken into the examination.

A series of questions based on one performance text from the following list:

- Medea, Euripides
- Comedy of Errors, Shakespeare An Enemy of the People, Ibsen Ubu Roi, Jarry
- A View from the Bridge, Miller.

A2 UNIT 3: TEXT IN ACTION

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Unit 1)



2. an extract from a text in a contrasting style chosen by the learner.

Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner.

Learners produce a process and evaluation report within one week of completion of the practical work.

A2 Unit 4: Text in Performance Written examination: 2 hours 24% of qualification

How Will I Be Assessed?

Sections A and B

- Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination.
- Two questions, based on two different texts from the following list:
- A Day in the Death of Joe Egg, Nichols Sweeney Todd, Sondheim
- The Absence of War, Hare
- Mametz, Sheers
- The Radicalisation of Bradley Manning, Price Un Nos Ola Leuad, adapted by Bara Caws.

DRAMA & THEATRE STUDIES AS & A2 Level



AS

Unit 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated 24% of qualification

Unit 2: Text in Theatre

Written examination: 1 hour 30 minutes 16% of qualification

A2

Unit 3: Text in Action

Non-exam assessment: externally assessed by a visiting examiner 36% of qualification

Unit 4: Text in Performance Written examination 2 hours 24% of qualification

Career Opportunities And Progression

You can go on to study a range of subjects at degree level: Arts; Humanities; Social Sciences and is no longer seen as a subject simply for those wishing to pursue careers in acting or theatre.

The skills developed in the course are seen as desirable in Management, Personnel, Law and Teaching professions, as well as many more.

The Drama and Theatre course complements other A Level subjects such as Media Studies, English, History, Art and Music.

*“Believe in yourself!
Have faith in your
abilities! Without a
humble but reasonable
confidence in your own
powers you cannot be
successful or happy.”*

Norman Vincent Peale

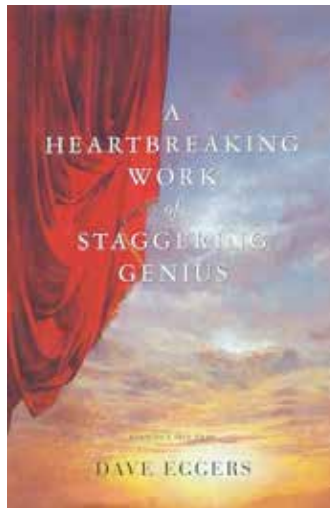
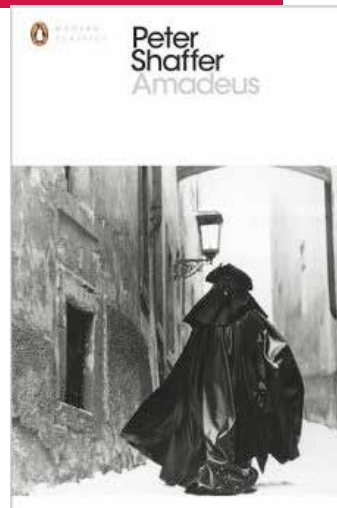
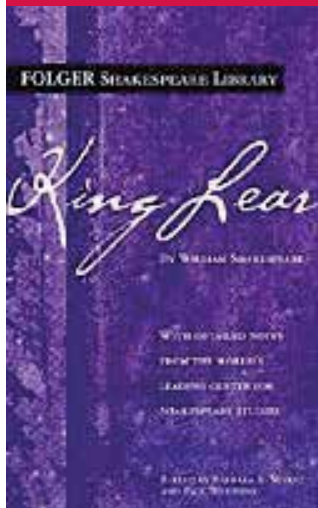


ENGLISH LANGUAGE/LITERATURE

Head of Department: Mr M Vaughan

Teacher: Mr J Ryan, Miss A Watts

Examination Board: WJEC



Course Outline

This course gives you an opportunity to study spoken and written language, building on and developing GCSE skills. You will be introduced to new terminology for language, which helps analysis of your own writing and helps you to study an interesting range of texts from a range of periods and genres. The emphasis is on developing good critical thinking skills, accurate and imaginative use of language and a real enjoyment of researching how language is spoken and written. You will be encouraged to explore your own interpretations.

There will be diverse opportunities for learning. You will learn through discussion in pairs and groups as oral work will feature strongly. All lessons will involve whole class discussion, and there may even be occasions when you will be expected to lead the lesson. Regular research and preparation work will be necessary; you will need to use theory texts and the Internet as resources.

Entry Requirements

At least a C grade in both English Literature and English at GCSE. You will also be expected to:

- Have a lively, analytical mind and good thinking skills;
- Have the ability to communicate well and contribute freely to class discussion;
- Have the confidence to challenge the opinions of others;
- Accept responsibility for your own progress and complete all work set, including any reading;
- Be organised, as you will work in your own time to support the study you do in class;

- Be organised about work, submitting it on time;
- Familiarise yourself with new terminology and learn how to apply it purposefully;
- Use the LRC and the internet for wider reading and preparation of critical theory and contexts of texts we read;
- Enjoy creative writing opportunities;
- Enjoy reading texts from a wide variety of genres and eras;

We also recommend that you have a good grasp of written expression and accurate use of the English Language.

What Will I Study?

IN YEAR 12

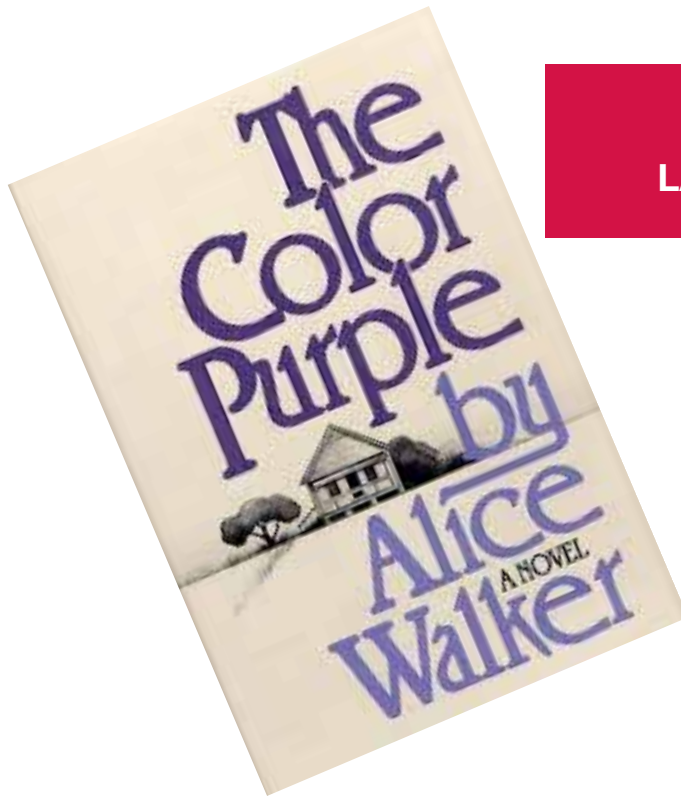
You will study a poetry anthology that contains a range of poetry written before 1914 and practise comparing them to unseen texts. You will also study themes and genres in preparation for completing two original pieces of writing and a subsequent commentary on your own writing.

You will undertake an in depth study of one post-1900 drama text and one non-literary text, each from a prescribed list.

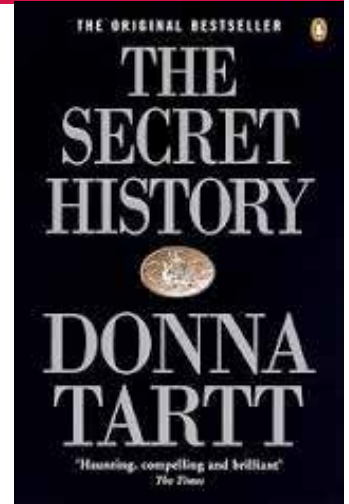
IN YEAR 13:

You will study one Shakespeare play in detail to answer extract-based and essay style questions in the examination.

You will study one prose text in detail, as well as preparing to produce a comparative analysis of three unseen texts, of which one will be spoken language.



**ENGLISH
LANGUAGE/LITERATURE**



You will produce a coursework folder in two parts. The first part will be a study of a genre and one prose text from a prescribed list, as well as at least one other chosen text from this genre. The unit is designed to encourage independent reading and research. You will also produce one piece of original writing styled in the same genre.

How Will I Be Assessed?

You will be assessed by written examination and internal assessment of coursework. You will continue to use Assessment for Learning, which means that you will self and peer assess work according to success criteria in order to make progress.

AS LEVEL

UNIT 1: COMPARATIVE ANALYSIS AND CREATIVE WRITING

Closed-book examination (20%)

Section A: Comparative analysis of pre-1900 poetry and an unseen text.

Section B: Two pieces of creative writing with an analytical commentary

UNIT 2: DRAMA AND NON-LITERARY TEXT STUDY

Open-book examination (20%)

Section A: One two-part question based on one post-1900 drama text.

Section B: One question based on one non-literary text.

UNIT 3: SHAKESPEARE

Closed-book examination (20%)

Section A: One extract-based question on the reading of one Shakespeare play.

Section B: One essay question based on the same Shakespeare play.

UNIT 4: UNSEEN TEXTS AND PROSE STUDY

Open-book examination (20%)

Section A: Comparative analysis of three unseen texts, one of which will be spoken language.

Section B: One question based on the reading of one prose text.

UNIT 5: CRITICAL AND CREATIVE GENRE STUDY

Non-examination assessment: 2500-3500 words (20%)

Section A: A critical and sustained study of a prose genre.

Section B: One piece of original writing linked to the genre studied for Section A.

Career Opportunities And Progression

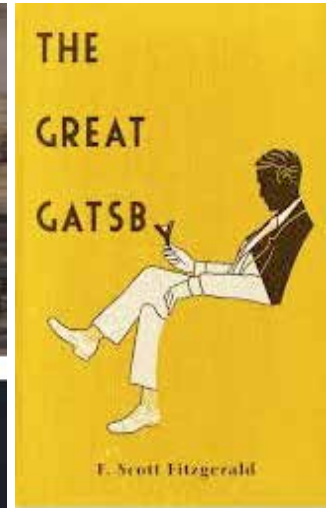
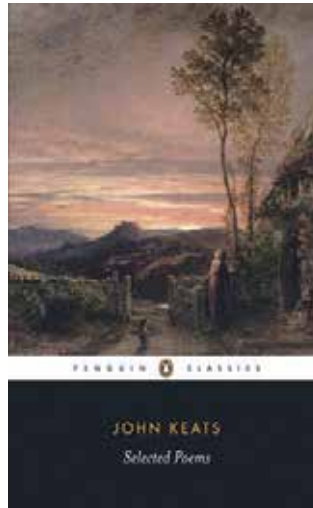
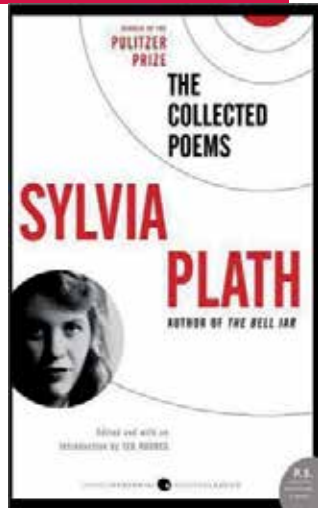
A Level English Language and English Literature helps you to develop a wide range of skills useful in any career in which problems are solved through linguistic analysis such as Law, the Executive Civil Service, Industry and Business. It also develops skills of communication vital in professions including Media, Public Relations, Medicine, Theatre, Advertising and Teaching.

As well as complementing study in the areas of the Arts or Humanities, more and more universities and employers look for pupils who have a wider background. Many of our best pupils study Sciences or Mathematics also.

English pupils develop articulate and effective communication. In today's competitive world, where the need to be able to 'sell' yourself is increasingly important, such skills are highly prized.

ENGLISH LITERATURE

Head of Department: Mr M Vaughan
Teacher: Mr M Vaughan, Miss A Watts
Examination Board: WJEC



Course Outline

This course gives you an opportunity to study a range of different literary and non-literary texts, building on and developing GCSE skills. The course presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. The emphasis is on developing good critical thinking skills, accurate and imaginative use of language and exploring your own interpretations of texts.

There will be diverse opportunities for learning. You will learn through discussions in pairs and groups as oral work will feature strongly. All lessons will involve whole class discussion and there may even be occasions when you will be expected to lead the lesson. Regular research and preparation work will be necessary; you will need to use theory texts and the internet as resources.

Entry Requirements

At least a C grade in both English Literature and English at GCSE. You will also be expected to:

- Have a lively, analytical mind and good thinking skills;
- Have the ability to communicate well and contribute freely to class discussion;
- Have the confidence to challenge the opinions of others;
- Accept responsibility for your own progress and complete all work set, including any reading;
- Be organised, as you will work in your own time to support the study you do in class;
- Be organised about work, submitting it on time;

- Familiarise yourself with new terminology and learn how to apply it purposefully;
- Use the LRC and the internet for wider reading and preparation of critical theory and contexts of texts we read;
- Enjoy creative writing opportunities;
- Enjoy reading texts from a wide variety of genres and eras.

We also recommend that you have a good grasp of written expression and accurate use of the English Language.

What Will I Study?

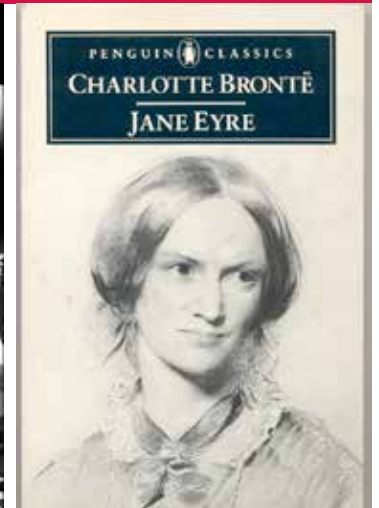
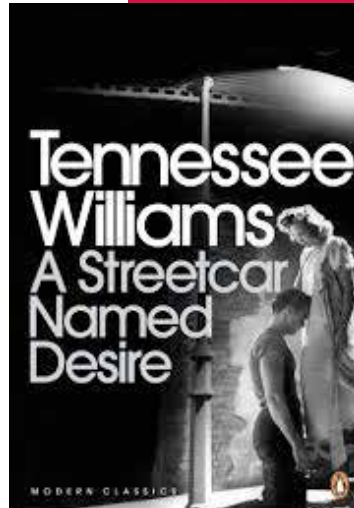
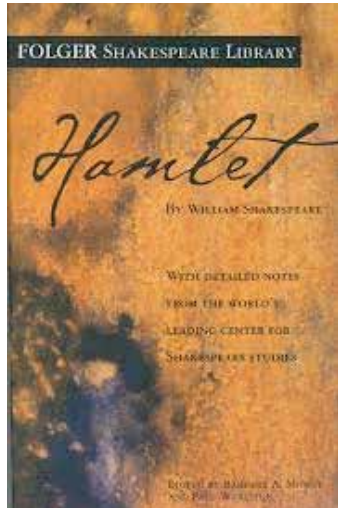
IN YEAR 12

You will study a pre-1900 novel in depth as preparation for extract-based and essay style questions in the examination. You will also study one drama text from a prescribed list. You will study two post-1900 poetry texts. These texts are paired and you will undertake a critical analysis of one poem, and then a comparative analysis of both texts.

IN YEAR 13

You will study a poetry text from a prescribed list in order to answer one question based on an extract, and another based on your understanding of the text as a whole. You will also practise responding to unseen poetry in order to write a comparative analysis of two poems. One will be a compulsory poem or poetry extract and another will be chosen from a further three poems or poetry extracts. The poems will be taken from any period. You will study one Shakespeare play in detail to answer extract-based and

ENGLISH LITERATURE



essay style questions in the examination. You will produce a coursework essay based on your study of two prose texts, one pre-2000 and one post-2000. You will explore both texts in detail and produce a comparative analysis, whilst also engaging with both texts' contexts. The focus of the study will be theme-based, and the emphasis in this coursework unit is placed on independent reading and research, particularly of writing that has been published within your lifetime.

How Will I Be Assessed?

You will be assessed by written examinations and internal assessment of coursework.

AS LEVEL

UNIT 1: PROSE AND DRAMA
Closed-book examination (20%)

Section A: One question in two parts, based on the reading of one pre-1900 prose text.

Section B: One question based on the reading of one play.

UNIT 2: POETRY POST-1900
Open-book examination (20%)

Section A: One question requiring critical analysis of one poem selected from two poetry texts.

Section B: Comparative analysis of the same two poetry texts.

A2 LEVEL

UNIT 3: POETRY PRE-1900 AND UNSEEN POETRY
Open-book examination (20%)

Section A: One question in two parts, based on the reading of one poetry text.

Section B: Comparative analysis of two unseen poems

UNIT 4: SHAKESPEARE
Closed-book examination (20%)

Section A: One question based on an extract from one Shakespeare play.

Section B: One essay question based on the reading of the same Shakespeare play.

UNIT 5: PROSE STUDY
Non-examination assessment (20%)

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000.

Career Opportunities And Progression

A Level English Literature helps you to develop a wide range of skills useful in any career in which problems are solved through linguistic analysis such as Law, the Executive Civil Service, Industry and Business. It also develops skills of communication vital in professions including Media, Public Relations, Medicine, Theatre, Advertising and Teaching.

As well as complementing study in the areas of the Arts or Humanities, more and more universities and employers look for pupils who have a wider background. Many of our best pupils study Sciences or Mathematics also.

English pupils develop articulate and effective communication. In today's competitive world, where the need to be able to 'sell' yourself is increasingly important, such skills are highly prized.

GEOGRAPHY

Head of Department: Ms N Walsh
 Teacher: Ms N Walsh, Mrs H Rees
 Examination Board: WJEC

Course Outline:

AS: YEAR 12

Pupils will study human and physical geography modules.

In each module they will consider their own values/ attitudes to support their learning of issues/ideas through the study of specific places.

They will develop geographical skills to broaden and deepen existing knowledge through fieldwork and investigation.

A LEVEL: YEAR 13

Pupils will continue to study human and physical geography.

Pupils will undertake fieldwork to produce a fieldwork investigation

Entry Requirements:

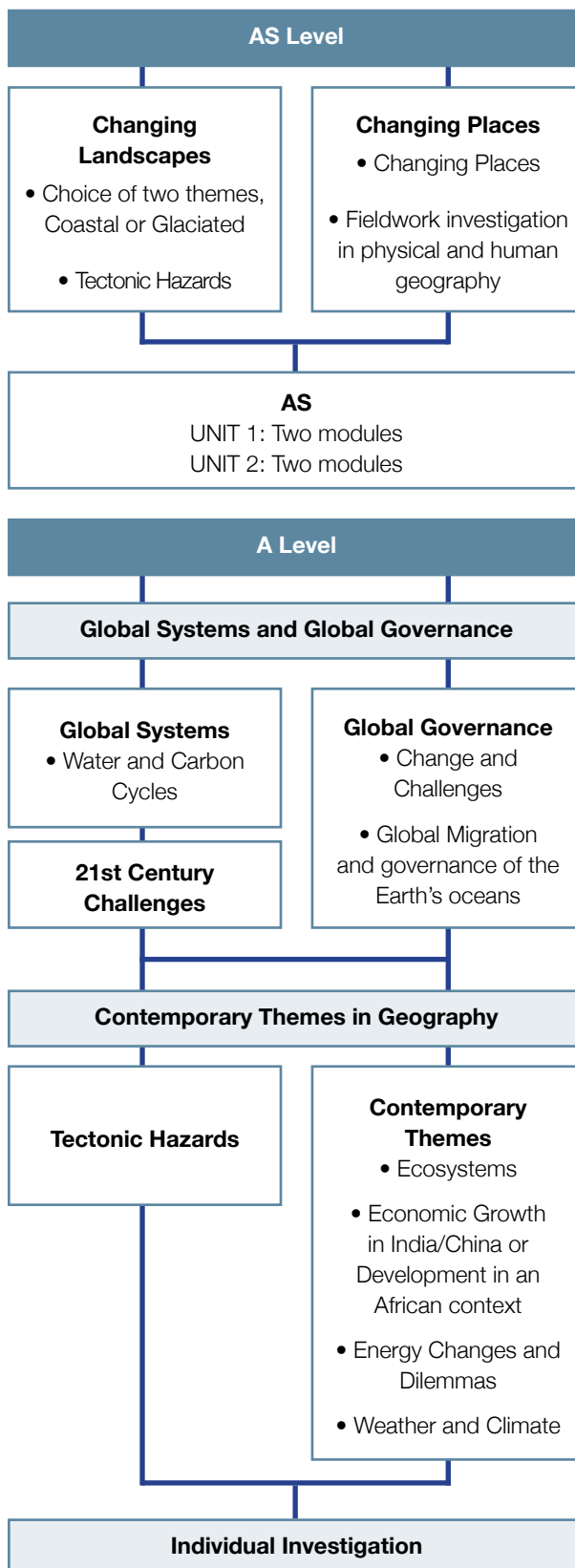
A minimum of C grade in Geography at GCSE is required. A minimum grade of C in English and Mathematics would also be desirable. However, the department is willing to discuss suitability of Geography AS to pupils who express an interest.

Pupils should be independent learners who can research topics themselves. They need to have good communication, problem solving and numeracy skills. Pupils must also be prepared to contribute to fieldwork activities outside the classroom.

AS Geography is ideal for pupils who have an interest in travel, people, place, the changing environment and contemporary issues affecting the world today.

What Will I Study?

The specification is divided into five units, two AS Units and three A2 Units: (see diagram on the right)



GEOGRAPHY



How Will I Be Assessed?

AS LEVEL YEAR 12

UNIT 1: Changing Landscapes
2 hours, 24% of qualification

UNIT 2: Changing Places
1 hour 30 minutes, 16% of qualification

A LEVEL YEAR 13

UNIT 3: Global Systems and Global Governance
2 hours, 24% of qualification

UNIT 4: Contemporary Themes in Geography
2 hours, 16% of qualification

UNIT 5: Independent Investigation
20% of qualification
Non-exam assessment.

One written independent investigation based on the collection of both primary data and secondary information.

Career Opportunities And Progression:

Many employers recognise the skills developed by geographers. In a recent employers fayre a recruitment manager for National Westminster Bank stated that "geographers who have been recruited this year were all strong in the area of gathering information and analysis". It also stated they had well developed communication and strong interpersonal skills that can be applied to a number of working situations/environments.

POSSIBLE CAREERS IN GEOGRAPHY

Education, Professional Social Services: Teaching, Law, Social Work, Armed Forces, Police

Information Services: Census Officer, Systems Analyst

Business and Finance: Advertising, Marketing, Accounting

Leisure, Travel, Tourism: Air Traffic Control, Cabin Crew, Tourist Board

Scientific Services: Surveying, Cartography, Hydrology and Water Services

Management: Urban Planning, Landscape Architecture, Retail, Transport or Hotel Management.

HISTORY



Head of Department: Mr G Seymour

Teacher: Mr G Seymour, Mrs V Blackwell, Mr S Hughes

Examination Board: WJEC (Specification A)



Course Outline

Pupils will study aspects of Nineteenth Century British history together with Twentieth Century European history.

Entry Requirements

Pupils should have a love of history and a desire to delve into the past pupils who enjoy current affairs and pupils who want to discover exactly what shaped the world that we now live in will be welcome in history. Having studied history at GCSE would be a distinct advantage but an open and enquiring mind together with a solid work ethic is far more important.

What Will I Study?

AS LEVEL

UNIT 1: EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c1890-1991

In this unit pupils will study the causes of World War One together with the post-war peace treaties and reconstruction. There will also be an opportunity to study the rise of Fascism in both Italy under Mussolini and Germany under Hitler. Pupils will also study the dictatorships in both countries until the end of World War Two in 1945.

Pupils will complete their year of study with the division of Europe after the war and the development of the Cold War until the fall of the Berlin Wall in 1989.

Assessment: Written Paper 1 hour 30 minutes
20% of qualification

UNIT 2: REFORM AND PROTEST IN WALES AND ENGLAND c1783-1848

Pupils will look at the reaction in Britain to the French Revolution. They will study various protests including Luddism, The Peterloo Massacre and the Merthyr Rising. They will judge how close Britain came to a revolution before the Great Reform Act was passed in 1832.

Assessment: Written paper 1 hour 45 minutes
20% of qualification

What Teaching Methods Will Be Used?

You will experience a variety of methods. You will be encouraged to think analytically and extend your knowledge and understanding by reading around the topics. Lessons with discussion and debate are the norm with plenty of active learning.

A2 LEVEL

UNIT 3: THE AMERICAN CENTURY c1890-1990

Pupils will start at the changing attitudes to black Americans from the Civil War to Martin Luther King and Malcolm X. They will also look at the changing note of the USA in foreign affairs from Pearl Harbour through to the Gulf War.

Assessment: Written examination 1 hour 45 minutes
20% of qualification



UNIT 4

Pupils will build on their Year 12 study by looking at the living and working conditions of the working class and the reforms passed to help them. They will study the life of John Frost and the attempted revolution in Newport in 1839.

Assessment: Written examination 1 hour 45 minutes
20% of qualification

UNIT 5

This module involves the completion of coursework to answer a significant question of history during this time period.

Assessment: Coursework
20% of qualification

How Will I Be Assessed?

The new A Level specifications keep the traditional historical skills of essay writing and working with sources, but History is also important for the delivery of communication, IT and research skills. Pupils will be expected to enter into discussion and debate. They will be expected to develop, support and evaluate oral as well as written arguments. They will use a range of primary sources including film and newspapers to develop awareness of the range of interpretations of the past (Units 1 and 2 are assessed by examination in Year 12. Unit 3 and 4 are assessed by examination in Year 13 and Unit 5 is the coursework component completed in Year 13.

Career Opportunities And Progression

AS Level

What can I do when I have my qualification?

History teaches you to think and organise information in a combination of ways not found in other subjects; using evidence to back up an argument, detecting bias and communicating in a concise and relevant style. Many careers welcome the trained minds of historians. You will also have learned a variety of transferable skills throughout your course, which include:

Developing written and oral communication skills

Problem solving skills

Analysing evidence

Successful completion will also allow you to proceed to a full A Level in Year 13.

A2 LEVEL

What can I do with my qualification?

History can be studied at most universities, either as a simple subject or as part of a combination with, for example, Economics, Politics, English or a Foreign Language. For certain subjects such as Law, Archaeology and Journalism, History may be a requirement. History is also useful for training for careers in Publishing, Journalism, the Media, the Civil Service, Politics, Industry and Commerce.

**Cambridge Technical
Extended Certificate in IT
Level 3 qualification**

Head of Department: Mr G James

Teacher: Mr A Bispham, Mr G James, Miss R Mansoor

Examination Board: OCR



Course Outline

The qualification aims to develop your knowledge, understanding and skills of the principles of IT and Global Information Systems. You will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

You will gain the right combination of knowledge, understanding and skills required for the 21st century. OCR have worked with IBM, Barclays, CompTIA and Cisco along with a number of colleges and HEIs to design the content for this course and have identified 4 pathways to choose from, where you decide* what specialist area you want to focus on in IT.

- 1 IT Infrastructure Technician.
- 2 Emerging Digital Technology Practitioner.
- 3 Application Developer.
- 4 Data Analyst.

Entry requirements

GCSE English - C

GCSE Mathematics - C

Level 2 qualification in IT

Qualification

Cambridge Technicals Introductory Diploma in IT.

Equivalent to one A Level graded Pass (E), Merit (C), Distinction (A), Distinction* (A*).

5 units needed to gain qualification.

2 are compulsory and 3 are elective units.

What will I study?

There are five units to complete in order to achieve the qualification. Two of these are compulsory units that are assessed through an examination. There are an additional 3 elective units to complete with a variety of units on offer from a list of twenty two. These are school assessed portfolios of work that are moderated by OCR.

**Cambridge Technical
Extended Certificate in IT**
Level 3 qualification



Units available to study

UNIT 1: FUNDAMENTALS OF IT (COMPULSORY UNIT)

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT. After completing this unit, the knowledge, skills and understanding you have developed will underpin your study for the additional units. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as CompTIA A+, CompTIA Mobility+ and Cisco IT Essentials.

UNIT 2: GLOBAL INFORMATION (COMPULSORY UNIT)

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge. This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn about how individuals use information of various types. This unit will help you to understand the legislation and regulation governing information which flows in to and out of an organisation and the constraints and limitations that apply to it. You will also learn the relationship between data and Information. Knowledge gained in the study of this unit will

also help prepare you for relevant industry qualifications such as VM Ware.

UNIT 3: CYBER SECURITY

UNIT 4: COMPUTER NETWORKS

UNIT 5: AUGMENTED AND VIRTUAL REALITY

More units are available to study. For a full list please see Mr Driscoll.

Teaching staff

Mr R Driscoll, Head of Computer Science and IT

Mrs R Mansoor, Teacher of Computer Science and IT

** In agreement with your teacher*

LAW AS Level



Course Outline

Law is a fascinating and rewarding subject. It should appeal to those concerned with social justice and who would like to take a critical look at the civil and criminal justice system and the institutions of the English and Welsh legal system.

Entry Requirements

GCSE Grade C or above in English language is essential
5+ GCSE's

What Will I Study?

You will learn about the main principles of English law, the functions of the English legal system and develop an understanding of legal methods. You will develop techniques of logical thinking and the skills necessary to analyse and solve legal problems. You will practise your communication skills by formulating legal arguments. There are 2 units in this AS Level. Pupils study the English and Welsh Legal System and are required to sit two examinations based on the following units:

LA1 (25%): Understanding Legal Values, Structures and Processes

In this unit, pupils will have the opportunity to explore the historical development of the law, human rights and morality and the importance of the European Institutions in law making. Pupils will also study the criminal prosecution process, including the courts, jury trial, bail, the role of the Crown prosecution Service and the Civil Justice System, to include the civil courts, role of tribunals, alternative dispute resolution and Legal Aid.

LA2 (25%): Understanding Legal Reasoning, Personnel and Methods

Head of Department: Miss V Hill
Teacher: Miss V Hill, Miss H Labunsky
Examination Board: WJEC

In this unit, pupils will learn about the impact of European Law on the legal system of England and Wales, the legislative process including the new role of the Welsh Assembly, the role of the judge in creating case law, areas of recent law reform and the personnel of the legal profession.

How Will I Be Assessed?

You will sit two examinations in the summer of the first year.

Unit 1: UNDERSTANDING LEGAL VALUES,
STRUCTURES AND PROCESSES
25% 1 hour 30 minutes - 50 marks

Candidates answer two essay questions from a choice of six.

UNIT 2: UNDERSTANDING LEGAL REASONING,
PERSONNEL AND METHODS

25% 1 hour 30 minutes - 50 marks

Candidates answer two out of four stimulus response questions

Candidates answer two problem questions from a choice of four from the Criminal Law and Justice option.

Career Opportunities And Progression

A familiarity with the law is invaluable in many careers, for example:

- Legal Profession (Solicitor/Barrister/Legal Personnel)
- Police Force
- Civil Service (Government Offices, Welsh Assembly, Government for example)
- Business (Employment Law, European Law, Consumer Law)

You will have learnt a variety of marketable skills including:

- Developing techniques of ordered thinking
- Developing analytical and problem-solving skills
- Learning to communicate in clear terms

Successful completion of the AS Level will allow you to proceed to full A Level in Year 13.

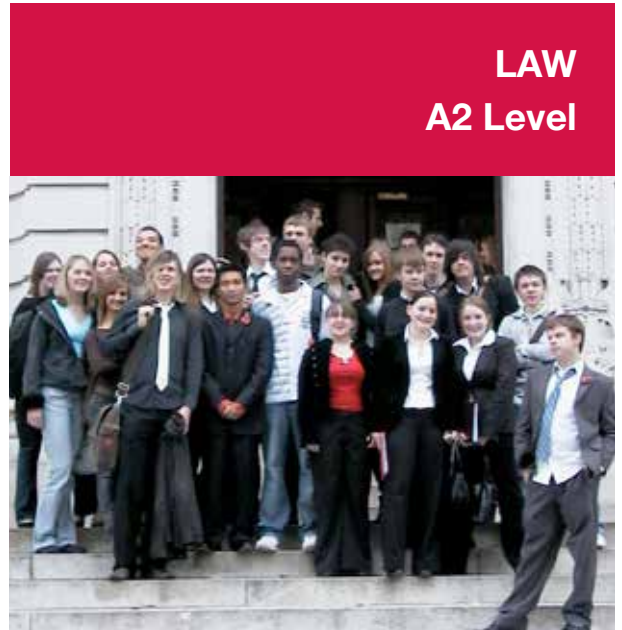
Extra-Curricular Opportunities

Pupils have the opportunity to visit the criminal courts and view cases, for example the local Magistrates and Crown Court. They will also visit the Welsh Assembly Government.

Guest speakers such as magistrates and solicitors talk to the pupils about the profession and training routes.

A team of pupils participate in the National Bar Mock Trial Competition, which involves preparing a mock case for court and taking on the role of barristers/witnesses/judiciary and jurors.

Head of Department: Miss V Hill
Teacher: Miss V Hill, Miss H Labunsky
Examination Board: WJEC



Course Outline

This course is a progression from AS Level and explores the Criminal Justice System. It should appeal to those interested in Criminal Law and who wish to explore aspects of this fascinating subject such as murder, manslaughter, non-fatal offences (GBH, ABH, assault and battery), general defences and Police law.

Entry Requirements

AS Level Law is desirable.
GCSE Grade C and over in English is essential

What Will I Study?

At 'A' Level pupils have the opportunity to specialise in Criminal Law and Justice. They are required to sit two examinations based on the following units:

LA3 (20%): Understanding Substantive Law:
Freedom, the State and the Individual

In this unit pupils will study elements of substantive criminal law, such as murder, manslaughter and non-fatal offences against the person. Also they will have the opportunity to explore the defences available to defendants on trial and the powers of the police.

LA4 (30%): Understanding Law in Context:
Freedom, the State and the Individual

In this unit pupils will study the principles of criminal law, the role of the Crown Prosecution Service, criminal trial process and sentencing procedures at the Crown and Magistrates Court.

How Will I Be Assessed?

UNIT 3: UNDERSTANDING SUBSTANTIVE LAW:
FREEDOM, THE STATE AND THE INDIVIDUAL
20% 1 hour 30 minutes - 50 marks

Candidates answer two problem questions from a choice of four from the Criminal Law and Justice option.

UNIT 4: UNDERSTANDING LAW IN CONTEXT:
FREEDOM, THE STATE AND THE INDIVIDUAL
30% 2 hours 30 minutes - 75 marks

Candidates answer two out of four questions in Section A and one stimulus response question from a choice of two in Section B from the Criminal Law and Justice option.

Career Opportunities And Progression

The study of A Level Law is suitable for those considering legal professions (solicitor, barrister) or legal executive personnel such as barristers' clerk, as well as health service, social services, human resources, government office (Welsh Assembly) and police.

Pupils have the opportunity to visit the criminal courts and view criminal cases, for example the local Magistrates and Crown Court.

Links with Swansea University Law School allow pupils to experience criminal law lectures and take part in workshops given by senior law practitioners.

A team of pupils participate in the National Bar Mock Trial Competition, which involves preparing a mock case for court and taking on the role of barristers/witnesses/judiciary and jurors.

MATHEMATICS

Evaluate $E\left(\frac{1}{1+x}\right)$

$$E\left(\frac{1}{1+x}\right) = \left(\frac{1}{1+1} \times 0.1\right) + \left(\frac{1}{1+2} \times 0.1\right) + \left(\frac{1}{1+3} \times 0.3\right) + \left(\frac{1}{1+4} \times 0.3\right) + \left(\frac{1}{1+5} \times 0.2\right)$$

$$= \left(\frac{1}{2} \times 0.1\right) + \left(\frac{1}{3} \times 0.1\right) + \left(\frac{1}{4} \times 0.3\right) + \left(\frac{1}{5} \times 0.3\right) + \left(\frac{1}{6} \times 0.2\right)$$

$$= 0.05 + 0.03 + 0.075 + 0.06 + 0.05$$

$$= 0.25$$

The DRV (Discrete Random Variable) has a probability distribution given by:

$$P(X=x) = k(1+x) \text{ for } x = 1, 2, 3, 4, 5$$

$$P(X=x) = 0 \text{ otherwise}$$

a) Show that $k = \frac{1}{20}$

$$1 = \left(\frac{1}{20}(1+1)\right) + \left(\frac{1}{20}(1+2)\right) + \left(\frac{1}{20}(1+3)\right) + \left(\frac{1}{20}(1+4)\right) + \left(\frac{1}{20}(1+5)\right)$$

$$1 = \left(\frac{1}{20} \times 2\right) + \left(\frac{1}{20} \times 3\right) + \left(\frac{1}{20} \times 4\right) + \left(\frac{1}{20} \times 5\right) + \left(\frac{1}{20} \times 6\right)$$

$$1 = 0.1 + 0.15 + 0.2 + 0.25 + 0.3$$

$$1 = 1 \quad \therefore k = \frac{1}{20}$$

Teachers: Mr M Tinkler, Mrs L Rixon,
Miss E Chamberlain, Miss E Jones
Examination Board: WJEC



Course Outline

The course is new starting from first teaching in September 2017. The specifications are only drafts at the time of writing, so may vary, but this is what we have to go on so far.

Mathematics at AS and A Level is interesting and challenging – it builds on some of the work you have met at GCSE but also involves new ideas which will give you the skills to solve more complex problems.

Mathematics is a subject that is highly regarded by universities and employers alike. A possible explanation is that the maths skills learned at A Level, such as logical thinking, problem solving and statistical analysis, may be closer to those actually used in the workplace than skills learned in other subjects. Successfully studying Maths at A Level will put you in a strong position for your future

Entry Requirements

Mathematics is demanding at this level and you will need a keen interest in it, as well as enjoying the challenge that Maths provides. You will need to have studied GCSE Maths at Higher Tier and have a desire to extend your knowledge and skills further.

Pupils who are well organised, determined and resilient are very successful and find their teachers supportive. The department has a whole class interactive style of teaching, where you are expected to listen, think, discuss and contribute regularly in lessons in order to maximise understanding and learning. Homework is set and marked regularly and is a key element of any pupil's success.

What Will I Study?

Maths at St Joseph's is divided into three branches – Pure, Statistics and Mechanics. In Pure Maths, you will develop a broader understanding of mathematical processes and, importantly, how to apply these to solve problems. In Statistics, you will learn to analyse data and use new probability techniques to arrive at conclusions about it. Studying Mechanics is a vital step towards any Engineering course and you will discover how to use mathematics to 'model' the motion of objects and predict what will happen to them.

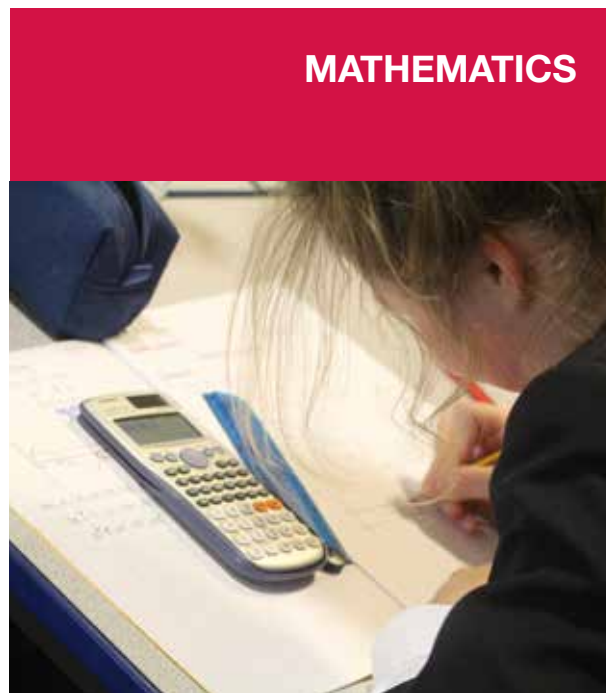
In Year 12 you will study two modules to make up your final AS grade.

AS UNIT 1: PURE MATHEMATICS

In this module you will learn about indices and surds, inequalities, quadratic functions and their graphs, coordinate geometry, the factor theorem, circles, Binomial expansions, vectors, log rules, integration and differentiation.

AS UNIT 2: APPLIED MATHEMATICS

This Unit is made up of Statistics and Mechanics. You will study sampling, probability distributions, lines of regression, probability, hypothesis testing (all Statistics) and SUVAT, forces, distance time graphs, Newton's Laws (all Mechanics)



MATHEMATICS

In Year 13 you will study one more Pure mathematics module and another Applied Mathematics module that build upon many of the techniques that you will have learned in your first year. These 4 exams will add up to give an overall A level Mathematics grade.

A2 UNIT 3: PURE MATHEMATICS

Here you will study proofs, modulus functions, composite & inverse functions, transformation of graphs, Cartesian and parametric equations, APs & GPs, rules of trigonometry, further differentiation and integration.

AS UNIT 4: APPLIED MATHEMATICS

This unit will build on prior knowledge of Year 12, topics taught will include Conditional Probability, Normal Distribution, Further Hypothesis testing (Statistics) and Kinematics, Using differential equations, locating roots using Newton-Raphson Method, Forces such as friction and in Vector notation.

How Will I Be Assessed?

Each module listed above is assessed by a written exam. There are four in total.

In Year 12 pupils sit two units; AS UNIT1 is 2 hours 30 Minutes long and is worth 25% of the whole qualification, AS UNIT2 is 1 hour 45 Minutes and worth 15%.

In Year 13 pupils sit two units; A2 UNIT3 is 2 hours 30 Minutes long and is worth 35% of the whole qualification, AS UNIT2 is 1 hour 45 Minutes and worth 25%.

There is no coursework element in Maths at this level.

A calculator is required for all four modules.

Results at both AS and full A Level have continued to be of an excellent standard due to the hard work of maths pupils and teachers.

Career Opportunities And Progression

Mathematics A Level open doors to many rewarding and competitive careers, and you may want to go on to study maths at Degree or Postgraduate Level. You will also find maths invaluable if you want to study engineering, architecture, teaching, medicine, accountancy, banking, economics, information technology and any science subject at University. You will have gained skills in clear thinking and problem solving which will stand you in excellent stead whichever path you should choose.

As well as being a fascinating and exciting subject in its own right, you could also say Maths is 'BEST' – Mathematics is the language of modern Business, Engineering, Science and Technology. A shortage of highly numerate candidates in the jobs market means employers pay a premium for the problem solving skills of A Level mathematicians.

MEDIA STUDIES



Course Outline

Media in the 21st Century dominates our lives and the media we consume is the basis for the understanding of the world in which we live. Pupils who are interested in developing critical and analytical skills and have an interest in ethical, social and cultural issues will be suited to this course.

The course is designed to allow pupils the opportunity to explore a varied range of text types and comment in detail about the impact these have on an audience. Example texts are drawn from:

- 1 Television
- 2 Film
- 3 Advertising
- 4 Radio
- 5 Digital Media
- 6 Newspapers
- 7 Magazines

Entry Requirements

It is desirable that potential pupils will possess a C grade at GCSE English, as a large proportion is written work. Much of the course is spent analysing media texts, so an inquisitive mind and an ability to research independently is essential in order to successfully undertake the course. Whilst it is important that pupils possess a keen interest in television, film and music etc, successful pupils will also need to be creative and innovative.

The coursework elements of the course require a good creative level of ICT skill, a high standard of written accuracy and an ability to incorporate techniques into the work. Pupils should be able to communicate well with others, solve problems with developed questioning techniques and use excellent research skills to familiarise themselves with media theory.

What Will I Study?

This course enables pupils to study and explore how genre, representation and audience are hugely important in today's society. It allows them to analyse and question elements of modern society in a sophisticated manner. They will learn research skills and examine critical theory, applying these to popular media texts.

Some of the texts studied include: I Daniel Blake, Men's Health magazine, Modern Family, The Great British Bake Off and The BBC News.

There will be opportunities to develop print and moving image production skills, through technical ICT procedures. There will be an important focus on de-constructing print, television and film representations and genre.

How Will I Be Assessed?

AS: MEDIA STUDIES

The course is split into two elements. An internally assessed coursework folder and a written examination. Both of these carry a 50% weighting towards the final grade.

MEDIA STUDIES



MS1: Media Representations and Responses:

This unit aims to provide candidates with a framework for analysing the media and requires them to explore representations and audience responses. Candidates will be encouraged to explore media through the study of genre, narrative and representation and make connections between the texts and audience responses to them. In the developing area of interactive media, this involves considering users and their interaction with texts. The representations of cultural groups, events, issues and their underlying messages and values will be explored using a range of approaches.

Assessment: A written examination paper of two and a half hours, consisting of three compulsory essay questions will be sat in the Summer.

MS2: Media Production Processes:

This unit is designed to enable candidates to demonstrate knowledge, understanding and skills in media production processes through research, planning, production and evaluation.

Assessment: Internally assessed and externally moderated coursework consisting of:

- Pre-Production (research + plan)
- Production (media text)
- Report 1200-1600 word essay

A2: MEDIA STUDIES

Media A2 is again assessed both through coursework and through an end of year external exam, both of equal weighting.

MS3: Media Investigation and Production

For the coursework element, pupils will have an opportunity to research an area of the media they have a particular interest in and produce media texts which reflect their research.

Candidates are required to produce three pieces of linked work which will be internally assessed.

- 1 Research Investigation
- 2 Production
- 3 Evaluation

MS4: Media Text, Industry and Audience

Written examination of two and a half hours based on the study of three different media industries.

Career Opportunities And Progression

This course opens up a vast number of career opportunities within: management, publishing, marketing, journalism, broadcasting, sales and advertising and the communications industry. This course will allow pupils to gain a solid understanding of how the media industry works.

Pupils can also use the key skills learned from the course (communication, working with others, problem solving, and ICT) to enhance their performance across any A2 subject. Pupils will learn excellent research and analytical skills, being able to use critical thinking in a number of other areas.

This course covers current issues and debates within the media, which makes it very relevant to the majority of occupations and many elements of a variety of degree courses.

MUSIC

Level 3 Subsidiary Diploma for Music Practitioners



Head of Music: Mr S Hendry
Teacher: Mr S Hendry, Miss J Evans
Examination Board: Rockschool (RSL)



Course Outline

The Music department is excited to offer the Level 3 Subsidiary Diploma for Music Practitioners. This vocationally relevant popular music qualification is intended to equip learners with the skills to develop realistic employment opportunities in the music industry or to progress in to Higher Education.

Learners will have opportunity to:

- Perform effectively on their instrument/voice
- Rehearse and display musicianship skills
- Initiate and develop repertoire
- Rehearse effectively and perform music live
- Understand contextual issues relating to music style, audience and the music industry
- Understand relevant aspects of music technology
- Compose and arrange music
- Initiate and develop repertoire
- Develop musicianship skills through using a harmony instrument
- Use computers and sequencing/recording software and hardware
- Understand contextual issues relating to music style, audience and the music industry

What Will I Study?

During the course learners will complete six units of study; three in Year 12 and three in Year 13.

Each year all learners will complete a core unit:

YEAR 12 CORE UNIT:

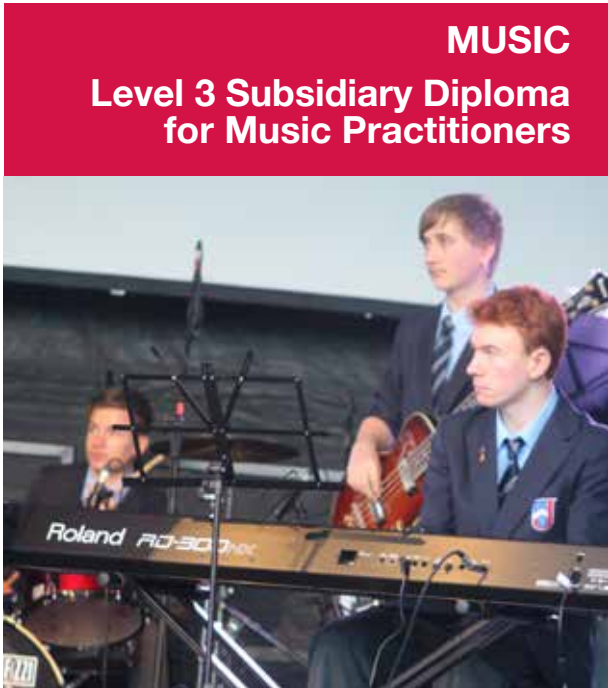
- Music rehearsal skills

YEAR 13 CORE UNIT:

- Live Music Performance

Learners will also complete four additional units across the two-year course (two units in Year 12 & two units in Year 13). These additional units will be chosen from the following additional units:

- Composing Music (Style)
- Recorded Music Performance
- Music Improvisation
- Composing Lyrics
- Music Dissertation
- Listening to music
- Improving Instrumental performance



MUSIC
Level 3 Subsidiary Diploma
for Music Practitioners

Entry Requirements

Instrumentalists and vocalists from a wide range of styles and genres are welcomed onto this contemporary music course. Whilst there are no essential entry requirements learners should be aware that this course is intended to further develop existing musicianship skills and may not be suitable for new instrumental learners. Learners would benefit from having previously studied Music at Level 2 (GCSE/BTEC) and/or from prior performance experience through instrumental lessons, classroom performances, concerts, school orchestra, choir, county ensembles, musical productions, out of school theatre and music groups or rock bands.

How Will I Be Assessed?

Assessment is by internally assessed evidence based portfolio. This can include audio/video recordings, written reports, research work, presentations, diaries/logs and written evaluations. The Subsidiary Diploma requires learners to amass a score of 90 credits throughout the two-year course with units are scored at 5, 10 or 15 credits each. Six units will be chosen in order that learners reach the required score of 90 credits.

Grades are awarded as follows:

<u>GRADE</u>	<u>UCAS TARIFF POINTS</u>
Distinction *	84
Distinction	72
Merit	48
Pass	24

Rockschool moderates all internally assessed units with a requested sample of units externally verified and moderated by a team appointed, trained and standardised by Rockscool.

Career Opportunities

A natural progression for a learner following successful completion of the Level 3 Subsidiary Diploma course would be the study of music at University or College. This vocational course is also intended to equip learners to develop realistic employment opportunities in the music industry.

PHYSICAL EDUCATION



Head of Department: Mr S Sankala

Year 12 Teachers: Mrs E Yates, Mrs B Geeves

Year 13 Teachers: Mrs E Yates, Mr I Carter

Examination Board: WJEC

Entry Requirements

Pupils need to have studied PE at GCSE level and achieved a C or above in their GCSE Science exam.

This subject is ideal for you if...

- You are a committed sports person who trains or competes regularly and wants to further develop your practical performance.
- You are interested in sport and its cultural importance in today's society.
- You are interested in learning how to mentally prepare for competitive situations to prevent stress and anxiety.

Course Outline

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

AS Level (2 Units)

UNIT 1: EXPLORING PHYSICAL EDUCATION

- Contextualised questions to include multiple choice, data response, short and extended answers.

UNIT 2: IMPROVING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

- Practical performance in one activity as a player/performer.
- Practical performance as a coach or official.
- Personal Performance Profile.

A2 Level (AS units plus a further 2 units)

UNIT 3: EVALUATING PHYSICAL EDUCATION

- A range of questions to include data response, short and extended answers.

UNIT 4: REFINING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

- Practical performance in one activity as a player/performer, coach or official.
- Investigative Research.

What Will I Study?

Theory lessons will enable you to understand the interrelationship between the 4 different study areas. Both AS and A2 units will cover the four subject areas of theoretical work.

1. Exercise Physiology, training and performance
2. Sport psychology
3. Skill acquisition
4. Sport and society

How Will I Be Assessed?

AS

UNIT 1: Written examination: 1 hour 45 minutes
24% of qualification 72 marks.

UNIT 2: Non-exam assessment
16% of qualification 48 marks.

A2

UNIT 3: Written examination: 2 hours
36% of qualification 90 marks.

UNIT 4: Non-exam assessment
24% of qualification 60 marks.

Career Opportunities And Progression:

This subject is accepted as the pathway onto a degree course, which would enable you to follow a career as a PE teacher, coach, sports and leisure manager and physiotherapist.

Teacher in charge of Physics: Mr S Dack

Teacher: Mr S Dack, Mr S Bury

Examination Board: WJEC

PHYSICS

Course Outline

If you have an enquiring mind, enjoy a challenge and like solving problems then Physics is the subject for you.

From the smallest parts of the body to the great clusters of galaxies Physics helps us understand how our world works.

Entry Requirements

- GCSE grade C or above
- Good analytical/evaluative skills
- Good numerical skills

Course Outline

UNIT 1: This unit covers the following areas of study:

- Basic physics
- Kinematics
- Dynamics
- Energy concepts
- Solids under stress
- Using radiation to investigate stars
- Particles and nuclear structure

UNIT 2: This unit covers the following areas of study:

- Conduction of electricity
- Resistance
- D.C. circuits
- The nature of waves
- Wave properties
- Refraction of light
- Photons
- Lasers

UNIT 3: This unit covers the following areas of study:

- Circular motion
- Vibrations
- Kinetic theory
- Thermal physics
- Nuclear decay
- Nuclear energy

UNIT 4: This unit covers the following areas of study:

- Capacitance
- Electrostatic and gravitational fields of force
- Orbits and the wider universe
- Magnetic fields
- Electromagnetic induction

CHOICE OF 1 OPTION FROM 4:

- A: Alternating currents
- B: Medical physics
- C: The physics of sports
- D: Energy and the environment

UNIT 5: Practical investigation.

- Practical analysis task
- Data analysis task

How Will I Be Assessed?

The assessment 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.

AS (2 UNITS)

AS Unit 1: Motion, Energy and Matter

Written examination: 1 hour 30 minutes (20% of qualification)

Short answer and extended answer structured questions, some in a practical context.

AS Unit 2: Electricity and Light

Written examination: 1 hour 30 minutes (20% of qualification)

Short answer and extended answer structured questions, some in a practical context.

A LEVEL (THE ABOVE PLUS A FURTHER 3 UNITS)

A2 Unit 3: Oscillations and Nuclei

Written examination: 2 hours 15 minutes (25% of qualification)

Short answer and extended answer questions, some in a practical context; comprehension question.

A2 Unit 4: Fields and Options

Written examination: 2 hours (25% of qualification)

Short answer and extended answer questions, some in a practical context

Choice of one option out of four:

Alternating Currents

Medical Physics

The Physics of Sports

Energy and the Environment

A2 Unit 5: Practical Examination (10% of qualification)



Head of Department: Mrs K Burke
Teacher: Mrs K Burke, Mr O Anthony
Examination Board: WJEC

RELIGIOUS STUDIES

Course Outline

AS Level

UNIT 1: AS AN INTRODUCTION TO THE STUDY OF RELIGION: ISLAM

UNIT 2: AS PHILOSOPHY OF RELIGION

UNIT 3: AS RELIGIOUS ETHICS

A2 Level

A2 A STUDY OF RELIGION: ISLAM

A2 PHILOSOPHY OF RELIGION

A2 RELIGIOUS ETHICS

Entry Requirements

A genuine interest in Ethical issues, Christianity and Islam
Recommended prior learning – Grade C in GCSE.

How Will I Be Assessed?

AS Level

UNIT 1: AS AN INTRODUCTION TO THE STUDY OF RELIGION: ISLAM

15% (60 marks) - Questions can be set from any from any area of the specification.

Duration: 1 hour 15 minutes (37½ mins per full question or 18 ½ mins per (a) and (b))

You will be expected to answer a total of two questions from a choice of 4.

Each question will be divided into two sub questions

- Part (a) will test your knowledge and understanding (50% AO1 15 marks per question.
- Part (b) will test a your skills of analysis and evaluation (50% AO2) 15 marks per question.

UNIT 2: AS PHILOSOPHY OF RELIGION

25% (120 marks)

Duration: 1 hour 45 minutes (52½ per full question or 26¼ mins per (a) and (b))

Section A: An Introduction to Religion and Ethics

Section B: An Introduction to Philosophy of Religion

You will be expected to answer a total of two questions (one question from each section)

Each question will be divided into two sub questions

- Part (a) will test your knowledge and understanding (50% AO1) 30 marks per question.

- Part (b) will test a your skills of analysis and evaluation (50% AO2) 30 marks per question.

UNIT 3: AS RELIGIOUS ETHICS

25% (120 marks)

A2 Level

AS A STUDY OF RELIGION: ISLAM

20% (90 MARKS) - Questions can be set from any from any area of the specification.

A2 PHILOSOPHY OF RELIGION

20% (90MARKS)

A2 RELIGIOUS ETHICS

20% (90 MARKS)

Career Opportunities And Progression:

WHAT COULD I GO ON TO DO AT THE END OF THIS COURSE?

Successful completion of this A Level will give you access to a range of career and higher education opportunities. This course will provide you with the opportunity to develop a range of transferable skills. These include the skills of collecting, synthesising, and interpreting information from a range of sources the findings of this research will need to be effectively communicated. You will also be required to identify and develop the links between the different parts of the subject that you have studied. These skills are in great demand and are recognised by employers, universities and colleges as being of great value.

Religious Studies combines well with almost all other humanities such as English, History, Geography and Sociology. In addition if taken with Sciences or Mathematics, Religious Studies will give you a broad-based curriculum.

SOCIOLOGY



Head of Department: Mrs L Winterflood
Teachers: Mrs L Winterflood, Mrs Edwards
Examination Board: WJEC

What Will I Study?

You will explore the ways in which we learn, the norms and values of our society, who makes 'the rules' and why. You will explore some of the explanations for underachievement in education, why some people are poor and others rich and the impact that this has on their lives. You will look at the ways that the media influences us and whether the news provides a reliable 'window on the world'. You will learn to look at topical issues and problems from different points of view and to support each with evidence. You will learn how to write well and to argue effectively. You will learn that Sociology is a fascinating subject.

Course Outline

The AS/A2 course focuses on the acquisition of knowledge and critical understanding of contemporary social processes and structures. Familiar aspects of life such as Family, Culture, Education and Poverty are examined from traditional and more contemporary theoretical perspectives. Pupils will learn how to conduct sociological research and develop skills required for academic and vocational progression.

YEAR 12 AS

Unit 1: Acquiring Culture (Family) 15%

Unit 2: Understanding Society and Methods (Education) 25%

YEAR 13 A2

Unit 3: Understanding Power and Control (Crime) 20%

Unit 4: Social Inequality and Applied Methods 30%

Entry Requirements

At least Grade C in English Language. Pupils will also be expected to:

- Have a lively questioning mind and contribute freely to discussions.
- Be independent learners who can research topics themselves using a variety of sources.
- Be interested in the world in which they live and in the important issues affecting society.

The department consistently achieves very good results.

The current A Level analysis placed us in the top 25% of schools in England and Wales.

How Will I Be Assessed?

Internal assessment will be done through homework assignments, tests, presentations and tutorials. External assessments will take place in May.

AS LEVEL YEAR 12

SY1: 15% of qualification – 1 hour 15 minutes external exam

SY2: 25% of qualification – 2 hours external exam

A LEVEL YEAR 13

SY3: 25% of qualification – 2 hours external exam

SY4: 35% of qualification – 2 hours 15 minutes external exam

Career Opportunities And Progression

Sociology provides an excellent foundation for a wide variety of Higher Level courses and professions. Sociological modules are found on many Undergraduate Courses in subjects such as Medicine, Law, Criminology, Journalism, Politics, Environmental and Earth Science Courses, Social Work, Education, a wide range of health Care Professions and many more. Sociology provides an understanding of social processes that are part and parcel of any work role and as such enables pupils to apply their understanding across an enormous range of careers. Pupils of Sociology usually agree that "everyone should do it" and that it is not what it is frequently perceived to be. Sociology is an academic discipline which teaches skills required for life long learning.



**WELSH BACCALAUREATE
ADVANCED LEVEL**

Head of Department: Mrs J Moriarty
Teachers: Mrs J Moriarty
Examination Board: WJEC



Course Outline

WHY STUDY WBQ AT ADVANCED LEVEL?

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for level 3 learners to consolidate and progress the development of essential and employability skills.

The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work. Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

Overview of course

- Two year course
- Must be studied alongside a minimum of two other qualifications

The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate. The Skills Challenge Certificate consists of four components which are followed

by all learners:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A*-C.

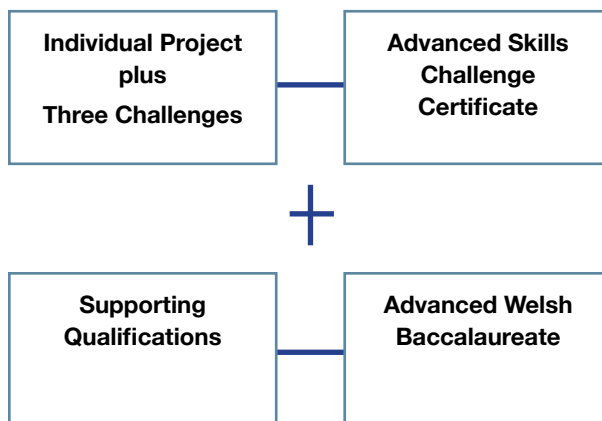
Learners require two A levels grade A* - E.

Useful Links

www.welshbaccalaureate.org.uk

www.wjec.co.uk

The following diagram illustrates the routes towards achievement of the Advanced Welsh Baccalaureate.



The focus of the Skills Challenge Certificate will be on the essential and employability skills young people need in their future lives and these skills will be developed and assessed through an Individual Project and three Challenges. The Skills Challenge Certificate has been designed to include learning and assessment which will enthuse, engage and motivate learners in the classroom, the workplace and the wider community.

Learners will be required to consider how the application of their learning may impact on individuals, employers, society and the environment. The qualification has been devised around the concept of a 'plan, do, and review' approach to learning where learners are introduced to a context for learning, planning activities, carrying out activities, reviewing outcomes and learning.





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Facebook: www.facebook.com/stjosephsnewport



INVESTOR IN PEOPLE

St Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant