

KS4 Learning Pathways Booklet



2018



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



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Please note: Completing the options form will be done via an online system.

Instructions on how to do this will be explained during the Pathways Evening on Tuesday 27th March 2018.

Deadline for options upload will be Thursday 19th April 2018.

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 celebrations 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 students.

3

To provide a social education enabling all students 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 life skills, for instance, through the School Council.



FOREWORD RHAGAIR

At St Joseph's RC High School we look to deliver a curriculum which is engaging and attractive to our young people and which develops within them the range of skills and knowledge required to move onto their next steps and achieve their goals.

Your children have important decisions to make and we hope that through this publication, and through working in partnership with you, that we can support them in that process. Whatever the options chosen, we have a simple aim that every child and young person should benefit from excellent teaching and learning in a caring, supportive and vibrant learning community.

A handwritten signature in black ink that reads "T. Brown".

Mr T Brown
Headteacher

This booklet is designed to provide you with clear information about the learning pathways available to students in Years 10 and 11.

We ask parents, carers and students to study the pathways booklet very carefully so that informed decisions are made. These decisions should also consider the information in the Year 9 reports, so that your child looks honestly at their strengths. It is vital that the subjects they choose will interest them and enable them to succeed. Working in partnership with you, we will provide the appropriate learning pathway for your child.

Thank you for your continued support of your child's education.

A handwritten signature in black ink that reads "J Morgan".

Mrs J Morgan
Assistant Headteacher



User Guide

CHOOSING YOUR LEARNING PATHWAY

Dewis eich Llwybr Dysgu

During the first three years at St Joseph's RC High School, all students follow a common curriculum. Before entering Year 10, students can for the first time, shape their own individual learning pathway.

Your Learning Pathway will include:

- The compulsory core subjects - English, Mathematics, Science, Religious Education and the Welsh Baccalaureate Qualification
- Statutory lessons in Welsh, Physical Education and PSE as part of WBQ
- Subjects that will suit and extend your abilities
- Subjects you require for the future
- A broad and balanced range of subjects

REMEMBER

All subjects chosen must be studied for two years...

MAKING A CHOICE

Gwneud Dewis

Ask yourself these questions before you make your choice:

“What am I good at?”

“What subjects do I like?”

“How do I like my work to be assessed?”

“What do I need to prepare me for the future?”

“What are my aspirations?”

Study the booklet carefully

Talk to your form tutor, subject teachers, Head of Year and careers advisor.

Don't keep your questions to yourself, always ASK!

HOW SHOULD I DECIDE? Sut Dylwn i Ddewis?

CORRECT REASONS TO CHOOSE YOUR PATHWAYS OPTIONS

I WANT TO STUDY THE SUBJECT AT A LEVEL

I ENJOY THE SUBJECT AND LOOK FORWARD TO STUDYING IT IN MORE DEPTH

I AM GOOD AT THE SUBJECT

I AM CONFIDENT I CAN ACHIEVE IN THE SUBJECT

THE SUBJECT WILL HELP ME IN MY FUTURE CAREER

WRONG REASONS TO CHOOSE YOUR PATHWAYS OPTIONS

MY FRIENDS ARE TAKING THE SUBJECT

I LIKE THE TEACHER WHO TEACHES ME

I CAN'T THINK OF ANYTHING ELSE TO DO!

One of the most important things you can do to achieve academic success is also one of the most basic: attend school every day!

ATTENDANCE MATTERS	
Attendance	Lessons missed in a year
100%	None
95%	50
80%	190
70%	285



ADVICE FROM STUDENTS

Cyngor o fyfyrwyr

How did you make your Pathways choices for KS4?

"I based my choices on my future - the A Levels I might consider taking, the job I was thinking about." Edward, Year 13

"I had some ideas about what I might want to do in the future, career paths I may consider and then chose based on that." Benito, Year 13

"I asked for advice from older pupils who have already been through this process. Choose people you trust and ask as many people as you can to get a range of views." Aaron, Year 13

"I wasn't sure what I wanted to do in the future so I chose what I was good at and tried to choose a range of subjects I enjoyed to give myself as many choices as possible later on." Jamie, Year 13

Was the potential of choosing new subjects scary?

"At first, I was concerned that I might not understand the new subjects but with all the information available, I chose a subject which was new to me and I did really well." Christel, Year 13

What were the most important factors in making your final KS4 subject choices?

"I think the most important factor is to pick something that you enjoy, that you will want to study for the next two years." Jamie, Year 13

ADVICE FOR STUDENTS

Cyngor i fyfyrwyr

To achieve a grade which reflects your ability, it is crucial that you remember:

Full attendance is a basic requirement for all courses (100%), any attendance that falls below 97% is a serious concern.

Undertaking homework regularly and conscientiously will improve your chances of success

Meeting all deadlines on time is essential

Always seek advice from subject teacher/form tutor if you have any problems

To demonstrate personal discipline, determination and resilience.

"Pick something you enjoy!!"

GCSE Courses

ART Celf

Course Title: Art, Craft and Design
Examination Board: WJEC
Qualification: GCSE



COURSE OUTLINE

The WJEC Specification course is over two years, during which you will complete one unit and an exam.

UNIT 1: PORTFOLIO (worth 60%)

You will be given the theme 'IDENTITY' and you can develop the theme through religion/family/personal event/nationality/traditions/self image/hobbies.

Your sketchbook should demonstrate different processes developed from different starting points and the final pieces will demonstrate your knowledge, understanding and skills based on various workshops.

You will be given the opportunity to experiment with a wide range of medias and processes e.g. painting, drawing, printing, mixed media, sculpture, glass, ICT, movies.

EXAM: Theme TBC (worth 40%)

The controlled test is set by the exam board and consists of two stages - preparation and examination. Preparation starts with choosing a question from the exam paper followed by 8 weeks research and experimentation leading to a 10 hour exam. During the 10 hours, under exam conditions, you will produce your final piece.

HOW WILL THE COURSE BE ASSESSED?

There are four Assessment Objectives, each worth 25%

- AO1 - Critical Understanding
- AO2 - Creative Marketing
- AO3 - Reflective Recording
- AO4 - Personal Presentation

CAREER OPPORTUNITIES AND PROGRESSION

Career prospects for the Artist / Designer / Craftworker are broad and varied. These are some of the careers which make use of Art Education:

Advertising, Animation, Architecture, Graphics, Cosmetics, Fashion, Film & TV, Journalist, Photography, Painter, Sculptor, Teacher

Art at GCSE is an exciting but time consuming course giving you an opportunity to develop your creative skills and learn new techniques - for further information please see the school website and click on Art Department and Media Gallery.

For further information please contact:
Miss S Morris - Head of Art

painting mixed media sculpture animation

Course Title: Business Studies GCSE
Examination Board: WJEC
Qualification: GCSE

BUSINESS STUDIES Astudiaethau Busnes



COURSE OUTLINE

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The focus of the course is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

The course content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

HOW WILL I BE ASSESSED?

The subject content for GCSE Business will be assessed across two examination papers. Both units assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

UNIT 1: BUSINESS WORLD UNIT

Written examination: 2 hours
62.5% of qualification
Total marks: 100

UNIT 2: BUSINESS PERCEPTIONS

Written examination: 1 hour 30 minutes
37.5% of qualification
Total marks: 60

CAREER OPPORTUNITIES AND PROGRESSION

This qualification allows a natural progression onto the AS Business Studies course and further study onto a Business/Economics degree. It also provides a route to employment into the many diverse areas of business including roles in specialist areas such as marketing, finance, customer service or human resources in a large organisation or a more generic approach in small local businesses.

Links with industry: Lloyds give marketing presentations/talks. Visits from entrepreneurs.

For further information please contact:
Miss V Hill – Head of Business, Law and Economics

CHILD DEVELOPMENT Datblygiad Plant



Course Title: Child Development
Examination Board: WJEC
Qualification: GCSE



COURSE OUTLINE

This course is designed for the student who enjoys active learning. GCSE Child Development provides opportunities for a wide range of activities and increases awareness of family and present day issues.

Students are encouraged to develop their organisational, investigative and decision-making skills and are involved in elements of practical work. There are also opportunities for students to go out on visits and carry out classroom based practical observations on children. Students work on an individual basis as well as part of a team.

The syllabus seeks to encourage an understanding of the overall needs of young children from conception to the age of five years as well as the social and environmental influences which affect their development in a changing society. It closely examines what contributes to the health and welfare of the parent and child and focuses on the influence off current trends, the market economy and technological change. The course is both challenging and worthwhile and is suited to all ability levels. There is a mixture of practical and theoretical type activities which cater for a variety of interests and individual needs. ICT is widely used throughout the course.

Examples of topics on the syllabus include:

- Family and the Child
- Relationships
- Food and health
- Stages of Development
- Parenthood
- Safety

- Pregnancy
- Roles and Responsibilities of Individuals
- Health and Hygiene
- Behavioural Problems
- Marriage and Divorce
- Cultural Issues
- Pre-School Education and the Community

HOW WILL THE COURSE BE ASSESSED?

Assessment will be by examination, which is worth 40% of the final mark, the completion of a child study worth 30% and the completion of a child focused task worth 30% and includes a practical activity. Students complete the study and focused task in a controlled environment. All components/units cater for the full range of ability and allow access to grades A* - G for the subject.

CAREER OPPORTUNITIES AND PROGRESSION

The course is particularly suitable for the person who is possibly considering a career in the caring profession, particularly caring services, social work, teaching, class room assistant, nursing, nursery nursing or nanny or for the student who simply wants to equip themselves with basic life skills. Opportunities are provided for students to demonstrate a whole range of skills including all the essential skills.

For further information please contact:
Mrs S Davies - Head of Technology



COMPUTER SCIENCE
Gwyddoniaeth Cyfrifiadurol

Course Title: GCSE Computer Science

Examination Board: WJEC

Qualification: GCSE



Unit	Assessment Type	% of overall grade	Overview
1 Understanding Computer Science	Written examination (1 Hour 45 minutes)	50%	This unit investigates: <ul style="list-style-type: none"> • Hardware • Logical Operations • Communication • Data Representation and Data Types • Operating Systems • Principles of Programming • Software Engineering • Program Construction • Security and Data Management • Impacts of Digital Technology of Wider Society
2 Computational Thinking and Programming	On-screen examination (2 Hours)	30%	This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.
3 Software Development	Non-Examination assessment (20 Hours)	20%	This unit requires learners to produce a programmed solution to a problem. They must <ul style="list-style-type: none"> • Analyse the problem • Design a solution to the problem • Develop a final programmed solution • Test the solution • Suggest further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

Course Title: GCSE Computer Science
Examination Board: WJEC
Qualification: GCSE



COURSE OUTLINE

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The WJEC GCSE in Computer Science has been designed to give an understanding of the fundamental concepts of computer science and a broad scope of study opportunities. We encourage learners to:

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

ENTRY REQUIREMENTS

Computer Science is an academically challenging subject. In order to deal with the complexities of the course, in particular Boolean logic, developing algorithms, programming and arithmetic with alternative number systems you must be progressing well towards at least Level 7 in ICT and Mathematics in Year 9.

COMPUTER SCIENCE Gwyddoniaeth Cyfrifiadurol



QUALITIES REQUIRED TO BE A SUCCESSFUL COMPUTER SCIENCE STUDENT

Students must:

- have a genuine interest in learning how computers work
- have good literacy and numeracy skills
- be prepared to tackle difficult and technically challenging problems
- be prepared to invest time and effort to develop computing skills outside of lessons
- be prepared to study and research topics independently to develop understanding
- be tenacious in their approach to solving problems
- be thorough and pay attention to detail in all aspects of their work
- be methodical and organised
- have a 'can do' attitude
- be resourceful and focus on solutions rather than problems
- be excellent team workers

CAREER OPPORTUNITIES AND PROGRESSION

The course provides excellent preparation for higher study and employment in the field of computer science and IT. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computing and who then progress to study the subject at A Level, university or as an apprenticeship will have an advantage over their colleagues who are picking up the subject at these levels.

For further information please contact Mr Driscoll or email rdriscoll@sjhs.newport.sch.uk

DRAMA

Drama



Course Title: Drama
Examination Board: WJEC
Qualification: GCSE

- Romeo and Juliet William Shakespeare
- 100 Imaginary Body
- 1984 (George Orwell), adapted Robert Icke and Duncan Macmillan
- Dau Wynneb Manon Steffan Ros/'Two Faces'
- Cysgod y Cryman (Islwyn Ffowc Elis), adapted Sion Eirian.

All texts will be available in English and Welsh.

SECTION B: LIVE THEATRE REVIEW

One question, from a choice of two, requiring analysis and evaluation.

COURSE OUTLINE

DRAMA COURSEWORK

Unit 1: Devising Theatre

- Learners participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC.
- Learners complete a written evaluation of the devised performance under formal supervision
- Learners will be assessed on either acting or design
- Learners work in groups of between two and five performers.
- Up to four additional learners, each working on a different design skill, may work with each performing group.

Unit 2: Performing Theatre

- Learners participate in a performance based on two 10 minute extracts from a performance text of their own choice.
- Learners will be assessed on either acting or design
- Learners work in groups of between two and four performers.
- Up to two additional learners, each working on a different design skill, may work with each performing group.

Unit 3: Interpreting Theatre

SECTION A: SET TEXT

A series of questions on one set text explored as an actor, designer and director from a choice of five:

HOW WILL I BE ASSESSED?

Unit 1

40% of qualification, 60marks

Non-exam assessment: internally assessed, externally moderated.

Unit 2

20% of qualification, 60 marks

Non-exam assessment: externally assessed by a visiting examiner.

Unit 3

40% of qualification, 60 marks

Written examination of 1hr 30mins

CAREER OPPORTUNITIES AND PROGRESSION

Lots of students choose to stay and continue their studies in school on the AS Drama & Theatre studies course.

However, once you have completed the course there are lots of opportunities for you to join similar courses e.g.

- AS Drama & Theatre studies
- BTEC National Award in Performing Arts (Acting)
- BTEC National Certificate in Performing Arts (Acting)
- BTEC National Diploma in Performing Arts (Acting)
- 14-19 Diploma in Creative Media (Level 3)

Career Opportunities

Actor, Drama Teacher, Director, Producer, Presenter
Police Force and all communication based industries

For further information please contact:

Mrs P Baxter - Head of Drama & Theatre Studies



ENGLISH LANGUAGE AND ENGLISH LITERATURE

Saesneg Iaith a Llenyddiaeth Saesneg



Course Title: English
 Examination Board: WJEC
 Qualification: GCSE (Level 2)



YEAR 10 2017-2018	
Autumn	Unit 2 English Language Unit 3 Section A Reading Skills Unit 1 Individual Presentation (Controlled Assessment 10%)
Spring	Unit 2 and 3 English Language Unit 3 Section B Writing Skills Unit 1 Group Discussion (Controlled Assessment 10%)
Summer	English Language Exam Preparation Unit 2 Description/Narration/Exposition (Examination) Unit 3 Argumentation/Persuasion/ Intruction (Examination) Language: Unit 1 Task One

Pupils who achieve a C grade and above will then move on to study GCSE English Literature in Year 11. Those who do not will focus on the English Language re-sit again in November.

YEAR 11 2018-2019	
Autumn	Literature: Romeo and Juliet & Poetry Controlled Assessment
Spring	Literature: A View from the Bridge and Lord of the Flies Of Mice and Men & Unseen Poetry Eng Lit Unit 1: Examination
Summer	Literature: A View from the Bridge and Lord of the Flies Eng Lit Unit 2: Examination

COURSE OUTLINE

Students studying English at St Joseph's are offered 2 GCSE qualifications: English Language and English Literature. We hope to enter everyone for both GCSEs and we expect a major commitment from every candidate.

English is taught over 8 hours per fortnight.

ENGLISH LANGUAGE

Linear assessment (2 exams - Speaking and Listening, Controlled Assessments)

ENGLISH LITERATURE

3 units (2 exams and 1 controlled assessment)

The table to the left shows how the course is designed. As this is a new specification some details may vary as the course progresses.

HOW WILL I BE ASSESSED?

Formal assessment takes place at various times throughout Year 10 and 11.

ENGLISH LANGUAGE **

2 external exams (80%)
 2 speaking and listening assessments (20%)

ENGLISH LITERATURE

2 external exams (75%)
 1 controlled assessment (25%)

CAREER AND PROGRESSION

All employers regard GCSE English Language and GCSE English Literature as a sign that you can communicate effectively. English is vital for entry into many careers and all Higher Education institutions.

For further information please contact:
 Mrs L Lye - Head of English

Course Title: French
Examination Board: WJEC
Qualification: GCSE

WHY STUDY LANGUAGES?

A great way to start getting to know and understand other people better is by learning their language. You will learn so much more about them – the music they enjoy listening to, the food they like to eat, their sport, culture and history. Talking to people in their own language is important because it makes them feel good and you will feel more welcome. Plus you will not have to rely on their speaking English. French will take you all around the world, employers and universities are looking for students with language qualifications. You can earn up to 50% more if you have language skills in your career.

COURSE CONTENT

We currently follow the WJEC course for GCSE

TOPICS STUDIED:

IDENTITY AND CULTURE

1. Youth Culture:
 - Self and relationships
 - Technology and Social Media
2. Lifestyle
 - Health and Fitness
 - Entertainment and Leisure
3. Customs and Traditions
 - Food and Drink
 - Festivals and Celebrations

4. The Wider World

WALES AND THE WORLD

1. Home and Locality
 - Local Areas of Interest
 - Transport
2. France and French Speaking Countries
 - Local and regional features and characteristics
 - Holidays and tourism
3. Global Sustainability
 - Environment
 - Social Issues

FRENCH Ffrangeg



CURRENT AND FUTURE STUDY AND EMPLOYMENT

1. Current Study
 - School Life
 - School Studies
2. World of Work
 - Work Experience and Part-Time Jobs
 - Skills and Personal qualifications
3. Jobs and Future Plans
 - Applying for Work/Study
 - Career Plans

ASSESSMENT

Each skill is assessed in an examination at the end of Year 11 and carries equal weighting:

Listening:
25%

Reading:
25%

Writing:
25%

Speaking:
25%

ENTRY REQUIREMENTS

All pupils will be considered for French on an individual basis.

For further information please contact:
Mrs C Clements - Head of Modern Languages

GEOGRAPHY

Daearyddiaeth



COURSE OUTLINE

Geography is split into two major sections. Changing Physical and Human Landscapes and Environmental and Development Issues.

Unit 1 Changing Physical and Human Landscapes

40%, 1hr 30 min examination

- Section A Core Themes
 - Landscapes and Physical Process
 - Rural and Urban Links
- Section B Coastal Hazards and their Management

Unit 2 Environmental and Development Issues

40%, 1hr 30 min examination

- Section A Core Themes
 - Weather, Climate and Eco Systems
 - Development and Resource Issues
- Section B Environmental Challenges

The course will help students to:

- Read maps, atlases, diagrams and use ICT
- Develop decision making skills (a valuable tool all employers want)
- Gain knowledge of the world and understand current events
- Appreciate different cultures and attitudes
- Work independently and as a team to solve problems
- Become aware of physical and human environments

Field Work

- A field visit to the Afon Llwyd
- A field visit to Friar's Walk
- A visit to Sorrento, Italy, to reinforce various aspects of 'The Restless' Earth.

Course Title: Geography
Examination Board: WJEC
Qualification: GCSE

HOW WILL I BE ASSESSED?

- 80% of the course will be examined externally via Units 1 and 2
- Students will complete one non-exam assessment, accounting for 20% of their final GCSE grade. This will require pupils to write a written report, to include evidence of their understanding of the enquiry process and their ability to process, present data and complete extended writing. The report must be written in response to specific questions set by WJEC.
- This is a linear qualification therefore both units will be sat during the summer term of Year 11.

CAREER OPPORTUNITIES AND PROGRESSION

Statistics show that Geography students are among the most employable. This is presumably because they possess the skills that employers look for.

Geography will help you to be more aware of the everyday life and problems of the people who live around you, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. Geography will make you a better, more aware citizen. Choosing Geography with other subjects which interest you could lead to a future career. Some combinations are listed below along with the type of jobs you could expect to qualify for.

GCSE GEOGRAPHY WITH POTENTIAL CAREERS:-

ART + DESIGN TECHNOLOGY: Advertising, architecture, cartography, landscape design

SCIENCE: Agriculture, environmental health, estate management, nature conservations

HISTORY: Archaeology, law, libraries, museums, publishing

MODERN LANGUAGES: Business, bilingual secretary, overseas marketing, leisure and tourism

MATHS: Civil engineering, meteorology, mining, navigation, photography

VARIOUS SUBJECTS: Leisure services, sport & recreation management, social & youth work, surveying, transport services, banks, building societies, business, civil service, secretary/PA, policy, army, health service

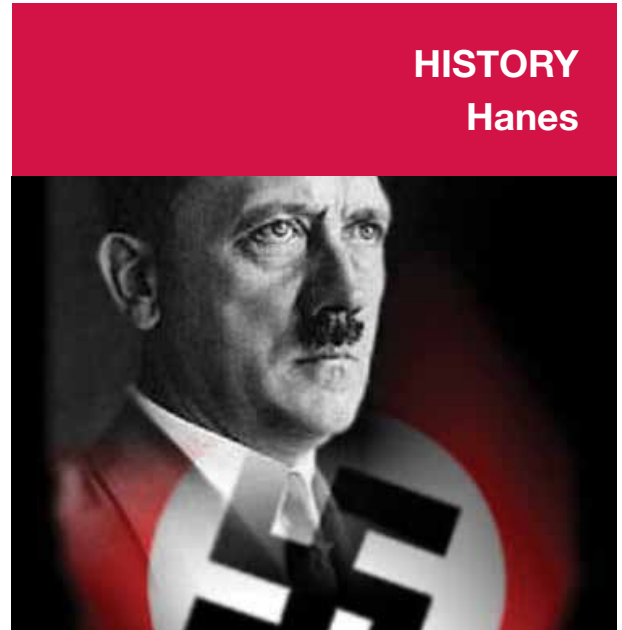
For further information please contact:

Ms N Walsh - Head of Geography

Mrs H Rees - Geography Department

Miss A Vaulters - Geography Department

Course Title: History
Examination Board: WJEC
Qualification: GCSE



HISTORY Hanes

COURSE OUTLINE

The GCSE has four modules which are studied over two years.

1. DEPRESSION, WAR AND RECOVERY. BRITAIN 1930-51

This course covers the "Hungry 30's", the Appeasement of Hitler, The Blitz, Evacuation and the birth of the NHS.

2. THE USA, A NATION OF CONTRAST, 1910-29

This unit covers the rise of the gangster, the birth of the Hollywood film star and the treatment of black Americans.

3. CHANGES IN CRIME AND PUNISHMENT, 1500 TO PRESENT DAY

This unit covers crimes such as heresy, treason and smuggling together with the punishment given. We also look at the development of the police force and prison life.

4. NON EXAMINED ASSESSMENT

Here we examine the reasons why Adolf Hitler was able to take power in Germany and what it was like to live in Germany in the 1930's.

HOW WILL I BE ASSESSED?

Units 1 and 2: 1 hour examinations (25% GCSE grade)

Unit 3: 1 hour 15 minute examination (30% GCSE grade)

NEA is class based and worth 20% of the GCSE.

CAREER OPPORTUNITIES AND PROGRESSION

COMMON QUESTIONS ASKED:

"But will it be any use to me when I'm older?"

Apart from being very interesting history is extremely useful. Employers who see that you have a qualification in history know certain things about you. They know that you have taken on certain key skills which, learned through history, can be applied to all sorts of situations.

They know that you can understand how people tick, what motivates them, what they think and feel; you are able to gather and read different kinds of information and can check it for bias and propaganda; you can read maps, graphs and other diagrams; you are able to communicate clearly and have learned to express yourself verbally and on paper.

"But I don't want to teach!"

History is a useful, and often necessary subject for a lot of careers and not just the obvious ones. Conservation work, environmental work, town planning, building restoration and tourism all require some knowledge of history. History is also a good qualification for budding journalists, secretaries, accountants, TV researchers, police and lawyers. More and more employers and universities are demanding that applicants have studied a true academic subject, history is an obvious choice

For further information please contact:
Mr G Seymour - Head of History

MATHEMATICS
Mathemateg

Course Title: Mathematics
Examination Board: WJEC
Qualification: GCSE

	GCSE MATHEMATICS - NUMERACY	GCSE MATHEMATICS	
Content	Number, Measure and Statistics plus some aspects of Algebra, Geometry and Probability	All the content of Mathematics Numeracy	Additional Algebra, Geometry and Probability
Assessment Focus	The application of the above content in context	-	The application of the above content in context
		Procedural skills in situations that are context-free or involve minimal context for <u>all</u> content.	

COURSE OUTLINE

The Welsh Government has introduced from 2017 two new mathematics GCSEs, one covering numeracy and the other covering aspects of mathematical techniques.

GCSE Mathematics – Numeracy will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework and will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas. It will have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. It will prepare learners to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle will feature within the specification as well as the more numerical aspects of mathematics. There will also be opportunities for learners to make informed decisions about the use of technology, the management of money and the use of statistics.

The GCSE specification in Mathematics – Numeracy will enable learners to:

- develop knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts required for everyday life, in the world of work, and in other general curriculum areas

- select and apply appropriate mathematics and statistics in everyday situations and contexts from the real world - use mathematics to represent, analyse and interpret information - acquire and use strategies for problem solving and modelling in context
- understand that models may need refining and that there may be more than one way to solve a problem - interpret mathematical results and draw and justify conclusions that are relevant to the context - communicate mathematical information in a variety of forms.

GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study. It will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare learners to make informed decisions about further learning opportunities and career choices. It will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes.

The table above summarises the way in which the mathematical content will be divided across the two mathematics GCSEs (GCSE Mathematics – Numeracy and GCSE Mathematics).



HOW WILL I BE ASSESSED?

The assessment of GCSE Mathematics and Numeracy will be tiered as follows:

Higher	A* A B C
Intermediate	B C D E
Foundation	C D E F G

GCSE grades are based upon performance in two final exams for each GCSE, each exam is worth 50% and is differentiated by calculator and non-calculator skills. In each paper the assessment will take into account the quality of written communication used to justify answers and reasons. The first examination for this new specification will be summer 2017. This linear specification allows for a holistic approach to teaching and learning, giving teachers flexibility to teach topics in any order and to combine different topic areas. There will be no coursework elements to either GCSEs.

There is a possibility for Year 10 pupils to sit early entry in Summer 2018.

CAREER OPPORTUNITIES AND PROGRESSION

Mathematics is a basic skill that everyone needs to be confident with. Colleges, universities and employers will all be interested in how good you are at maths. Therefore, when thinking of a future career and your job prospects, it is very important that you achieve as high a grade as possible in this core subject.

Looking further ahead – Maths in the Sixth Form. To get on to the very popular AS and A Level Maths course, you will need to have studied at Higher Tier and ideally to have achieved a grade B or better at a higher tier. Maths at A Level is challenging and enjoyable. It builds on many topics studied at GCSE level, as well as looking at topics that will be new to you. An A level in maths is highly regarded by universities and employers alike and will put you in a strong position for the future.

USEFUL WEB LINKS:

Examinations:
www.wjec.co.uk

Revision and Practice:
www.bbc.co.uk/skillswise
www.bbc.co.uk/gcsebitesize
www.mathsnet.net/gcse

For further information please contact
Mr T Seghiri - Head of Mathematics

MEDIA STUDIES

Astudiaethau Cyfryngau



Course Title: Media Studies
Examination Board: WJEC
Qualification: GCSE



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. The media plays a central role in contemporary society and culture. It can shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, the media provides us with ways to communicate, with forms of cultural expression and enables us to participate in key aspects of society. The economic importance of the media is unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can and will only increase. Students 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.

COURSE OUTLINE AND ASSESSMENTS

Unit 1 exam is worth 30% and focuses on Advertising, Video Games, Newspapers and the Music Industry

Unit 2 exam is worth 30% and focuses on Wales on Television and the contemporary Hollywood film industry.

Unit 3 coursework is worth 40%. For their coursework, pupils will research, plan and create a media production followed by a reflective analysis of their production.

Pupils will explore how each industry is formed with a focus on key media texts. Through these texts, pupils will analyse how gender and events are constructed and consider audience positioning and response.

The course is designed to allow students the opportunity to explore a range of text types and comment in detail about the impact these have on an audience. Over the two years, students will explore: the video game, advertising, music, newspaper, radio, television and film industries. Students will consider the impact of online media and social media on audiences and their impact on different industries.

The coursework elements of the course require a good creative level of ICT skill, a high standard of written accuracy and the ability to work independently. Students should be able to communicate well with others, solve problems and use excellent research skills to plan and create a media production.

CAREER OPPORTUNITIES

The Media is continually evolving and as such the opportunities within the industry continue to expand. With GCSE Media Studies, pupils develop a wide range of key skills which will help them in the future.

Some career opportunities include:

- Journalism
- Media production, including: camera operator; sound control; lighting operator; Runner; producer; director
- Media post-production (editing)
- Advertising and marketing
- Video Game production
- Event organiser
- Social Media Manager
- Web Content Manager
- Programme/Film Researcher
- Public Relations
- Teaching
- Law

For further information please contact:
Mrs S Webster - Head of Media Studies

Course Title: Music
Examination Board: WJEC
Qualification: GCSE

MUSIC Cerddoriaeth



COURSE OUTLINE

Music GCSE is designed for all students who have enjoyed Music at KS3 and would like to study it at a higher level. Students who study music have a keen interest in the subject, and enjoy the mix of practical Performing, Composing and Listening activities. It is an ideal course for students who currently learn an instrument, or have some form of instrumental tuition in or outside of school. You will develop all the necessary Performing, Composing and Listening skills over the two years of the course.

The course is split into four Areas of Study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

These four AoS are key to the music course, and are embedded in your Composing, Performing and Listening activities. You will learn about the Musical features and characteristics, the history and the important composers and performers of each Area of Study.

HOW WILL I BE ASSESSED?

UNIT 1: PERFORMING

35% of qualification.

Total duration of performances: 4-6 minutes

Section A: Performing (30%)

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Section B: Programme Note (5%)

A programme note for one of the pieces chosen for performance, linked to an area of study.

UNIT 2: COMPOSING

35% of qualification.

Total duration of compositions: 3-6 minutes

Section A: Composing (30%)

Two compositions, one of which must be in response to a brief set by WJEC.

Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

UNIT 3: APPRAISING

30% of qualification. Written examination: 1 hour

Eight questions in total, two on each of the four areas of study - Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

CAREER OPPORTUNITIES AND PROGRESSION

A natural progression for a successful GCSE Music candidate is to move on to study Music, Performing Arts or Music Technology at A Level. However, GCSE Music on its own is widely recognised for its skills and academic requirements by employers, and careers in the field of music are many and diverse. Here is a small selection: performing (pop/rock, classical, musical theatre), composing (pop/rock/dance, song writing, classical), education and teaching, concert management, music publishing, music therapy, music technology and sound recording, musical engineering and music retail.

For further information please contact:
Mr S Hendry - Head of Music

PHYSICAL EDUCATION Ymarfer Corff



Course Title: Physical Education
Examination Board: WJEC
Qualification: GCSE



COURSE OUTLINE

The course is made up of two units including 50% practical (one fitness activity with log book and at least one team game to be assessed, officiating and leadership is NO longer an option) and 50% written exam with video paper included.

ASSESSMENT OF PRACTICAL PERFORMANCE

Candidates must be assessed in activities listed below which have been approved by the Welsh Government. Candidates can be assessed at intervals throughout the course. The final marks submitted should be a true reflection of the candidates' level of performance.

For the team sports/activities candidates should demonstrate the application of skills/techniques/strategies appropriate to the position/activity in demanding situations i.e. in small sided and full sided games in competitive contexts.

For individual sports/activities candidates should demonstrate the application of skills/techniques/strategies appropriate to the activity in demanding pressure situations.

HOW WILL I BE ASSESSED?

UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION
50% of qualification, 2hr written examination

Learners will be assessed through a range of short and extended questions. The questions will be based on audiovisual stimuli and other sources.

UNIT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION
50% of qualification, non-exam assessment

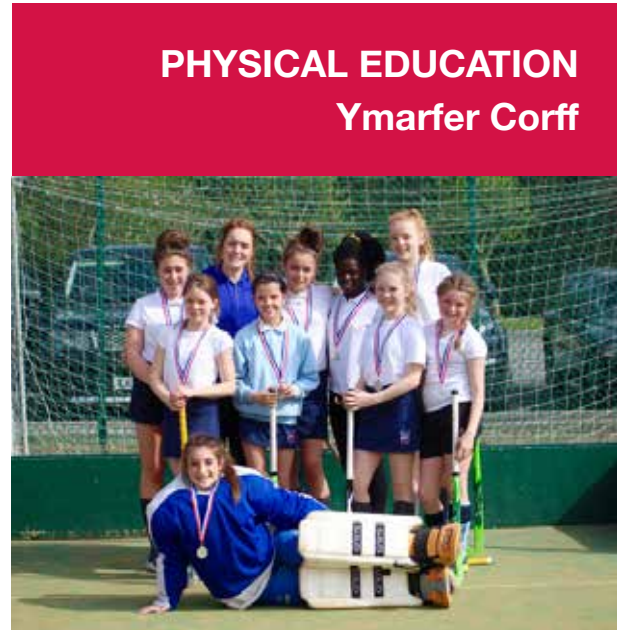
- One major activity to include the personal fitness programme - 22%.
- Two minor activities 28%

Learners will be assessed in three different activities in the role of performer in at least **one individual sport, one team sport and one other**.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

“We are great believers in not only refining the performer but we also want the students to understand how they can develop as performers within a variety of officiating and coaching opportunities.”

Course Title: Physical Education
Examination Board: WJEC
Qualification: GCSE



APPROVED ACTIVITIES

Team activities:

Association Football, Baseball, Cricket, Hockey, Lacrosse, Netball, Rowing, Rounders, Rhythmic Gymnastics, Rugby League, Rugby Sevens, Rugby Union, Synchronised Swimming, Volleyball.

Activities which can be undertaken as a team or individual:

Badminton, Dance, Mountain Walking, Rock Climbing, Sailing, Sculling, Table Tennis, Tennis

Individual Activities

Amateur Boxing, Athletics (including cross country), Canoeing, Cycling, Diving, Equestrian, Golf, Gymnastics, Judo, Kayaking, Mountain Biking, Skiing, Snowboarding, Squash, Swimming, Taekwondo, Trampolining

Specialist Team Activities

Blind Cricket, Goalball, Table Cricket, Powerchair Football, Wheelchair Basketball, Wheelchair Rugby

Specialist Activities as an team or individual

Polybat

Specialist Individual Activities

Boccia

The performances must be internally assessed by the teacher using the assessment grids in Appendix A. The performances are externally moderated by a visiting moderator. Candidates can offer off-site activities for assessment.

Off-site activities are those that do not take place at the school/college campus and where it would be difficult to moderate "live" on moderation day. Appropriate DVD/digital evidence must be available for the performance of all off-site activities. All activities must be assessed by teachers and mark sheets signed by teachers.

CAREER OPPORTUNITIES AND PROGRESSION

Teaching, Sports Coaching, Professional Athlete, Fitness Instructor, Physiotherapist, Sports Massage, Personal Trainer.

For further information please contact:
Mr S Sankala - PE Department, I/C GCSE PE

RELIGIOUS EDUCATION

Addysg Grefyddol



Course Title: Religious Education
Examination Board: WJEC
Qualification: GCSE

Non-religious beliefs will also be considered, such as those held by Humanists and Atheists.

UNIT 3: CATHOLIC CHRISTIANITY AND ETHICAL THEMES

Written examination: 2 hours (50% of qualification)

Part A: Candidates will study the four specified core beliefs/ teachings and the four specified practices of Catholic Christianity.

Part B: Candidates will study the two ethical themes below from the perspective of Catholic Christianity only.

- Relationships
- Human Rights

The Qualification of Units 1 and 3 is called GCSE Religious Studies (Catholic Theology & Judaism)

COURSE OUTLINE

Religious Studies is a core subject and is taken by all pupils in this Catholic School. The course will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism. The course takes a distinctive issues-based approach to the study of Catholic Christianity. It integrates a 75% study of Catholic Christianity, with a 25% study of Judaism.

Unit 1 is entitled Foundational Catholic Theology and Judaism and Unit 2 is entitled Applied Catholic Theology and Judaism. The thematic material serves as the entry point for the study of Catholic Christianity in each of the two components. The thematic study part of each component will also require learners to contrast Catholic responses to philosophical and ethical question with answers given by other Christian denominations and answers given by those subscribing to non-religious world views. Units 1 and 3 will be studied in all Catholic schools.

UNIT 1 : RELIGION AND PHILOSOPHICAL THEMES (first exam series - 2018)

Written examination : 2 hours (50%of the qualification).

PART A: All candidates will study the two specified core beliefs/ teachings and the two specified practices of Catholic Christianity.

All candidates will study a further two specified beliefs/ teachings and two specified practices from the Jewish perspective only.

PART B: All candidates will study the two philosophical themes below from the perspective of Catholic Christianity and Judaism:

- Life and Death
- Good and Evil

WHY FOLLOW A RELIGIOUS STUDIES COURSE?

Religious Education is, of course central to the purpose of a Catholic school and all young people need to develop spiritually and morally. As a result, although Religious Studies leads to national qualifications it is also much more than an academic course. Religion is primarily a lived experience and as such all pupils in Years 10 and 11 will be offered the opportunity to participate in residential week-end retreats. These will be times of sharing and prayer where the young people can develop their own path and understanding which will enable them to integrate their everyday lives and study and help them develop into mature Christian adults.

CAREER OPPORTUNITIES AND PROGRESSION

Although the main aim of the course is to provide a formation for each student that will enable them to reach their full potential in all aspects of moral and spiritual development, it is generally recognised that RE is acceptable for a wide range of career links. Former students have used a qualification in RE, both at GCSE and Advanced Level, to go on to take up careers in:

- The Financial Services
- Management
- Law
- Tourism
- Administration
- Social Work
- The Civic Service
- Health Service Work
- Teaching

For further information please contact: Mrs K Burke - Head of RE

Course Title: Sociology
Examination Board: WJEC
Qualification: GCSE

SOCIOLOGY Cymdeithaseg



COURSE OUTLINE

Paper one explores key concepts of cultural transition such as the process of socialisation, (how one learns their culture), debates over the acquisition of identity, the role of the agents of socialisation like the family, mass media, peer groups and education. Learners will especially look at the family and education in detail. For example, they will study family diversity and different family forms, social changes and sociological theories of the role of the family. Additionally, learners will be required to study the sociological theories of the role of education, processes inside schools, patterns of educational attainment and factors affecting educational attainment.

Paper two explores concepts such as social stratification, poverty as a social issue, different forms of power and authority, factors which may influence access to life chances, equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality. Learners will also be required to study crime and deviance. This will include the social construction of crime and deviance, social control, patterns of criminal and deviant behaviour, sociological theories of criminal behaviour and data about crime.

In addition, both papers will cover sociological research methods. Here, learners will be required to look at the usefulness of sociological methods, sampling processes, and practical issues affecting research, ethical considerations as well as the interpretation of data.

HOW WILL I BE ASSESSED?

There are two 1 hour 45 minutes exams that constitute 50% each, both at the end of Year 11.

CAREER OPPORTUNITIES AND PROGRESSION

There are a wide variety of Sociology and Social Science courses in further education and higher education. Sociology lends itself well with most other subjects. Sociology students go into a variety of careers, for example, health and social welfare, the media, teaching, sales and marketing, administration, the police force, public relations and financial services.

It is a successful department and students usually agree that 'everyone should do it'. This course provides an excellent introduction to many post 16 courses, in particular AS/A Level Sociology.

For further information please contact:
Ms L Winterflood - Head of Sociology

Please note: this course may be subject to some changes.

DOUBLE SCIENCE, and TRIPLE SCIENCE

Gwyddoniaeth – Dwbl, Dwbl
Cymhwysol, Gwyddoniaeth Triphlyg

DOUBLE SCIENCE GCSEs **COURSE OUTLINE**

The new course is designed to:

- Develop their knowledge and understanding of the material, physical and living worlds.
- Develop their understanding of the nature of science and its applications and the interrelationships between science and society.
- Develop and apply their knowledge and understanding of the scientific process through hypotheses, theories and concepts.
- Develop their awareness of risk and the ability to assess potential risk in the context of potential benefits
- Develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions
- Develop their skills in communication, mathematics and the use of technology in scientific contexts.

YEAR 10: COURSE CONTENT

BIOLOGY: CELLS, ORGAN SYSTEMS AND ECOSYSTEMS

- Cells and movement across membranes
- Respiration and the respiratory system
- Digestion and the digestive system
- The circulatory system
- Plants and photosynthesis
- Ecosystems, cycles and human impact on the environment

CHEMISTRY: CHEMICAL SUBSTANCES, REACTIONS AND ESSENTIAL RESOURCES

- The nature of substances and chemical reactions
- Atomic structure and the periodic table
- Water
- The ever-changing Earth
- Rate of chemical change

PHYSICS: ELECTRICITY, ENERGY AND WAVES

- Electric circuits

Course Title: Double Science GCSEs, Applied Double Science GCSEs and Triple Science GCSEs

Qualifications: Double Science – 2 GCSEs

Applied Double Science – 2 GCSEs

Triple Sciences – 3 GCSEs

- Generating electricity
- Making use of energy
- Domestic electricity
- Features of waves

YEAR 11: COURSE CONTENT

BIOLOGY: VARIATION, HOMEOSTASIS AND MICROORGANISMS

- Classification and Biodiversity
- Cell division and stem cells
- DNA and inheritance
- Variation and evolution
- Response and regulation
- Disease, defense and treatment

CHEMISTRY: CHEMICAL BONDING, APPLICATION OF CHEMICAL REACTIONS AND ORGANIC CHEMISTRY

- Bonding, structure and properties
- Acids, bases and salts
- Metals and their extraction
- Chemical reactions and energy
- Crude oil, fuels and organic chemistry

PHYSICS: FORCES, SPACE AND RADIOACTIVITY

- Distance, speed and acceleration
- Newton's laws
- Work and energy
- Stars and planets
- Types of radiation
- Half-life

HOW WILL I BE ASSESSED?

This course is being delivered in a modular structure. Candidates will sit an external examination paper that is one and a quarter hours long in each of the three sciences at the end of Year 10 in May/June. Candidates will sit a further three external examination papers in each of the three sciences in May/June of Year 11. Candidates will also sit an externally set practical exam in the Spring term of Year 11. All of the marks from these examinations will contribute towards the two GCSE grades which are awarded at the end of Year 11.

TRIPLE SCIENCES GCSEs **COURSE OUTLINE**

The following topics are in addition to the topics taught in Double Award Science.

YEAR 10 COURSE CONTENT

BIOLOGY: CELLS, ORGAN SYSTEMS AND ECOSYSTEMS

- Cells and movement across membranes
- Respiration and the respiratory system
- Digestion and the digestive system
- The circulatory system
- Plants and photosynthesis
- Ecosystems, cycles and human impact on the environment

CHEMISTRY: CHEMICAL SUBSTANCES, REACTIONS AND ESSENTIAL RESOURCES

- The nature of substances and chemical reactions
- Atomic structure and the periodic table
- Water
- The ever-changing Earth
- Rate of chemical change
- Limestone

PHYSICS: ELECTRICITY, ENERGY AND WAVES

- The total internal reflection of waves
- Seismic waves
- Kinetic theory
- Electromagnetism

YEAR 11 COURSE CONTENT

BIOLOGY:

- Classification and Biodiversity
- Cell division and stem cells
- DNA and inheritance
- Variation and evolution
- Response and regulation
- Disease, defense and treatment
- Kidney and homeostasis
- Micro-organisms and their applications

CHEMISTRY: CHEMICAL BONDING, APPLICATION OF CHEMICAL REACTIONS AND ORGANIC CHEMISTRY

- Bonding, structure and properties
- Acids, bases and salts
- Metals and their extraction
- Chemical reactions and energy
- Crude oil, fuels and organic chemistry
- Reversible reactions, industrial process and important chemicals

DOUBLE SCIENCE, and TRIPLE SCIENCE

**Gwyddoniaeth – Dwbl, Dwbl
Cymhwysol, Gwyddoniaeth Triphlyg**



PHYSICS: FORCES, SPACE AND RADIOACTIVITY

- Further motion concepts
- The Universe
- Nuclear decay and nuclear energy

HOW WILL I BE ASSESSED?

Candidates will sit two external examination papers that are one and three quarter hours long each for each of the three sciences. For each science, there will be one examination at the end of Year 10 and one examination at the end of Year 11, both taken in May/June. Candidates will sit an externally assessed practical exam in each of the three sciences in the Spring term of Year 11. Students will gain a separate GCSE grade in each of the three Sciences.

CAREER OPPORTUNITIES AN PROGRESSION

Gaining a qualification in GCSE Science opens up a wide range of exciting opportunities in many varied areas. There is the opportunity to:

- Continue into the sixth form to study AS and A2 science subjects
- Continue into the sixth form to study a wide range of other A level and level 3 qualifications.
- Apply for employment in fields as diverse as engineering, construction, sport science, health and beauty

For further information please contact:
Mrs C Williams - Head of Science

APPLIED DOUBLE SCIENCE Gwyddoniaeth Cymhwysol



Course Title: Applied Science (Double Award)
Examination Board: WJEC
Qualification: 2 GCSE's



COURSE OUTLINE

This course aims to:

- Develop essential knowledge and understanding of different areas of science and how they relate to each other.
- Develop knowledge and understanding of science and its applications.
- Develop interest in, and enthusiasm for science, including developing an interest in further study and careers associated with science.
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop understanding of the scientific process.
- Develop practical, problem solving, enquiry and scientific modelling skills and understanding in laboratory, and work-related contexts.
- Develop understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions.
- Develop understanding of how society makes decisions about scientific issues.
- Develop communication, mathematical and technological skills in scientific contexts.

YEAR 10 COURSE CONTENT

UNIT 1: ENERGY, RESOURCES AND THE ENVIRONMENT

- Energy and Life : the cell, respiration, diet and digestion
- Modern living and energy : energy, generating electricity, making use of energy, heat transfer and electric circuits
- Obtaining resources from our planet: obtaining clean water, our planet and producing useful chemicals.

UNIT 2: SPACE, HEALTH AND LIFE

- Our Planet: our place in the universe, world of life and transfer and recycling of nutrients
- Protecting our environment
- Health, Fitness and sport: Human health, diagnosis and treatment, fighting disease and exercise.

HOW WILL I BE ASSESSED?

Candidates will sit two external examination papers:

Unit 1 (1 hour 30 minutes) – a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. (22.5% of qualification).

Unit 2 (1 hour 30 minutes) – two sections, one section will be based upon a pre-released document about an area of the specification. The second section will be similar to unit 1 style questions. (22.5% of qualification).

APPLIED DOUBLE SCIENCE Gwyddoniaeth Cymhwysol



YEAR 11 COURSE CONTENT

UNIT 3: FOOD, MATERIALS AND PROCESSES

- Materials for purpose
- Food for the future: food production and processing
- Scientific detection
- Controlling processes: e.g. chemical reactions and nuclear reactions.

UNIT 4: TASK BASED ASSESSMENT

UNIT 5: PRACTICAL ASSESSMENT.

HOW WILL I BE ASSESSED?

Candidates will sit two external examination papers

Unit 3 (1 hour 30 minutes) – a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context (22.5% of qualification).

Unit 4: A task based assessment which will be externally assessed by the examination board (20% of qualification).

Unit 5: A practical assessment that will be carried out in school, but marked by the examination board (10% of the qualification).

CAREER OPPORTUNITIES AND PROGRESSION

Gaining a qualification in GCSE Applied Science opens up a range of vocationally based science courses. The emphasis would be on the use of scientific practices in the workplace. There are opportunities to:

Continue into Sixth Form to study a range of A level and BTEC level 3 qualifications in applied science.

Apply for employment in areas such as technical and support science.

For further information please contact:
Dr M Matthews,

“The most beautiful thing we can experience is the mysterious. It is the source of all true art and science”

Albert Einstein (1879 - 1955)

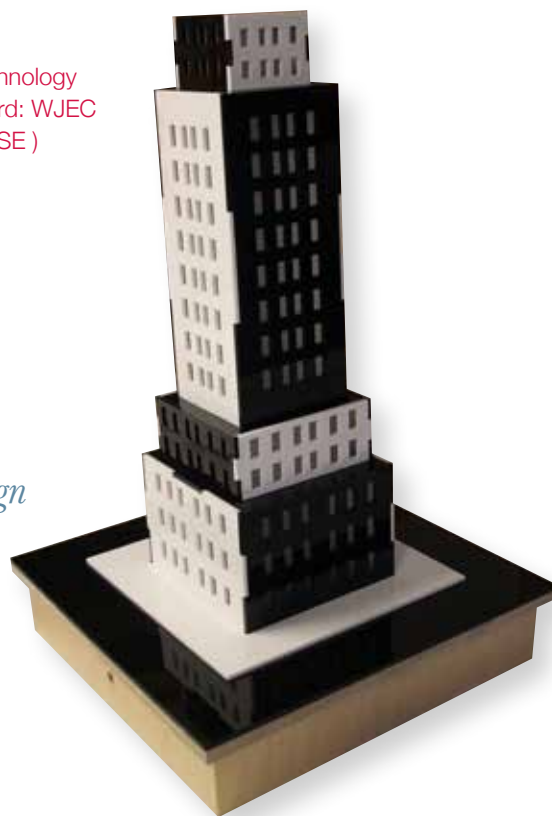
TECHNOLOGY

Technoleg



Course Title: Technology
Examination Board: WJEC
Qualification: GCSE)

Engineering Design



COURSE OUTLINE

A course in Design offers a unique opportunity for learners to identify and solve real problems by designing and making products or systems. Through Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification will enable learners to work creatively when designing and making and apply technical and practical expertise in order to develop as effective and independent learners. They will use their knowledge, skills and understanding to make design decisions in order to make a prototype and assess performance.

Learners will be provided with the opportunity to use ICT, CAD and CAM techniques and will use a range of software in order to produce outcomes. There will be opportunity for Literacy, Numeracy, Critical Thinking, and Problem solving, Planning, Creativity, Innovation and Personal effectiveness skills to be developed.

The curriculum is STEM based and provides the opportunity for students to learn in real – life situations. Activities provide hands – on and minds-on lessons for students and allows for the development of capabilities much beyond what was considered acceptable in the past.

Learners will design and make products and develop skills and knowledge generically linked to the subject as well as in their chosen endorsed area.

HOW WILL I BE ASSESSED?

1. Core knowledge and understanding
2. In-depth knowledge and understanding for ONE of:
 - Engineering Design
 - Fashion and Textiles
 - Product Design
3. Core skills
4. In-depth skills for ONE of:
 - Engineering Design
 - Fashion and Textiles
 - Product Design

Choose from ONE of the following endorsed areas:

ENGINEERING DESIGN

This endorsed area will focus on materials, including metals, plastics, modern and smart materials, electronic systems, control devices, programmable components, mechanical devices, manufacturing processes, production methods, surface finishes and digital competencies. Factors influencing function of products, aesthetics, and the environment, cost, social, cultural and ethical issues.

FASHION AND TEXTILES

This endorsed area will focus on fashion, textile materials, including natural, synthetic, mixed fibres, modern and smart materials, properties and characteristics, functional, aesthetics, environmental, social, cultural and ethical factors, processing methods, manufacturing production, Fashion and textile construction, digital competencies, embellishments and finishes.

Product Design

Course Title: Technology
Examination Board: WJEC
Qualification: GCSE



PRODUCT DESIGN

This endorsed area will focus on Materials including Wood, Metal and Plastic, modern and smart materials, properties and characteristics of materials, functional, aesthetics, environmental, social, cultural and ethical factors, processing methods, manufacturing production, digital competencies and surface finishes.

ASSESSMENT

UNIT 1: DESIGN AND TECHNOLOGY IN THE 21ST CENTURY
Written examination: 2 hours (50% of qualification).

A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding of One area selected from:

- Engineering Design
- Fashion and Textiles
- Product Design

UNIT 2: DESIGN AND MAKE TASK

Non-exam assessment, approximately 35 hours (50% of qualification).

A design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- Identify, investigate, analyse and outline design possibilities
- Design and make prototypes and evaluate their fitness

CAREER OPPORTUNITIES AND PROGRESSION

Product Designer, Graphic Designer, Fashion and Textiles designer, Tailor, Engineering and manufacturing, Construction, teaching, architecture, Information Technologist, Computer science

TECHNOLOGY Technolog



Fashion and Textiles

IMPORTANT NOTE:

Only one technology area can be chosen to study.

Each focus area is to be found in a different option column Choose Engineering Design, Fashion and Textiles OR Product Design. **Maximum group size is 18.**

For further information please contact:
Mrs S Davies Head of Technology.

WELSH Second Language (Full Course) Cymraeg Ail Iaith (Cwrs Llawn)

CYFLWYNIAD I'R CWRS / INTRODUCTION TO THE COURSE

The Welsh GCSE is changing from September 2017, which means that ALL Welsh second language pupils in Wales will be following one GCSE course. The aim of the course is to:

- Understand and use the Welsh language for a variety of purposes and audiences.
- Develop language learning skills and strategies in order to enable pupils to communicate and interact confidently and spontaneously in relevant situations and specified context.
- Develop language learning skills and strategies to enable pupils to develop their grasp of Welsh further.
- Develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills.
- Use Welsh in further studies, in the workplace and in their communities.
- Develop curiosity about the Welsh language.

AMLINELLIAD O'R CWRS/COURSE OUTLINE

The course is based on 4 assessment units.

Unit 1 will be assessed in Year 10 and Units 2, 3 and 4 will be assessed in Year 11.

Students have to study the following 3 broad themes:

- Employment
- Wales and the World
- Youth.

ASESU/ASSESSMENT

UNIT 1: ORACY RESPONSE TO VISUAL MATERIAL

The examination is equivalent to 25% of the final subject grade (Speaking 10%, Listening 15%).

This is assessed with tasks set externally by the examination board in Year 10. These tasks will be completed in school under supervision.

Pupils will be required to speak in pairs or a group of three based on a visual clip provided by the exam board to stimulate discussion. The assessment will consist of the following 2 parts:

- Watch a visual clip (twice) and fill in a sheet while listening to the clip.
- Discussion between the pair/group of three on what was watched.

Course Title: Welsh for All (Second Language)

Teitl Y Cwrs: Cymraeg i Bawb (Ail Iaith)

Examination Board: WJEC

Bwrdd Arholi: CBAC

Qualification: GCSE

Cymhwyster a Enillir: TGAU

UNIT 2: COMMUNICATE WITH OTHERS

The examination is equivalent to 25% of the final subject grade (Speaking 20%, Listening 5%).

This is assessed with tasks set externally by the examination board in Year 11. These tasks will be completed in school under supervision on certain dates after Easter.

Pupils will be required to speak in pairs or a group of three based on topics chosen by the examination board.

UNIT 3: REPORT, SPECIFIC AND INSTRUCTIONAL

The examination is equivalent to 25% of the final subject grade (Reading 15%, Writing 10%).

This assessment is an external written examination (1 hour and 30 minute), which students will sit at the end of Year 11.

The examination will assess students' reading and writing skills with a number of written responses, one translation task from English to Welsh and a proofreading task.

UNIT 4: DESCRIPTIVE, CREATIVE AND IMAGINATIVE

The examination is the equivalent of 25% of the final subject grade (Reading 10%, Writing 15%).

This assessment is an external written examination (1 hour and 30 minutes), which students will sit at the end of Year 11.

The examination will assess students' reading and writing skills with a number of written responses.

LLWYBRAU YMESTYN/FURTHER PATHWAYS

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.

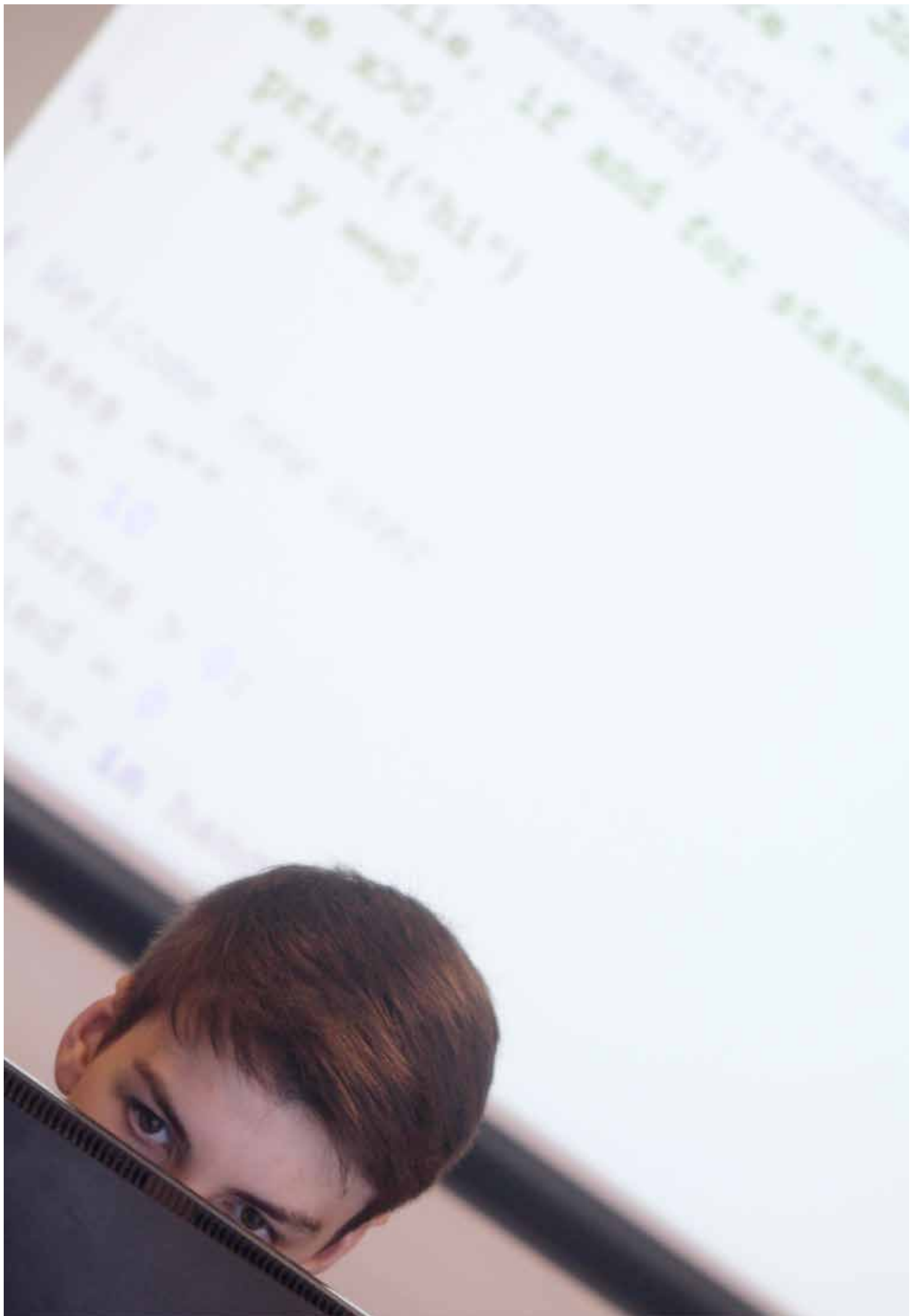
Students with knowledge of the Welsh language are much sought after in Wales particularly within the teaching profession, in the media, in politics nationally and in local government. The knowledge of a language is a tremendous asset in all walks of life as the skills associated with learning a language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

Many subjects, including other languages, Business, Law, Drama, Theatre Studies, Music, History, Religious Education, Economics, Science and Maths combine well with Welsh at both AS/A Level and Degree Level.

For further information please contact:

Mrs R Davies - Head of Welsh

Pennaeth Adran: Mrs R Davies



**WELSH BACCALAUREATE
NATIONAL**
Cymhwyster Bagloriaeth Cymru



Head of Department: Mrs J Moriarty
Second in Department: Mrs S Davies
Examination Board: WJEC



COURSE OUTLINE

WHY STUDY WBQ AT NATIONAL LEVEL?

The central focus of the National Welsh Baccalaureate is to provide a vehicle for Level 2 learners to consolidate and develop essential and employability skills within the context of their chosen Learning Programme.

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. Learners will be required to consider how the application of their learning may impact on individuals, employers, society and the environment.

STRUCTURE OF COURSE:

The Welsh Baccalaureate is based on a Skills Challenge Certificate, which is worth 1 GCSE 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 grade A* - C. During the course a learner must achieve 3 other Level 2 qualifications, 2 of which can be vocational qualifications.

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. 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, plan activities, carry out activities, review outcomes and learning. Challenges are individually evidenced and assessed through a Candidate Portfolio.

Head of Department: Mrs J Moriarty
 Second in Department: Mrs S Davies
 Examination Board: WJEC

**WELSH BACCALAUREATE
 NATIONAL
 Cymhwyster Bagloriaeth Cymru**

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project	50%	<ul style="list-style-type: none"> • Planning and Organisation • Critical Thinking and Problem Solving • Digital Literacy 	Jun-Dec 19	Jan 20
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> • Creativity and Innovation • Personal Effectiveness • Digital Literacy 	Jun-Nov 19	Jan 20
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation 	Spring Term 19	May 20
Community Challenge	15%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	Spring Term 19	May 20

WHAT ARE THE REQUIREMENTS

As shown in the diagram, to achieve the Welsh Baccalaureate, learners will need to complete:

1. SKILLS CHALLENGE CERTIFICATE (worth 1 GCSE)

- Individual Project
 This is an independent, research-based assignment on an individually selected subject. Learners demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research.
- Enterprise and Employability Challenge
 For learners to develop enterprising skills and attributes and enhance employability.
- Global Citizenship Challenge
 For learners to understand and respond appropriately to a global issue.
- Community Challenge
 For learners to identify, develop and participate in opportunities that will benefit the community.

2. GCSE'S

GCSE English Language or Welsh Language and GCSE Mathematics – Numeracy.

3. Supporting qualifications

For example, other GCSEs; A levels/AS qualifications; vocational qualifications (see www.wjec.co.uk for specific requirements for each level).

To achieve the National Welsh Baccalaureate learners must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - C;
- GCSE Mathematics – Numeracy at grade A* - C;
- A minimum of three further GCSEs grade A* - C, of which two may vocational qualifications.

For further information please contact:

Mrs J Moriarty, Head of WBQ
 Mrs S Davies, Second in WBQ



Vocational Courses

RETAIL BUSINESS Busnes Manwerthu



Course Title: Level 1/2 Award in Retail Business
Examination Board: WJEC
Qualification: Level 2 Award



COURSE OUTLINE

The Level 2 Award in Retail Business introduces learners to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains and department stores through to independent and virtual stores.

The Award is equivalent to 1 GCSE.

It is practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

WHAT WILL I STUDY

The course is made up of three units that will be studied over 2 years. Two of these units are examination based units. The other units are portfolio based.

HOW WILL I BE ASSESSED

INTERNAL ASSESSMENT

Unit 1: Customer Experience

Unit 3: Retail Operations

- Units are assessed through summative controlled assessments.
- You could achieve a Level 1 pass or Level 2 Pass, Merit or Distinction.

EXTERNAL ASSESSMENT

Unit 2: Retail Business

- One 75 minute examination

- Three questions
- Short and extended answer questions, based on stimulus material and applied contexts
- You could achieve a Level 1 Pass or Level 2 Pass, Merit or Distinction.

WJEC Level 2 Award in Retail Business				
Unit No	Unit Title		Assessment	GLH
9781	Customer Experience	Mandatory	Internal	30
9782	Retail Business	Mandatory	External	30
9783	Retail Operations	Mandatory	Internal	60

Learners must complete ALL units.

CAREER OPPORTUNITIES AND PROGRESSION

This qualification allows a natural progression onto the AS Business Studies course and further study onto a Business/Economics degree. It also provides a route to employment into the many diverse areas of business including roles in specialist areas such as marketing, finance, customer service or human resources in a large organisation or a more generic approach in small local businesses.

Links with industry: Loyds give marketing presentations/ talks. Visits from entrepreneurs.

For further information please contact:

Miss V Hill – Head of Business, Law and Economics

Course Title: Cambridge National Certificate in Creative iMedia
 Examination Board: OCR
 Qualification: Equivalent of 1 GCSE

COURSE OUTLINE

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. The study of creative media provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

The Cambridge Nationals in Creative iMedia is a media sector-focused area of study, which includes film, television, web development, gaming and animation, and all have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

UNITS

Students will complete 4 units over 2 years in order to achieve the equivalent to 1 GCSE. Two units are mandatory, one of which is an external examination. All other units are optional and will be chosen by the ICT department.

75% coursework and 25% examination.

MANDATORY CORE UNITS:

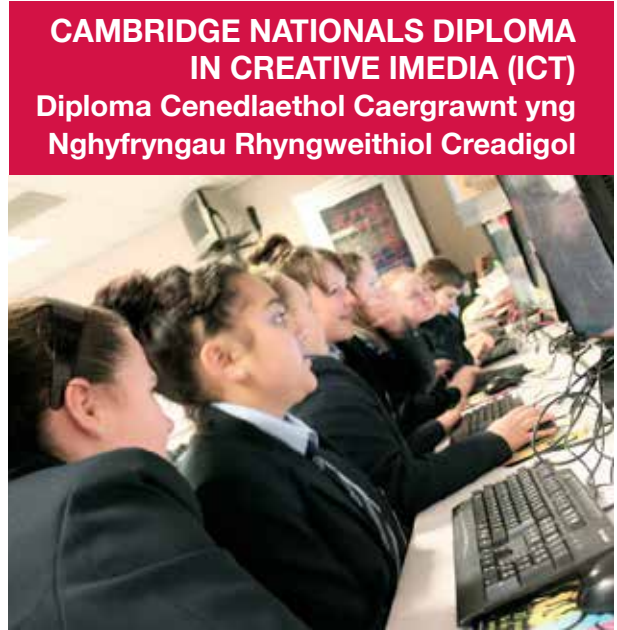
Gives a solid foundation for other units:

- R081: Pre-production skills
- R082: Creating digital graphics

CREATIVE UNITS:

Students are able to express their creative side with units focusing on multimedia components, the power of digital imagery or creating a dynamic product using sound and vision:

- R083: Creating 2D and 3D digital characters
- R084: Storytelling with a comic strip
- R085: Creating a multipage website
- R086: Creating a digital animation
- R087: Creating interactive multimedia products
- R088: Creating a digital sound sequence
- R089: Creating a digital video
- R090: Digital photography
- R091: Designing a game
- R092: Developing digital games



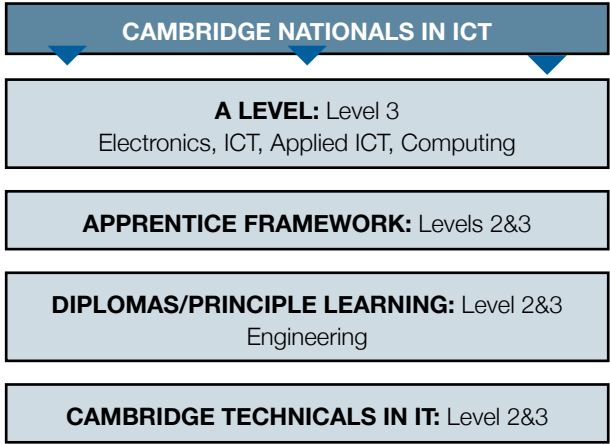
**CAMBRIDGE NATIONALS DIPLOMA
 IN CREATIVE IMEDIA (ICT)
 Diploma Cenedlaethol Caergrawnt yng
 Nghyfyngau Rhyngweithiol Creadigol**

HOW WILL I BE ASSESSED?

Of the four units only one is assessed by a 1 hour 15 minute written examination. All other units are assessed through coursework portfolios and will be marked internally and moderated externally. All work will be submitted to Moodle, the school's virtual learning environment, where staff are able to track progress and provide feedback.

CAREER OPPORTUNITIES AND PROGRESSION

This qualification supports progression into further education, training and employment.



For further information please contact:
 Mr R Driscoll
 Email: rdriscoll@sjhs.newport.sch.uk



Visit the exam board website:
<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-i807-i817/>

Scan QR code.

GLOBAL BUSINESS COMMUNICATION

Cyfathrebiad Busnes y Byd Eang



COURSE OUTLINE

We are delighted to offer this year the vocational award in Global Business Communication (Spanish), a qualification that will facilitate a learner's ability to work more effectively in the global economy including here in Wales.

It is open to all students and offers a Level 1 or Level 2 qualification, depending on outcome in the assessments.

WHAT WILL I STUDY

UNIT 1: GLOBAL OPPORTUNITIES

- Understand the importance of languages for an individual and for a business.
- Research job opportunities.
- Be able to apply for jobs.
- Understand work-related information.

UNIT 2: GLOBAL TRAVEL

- Understand factors involved in planning global travel for business.
- Plan global travel.
- Make work related travel arrangements.
- Understand travel information – spoken & written.

UNIT 3: GLOBAL CUSTOMER RELATIONSHIPS

- Understand the importance of developing global customer relationships.
- Understand customer enquiries and complaints.
- Be able to make/respond to customer enquiries and complaints.
- Develop & build positive customer relationships.

Course Title: Global Business Communication

Examination Board: WJEC

Qualification: Level 1/2 Award

UNIT 4: GLOBAL SALES AND MARKETING

- Understand the benefits of developing a global market.
- Understand how companies can promote their products / services globally.
- Be able to produce marketing materials.
- Present sales and marketing information.

HOW WILL I BE ASSESSED

ASSESSMENT BY OUTCOME

- Level 1 Pass
- Level 2 Pass
- Level 2 Merit
- Level 2 Distinction
- Level 2 Distinction *

This new exciting qualification aims to practically address employer concerns which indicate general dissatisfaction with language skills, international awareness and business and customer awareness skills amongst young people joining the workforce.

The qualification is designed to create independent learners who will develop skills associated with language learning such as problem solving, creativity, literacy and also gain an understanding of the personal benefits of linguistic competence and the importance of cultural awareness.

The WJEC Vocational Award in Global Business Communication is made up of 4 units.				
Unit	Unit Title		Assessment	GLH
1	Global Opportunities	M	Internal	30
2	Global Travel	M	External	30
3	Global Customer Relationships	M	Internal	30
4	Global Sales/ Marketing	M	Internal	30

Learners must complete ALL units. M = Mandatory

For further information please contact:
Mrs C Clements, Head of MFL

*“Gyda phob un
cam, cer ymlaen”*

*“With each
step, go forward”*

SPORT
Chwaraeon



Course Title: Level 1/2 Award in Sport
Examination Board: WJEC
Qualification: Level 1/2 Award in Sport
(Equivalent to 1 GCSE)

UNIT NUMBER	UNIT TITLE	ASSESSMENT METHOD	GLH
1	Sports Campaigning	Internal	30
2	Improving Sporting Performance	External	30
3	Fitness for Sport	Internal	60

COURSE OUTLINE

The structure of the qualification has been designed to develop the understanding and skills of learners across the sport sector. The course will be taught over 120 guided learning hours (GLH) and will be equal to 1 GCSE. Learners must complete 3 mandatory units.

Each unit looks at a range of possible job roles and activities. Through the completion of compulsory tasks learners will develop knowledge, skills and understanding of the many characteristics or real work in the sports industry. Although this course will not enable progression directly into employment, it will provide learners with a broad introduction to sport and the types of career opportunities available.

EXTERNAL ASSESSMENT

UNIT 2 : IMPROVING SPORTING PERFORMANCE

Learning aims: In this unit you will:

It is through this unit that learners will gain knowledge and understanding of working with sports people and how to get the best out of them. They learn different theories for how sports governing bodies, sports coaches, sports scientists and sports psychologists improve sporting performance. Learners are required to apply their understanding of theories to different types of sports and so extend their knowledge of the vocational sector developed through Sports Campaigning.

ASSESSMENT: This will be an externally set assignment which has to be completed during a six hour timed, supervised session. The students cannot work collaboratively during this session and all work completed must not be assessed by a teacher. Feedback cannot be provided as a means of enhancing the work completed

Course Title: Level 1/2 Award in Sport
Examination Board: WJEC
Qualification: Level 1/2 Award in Sport
(Equivalent to 1 GCSE)

SPORT Chwaraeon



INTERNAL ASSESSMENT

UNIT 1: SPORTS CAMPAIGNING

Through this unit learners gain an understanding of how different sports are governed and the issues faced by sports. They will learn with how different sports deal with these issues and consider how these approaches could be applied to different sports. The key task is to plan a campaign on behalf of one sport, drawing from their learning of how a range of sports deal with issues. As such, they must consider the engagement of a range of jobs roles from across the whole vocational area.

UNIT 3: FITNESS FOR SPORT

Learners gain knowledge and understanding of key scientific concepts relating to the function of the human body. They learn about different techniques which are used to develop fitness and how they affect the body systems. They apply their knowledge and understanding to a key task of planning a fitness programme, building on the knowledge and understanding gained through Improving Sporting Performance. This provides learners with the transferable skill of planning but also extends their knowledge of the vocational sector to job roles related to sports coaches, sports physiotherapists and sports development officers.

ASSESSMENT: For both of the internally assessed units learners will be set one assignment made up of a varying number of tasks. Learners must complete these tasks within lessons either collaboratively or independently, depending on the nature of the assignment. This work can be resubmitted once after the teacher has provided feedback. Samples of this work will be moderated by the exam board.

CAREER OPPORTUNITIES AND PROGRESSION

The sports industry is a diverse sector with a wide range of employment opportunities. This can include working as a leisure attendant, a professional coach, professional athlete and events manager. Some jobs, such as a sports journalist, are even in different industries.

The WJEC Level 1/2 Award in Sport is designed to mainly provide learners in schools and colleges with a broad introduction to the world of sport. Successful completion of the qualification, together with other relevant qualifications at Level 2 such as GCSE English, Maths and Science, could lead to learners progressing into Further Education and/or training.

This could include:

- A Level in Physical Education
- A Level in Biology
- Level 3 vocational qualifications in Sport.

Learners may also progress onto level 2 qualifications, which may include more specialist vocational qualifications such as:

- Level 2 Certificate in Coaching
- Level 2 Certificate in Leisure Operations.

Learners may also progress to Level 2/3 apprenticeships as a fitness instructor or leisure centre assistant.

For further information please contact:
Mr S Sankala - PE Department Teacher

REMEMBER

Completing the options form will be done via an online system.

Instructions on how to do this will be explained during the Pathways Evening on Tuesday 27th March 2018.

Deadline for options upload will be Thursday 19th April 2018.



St Joseph's RC High School

Pencarn Way
Tredegar Park
Newport
NP10 8XH

Telephone: 01633 653110
Fax: 01633 653128
Email: sjhs@newport.gov.uk
www.sjhs.org.uk

Ysgol Uwchradd Gatholig Joseff Sant

Ffordd Pencarn
Parc Tredegar
Casnewydd
NP10 8XH

Ffôn: 01633 653110
Ffacs: 01633 653128
Ebost: sjhs@newport.gov.uk
www.sjhs.org.uk



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