

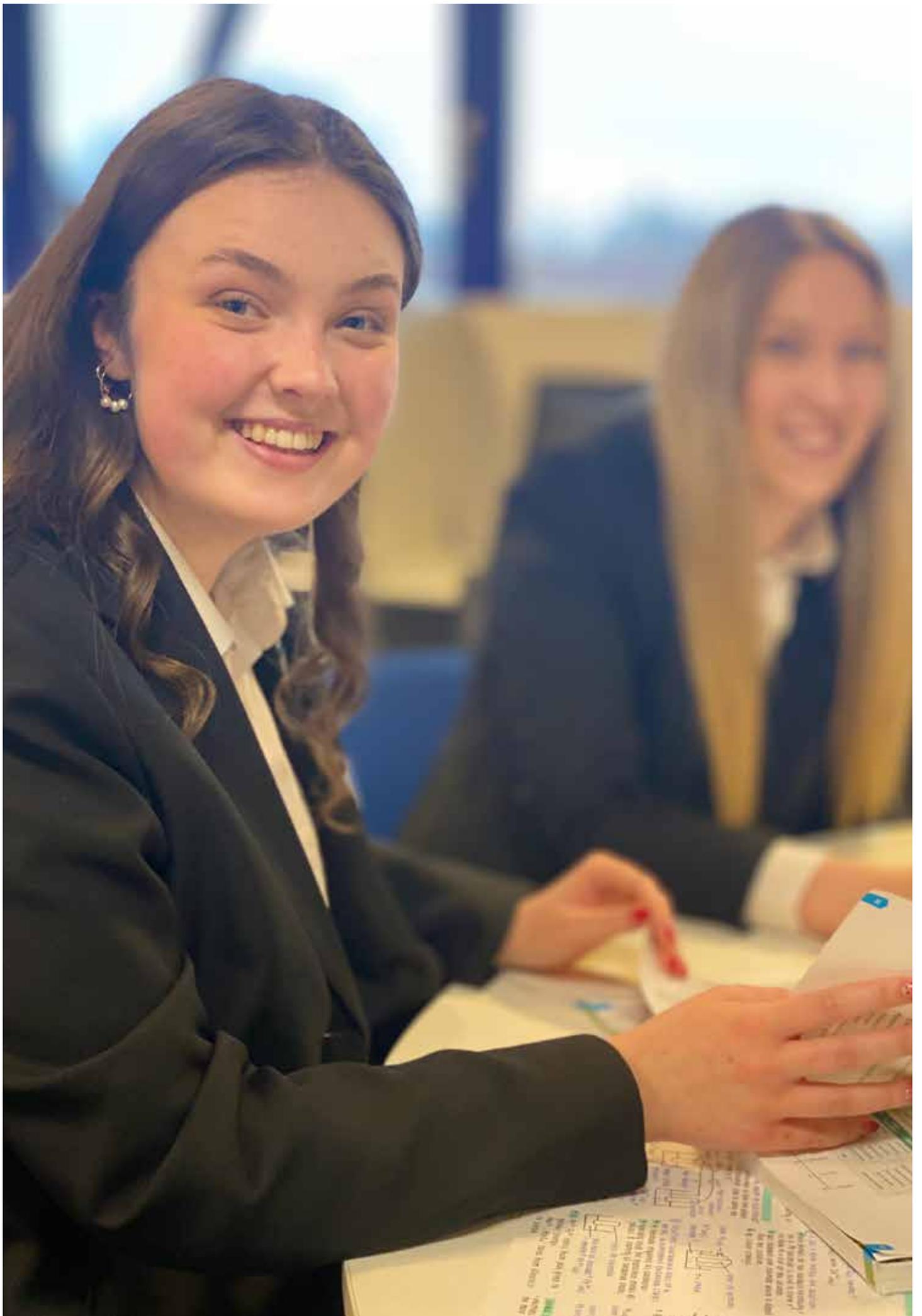


**2023 – 2025**

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	<i>Click to move directly to the relevant page</i>	
School Information	6	<b>Applied Business</b>	<b>22</b>
School Governors	6	<b>Art and Design</b>	<b>24</b>
Senior Staff	7	<b>Biology</b>	<b>26</b>
Admissions Process	8	<b>Business Studies</b>	<b>28</b>
Entry Requirements	8	<b>Chemistry</b>	<b>30</b>
Post 16 Education	9	<b>Criminology</b>	<b>32</b>
Reformed Qualifications	9	<b>Cymraeg Ail Iaith (Welsh Second Language)</b>	<b>33</b>
Learning Pathways	10	<b>Drama and Theatre Studies</b>	<b>34</b>
Pathways Planning	10	<b>English Language and Literature</b>	<b>38</b>
Responsibilities in the Sixth Form	11	<b>Geography</b>	<b>40</b>
EMA	12	<b>History</b>	<b>42</b>
Collaboration	12	<b>ICT</b>	<b>44</b>
WBQ	12	<b>Mathematics</b>	<b>46</b>
PSE	13	<b>Media Studies</b>	<b>48</b>
Entry into Higher Education	13	<b>Music BTEC</b>	<b>50</b>
UCAS Application Procedure	14	<b>Music A Level</b>	<b>51</b>
Sixth Form Dress Code	14	<b>Physical Education</b>	<b>52</b>
Sixth Form Calendar	15	<b>Physics</b>	<b>53</b>
Library	15	<b>Religious Studies</b>	<b>55</b>
Head and Deputy Head Pupils	16	<b>Sociology</b>	<b>56</b>
		<b>Advanced Skills Baccalaureate Wales</b>	<b>58</b>

# 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 a very warm welcome to our sixth form. Your decision to study in our Sixth Form is not one you will have taken lightly. However, be assured that you will be joining a highly successful sixth form that offers a varied, flexible and highly personalised curriculum that meets the needs, abilities and aspirations of all students. Our sixth form is a vibrant and dynamic community where students receive high quality teaching in a culture of high expectations and excellent pastoral support. All students are challenged and supported to achieve their full potential, as shown by our excellent examination results.

St Joseph's sixth form is at the heart of our school and our students make a great contribution to the life of our school community, through sports coaching, enterprise activities, charity fundraising, and reading support to younger pupils. There will be many opportunities for you to make your own special mark in the sixth form. We believe that our sixth formers leave us as well rounded, confident and caring individuals who have developed the skills, knowledge and personal attributes to be successful in a highly competitive global marketplace.

If you have been at St Joseph's for your secondary education to date, you will have already built up strong relationships with other students, teachers and support staff. As a community of professionals who know you well, we believe that by choosing to continue your post-16 study with us, you will be building on what is already a successful partnership.

If you are a new student looking to join St Joseph's RC High School, we will help you to settle into our vibrant Catholic community, make new friends quickly and achieve your full potential. We are a Catholic community but we welcome applications from students from all faiths or none. Students do join us from various schools and soon find themselves at the heart of our friendly and all-embracing community.

I wish you every success in our sixth form and look forward to seeing your talents develop within our vibrant Catholic community.

**Mrs Jackie Jarrett** Headteacher

It is a pleasure to welcome you to the Sixth Form here at St Joseph's Roman Catholic High School. As a school, we are committed to inspire our learners in a vibrant, innovative and supportive environment, where students develop resourcefulness, resilience, responsibility and are challenged to maximise their full potential as independent young adults.

Our Sixth Form encourages our students to have a deep understanding of their Catholic Faith and an awareness of their roll within the Christian community as ethical and informed citizens. We believe that these shared values can build and maintain positive relationships for themselves and with others in their immediate and wider community.

Through the many 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 students work hard and their progress is closely tracked and supported by teachers. Students 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 developing high-practice students by offering 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 as well as many more. 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 collaboration partners in the Newport West Consortium and other agencies, as each has a vital role to play in fostering the intellectual, social, creative, physical, moral and spiritual development of our students.

We look forward to welcoming you to our hugely successful Sixth Form and supporting you to continue in your educational journey.

**Mr Lewis Green** Head of Sixth Form

## SCHOOL INFORMATION

### Headteacher

Mrs J Jarrett B.A. (Hons) M.A. NPQH

### School Address

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

### Telephone

01633 653110

### Email

[sjhs@newport.gov.uk](mailto:sjhs@newport.gov.uk)

### Web

[www.sjhs.org.uk](http://www.sjhs.org.uk)

Twitter: [twitter.com/sjhsnewport](https://twitter.com/sjhsnewport)

Facebook: [www.facebook.com/stjosephsnewport](https://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

Ms S Morgan

### Local Education Authority

Newport City Council  
Civic Centre  
Newport NP20 4UR

## SCHOOL GOVERNORS

### Chairman

Mrs B Kurzik

### Clerk to Governors

Mrs A Evans  
South East Wales Education Achievement Service

### Foundation Governors

Mr P Bennett  
Mrs G Waite  
Mrs V Bradshaw  
Fr B Cuddihy  
Mrs L Dunn  
Mrs A Godfrey  
Mrs N McLoughlin  
Mrs M Tilley  
Mrs L Robinson  
Mrs R Cross  
Mrs K Rowlands

### Parent Governors

Mr M Pelling  
Mrs C Ward  
Mr S Linton

### LEA Governors

Mr A Pimm  
Cllr Mr P Drewett

### Teacher Governors

Mrs K Burke  
Mr J Ryan  
In addition, the Headteacher has chosen to be a Governor.

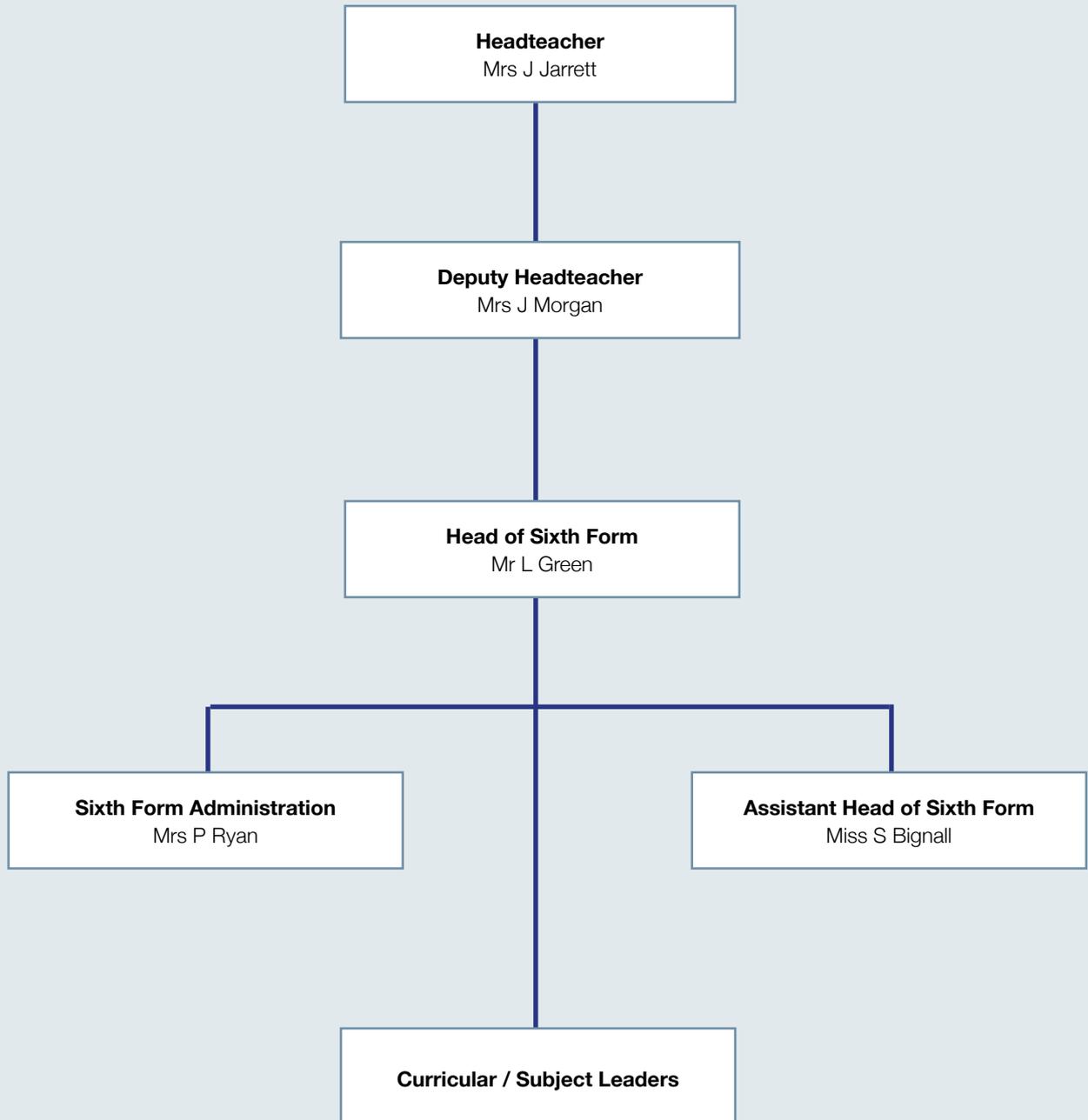
### Non Teacher Staff Governor

Mr M Rowland

### Student Governors

Libby Doverman  
Alex Webb

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/beginning of September.

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).

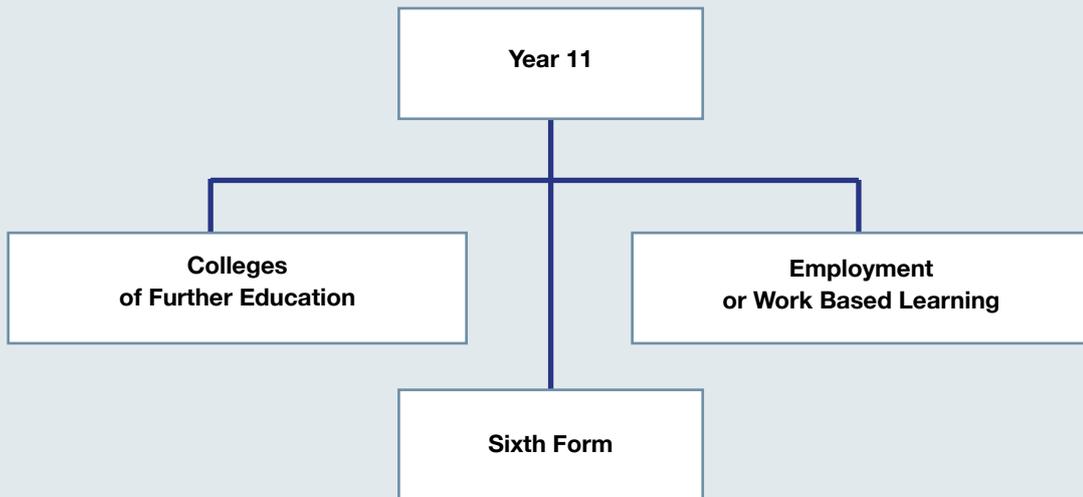
**To access Level 3 courses, pupils must have a minimum GCSE attainment of 5 C grades or above (Level 2 Threshold). However, this is not always a secure indicator of success at Level 3, and pupils who have only just achieved the Level 2 Threshold may need to consider whether they really are suitable 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 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 have changed.

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.

## 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 Miss Mansoor or Mrs Clarke 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 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.

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 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](http://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 John Frost High 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.

## ADVANCED SKILLS BACCALAUREATE WALES

At St Joseph's all Sixth Form pupils study Advanced Skills at Level 3 (Advanced). This will be studied alongside their traditional AS/A2 subjects, with pupils opting for 3 or 4 courses.

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

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

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

For further information please consult either:

[https://www.wjec.co.uk/qualifications/level-3-advanced-skills-baccalaureate-wales/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-3-advanced-skills-baccalaureate-wales/#tab_keydocuments)

## 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.

## FUTURE LEARN

Starting from September, all Year 12 students are encouraged to enrol on online Future Learn courses through Open University. These courses have been proven to increase confidence and develop the skills needed to enter Higher Education and succeed with learning.

Students have been able to choose from a wide range of subjects to focus on a specific area of learning: some on important and fascinating academic subjects, and others offering new skills for study or work.

## 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 2022. However, in order for their Higher Education reference to be completed, we have an internal deadline of the first Monday in October 2022. The official UCAS deadline for all other applications is January 15th 2023, however, the school's deadline is the first day back after the October half-term 2022. 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

### 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.

**SEAN HEAD BOY**



**Studying: Music, Drama and English and Welsh Baccalaureate**

I have attended St Joseph's since I started in Year 7, and returning to Sixth Form was my main priority after I had sat my GCSE exams, as I knew that our school was the best place for me to develop in my education, especially in music. Music is my passion and I hope to continue on and study it at university level, and I believe that returning to Sixth Form here, it gives me the best chance at a future in music.

As we all know, the jump in education between Year 11 and Year 12 is difficult due to the depth of information that we take in during our lessons. However, with the support that is provided within the school community, amongst teachers and students, the leap in education seems less frightening. Form periods are especially effective as it sets us up for our day, and we are able to gain support from our form teacher. We also receive any news that we need to hear. In addition to this, due to our narrowed down timetable and the sizes of our classes, we are able to bond and grow and develop alongside each other through the support of our teachers. The common room and our study room give us a break away from the rest of the school in order for us to study and also on the occasion socialise with peers during our free lessons.

Sixth form has provided me with security and support through my education and has helped me to develop as a person. I would highly recommend applying as it is a place where you are able to find yourself and discover your passions. Sixth form provides a sense of community, and being a part of that community means you are "Serving God Through Learning Together".

**LIBBY HEAD GIRL**



**Studying: Music, Drama, English and Welsh Baccalaureate**

Having attended St Joseph's for six years, I felt that continuing my education here would be the best option for me. I definitely do not regret my decision. I knew that Sixth Form would provide me with a strong foundation, ready for university and support me through developing the skills and knowledge I need to succeed in higher education.

I am currently going through the process of applying to university to study music and I hope to continue my studies after my Degree and complete a Master's in Music Therapy. The continuous support I have been lucky to receive from my subject teachers has allowed me to handle the jump from GCSEs to A Levels well, and I truly believe that, without them, I would not have loved school as much as I have. Places like the Music or Drama department and both the study and common room have allowed me to relax and socialise with my peers whilst completing the work necessary for my subjects. I will always advise students to find the places where they belong within school in order to meet like-minded people and feel the most comfortable: such as in extracurricular activities.

Attending Sixth Form has given me more independence and responsibility, which has supported me in developing important life skills such as time management, self-discipline, and decision-making. I hope that these are going to make the transition to university life much easier. So far, my time in Sixth Form has also allowed me to specialise in specific areas of my studies that I enjoy such as being a part of the school show 'We Will Rock You' and various concerts with the Music department.

Looking back from my time as a Year 7 pupil, I feel I have improved in so many ways thanks to St Joseph's. I would recommend our Sixth Form to any student who has the desire to pursue further academic education.

## ALEX HEAD BOY



### **Studying: Mathematics, Chemistry, Physics and Welsh Baccalaureate**

For me, the choice to return to Sixth Form at St Joseph's was an obvious one, as I had built a foundation on which I could build my skills during my A levels. Looking back I can see that I made the right decision, as the quality of teaching and support that I have received is amazing, making the two years I've spent in the Sixth Form some of the most enjoyable and memorable years of my life.

It's quite well known that the difference between A levels and GCSE in terms of difficulty is considerable, and to succeed you must be dedicated to your studies both inside and outside of school. However, teachers are always there to support you and make the jump a smooth one.

The support offered to help you both during your A levels and beyond is impeccable, and the SEREN group in particular is incredibly helpful for talented students looking to apply to competitive universities and courses. The social life of the Sixth Form is unlike anything from previous years; you have lots of free periods to study and spend time with friends, and teachers will always be more than willing to assist you if you have questions involving your subjects.

The hardest part of Sixth Form for me was deciding the A levels that I wanted to study. In the end, I decided to choose the subjects that I could see myself studying at university or having a career in. When that only gave me two subjects, I chose one that I enjoyed and where I was confident in my ability. Make sure you choose these subjects carefully as you'll be studying nothing except those for the next two years, although some may see that as a good thing just as I did when I was able to abandon the subjects I didn't like!

I'm privileged to have been a student here.

## SNEHA HEAD GIRL



### **Studying: Mathematics, Chemistry, Biology and Welsh Baccalaureate**

Choosing to come back to Sixth Form here at St Joseph's was an easy decision for me, but I know this is not the case for everyone. I've grown up to be the person I am today because of the encouraging and nurturing environment in St Joseph's and I believe that my decision in coming back was the right one.

The jump from GCSE to A level is a big one! However, I think the support and the facilities provided here at St Joseph's ensures a smooth transition. I took biology, chemistry and maths and even though it was difficult at first, with the right amount of help and having good teachers around me, I was able to complete my work and exams to the best of my abilities. Yes, Sixth Form can be stressful and challenging at times, but as long as you work hard and ask for help you will achieve your goals!

One of the main reasons I came back to Sixth Form was to get one step closer to my dream in becoming a doctor. St Joseph's has helped me prepare for university with various opportunities like the pathways programme at Bristol and also the medical society in school.

I'm proud to be a student in one of the highest performing schools in Wales. I would highly advocate coming back to Sixth Form here at St Joseph's to any student as it provides you with lifelong memories and the opportunity to work towards your dream career.

**EVE** DEPUTY HEAD GIRL



**Studying: English, History, Media, and Welsh Baccalaureate.**

For me, I knew that returning to Sixth Form was the right decision. I knew St Joseph's would be able to provide me with the same level of support, encouragement and strength as it had for the past five years. Sixth Form has been such an important time for me, as it has truly helped me to build my confidence which has shaped me into the person I am today.

When applying for Sixth Form, I had no idea what my future would look like. I wanted to use these two years to really delve into my interests and to discover what excited me so that I could continue my education at university. The school has really supported me through this time as the guidance I have received from my teachers has helped me to do the best I can in all of my subjects, although the jump from GCSE to A Level was difficult to begin with and not something to underestimate!

Even though the workload is more challenging, especially for essay subjects like English and History, spending time in the study area and common room always makes revising and completing work more fun, as the change of environment from the classroom really helps me focus. It has also given me a greater sense of independence which I feel has been able to prepare me for independent study at university as I have a better understanding of how to manage my free time.

The social aspect of these spaces specifically for you and your peers is what surprised me the most about starting Sixth Form. Although you may think that being here for five years means that you know everyone, I have been able to develop new friendships during my time in Sixth Form, as having a new form and free periods with different people has given me the chance to connect with more people which has really helped my confidence.

I fully believe that if you choose to come to St Joseph's Sixth Form, we will be able to provide you with all the support you need to make your future aspirations a reality.

**AARON** DEPUTY HEAD BOY



**Studying: English, History, Criminology and Welsh Baccalaureate**

Continuing my studies with St Joseph's Sixth Form has proved to be one of the most exciting experiences so far in my academic life. The activities that take place in our Sixth Form provided me with both opportunity and challenge, and with the guidance of my peers and teachers, it has been an enhancing experience that allowed me to discover my interests. It has supported me in achieving my goals of wanting to go to university, and allowed me to push my limits and discover the potential I have as a student.

Our Sixth Form provides opportunities as well as a convenient school environment for all students. With a variety of extracurricular activities, flexible school hours and Sixth Form facilities, such as the common room and the study room. Our diverse student community also gave me the opportunity to make new friends who share the same interests and career aspirations as me, and also helped encourage me to discover my potential.

Sixth Form is a huge step from high school, and whilst these two years seem tough from the get-go, in the wider aspect it can be an exciting academic experience. No matter how difficult you found high school or how troublesome you may have been, these setbacks mean nothing through Sixth Form, which for me I saw as a fresh start and a new step towards my goals, an opportunity to look forward and a chance to aim high.

Our Sixth Form's two-year mission is to involve ourselves as much as they can with you on a personal level to discover what you really enjoy and what you want to do later in life. They are committed to provide you with any resources or guidance you may need in order to achieve what you may have thought had been impossible.

**JASMINE** DEPUTY HEAD GIRL



**Studying: Drama, Chemistry, Biology, Maths and Welsh Baccalaureate**

Returning back to Sixth Form was something that I was never hesitant about. I knew that in order for me to go to university and pursue the career I wanted, completing my A Levels at St Joseph's was the next necessary step.

Despite many of my classmates and friends moving on to college or the world of work instead, I knew that St Joseph's offered an encouraging and supportive environment where I could thrive academically and socially.

Many people find the jump from GCSE to A levels daunting and you will often find yourself facing difficulties, however the workload will prepare you for the real world and help you to tackle any obstacles in your future. Thankfully, we always receive a lot of support in Sixth Form, whether that may be from your subject teachers, form tutors or Mr Green. These teachers have been with us for the majority of our high school lives, so they know how to support us effectively. We have been very lucky to have the facilities in our Sixth Form area, such as the common room and the study area. These rooms can be used for both socialising or a quiet area to catch up on any work. Independent studying plays a major role in your A levels and so it's important to have these Sixth formers only areas to work.

St Joseph's has helped to develop my confidence and allowed me to become a more well rounded and independent student. I would definitely encourage anyone who is unsure about their next steps after GCSEs to consider St Joseph's Sixth Form as it provides the best environment to continue your academic journey.

**SONNY** DEPUTY HEAD BOY



**Studying: Drama, English, Business and Welsh Baccalaureate**

I chose to continue my studies at St Joseph's Sixth Form and I am confident that I made the right decision, as a whole I have thoroughly enjoyed my experience. The Sixth Form has allowed me to excel both academically with good facilities particularly in the Drama department and from a sporting perspective with access to facilities such as the new Astroturf and sports hall.

There are plenty of opportunities to get involved in extracurricular activities, something that was important to me when choosing my academic pathway. As part of the Sixth Form school football team, we have reached the Round of 16 in the Welsh Cup. All of us balance our studies with representing the school. With guidance from mentors in the Sixth Form community.

The common room is a dedicated area only available to Sixth Form students and is a chance to socialise with others and complete work during free periods with chrome books available for all to use. The relationship between teachers and students is completely different at A Level and as a Sixth Form student, you have priority when it comes to using resources and receiving guidance from teachers.

These next two years are crucial, and challenging, but will be the most enjoyable years of your journey through school. I wasn't sure if it was a potential pathway for me but I am here, from 238 concerns to deputy head boy! So, you can do it too - it is an opportunity available to everyone. I and the rest of the head student team have been more involved than ever when it comes to making sure the right resources and help are available to support you.



# Subject Choices

## **Level 3**

## APPLIED BUSINESS

### Level 3

Teachers: Miss R Hussain, Miss L Hawkins  
Examination Board: WJEC



#### Pathways

Business GCSE and Business Retail Level 2

#### Course Outline

This course is designed to support learners who wish to study further education courses in Marketing, Business, Retail, Accounts, Finance, International Business or Human Resource Management.

#### Entry requirements

5 GCSEs. It is desirable for learners to have studied Business GCSE or Level 2 Business Retail.

An understanding of the business world is relevant to most job roles within the United Kingdom's economy. This WJEC Level 3 Applied Certificate in Business qualification for England and Wales is designed to provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of many aspects of business, to promote an awareness of the career opportunities available.

The WJEC Level 3 Applied Diploma in Business is made up of five units. Candidates complete four units, three of which – Units 1, 2 and 5 – are mandatory. Candidates have the choice of completing either Unit 3 or Unit 4.

#### What Will I Study

**UNIT 1: THE ORGANISATION: SURVIVAL AND PROSPERITY**

*25%. This unit is externally assessed.*

The aim of this unit is for learners to understand and appreciate how different organisations seek to achieve the key goals of surviving and prospering in their market situation.

At the end of this unit you will have gained knowledge of the wide variety of organisations in the UK economy, the reasons for their existence, how they function, and you will be able to appreciate the key factors that help these organisations survive and prosper in our economy.

**UNIT 2: ACTIVE MARKETING**

*25%. This unit is internally assessed.*

The aim of this unit is for learners to understand and appreciate the key role that marketing has in the success of an organisation.

To understand business further, we therefore need to study the marketing function. At the end of this unit you will have gained knowledge and understanding of the range and nature of markets, the importance of market research, and how organisations have to plan their marketing activities by considering what makes up their 'marketing mix'.

Teachers: Miss R Hussain, Miss L Hawkins  
Examination Board: WJEC



## APPLIED BUSINESS

### Level 3

#### UNIT 3: ORGANISATIONAL STRATEGIES AND DECISION MAKING

25%. This unit is externally assessed.

The aim of this unit is for learners to recognise and understand the necessity to organisations of establishing a strategy and making decisions to support that strategy

Decisions relating to the organisation's marketing strategy are made to gain a competitive advantage over the competition by price, value or service. Marketers in the organisation will, for example, apply models and theories to the current marketing situation, try to forecast future performance, and take account of 21st century marketing-related developments. In this unit you will therefore be introduced to, and learn about, ideas, concepts, models and techniques that in practice help people who work in finance and marketing make important decisions.

#### UNIT 4: STRATEGIES AND DECISION MAKING FOR RETAIL ORGANISATIONS

25%. This unit is externally assessed.

The aim of this unit is for learners to recognise and understand the necessity to retail organisations of establishing a strategy and making decisions to support that strategy

Decisions about retailing matters include establishing target markets for organisations, and satisfying the needs of these markets by establishing a suitable retail 'mix' of factors such as merchandising, merchandise services, store design, and customer service.

In this unit you will therefore be introduced to, and learn about, ideas, concepts, models and techniques that in practice help people who work in retailing make important decisions.

#### UNIT 5: MARKETS AND CUSTOMERS

25%. This unit is internally assessed.

In the earlier units, you have studied Marketing and the various types of market, and you will be familiar with how an organisation's customers can be classified.

At the end of this unit you will have gained knowledge and understanding of how customers and competitors interact with an organisation, and the variety of markets within which the organisation operates.

#### **How Will I Be Assessed**

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.

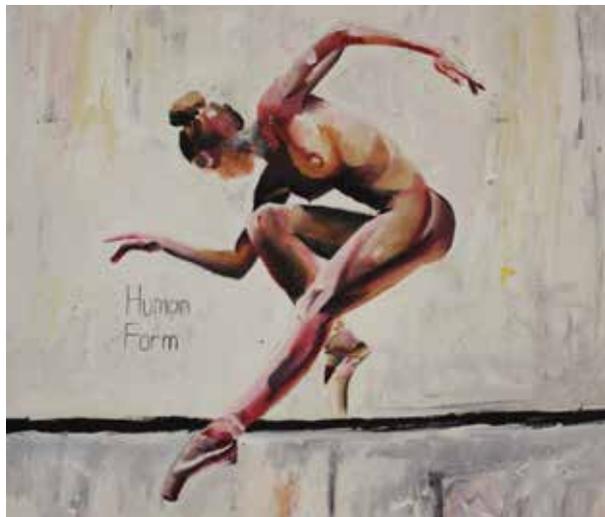
#### **Career Opportunities**

This course is designed to support learners who wish to study further education courses in areas such as Marketing, Business, Retail, Accounts, Finance, International Business, Business Management or Human Resource Management.

## ART & DESIGN AS Level (Art and Design)



Head of Department: Miss S Morris  
Teachers: Miss S Morris, Mrs S Neale  
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.

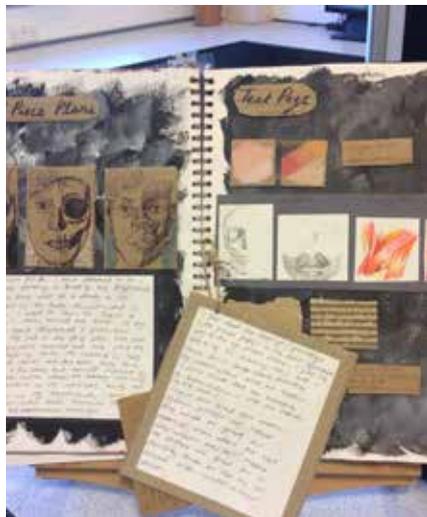
### How Will I Be Assessed

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, Mrs S Neale  
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,  
and 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,  
and 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, HOMOEOSTASIS 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
- Homoeostasis 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, HOMOEOSTASIS 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

- Human musculoskeletal system

#### 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

## BUSINESS STUDIES

### AS Level

Head of Department: Miss V Hill  
Teachers: Miss V Hill, 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, 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.

## BUSINESS STUDIES 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.

## CHEMISTRY



Teacher in charge of Chemistry: Mrs Z Hooper  
Teachers: Mrs E Leyshon, Mrs Z Hooper, Dr R Roberts  
and Mr Pavey.  
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

Ideally, pupils will have a minimum A grade at GCSE Chemistry, a minimum of a B Grade at Triple Science Chemistry or a B at Double Award Science will be considered on an individual basis.

*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: Mrs Z Hooper.

## LEVEL 3 CRIMINOLOGY (Applied)

Teachers: Mrs V Hill, Mrs E Edwards  
and Miss L Hawkins  
Examination Board: WJEC



### Course Outline

UNIT 1: Changing Awareness of Crime (Internal Assessment)

UNIT 2: Criminological Theories (Examination)

UNIT 3: Crime Scene to Courtroom (Internal Assessment)

UNIT 4: Crime and Punishment (Examination)

### Entry requirements

5 GCSEs. The course is especially suitable for those who may also wish to study Sociology, Law or Business, but we welcome entries from a range of subject combinations. You should be interested in the causes and purposes of criminal behaviour, along with a desire to establish and review ways in which such behaviour can be countered.

### What will I study?

UNIT 1: Not all crimes are alike, and knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours, and the social implications of such crimes and criminality. In this Internally Assessed unit, candidates will work on real life crimes and produce a portfolio of evidence which demonstrates their awareness of how reporting of crime can affect public perception, and devise and plan campaigns which create change relating to the crime in question.

UNIT 2: In this Examination unit, candidates will build on the knowledge gained in unit 1 on public perceptions on crime, and develop their understanding through the study

of criminological theories, to examine how both are used to set policy. There will be a 1 hour 30 minute examination combining short and extended written answers based around three scenarios.

UNIT 3: The second Internal Assessment develops the understanding and skills needed to examine the information in order to review the justice of verdicts in criminal cases. Through active engagement with professionals, candidates will produce a portfolio of evidence detailing their understanding of the process of criminal investigations and the prosecution of suspects, and to be able to review criminal cases.

UNIT 4: The purpose of this Examination unit is for candidates to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice. Candidates will learn about the criminal justice system in England and Wales, and how it operates to achieve social control. There will be a 1 hour 30 minute examination combining short and extended written answers based around applied scenarios.

### Career Opportunities and Progression

The Level 3 Criminology course is excellent preparation for those considering an application to study similar courses at university. These may include: Criminology, Psychology, Sociology, Law or a combination of any of these. It will also help candidates who may wish to seek employment within some area of the criminal justice system or areas of the civil service. As a fully recognised and accredited qualification, the Level 3 in Criminology will also be included in any UCAS offer and is equally graded from A\*-E for the UCAS Tariff Calculator.

Head of Department: Mrs R Davies  
Teachers: Mrs R Davies, Mr C Burton, Miss K Read  
Examination Board: CBAC/WJEC

### 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 any pupil who has studied Welsh Second Language at GCSE Level, whether that be as an option or non-option.

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 Fydda 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%]

## CYMRAEG AIL IAITH (Welsh Second Language)



### Sut Fydda 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.

## DRAMA & THEATRE STUDIES AS & A2 Level

Director of Drama & Theatre Studies: Mr C Testa  
Teachers: 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.

GCSE Drama is also required.

### 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)

## DRAMA & THEATRE STUDIES AS & A2 Level



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.

### 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.

*“Ability is what you’re  
capable of doing.*

*Motivation determines  
what you do.*

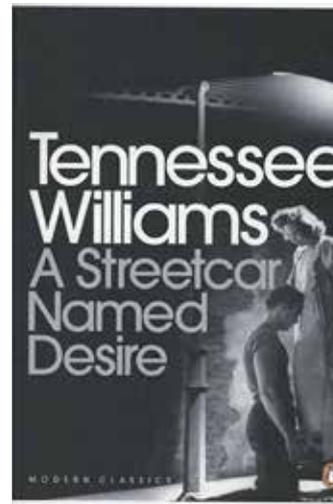
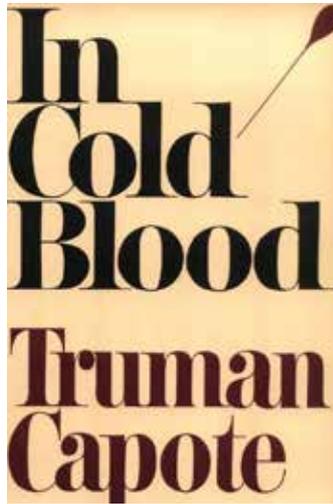
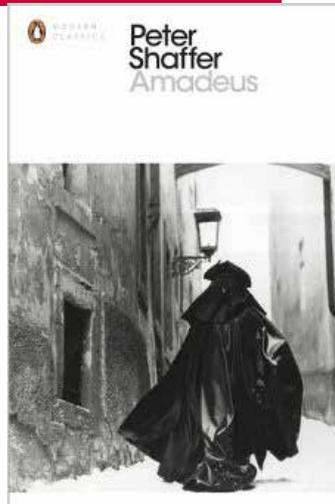
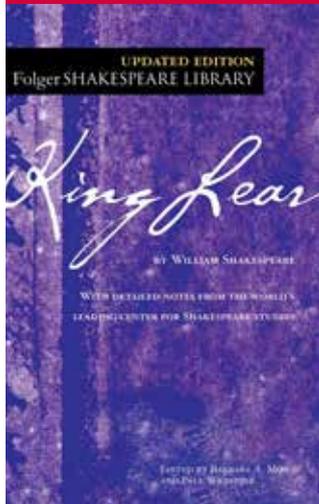
*Attitude determines  
how well you do it.”*

**Lou Holtz**



## ENGLISH LANGUAGE/LITERATURE

Head of Department: Miss J Lye  
Teachers: Mr J Ryan, Mrs V Clarke,  
Mrs L Jones and 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.

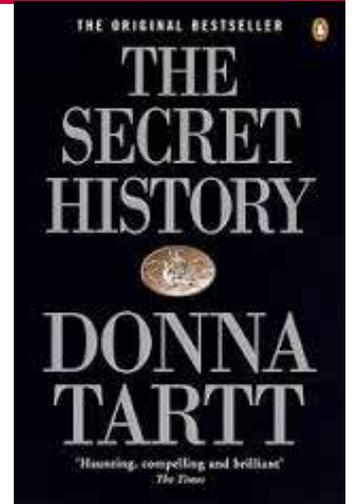
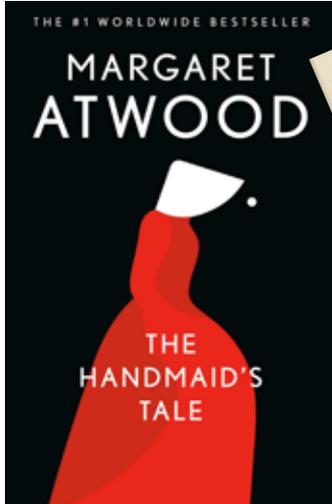
You will undertake an in depth study of one post-1900 drama text and one non-literary text, each from a prescribed list.

#### 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.

## GEOGRAPHY

Head of Department: Ms N Walsh

Teacher: Ms N Walsh, Mrs H Rees, Miss A Vaulters

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:

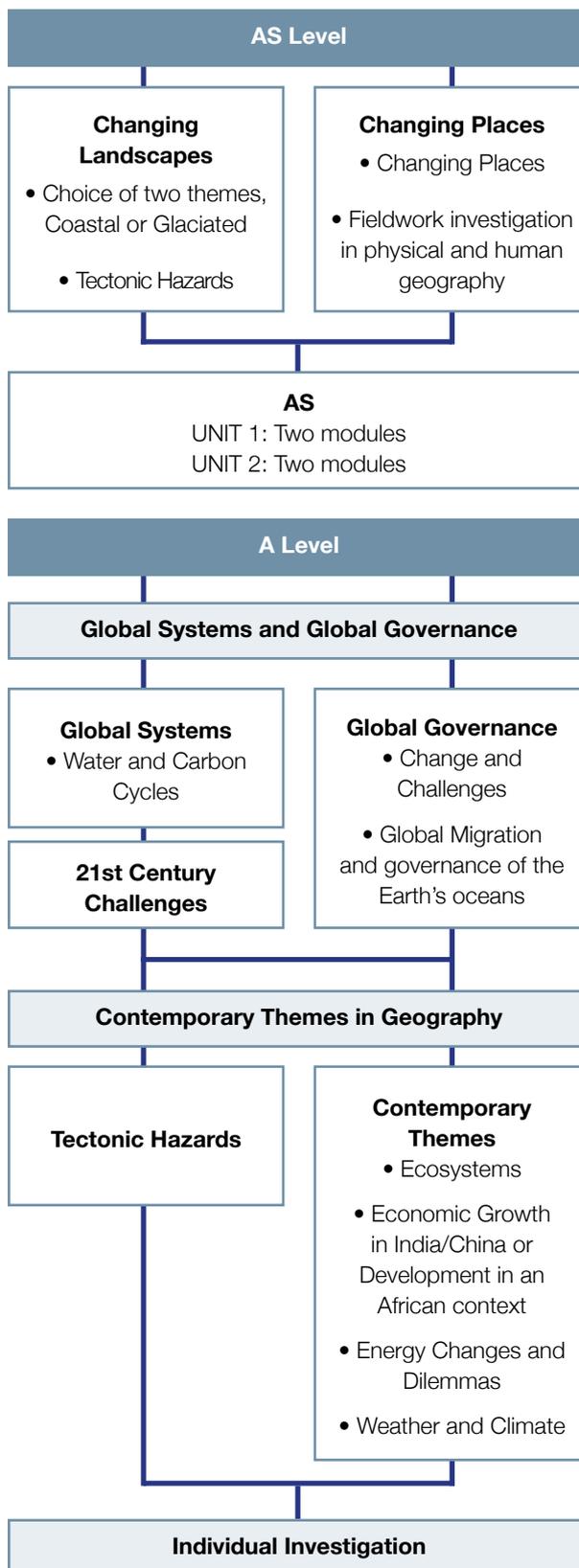
A minimum of C grade in Geography at GCSE is required. A minimum grade of C in English and Mathematics would also be desirable. However, the department is willing to discuss suitability of Geography AS to pupils who express an interest.

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 A Doughton  
Teachers: Mr A Doughton, Miss N Miles  
Examination Board: WJEC (Specification A)



### Course Outline

Pupils will study aspects of Sixteenth 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 and Russia 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: THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570

Pupils will look at lawlessness and crime in Tudor Wales, the causes and impact of religious change, political change under Henry VIII, the rise and fall of Thomas Cromwell and the significance of the threat from protest and disorder.

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

### What Teaching Methods Will Be Used?

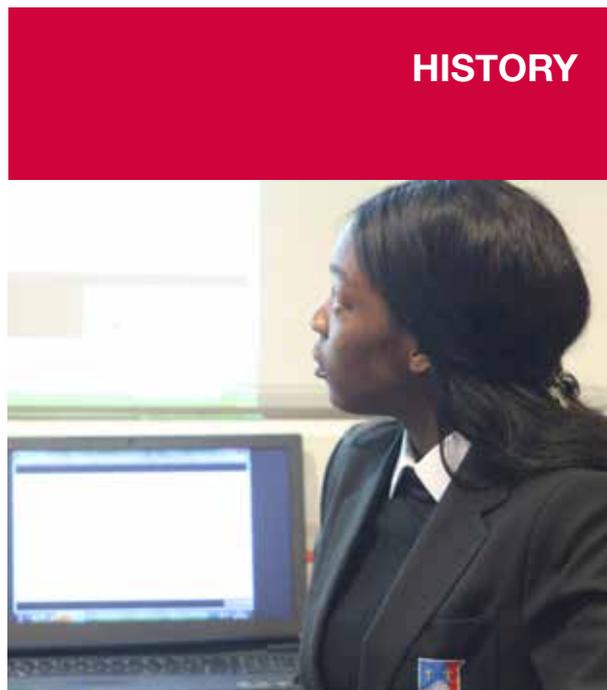
You will experience a variety of methods. You will be encouraged to think analytically and extend your knowledge and understanding by reading around the topics. Lessons with discussion and debate are the norm with plenty of active learning. We will also provide opportunities to enhance your learning outside of the classroom which will include a trip to Germany, Hampton Court and other places of historical significance relevant to the course.

A2 LEVEL

UNIT 3: THE AMERICAN CENTURY C1890-1990

Pupils will start with the changing attitudes to black Americans from the Civil War to Martin Luther King and Malcolm X. They will also look at the changing role of the USA in foreign affairs including Pearl Harbour, the Vietnam War and the Cold War.

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



#### UNIT 4

Pupils will build on their Year 12 study by looking at further developments in the society of Wales and England including the problem of poverty. They will also look at the pressures on Mary Tudor and religious rebellion up to 1570.

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. This will focus on an aspect of European or American History.

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 single 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, Policing and Industry and Commerce.

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

Head of Department: Mr R Driscoll

Teacher: Mr R Driscoll

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 - B

GCSE Mathematics - C

Level 2 qualification in IT (GCSE grade C of higher)

### Qualification

Cambridge Technicals Introductory Diploma in IT.

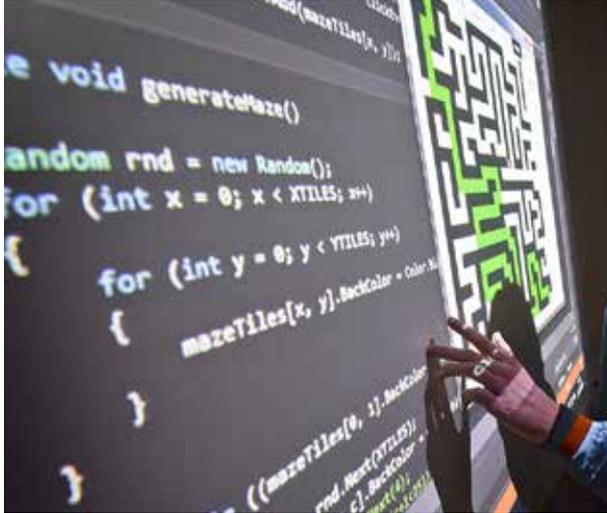
Equivalent to one A Level graded Pass (E), Merit (C), Distinction (A), Distinction\* (A\*).

5 units needed to gain qualification.

3 are compulsory and 2 are elective units.

### What will I study?

There are five units to complete in order to achieve the qualification. Three of these are compulsory units that are assessed through an examination. There are an additional two 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.



### 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

## Cambridge Technical Extended Certificate in IT Level 3 qualification



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

#### UNIT 3: CYBER SECURITY

#### UNIT 4: BIG DATA ANALYSIS

#### 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*

## MATHEMATICS



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



### Course Outline

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.

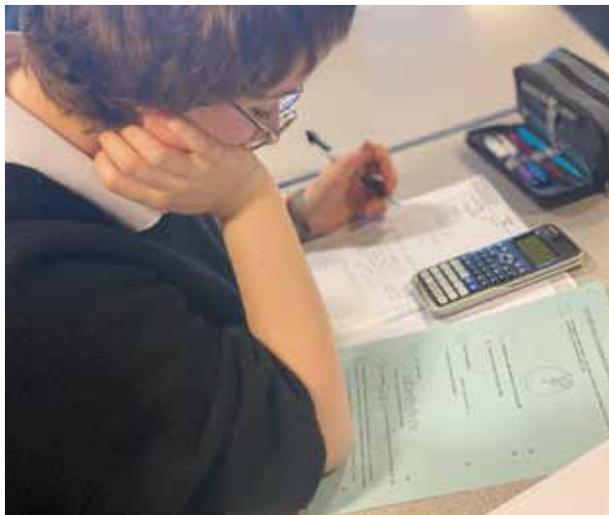
#### AS UNIT 1: PURE MATHEMATICS

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, locating roots using Newton-Raphson Method, 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, 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 students 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 media texts found in various media industries.

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.

## MEDIA STUDIES



### UNIT 1: Investigating the Media

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.

### UNIT 2: Creating a Media Production

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:

- Research and Planning
- 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.

### UNIT 3: Media in the Global Age

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

### UNIT 4: Creating a Cross-Media Production

Written examination of two and a half hours based on the study of television, magazine and video 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

### BTEC Level 3

Teachers: Mr L Green and Miss B Doyle  
Examination Board: Edexcel



#### Course Outline

BTEC Level 3 Music is a performance-focused and vocational course, which prepares pupils for the performing industry and further performance and creative arts courses. The course is mostly coursework based, and students must complete 3 Units in Year 12 and 3 Units in Year 13. The course comprises of performing assessments, teaching experience, community projects, live-music and events-management projects and reflection journals. Pupils can also choose to study more specific units, subject to numbers and approval.

#### Entry Requirements

You will need to be passionate about music, and be motivated to improve your performing skills. Although you will need to read some music, you do not need to be able to read and write music fluently. It is expected that you have achieved at least a C Grade in music at GCSE (B Grade in the performing component), but we are happy to accept students without GCSE Music who can demonstrate very strong performing skills on their chosen instrument. This will need to be approved by the Head of Music through an audition prior to commencing the course.

#### What Will I Study?

Planned and Proposed Outline  
(Subject to the Current Specification being Approved)

##### Year 12

UNIT 23 - Music Performance Techniques (Core Unit)

UNIT 21 - Music in the Community  
(Optional Unit – Teaching Experience in Primary Schools)

UNIT 24 - Music Project  
(Optional Unit – Events Management)

##### Year 13

UNIT 40 – Working and Developing as a Musical Ensemble  
(Mandatory Performing Unit)

UNIT 33 – Solo Performance Skills  
(Mandatory Performing Unit)

UNIT 14 – Musical Theatre Performance  
(Performing Role in School Musical Production)

#### How Will I Be Assessed?

All coursework is internally assessed over the course over the 2 years within school. Two of the six units will be externally verified by a standards verifier at Edexcel. There is no exam for the current specification.

#### Career Opportunities And Progression

A natural progression for a successful Music BTEC Level 3 student is to advance their study in music, performance and the Creative Arts Industry at university, conservatoire or performing arts college. There are many varied courses available in a variety of musical styles to suit all tastes just in south Wales along, or further afield.

Students who have studied music are regularly cited as being better at both independent work and group work. Their interpersonal skills are strong and they are able to work well as a team and are good creative and reflective thinkers.

The music course complements many other A-Level and BTEC subjects, including Drama, Art, Humanities and Social Sciences.

Teachers: Mr L Green and Miss B Doyle  
Examination Board: Edexcel

## MUSIC A2 Level



### Course Outline

A Level Music is an academic study of music that continues from GCSE. The course includes an appraising exam in Year 12 and 13 with set works worth 40% of the qualification. It also comprises of composing and performing (weighted depending on your preferences) totalling the remaining 60% of the qualification.

### Entry Requirements

You need to be passionate about music and be able or be willing to learn to read music fluently. You will also need to have completed music GCSE to access the A Level course.

It is recommended that you are receiving tuition on your chosen instrument or voice for performance but this is not essential. You will have to be able to perform at a grade 5 standard for AS and grade 6 at A Level.

### What Will I Study?

#### PERFORMING

AS Level: 6-8 minute recital

A2 Level: *Either* a 10-12 minute *or* 6-8 minute recital

#### COMPOSING

AS Level: Two compositions: one to a brief given and one free totalling 3-6 minutes

A2 Level:

*Either* two compositions: one to a brief given and one free totalling 3-6 minutes

*Or* three compositions: one to a brief given and two free, all totalling at least 5 minutes

#### APPRAISING

AS Level:

- AoS A – The Western Classical Tradition: Studying set a set work by Mozart or Haydn.

Choice of one other

- AoS B: Rock and Pop
- AoS C: Musical Theatre
- AoS D: Jazz

A2 Level:

- AoS E – The Western Classical tradition: Studying a set work by Brahms or Verdi
- AoS F – Music of the Twentieth/Twenty-First Centuries
- *Either* Impressionism *or* Chamber music in Wales
- Popular music in Wales *or* American Music Theatre, *or* Jazz Legends

### How Will I Be Assessed?

#### PERFORMING:

A visiting examiner will mark your live performances at both levels.

#### COMPOSING:

You will include:

- Recordings of your pieces (can be computer generated)
- A score of your piece
- A composition log – not assessed

#### APPRAISING:

AS Level: 1½ hour paper including unprepared listening, analysis questions and a comparison question.

A2 Level: 2¼ hour paper including unprepared listening, analysis of set work and an essay question on development of musical styles within a historical context.

### Career Opportunities And Progression

A natural progression for a successful A Level music candidate is to advance to study Music, Performing Arts or Music Technology at a university, conservatoire or performing arts college. There are many varied courses available in a variety of musical styles to suit all tastes just in South Wales alone or further afield.

Candidates who have studied music are regularly cited as being better at both independent work and group work. Their interpersonal skills are strong and they are able to work well as a team and are good creative and analytical thinkers.

The Music course complements many other A Level subjects both in the Arts, Humanities and Sciences.

**PHYSICAL EDUCATION**

Acting Head of Department: Mrs B Geeves  
 Teachers: Mrs S Parry, Mrs E Summers and Mr D Walshe  
 Examination Board: OCR

AS SUMMARY 40% OF OVERALL QUALIFICATION	A2 SUMMARY 60% OF OVERALL QUALIFICATION
<p><b>Unit 1: Exploring Physical Education</b></p> <p>Written exam: 1¼ hours. 24% of qualification (72 marks)</p> <p>Question types: contextualised questions to include multiple choice, data response, short and extended answers.</p>	<p><b>Unit 3: Evaluating Physical Education</b></p> <p>Written exam: 2 hours. 36% of qualification (90 marks)</p> <p>Question types: a range of questions to include data response, short and extended answers.</p>
<p><b>Unit 2: Improving Personal Performance in Physical Education</b></p> <p>Non-exam assessment. 16% of qualification (48marks)</p> <ul style="list-style-type: none"> <li>• Practical performance in ONE activity as a player/performer (24 marks),</li> <li>• Practical performance as a coach or official (12 marks)</li> <li>• Practical performance profile (12 marks)</li> </ul>	<p><b>Unit 4: Refining Personal Performance in Physical Education</b></p> <p>Non-exam assessment. 24% of qualification (60marks)</p> <ul style="list-style-type: none"> <li>• Practical performance in ONE activity as a player/performer, coach or official (30 marks),</li> <li>• Investigative Research (30 marks)</li> </ul>

**Course Outline**

This specification is divided into a total of 4 units, 2 AS Units and 2 A2 Units.

Weightings noted below are expressed in terms of the full A level qualification.

**Entry Requirements**

It is preferred if 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.

**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:

- Exercise physiology, performance analysis and training
- Sports psychology
- Skill acquisition
- Sport and Society

**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.

Head of Science: Mrs C Williams  
 Teachers: Mr S Cogan and Mr S Geeves  
 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 B or above (higher tier)
- 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:

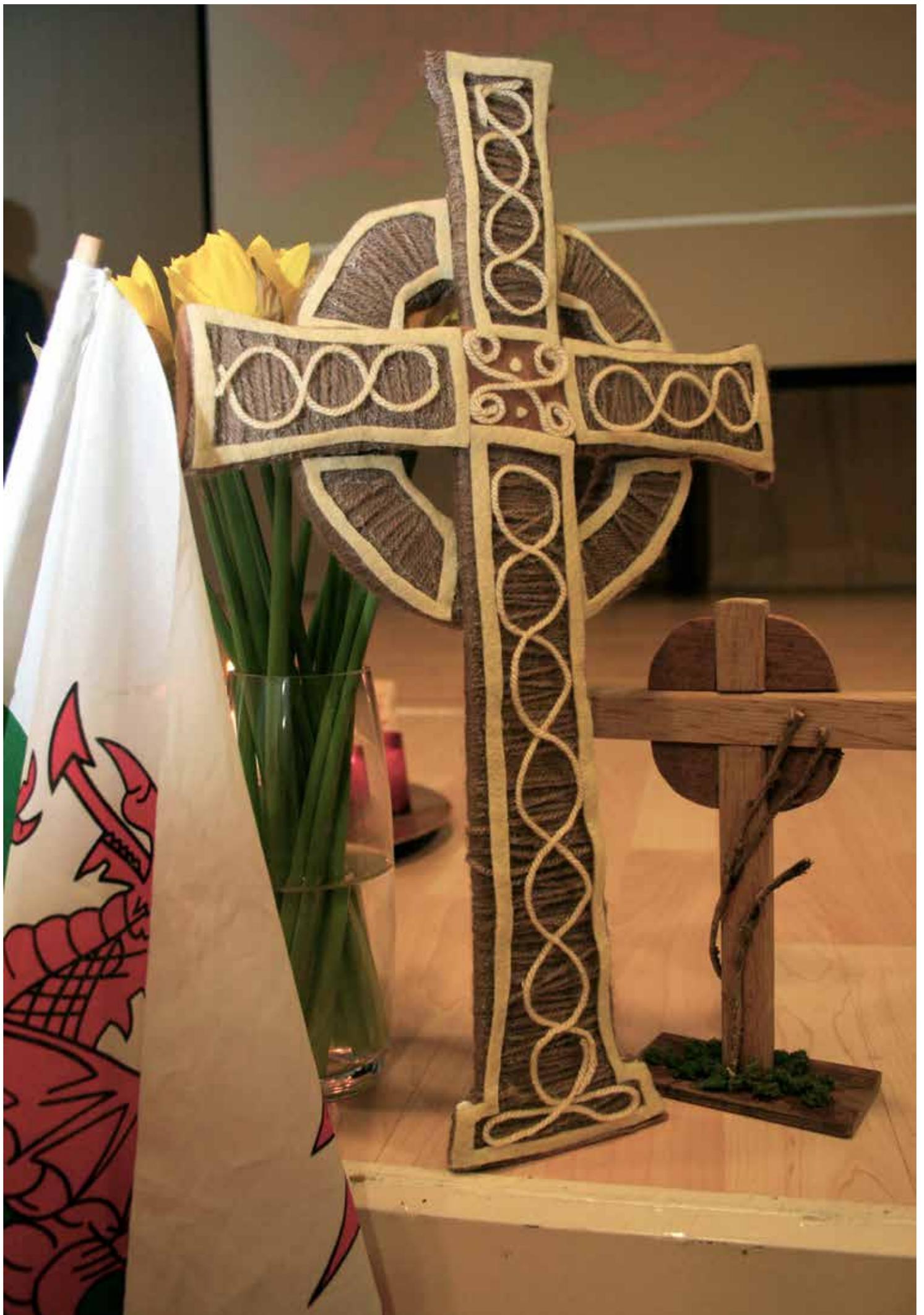
Alternating Currents

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  
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

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) 25%

Unit 4: Social Inequality and Applied Methods 35%

### 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

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

UNIT 2: 25% of qualification – 2 hours external exam

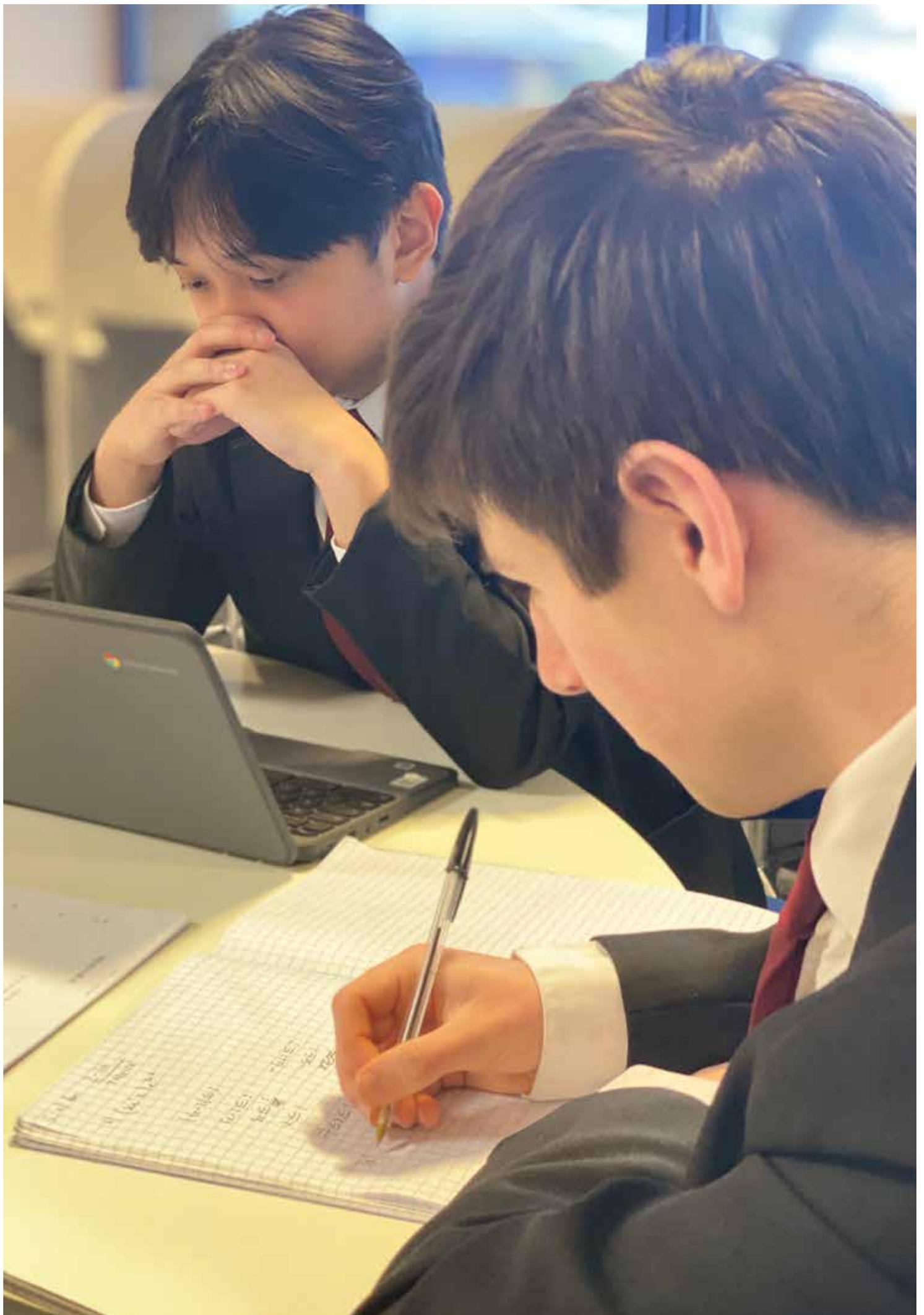
#### A LEVEL YEAR 13

UNIT 3: 25% of qualification – 2 hours external exam

UNIT 4: 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.



## ADVANCED SKILLS BACCALAUREATE WALES



Head of Department: Mrs R Price  
Teachers: Mrs R Price and Mr A Doughton  
Examination Board: WJEC

### What Skills Will I Develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

#### INTEGRAL SKILLS

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

#### EMBEDDED SKILLS

- Literacy
- Numeracy
- Digital Competence.

### Course Outline

#### WHY STUDY WBQ AT ADVANCED LEVEL?

The Advanced Skills Baccalaureate Wales (AdvSBW) qualification is an exciting new Level 3 qualification that supports students to become effective, responsible and active citizens, equipping them with the skills for future study or to enter the job market.

The qualification has primarily been designed for students aged 16-19, and can be taken alongside other Level 3 qualifications, including A levels.

#### Overview of course

- Two year course

#### What Will I Study?

Our two-year course is made up of 3 projects: Global Community Project, Future Destination Project, and Individual Project. You will develop and apply the 4 Integral skills and have opportunities to develop the 3 Embedded skills.

Students will take part in a variety of exciting activities and contexts which will be based on the United Nations sustainable development agenda and Wales's Well-being Goals as defined by the Well-being of Future Generations Act (Wales).

### How Will I Be Assessed??

#### Global Community Project (25%)

You will select a global issue to investigate, share your knowledge with others and take part in a community action.

#### Future Destination Project (25%)

You will gain an understanding of yourself, explore future employment and wellbeing goals, and plan how you can achieve this.

#### Individual Project (50%)

You will plan, manage, and research a topic linked to your future education or career aspirations, and create a written dissertation or an artefact.

Assessments can be taken throughout the two-year course with external moderation in January and May. You are likely to complete the Individual Project in the second year.

### Career Opportunities And Progression

This qualification allows you to develop important skills that you can take forward whether you are moving on to university, training or employment. Developing these skills will help you become an effective, responsible and active citizen and can have a profound effect on your future success and wellbeing.

**@SJHSWBQ**





**St Joseph's RC High School**

Pencarn Way  
Tredegar Park  
Newport  
NP10 8XH

Telephone: 01633 653110

Email: [sjhs@newport.gov.uk](mailto:sjhs@newport.gov.uk)

[www.sjhs.newport.sch.uk](http://www.sjhs.newport.sch.uk)

Twitter: [twitter.com/sjhsnewport](https://twitter.com/sjhsnewport)

Facebook: [www.facebook.com/stjosephsnewport](https://www.facebook.com/stjosephsnewport)

**Ysgol Uwchradd Gatholig Joseff Sant**

Ffordd Pencarn  
Parc Tredegar  
Casnewydd  
NP10 8XH

Ffôn: 01633 653110

Ebost: [sjhs@newport.gov.uk](mailto:sjhs@newport.gov.uk)

[www.sjhs.newport.sch.uk](http://www.sjhs.newport.sch.uk)

Twitter: [twitter.com/sjhsnewport](https://twitter.com/sjhsnewport)

Facebook: [www.facebook.com/stjosephsnewport](https://www.facebook.com/stjosephsnewport)



INVESTOR IN PEOPLE

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