

KS4 Learning Pathways Booklet



2025



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



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On Friday 14th March 2025, a link to a Google Form will be sent to each pupil. The deadline for submission of this form will be Friday 4th April 2025.
PLEASE NOTE: Pupils can only make their final pathways choices by submitting this Google Form.

School Mission Statement

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

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

AS A SCHOOL COMMUNITY WE HAVE THREE BROAD AIMS.

1

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

- By providing a sound factual knowledge of the Roman Catholic Faith, primarily but not exclusively, through an appropriate programme of Religious Education.
- By offering formal opportunities for faith development e.g. through celebrations of the Mass and through assemblies.
- Through informal opportunities for development e.g. retreats, missions and other liturgical celebrations.
- By emphasising Gospel values in all relationships within the school community.
- By exploring Gospel values in all areas of the curriculum.
- By enabling children to understand the moral consequences of their actions so that they develop a sense of self-discipline and concern for others, for instance through the Schools' Code of Conduct.
- By involving parents, whenever possible, in all aspects of school life.

2

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

- By providing a curriculum which is broad, balanced and relevant for all our children and suitable guidance at each stage of their school career.
- By ensuring that no child is discriminated against or disadvantaged on the basis of race, gender or ability.
- By teaching strategies and relationships which affirm the child and promote self-esteem.
- To have high expectations of all students.

3

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

- Through a programme of personal and social education.
- By emphasising Christian responsibility through charities and community service.
- Through a range of extra-curricular activities.
- By providing opportunities within school for the development of life skills, for instance, through the School Council.



FOREWORD RHAGAIR

At St Joseph's RC High School in Years 10 and 11 (Key Stage 4) our curriculum is well balanced and includes a large range of academic and vocational courses to suit every pupil's needs and aspirations. All pupils study English Language and English Literature; mathematics and numeracy; science; religious education; Welsh as a second language and a number of optional courses.

Now that your child is half way through Year 9 they have important decisions to make about the optional courses available to them from next September when they will have the opportunity to focus on those subjects, which they have demonstrated a high degree of interest in.

While your child will have made their choices by the end of the spring term, it is crucial that they continue to display the necessary dedication and effort in those subjects they may not be following beyond Year 9. After all, they have worked hard and deserve to finish the year with great success.

In our pursuit to challenge all of our pupils to be the best they can possibly be we know that the school's partnership with parents and carers is key to achieving success and happiness for your child. We therefore thank you for your continued support and look forward to celebrating their successes with you as they journey through Key Stage 4.

Mrs J Jarrett
Headteacher

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

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

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

Mrs J Morgan
Deputy Headteacher



User Guide

CHOOSING YOUR LEARNING PATHWAY

Dewis eich Llwybr Dysgu

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

Your Learning Pathway will include:

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

REMEMBER

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

MAKING A CHOICE

Gwneud Dewis

Ask yourself these questions before you make your choice:

“What am I good at?”

“What subjects do I like?”

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

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

“What are my aspirations?”

Study the booklet carefully

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

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

HOW SHOULD I DECIDE? Sut Dylwn i Ddewis?

CORRECT REASONS TO CHOOSE YOUR PATHWAYS OPTIONS

I WANT TO STUDY THE SUBJECT AT A LEVEL

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

I AM GOOD AT THE SUBJECT

I AM CONFIDENT I CAN ACHIEVE IN THE SUBJECT

THE SUBJECT WILL HELP ME IN MY FUTURE CAREER

WRONG REASONS TO CHOOSE YOUR PATHWAYS OPTIONS

MY FRIENDS ARE TAKING THE SUBJECT

I LIKE THE TEACHER WHO TEACHES ME

I CAN'T THINK OF ANYTHING ELSE TO DO!

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

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



ADVICE FROM STUDENTS

Cyngor o fyfyrwyr

How did you make your Pathways choices for KS4?

"I considered all the subjects I enjoyed at Key Stage 3 and whether they applied to the career path I wanted to take."

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

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

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

Was the potential of choosing new subjects scary?

"It was a little scary but I had the support of my teachers, friends and family to help me make my decision."

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

"Important factors were it had to be subjects I genuinely had an interest in and whether they would benefit me with my future."

ADVICE FOR STUDENTS

Cyngor i fyfyrwyr

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

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

Undertaking homework regularly and conscientiously will improve your chances of success

Meeting all deadlines on time is essential

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

To demonstrate personal discipline, determination and resilience.

"Pick something you enjoy!!"

GCSE Courses

ART Celf

Course Title: Art, Craft and Design

Examination Board: WJEC

Qualification: GCSE



COURSE OUTLINE

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

UNIT 1: PORTFOLIO (worth 60%)

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

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

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

EXAM: Theme TBC (worth 40%)

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

HOW WILL THE COURSE BE ASSESSED?

There are four Assessment Objectives, each worth 25%

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

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

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

painting mixed media sculpture animation

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

BUSINESS STUDIES Astudiaethau Busnes

COURSE OUTLINE AND ASSESSMENT

UNIT 1: INTRODUCTION TO THE BUSINESS WORLD

Written examination, 30% of qualification

The purpose of this unit is to:

- introduce learners to the key concepts to be explored throughout the course
- introduce learners to skills
- introduce learners to business fundamentals
- introduce the business world and build up knowledge to allow for meaningful analysis and investigation of the themes that follow.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- economies
- enterprise
- innovation
- opportunities and challenges
- sustainability

UNIT 2: KEY BUSINESS CONSIDERATIONS ASSESSMENT

Non-examination assessment, 15% of qualification

The purpose of this unit is to introduce learners to business and society. Learners will apply their knowledge and understanding in the context of one of the key themes that are relevant to the contemporary business environment:

- business ethics
- business and the environment
- business and technology.

The knowledge and understanding gained from Unit 1 will allow learners to fully explore these key themes in the context of real business.

Through this unit learners will be able to develop:

- enquiry and investigation skills
- the ability to present business data
- the ability to analyse and evaluate business data.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- change
- cynefin
- economies
- enquiry and investigation
- ethics
- innovation
- opportunities and challenges
- sustainability.

UNIT 3: BUSINESS STRATEGIES FOR SUCCESS

Written examination 30% of qualification, 60 marks

The purpose of this unit is to:

- build on the knowledge and understanding gained from Unit 1

- develop greater critical thinking
- develop learner understanding of the critical issues facing business and ways in which these can be solved
- develop learner understanding of external factors affecting businesses
- introduce learners to effective strategies for success.

The unit will explore the following key business functions:

- financial
- marketing
- human resources
- production.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- business strategies for success
- change
- economies
- enterprise
- ethics
- innovation
- opportunities and challenges
- sustainability.

Unit 4: Business Creation

Non-examination assessment, 25% of qualification

- allow for synoptic links to be made to the other three units
- allow learners to consider a wide range of business concepts and themes in a practical sense
- allow learners to consider how businesses are created
- develop a wide range of business skills.

Through this unit learners will be able to further develop:

- enquiry and investigation skills
- creativity skills
- the ability to present business data
- the ability to analyse and evaluate business data in the context of planning an entrepreneurial activity.

The unit will be based on the following concepts, due to the synoptic nature:

- business and society
- business fundamentals
- business strategies for success
- change
- cynefin
- economies
- enquiry and investigation
- enterprise/entrepreneurship
- ethics
- innovation
- opportunities and challenges
- sustainability.

For further information please contact:

Miss V Hill – Head of Business, Law and Economics

COMPUTER SCIENCE

Gwyddoniaeth Cyfrifiadurol



Course Title: GCSE Computer Science

Examination Board: WJEC

Qualification: GCSE



Unit	Assessment Type	%	Overview
1 Understanding Computer Science	Digital Examination (1 Hour 30 minutes)	50%	<p>This unit covers fundamental concepts in computing, including:</p> <ul style="list-style-type: none"> • Computer architecture: Components, CPU, storage, and peripheral devices. • Systems and functions: Data types, file structures, and automated systems. • Networking and cybersecurity: How systems communicate, common network topologies, cybersecurity threats, and protection methods. • Algorithms: Designing, interpreting, and testing algorithms. • Software Development: Programming principles, the Software Development Life Cycle (SDLC), and types of programming languages. • Operating Systems: Functions, processes, security, and utility software. • Ethical, legal, and environmental issues: The impact of computing on society and the environment.
2 Computer Programming	On-screen examination (2 Hours)	50%	<p>This unit focuses on practical programming skills and problem-solving:</p> <ul style="list-style-type: none"> • Problem-solving techniques: Decomposition, abstraction, and pattern recognition. • Algorithm design: Writing algorithms in pseudo-code and flowcharts. • Programming skills: Writing, testing, and refining Python programs. • Data handling: Working with variables, data types, and file handling. • User interfaces: Designing graphical interfaces using Python's Tkinter library. • Testing and refinement: Developing robust programs through debugging and evaluation.

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

COMPUTER SCIENCE Gwyddoniaeth Cyfrifiadurol

WHY CHOOSE GCSE COMPUTER SCIENCE?

- Learn how computers work and communicate.
- Develop problem-solving and programming skills.
- Gain an understanding of cybersecurity, networks, and ethical issues in computing.
- Build a strong foundation for further study in computing and related fields.

COURSE OUTLINE

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems. Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The WJEC GCSE Computer Science course is designed to equip students with the skills and knowledge to understand and apply computing principles. The course focuses on computational thinking, problem-solving, programming, and understanding computer systems. It is ideal for students who enjoy logical thinking, problem-solving, and technology. We encourage learners to:

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

ENTRY REQUIREMENTS

Computer Science is an academically challenging subject. In order to deal with the complexities of the

course, in particular Boolean logic, developing algorithms, programming and arithmetic with alternative number systems you must be progressing well towards at least Level 7 in ICT and Mathematics in Year 9.

QUALITIES REQUIRED TO BE A SUCCESSFUL COMPUTER SCIENCE STUDENT

Students must:

- have good literacy and numeracy skills
- be prepared to tackle difficult and technically challenging problems
- be prepared to invest time and effort to develop computing skills outside of lessons
- be prepared to study and research topics independently to develop understanding
- be resourceful and focus on solutions rather than problems.

CAREER OPPORTUNITIES AND PROGRESSION

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

Studying GCSE Computer Science can lead to further education and careers in fields such as:

- A-Level Computer Science
- Software Development
- Cybersecurity
- Data Science
- Artificial Intelligence
- Game Development

Within today's society, these skills are highly sought after, and businesses across various industries are eager to utilise them. A GCSE in Computer Science will equip you with many of these valuable skills.

IS GCSE COMPUTER SCIENCE RIGHT FOR YOU?

If you enjoy logical thinking, problem-solving, and want to understand how computers work, this course is an exciting and rewarding choice!

For further information please contact Mr Wyatt or email cwyatt@sjhs.newport.sch.uk

DRAMA

Drama



COURSE OUTLINE

Unit 1: Devising Theatre

- Learners can choose either acting or design.
- Learners will create, refine and perform a piece of theatre inspired by a stimulus provided by WJEC.
- Learners will also produce a Reflective Log of the process in a non-prescribed format.
- Learners can work in groups of between two and five actors.
- Up to four additional learners, each working on a different design skill, may work with each performing group.

Learners choosing design must choose one of the following options:

- lighting design
- sound design
- set and props design
- costume, hair and make-up design

Unit 2: Performance from a Text

- Learners can choose either acting or design (for details, see above).
- Each actor must interact with other actors and/or the audience for a minimum of five minutes.
- Designers will give a non-assessed viva outlining their ideas.
- Learners can work in groups of between two and four actors.
- Up to two additional learners, each working on a different design skill, may work with each performing group.

Course Title: Drama
Examination Board: WJEC
Qualification: GCSE

Unit 3: Interpreting Theatre

Questions requiring objective responses, short and extended answers, in response to set text and unseen texts.

Centres will select one of the set texts below:

1. A Midsummer Night's Dream William Shakespeare
2. The Glass Menagerie Tennessee Williams
3. Blue Remembered Hills Dennis Potter
4. Face Benjamin Zephaniah
5. Lionboy Zizou Corder adapted by Marcelo Dos Santos
6. Resting Restless Bethan Marlow
7. Tuesday Alison Carr.

HOW WILL I BE ASSESSED?

Unit 1

Practical non-examination assessment.

40% of qualification.

Marked by school teachers, moderated by WJEC

Unit 2

Practical non-examination assessment

30% of qualification. Marked by a visiting examiner.

Unit 3

On-screen examination: 2 hours. 30% of qualification.

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

Career Opportunities

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

For further information please contact:

Mrs P Baxter or Miss B Doyle



ENGLISH LANGUAGE AND ENGLISH LITERATURE

Saesneg Iaith a Llenyddiaeth Saesneg



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



YEAR 10 2025-2026

Autumn	Unit 3: NEA: non-fiction writing and a group discussion. Unit 2: Section B NEA: speech about a social issue.
Spring	Unit 1: Exam preparation: poetry analysis & creative writing.
Summer	Unit 1: Revision. Unit 1: External examination. Skills preparation for the Year 11 units.

YEAR 11 2026-2027

Autumn	Unit 5: NEA: Shakespeare drama study (Romeo and Juliet) and paired discussion of poetry. Unit 6: Exam preparation: non-fiction comprehension and writing.
Spring	Unit 4: Exam preparation: Drama study (An Inspector Calls) and creative writing. Unit 6: Revision.
Summer	Unit 4 and Unit 6: Revision Unit 4: External examination Unit 6: External examination

COURSE OUTLINE

Students studying English at St Joseph's are offered one combined GCSE qualification: English Language and Literature. We hope to enter everyone for the Double Award qualification and we expect the necessary commitment from every candidate. English is taught over seven hours per fortnight.

There are six units in this qualification:
Three examination units and three NEA units.

HOW WILL I BE ASSESSED?

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

YEAR 10

Unit 1: External examination (15%)

Unit 2: NEA (10%)

Unit 3: NEA (10%)

YEAR 11

Unit 4: External examination (20%)

Unit 5: NEA (20%)

Unit 6: External examination (25%)

CAREER AND PROGRESSION

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

For further information please contact:
Miss A Watts - Head of English

Course Title: Geography
Examination Board: WJEC
Qualification: GCSE

WHAT WILL I STUDY?

UNIT 1 Our Physical and Human World

- Drainage basins and rivers
- Changing coastlines
- Migration
- Settlement Change

UNIT 3: Our Dynamic and Diverse World

- The geography of inequality
- The highs and lows of our weather
- Wild weather
- Continual climate change
- Managing global issues

HOW WILL I BE ASSESSED?

EXAM 1

UNIT 1: Our Physical and Human World

This is worth 30% of the qualification and is a written exam that is 1 hour 30 mins.

EXAM 2

UNIT 3: Our dynamic and Diverse World

This is worth 30% of the qualification and is a written exam that is 1 hour 30 mins.

NON-EXAMINATION ASSESSMENTS (NEA)

There are 2 NEA tasks:

UNIT 2: Developing Fieldwork skills

25% of the qualification

You will carry out a fieldwork visit based on different topics and investigate this in a chosen location, writing a fieldwork enquiry that will be submitted to WJEC.

UNIT 4: Sustainable Solutions - 15% of the qualification

You will receive a resource booklet on a geographical issue and will also carry out background reading on the issue. You will then write a report based on a real-world issue in a decision-making task, reporting how sustainable various options are likely to be.

WHAT SKILLS WILL I DEVELOP?

Geography is a topic always in the news, helping you to make sense of the world around you. You will develop skills to interpret, analyse and evaluate information to make informed decisions about issues and problems that affect people and the environment.

- An ability to collect, process, analyse and understand different data and communicate it to a range of different people.

GEOGRAPHY Daearyddiaeth



- Develop a reasoned argument and be able to communicate it to different people.
- Teamwork and leadership skills.

Studying geography allows you to develop a range of personal skills for life, including time management, dealing with uncertainty, flexibility, creativity, problem solving and self-confidence.

CAREERS IN GEOGRAPHY

The transferable skills developed by studying geography are actively sought by employers. There is a wealth of jobs that geography can do spanning almost every job sector! Most jobs have an element of geography in them, whether a doctor investigating the spread of disease or an engineer designing products to cope with less demand for plastic.

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

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

HISTORY: Archaeology, law, libraries, museums, publishing

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

MATHS: Civil engineering, meteorology, mining, navigation, photography, GIS Data Analyst

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

For further information please contact:
Mr B Frost - Head of Geography

HEALTH AND SOCIAL CARE AND CHILDCARE

Iechyd a Gofal Cymdeithasol,
a Gofal Plant



Course Title: Health and Social Care and Childcare

Examination Board: WJEC

Qualification: GCSE



COURSE OUTLINE

The course is designed for the student who enjoys active learning. GCSE Health and Social Care and Childcare provides opportunities for a wide range of activities and increases awareness of Human development, health and well being from conception to later adulthood. Students will be provided with opportunities to develop their understanding of influences on human growth, development, behaviour and well-being. They will gain an understanding of the social, physical, emotional and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Students are encouraged to develop their organisational and investigative skills and will be encouraged to become independent learners who can make informed decisions.

The syllabus seeks to encourage an understanding of the provision of holistic care locally and at national level. It closely examines what contributes to the health and well being of a range of individuals and identifies the contributory factors to healthy living.

Students will be provided with opportunities to develop their understanding of human growth, development, health, and well-being. They will gain an understanding of the physical, intellectual, emotional, and social needs of people who use care and support services; recognising that everyone has a unique blend of abilities and needs.

EXAMPLES OF TOPICS ON THE COURSE INCLUDE:

- Human growth, development and wellbeing
- Promoting and maintaining health and wellbeing.

- Health and Social care, and childcare in the 21st century
- Promoting and supporting health and well-being to achieve positive outcomes

HOW WILL THE COURSE BE ASSESSED?

Assessment will be by examination, which is worth 40% of the qualification and the completion of non-exam assessment, which is worth 60% of the qualification.

The non-exam assessment [NEA] is composed of two tasks set by WJEC. They involve research without direct supervision but must be completed under supervision in approximately 25 hours. Task 1 is allocated 10 hours and Task 2, 15 hours.

All components / units cater for the full range of ability and allow access to grades A* - G for the subject.

CAREER OPPORTUNITIES AND PROGRESSION

The course is particularly suitable for the person who is possibly considering a career in the caring profession, particularly caring services, social work, teaching, classroom assistant, care assistants, nursery assistant, nursing, nanny and midwifery.

The course is also a good foundation to an apprenticeship in the profession. Opportunities are provided for students to demonstrate a whole range of skills including all the essential skills.

For further information please contact:

Miss O'Keefe on gokeefe@sjhs.newport.sch.uk
or Mrs L Silver on lsilver@sjhs.newport.sch.uk

Course Title: History
Examination Board: WJEC
Qualification: GCSE



HISTORY Hanes



COURSE OUTLINE

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

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

This course covers popular entertainment and sport during the Depression, Nazi Germany, World War Two, Evacuation and the birth of the NHS.

2. THE USA, A NATION OF CONTRAST, 1910-29 This unit covers the rise of the gangster, the birth of the Hollywood film star and the treatment of black Americans.

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

This unit covers crimes such as smuggling and terrorism. We will also look at Jack the Ripper and the abolition of the death penalty.

4. NON-EXAMINED ASSESSMENT

Here we examine the rise of Adolf Hitler and life in Nazi Germany.

HOW WILL I BE ASSESSED?

UNITS 1 & 2: 1 hour examinations (25% GCSE grade)

UNIT 3: 1 hour 15 minute examination (30% GCSE grade)
NEA is class based and worth 20% of the GCSE.

History is a useful, and often necessary subject for a lot of careers and not just the obvious ones. Conservation work, environmental work, town planning, building restoration

CAREER OPPORTUNITIES AND PROGRESSION

COMMON QUESTIONS ASKED:

“But will it be any use to me when I’m older?”

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

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

“But I don’t want to teach!”

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

For further information please contact:
Mr A Doughton - Head of History

MATHEMATICS

Mathemateg

Course Title: Mathematics

Examination Board: WJEC

Qualification: GCSE

UNIT 1: Financial Mathematics & Other Applications of Numeracy	
Higher tier	Foundation tier
1 hour 45 minutes 80 marks	1 hour 30 minutes 65 marks
Weighting: 30% of the qualification	

Unit 2: (Non-calculator)	
Higher tier	Foundation tier
1 hour 45 minutes 80 marks	1 hour 30 minutes 65 marks
Weighting: 30% of the qualification	

Unit 3: (Calculator allowed)	
Higher tier	Foundation tier
2 hours 90 marks	1 hour 45 minutes 75 marks
Weighting: 40% of the qualification	

COURSE OUTLINE

The content of the GCSE Mathematics-Numeracy (Double Award) qualification will be based on the following mathematical and numerical concepts that make up the Curriculum for Wales' statements of what matters for the Mathematics and Numeracy Area:

- Number
- Algebra
- Geometry and measures
- Statistics and probability

You will be taught the key financial aspects of everyday adult life, such as dealing with payslips, bills, and savings. A good understanding of the content of this qualification is the perfect platform to those hoping to follow a STEM career.

Aspects of each concept will be explored in every unit of the qualification, supporting the statement that 'the different areas of mathematics are highly interconnected and dependent on one another' included in the specific considerations for this Area. The qualification will also support key links with other Areas of the Curriculum for Wales, including developing learners' financial literacy in support of learner wellbeing.

WHAT SKILLS WILL YOU DEVELOP?

- You will develop an understanding of the different areas of mathematics and how they relate to each other.

- You will extend your range of mathematical skills and techniques and be able to use and apply them to a range of real-life contexts.
- You will gain a strong foundation in financial mathematics to prepare you for life and work.

UNIT 1: Financial Mathematics and Other Applications of Numeracy

In this unit you will learn life lessons that will help you become a financially well-informed adult. Think about terms or acronyms you may have heard about like 'National Insurance', 'VAT' or 'AER' – these will become familiar to you. Financial opportunities and pitfalls will be addressed, and you will learn how to read important documents like payslips, bills and bank statements.

All sorts of other real-world contexts will also be taught and assessed, making this unit relevant and interesting.

UNIT 2: Non-calculator

You will explore concepts where you won't need your calculator in this unit. You will deepen your understanding of probability and explore new ideas within algebra and geometry, like quadratic graphs and circle theorems.

UNIT 3: Calculator-allowed

This unit has the biggest weighting of all three units, and you can have your calculator by your side. There is lots of data handling and statistics in this unit as well as new geometry concepts such as Pythagoras' theorem and trigonometry.



HOW WILL I BE ASSESSED?

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

Higher A* A B C D

Foundation C D E F G

There are 3 units, each with a written examination which will form a double-award qualification. There is no coursework element.

CAREERS IN MATHEMATICS

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

Looking further ahead – Maths in the Sixth Form. To get on to the very popular AS and A Level Maths course, you will need to have studied at Higher Tier throughout Year 10 and Year 11 and ideally to have achieved a grade A or better at a higher tier. Maths at A Level is challenging and enjoyable. It builds on many topics studied at GCSE level, as well as looking at topics that will be new to you. An A level in maths is highly regarded by universities and employers alike and will put you in a strong position for the future

A GCSE in Mathematics and Numeracy can lead to a variety of career paths. These include jobs such as: financial analyst, computer programmer, medical scientist, actuary, software developer, economist, data or research analyst, accountant, teacher.

USEFUL WEBSITES:

Examinations: www.wjec.co.uk

REVISION AND PRACTICE:

1) <https://vle.mathswatch.co.uk/vle/>

2) www.corbettmaths.com

3) www.mathsdiy.com

For further information please contact
Miss E Chamberlain - Head of Mathematics

MEDIA STUDIES

Astudiaethau Cyfryngau



Media in the 21st Century dominates our lives and the media we consume is the basis for the understanding of the world in which we live. The media plays a central role in contemporary society and culture. It can shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, the media provides us with ways to communicate, with forms of cultural expression and enables us to participate in key aspects of society. The economic importance of the media is unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can and will only increase. Students who are interested in developing critical and analytical skills and have an interest in ethical, social and cultural issues will be suited to this course.

COURSE OUTLINE AND ASSESSMENTS

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

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

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

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

Course Title: Media Studies

Examination Board: WJEC

Qualification: GCSE



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

The coursework elements of the course require a good creative level of ICT skill, a high standard of written accuracy and the ability to work independently. Students should be able to communicate well with others, solve problems and use excellent research skills to plan and produce a DVD cover and film poster for a new film or an opening sequence for a new film in a genre of their choice.

CAREER OPPORTUNITIES

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

Some career opportunities include:

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

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

Course Title: Music
Examination Board: WJEC
Qualification: GCSE



COURSE OUTLINE

Music GCSE is designed for all students who have enjoyed Music at KS3 and would like to study it at a higher level. Students who study music have a keen interest in the subject, and enjoy the mix of practical Performing, Composing and Listening activities. It is an ideal course for students who currently learn an instrument or sing, or have some form of instrumental or vocal tuition in or outside of school. You will develop all the necessary Performing, Composing and Listening skills over the two years of the course, which is split into three units; two of these units are coursework/performance based units, one of these units will be a digital/written exam.

This GCSE Music qualification is based on the study and application of the elements of music, as listed below:

- Dynamics
- Form and structure
- Harmony
- Melody and pitch
- Performance techniques/articulation
- Sonority/timbre
- Tempo, rhythm and metre
- Texture
- Tonality.

HOW WILL I BE ASSESSED?

UNIT 1: PERFORMING

32.5% of qualification. Total duration of performances: 4-6 minutes (at least two pieces)

Learners can choose to perform solos or independent parts within ensembles, or a combination of both, in their chosen style(s) of music, without a conductor.

Learners can choose to perform on any instrument or voice, or technology, or a combination of these.

This unit will be recorded in school and marked by your teachers. The recordings and marks are then uploaded to be moderated by WJEC.



MUSIC Cerddoriaeth

UNIT 2: COMPOSING

32.5% of qualification. Two compositions (3-6 minutes total recommended) plus a reflective Log.

Learners compose two original pieces of music: one in response to their own devised brief and one in response to a brief set by WJEC.

Learners will write a reflective log based on the compositional process of either the composition in response to their own

This unit will be created in school and marked by your teachers. The recordings/scores and marks are then uploaded to be moderated by WJEC.

UNIT 3: APPRAISING

35% of qualification. Digital only examination: 1 hour 30 minutes (approximately)

This is a written (digital) exam with questions requiring objective responses, short and extended answers, in response to the chosen set works and unseen extracts.

This is a summer exam that is marked by WJEC.

CAREER OPPORTUNITIES AND PROGRESSION

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

For further information please contact:
Miss B Doyle - Head of Performing Arts

PHYSICAL EDUCATION Ymarfer Corff



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



COURSE OUTLINE

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

ASSESSMENT OF PRACTICAL PERFORMANCE

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

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

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

HOW WILL I BE ASSESSED?

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

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

UNIT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

50% of qualification, non-exam assessment

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

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

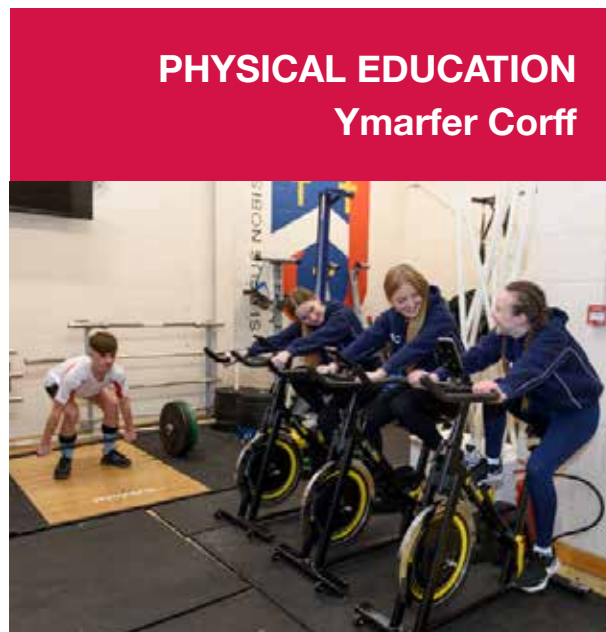
One activity will be a major activity which will have a Personal Fitness Programme linked to the activity.

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

Course Title: Physical Education

Examination Board: WJEC

Qualification: GCSE



PHYSICAL EDUCATION Ymarfer Corff

APPROVED ACTIVITIES

Team activities:

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

Activities which can be undertaken as a team or individual:

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

Individual Activities

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

Specialist Team Activities

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

Specialist Activities as an team or individual

Polybat

Specialist Individual Activities

Boccia

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

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

CAREER OPPORTUNITIES AND PROGRESSION

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

For further information please contact:

M G O'Driscoll - Head of PE

RELIGIOUS EDUCATION

Addysg Grefyddol



Course Title: Religious Education

Examination Board: WJEC

Qualification: GCSE

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

UNIT 3: CATHOLIC CHRISTIANITY AND ETHICAL THEMES

Written examination: 2 hours (50% of qualification)

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

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

- Relationships
- Human Rights

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

COURSE OUTLINE

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

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

UNIT 1 : RELIGION AND PHILOSOPHICAL THEMES

(first exam series - 2018)

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

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

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

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

- Life and Death
- Good and Evil

WHY FOLLOW A RELIGIOUS STUDIES COURSE?

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

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

Course Title: Sociology
Examination Board: WJEC
Qualification: GCSE

SOCIOLOGY Cymdeithaseg



COURSE OUTLINE

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

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

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

HOW WILL I BE ASSESSED?

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

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

DOUBLE SCIENCE, and TRIPLE SCIENCE

Gwyddoniaeth – Dwbl, Dwbl
Cymhwysol, Gwyddoniaeth Triphlyg

DOUBLE SCIENCE GCSEs **COURSE OUTLINE**

The new course is designed to:

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

YEAR 10: COURSE CONTENT

BIOLOGY: CELLS, ORGAN SYSTEMS AND ECOSYSTEMS

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

CHEMISTRY: CHEMICAL SUBSTANCES, REACTIONS AND ESSENTIAL RESOURCES

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

PHYSICS: ELECTRICITY, ENERGY AND WAVES

- Electric circuits

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

Qualifications: Double Science – 2 GCSEs

Applied Double Science – 2 GCSEs

Triple Sciences – 3 GCSEs

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

YEAR 11: COURSE CONTENT

BIOLOGY: VARIATION, HOMEOSTASIS AND MICROORGANISMS

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

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

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

PHYSICS: FORCES, SPACE AND RADIOACTIVITY

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

HOW WILL I BE ASSESSED?

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

TRIPLE SCIENCES GCSEs **COURSE OUTLINE**

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

YEAR 10 COURSE CONTENT

BIOLOGY: CELLS, ORGAN SYSTEMS AND ECOSYSTEMS

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

CHEMISTRY: CHEMICAL SUBSTANCES, REACTIONS AND ESSENTIAL RESOURCES

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

PHYSICS: ELECTRICITY, ENERGY AND WAVES

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

YEAR 11 COURSE CONTENT

BIOLOGY:

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

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

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

DOUBLE SCIENCE, and TRIPLE SCIENCE

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



PHYSICS: FORCES, SPACE AND RADIOACTIVITY

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

HOW WILL I BE ASSESSED?

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

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

APPLIED DOUBLE SCIENCE Gwyddoniaeth Cymhwysol



Course Title: Applied Science (Double Award)

Examination Board: WJEC

Qualification: 2 GCSE's



COURSE OUTLINE

This course aims to:

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

YEAR 10 COURSE CONTENT

UNIT 1: ENERGY, RESOURCES AND THE ENVIRONMENT

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

UNIT 2: SPACE, HEALTH AND LIFE

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

HOW WILL I BE ASSESSED?

Candidates will sit two external examination papers:

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

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

APPLIED DOUBLE SCIENCE Gwyddoniaeth Cymhwysol



YEAR 11 COURSE CONTENT

UNIT 3: FOOD, MATERIALS AND PROCESSES

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

UNIT 4: TASK BASED ASSESSMENT

UNIT 5: PRACTICAL ASSESSMENT.

HOW WILL I BE ASSESSED?

Candidates will sit two external examination papers

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

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

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

CAREER OPPORTUNITIES AND PROGRESSION

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

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

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

For further information please contact:
Dr M Matthews, Science Department

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

Albert Einstein (1879 - 1955)



Course Title: Spanish
Examination Board: WJEC
Qualification: GCSE

SPANISH Sbaeneg

WHY STUDY LANGUAGES?

The New Spanish GCSE has been designed to enable you to use Spanish in meaningful and purposeful ways. You will continue to develop your prior learning from KS3, including cultural awareness of societies where Spanish is spoken along with making links to Wales and our own heritages.

WHAT WILL YOU LEARN?

There are 3 broad themes:

- Language for leisure and wellbeing (sports, hobbies, social media, literature and films, making arrangements to go out, buy tickets, healthy living).
- Language for travel (holidays, making travel plans, fiestas and cultural events).
- Language for study and work (talking about studies and future plans).

What skills will I develop?

Building on your progress from KS3 you will:

- Develop your skills further to communicate accurately and clearly in writing.
- Develop your understanding of Spanish through listening and reading.
- Learn how to contribute to conversations and discussions.
- Make connections with your own language (and others you are learning).

HOW WILL I BE ASSESSED?

UNIT 1: Oracy – 30% - non exam assessment – with class teacher

4 tasks

1 Read aloud a short sentence in Spanish (pronunciation)

2 Role play

3 A 1-minute presentation on a topic that you will have prepared, followed by a short discussion.

4 A short conversation with your teacher on one of the theme-based topics.

UNIT 2: Reading and writing – 15% - non exam assessment

In class you will study a short work (either a short work, a short story, film script or novel) in Spanish. You will then write a written response (about 200 words in Spanish) in response to the piece of work).



UNIT 3: Listening – 20% - exam based

Listening to a variety of Spanish speakers and demonstrate understanding by responding to a variety of questions such as multiple choice or questions in English.

UNIT 4 : Reading and writing – 35% - exam based

For this assessment you will read a range of texts in Spanish and answer questions about them in English. There will also be a Spanish to English translation. The final task will be a written response (120 words) from a choice of three questions.

FUTURE OPPORTUNITIES WITH SPANISH

Studying a GCSE International Language can open a World of opportunities for you. There are a wide range of career paths that you could follow with a GCSE in Spanish, including the travel industry, armed forces, law, the business world, health along with language-based services such as translation and interpreting, education and social services.

However, the great advantage of having skills in another language is that they can serve you throughout your life and career, not only useful for travel, making friends and developing a general appreciation and understanding of other's identities and cultures BUT also potentially useful for any chosen career/pathway.

A qualification in Spanish shows that you are a good communicator, are willing to adapt and step out of your comfort zone – highly desirable for any employer!

What's not to like? Continue with your KS3 studies and choose Spanish!!

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

PRODUCT DESIGN

Dylunio Cynnrych



COURSE OUTLINE

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

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

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

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

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

Course Title: Product Design

Examination Board: WJEC

Qualification: GCSE

HOW WILL I BE ASSESSED?

1. Core knowledge and understanding
2. In-depth knowledge and understanding of Product Design
3. Core skills
4. In-depth skills of Product Design

PRODUCT DESIGN

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

ASSESSMENT

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

A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding of Product Design

UNIT 2: DESIGN AND MAKE TASK
Non-exam assessment, approximately 35 hours (50% of qualification).

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

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

CAREER OPPORTUNITIES AND PROGRESSION

Product Designer, Graphic Designer, Construction, teaching, architecture, Information Technologist and Computer Science.

Maximum group size is 18.

For further information please contact:
Mr Williams - Head of Technology or Miss C Griffiths
Email: cawilliams@sjhs.newport.sch.uk
or cgriffiths@sjhs.newport.sch.uk



WELSH Second Language Cymraeg Ail Iaith

GCSE CORE CYMRAEG

Do you want to be able to understand and use Welsh, the language of Wales, confidently and spontaneously? Do you want to develop a valuable skill and use Welsh in further study, in the workplace and in your communities? Do you want to part of the government's aim and be one of the million Welsh speakers in 2050? This is a qualification that can foster your curiosity, develop your language learning skills and strategies and open doors to further study and further jobs.

AMLINELLIAD O'R CWRS/COURSE OUTLINE

You will study 3 broad themes of:

- Cynefin
- Hunaniaeth – Identity
- Diwylliant – Culture

Within these 3 broad themes, you will learn:

- About the value of the Welsh language socially and in the world of work
- About its use in Wales and around the world
- How to understand and use Cymraeg with others in a spontaneous and confident way
- How to develop skills for work and life
- How to respond creatively to literature

ASESU/ASSESSMENT

UNIT 1 (RESPONDING TO A VISUAL STIMULANT) &

UNIT 2 (RESPONDING TO VARIOUS SOURCES)

In these speaking and listening units you will learn how to understand and use Welsh with others in a spontaneous and confident way by:

- Watching a video (Unit 1)
- Looking at various sources for example graphs/charts, facts and/or statistics and images (Unit 2).

UNIT 3 (PREPARING FOR THE FUTURE) &

UNIT 4 (LITERATURE AND CREATIVE WRITING)

In these units you will develop both skills, reading and writing, by responding to non-verbal reading and writing texts, practising and responding to a variety of language forms as well as:

- Learn essential skills for the future, such as translanguaging and translating (Unit 3)
- Study two short stories and two set poems (Unit 4).

Course Title: Welsh for All (Second Language)

Teitl Y Cwrs: Cymraeg i Bawb (Ail iaith)

Examination Board: WJEC

Bwrdd Arholi: CBAC

Qualification: GCSE

Cymhwyster a Enillir: TGAU

All units will be based on the three broad themes; Cynefin, Identity and Culture.

HOW WILL I BE ASSESSED?

EXAMINATION

There will be two written examinations:

Unit 3: 1 hour and 30 minutes; 100 marks; 25% of the qualification.

Unit 4: 1 hour and 30 minutes; 100 marks; 25% of the qualification.

There will be a variety of reading tasks with non-verbal and written responses in both units along with descriptive, persuasive and express opinions tasks (Unit 3) and creative writing tasks and poetic writing (Unit 4)

In Unit 3, translanguaging and translating tasks will be assessed in each series.

In Unit 4, one set text (from the two stories and two poems) will be assessed in each series. You will be told before the Unit 4 exam which text will be used in the exam.

NON EXAMINATION ASSESSMENT

There will be two non-examination assessments:

Unit 1: One speaking assessment for pairs (6-8 minutes or group of three (8-10 minutes); 50 marks; 25% of the qualification.

Unit 2: One speaking assessment for pairs (6-8 minutes or group of three (8-10 minutes); 50 marks; 25% of the qualification.

WHAT SKILLS WILL I DEVELOP?

- Speaking and Listening Skills

You will develop your speaking and listening skills to be able to communicate, interact, express and justify opinions and ask and respond effectively to questions.

- Reading and Writing Skills

You will develop your reading and writing skills to be able to understand and respond to different types of written language in various forms including word-related language and responding to literature.

- Analysing skills

You will develop your analytical skills to respond critically, evaluate relevant points and develop ideas in texts and spoken communication.

The background of the entire page is a photograph of a young person with dark hair looking intently at a computer screen. The screen displays blurred lines of code, likely in a programming language like Python, with words like 'print', 'if', and 'else' visible. The person's face is partially obscured by the bottom edge of the screen.

LLWYBRAU YMESTYN/FURTHER PATHWAYS

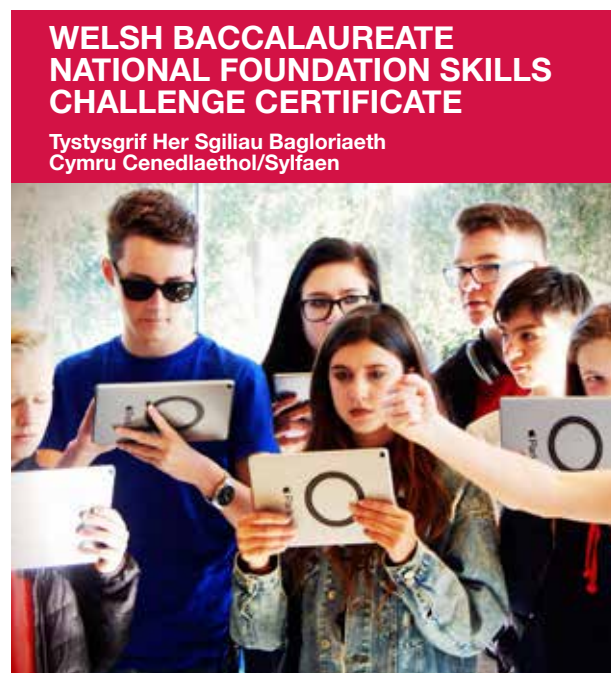
Jobs advertised in Wales often require the ability to speak Welsh as essential or desirable. If you have a GCSE Core Cymraeg qualification and if the other candidate applying for the post do not have this qualification, you have a head start.

The ability to speak Welsh is important and advantageous in all areas including education, health and care, the government, media and entertainment, sport, law marketing and much more. You can even get a job in Patagonia in South America if you can speak Welsh!

For further information please contact:

Mrs R Davies - Head of Welsh

Pennaeth Adran: Mrs R Davies



Head of Department: Mrs R Price
Examination Board: WJEC



COURSE OUTLINE

WHY STUDY WBQ AT NATIONAL LEVEL?

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

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

STRUCTURE OF COURSE:

The Welsh Baccalaureate is based on a Skills Challenge Certificate, which is worth 1 GCSE alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh

Baccalaureate. The Skills Challenge Certificate consists of four components which are followed by all learners:

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

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grade A*- C. During the course a learner must achieve 3 other Level 2 qualifications, 2 of which can be vocational qualifications.

The focus of the Skills Challenge Certificate will be on the essential and employability skills young people need in their future lives and these skills will be developed and assessed through an Individual Project and three Challenges. The Skills Challenge Certificate has been designed to include learning and assessment which will enthuse, engage and motivate learners in the classroom, the workplace and the wider community. The qualification has been devised around the concept of a 'plan, do, and review' approach to learning where learners are introduced to a context for learning, plan activities, carry out activities, review outcomes and learning. Challenges are individually evidenced and assessed through a Candidate Portfolio.

Head of Department: Mrs R Price
Examination Board: WJEC

WELSH BACCALAUREATE NATIONAL FOUNDATION SKILLS CHALLENGE CERTIFICATE

Tystysgrif Her Sgiliau Bagloriaeth
Cymru Cenedlaethol/Sylfaen

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project	50%	<ul style="list-style-type: none"> • Planning and Organisation • Critical Thinking and Problem Solving • Digital Literacy 	Sept 2024 - Feb 2025	May 2025
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> • Creativity and Innovation • Personal Effectiveness • Digital Literacy 	Sept 2024 - Dec 2025	Jan 2025
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation 	Spring Term 2024	May 2025
Community Challenge	15%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	Summer Term 2024	May 2025

WHAT ARE THE REQUIREMENTS

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

1. SKILLS CHALLENGE CERTIFICATE (worth 1 GCSE)

- Individual Project

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

- Enterprise and Employability Challenge

For learners to develop enterprising skills and attributes and enhance employability.

- Global Citizenship Challenge

For learners to understand and respond appropriately to a global issue.

- Community Challenge

For learners to identify, develop and participate in opportunities that will benefit the community.

2. GCSE's

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

3. Supporting qualifications

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

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

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

For further information please contact:
Mrs R Price - Head of Skills



Vocational Courses

ENGINEERING Peirianeg



Course Title: Engineering
Examination Board: WJEC
Qualification: Level 1/ 2



COURSE OUTLINE

Engineering offers students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The course introduces students to engineering principles, processes, and techniques through hands-on experience in manufacturing and designing engineering products.

The qualification provides learners with a broad introduction to the engineering sector and the opportunity to explore the different sub-sectors such as manufacturing, design, and problem-solving. Students will develop practical skills using engineering tools and equipment, learn to interpret engineering drawings, and understand the properties of various materials used in engineering.

Students will have access to industry-standard equipment and will develop skills in:

- Using engineering tools and machinery
- Computer Aided Design (CAD)
- Manufacturing techniques
- Problem-solving and analytical thinking
- Planning and project management
- Health and safety in engineering contexts

The curriculum is STEM-focused and provides opportunities for students to engage in real-world engineering challenges and develop practical skills that are valued in both further education and industry.

This course provides an excellent foundation for progression into Level 3 qualifications in Engineering or related subjects, apprenticeships, or employment in the engineering sector.

Maximum group size is 20 (due to workshop safety requirements.)

WHAT WILL I STUDY

The course consists of three mandatory units:

1. Manufacturing Engineering Products.
2. Designing Engineering Products.
3. Solving Engineering Problems (Exam).

ENGINEERING

This will focus on interpreting engineering drawings and information, manufacturing processes using tools and equipment, materials (including ferrous, non-ferrous, thermoplastics, thermosetting plastics, smart materials and composites), properties of materials (such as tensile strength, hardness, toughness, malleability), engineering processes (including marking out, cutting, finishing, drilling, turning, brazing), health and safety practices, mathematical techniques for solving engineering problems, and impact of engineering achievements on modern life in areas such as structural design, mechanical design, and electronic design.

Students will develop practical skills in manufacturing and testing engineering products while considering environmental, sustainability, and technological factors.

Course Title: Engineering
Examination Board: WJEC
Qualification: Level 1/2

ENGINEERING Peirianeg



HOW WILL I BE ASSESSED?

UNIT 1: MANUFACTURING ENGINEERING PRODUCTS

Internal controlled assessment: 20 hours
(40% of qualification)

Students will interpret engineering drawings and use various tools and equipment to manufacture engineering products.

UNIT 2: DESIGNING ENGINEERING PRODUCTS

Internal controlled assessment: 10 hours
(20% of qualification)

Students will develop understanding of how engineered products are adapted and improved over time.

UNIT 3: SOLVING ENGINEERING PROBLEMS

Written examination: 1 hour 30 minutes
(40% of qualification)

Assessment through short and extended answer questions based on applied situations.

CAREER OPPORTUNITIES AND PROGRESSION

- Mechanical Engineer
- Manufacturing Engineer
- Design Engineer
- Electrical Engineer/ Electronic Engineer
- Aerospace Engineer
- Automotive Engineer
- Engineering Technician
- Further study in Engineering at Level 3 or apprenticeship.

For further information please contact:
Mr C Williams - Head of Design & Technology
Email: cawilliam@sjhs.newport.sch.uk

RETAIL BUSINESS

Busnes Manwerthu



COURSE OUTLINE

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

The Award is equivalent to 1 GCSE.

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

WHAT WILL I STUDY

The course is made up of three units that you will study over two years. Two of these are controlled assessment units and one of this is an external written exam.

HOW WILL I BE ASSESSED

UNIT 1 – EXTERNAL EXAMINATION

The business of retail

Written examination: 1 hr 30 minutes, 40% of qualification

This unit introduces learners to the competitive and dynamic nature of the retail industry. Learners will gain knowledge and understanding of the different types of retail organisations that compete for customers and how these businesses are managed in order to achieve their aims and provide a continuous supply of products. Learners will also gain knowledge and understanding of the external environment in which retailers operate and the impact of external factors on their operations.

Course Title: Level 1/2 Award in Retail Business

Examination Board: WJEC

Qualification: Level 2 Award

Unit 1 Topics

- Introduction to retail business
- The retail business environment
- Using data and recommending solutions to retail business issues

UNIT 2 – CONTROLLED ASSESSMENT

Customer service for retail business.

Controlled assessment: 6 hrs, 30% of qualification

This unit introduces learners to the importance of customer service to retail organisations. Learners will gain knowledge and understanding of the principles of customer service and how retail organisations use these to give their customers a positive experience. Learners will develop research skills to gather data in order to investigate the quality of customer experience across different retail organisations, analysing and presenting findings. Learners will visit retail stores to carry out their research.

Unit 2 Topics

- Introduction to customer service
- Meeting customer expectations
- Investigate customer experiences in retail businesses

UNIT 3 - CONTROLLED ASSESSMENT

Merchandising and marketing retail products.

Controlled assessment: 8 hrs, 30% of qualification

This unit introduces learners to the importance of visual merchandising and marketing to retail organisations. Learners will gain knowledge and understanding of the purpose and principles of visual merchandising and the ways in which retail organisations use visual merchandising in their physical stores and online to attract customers and achieve their aims. Learners will have to design visual merchandising installations and explain how these installations will target customers and help achieve aims. Learners will also have the opportunity of visiting retail stores such as John Lewis and many more in St David's centre in Cardiff.

Unit 3 Topics

- Visual merchandising for retail business
- Marketing retail businesses and products

For further information please contact:
Miss L Hawkins – Teacher of Retail



BTEC SWEET



Course Title: BTEC SWEET

Examination Board:

Qualification: BTEC

WHY STUDY BTEC SWEET?

The BTEC SWEET qualification gives learner the opportunity to experience a different style of learning experience. The course aims to develop important life and employability skills whilst also supporting the learners gain valuable skills in wellbeing, confidence and resilience.

This qualification is equivalent to a GCSE Grade B.

COURSE CONTENT

TOPICS STUDIED

- Personal Identity - Understanding and developing our own Personal Identity.
- Managing Relationships - Understanding how to manage personal and social relationship.
- Healthy Living - Understanding how to live a healthy lifestyles and the dangers of when we don't.
- Moving Forward - Understanding and developing skills in planning, setting and working towards goals.
- Money Matters- Developing our understanding and skills in managing our own money.
- Global Citizenship - Exploring our role in political decision making, understanding our Human Rights.
- Community - Exploring Diversity in our community, Community Action, Practicing Leadership skills with others.
- Enterprise and Employability - Planning an Enterprise Activity, Preparation for work, Searching for a Job, Applying for a job.

HOW WILL I BE ASSESSED

SWEET is a fully accredited qualification and nationally recognised, with no examination. Pupils work is continually assessed throughout their learning journey. Pupil can be entered at Level 1 or Level 2 depending on the quality of work completed.

CAREER OPPORTUNITIES AND PROGRESS

The SWEET qualification links nicely with other qualification that pupils study here at St Joseph's. For examples WBQ, History, English, Mathematics.

PUPIL FEEDBACK:

“SWEET gave me the opportunity to develop skills in preparation for when I leave school.”

“My SWEET lessons are great, I'm achieving a Level 2 qualification but I don't need to worry about sitting an exam which means I can spend more time revision for my core subjects.”

For further information please contact:
Miss D Jones - Head of Inclusion

REMEMBER

On Friday 14th March 2025 a link to a Google Form will be sent to you.

The deadline for submission of this form will be Friday 4th April 2025 - you can only submit once.

PLEASE NOTE: Pupils can only make their final pathways choices by submitting this Google Form.

St Joseph's RC High School

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