



**2026 - 2028**

Sixth Form Prospectus  
Prosbectws y Chweched Dosbarth



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



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# 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 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 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 students. 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 Jane Morgan** 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: Reading and Number Buddies 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 students, 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 Morgan B.A. (Hons) M.A.  
NPQH

### School Address

St Joseph's RC High School  
Pencarn Way  
Tredgar 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

### Chair

Mrs B Kurzik

### Clerk to Governors

Mrs A Evans  
South East Wales Education  
Achievement Service

### Foundation Governors

Mrs B Kurzik (Chair)  
Mr P Bennett  
Fr S Ogbe  
Mrs A Godfrey  
Mr M Rowland  
Mrs M Tilley  
Mrs L Robinson  
Mrs V Bradshaw  
Mrs R Cross  
Mrs K Rowlands  
Mrs G Waite  
Mrs E Walton

### Parent Governors

Mrs C Ward  
Mr S Linton  
Mrs P Dosanjh-Paul

### LEA Governors

Cllr Mr P Drewett  
Dr L Cullen

### Teacher Governors

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

### Non Teacher Staff Governor

Mrs D Rogers

### Student Governors

Angelica Winterflood  
Joseph Cross

## SIXTH FORM SENIOR STAFF

### Headteacher

Mrs J Morgan

### Deputy Headteacher

Mr J Ryan

### Head of Sixth Form

Mr L Green

### Deputy Heads of Sixth Form

Mrs J Davies & Mrs R Price

### Learning Support

Mrs P Ryan

### Curricular / Subject Leaders

A young man with short dark hair, wearing a dark grey school suit jacket, a white shirt, and a red tie, is looking down at a yellow folder he is holding. The background is a blurred classroom setting.

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

[www.sjhs.org.uk/yr11pathway](http://www.sjhs.org.uk/yr11pathway)

[www.sjhs.org.uk/6thprospectus](http://www.sjhs.org.uk/6thprospectus)



## ADMISSIONS PROCESS

Students who are currently studying in Year 11 at St Joseph's will be asked to fill in an online enrolment form on receipt of their GCSE results in August.

Students 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 Deputy 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 - please email prior to your visit. 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 Green (Head of Sixth Form) or Mrs Ryan (Sixth Form Learning Support).

**To access Level 3 courses, students must have a minimum GCSE attainment of 5 C GCSE grades or above (Level 2 Threshold).** However, this is not always a secure indicator of success at Level 3, and students 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 students will be interviewed by the Head of Sixth Form to consider the most suitable pathway for them.

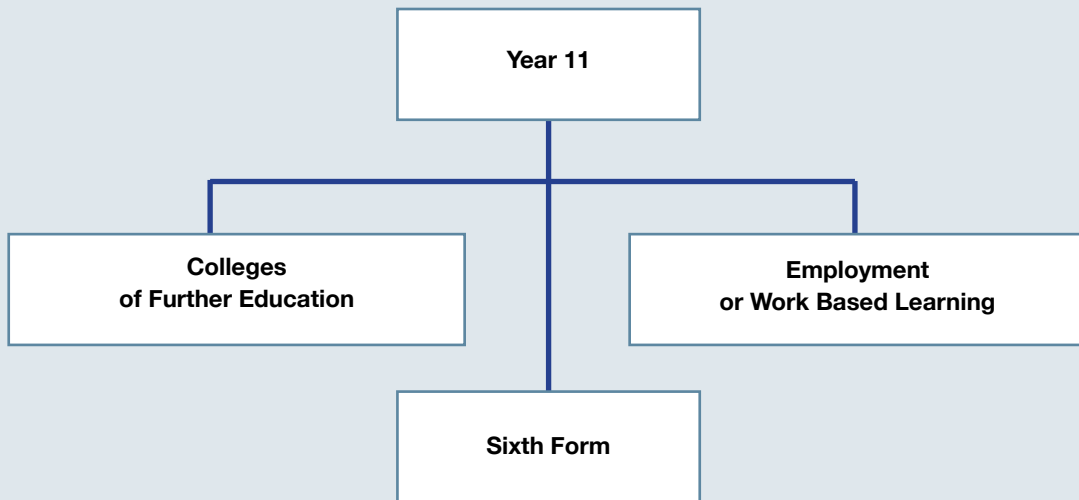
## ENTRY REQUIREMENTS

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

### A Level / Level 3 Requirements

All students will be expected to pursue three AS subjects, in addition to the Advanced Skills. Students are reminded that for many university courses, there is now an expectation that attainment at both Mathematics and English Language must be at least a grade C. If students 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. All students must also meet specific subject entry requirements (to be confirmed in March 2026).

In all subjects being chosen for A Level study, students should have achieved at least the minimum subject entry requirement grade in their GCSE exam, except in Maths or Science subjects in which students must achieve at least a Grade B. (Please see specific subject pages for further information - these grades will be confirmed in March 2026).



## 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 Green or Mrs Davies 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.

Students study three AS courses. We would recommend that only students who have achieved predominantly grades 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 students will be expected to study a minimum of two A Levels plus Advanced Skills. For a student to automatically continue a course in Year 13 they must be awarded a minimum of an E grade at AS, and D grades in Maths and Science (see subject specific information).

### ADVANCED SKILLS QUALIFICATION

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

All students will be required to study Advanced Skills.

## 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 students benefit from pursuing a wide range of activities.

### Formal / Organised Opportunities

GCE A Levels

AS Levels

Advanced Skills

### Non Formal / Organised Opportunities

Reading Buddies

Number Buddies

### Informal

Raising Money for Charity

Work Experience

Hobbies

## 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 students 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, we recommend you use most of this time for private study and completion of assignments: Sixth Form students have their own study area with a suite of computers and Chromebooks and are also free to use the library when not in use. If individual students are unable to manage their time sensibly or fall behind with the work, the privilege of common room usage is withdrawn.

### Student 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, students 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 students who do not perform as well as expected at AS Level occasionally request to resit the whole of Year 12. This is only undertaken on rare occasions, after thorough consideration and discussion and is by no means guaranteed. It is imperative that we believe that

the student 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 students 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 students.

### Attendance

There is a clear correlation between attendance and attainment and we must emphasise to students 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 students 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 students attend. Students 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 students 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 explanations for all absences by contacting the school by telephone or Schoolcomms.

### General

The highest standards are expected of students 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 students remaining in full time education post-16 where the family income falls within defined limits. Payments are strictly linked to attendance and performance. Students applying for EMA will be required to sign a Learning Agreement with the school. If they fail to adhere to this agreement then this will affect their payment. All absences must be explained and proof of appointment shown for any medical appointments.

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. A limited number of application forms are available from school.

A Post-16 Travel Grant is available for those students who live three miles or more from St Joseph's RC High School and wish to study in our Sixth Form. Please follow this link for full information on the criteria to be met and completion of the application form.

**[www.newport.gov.uk/schools-and-learning/school-transport](http://www.newport.gov.uk/schools-and-learning/school-transport)**

## COLLABORATION WITH OTHER EDUCATION PROVIDERS

As part of the Welsh Assembly Government's mission to broaden and enhance students' 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 students 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 students. This scheme has provided students 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 students study Advanced Skills at Level 3 (Advanced). This will be studied alongside their traditional AS/A2 subjects, with students 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, students 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)

## 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 students 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 students who wish to apply to Higher Education must do so through UCAS. At St Joseph's, we commence this process immediately after students return from their AS examinations. Initially, the whole application procedure will be explained to students and the UCAS website explored. Students 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 students are also encouraged to attend University Open Days to attain an understanding regarding different courses and colleges.

After AS results, students 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 students with their application form, especially the Personal Statement, and they will work very closely with their tutor group at this time.

Any student wishing to apply to Oxbridge or to study medicine, veterinary science, dentistry or physiotherapy, must submit their forms by the 15th October 2026. However, in order for their Higher Education reference to be completed, we have an internal deadline of the last Friday in September. The official UCAS deadline for all other applications is January 2027, however, the school's deadline is the first day back after the October half-term 2026. This is to enable our students 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.

If students 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

As a Christian school our focus is on providing quality teaching and learning in order to enable students to reach their full potential with a minimum of distractions. School uniform has a part to play in this. We believe 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 students 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 students, not dealing with matters of uniform.

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

### Boys

- Black Sixth Form school blazer with school badge
- Black trousers (not jeans) and white shirt
- Maroon 6th Form school tie\*
- Optional: Long sleeved black 'V' neck sweater or cardigan (without logos or zips)
- Black school shoes (not trainers)

### Girls

- Black Sixth Form school blazer with school badge
- Black skirt or black full length trousers (not leggings or jeans) and white collared shirt/blouse.
- Optional: Long sleeved black 'V' neck sweater or cardigan (without logos or zips)
- Black school shoes (not trainers)
- Neutral or black tights

\* 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 students' success by ensuring that they are appropriately dressed and have the necessary equipment for all lessons.

We support a Reduce, Reuse and Recycle. Good quality, pre-loved uniform is available (£2 per item optional donation) on two sales days during the summer holidays.

## SIXTH FORM CALENDAR YEAR 12

### August

Enrolment and induction

### September

Lessons 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 Progression Evening

### March

Interim reports sent to parents

### May

External coursework deadlines

Study leave for AS examinations

AS examinations commence

### June

AS examinations

Students return from study leave to start A2 courses

### 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 well-stocked library, which provides a place for quiet Sixth Form study during free periods. The library has five networked computers and a set of laptops, all with Internet access, and also provides printing, photocopying and scanning facilities. There is comfortable seating available for up to 25 students to enable them to study in a quiet, friendly environment.

The library is also open during lunch and break times.

### The librarian can assist students with:

- Research and information retrieval skills.
- Using the Internet effectively for research purposes.
- 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 reading for pleasure including classic texts and contemporary novels.

The library is also used throughout the year to host careers seminars and online webinars and Sixth Form students can volunteer to read with students in Year 7 during form time.

**JOSEPH**  
HEAD BOY



**Studying: Maths, Physics, Art and Advanced Skills**

I am proud to serve as one of the Head Boys at St Joseph's. Being part of such an enthusiastic team excites me, as we have already launched many new initiatives, building on the incredible foundation left by previous teams. For me, these projects are about giving back to a school community that has given so much to us.

Through St Joseph's, I have received religious guidance that has deepened my belief in God. The team strives to cultivate a sustained belief in God through methods such as podcasts, so that the Catholic ethos across all year groups is strengthened.

I am privileged to be a part of the Performing Arts department, which has produced a professional musical production every two years, alongside concerts, showcases and even a performance in Disneyland Paris. I strongly advise anyone interested to join the department. I strive to promote all extra-curricular activities, art, music, sport and more, as the opportunities available, paired with the friendships you make, create unforgettable memories.

St Joseph's teachers have given me the greatest academic start for studying architecture at university. This year our team is providing subject-specific revision talks, something we feel is extremely beneficial. I will also continue to run the school's 'Architectural Association', teaching technical arts skills weekly.

Our multi-faceted approach to fostering students with a connected Catholic ethos, a collaborative interest in extra-curriculars and consistent intellectual ambition all build up our school motto "Serving God Through Learning Together".

**ANGELICA**  
HEAD GIRL



**Studying: Maths, Business, History and Advanced Skills**

I feel incredibly grateful to have taken on a student leadership role and to be given the opportunity to give back to the school that has shaped not only my academic journey, but also my Catholic identity. St Joseph's has offered me countless opportunities, from serving as a Year 7 Representative to taking on roles as Eco and Charity Representative and completing a wellbeing course in Year 10. Each of these experiences have helped me grow in confidence, strengthen my leadership skills and develop my ability to collaborate effectively with others. One of my proudest achievements was receiving the Sue Bettosi Leadership Award at the end of Year 11. This award recognised the dedication I bring to everything I do. I firmly believe that hard work and commitment are the foundation of success and I am determined to carry these values forward in my leadership role in Year 13.

I thoroughly enjoy my A Level choices and would like to pursue a degree in Economics at university, with a future career in finance or business. The academic support I have received from my teachers, form tutors and Heads of Year has enabled me to consistently achieve at a high level and to develop a genuine passion for learning.

Looking ahead, I aim to focus on strengthening the support available for students' mental health and wellbeing. I hope to offer guidance on revision techniques and workload management, helping students feel more confident and less overwhelmed in their studies. I also plan to deliver assemblies to younger year groups, particularly Years 11 and 12, to raise awareness about the importance of looking after their mental health. I would also like to see more trips and enrichment opportunities as these experiences can broaden horizons and enhance both university and career applications.

**JAVIER**  
HEAD BOY



**Studying: Music, English, Religious Studies and Advanced Skills**

As I enter my final year at St Joseph's I truly feel grateful and honoured to be placed in the position of Head Boy as this role will help me make meaningful and lasting contributions to our school community. This role will allow me to diligently serve the school that has shaped me and enabled me to flourish both academically and personally over the last six years.

St Joseph's has continuously provided me with a great environment and community conducive to academic, personal and spiritual growth. The teachers have always been supportive, insightful and eager to help, providing students with the best chances at excelling in school. The rich, extra-curricular life of the school, provides students with the opportunity to pursue their passions alongside their academic endeavours. This is something that I encourage all students to take advantage of, as it provides invaluable opportunities and unforgettable experiences to be treasured beyond high school. I have many great memories of representing the school on stage in various contexts.

As a Head Boy, my goal is helping others to pave the path for their futures, just as my predecessors and mentors did for me. Myself and my peers have implemented a scheme raising awareness about future pathways and necessary course choices, and we plan to continue to work on this project as we felt that our peers will greatly benefit from it.

Sixth Form is a daunting, yet exhilarating and hugely rewarding experience, providing endless opportunities for the future. I would highly recommend it as a wonderful opportunity to better oneself and strive for both academic excellence and personal growth.

**CHLOE**  
HEAD GIRL



**Studying: Biology, Chemistry, Maths and Advanced Skills**

After studying at St Joseph's for five years I knew joining the Sixth Form would be a pivotal step in both my academic and personal development. I hope to pursue a career within the healthcare field, where I can continue learning while making a positive impact on the lives of others just as they have taught me at St Joseph's.

Throughout Sixth Form, I've actively contributed to various initiatives that support students' academic and personal growth, I've taken part in the science tutoring programme, giving me an understanding of the diversity in the ways in which pupils process information. I'm also currently working on a PSHE project focused on first aid education, which aims to equip students with essential life skills and prepare them for real-world situations.

The extracurricular opportunities within St Joseph's are definitely one of the highlights. I've been part of several school sports teams including netball, hockey, and athletics, and I've had the honour of representing Newport Schools, which has led to me being able to represent Cardiff City, and the Wales regional squad in football. I also coach the St Joseph's netball team which I enjoyed as it gave me the chance to lead by example and help others grow in confidence.

The jump between GCSE and Sixth Form, both in regards to workload and commitment is big, but the staff and my peers have been incredible in supporting us and makes this journey possible. I see my position as Head Girl not only as an opportunity to lead but also to listen, support, and work with both students and staff to help create an inclusive and respectful environment. I will continue promoting student wellbeing, encouraging student voice, and creating more opportunities for everyone to thrive both inside and outside the classroom.

**RUBY**  
HEAD GIRL



**Studying: Sociology, Criminology, Biology and Advanced Skills**

Joining a new school Sixth Form was definitely an intimidating decision, but one that has proved to be incredibly fulfilling. From my very first day here, I've been incredibly inspired and amazed by how involved the students have been in shaping the school, especially the Student Leadership team. I'm very passionate about students' wellbeing and creating an inclusive environment where every voice matters. I believe in the power of students' voices and I aim to serve as a link between students and staff to help create ideas and turn them into reality.

I intend to pursue a career in medical law - my A Level subjects have helped me confirm my interest through the information and support my teachers have given me. Criminology has given me an insight into the justice system, like what causes criminal behaviour and how societies have responded to crime. Sociology has caused me to become aware of social injustices, like inequality, discrimination and power. Biology is necessary for me to make it in medical law as I need to understand biological concepts in order to provide adequate advice. These subjects have also allowed me to develop crucial skills, such as critical thinking and essay-writing that are invaluable in a law degree.

During my Sixth Form experience, I have received substantial support from teachers surrounding coursework, exam preparation and work experience opportunities. These teachers have always pushed me to do my best even when overcoming difficult times.

I anticipated feeling lonely for the first couple months with a new school, however I quickly built lasting friendships amongst many people who uphold the school values. The positive environment St Joseph's has provided me with has shaped me into the person I am today.

**SHAWN**  
HEAD BOY



**Studying: Maths, Chemistry, Biology and Advanced Skills**

As Head Boy I am proud to play an active role in shaping and supporting our school community. A key focus of my leadership has been developing initiatives that will make a lasting difference, such as the subject introduction presentations delivered by the student leadership team. Through this initiative, we aim to strengthen our school community, give students a greater voice in their learning, and create opportunities that will support their personal growth and future ambitions.

Throughout my time in Sixth Form, I have benefited from a culture that places student development at the heart of everything. Our school is committed to listening to students and acting on their feedback, which has created an environment where we feel supported in making important decisions about our futures. This proactive approach is reflected in the many initiatives and opportunities available, especially within Sixth Form, that are designed to guide us academically and personally as we prepare for the next stage of our lives.

I am looking to study Medicine at university so Biology and Chemistry have given me a solid scientific foundation, developing my analytical thinking, experimental skills, and ability to approach complex problems methodically. Mathematics has honed my logical reasoning and ability to tackle complex problems with precision, while Advanced Skills has enhanced my IT proficiency, research capability, and general academic skills, all of which are valuable for future study and a career in Medicine.

Sixth Form is not only about academic success but also about building a community where people feel inspired to aim higher and achieve more. I want to contribute to that vision so St Joseph's continues to be a place where potential is discovered and dreams are realised.

**JOILENE**  
DEPUTY HEAD GIRL



**Studying: Maths, Chemistry, Biology and Advanced Skills**

St Joseph's has always helped me gain confidence, skills and provided support which encouraged me to continue my education here. The warm and welcoming environment guided me through my journey to grow as a competent and capable individual. Despite Sixth Form feeling challenging at first, the advice from my teachers and classmates helped me to continue to thrive academically and socially. As I apply to universities, I feel reassured knowing that I can come to my teachers with any concerns I may have.

Throughout Sixth Form, I am able to experience various opportunities such as participating in competitions, cultural celebrations, summer schools and university schemes which highlighted academic and social benefits. The school's various extracurricular programs encouraged me to develop friendships with numerous students within the school. With different areas such as the common room, designed to engage with others, Sixth Form provides a pleasant and comfortable atmosphere. The school's focus on catholic values helps bring students together to create an area of respect and love for one another. Its principles are rooted in faith and encourage students to practice and express themselves wholeheartedly.

Regardless of whether Sixth Form may feel intimidating or challenging, it's a challenge that all Year 12 and 13 students take together and provides you with an opportunity to reach your goals whatever they are for the future. It nurtures the growth and development of students into proficient and confident individuals.

**THOMAS**  
DEPUTY HEAD BOY



**Studying: Drama, English, Media and Advanced Skills**

I have been a part of St Joseph's since Year 7 and am currently studying my A Levels. I am hoping to attend Cardiff University to complete a BA degree in Journalism, Media and English Literature which aligns with my desired career path in journalism and media.

I am a reliable, sociable and enthusiastic person who has many ideas to bring to the table to support Sixth Form students both academically and socially which I will utilise in order to benefit the school community and be an active and passionate member of the student leadership team. I have been a committed member of the Year 7 Buddies programme since the beginning of Year 12, which I have consistently attended throughout the academic year, allowing me to establish trusting relationships with a diverse range of pupils throughout the school community, offering advice, socialising, helping with homework and providing academic support and guidance.

I am aiming to set up a Sixth Form Resource Hub for humanities subjects, allowing students across Year 12 and 13 to share pre-made flashcards, past papers and essays with grades from previous students including AO markings and attached mark schemes, allowing revision to be more efficient and approachable for a variety of students. Additionally, students could have the option to peer-mark each other's work in order to allow revision to become more collaborative, enhancing the productivity of the sixth form school community and encouraging healthy social relationships and social work balances.

Overall, as a member of the SJHS Student Leadership Team, I hope to further improve the Sixth Form for all students and future cohorts whilst contributing to the creation of a friendly, positive, supportive and encouraging environment.

**NOAH**  
DEPUTY HEAD GIRL



**Studying: Maths, Business and Advanced Skills**

During my time at St Joseph's I have grown up surrounded by the values of our school and am extremely honoured to be able to now serve as Deputy Head Boy. The mission of "Serving God through Learning Together" has always shaped my journey here, reminding me that education is not only about achievement but also about faith and community.

What stood out to me was the genuine sense of belonging at St Joseph's. I have built lasting friendships and strong relationships with my teachers who are always willing to support and guide me through any issues. This has helped me to grow my confidence and take on new challenges.

Personally, what makes St Joseph's different is not only its high expectations, but also the care and encouragement that underpins everything we do. I feel inspired by the community and our faith to be an example for the younger students. I have always wanted to make a difference in this school, and I feel that this is the perfect opportunity to do so. I really do believe that every student here is part of something greater and together, we are encouraged to grow both academically and personally, preparing us for life beyond school.

Choosing to stay at St Joseph's for Sixth Form to continue with my studies has been one of the best decisions I have made, and I am proud to represent a community that helps every student flourish.

**POPPY**

DEPUTY HEAD GIRL



**Studying: Drama, Psychology, History and Advanced Skills**

It is with great pride that I step into the role of Deputy Head Girl this year. Being chosen for this position is not only an honour but also a wonderful opportunity to give back to the school community that has shaped me into the person I am today. I feel St Joseph's has helped me grow as an individual with integrity and compassion stemming from our clear Catholic ethos.

The dedication from all staff ensures all students like myself are able to overcome issues leading to a higher level of academic success and is something I strongly believe has boosted my confidence. Throughout my time in Sixth Form there has been a strong sense of support and encouragement allowing me to develop academically and personally and is something I am keen to continue for all SJHS students. My experiences within the school through Performing Arts and sport have allowed me to be at the heart of school life and is something I would encourage all students to take part in.

My favourite aspect of Sixth Form is the sense of community across both year groups allowing strong bonds to be developed, creating a positive environment where students can develop key life skills and establish a clear work life balance before leaving to go to University. This effortlessly equips each student to be successful in further education. Our common room and study spaces clearly contribute to this as both areas bubble with personalities while also providing a safe, calm and focused space for Sixth Formers.

As I go through my final year at St Joseph's, I feel incredibly grateful for the memories I've made, the friendships I've built, and the lessons I've learned. I want to help every student feel supported and valued, just as I have felt throughout my journey here.

**OLIVER**

DEPUTY HEAD BOY



**Studying: Maths, Computing, Physics and Advanced Skills**

For the past six years being at St Joseph's has really shaped me into the person I am today. If it wasn't for St Joseph's, I believe I would have never come this far in my academic journey leading me to get three A grades at AS Level. In addition to this, if you told me in Year 7 that I would be a part of the student leadership team and I would have achieved really high grades across GCSE and AS Level I would think you're joking. I am so thankful that I have been a part of St Joseph's as I believe no other school would have given me this.

If it wasn't for St Joseph's I would have never found Jesus Christ to be my lord and saviour, leading me to take my first holy communion and then confirmation later in life, which is two out of the seven sacraments. I want to help people love Jesus like I do, and develop their kindness and religious learnings at St Joseph's. One of the reasons for me joining the student leadership team is to help pass on the message of God and help communicate the importance of the Catholic ethos within our school.

During my journey in Sixth Form, there has always been support regarding my future at university, employment, education, UCAS and more. This is thanks to the constant support from teachers and some of the many schemes set up for Sixth Form students. These schemes have really helped me develop ideas for what I want to do in the future and I came to the conclusion of studying Computer Science and then Cybersecurity in university.

Sixth Form isn't only about preparing you for university but it's also about enjoying time with friends and building new relationships that last. If I was to give one tip to anyone in school, it would be to enjoy it and to keep seeking out opportunities.

**MADELEINE**

DEPUTY HEAD GIRL



**Studying: English, History, Media and Advanced Skills**

I remember sitting my GCSEs having no clue if I wanted to go to college or go into Sixth Form, but eventually I decided that it was the best path for me. St Joseph's had become a place of comfort and safety for me so I wanted to continue to learn more and grow. Having teachers or friends around me I knew that I could trust, also provided me with security and peace. The school has supported me and my wishes for the future - University or an apprenticeship - helping me make my personal statement or mentoring me on options for my potential future in an apprenticeship in journalism.

Sixth Form I can guarantee is definitely a big leap from GCSEs, however it has been one of the most amazing experiences of my life so far. The subjects that I have picked have genuinely been peaking my interest and are most certainly going to help me with my future pathway. Sixth Form isn't just about studying and academics, it's also about having fun with your friends. Don't let people try and sway you from not going to Sixth Form, despite it being challenging. I admit, the work levels and study commitment can be a bit daunting but don't let that outweigh how much fun you could have and grow personally.

In my final year of Sixth Form I hope that I can make as many changes as possible to improve the school and help its pupils. I like helping people and having a bigger responsibility to ensure that any efforts made don't go to waste, I genuinely care about the school and all St Joseph's pupils.



# TIPS

## on choosing your subjects:

*There are a wide range of subjects to choose from. If you think you want to study certain subjects at university, or if you have a career area in mind, it's important to check if they have any particular A Level entry requirements.*

## **You may not yet know what you want to do after A Levels, so here's a few tips to help you make good choices:**

### **The most important criteria for choosing A Levels subjects are:**

1. What you are likely to enjoy and be good at?
2. Are there any particular subjects and grades you may need? If you have a particular career, job or further study in mind you may need to choose certain A Levels in order to meet entry requirements.
3. How open you want to keep your future study and career choices?

### **Ability and enjoyment**

Think about the subjects you are good at and like. If you enjoy what you're studying you are likely to be more motivated. If you have ability in your chosen subjects you can increase your chances of success.



# Subject Choices

## **Level 3**

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

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



**Entry Requirements**

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

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.

**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 drawing 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.

**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  
 Acting Head of Department: Mrs S Neale  
 Teachers: Miss S Morris, Mrs S Neale, Mrs L Stevens  
 Examination Board: WJEC

**ART & DESIGN**  
**A2 Level (Art and Design)**



**Entry Requirements**

Minimum Entry Requirement	E Grade at AS Level
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**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.

**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 students 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

<b>Minimum Entry Requirements</b>	<b>B Grade in Biology at GCSE (in all units at Higher Tier).</b> <b>C Grade in both GCSE English Language and GCSE Mathematics</b>
<b>Preferred Entry Requirements</b>	<b>A Grade in Biology at GCSE (in all units at Higher Tier)</b> <b>B Grade in Mathematics at GCSE (Higher Tier)</b> <b>A Grade in English at GCSE</b>

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.

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

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

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.

UNIT 1: BASIC BIOCHEMISTRY & 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.

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

Minimum Entry Requirement	D Grade at AS Level (in both Units 1&2)
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### 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

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirements	B Grade at GCSE, B Grade in Mathematics at GCSE

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?

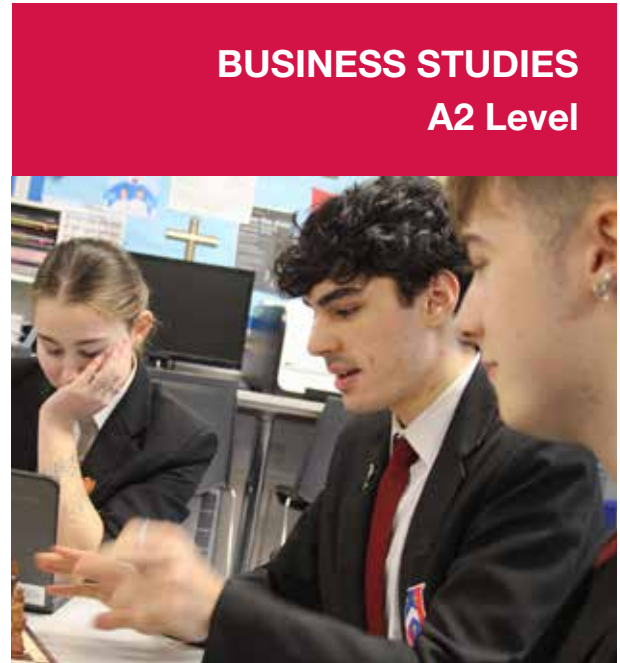
You will experience a variety of teaching methods including group work, individual work, presentations, discussions, videos and the comprehensive use of ICT. You will gain valuable insight into the business world from guest speakers and real life case studies.

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 students to answer short stimulus response questions and extended questions linked to the world of business. In order to prepare students 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



**BUSINESS STUDIES**  
**A2 Level**

**Course Outline**

**A Level**

Unit 3: Business Analysis & Strategy - Examination  
 Unit 4: Business in a Changing World - Examination

**Entry Requirements**

Minimum Entry Requirement	E Grade at AS Level
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**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.

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. Students 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 AS Level



Teacher in charge of Chemistry: Dr Roberts  
Teachers: Mrs E Leyshon, 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

<b>Minimum Entry Requirements</b>	<b>B Grade in Chemistry GCSE (in all units at Higher Tier).</b> <b>C Grade in both GCSE English Language and GCSE Mathematics.</b>
<b>Preferred Entry Requirements</b>	<b>A Grade</b> in Chemistry at GCSE (Higher Tier) <b>A Grade</b> in Mathematics at GCSE (Higher Tier) <b>A Grade</b> in English at GCSE

*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.

Teacher in charge of Chemistry: Dr Roberts  
Teachers: Mrs E Leyshon, Dr R Roberts and Mr Pavey.  
Examination Board: WJEC

## CHEMISTRY A2 Level



### Entry Requirements.

Minimum Entry Requirement	D Grade at AS Level (in both Units 1&2)
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### 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: Dr Roberts.

## LEVEL 3 CRIMINOLOGY



Teachers: Miss V Hill, Miss R Leach and Mrs L Silver  
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 AS Level

Minimum Entry Requirement	C Grade in English at GCSE
Preferred Entry Requirement	B Grade in English at GCSE

### Entry Requirements A2 Level

**Subject-specific entry requirements will be confirmed in March 2026.**

Minimum Entry Requirement	E Grade at AS Level.
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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 Controlled 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. 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

**CYMRAEG AIL IAITH  
 (Welsh Second Language)**



**Amlinelliad O'r Cwrs Course Outline**

Candidates will be required to study the Welsh media, a film, poetry and grammar at AS Level as well as use idioms to enhance their linguistic skills. At A2 Level, candidates will study a drama, discuss the use of Welsh in modern society and will also study additional grammar items and short stories. Pupils will also have the opportunity to attend a residential language weekend in North Wales, help with the Year 7 trip to Llangrannog, see a Welsh language drama in the theatre and attend Welsh revision sessions at Cardiff University.

**Gofynion Mynediad  
 Entry Requirements AS Level**

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

**Entry Requirements A2 Level  
 Subject-specific entry requirements will be confirmed in March 2026.**

Minimum Entry Requirement	E Grade at AS Level
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Students who follow the course should be interested in and enthusiastic regarding the Welsh language, the culture and the literature of Wales.

**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%]

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

CA1 and CA4 are oral examinations and students 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



### 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 students to acquire a knowledge and understanding of the language of drama and theatre as well as develop their performing and analytical skills.

### Entry Requirements AS Level

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

### Entry Requirements A2 Level

Minimum Entry Requirement	E Grade at AS Level
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An active interest and an appreciation of the theatre is vital to the success of students on the course. Students must have the skills and ability to work independently, in pairs and as part of an ensemble producing presentations and externally examined performances.

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

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

### What Will I Study?

AS UNIT 1: THEATRE WORKSHOP

Director of Performing Arts: Miss B Doyle  
Teachers: Mrs P Baxter, Miss C Gallagher  
Examination Board: WJEC

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

The following texts will be used for first assessment in 2025. You will either study:

- A Doll's House Tanika Gupta
- The Caucasian Chalk Circle Bertolt Brecht
- Wynneb yn Wynneb Meic Povey
- The Weir Conor McPherson
- Lovesong Abi Morgan
- Once Enda Walsh
- Leave Taking Winsome Pinnock

### A2 UNIT 3: TEXT IN ACTION

Learners will be assessed on either acting or design.

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

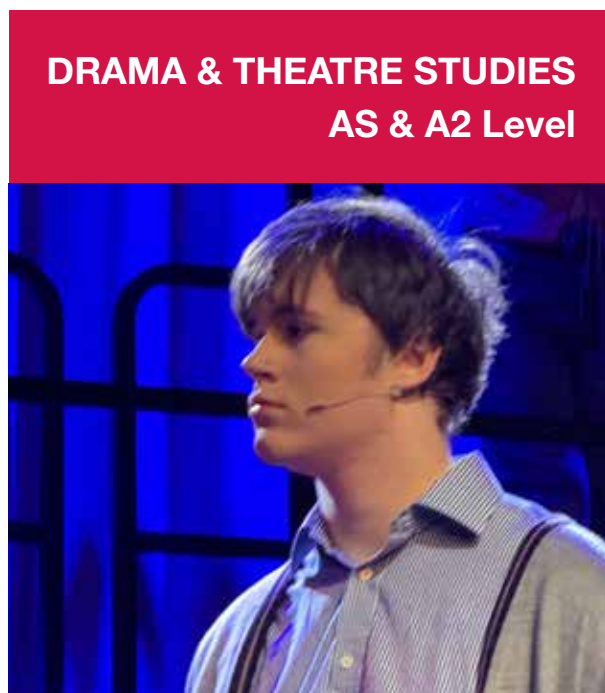
1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Unit 1)
2. An extract from a text in a contrasting style chosen by the learner.

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

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

### A2 UNIT 4:

The following texts will be used for first assessment in



## DRAMA & THEATRE STUDIES AS & A2 Level

2026. You will study either:

- One Man, Two Guvnors Carlo Goldoni (adapted by Richard Bean)
- The Trial Stephen Berkoff
- Blues for an Alabama Sky Pearle Cleage
- The Curious Incident of the Dog in the Night-Time Mark Haddon (adapted by Simon Stephens)
- Dear Evan Hansen Benj Pasek and Justin Paul
- The Watsons Laura Wade
- Nyrsys Bethan Marlow

### 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:
- One Man, Two Guvnors - Carlo Goldoni (adapted by Richard Bean)
- The Trial - Stephen Berkoff
- Blues for an Alabama Sky - Pearle Cleage
- The Curious Incident of the Dog in the Night-Time - Mark Haddon (adapted by Simon Stephens)
- Dear Evan Hansen - Benj Pasek and Justin Paul
- The Watsons - Laura Wade
- Nyrsys - Bethan Marlow

### 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.*

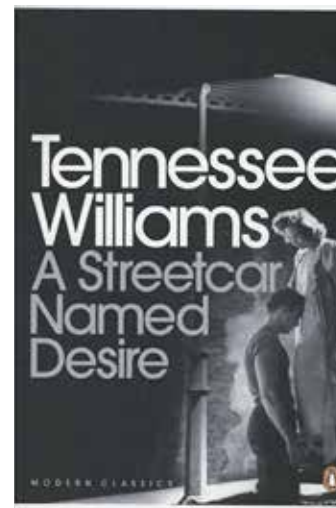
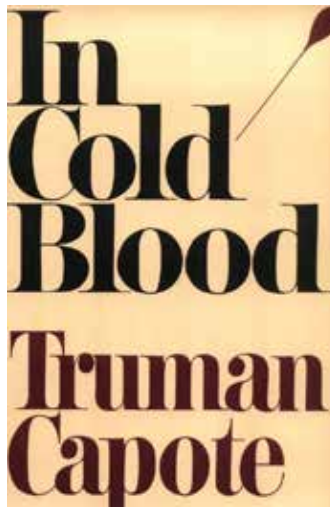
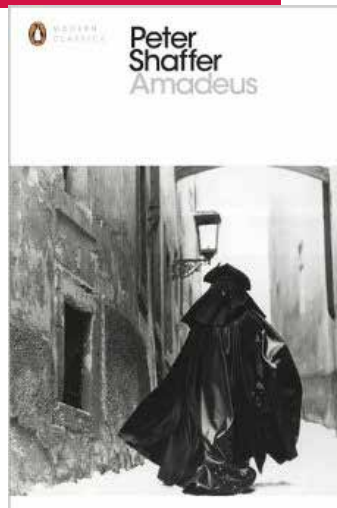
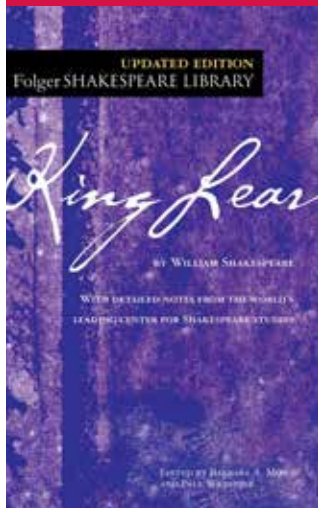
*Attitude determines  
how well you do it.”*

**Lou Holtz**



**ENGLISH  
LANGUAGE/LITERATURE**

Head of Department: Miss A Watts  
Teachers: Mr J Ryan, Mrs L Jones,  
Mrs J Lye and Miss J Hassell  
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 AS Level**

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

**Entry Requirements A2 Level**

Minimum Entry Requirement	E Grade at AS Level
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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;

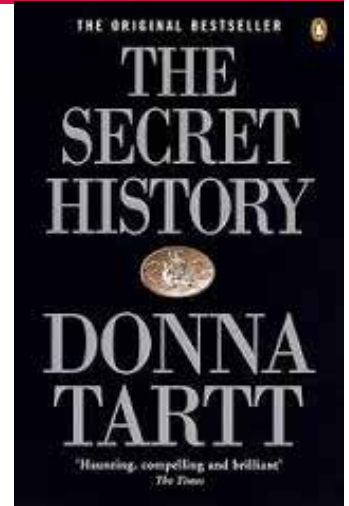
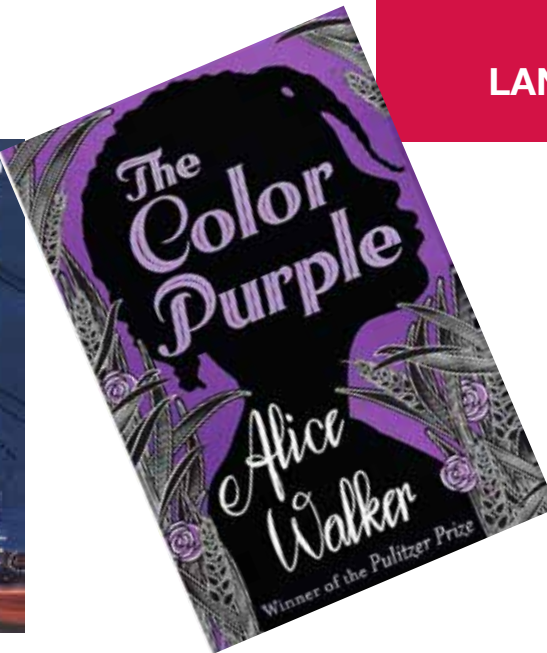
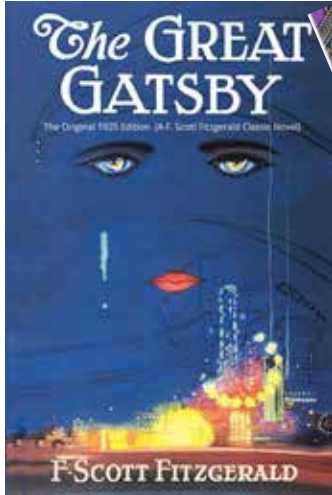
We also recommend that you have a good grasp of written expression and accurate use of the English Language.

**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.

**ENGLISH  
LANGUAGE/LITERATURE**



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.

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 students who have a wider background. Many of our best students study Sciences or Mathematics also.

# GEOGRAPHY

Head of Department: Mr B Frost  
 Teachers: Mr B Frost and Mrs H Rees  
 Examination Board: WJEC

## Course Outline:

AS: YEAR 12

Students 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

Students will continue to study human and physical geography.

Students will undertake fieldwork to produce a fieldwork investigation

## Entry Requirements AS Level

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

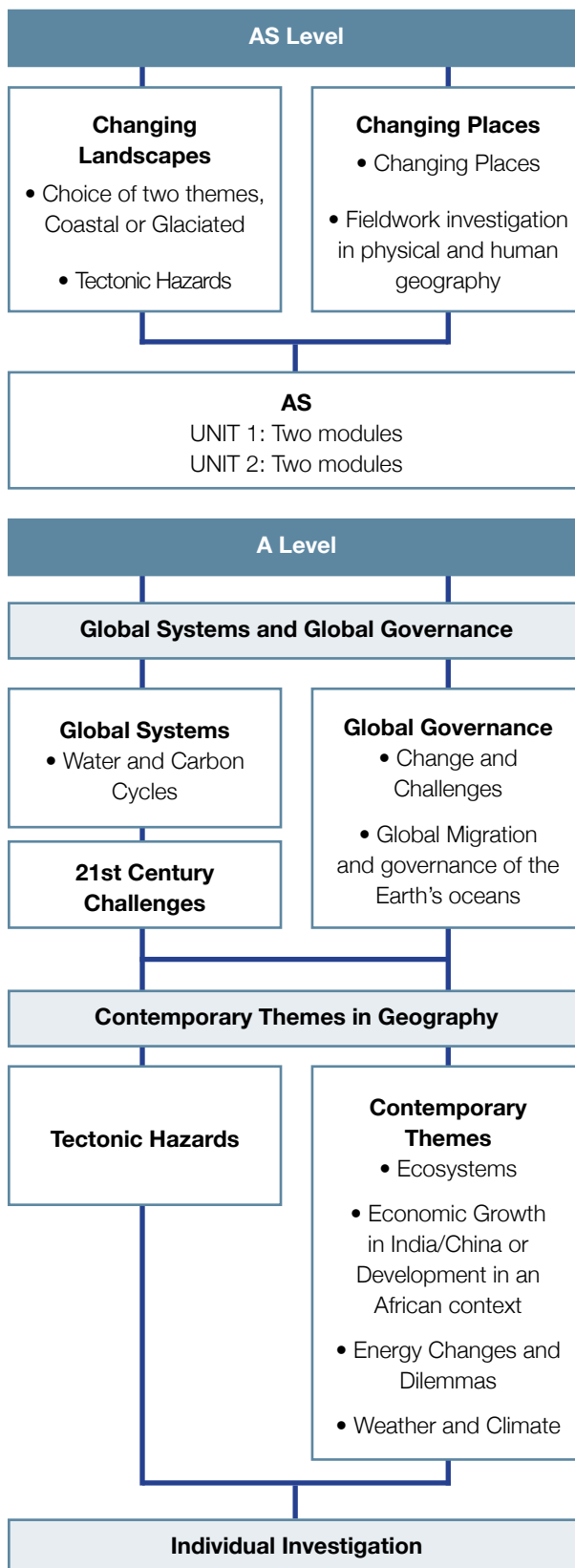
*If you did not take Geography GCSE but achieved an A in English Lang please contact the Head of Department for advice on expected A Level study. The department is willing to discuss suitability of Geography AS to students who express an interest.*

## Entry Requirements A2 Level

Minimum Entry Requirement	E Grade at AS Level
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Students should be independent learners who can research topics themselves. They need to have good communication, problem solving and numeracy skills. Students must also be prepared to contribute to fieldwork activities outside the classroom.

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



## GEOGRAPHY



### What Will I Study?

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

### 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. They see the well-developed communication skills they have alongside the strong analytical and interpersonal skills that can be applied to a number of working environments and situations. Alongside this, students who go on to study Geography at university have one of the highest employability rates after completing their course. This is testament to the wide ranging skills geographers develop during the A Levels and beyond.

#### 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 A Wallbank  
 Examination Board: WJEC (Specification A)



### Course Outline

Students will study aspects of Sixteenth Century British history together with Twentieth Century European history.

### Entry Requirements AS Level

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

### Entry Requirements A2 Level

Minimum Entry Requirement	E Grade at AS Level
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Students should have a love of history and a desire to delve into the past—students who enjoy current affairs and students who want to discover exactly what shaped the world that we now live in will be welcome in history.

### What Will I Study?

#### AS LEVEL

#### UNIT 1: GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND C. 1485-1603

In this unit, students will explore the fascinating world of Tudor England through the reigns of all five Tudor monarchs. The course examines how political authority evolved under rulers from Henry VII to Elizabeth I, and how influential figures such as Cardinal Wolsey and Thomas Cromwell helped shape the nation's destiny. Students will investigate the profound religious transformations of the era, from the Henrician Reformation to Mary I's Counter-Reformation, alongside key social and economic challenges such as the rise of vagrancy. The study also

considers major rebellions, including the Pilgrimage of Grace and the Western Rebellion, and analyses how the Acts of Union transformed the relationship between England and Wales.

#### UNIT 2: GERMANY: DEMOCRACY AND DICTATORSHIP C.1918-1945

##### Part 1: Weimar and its challenges c. 1918-1933

In this unit, students explore the dramatic changes in Germany from the creation of the Weimar Republic to the rise of Adolf Hitler. They will study the challenges faced by the new republic, including the impact of the Treaty of Versailles, political unrest, and severe economic problems such as hyperinflation. The course also examines the growth of the Nazi Party, the role of Gustav Stresemann in stabilising Germany, and the causes of the Republic's collapse after 1929. Students will consider different historical interpretations of this period and the reasons behind the failure of democracy in Germany.

### What Teaching Methods Will Be Used?

We will also provide opportunities to enhance your learning outside of the classroom which will include a trip to Germany (Units 2 and 4), Hampton Court (Unit 1), New York (Unit 3) and other places of historical significance relevant to the course.



#### A2 LEVEL

##### UNIT 3: THE AMERICAN CENTURY C1890-1990

Students 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.

##### UNIT 4: GERMANY: DEMOCRACY AND DICTATORSHIP C.1918-1945 Part 2: Nazi Germany c. 1933-1945

Students will build on their year 12 studies (unit 2). Students will examine how Hitler consolidated power and how the Nazi regime controlled and transformed Germany. Topics include propaganda, indoctrination and terror, as well as the extent of support, opposition and resistance. Students explore Nazi racial, social and religious policies, including anti-Semitism, the persecution of minorities, and the impact on young people, women, workers and the churches. The course also considers the effectiveness of Nazi economic policy, covering recovery, rearmament and wartime production, and analyses key figures such as Schacht, Goering and Speer. Finally, students study Nazi foreign policy, the causes and course of the Second World War, the implementation of the Final Solution, and the factors leading to Germany's defeat in 1945.

#### **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. Students 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  
Introductory Diploma in IT  
Level 3 qualification**

Head of Department: Mr C Wyatt

Teacher: Mr C Wyatt

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 AS Level**

<b>Minimum Entry Requirement</b>	<b>C Grade at IT or Computer Science at GCSE</b>
<b>Preferred Entry Requirement</b>	<b>B Grade in English at GCSE B Grade in Maths at GCSE</b>

**Entry Requirements A2 Level**

<b>Minimum Entry Requirement</b>	<b>E Grade at AS Level</b>
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**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.

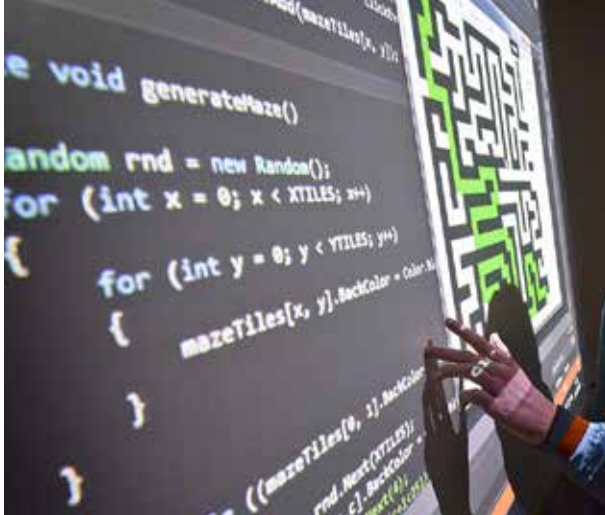
**What will I study?**

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

## Cambridge Technical Introductory Diploma in IT Level 3 qualification



UNIT 3: CYBER SECURITY

UNIT 4: BIG DATA ANALYSIS

UNIT 5: AUGMENTED AND VIRTUAL REALITY

#### **Teaching staff**

Mr C Wyatt, Head of Computer Science and IT

Mr K Willis, 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 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 AS Level

<b>Minimum Entry Requirement</b>	B Grade in Maths at GCSE (in all units at Higher Tier). B Grade in Maths Numeracy at GCSE (in all units at Higher Tier).
<b>Preferred Entry Requirement</b>	<b>A Grade in Mathematics at GCSE</b> (in all units at Higher Tier). <b>A Grade in Mathematics Numeracy at GCSE</b> (in all units at Higher Tier). <b>GCSE Additional Mathematics</b> Pass Grade

### Entry Requirements A2 Level

<b>Minimum Entry Requirement</b>	<b>D Grade at AS Level</b> (in both Units 1&2)
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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.

Students 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 student'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,

## MATHEMATICS



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)

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 students 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 students 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



Teachers: Mrs S Webster and Mrs S Carter  
Examination Board: WJEC



### 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. 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.

The course is designed to allow students 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 AS Level

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

### Entry Requirements A2 Level

Minimum Entry Requirement	E Grade at AS Level
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It is desirable that potential students 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 students possess a keen interest in television, film and music etc, successful students 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. Students 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 students 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.

## MEDIA STUDIES



### How Will I Be Assessed?

AS: MEDIA STUDIES

The course is split into two elements. An internally assessed coursework folder and a written examination.

#### 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, students 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 games 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 students to gain a solid understanding of how the media industry works.

Students 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. Students 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**



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

Or

OPTION B: Performing (14%)

You will need to complete a performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

**COMPOSING**

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

TWO COMPOSITIONS:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the year in which the unit is to be assessed.

2. A free composition of at least 2 minutes duration

**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

OPTION A: Composing (14%) Two compositions:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.

2. A free composition of at least 2 minutes duration.

Or

OPTION B: Composing (22%) Three compositions:

1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.

2. A free composition reflecting one other different area of study of at least 2 minutes duration. 3. A free composition of at least 2 minutes duration.

**APPRAISING**

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

YOU WILL STUDY TWO AREAS OF STUDY.

AREA OF STUDY A:

The Western Classical Tradition (Part 1)

**Entry Requirements AS Level**

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE Minimum Grade 5 Standard in Principal Instrument.

**Entry Requirements A2 Level**

Minimum Entry Requirement	E Grade at AS Level
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**What Will I Study?**

**PERFORMING**

**AS Level:** 6-8 minute recital

You will need to complete a performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

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

OPTION A: Performing (22%)

You will need to complete a performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

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

Either:

- The Symphony 1760-1830 including one set work, Symphony Number 103, Drum Roll, Haydn, Movements 3 and 4.

Or:

- Religious Choral Music 1730-1800 including one set work, Requiem, (Recordare, Confutatis, Lacrimosa, Domine Jesu).

**Then you will have a choice of one more area of study from:**

AREA OF STUDY B: Rock and Pop 1965-1990.

AREA OF STUDY C: Musical Theatre, Porter, Rodgers, Schönberg and Lloyd Webber.

AREA OF STUDY D: Jazz 1940-1965.

**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.

YOU WILL STUDY TWO AREAS OF STUDY.

AREA OF STUDY E:

The Western Classical Tradition (Part 2)

Either:

- The Symphony 1830-1910 including one set work, Symphony Number 1, Movement 1, Brahms.

Or:

- Requiem, Verdi (Ingemisco, Confutatis, Lacrymosa, Domine Jesu Christe, Sanctus).

AREA OF STUDY F: Music of the Twentieth and Twenty-first Centuries

**Learners choose one strand from list A and one strand from list B.**

LIST A EITHER:

- Strand 1: Impressionism including one set work, Reflets Dans L'eau, Debussy and two subsidiary pieces Colloque Sentimental, Debussy and Mother Goose (Ballet) (Prelude), Ravel

Or

- Strand 2: Chamber Music in Wales including one set work, Night Dances, Plowman and two subsidiary pieces: Ariel, Samuel and Tango Passacaglia, Wilson-Dickson

LIST B EITHER:

- Strand 3: Popular Music in Wales - Gruff Rhys, Super Furry Animals, The Manic Street Preachers and Kizzy Crawford

Or:

- Strand 4: American Musical Theatre - Stephen Sondheim and Stephen Schwartz

Or:

- Strand 5: Jazz Legends - Duke Ellington and Miles Davis

## MUSIC



### How Will I Be Assessed?

#### PERFORMING

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

#### COMPOSING

Your teacher will upload your coursework to be marked by an external examiner. 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**

Head of Department: Mr G O'Driscoll

Teachers: Mr G O'Driscoll, Miss S Bignall and Mrs S Parry

Examination Board: WJEC

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 AS Level**

<b>Minimum Entry Requirement</b>	<b>C Grade at GCSE</b>
<b>Preferred Entry Requirement</b>	<b>B Grade at GCSE. B Grade in Science at GCSE.</b>

**Entry Requirements A2 Level**

<b>Minimum Entry Requirement</b>	<b>E Grade at AS Level</b>
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**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.

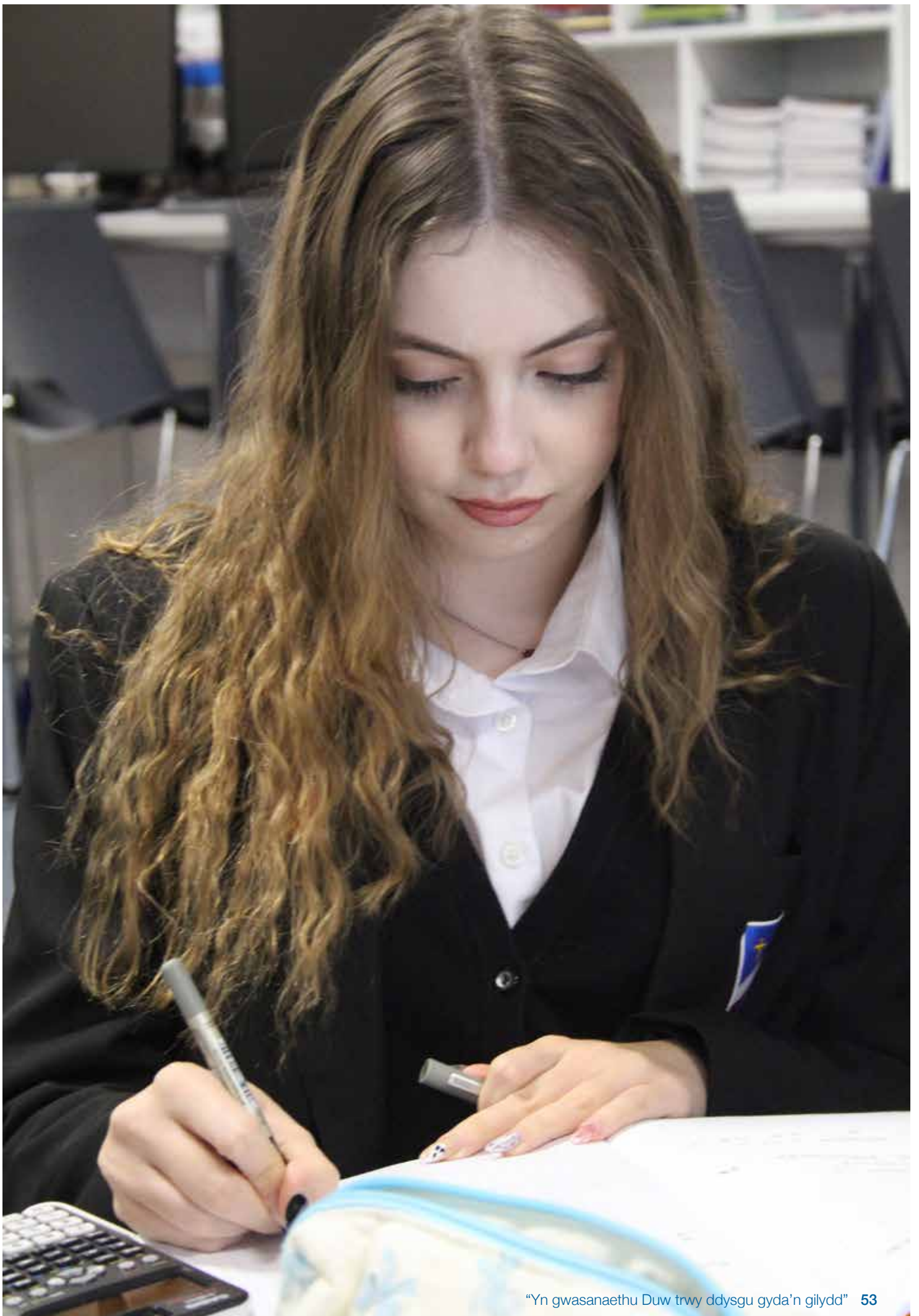
**What Will I Study?**

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.



## PHYSICS

Head of Science: Mrs C Williams  
 Head of Physics: Mrs C Allison  
 Teachers: Mrs C Allison and Mr S Geeves  
 Examination board: WJEC



### Course Outline

Studying Physics at A Level helps develop strong analytical and problem-solving skills, which are highly valued in many fields. From the smallest particles to giant clusters of galaxies, physics students apply the language of mathematics in order to understand, predict and explain the behaviour of the world around us.

### Entry Requirements AS Level

<b>Minimum Entry Requirement</b>	<b>B Grade in Physics at GCSE</b> (in all units at Higher Tier). <b>C Grade in both GCSE English Language and GCSE Mathematics.</b>
<b>Preferred Entry Requirement</b>	<b>A Grade in Physics at GCSE</b> (in all units at Higher Tier). <b>A Grade in Mathematics at GCSE</b> (in all units at Higher Tier).

### Entry Requirements A2 Level

<b>Minimum Entry Requirement</b>	<b>D Grade at AS Level</b> (in both Units 1&2)
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- Good analytical/evaluative skills
- Good numerical skills

### What will I study? AS Physics

#### UNIT 1: MOTION, ENERGY AND MATTER

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

#### UNIT 2: ELECTRICITY AND LIGHT

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

### What will I study? AS Physics

#### UNIT 3: OSCILLATIONS AND NUCLEI

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

#### UNIT 4: FIELDS AND OPTIONS

- Capacitance
- Electrostatic and gravitational fields of force
- Orbits and the wider universe
- Magnetic fields
- Electromagnetic induction
- Option A: Alternating currents

Head of Science: Mrs C Williams  
Head of Physics: Mrs C Allison  
Teachers: Mrs C Allison and Mr S Geeves  
Examination board: WJEC



#### UNIT 5: PRACTICAL INVESTIGATION

- Practical analysis task (90 mins)
- Data analysis task (60 mins)

#### **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

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

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

##### AS Unit 2

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

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

##### 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:

Written examination: 2 hours (25% of qualification) Short answer and extended answer questions, some in a practical context

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

#### **Career Opportunities and Progression**

Success at A-Level physics demonstrates valuable skills to future universities and employers, so could be a stepping stone not only into careers in Engineering, Computer Science and Astrophysics, but also Law, Finance and Journalism, indeed any future path where problem solving and analytical skills are required. Think of the internet, touch screens and wireless charging.

These major innovations and developments of modern society are created, improved and adapted by people who question, and seek to understand the world around them, and then think outside the box to form solutions to issues.

Studying A Level Physics opens the door to a future where you could be among those developing the next society altering innovation.

## RELIGIOUS STUDIES

Head of Department: Mrs K Burke  
Teachers: Year 12: Mrs C Massaro, Miss N Smith;  
Year 13: Mrs L Stafford and Mrs K Burke  
Examination Board: WJEC

### 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 AS Level

Minimum Entry Requirement	C Grade at GCSE
Preferred Entry Requirement	B Grade at GCSE

#### Entry Requirements A2 Level

Minimum Entry Requirement	E Grade at AS Level
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#### 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.

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

**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. Students 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 AS Level**

<b>Minimum Entry Requirement</b>	<b>C Grade at GCSE</b>  <b>If no GCSE in Sociology: Grade C in English Language</b>
<b>Preferred Entry Requirement</b>	<b>B Grade at GCSE</b>

**Entry Requirements A2 Level**

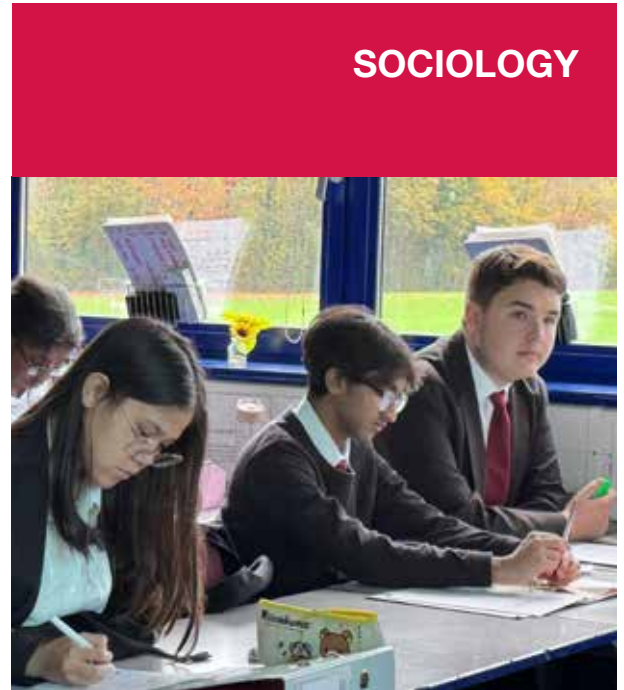
<b>Minimum Entry Requirement</b>	<b>E Grade at AS Level</b>
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Students will also be expected to:

- 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.

**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.

**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 students to apply their understanding across an enormous range of careers. Students 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

THIS IS A COMPULSORY QUALIFICATION FOR ALL A LEVEL STUDENTS.



### 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).

Head of Department: Mrs R Price

Teachers: Mrs R Price

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.

#### 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**





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INVESTOR IN PEOPLE

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