



ST JOHN BAPTIST CHURCH IN WALES HIGH SCHOOL

YEAR 12

LEARNING

PATHWAYS

# HEADTEACHER'S FOREWORD

Welcome!

This booklet will help you make decisions about your future. I would like you to consider the advantages of studying at St John Baptist Church in Wales High school after Year 11.

Our Sixth Form is a vibrant part of our school. Students have a positive and mature attitude to their learning. They have excellent personal and social skills, which they put to good use when working with younger pupils in the school.

Estyn inspectors described the school's carefully planned approach to preparing Sixth Form pupils for application to Higher Education as 'particularly successful'.

The balance of subjects available to you has been carefully considered and provides you with the opportunity to extend your academic qualifications. The teaching methods are varied and we strive to actively engage and motivate our learners. In order to increase the number and variety of courses on offer some subjects will also be offered in liaison with the Cynon Valley Consortium, at Aberdare Community School or Mountain Ash Comprehensive School.

In addition, you will have the opportunity to play an active role in school life and become involved in charity events and extra-curricular activities (depending on Covid-19). This school has a strong Christian ethos and we aim to develop the spiritual and moral growth of each student. You will also have the opportunity of becoming a prefect and, in Year 13, part of the Senior Prefect Team, which can provide valuable experience in a leadership role.

I would like to take this opportunity to wish you well for the next phase of your education and training.

Dr S M Mitchell  
HEADTEACHER

**Remember, this options process is about you!**

**Aim High to be successful in everything you do!**



# SJB Sixth Form Curriculum

It is compulsory to study the Welsh Baccalaureate Qualification and this should be supplemented by choosing either three or four AS subjects (three is recommended, except in exceptional circumstances). You can also resit GCSE English and/or Maths if needed.

## **Welsh Baccalaureate**

The Welsh Baccalaureate is a compulsory element of 6th Form study. This is a Level 3 qualification that will help learners to develop more complex skills and provide experiences which will enable you to be better prepared for your future destination, whether university, further training or employment. During the course you will undertake three separate challenges (Enterprise and Employability, Global Citizenship and Community) and an individual project

## **Admissions**

Student success in post sixteen education is due to the breadth of provision available, providing learners with sufficient time, support and flexibility to fulfil their learning potential. Progression to further education is maximised through an effective core programme, main qualifications, community learner industry focus (CLIF) and work experience. Learners' ability, aptitude and individual needs will be considered in formulating effective programmes of study, in line with the Welsh Government post-16 planning framework. Schools within the Cynon Valley Consortium (CVC) will work with other partner schools and a wide range of community, academic and workplace-based organisations to provide a balanced programme with suitable outcomes for individual learners promoting inclusion in post sixteen education.

## **Key Elements**

- Ensure the right pupils are able to access the right programmes within the CVC and thereby maximise their outcomes.
- Ensure quality assurance mechanisms are in place in relation to, programme allocation, delivery and suitability of pupils for the programmes set.
- Provide quality educational experiences and outcomes for all learners
- Optimise use of resources reducing unnecessary duplication of provision within the consortium while maintaining enough flexibility to react to learner needs.
- Maintain cost-effectiveness and efficiency of programmes.
- Develop a sustainable provision.

**Guidelines** (further details are available from CVC documentation)



1. The CVC programme provision provides L3 (AS/A2 and some vocational) courses to meet the needs of learners. For further provision, including Level 2 courses, can be arranged through colleges.
2. In general, a maximum of 30 learners will be allowed on all L3 courses.
3. Year 11 students will be interviewed and provisionally assigned to suitable post sixteen programmes of study prior to entry to Year 12. This will be a provisional offer based on predicted grades and current performance, as judged by progress leaders in the home school.
4. A confirmed offer on students' chosen programme will be secured based on final GCSE results; late submissions to programmes will be allocated on a capacity basis, learners' aptitude for the subject and final grades.
5. A provisional programme offer will be given to students as part of the post 16 options process; parents and students will be informed of the programme offer and the necessary entry requirements.
6. All programmes of study at post 16 will require students to have achieved L2 in English and Mathematics. Any learner continuing L3/A2 courses in Year 13 must have achieved a L2 in Mathematics and English prior to Year 13 and/or commit to undertaking a further re-sit, if necessary.
7. To progress to L3 the learner should have achieved a minimum of 5A\*-C at GCSE.
8. Each programme of study will adhere to minimum entry requirements specific to each course. Entry requirements will be set according to standards agreed by all parties delivering the subject within the Consortium.
9. Any learner accessing a pure Science A-Level or Mathematics should have in general achieved at least a B Grade at GCSE in that subject. Students wishing to study L3 Engineering should achieved a B in GCSE Mathematics.
10. The CVC reserves the right to review a place on any programme of study for learners with poor attendance or attitude during Key Stage 4 and during their Key Stage 5 studies. The Consortium reserves the right to withdraw courses where viable numbers are not secured.
11. All learners following post 16 courses are expected to maintain high attendance and fully engage in their learning. Learners failing to commit fully to their programme of study will have their programme of study reviewed.
12. Students are expected to follow at least a minimum programme of study, as outlined by the Welsh Government.
13. Specific issues arising in relation to individual learners' circumstances will be reviewed by CVC lead personnel at the home school.
14. Enrolment into the Sixth Form should be undertaken through the home school where the student studied their GCSEs, if the student studied at a CVC school.



# Where you go from now ....

Make sure that you are thinking of a pathway that suits **you** – not being too ambitious, but also ensuring that you move up a level in terms of your qualifications.

<p style="text-align: center;"><b>Level 1</b></p> <p>You have managed 5 GCSE passes graded D-G</p>	<p style="text-align: center;"><b>Progression to</b></p> <p>Your aim is to get the equivalent of 5 GCSE passes A*-C.</p> <p>You could pick up non 'A' level courses offered through college and resit GCSE English and/or Maths.</p> <p>You could look at vocational college options.</p>
<p style="text-align: center;"><b>Level 2</b></p> <p>You have managed 5 GCSE passes graded A*-C.</p>	<p style="text-align: center;"><b>Progression to</b></p> <p>Welsh Baccalaureate</p> <p>'A' levels in school</p> <p>Level 3 courses as part of CVC</p>
<p style="text-align: center;"><b>Level 3</b></p> <p>By the end of Year 13, you have the Welsh Baccalaureate plus 2 or 3 'A' level passes</p>	<p style="text-align: center;"><b>Progression to</b></p> <p>University/employment/apprenticeship</p>

NB – You should *not* start 'A' levels until you have completed Level 2

If in doubt, please see Mrs Rees or Mrs Price



# Responsibility in SJB Sixth Form

The Sixth Form provides you with opportunities for developing academic as well as personal qualities as part of the transition into adulthood. There will be a greater degree of freedom than you have experienced in Years 7 - 11 but this also involves a greater degree of responsibility on your part. It is to be hoped that this will enable you to develop a more mature attitude to yourself, to school and to life in general. In time, it is to be hoped that you will handle responsibility successfully and take over the effective direction of your own affairs. A great deal of this responsibility and the enjoyment it brings stems from becoming actively involved in school life in general, such as clubs, societies, choral and drama groups, as well as sporting activities.

The responsibilities of Years 12 and 13 include:

## **A. Responsibility to your work**

### **1. Independent Study Periods**

These will provide you with the opportunity to revise on your own, read background material and study past question papers. Much of the work set by your subject teachers must be done in the private study periods, which will be spent in the Sixth Form Study Area. These periods are not an alternative to home learning time – they should supplement it. It is essential that you maintain a purposeful working atmosphere to gain the fullest benefit in both Years 12 and 13.

### **2. Home Learning**

Your studies will involve a great deal of home learning, both during term time and the holiday periods. The pace of the work will be more rapid and some will be more detailed. Therefore, you cannot afford to fall behind. If the private study periods are used wisely, home learning should be limited to between two and three hours per week night.

AS Level courses and the related modular examinations have reinforced the need to work consistently throughout the duration of your studies.

### **3. Background Reading and Research**

An integral part of any 'A' level subject specification is research around your subject. You should not be prepared merely to use the basic minimum of material to do the work you have been set. Research will help you to develop your ideas and style and to produce logical, cogent arguments. The greater your knowledge and understanding, the greater will be your interest, enjoyment and success. Some reference and research should be done of your own volition every week.



**B. Responsibility to your subject teachers**

The greater freedom and closer staff-student relationships that exist in Years 12 and 13 demand a responsive attitude. Qualities of initiative and co-operation are admired and encouraged. An intelligent, critical and mature interest in your subjects is essential if you are to gain every benefit. You should always observe normal courtesies of school life - turn up to all your lessons promptly, hand in completed work when required. If you are to be absent from school or from a lesson, common courtesy dictates that you obtain permission, in advance where possible.

**C. Responsibility to the SJB Sixth Form Leadership Team**

Efficient communication in a school is vital and this applies with the same degree of importance to Years 12 and 13. Routine administrative matters will include the completing of personal timetables, taking letters to parents, reading notices, filling in forms accurately, completing examination entries. In all these aspects your co-operation is necessary to avoid inaccuracy.

Attendance at Registration is very important: notes explaining absences should be brought in promptly of your own accord. Punctuality is also important - you should not take advantage of the fact that you are in Years 12 and 13 and you should be scrupulously diligent in both attendance and punctuality. Any situation in which you are directly or indirectly involved should be brought to the attention of Mrs Rees or Mrs Price to discuss matters which arise during the course of the week, to impart information and to help pupils to learn about applying for Higher Education.

**D. Responsibility as prefects**

On entering Years 12 and 13, some students become Prefects. Every Prefect is expected to take an active part in helping the school run as an effective community. The responsibilities of the Prefects are wide and significant and importance is attached to the way in which these duties are carried out. The acceptance of the responsibility will help you develop as a mature, young adult. The contribution of the prefects to the running of the school is very important. You should always remember that you are now the senior pupils in school and should set a good example to the younger pupils. The duties undertaken will help you to develop powers of leadership, self-confidence and a sense of fair play. A team of Senior Prefects will be chosen after an application, a poll involving staff and Year 12 students, followed by an interview process.



**E. Responsibility to the school**

Your experiences in Years 12 and 13 bring gradually increasing responsibility and authority. The latter is a privilege and has to be earned through maintaining high standards in your own appearance, behaviour, attitude to work and to the staff, together with a sense of commitment to the school.

We are confident you will enjoy the experiences but the success you gain on both personal and academic levels depends upon how much you are prepared to put into school life. It is hoped that students will take part in school sporting teams, debating and public speaking teams, drama and reading groups, charity events, and school choir and musical ensembles.



# Advice in SJB Sixth Form



Very often advice can be obtained from your subject teacher in the first instance. If more detailed advice is required, you should consult one or more of the following members of staff:

- Mrs Rees                               - SJB Sixth Form Lead
  
- Mrs Price                               - SJB Sixth Form Pastoral, Learning & Attendance  
  Officer and Seren Hub Co-ordinator

The Curriculum Leader concerned with the particular subject.

During your time in Years 12 and 13, there may arise certain problems of a personal nature which could affect your progress, e.g. health, domestic problems, personal difficulties. If this happens, you can seek advice in the first instance from Mrs Price. There are a number of ways in which you can be supported, including Counselling if needed.

Careers Officers visit the school on a regular basis and you, accompanied by your parents if requested, may consult them during the time spent in Years 12 and 13. You can also make an arrangement through Mrs Rees or Mrs Price to have appointment in the local Careers Office.


## **Education Maintenance Allowance (EMA)**

Since September 2004, all pupils who have passed their sixteenth birthdays (usually Year 12 pupils) have been eligible to apply for an Educational Maintenance Allowance.

The award of the allowances will be based upon your family's circumstances at the time you apply. The payment which students can claim will be related to attendance, behaviour and progress, which will be monitored by your subject teachers. The value of the awards varies.



# Subject:



**Bagloriaeth Sgiliau  
Cymru Uwch  
Advanced Skills  
Baccalaureate Wales**

**wjec  
cbac**

## WHY STUDY LEVEL 3 AWARD IN ADVANCED SKILLS BACCALAUREATE WALES?

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.

### 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).

### 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
- Problem-Solving
- Creativity and Innovation

**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.

### CAREERS WITH AdvSBW

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.

**FIND OUT MORE:  
TALK TO YOUR TEACHER TODAY!**

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Get the latest tips and advice on Instagram  
@wjecforlearners

Curriculum Leader: Mrs E Davies

# Subject:

## Art and Design

### Endorsed Options:

Photography  
Graphic Communication  
Fine Art  
Textiles

### Exam board: WJEC

### Course outline

The Art and Design Endorsed option allow students to explore a particular area of interest. Students are free to work in a number of different mediums and techniques within that chosen specialism. The course is split into three distinct sections over two years; year 12 concentrates on the production of a creative portfolio of work whilst year 13 consists of a personal project and an externally set task.

### What will I study?

Students are encouraged to continue to build on the artistic foundations that they will have established during their Key Stage 4 studies. The main body of our introduction phase looks at some of the most prominent artists that have worked within the specialism from the last 150 years and introduces new ways of working to the students within a workshop environment. This should be seen as an opportunity to experiment and further develop familiar methods of expression. Further support will then be offered as students follow personal lines of inquiry.

Year 13 studies revolve around adapting a story for the stage or screen. Candidates will then focus on their externally set task.

### How will my work be assessed?

Whilst we compartmentalise the units for organisational ease, the exam board see the body of work as three distinct areas; 'portfolio' that accounts for 40% of the overall mark, Personal Inquiry (36%) and the Externally Set Assignment (24%). There are 4 equally weighted assessment objectives that each unit needs to satisfy; AO1 Contextual Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation. Students will be familiar with these requirements if they sat GCSE.

## **Career opportunities and progression**

Specialising in sixth form allows candidates a far greater opportunity to look particularly at an area that genuinely interests them. The usual path for 'artists' to take is to move on to a foundation course following their time in six form before moving into a degree specialism to prepare them for the world of work. There are thousands of job opportunities connected to the creativity fostered within the art room. In the past three years alone we have seen past students enter areas of professional practice as diverse as computer games designer, fashion photographer, fine artist, illustrator, graphic designer and animator. It is one of the few industries still growing and prospects for graduates entering the marketplace remain good.

**Curriculum Leader: Mr R Bradbeer**

# Subject:

# Art and Design Unendorsed Option

**Exam board: WJEC**

## **Course outline**

The Art and Design Unendorsed option will allow students to explore a wide range of artists and processes. Students are free to work in a number of different mediums and techniques. The course is split into three distinct sections over two years; year 12 concentrates on the production of a creative portfolio of work whilst year 13 consists of a personal project and an externally set task.

## **What will I study?**

Students are encouraged to continue to build on the artistic foundations that they will have established during their Key Stage 4 studies. The main body of our introduction phase looks at some of the most prominent artists that have worked within the specialism from the last 150 years and introduces new ways of working to the students within a workshop environment. This should be seen as an opportunity to experiment and further develop familiar methods of expression. Further support will then be offered as students follow personal lines of inquiry.

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**Curriculum Leader: Mr R Bradbeer**

# Subject:

# Biology

**Exam board: WJEC**

## **Course outline**

You will follow the WJEC A level Biology specification available at [www.wjec.co.uk/biology](http://www.wjec.co.uk/biology)

To access this course you need to achieve a minimum of two B grades at Double Award Science or a B grade at Biology in Triple Science.

## **What will I study?**

In Year 12, you will study the basics of Biology i.e. Biological molecules, enzymes, cell structure and organisation, transport in and out of cells.

In Year 13, you will build on the AS knowledge by studying respiration and photosynthesis, microbiology, human nervous system and structure of the kidney. There are also calculations all throughout the course so having a sound grasp of mathematics is essential.

## **How will my work be assessed?**

There are five modules in the whole course.

### **In Year 12**

Unit 1 – External exam worth 20% of the final grade

Unit 2– External exam worth 20% of the final grade

### **In Year 13**

Unit 3 – External exam worth 25% of the final grade

Unit 4 – External exam worth 25% of the final grade

Unit 5 – Practical exam worth 10% of the final grade

## **Career opportunities and progression**

Biology is the basis for a variety of degrees and professions. Medicine, veterinary science, physiotherapy, nursing, midwifery and dentistry are just a few of the degrees in which Biology is usually required. You will learn a number of practical skills and be required to work as a team at times, which again will be useful for future employment.

Many universities understand the demands of A'level Biology and therefore look favourably at this qualification for entry onto their courses.

**Curriculum Leader: Dr G Williams**

# Subject:

# Business Studies

*\* You do need to have studied GCSE Business Studies to undertake this course \**

**Exam board: WJEC**

## **Course outline**

This course introduces learners to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment.

The qualification has an AS/A2 structure. AS is short for Advanced Subsidiary. This is the first half of the Advanced GCE course. It is a stepping stone to the full A2 Advanced GCE qualification.

## **What will I study?**

### **Year 12 AS units covered:**

**Unit 1 Business opportunities.** 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.

**Unit 2 Business functions** 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.

### **Year 13 A2 units covered:**

**Unit 3 Business Analysis and Strategy** This unit builds on the theory introduced in Units 1 and 2. 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.

**Unit 4 Business in a Changing World** Unit 4 focuses on how businesses adapt to succeed in a dynamic external environment. 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.

**How will my work be assessed?**

**Unit 1 *Business Opportunities*** - Written examination :1 hour 15 minutes.  
Short answer and structured questions (37.5% of AS, 15% of A2)

**Unit 2 *Business Functions*** - Written examination : 2 hours.  
Data response questions (62.5% of AS, 25% of A2)

**Unit 3 *Business Analysis and Strategy*** - Written examination: 2 hours 15 minutes.  
Data response plus structured questions (30% of A2)

**Unit 4 *Business in a changing world*** – Written exam : 2 hours 15 minutes .  
Case study plus one essay from a choice of three (30% of A2)

**Career opportunities and progression**

A GCE in Business would be beneficial if you are thinking of going into a career in many areas, including:-

*Accountancy, Banking, Administration, Human resources and recruitment, Advertising and marketing, and Sales.*

It qualifies for UCAS points so if you complete it successfully you could move on to study for a degree. You could also go on to a Modern Apprenticeship in related subjects such as Administration or Management.

**Teacher: Miss S Mead**



# Subject:

# Chemistry

**Exam board: WJEC**

## **Course outline**

You will follow the WJEC A level Chemistry specification available at [www.wjec.co.uk/chemistry](http://www.wjec.co.uk/chemistry)

To access this course you need to achieve a minimum of two B grades at Double Award Science or a B grade at Chemistry in Triple Science.

## **What will I study?**

In Year 12, you will study the basics of Chemistry i.e. the atom, moles calculations, rates of reactions, energy changes. This will be followed by an in depth look at organic chemistry where you will learn about many of the chemicals that make our everyday lives easier.

In Year 13, you will learn more about organic chemistry and how acids and bases react.

These are just a few of the topics you will study. There are calculations all throughout the course so having a sound grasp of mathematics is essential.

## **How will my work be assessed?**

There are five modules in the whole course.

### **In Year 12**

Unit1 – External exam worth 20% of the final mark

Unit 2 – External exam worth 20% of the final mark

### **In Year 13**

Unit 3 – External exam worth 25% of the final mark

Unit 4 – External exam worth 25% of the final mark

Unit 5 – Practical exam and written exam worth 10% of the final mark

## **Career opportunities and progression**

Chemistry is the basis for a variety of degrees and professions.

Medicine, veterinary science, pharmacy and dentistry are just a few of the degrees in which Chemistry is usually required.

You will learn a number of practical skills and be required to work as a team at times, which again will be useful for future employment.

Many universities see Chemistry as a logical thinking subject and therefore look favourably at this qualification for entry into courses such as accountancy, law and business to name a few.

**Curriculum Leader: Dr G Williams**

# Subject:

# Criminology

## Course Outline

Criminology is a topical, interdisciplinary subject that draws from sociology, psychology and law to examine the issues surrounding crime and the criminal justice system. Looking at how crime is defined, why people offend and the consequences of crime, criminology examines the role of the various agencies and institutions that make up the criminal justice system.

The scientific study of crime asks important questions that affect every member of society:

Why do different types of people commit different types of crimes? How does society react to people who commit crimes? How does the criminal justice system operate and deal with offenders? Why has anti-social behaviour become a growing issue in recent years?

This course will enable you to use theories of criminality to analyse criminal situations and suggest ways of reducing crime. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

Available as a one year course for the Applied Certificate, which is equivalent to an A/S Level qualification or as a two year course for the Applied Diploma, which is equivalent to an A Level qualification.

## What will I study?

### Year 1

#### ***Unit 1 – Changing Awareness of Crime***

Students will assess how the public, based on media portrayal, measurement by the state and social values, perceives crime. Study of these areas will culminate in the creation of a campaign to raise awareness, or change the perception of a specific criminal offence.

#### ***Unit 2 – Criminological Theories***

Students will analyse and evaluate a wide range of theoretical explanations for criminal behaviour.

## **Year 2**

### ***Unit 3 – Crime Scene to Court Room***

This unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

### ***Unit 4 – Crime and Punishment***

In this unit students will develop skills in order to evaluate the effectiveness of the process of social control in criminal justice policy. There is a focus on agencies in the criminal justice system, such as the police, Crown Prosecution Service, probation and prisons. Students will discover the way our laws are made as well as studying methods used by society to bring about social control.

### **How will I be assessed?**

Assessment is made by a combination of controlled assessments and examinations. In each year one module is graded by controlled assessment and the other is externally examined as follows:

Unit 1: Changing Awareness of Crime – Non-examined controlled assessment.

Unit 2 – Criminological Theories - External examination.

Unit 3 – Crime Scene to Court Room - Non-examined controlled assessment

Unit 4 – Crime and Punishment - External examination.

### **Career opportunities and progression**

On successful completion of this course, learners can progress towards places at university on a variety of courses including Criminology, Law, Psychology, Forensic Science or Sociology. Alternatively, the course will enhance an application to work in the areas of the criminal justice sector with careers in the National Probation Service, the Courts and Tribunal Service, The National Offender Management Service and the Police Force that could be pathways that can be taken as a result of this course.

Teacher: Mrs V Price

# Subject:

## Design Technology: Product Design

Exam board: WJEC

### Course outline

The WJEC GCE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Design and technology is an inspiring, rigorous and practical subject.

This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

***This is an academic subject, where students will need to have prior knowledge in GCSE D&T at C or above, not Level 2 BTEC.***

What will I study?

How will my work be assessed?

Unit	Information	Assessment	Percentage
AS: Unit 1	The exam includes a mix of structured and extended writing questions assessing learner's knowledge and understanding of: <ul style="list-style-type: none"><li>• Technical principles</li><li>• Designing &amp; making principles</li></ul> Along with their ability to: Analyse and evaluate design decisions and wider issues in design & technology	This is a 2 hour written examination paper  Externally assessed by WJEC  May/June – 80 marks	20%

<b>AS: Unit 2</b>	A design and make project based on a brief developed by the candidate, assessing the ability to: <ul style="list-style-type: none"> <li>• Identify, investigate and outline design possibilities</li> <li>• Design and make prototypes</li> <li>• Analyse and evaluate design decisions and wider issues in design and technology</li> </ul>	Internally assessed Moderated by a visiting examiner 40hr task – 80 marks	20%
<b>A2: Unit 3</b>	The exam includes a mix of structured and extended writing questions assessing learner's knowledge and understanding of: <ul style="list-style-type: none"> <li>• Technical principles</li> <li>• Designing &amp; making principles</li> </ul> Along with their ability to: Analyse and evaluate design decisions and wider issues in design & technology	This is a 2 hour 30 minutes written examination paper. Externally assessed by WJEC May/June – 100 marks	30%
<b>A2: Unit 4</b>	A sustained design and make project based on a brief developed by the candidate, assessing the ability to: <ul style="list-style-type: none"> <li>• Identify, investigate and outline design possibilities</li> <li>• Design and make prototypes</li> <li>• Analyse and evaluate design decisions and wider issues in design and technology</li> </ul>	Internally assessed Moderated by a visiting examiner. 60 hr task – 100 marks	30%

### **Career opportunities and progression**

These courses allow candidates to access the world of work in a variety of designing, engineering, manufacturing and technical disciplines.

Many students access design courses at degree level in many Universities and Colleges, including Loughborough, Brunel, Swansea, Cardiff Met and the University of South Wales.

We are supported by the South Wales Institute of Engineers, and a number of students are selected annually to compete at the Innovation Awards.

**Curriculum Leader: Mrs Hedges** (*Acting Curriculum Leader*)

# Subject:

# English Literature

Exam board: WJEC

## Course outline

The course consists of five modules completed over two years. The AS course consists of two modules in Year 12 and the A2 course consists of a further three modules in Year 13. You will receive 8 teaching hours per fortnight (delivered by two or three different teachers) and will be expected to put in a minimum of four hours self-study per week (more will be required for weeks when essays are set!)

## What will I study?

### Unit 1: Prose and Drama

You will study the nineteenth century classic novel *Jane Eyre* by Charlotte Bronte and the twentieth century American play *A Streetcar Named Desire* by Tennessee Williams. This Unit will be assessed by a 2-hour closed book examination and is worth 20% of the whole A-Level (50% of AS).

### Unit 2: Poetry

You will study a pair of twentieth century poets, Seamus Heaney and Owen Sheers. This Unit will be assessed by a 2-hour open book examination and is worth 20% of the whole A-Level (50% of AS).

### Unit 3: Poetry and Unseen Poetry

You will study one out of a choice of pre-1900 poets: we have chosen to study the pre-eminent seventeenth-century metaphysical poet, John Donne. This Unit will be assessed by a 2-hour open book examination and is worth 20% of the whole A-Level (1/3 of the marks for A2). You will also be required to answer a question on unseen poems, where you will compare a compulsory poem with one out of a choice of four link poems.

### Unit 4: Shakespeare

You will study one Shakespeare play: we have chosen to study Shakespeare's most famous tragedy, *Hamlet*. This Unit will be assessed by a 2-hour closed book examination and is worth 20% of the whole A-Level (1/3 of the marks for A2). The paper consists of an extract-based question and a choice of essay questions.

### **Unit 5: Prose Study**

This is a coursework unit, based on two prose texts. One must be pre-2000 (*The Color Purple* by Alice Walker) and the other post-2000 (*Life of Pi* by Yann Martel). This Unit will be assessed by a coursework assignment of between 2,500 and 3,500 words and is worth 20% of the whole A-Level (1/3 of the marks for A2).

### **How will my work be assessed?**

Details of all assessments are in the previous section. AS examinations are usually in late May and A2 examinations are usually in June. All units can be re-sat once, if required.

### **Career opportunities and progression**

English Literature is, of course, a highly relevant subject in preparation for any Arts/Humanities degree course at University. It is valued as one of the top academic A-Levels (known as 'facilitating subjects') by Russell Group Universities. It is also a very useful qualification for a wide range of future jobs, with its focus on high-level reading and writing skills, analytical thinking, and clear communication, both orally and in writing. Some careers which English graduates have traditionally gone into have included: teaching, writing, journalism, librarianship, archive work, editing, publishing, broadcasting, civil service, local government, politics, marketing, public relations and social work.



# Subject:

# Geography

Exam board: WJEC

## Course outline

### AS:

Unit 1 Changing landscapes

Unit 2 Changing Places

### A2:

Unit 3 Global systems and Global Governance

Unit 4 Contemporary Themes in Geography

Unit 5 Independent Investigation

## What will I study?

### AS: Unit 1 Changing landscapes

Two Themes: Changing Coastal Landscapes and Tectonic Hazards

### Unit 2 Changing Places

Two Themes: Changing Places and Fieldwork Investigation

### A2: Unit 3 Global Systems and Global Governance

Three Themes: Water and Carbon Cycles, Global migration and global governance of the ocean's and 21<sup>st</sup> Century Challenges.

### Unit 4 Contemporary Themes in Geography

Three Themes: Tectonic Geography, Economic Growth and Energy Challenges and Dilemmas

### Unit 5

Independent Investigation.

## **How will my work be assessed?**

### **AS Unit 1: Changing Landscapes**

Written examination: 2 hours

24% of qualification

#### **Section A: Changing Landscapes**

Two compulsory structured questions with data response

#### **Section B: Tectonic Hazards**

Three compulsory structured questions with data response

### **AS Unit 2: Changing Places**

Written examination: 1 hour 30 minutes

16% of qualification

#### **Section A: Changing Places**

Two compulsory structured questions with data response

#### **Section B: Fieldwork Investigation in Physical and Human Geography**

Three compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation

### **A2 Unit 3: Global Systems and Global Governance**

Written examination: 2 hours

24% of qualification

#### **Section A: Global Systems**

Water and Carbon Cycles: two compulsory structured questions with data response and one extended response question

#### **Section B: Global Governance: Change and Challenges**

Processes and patterns of global migration and global governance of the Earth's oceans: two compulsory structured questions with data response and one extended response question

#### **Section C: 21st Century Challenges**

One compulsory extended response question drawing on Units 1, 2 and 3 with resource material

### **A2 Unit 4: Contemporary Themes in Geography**

Written examination: 2 hours 16% of qualification

**Section A: Tectonic Hazards** One compulsory extended response question

**Section B: Contemporary Themes in Geography**

Two essay questions, one on each theme.

A2 Unit 5: Independent Investigation

Non-exam assessment: 3000 – 4000 words 20% of qualification. One written independent investigation, based on the collection of both primary data and secondary information.

### **Career opportunities and progression**

Geography has been identified by the Russell Group (top 20) universities as the subject that gave students access to the most number of courses outside of the subject area.

There are a large number of jobs that would use the knowledge and skills taught in Geography directly. These include jobs that deal with: The Environment, Travel and Tourism, Economics and the Financial Sector, Local and National Government, Development Agencies, Planning, Social Worker, Public Utilities (Gas, Electricity and Water), Surveyor, Mapping, Meteorologist, Law and Retail.

*“Of all the subjects, it is geography that best draws together the techniques of research, communications and presentation that employers demand today.”*

Director, Transport Research

**Curriculum Leader: Mr M Wiltshire**

# Subject:

# German

**Exam board: WJEC**

## **Course outline**

This GCE AS and A level specification offers learners a rich and comprehensive insight into the social fabric, political, intellectual and artistic culture of the countries and communities where German is spoken.

The specification content covers the two main areas of interest:

- i. social issues and trends
- ii. political, intellectual and artistic culture.

## **What will I study?**

Theme 1: Being a young person in a German-speaking society.

Theme 2 : Understanding the German-speaking world.

Theme 3 : Diversity and difference

Theme 4 : The making of modern Germany: 1989 onwards.

## **How will my work be assessed?**

AS : Unit 1 Speaking : 12-15 minutes

Unit 2 Listening, reading and writing examination : 1 hour and 30 minutes

Unit 3 Written examination : 1 hour and 30 minutes

A2 : Unit 4 Speaking : 12-15 minutes

Unit 5 Listening, reading and writing examination : 1 hour and 45 minutes

Unit 6 Writing : 1 hour and 30 minutes

## **Career opportunities and progression**

A language degree, or a law, journalism, media or business degree with languages are some obvious routes. The ability to speak another language is a huge advantage in certain industries – there are many German car manufacturing, pharmaceutical and engineering companies that would employ someone with a language qualification. Languages are a huge asset in most fields of work and fluency is not always required.

**Curriculum Leader: Mrs M Wakeley**

# Subject:

## AS Health and Social Care, and Childcare

**Exam board:** WJEC

### Course outline

The GCE AS and A Level in Health and Social Care, and Childcare is suitable for post-16 learners who are interested in learning about the development and care of individuals throughout the life span from conception to later adulthood. Learners will follow a broad study of health and social care, and childcare at AS, and can then choose between two pathways at A2 to develop depth of knowledge and understanding in either childcare or adult health and social care.

The qualification provides a suitable progression route for learners who have studied Level 2 qualifications within the health and social care, and childcare suite including: GCSE Health and Social Care, and Childcare

GCE AS and A Level in Health and Social Care, and Childcare is also suitable for learners who have not previously studied Health and Social Care but who are capable of Level 3 study.

The GCE AS Health and Social Care, and Childcare is divided into two AS units;

- Unit 1 Promoting Health & Wellbeing
- Unit 2 Supporting Health, wellbeing and resilience in Wales.

### What will I study?

The qualification enables learners to develop and demonstrate their knowledge, skills and understanding within the context of health and social care, and childcare.

The following current issues are included in the specification:

- promoting health and well-being
- supporting health, well-being and resilience in Wales
- theoretical perspectives of children and young people's development
- supporting the development, health, well-being and resilience of children and young people
- theoretical perspectives of adult behaviour
- supporting adults to maintain health, well-being and resilience.

### **Unit 1: Promoting health and well-being**

- Definitions and concepts of health and well-being
- Understanding perspectives of health, well-being and resilience
- Supporting and promoting health, well-being and resilience in Wales

### **Unit 2: Supporting health, well-being and resilience in Wales**

- Supporting individuals to achieve personal outcomes
- Working practices within health and social care, and childcare provision
- Local and national provision
- Responsibilities and rights of both providers and individuals

### **How will my work be assessed?**

Unit	Unit Title	Assessment	Percentage
1	Promoting health and well-being	2 hour written examination	20%
2	Supporting health, well-being and resilience in Wales	Non examined assessment 30 hours	20%

Learners will follow the childcare pathway at A2 to develop depth of knowledge and understanding in Childcare.

- Unit 3 Theoretical perspectives of children and young people's development
- Unit 4 Supporting the development, health, well-being and resilience of children and young people

### **Unit 3: A level childcare pathway**

#### **Theoretical perspectives of children and young people's development**

- Theories and principles of child development
- The importance of play in learning and development
- Behaviour of children and young people

### **Unit 4: A level childcare pathway**

#### **Supporting the development, health, well-being and resilience of children and young people**

- Children and young people's needs
- Contemporary issues in providing care and support for children and young people
- The role of current legislation and government initiatives to safeguard and improve the care and support for children and young people in Wales

### How will my work be assessed?

Unit	Unit Title	Assessment	Percentage
3	Theoretical perspectives of children and young people's development	2 ½ hour written examination	30%
4	Supporting the development, health, well-being and resilience of children and young people	Non Examined Assessment 40 hours	30%

### Career opportunities and progression

The qualification provides a suitable foundation for the study of health and social care through a range of higher education courses, or into employment. Learners may also progress to other qualifications within the health and social care and childcare suite.

In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Nurse

Health Visitor

Midwife

Paramedic

Social worker

Carer

Nursery nurse

Child minder

Early Years teacher

**Curriculum Leader: Mrs S Hedges**

# Subject:

# History

**Exam board: WJEC**

## **Course outline**

The A-Level History Course has five modules:

Unit 1: Wales and England, 1780-1880

Unit 2: Weimar Germany and Its Challenges, 1918-33

Unit 3: The American Century, 1890-1990

Unit 4: Nazi Germany, 1933-45

Unit 5: Non-Examined Assessment British History Topic

## **What will I study?**

### **Unit 1**

This is a Period Study. The particular Period Study covered by this department is Wales and England, 1780-1880. The topics covered are:

Politics and government in Wales and England, 1780-1880

Popular Protest, 1815-48

### **Unit 2**

This is an In-Depth study. The particular In-Depth study covered by this department is Weimar Germany, 1918-33. The topics covered are:

The challenges facing the Weimar Republic

The extent of change in foreign and economic policy

The changing fortunes of the Nazi Party

### **How will my work be assessed?**

There are 2 examinations at the end of the first A/S year.

There are 2 examinations at the end of Year 13

Unit 5 (undertaken in Year 13) is a non-examined assessment worth 20% of the overall total

## **Career opportunities and progression**

Law, Medicine, Accountancy, Journalism, Teaching and many others

History is valued as one of the top academic subjects for entry to highly competitive courses and universities. Former students of the department, for example, have gained places at the universities of Oxford, Cambridge, Exeter and Warwick. You will have all the support that you need from the teaching staff in order for you to succeed.

**Curriculum Leader: Ms F Bell**



# Subject:

# Mathematics

**Exam board: WJEC**

## **Course outline**

### **Why study A-Level Mathematics?**

It is challenging, stimulating and it is a subject that will directly improve your problem solving and logic skills. This is why employers have such a high regard for candidates with A-Level Maths.

### **What is involved in the course?**

You will follow the WJEC A-Level Mathematics specification available at:

<http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gce-2017/>

A-Level Maths is made up of 4 modules:

	<b>A-Level</b>	<b>(AS-Level)</b>	Exam length
<b>AS Unit 1 Pure Mathematics</b>	<b>25%</b>	<b>(62.5%)</b>	(2hr 30mins)
<b>AS Unit 2 Applied Mathematics</b>	<b>15%</b>	<b>(37.5%)</b>	(1hr 45mins)
<b>A2 Unit 3 Pure Mathematics</b>	<b>35%</b>		(2hr 30mins)
<b>A2 Unit 4 Applied Mathematics</b>	<b>25%</b>		(1hr 45mins)

Each of the papers will be calculator papers.

### **What is the difference between Pure Core, Mechanics & Statistics modules?**

The Pure Core modules involve the study and solving of equations using graphs and algebra. You will solve quadratic equations, trigonometric equations and will use logarithmic functions and exponential functions.

The Applied Mathematic module is essentially using simple equations to model real life situations. The module is made up of questions based on Statistics and Mechanics.

Mechanic topics include the modelling the motion of golf ball, a boat, or man sprinting the 100m. You will study Forces and how they affect motion. It is similar to physics but more mathematical!

Statistical topics look at probability distributions and cover various techniques of analysing data.

### **Finally**

A-Level Maths at St Johns is an excellent course; you will get as much support as you need. The course will open many doors for university and allow a broad choice of degrees and future occupations.

**Curriculum Leader: Mrs L Thomas**

# Subject:

# Further Mathematics

Exam board: WJEC

## Course outline

Further Mathematics A-Level is a single A-Level with modules being run in **conjunction** with A-Level Mathematics.

## What is involved in the course?

You will follow the WJEC A-Level Further Mathematics specification available at:

<http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gce-2017/>

Further A-Level Maths is made up of five modules:

	A-Level	Exam length
<b>FM AS Unit 1 Pure Mathematics</b>	<b>13.3%</b>	(1hr 30mins)
<b>FM AS Unit 2 Statistics</b>	<b>13.3%</b>	(1hr 30mins)
<b>FM AS Unit 3 Mechanics</b>	<b>13.3%</b>	(1hr 30mins)
<b>FM A2 Unit 4 Pure Mathematics</b>	<b>35%</b>	(2hr 30mins)
<b>FM A2 Unit 5 Statistics or Unit 6 Mechanics</b>	<b>25%</b>	(1hr 45mins)

Each of the papers will be calculator papers.

## Why study A-Level Further Mathematics?

Further Maths is a challenging course, students should really be achieving at least an A grade at Higher GCSE Maths. But the course has tremendous benefits, as well as the amount of subject matter studied by candidates, only 5000 students across the UK study Further Maths. This ensures that the qualification stands out on UCAS applications and CVs, particularly when applying for jobs where professional qualifications will be studied for.

Since A-Level Further Mathematics is studied in conjunction with A-Level Mathematics, you will then have 2 A-Levels in Mathematics, which will make you a formidable candidate for University courses and for future Career prospects!

**Curriculum Leader: Mrs L Thomas**

# Subject:

# Physical Education

**Exam board: WJEC**

## **Course outline**

The WJEC GCE AS/A Level in Physical Education qualification will enable you to engage in a practical course, designed to encourage you to be inspired, motivated and challenged by the subject and enable you to make informed decisions about further learning opportunities and career pathways. Through studying GCE AS/A Level Physical Education, you will acquire the knowledge, understanding, skills and values to develop and maintain your performance in physical activities and understand the benefits to health, fitness and well-being.

Candidates would normally be expected to have successfully completed a GCSE in Physical Education but this would not necessarily exclude candidates who had not done so (depending on their academic and practical ability). However, the specifications have been designed to provide progression by building on the knowledge, understanding and skills set out in the National Curriculum Key Stage 4.

**A\* - B - GCSE P.E Candidates are most suitable for this course - A minimum of a 'B' grade in the theory section of the GCSE PE exam would be expected.**

**The candidate is expected to compete for a club outside of school (as a minimum).**

## **What will I study?**

The WJEC AS and A level in physical education provides a coherent combination of four areas of study:

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

## **How will my work be assessed?**

### **AS Unit 1: 60% of AS Qualification**

**Exploring Physical Education will be assessed through a written examination**

- 1 hour 30 minutes
- 24% of A level qualification (60% of AS qualification)

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

### **AS Unit 2: 40% of AS Qualification**

#### **Improving Personal Performance in Physical Education**

**Non-examination assessment: marked by your teacher, externally moderated by WJEC**

This includes:

- **One activity as a player/performer - 8%**
  - Learners must demonstrate and apply the relevant skills and techniques for the sport/activity.
  - All activities should be played under competitive/formal conditions.
  - Assessment as a player/performer or official coach must be in one of the activities approved by Qualifications Wales that can be found in the WJEC specification.
- **One as a coach or official - 4%**
  - Learners must plan and deliver a coaching session or -
  - Learners should be the main official in their chosen activity in a competitive situation.
- **A written piece of coursework in the form of a Personal Performance Profile (PPP), linked to your chosen practical activity - 4%**
- This is worth 16% of A level qualification.

#### **Personal Performance Profile**

The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

### **A Level unit 3: 36% of qualification**

#### **Evaluating Physical Education**

- 2 hour written examination
- 90 marks
- A range of questions to include data response, short and extended answers

### **A Level unit 4: 24% of A level qualification**

#### **Refining Personal Performance in Physical Education**

**Non-examination assessment: marked by your teacher, externally moderated by WJEC.**

This includes:

- **One activity as a player/performer and one as a coach or official - 12%**
  - Demonstrate and apply the relevant skills and techniques required for the sport/activity.
  - All activities should be played under competitive/formal conditions or -
  - plan and deliver a progressive coaching session as part of a programme. -
  - main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions. -
  - Activities that are acceptable for assessment as an official can be seen in Appendix B of the specification.
- **A written piece of coursework in the form of an Investigative Research, linked to your chosen practical activity - 12%**

The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

### **Career opportunities and progression**

The specifications provide a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and are also suitable qualifications for other areas of study. The specifications provide an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport.

**Overlap with other Qualifications** - These specifications relate well to other Advanced GCEs in the social sciences, natural sciences and to Advanced GCEs in the vocational fields of Leisure Studies, Health and Social Care, Business Studies and Science. There is a small degree of overlap with the Advanced GCE in Leisure Studies and Advanced GCE Psychology.

**Curriculum Leader: Miss S Evans**

# Subject:

# Physics

**Exam board: WJEC**

## **Course outline**

You will follow the WJEC A level Physics specification available at [www.wjec.co.uk/physics](http://www.wjec.co.uk/physics)

To access this course you need to achieve a minimum of two B grades at Double Award Science or a B grade at Physics in Triple Science.

## **What will I study?**

In Year 12, you will study Unit 1: Motion, Energy and Matter, and Unit 2: Electricity and Light. These give an insight into the world of particle physics and quantum physics.

In Year 13, you will study Unit3: Oscillations and Nuclei and

Unit 4: Fields and Options from which you do one of the following AC Theory, Medical Physics, Physics of Sport and Energy. You will carry out experiments during the course associated with each Unit.

## **How will my work be assessed?**

There are five modules in the whole course.

### **In Year 12**

Unit 1 – External exam worth 20% of the final grade

Unit 2– External exam worth 20% of the final grade

### **In Year 13**

Unit 3 – External exam worth 25% of the final grade

Unit 4 – External exam worth 25% of the final grade

Unit 5 – Experimental Task & Practical Analysis Task exam worth 10% of the final grade



### **Career opportunities and progression**

There are many opportunities for those who pursue Physics beyond A level. Apart from pure research and teaching many follow careers in:-

Medicine as medical physicists

The Ministry of Defence

Defence industries

Military as pilots or ground staff/technicians

Engineering (civil, mechanical, electrical and bio engineering)

Aerospace industries

Computing (hardware and software research)

Nanotechnology

Telecommunications

Communication industries and providers

Curriculum Leader: Dr G Williams

# Subject:

# Psychology

## Course outline

Available as a one year course for the 'A/S' grade or as a two year course for the full 'A' level. Psychology explores the workings of the mind and how thought processes work. A Mathematical & Scientific background and the ability to create essays in a range of structures (argumentation, descriptive, etc.) are essential for study. You can progress to undertake a degree in psychology at University level. This course is 100% examination based.

## What will I study?

All 4 Units for the full course; 2 (Units 1 &2) for the A/S level qualification.

Unit 1: Psychology: Past to Present – Examination Unit;

Unit 2: Psychology: Using Psychological Concepts – Examination Unit

Unit 3: Psychology: Implications in the Real World – Examination Unit;

Unit 4: Psychology: Applied Research Methods – Examination Unit.

## How will my work be assessed?

All 4 units are exam based assessments with 7 hours of examinations across the 4 units, divided as follows: 3 x 1.5 hours a 2.5-hour exam. Assessment is via a range of essay based questions and responses to studies that need to be analysed and evaluated.

## Career opportunities and progression

As a result, of successfully completing this course, learners can progress towards Psychology study as an undergraduate at H.E. level. This is often taken as part of a joint honours degree with another subject, often involving other sciences, humanities, art subjects or Philosophy & Ethics.

Many careers that involve working with people judge a Psychology degree very favourably, including advertising, marketing, charity, law, healthcare, public sector, recruitment and HR and social care.

Curriculum Leader: Mrs A Jones

# Subject:

# Religious Studies

Exam board: WJEC

## Course outline

### **An Introduction to Philosophy of Religion:**

The Existence of God – Inductive

The Existence of God – Deductive

The Problem of Evil

Religious Experience

### **An Introduction to Religion and Ethics:**

Ethical Thought

Nature Law

Situation Ethics

Utilitarianism

### **An Introduction to the Study of Christianity:**

Religious Figures and Sacred Texts

Religious Concepts

Religious Life

Religious Practices that Shape Religious Identity

## What will I study?

An Introduction to Philosophy of Religion:

### **The Existence of God – Inductive**

Looking at the Cosmological and Teleological Arguments put forward for the existence of God.

### **The Existence of God – Deductive**

Studying the Ontological Arguments that supports the existence of God, with a specific focus on St. Anselm, Descartes and Norman Malcolm.

### **The Problem of Evil**

The study of Augustinian and Irenaean theodicy to determine why there is evil and suffering in the world and how this impacts on the existence of God.

### **Religious Experience**

Looking at different types of religious experiences, including mysticism and its challenges with particular reference to the scholar Caroline Frank-Davis'.

An Introduction to Religion and Ethics:

### **Ethical Thought**

The study of meta-ethical issues and normative ethical theories such as The Divine Command Theory, Virtue Theory and Ethical Egoism.

### **Nature Law**

The study of St. Thomas Aquinas' laws and precepts as a basis for moral behaviour, as well as the application of his theory to moral dilemmas, such as abortion and voluntary euthanasia.

### **Situation Ethics**

Studying Joseph Fletcher's rejection of other ethical theories, alongside his acceptance of agape as the basis of morality.

### **Utilitarianism**

Looking at Jeremy Bentham's Classical Utilitarianism as a basis for making moral decisions, including John Stuart Mill's development of the utilitarian perspective.

An Introduction to the Study of Christianity:

### **Religious Figures and Sacred Texts**

The study of Jesus; his birth and resurrection, and the Bible as a source of wisdom and authority in daily life.

### **Religious Concepts**

Debating the nature of God, with an understanding of the need for the doctrine of the Trinity and the three theories of Atonement.

### **Religious Life**

Studying Martin Luther's arguments for justification alone, with an understanding of the community of believers and key moral principles that underpin Christianity.

### **Religious Practices that Shape Religious Identity**

An understanding of religious identity through diversity within Baptism (with special reference to St. Augustine of Hippo and Huldrych Zwingli), Eucharist and festivals.

### **How will my work be assessed?**

Group Presentations  
Individual research  
Group discussion  
Peer Assessment  
Timed assessments

Culminating in:

1x 1 hour 45 minutes exam in:

An Introduction to Religion and Ethics and Philosophy of Religion

1x 1 hour 15 minutes exam in:

An Introduction to the Study of Religion

### **Career opportunities and progression**

These are many and varied and in fact Religious Studies provides entrance into University and Further Education Colleges, including a variety of careers. These are as diverse as:

Teaching

Charity work;

Classroom assistant;

Nurse;

Doctor;

Fire Officer;

Paramedic;

Police;

Immigration Office;

Social Worker;

Priest and Minister;

Youth and Community Work;

Diplomat; and Law

Curriculum Leader: Miss S Roberts

# Subject:

# Welsh

Exam board: WJEC

## Course outline

The AS and A Level in Welsh Second Language encourages learners to study Welsh with interest, enjoyment and enthusiasm and communicate correctly and fluently both orally and in writing within a wide range of situations and contexts.

## What will I study?

The following topics will be studied throughout year 12:

### **Byd y Cyfryngau yng Nghymru – The Media in Wales**

Films, plays, television programmes and written media, with emphasis on the film Patagonia.

### **Defnyddio Iaith – The Use of Language**

Grammar and idioms.

### **Barddoniaeth Gymraeg – Welsh Poetry**

There is a set list of five poems that will be studied throughout the year.

The following topics will be studied throughout year 13:

### **Byd y Cyfryngau yng Nghymru – The Media in Wales**

Films, plays, television programmes and written media, with emphasis on the play Crash.

### **Defnydd Iaith a Thrawsieithu – The Use of Language**

Grammar and translanguaging.

### **Y Straeon Byrion – The Short Stories**

A series of four modern stories by Mihangel Morgan, Llio Mai Hughes, Marlyn Samuel and Ioan Kidd, dealing with contemporary issues in Wales and around the world.

### **How will my work be assessed?**

#### **Unit 1 – CA1 15% (30%)**

This is a group speaking assessment that is externally assessed by a visiting examiner. Pupils will be required to discuss the media in Wales and aspects of the film Patagonia.

#### **Unit 2 – CA2 10% (20%)**

Written project on a topic of your choice of 1500-2000 words.  
This will be internally assessed by your teacher.

#### **Unit 3 - CA3 15% (30%)**

Poetry and the use of language. This is an externally assessed written examination. Candidates will be required to refer to the themes and literary techniques in one of a set list of five poems and complete questions dealing with the use of Idioms, language and grammar.

#### **Unit 4 – CA5 25%**

This is a group speaking assessment that is externally assessed by a visiting examiner. Pupils will be required to discuss the media in Wales and aspects of the play Crash.

#### **Unit 5 – CA5 15%**

The Welsh Language in Society and translinguaging. This is an externally assessed written examination. Candidates will be required to answer questions about the Welsh Language in Society and write a response to an article addressing a contemporary issue.

#### **Unit 6 – CA6 20%**

Short stories and the use of language. This is an externally assessed written examination. Candidates will be required to refer to the themes and literary techniques in one of four short stories and complete questions dealing with the use of language and grammar.

### **Career opportunities and progression**

A qualification in Welsh is very desirable when applying for many jobs in Wales. Here are some examples:

Local Government, Education, Health workers and Personnel, Animal Care, Police Officers, Radio and Television, Written Media, Social Care, Tourism, Hospitality, Public Transport Customer Services, Marketing, Child care and many more.

Curriculum Leader: Miss B

Hutcherson



*aim high*





[www.stjohnbaptist.co.uk](http://www.stjohnbaptist.co.uk)