

Year 9 Pathways

Blwyddyn 9 Llwybrau

2026



Introduction- Cyflwyniad

You are at an exciting stage of your learning pathway: choosing subjects to study over the next two years in order to lead to future qualifications, sixth form, college, university, careers and the world of work. Whilst exciting, this time can also be daunting; there is lots to consider when deciding which three subjects you would like to pursue.

This booklet, along with your Pathways Adviser, will help you through this process. As detailed in the contents, and as explained below, this booklet shares all the information you need to know about our compulsory subjects (those you have to study) and also each course we have on offer at St Julian's School.

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Choosing Your Learning Pathways - Dewis Eich Llwybrau Dysgu

In September you will be entering Key Stage 4 (Years 10 and 11) where you will study and complete a range of qualifications. Before starting this new phase of your education, you have the opportunity to make some choices concerning your future learning pathways.

Your choices - Eich dewisiadau

This booklet is designed to help you make your choices. It gives a brief account of each subject taught in Years 10 and 11. It is important that you read the information carefully as well as talking to people about your choices and future plans. You could talk to:

- * Your Personal Learning Pathways Adviser
- * Your Form Tutor
- * Your Progress Leader
- * Your subject teachers
- * Your parents/carers
- * Our Careers Advisers

As you will spend two years studying your chosen subjects, it is vital that you select the right subjects. You should pick the subjects you are most likely to be successful at in Year 10 and 11, so that you achieve the best possible qualifications. To help you pick the right subjects, a report has been sent home. You should pick subjects you are achieving highly in and that will allow you to progress towards your future career ambitions.

You should also think about: Dylech chi hefyd feddwl am:

- * Which subjects do you enjoy most?
- * Which subjects could help you in your future career?
- * Is it the subject you enjoy or is it the teacher you like?
(You may not be taught by the same teacher next year)

Do not choose a subject because your friends are doing it - Peidiwch a dewis pwnc achos eich ffrindiau yn ei dewis

All subjects will require hard work and commitment. You will be expected to do your best throughout the course. This includes work in class, coursework and home learning. Therefore, you should choose a subject because you want to study it, not because it's one your friend is choosing. In addition, a number of subjects have more than one group. You may not be placed in the same group as your friend even if you both choose the same subject.

What subjects are on offer? - Pa bynciau sy'n cael eu cynnig?

Some subjects are compulsory **Core Subjects**, which means that all students have to study them. Other subjects are **Options** and you will study **three** of these.

The subjects you will study in Years 10 and 11 will provide either a GCSE or BTEC Certificate. The BTEC qualification is a recognised vocational qualification which, if successfully completed, is equivalent to a GCSE A* - C grade. Please note - some GCSEs are new courses being released in September 2025 so subject information may yet to be finalised.

Compulsory Subjects - Pynciau Craidd

English
Mathematics
PDCS (Sweet PGW qualification and Religion & Ethics)
Science
Cymraeg
Physical Education

Option Subjects - Pynciau Opsiwn

Option subjects are each taught for five lessons per fortnight.

Combination of subjects - Cymysg o bynciau

You should think carefully about the combination of subjects that you choose. To keep your opportunities open you should make sure that you have a balanced curriculum. This means that you should ideally choose subjects from a variety of types. If you already have a specific career in mind you should seek advice to find out if specific subjects are required.

Entry requirements - Disgwyliadau mynediad

Some courses have desirable entry requirements. This means you need to be on a particular level to be able to take the course. This will be outlined in the subject guidance within this booklet and also on pages 19 & 20.

Will I get all of my choices? - Fydda i'n cael fy nhewisiadau i gyd?

The number of spaces available on some courses is limited. We hope that everyone will end up with a combination of subjects that suits them but we cannot guarantee that everyone will be able to get all of their first choices.

You will be asked to choose 5 subjects in order of preference.

Your number 1 choice should be the subject you really want to do. Choice number 2 should be your second favourite choice.

You will study three of these subjects across Years 10 and 11. We will try to give you your top three choices, but if one or more of these choices is not available you may have to do choice 4 or 5 instead.

Please be aware that if student numbers for a course are particularly low (typically under 20 students) the decision may be taken not to run the course. As we build the timetable around student choices, and try and prioritise their top three choices, each year there is usually one or two courses that cannot run. Equally, with popular courses, we can add additional classes.

If a course within your top three choices is removed from the offer, you will be notified at the earliest opportunity if this is the case and be given the chance to choose another course.

Option choices - Dewisiadau opsiwn

You will have an advisor to pick your options. This is a member of staff who will come and see you in the new year to speak to you about the subjects you want to pick.

Your Learning Pathways Advisor - Eich Cynghorydd Llwybrau Dysgu

You have been allocated a Learning Pathways Advisor who will guide you through the options process.

The name of your Pathways Advisor is on your Pathways letter. Please try to go and introduce yourself to them before your Pathways Evening.

The Careers Wales Website - Y Safwe Gyrfa Cymru

For help and advice on which qualifications you need for which career, please use the Careers Wales website (careerswales.gov.wales).

There are lots of useful resources on this site to help you such as careers linked to your favourite subject and a Job Matching Quiz to help match your strengths and personality with jobs.

We have a Careers Adviser on site at St Julian's every day. You are welcome to contact them to ask questions, get advice or book an appointment.

Careers Adviser:

Dianna Macias

dianna.macias@careerswales.gov.wales

Room: Music/PE corridor office



Home

Plan your Career

Courses and Training

Getting a Job

Apprenticeships

Year 8 and 9 options

Get help choosing subjects



Subjects and Jobs

Explore jobs by subject

Advice for Learners - BTEC Qualifications

What is a BTEC?

BTECs are work related qualifications (BTEC works with individual sectors to make sure the qualification is relevant to the workplace). They provide a practical, real world approach to learning without sacrificing any essential subject theory. BTECs give you the skills you need to either move into Post-16 Education or go straight into employment.

They can be taken alongside GCSEs.

Grades and what they are worth

BTEC Level 2 is equivalent to GCSE grades A* - C. A Level 1 pass is equal to GCSE grades D - F. BTEC Courses typically have 2 types of assessment:

1. 75% coursework, consisting of 4 units over 2 years and 1 externally examined unit, worth 25% of the final grade.
2. 66% coursework, consisting of 3 units over 2 years with 1 externally examined unit, worth 34% of the final grade.

Level 2		Level 1	
Distinction *	A*	Distinction *	D
Distinction	A	Distinction	E
Merit	B	Merit	F
Pass	C	Pass	G

If you are not happy with your performance in a particular section of the course, there are opportunities to improve.

BTEC and Higher Education

BTEC Level 2 qualifications provide progression onto Level 3 courses in Post-16 Education. Courses are in place to allow you to progress through Post-16 and onto degree level. Level 3 BTEC qualifications are awarded UCAS points according to the type of qualification and the result achieved (some are worth the equivalent of three A Levels).

Predictions for the future of Higher Education strongly suggest that a much greater proportion of the university curriculum will be 'vocational' or concerned with 'employability'.

Who are they for?

You can study a BTEC if you are interested in learning more about a particular employment sector. They have been designed in collaboration with industry, so they can provide you with the skills and knowledge that employers are looking for.

This provides an excellent basis from which you can move into employment.

The courses can include elements of work experience and visits from guest speakers. Continuous assessment is used and this will suit you, particularly if you find exams difficult, as a lower proportion of the course is based on exam performance.

Learners who choose only BTECs

For some learners, a choice of all BTEC subjects from the pathways options would be appropriate. These learners may be particularly suited to the continuous assessment style of learning and the fact that a lower percentage of the final grade is based on exam performance. It may be that they have difficulty retaining information for examinations. Alternatively, they might have a practical bias and they can see clear progression for themselves through the type of courses available through the BTEC route at higher levels. These courses have been designed together with employers and therefore are more likely to lead to related employment following KS4, Post-16 or beyond.

Learners who choose GCSEs only

These learners are likely to be very comfortable with this style of learning and assessment. They tend to perform well in exams and perhaps see an academic pathway ahead of them. Those who plan to study medicine would be obvious candidates as they will need to achieve the highest A Level grades, predominantly in the sciences. The Russell Group of Universities (the top 20 in the country) still usually prefer entrants to have followed an academic route for certain subjects. However, even this group is starting to become more accepting of vocational qualifications when considering entrant applications.

Learners who choose a mix of GCSE and BTEC subjects

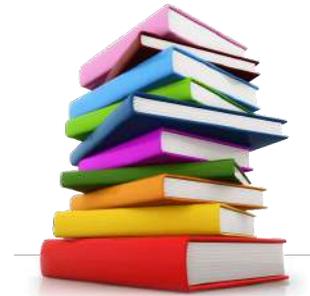
These learners are likely to be comfortable with both styles of learning and assessment and they are in a fortunate position as they will have the widest choice of subjects available to them. They will be able to choose subjects with a mix of learning styles and assessment methods. If learners are preparing for a career in medicine or hoping for entry to one of the Russell Group of Universities then they are unlikely to choose this mix.

Compulsory Subject Descriptors

English Language and Literature (GCSE) - Double Award

Course Introduction

This is a single and double award qualification which is untiered. Students are assessed in reading, writing and oracy skills and the qualification is a mixture of examinations as well as non-examination assessments.



Reading

Students are required to respond, reflect and analyse a wide range of written texts from different times, places and cultures. Students will need to read in different ways and for different purposes and consider how language, register and style convey meaning. The course will include the study of shorter texts as well as the study of prose, poetry and drama.

Writing

Students will be taught a variety of creative literary and non-fiction writing styles. They will need to consider how to engage and entertain their reader and show an understanding of purpose, audience, medium and context. Students will need to write clearly, accurately, fluently and creatively and show understanding of vocabulary and grammar.

Speaking and Listening

Students will be required to speak clearly, accurately and fluently while also adopting a style that fits a wide range of forms, contexts, audiences and purposes. They will need to reflect and comment critically on their own and other's use of language and participate in a range of real life contexts, adapting talk appropriately to the situation and audience.

Assessment

Unit 1: Context and Meaning

Written examination (1 hour 30 minutes)
30% of the Single Award and 15% of the Double Award

Section A: respond to linked poems, one that has been studied (from the anthology) and one unseen poem

Section B: extended writing response - creative literary or non-fiction writing.

Unit 2: Belonging

Non-examination assessment (7 hours)
20% of the Single Award and 10% of the Double Award

Task A: written essay based on a prose text

Task B: individually researched oral presentation linked to the text studied for Task A.

Unit 3: Influence and Power

Non-examination assessment (5 hours 55 minutes)
20% of Single Award and 10% of the Double Award

Task A: group discussion based on the study of texts set by the WJEC

Task B : a creative non-fiction writing response informed by the texts from Task A.

Unit 4: Motivations

Written examination (1 hour and 30 minutes)
30% of the Single Award and 20% of the Double Award

Section A: reading questions based on the selected text.

Section B: creative literary extended writing response.

Unit 5: Continuity and Change (Double Award only)

Non-examination assessment (8 hours)
20% of the qualification

Task A: extended response based on the study of a whole play by Shakespeare

Task B: paired discussion on poems chosen by the WJEC

Unit 6: Connections (Double Award only)

Written examination (1 hour and 30 minutes)
25% of the qualification

Section A: reading responses based on connections between WJEC non-fiction anthology texts and one unseen text.

Section B: extended non-fiction writing response.

What students need to do

It is vital that students develop a more mature approach to independent study than was required in KS3. The course requires students to read a variety of prose, poetry and drama and it is impossible to cover all of this reading adequately in lesson times. Therefore, students will also need to read texts independently. Students will need to research, plan and organise non-examination assessments and it is essential that they are well-prepared for these lessons. Fluency and accuracy is assessed in writing tasks and it is important that students learn to independently check and proof-read their work.

Wondering what careers you could potentially do with English? Use this link to find out more about the 716 jobs linked to this subject!

[English \(gov.wales\)](https://www.gov.wales)

Mathematics and Numeracy (GCSE) - Double Award

Course Introduction

GCSE Mathematics and Numeracy (Double Award) qualification supports learners to: make connections between different areas of mathematics and with other areas of the curriculum; develop their conceptual understanding in explaining, expressing and representing concepts in both concrete and abstract forms; communicate both abstract situations and real-world scenarios using mathematical symbols and expressions; develop their ability to use mathematical facts, techniques and relationships fluently to solve problems; recognise underlying mathematical structures within problems and develop strategies to solve them; develop an understanding of relationships between mathematical concepts and the use of justifications and proofs; gain a strong foundation in financial mathematics to equip them for life and work; develop confidence in using and applying digital technology to help solve mathematical and statistical problems.

Assessment

Exam Element

Unit 1: Financial mathematics and other applications of Numeracy - Calculator	Unit 2: Non Calculator	Unit 3: Calculator
Written examination Higher: 1 hour 45 minutes (80 marks) Foundation: 1 hour 30 minutes (65 marks) 30% of qualification	Written examination Higher: 1 hour 45 minutes (80 marks) Foundation: 1 hour 30 minutes (65 marks) 30% of qualification	Written examination Higher: 2 hours (90 marks) Foundation: 1 hour 45 minutes (75 marks) 40% of qualification

Course Content

All aspects of Mathematics including Algebra, Probability, Number, Statistics and Geometry.

Assessment Focus

The application of the above content in context.

- Recall and use their knowledge of the prescribed content
- Select and apply mathematical methods
- Interpret and analyse problems and generate strategies to solve them

There are two tiers of entry.

Higher tier - Grades (A* - D)

Foundation tier - Grades (C - G)

Learners may be entered at different tiers across units.

What students need to do

Show a mature attitude towards their studies.

Complete all work on time.

Always work to the best of their ability.

Ask for help when needed.

Wondering what careers you could potentially do with Maths? Use this link to find out more about the 689 jobs linked to this subject! [Maths \(gov.wales\)](#)

SWEET - Personal Development and Cultural Studies Skills (PDCS)

Course Introduction

PDCS is an opportunity for you to learn about and explore important topics that you may not study in other subjects, typically life skills to prepare you for the wider world. You will also study for the SWEET qualification.

The BTEC SWEET qualification provides students with essential life skills for more successful futures. The successful completion of the course can lead to two BTEC qualifications.



The course is made up of 8 booklets. These are the themes:-

- 1) Physical Health and Wellbeing
- 2) Emotional Wellbeing
- 3) Social Health
- 4) Sexual Health
- 5) Personal Identity
- 6) Environmental Awareness
- 7) Financial Awareness
- 8) Personal Progress

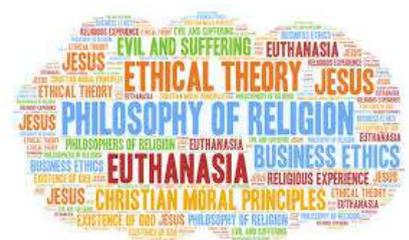
Religion & Ethics

Within PDCS lesson you will also study Religion and Ethics. The programme compliments the topics being studied for the SWEET qualification.

Topics include:

- ★ The sanctity of life and issues linked to this
- ★ Caring for the environment
- ★ The importance of prayer/meditation for some religious followers

Please note: whilst this compliments the SWEET qualification, it is not a GCSE nor BTEC in its own right. For students wishing to take a qualification for this area: see GCSE Religious Studies later in the booklet.



Compulsory Physical Education (Core PE)

All Students will undertake two lessons of Compulsory Physical Education each fortnight.

Students are given activity options during Years 10 and 11, and will tailor make a programme to meet their individual needs and interests.

The activities on offer are a mixture of sports studied in KS3 and new activities.

Activities include: Aerobics, Atomic Touch, Badminton, Basketball, Boxercise, Dodgeball, Football, Fitness Training, Handball, Volleyball, Yoga. This section of the course is flexible and the PE department is always looking at adding new activities.

There may also be the opportunity to participate in the sports leadership award which is currently being delivered to year 10 students.

What students need to do?

Show a mature attitude and spend time considering what they want from their personalised learning.

Always work to the best of their ability.

Always turn up to practical lessons with full School PE kit.

Kit

The PE Kit for Years 10 and 11 is:

Girls

Plain White Polo Shirt or Polo Shirt

Black leggings/shorts/tracksuit bottoms

Trainers

Optional

School Hooded Sweatshirt

Boys

Plain White T-shirt or Polo Shirt

Black shorts/tracksuit bottoms

Trainers

Optional

School Rugby shirt

Football Boots

Wondering what careers you could potentially do with PE? Use this link to find out more about the 20 jobs linked to this subject!

[Sport and PE \(gov.wales\)](https://www.gov.wales/sport-and-pe)



The Sciences - (GCSE Double Award) NEW

Course introduction

Do you know that you get wider as you go through a door? Does your nose run in space? Do mobile phones really cook your brain? Did you know that your poop was dinosaur urine millions of years ago? If you want to know the answers to life's questions, Science is the place to be. Your Double Award Science course gives you the opportunity to get two GCSE grades by looking at the world of science in everyday life.



Year 10

Biology Unit 1: The Basis of Life 14.3%

- 1.1 Cell structure and function: How are cells structured, organised and sustained?
- 1.2 Metabolism: What keeps cells alive?
- 1.3 Systems: How do organs work together?
- 1.4 Interdependence of organisms: How do organisms live together?

Chemistry Unit 2: Chemical Substances and How They Behave 14.3%

- 2.1 Matter: What are materials made from?
- 2.2 Electronic Structure and Periodicity: Can we predict how elements behave?
- 2.3 Rates of Reaction: Can we control the speed of a reaction?
- 2.4 The Earth's essential resources: How can we preserve the planet for future generations?

Physics Unit 3: Forces, Motion and the Universe 14.3%

- 3.1 Motion: How do objects move?
- 3.2 Energy Resources and Efficiency: Electricity for the future
- 3.3 Forces: How do forces interact with objects?
- 3.4 Waves: What are waves?
- 3.5 Our Universe – The wonders of the universe

Year 11

Biology Unit 4: Continuity of Life 15.7%

- 4.1 Biodiversity: What are the impacts of human activity on ecosystems?
- 4.2 Inheritance: How do organisms grow and reproduce?
- 4.3 Evolution: Why are organisms so different?
- 4.4 Control systems: How do organisms react to their environment?
- 4.5 Human health: The causes, prevention and treatment of disease

Chemistry Unit 5: Chemical Bonding, Reactions and Resources 15.7%

- 5.1 Chemical bonding and structure: Why do materials behave so differently?
- 5.2 Acid reactions: How can we make and identify salts?
- 5.3 Metals and their extraction: How do we get the chemical resources needed to drive new technologies?
- 5.4 Crude oil: Why is it still an essential resource?

Physics Unit 6: Waves, Electricity and Energy 15.7%

- 6.1 Radioactivity: What is radioactivity and how do we use it?
- 6.2 Waves: How do we use the waves around us?
- 6.3 Electricity: Exploring electrical circuits and their uses
- 6.4 Energy: Transferring energy efficiently
- 6.5 Electromagnetism – How is electromagnetism used?
- 6.6 The Universe: What is out there?

The Sciences - *Continued*

Assessment

All 6 units are assessed individually via a written exam, each of which lasts 1 hour 15 minutes. The papers contain a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. Units 1-3 are 56 mark papers, and units 4-6 are 64 mark papers.

Unit 7 is the practical assessment: learners are required to complete two enquiries from a choice of three. Each chosen enquiry includes a practical task (1 hour) and a written task (1 hour). Each enquiry has 28 marks (56 marks in total) 10% of qualification.

Triple Award Science

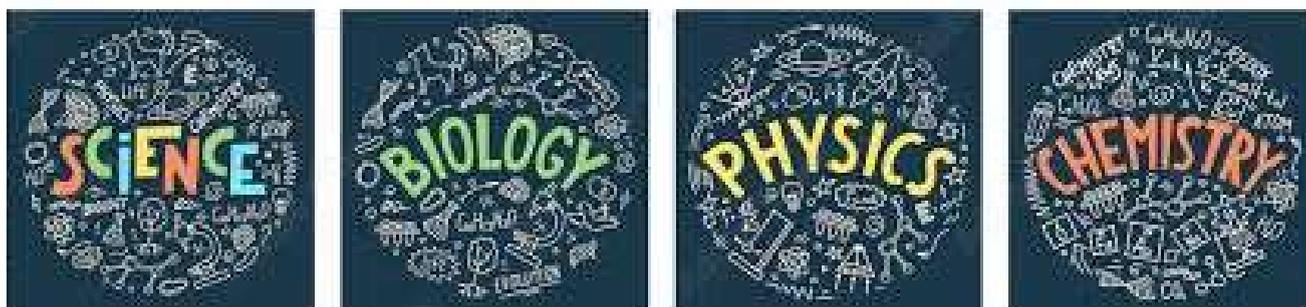
Triple Award will be offered to selected students at the end of year 9 (typically those in set 1). These students will study three separate GCSEs over the course of Year 10 and Year 11: GCSE Biology, GCSE Chemistry and GCSE Physics. To accommodate this, time may be taken from other subjects. For those wishing to study sciences at A Level, and then possibly a science based degree at university (eg. Medicine) it is advised that they take the Triple Award. Please note: this award is challenging so not only do students need to be in top set Science, they also need to be in similar sets for Maths and English.

What students need to do

Show a mature attitude to their studies. Always work to the best of their ability. Show a curiosity of the world around them and be ready for a challenge. Work hard to fulfil their potential.

Wondering what careers you could potentially do with Science? Use these links to find out more about over 500 jobs linked to this subject!

Chemistry - [Chemistry \(gov.wales\)](#) Physics - [Physics \(gov.wales\)](#) Biology - [Biology \(gov.wales\)](#)



TGAU Cymraeg Craidd (GCSE)

Cyflwyniad i'r Cwrs - Course Introduction

By studying this course you are actively contributing to the Welsh Assembly Government aim of 'A million speakers by 2050' 'Dewch Ymlaen Cymru!



Reasons why speaking Cymraeg is an advantage

- You will be bilingual - You will speak the language of our country - Two languages twice the choice
- It will enhance your understanding and appreciation of Welsh culture, heritage and your cynefin - It will strengthen your feelings of belonging and help to shape your identity
- More and more employers need workers who speak Welsh - You could earn more money

What you will be able to achieve from the GCSE course:

- how to understand and use Cymraeg to communicate confidently, spontaneously and accurately with others, in a variety of situations, both in the classroom, wider community and Wales
- how to develop linguistic skills and language in order to work towards fluency
- an overwhelming passion for Cymraeg and your Cynefin, and understand its value outside of the classroom
- skills and knowledge to listen, view and read materials which are rich and diverse in Cymraeg and show understanding
- sufficient language knowledge and skills to use Cymraeg with confidence in the workplace, and to socialise in the community and wider Wales

This course is studied by all students, and will result in a full GCSE at the end of Year 11.

How will you be assessed? GCSE Cymraeg Craidd has two external assessment units which are equally weighted and two internal assessment units. The two external assessments assess reading and writing skills while the two internal assessment units assess speaking and listening skills.

What skills will you develop? This qualification is made up of four units covering all 4 language skills: Unit 1 and Unit 2 are non-examination speaking and listening assessments, Unit 3 and Unit 4 are reading and writing examinations. The context for learning the language is organised under three broad themes: Cynefin Identity Culture

Summary of assessment

Unit 1	Speaking and Listening - Responding to a visual stimulus	Non-examination Assessment	6-8 minutes (pairs) 9-12 minutes (group of three)	25% of qualification
Unit 2	Speaking and listening - Responding to various sources	Non-examination assessment	6-8 minutes (pairs) 8-10 minutes (group of three)	25% of qualification
Unit 3	Reading and Writing - Preparing for the future - narrative, specific and instructional	Written examination	1 hour 30 minutes	25% of qualification
Unit 4	Reading and Writing - Literature and Creative Descriptive and narrative, persuasive and imaginative	Written examination	1 hour 30 minutes	25% of qualification

How can you ensure you do well in this exam?:

- Try to use your Cymraeg as often as possible
- Make good use of all the resources available to practise Cymraeg as much as possible

Welsh.gov.wales

Option Subjects - Desirable Entry Criteria

Subject	Desirable Entry Criteria
Art and Design (GCSE)	A genuine interest in art, craft and design is desirable. Students need to be receptive to feedback, have good organisational skills and be able to work to set deadlines as GCSE Art is coursework based. Due to this a good work ethic is also desirable as all work completed goes towards their portfolio.
Business (BTEC)	A genuine interest in business is essential, along with strong literacy skills, due to the extensive coursework involved. A mature attitude and the ability to work independently are crucial, as students will need to research their chosen businesses on their own, gathering and organizing various types of information. This research will be used in extended writing assignments to illustrate how businesses achieve success. Excellent attendance is required due to the fast pace of the subject content. Additionally, students should have a predicted minimum grade of C at GCSE to study at Level 2. This is particularly important for the finance module and the Year 11 exam, which involve using formulas and interpreting financial data from statements of financial position.
Construction (L2 Vocational Qualification)	A keen interest in planning, preparing and completing practical construction tasks is required. A good behaviour record is required due to the health and safety implications of the practical work undertaken. Both personal safety and the safety of others, including teachers and support staff is taken very seriously. There is a zero tolerance policy and unsafe behaviour results in immediate consequences. There is a significant amount of self directed study required for the coursework elements of the programme. Therefore, there is an expectation of self motivation and completion of independent work. The timetable is split into two practical lessons and three exam/coursework written lessons a fortnight. The exam is in Year 10; therefore, from February, the practical elements will stop until after the exam. Students who choose Construction need strong literacy and numeracy skills and without these, may struggle with the amount of written coursework that must be completed. In terms of safety and the use of dangerous equipment, you are treated as adults in the workshop, you are therefore expected to behave as such.
Drama (GCSE)	A strong record of progress in Performing Arts at KS3 is helpful, but a genuine interest in the subject is imperative. Students need to have good attendance as 70% of the course is group work based. They need to have a keen interest and good timekeeping skills in order to be able to complete out of class rehearsals to ensure polished performances. Students also need to be aware that there is a written exam worth 30% at the end of the course so therefore good written communication is also needed.
Geography (GCSE)	As Geography requires students to write in detail, strong literacy skills are desirable. All learners will be considered, provided they are motivated and show a real interest in the subject. Learners need to be aware that this is a written based subject.
Health and Social Care (GCSE)	A high level of literacy in KS3 English is desirable. Below this will be considered on a case by case basis. As Health and Social Care and Children's Care has a large NEA element, excellent attendance and ICT skills are also desirable. Much of the coursework is based on working independently; therefore pupils are required to be well motivated and be keen to work outside of structured time.
History (GCSE)	It is desirable for students to be achieving at least Band 4 (15 marks or above) in KS3 History assessments by the end of Year 9. As history requires students to read complex texts and write in detail, strong literacy skills are required. Below this will be considered on a case by case basis. Students also need a keen interest in the subject and be prepared to work hard and complete home-learning.
Hospitality (BTEC)	A keen interest in planning, preparing and cooking food is required. There is a lot of written and research based coursework to complete online: students must be aware of this as it makes up a large part of the course. Students must also be aware that we will not be cooking every lesson (once a week or once a fortnight is the average). An awareness that this course can be costly at times, due to the cost of ingredients etc is also important, Students considering Hospitality need strong literacy skills, due to the amount of focused research and written work required. Independence, good organisational skills and time management are also important.
IT: Vocational Award / BTEC	Students are expected to be familiar with the content of the Key Stage 3 Programme of Study for ICT. Students are to have an excellent attendance record, due to the large coursework assessment quantity. Strong ICT skills are also desirable, due to most work being completed on and about computers, their systems and programmes. There is a small exam element, so long term retention skills are also required.
Media (BTEC)	Students ideally require a high standard of literacy in KS3 English with a drive to think creatively. They should also have an interest in digital platforms and willingness to overcome challenges they may encounter during the production process, being a student who is keen to learn how to effectively collaborate with others with the aim to develop confidence whilst working individually or as a group is also desirable.

Music (GCSE)	A strong record of progress in Performing Arts at KS3 is important, preferably achieving at least a Progression Step 3 in KS3 assessments, but a genuine interest in the subject as well as creative skills is imperative. There is both coursework and a written exam in this course. Students need to have a keen interest in order to complete out of class rehearsals to ensure polished performances.
PE (GCSE)	A genuine interest in both the theoretical and practical elements of PE and Sport is needed for the GCSE qualification. Students will complete a combination of practical and classroom-based theory lessons, 3 or more lessons a fortnight. Students will need to submit 1-2 sporting activities to a very high standard or be able to offer coaching as part of their practical assessment. In addition to the practical sports, they will be required to submit a training programme which entails both theoretical and practical elements. Students will also be expected to contribute to the extra curricular provision at school outside of their curriculum hours.
Performing Arts (BTEC)	A strong record of progress in Performing Arts at KS3 is important, preferably achieving at least Progression Step 3 in KS3 assessments, but a genuine interest in the subject is imperative. This is a coursework based subject and would be more suitable for students who struggle with written exams. They need to have a keen interest in order to be able to complete out of class rehearsals to ensure polished performances.
Photography (GCSE)	A genuine interest in photography and being able to do practical work outside of school time as well as in lessons is required in this subject. Students also need to be receptive to feedback, have good organisational skills and be able to work to set deadlines as GCSE Photography is coursework based. Due to this a good work ethic is desirable as all work completed goes towards their portfolio.
Technology Award (Product Design) (BTEC)	A good behaviour record is required due to the nature of this course and the health and safety implications of the practical work we do. Both personal safety and the safety of others in the class as well as teachers and support staff is taken very seriously. There is a zero tolerance policy within the workshop and unsafe practice results in immediate reset. There is a significant amount of self directed study required for the coursework elements of the programme. Therefore, there is an expectation of self motivation and completion of independent work. Students need to have workshop skills and enjoy and be able to produce design and practical work. Due to the creative aspect of this course, an interest in art and design is essential along with the ability to draw creative ideas in 3D with competence. Students also need sound literacy and numeracy skills to succeed in this course; some may struggle with the amount of written coursework that must be completed on this course.
Religious Studies (GCSE)	A Band 4 (16-20 marks) in R&E assessments is preferable. Below this will be considered if the learner has a good work ethic and this will be decided on a case by case basis. Students also need to have an interest in religious and non-religious perspectives on various philosophical and ethical issues. A good level of literacy would also be beneficial.
Skills Challenge Certificate	Students need to have an excellent attendance record and ICT skills due to SCC being 100% coursework, which is all ICT based.
Social Studies (GCSE)	Students will need to have a keen interest in how society works and important social issues. A good level of literacy is desirable as learners will need to write in detail.
Spanish (GCSE)	Students will need to have excellent levels of literacy, a good work ethic and good attendance as we move at a fast pace. Learners should ideally meet/exceed expectations in their assessments and reports in KS3 showing they can remember and apply the language studied. The course is 100% exam based and will test them on four skills; writing, reading, listening, speaking. All four components are compulsory. This course is ideally suited to sets 1-2 however students should speak to their language teachers to check suitability.
Spanish (Vocational Course)	Students will need to be organised, have an excellent behaviour record in their Spanish lessons and be able to work to a deadline. Learners should have a genuine interest in languages and how they relate to the world of work and business. Students should be competent in ICT as the course does rely on ICT to assess certain components. This course is ideally suited to sets 2-4 however students should speak to their language teachers to check suitability.
Leadership through Sport (BTEC)	An interest in Sport is essential. Attendance to school is critical as coursework is completed in nearly every lesson as poor attenders can rapidly fall behind and fail to meet the deadlines resulting in removal from the course. Students will also be expected to support the school extra curricular programme to develop their leadership skills in preparation for delivery to our local feeder schools and KS3 students. All assessments are coursework based and will be delivered across three bespoke assignments set by the PE department: these assignments will be delivered through a combination of theory and practical lessons.
Workskills (BTEC)	Students need to have an excellent attendance record and ICT skills due to Workskills being 100% coursework, which are all ICT based. A keen interest in what happens in the world of work is also desirable due to the nature of the topics being around preparing to enter employment and all that is needed to do so.

Option Subject Descriptors

Art and Design (GCSE)

Course Introduction

The Art and Design GCSE Course is run over two years and learners will develop skills learnt in KS3.

The coursework element (Portfolio) covers techniques such as drawing, painting, collage, digital imaging, printmaking and photography. Learners work on a unit called 'Self' and submit a portfolio of work which is selected from the pieces produced over the first four terms. Learners are required to keep a sketchbook and a folder.

The exam element (Externally Set Assignment) is devised by the WJEC exam board. Students produce a smaller unit of work, based on their chosen theme, working over a period of 8 weeks which culminates in a final piece completed in exam conditions. There may also be opportunities to go on visits to art galleries; in the past we have gone to London to see art first hand in galleries and in the theatre. This gives an invaluable experience and gains marks towards coursework.

GCSE Art is a subject that requires dedication and time to complete high quality work to set deadlines. It is essential that learners are hardworking and committed to their artwork.

Assessment

Portfolio 60%

Externally Set Assignment 40%

GCSE Art and Design can lead on to AS and A Level Art, a Foundation or BTEC course. Possible careers in Art include: photography, animation, illustration, multimedia, game design, concept art, primary school teaching, product design, fashion, film production, theatrical design, public sculpture, graphic design, art therapy and many more!

What learners need to do:

- Show a mature attitude to studies
- Always work to the best of their ability
- Keep up to date
- Complete work by set deadlines
- Take on board advice
- Be organised and prepared to complete work outside of lesson time

Wondering what careers you could potentially do with Art? Use this link to find out more about the 57 jobs linked to this subject!

[Art and Design \(gov.wales\)](https://www.gov.wales/art-and-design)



Business Studies (BTEC)

Course Introduction

This course allows you to study the world of business, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills, such as analysis and review of key financial statements.



The qualification is 120 GLH (Guided Learning Hours), which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about business. This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages you to explore the range of business types and understand the factors that influence success through analysing business models. It enables you to develop, enhance and apply your research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in your local area.

You will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business. You will study four mandatory units, covering key aspects that underpin all business and the development of business models:

- Unit 1: Introduction to Business
- Unit 2: Finance for Business (External)
- Unit 3: Enterprise in the Business World (Synoptic)
- Unit 8: Recruitment, Selection and Employment

How will I be assessed?

75% coursework, 25% examination. You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. Unit 2 is externally assessed via an exam set and marked by Pearson. For the assessment for Unit 3 you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole and design an enterprise project.

Where will this take me?

The knowledge and skills you will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational; for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.

Wondering what careers you could potentially do with Business Studies? Use this link to find out more about the 157 jobs linked to this subject!

[Business Studies \(gov.wales\)](https://www.gov.wales/business-studies)

Business Studies (GCSE)

Course Introduction

The new WJEC GCSE Business qualification in Wales is a unitised course that provides a comprehensive introduction to the business world, blending theoretical knowledge with practical, real-world application. It is comprised of four units in total, assessed through a combination of two written examinations and two non-examination assessments (NEAs)



GCSE Business supports learners to develop:

- an understanding of the activities that make a business successful
- an appreciation of the complex, pluralistic and diverse nature of society by understanding the role and influence of business and innovation on people, places, and community
- an understanding of business processes, incentives, and outcomes, within their cynefin, and how these can influence opportunities for prosperity
- an understanding of the relationship between business and the environment
- an understanding of technology and its impact on business, the environment, and people
- an understanding of the ethical implications of a business

How will I be assessed?

Unit 1: Introduction to the Business World Written examination: 1 hour 15 minutes

30% of qualification

60 marks

Questions requiring objective responses, short and extended answers, with some based around applied situations.

Unit 2: Key Business Considerations Non-examination assessment: 5 hours

15% of qualification

48 marks

Set and marked by WJEC. The assessment will feature tasks based on two themes from the unit content which will be set by WJEC each year.

Unit 3: Business Strategies for Success Written examination: 1 hour 15 minutes

30% of qualification

60 marks

Questions requiring objective responses, short and extended answers, with some based around applied situations.

Unit 4: Business Creation Non-examination assessment: 8 hours

25% of qualification

60 marks

Set by WJEC, marked by the Centre and moderated by WJEC. The assignment will include a brief and several tasks.

Where will this take me?

The knowledge and skills you will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational; for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.

Business Studies can lead into a wide range of careers such as marketing, HR, finance and law. Studied alongside maths it can open doors into careers related to finance or running your own business.

Wondering what careers you could potentially do with Business Studies? Use this link to find out more about the 157 jobs linked to this subject!

[Business Studies \(gov.wales\)](https://www.gov.wales/business-studies)

Constructing the Built Environment (WJEC Level 2 Vocational Qualification)

Course Introduction

The Construction course aims to provide students with a good knowledge of what it is like to work in the construction industry, from learning and planning practical construction skills, to understanding how to ensure appropriate health and safety and a controlled environment. This course can provide the fundamental awareness needed to progress to college, which can lead to apprenticeships that pay you as you continue to learn.



The construction industry doesn't stop with learning a trade; many go on to become a site foreman, in charge of entire building projects, or develop skills to become architects. The construction industry has a wealth of opportunities to suit many skills, such as designing, project managers and planners, to name just a few. Women also feature heavily in the industry and many have careers at professional levels, such as site engineers, quantity surveyors, civil engineers, and architects. Don't make the mistake of thinking this is just for men. With a wide range of options comes more opportunities to progress. Nowhere is it more evident that hard work pays off, than in construction, with CEOs of some of the largest construction firms in the UK having started right at the bottom.

The course can be offered to 20 students per class, so if you have the ambition to work hard and learn new skills, ensure you make your teacher aware early to avoid the risk of disappointment.

Assessment

You will need to successfully pass an exam in order to achieve the Level 2 Award. *(The exam is taken in YR10 in June)* Units of work (theory and practical) may be chosen to be sampled by a moderator. This means that if any piece of work is missing, incomplete, or below standard then you will fail to achieve your qualification. Coursework and practical applications are continually assessed, taking into account your behaviour within the workshop (students can *and have* failed because of an immature approach to completing practical work).

Course structure:

Unit 1 (Safety and Security in Construction) (25%)

Exam unit, based around the understanding of safety and security in construction.

Unit 2 (Practical Construction Skills) (50%)

Practical/Coursework unit that develops students' knowledge of different construction skills to refurbish a house, undertaking the roles of a wood joiner, tiler and brick layer.

Unit 3 (Planning construction Projects) (25%)

Coursework unit that delves into how construction projects are planned, including the job roles, the tasks involved and planning techniques.

IMPORTANT NOTE: Please be aware that every aspect of the course is as important as its counterpart; You will need to successfully complete all three units to pass this course.

What students need to do

Students must enjoy working on practical tasks, and strive for quality. Accuracy is incredibly important in the practical unit. Students must be able to behave maturely and be willing to work as part of a team (you are treated like adults in the construction area, you must act accordingly).

NOTE: Students must be aware that there is still significant written work in this course.

Students must be willing to study theoretical work and complete significant coursework that accompanies the practical elements. Regular attendance is vital, in order to complete the compulsory tasks in the limited time available.

Wondering what careers you could potentially do with Constructing the Built Environment?

Use this link to find out more about the 50 jobs linked to this subject! [Employment Link](#)

Drama (GCSE)

GCSE Drama is a highly successful, popular and engaging subject at St Julian's, with students consistently achieving excellent examination outcomes. This course naturally follows the foundational practical skills developed in Year 9 Performing Arts. If you enjoy those lessons, you are likely to thrive in GCSE Drama! This subject offers a more focused and dedicated learning environment, characterised by smaller class sizes and a higher standard of expectation. You will benefit from extended project time to develop performances and refine advanced theatrical techniques. The course also provides exciting technical opportunities, allowing you to develop technical skills such as lighting, sound effects, costumes, set and props. The curriculum units are designed to be creative, practical, and highly enjoyable. This is your chance to elevate your skills and experience real theatre production.



This course is ideal for students who:

- Enjoy drama lessons and would like to improve their teamwork skills, build their confidence and become better at speaking in front of others.
- Are creative thinkers who enjoy a practical, collaborative approach to working.
- Would like a future career in performing, creative production or a job that relies on excellent oracy e.g. law, teaching, politics etc.

Assessment

- Unit 1 (40%) A non-examined assessment where pupils are required to devise a practical performance based on a stimulus in groups, using a practitioner or style as an influence. This is supported by a reflective log.
- Unit 2 (30%) An externally assessed scripted performance.
- Unit 3 (30%) A digital exam on the study of the set text 'Face' and an unseen performance.

Extra-curricular Activities

We try to offer a wide variety of extracurricular opportunities to our GCSE pupils. While they are not compulsory, they offer the chance to engage directly with professional theatre, build a creative portfolio and enhance practical skills. Previous extra-curricular activities have included:

- A trip to Wales Millennium Centre in Cardiff to watch *Hamilton*, *Wicked*, *Six The Musical* and *Mamma Mia*.
- A trip to New Theatre in Cardiff to watch a pantomime.
- A trip to London to watch *Dear Evan Hansen*
- Workshops run by professional actors and directors.
- Opportunity to star in a short film entered in national short film awards.
- Chance to participate in the whole school production.
- Participating as the audience for Post-16 practical exams.
- The opportunity to operate the lighting and sound during the school productions.

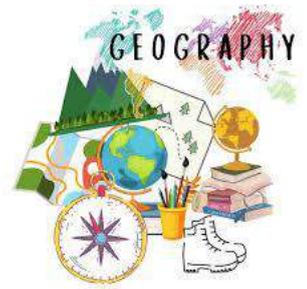
Wondering what careers you could potentially do with Drama? Use this link to find out more about jobs linked to this subject! <https://careerswales.gov.wales/job-information/subjects/drama>

You can also find out more on Instagram - @performingarts_stjulians

Geography (GCSE)

Course Introduction

This GCSE is an exciting course which investigates issues around the world. It looks at how people link with their environment and allows the study of up-to-date case studies. It offers the development of skills that students need to succeed not only in Geography but in higher education and the world of work.



Unit 1: Our Physical and Human World - (30 %) Written exam of 1hr 30 mins

The themes of 'Drainage Basins and Rivers' and 'Changing Coastlines' will explore the reasons why many different landforms are created, as well as how river and coastal management can be used to minimise the increasing risk of flooding.

The themes of 'Migration' and 'Settlement Change' will cover the causes that result in migration, along with the impacts (both positives and negatives) that it creates.

Unit 2: Developing Fieldwork Skills - (25%) NEA 7 hours plus time to collect fieldwork data

The purpose of this unit is to develop fieldwork skills focusing on an enquiry question. This includes how to plan an enquiry and develop research methods, collecting and presenting data, how to analyse and draw conclusions from the data, and various evaluative techniques. This is a fieldwork report based on data collected during the fieldwork. Each year WJEC will choose TWO topics and we will select one of those to complete.

Unit 3: Our dynamic and Diverse World - (30%) written exam of 1hr 30 mins

'The Geography of Inequality' theme looks at what has caused inequalities to exist globally, nationally and locally.

Meanwhile, the 'Highs and Lows of our Weather' will explore the weather that the UK experiences, such as anticyclones in summer and storms in the winter. The 'Wild Weather' topic develops on and explores extreme weather events such as hurricanes and heatwaves, including their causes, impacts. 'Continual Climate Change and Managing Global Challenges' theme is contemporary and explores what humans can do globally, nationally, locally to reduce their impacts on their surroundings.

Unit 4: Sustainable Solutions - 15% of qualification - NEA 3 hours for research and 3 hours to respond to task

In this unit you will study The Concept of Sustainability and Making Sustainable Decisions. It is a decision making exercise based on a pre-released resource pack.

Assessment

Two of the units (1 and 3) will be end of year exams. One exam will be sat at the end of Year 10 and the other will be sat at the end of Year 11. The other two units will be a non-examination assessment which you will work on in class.

What students need to do:

Work hard throughout the two year course and ensure they remain focused in lessons. If a student is to succeed they need to ensure that they are fully prepared for the NEAs and they revise thoroughly for all assessments.

Wondering what careers you could potentially do with Geography? Use this link to find out more about the 40 jobs linked to this subject!

Geography.gov.wales

Health and Social Care and Childcare (GCSE)

Course Introduction

Are you interested in learning about the development and care of individuals throughout the life cycle from conception to later adulthood?

Health and Social Care and Childcare could be the course for you.



The course will give you a good understanding of the many career pathways available in the health, social care and childcare sectors and the core principles and values of the sector in Wales.

Assessment

Unit 1 : Health and social care, and childcare in Wales in the 21st Century

Assessment Type: Written examination 1 hour 30 minutes
40% of qualification:

Unit 2 – Adult Health and Social Care

Assessment Type: Non-exam assessment 12 hours
30% of qualification:

Unit 3 – Childcare

Assessment Type: Non-exam assessment 12 hours
30% of qualification:

What students need to do

Students need to have excellent attendance due to the large amount of coursework.

Students need to have good ICT skills.

Students will need to learn to apply theoretical work to real life scenarios.

Wondering what careers you could potentially do with Health and Social Care and Childcare?

Use this link to find out more about the 69 jobs linked to this subject:

[Health and Social Care \(gov.wales\)](https://www.gov.wales)

History (GCSE)

Course Introduction

History at GCSE level covers some of the most interesting aspects of history over time. You will develop your understanding of exciting events from the past, as well as important evaluative and analytical skills. These skills are important in many careers, including law, journalism, teaching, government and lots of others.



There are 4 units that you will study in this course:

Unit 1: Wales and the early Tudors c.1485-c.1547 - An in-depth study on Welsh History (one hour written exam, 30%)

You will find out about Wales and the early Tudors. This will include how Henry VII came to the throne, how Henry VII and Henry VIII attempted to control Wales, the impact of the early reformation on Wales and how Henry VIII united Wales and England through the Acts of Union.

Unit 2: The Black Death c.1330-c.1360: a case study in medieval society - An in-depth study on European and/or World history (on-screen NEA, three hours, 20%)

You will find out about the Black Death in the 14th century. This will include how the disease spread, how people attempted to stop the spread of the disease, how people reacted to the disease and the impacts of the disease.

Unit 3: Changes in US society. c.1880-c.1980 - A study of a period in world history (one hour written exam, 30%)

You will find out about changes in US (United States) society over 100 years. This will include race and immigration, the roaring twenties, the Wall Street Crash and the Depression, the race issue after 1945 by focusing on the campaign for civil rights, and second-wave feminism from 1960 to 1980.

Unit 4: Britain in the 20th century - A changing society (NEA, 4 hours and 15 minutes, 20%)

You will find out about Britain in the twentieth century. Topics will change on a yearly basis but may include the 1930s depression, the campaign for the vote for women, the lead up to and impact of the Second World War or developments relating to leisure and popular entertainment.

Assessment:

Two of the units will be end of year exams. In total, these are worth 60% of your GCSE. One exam will be sat at the end of Year 10, and the other will be sat at the end of Year 11. The other two units will be a non-examination assessment which you will work on in class. You plan in class and then write up in timed conditions. You do it in a similar way to a Year 9 assessment. The NEAs are worth 40% of your GCSE

What students need to do:

Work hard throughout the two year course. Be mature and focused in lessons. Complete all work to the best of your ability. Meet all deadlines and revise thoroughly using the revision sheets and past papers that you will be given. [History \(gov.wales\)](http://History.gov.wales)

Hospitality (BTEC)

Who is the course suitable for?

- Students who like to cook and have an interest in the hospitality industry
- This is a vocational course. However, many students take it because it provides them with the opportunity to learn a life skill – how to prepare and cook food.



Only take this course if:

- You are willing and able to bring food ingredients to cook every week (it can be expensive although every effort is made to keep costs low)
- You are prepared to complete **A LOT** of written coursework – almost every piece of written work and home learning will count toward your final grade and you will have to do work outside lessons.

Please also note that this course is equivalent to 1 GCSE.

Units studied during the course:

Unit Title	Method of Assessment
Introducing the Hospitality Industry	Paper based exam (25%)
Working in the Hospitality Industry	Coursework including a practical assessment (25%)
Food Safety and Health and Safety in the Hospitality Industry	Coursework (25%)
Planning, Preparing, Cooking and Finishing Food	Coursework including a practical assessment under exam conditions (25%)

Assessment

As the table above shows, most units are assessed through coursework. However, there is one paper based exam during the two year course.

Students can achieve a Pass, Merit or Distinction grade.

Students drop down to a Level 1 qualification if they do not attain a Level 2 Pass, Merit or Distinction.

Progression

In the past, Hospitality has been offered in school at Level 3. There are also many further education courses available post Year 13 linked to Hospitality.

With further training, this course could lead on to a job in any of the following professions - Chef, Pastry chef, Baker, Cook, Nutritionist, Dietician, Nurse, Doctor, Food stylist, Food author, Food photographer, Accommodation manager, Catering manager, Conference centre manager, Event manager, Fast food restaurant manager, Hotel manager, Public house manager, Restaurant manager, Receptionist, Air cabin crew, Waiting staff plus many more.

Wondering what careers you could potentially do with Hospitality? Use this link to find out more about the 23 jobs linked to this subject!

[Hospitality \(gov.wales\)](https://www.gov.wales)

Information Technology Courses (BTEC / Vocational Award)

***** Please note: the course students will be studying in September has yet to be confirmed. Below are two current courses on offer.*****



BTEC COURSE INTRODUCTION

The Pearson BTEC Level 2 First in Information and Creative Technology is a course that offers pupils of all abilities an opportunity to gain a valued qualification in IT.

The course has a single GCSE equivalence of a grade A*-C and is certificated on 4 Units graded on a Pass/Merit/Distinction/Distinction* basis.

- **Examination Element (25%) - The Online World** is assessed through an online screen based examination. This unit investigates online services, communications and components of the internet.
- **Coursework Element 1 (Mandatory 25%) - A Digital Portfolio:** Pupils design, build and test a web based digital portfolio.
- **Coursework Elements 2 (2x2 optional units 25% each)** - Two additional units complete the course structure with seven possible options.

Pupils will need to work on screen in lessons with a degree of independence and to specific deadlines. They will need to be disciplined in their approach and appreciate that work unfinished in lessons will form part of their home learning.

WJEC VOCATIONAL AWARD IN ICT COURSE INTRODUCTION

The Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

What will learners study

Unit 1. ICT in Society External (exam 40%)

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity.

Unit 2 ICT in Context Internal (coursework 60%)

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

Wondering what careers you could potentially do with Information Creative Technology? Use this link to find out more about the 87 jobs linked to this subject!

[Information & Communication Technology \(gov.wales\)](https://www.gov.wales/information-communication-technology)

Digital Media and Film (GCSE)

Course Introduction

The media is not just for entertainment; it helps shape the society we live in. All social media posts, video games and film trailers communicate a message to audiences around the world. By studying GCSE Digital Media and Film, you will be given the tools to understand these messages and investigate how the media industry works. The course is designed to allow you to explore rich and engaging media texts as well as opportunities to develop creative and technical skills.



You will have full access to filming (DSLR) and editing equipment (Apple Mac computers and editing software such as Final Cut Pro, Adobe After Effects and Photoshop to assist you during the course.

ASSESSMENT

The GCSE Digital Media and Film qualification is made up of one exam unit and two Non Examination Assessment (NEA) units.

You will study:

UNIT 1 – Unit 1 is titled Exploring Key Concepts and Issues. In this unit, you will study a range of media such as film. You will look at the relationship between films and their audiences and analyse film language. You will also study key concepts and how meaning is created in video games, online news and social media. Unit 1 is assessed through an onscreen digital examination. The exam makes up 30% of the overall qualification and is worth 60 marks.

UNIT 2 – Unit 2 is titled Distribution and Exhibition Strategies of Digital Media and Film Industries. In this unit, you will have the opportunity to investigate how media products are produced, distributed and exhibited to target audiences. You will be tasked with designing your own distribution and exhibition strategies for a new digital media and film product. Unit 2 is a non-examination assessment (NEA). It makes up 30% of the overall qualification and is worth 72 marks.

UNIT 3 – Unit 3 is titled Creating Digital Media and Film Content. This unit allows you to showcase your creativity. You will be given a brief to create your own digital media and film content. This unit encourages you to develop and apply your skills and reflect on your creative process. Unit 3 is also a non-examination assessment (NEA). It makes up 40% of the overall qualification and is worth 96 marks.

WHAT SKILLS WILL I DEVELOP? As well as gaining insightful knowledge about the way media industries work, the GCSE Digital Media and Film qualification allows you to develop a range of transferrable skills, including:

- Analytical skills
- Creativity
- Critical thinking
- Media literacy
- Planning and organisation
- Research
- Technical skills

[Creative Media and Film \(gov.wales\)](http://gov.wales)

Music (GCSE)

Course Introduction

GCSE Music is a course which has previously run at St Julian's with fantastic results. It links closely to KS3 Performing Arts and will build upon the knowledge & understanding developed over years 7-9. If you enjoyed the music-based schemes of learning at KS3, you will more than likely enjoy GCSE Music. The units are designed to be fun, practical and enjoyable.



GCSE Music supports learners to:

- Explore music created and performed by other people and develop their own musical talents.
- Gain understanding of a range of musical forms, styles and genres, and musical elements.
- Develop knowledge, understanding and appreciation of how meaning is communicated musically.
- Respond to and reflect on others' music, applying knowledge of context to.
- Evaluate the effectiveness of ideas and techniques used to communicate meaning.
- Develop performance/realisation skills to communicate musically and demonstrate control.
- Develop creative skills to manipulate musical ideas to communicate meaning.
- Reflect on, refine, and evaluate their own work.
- Explore the cross-cutting themes of human rights and diversity, including Black, Asian, and minority ethnic perspectives, identity, culture, and contributions

This course is ideal for students who:

- Enjoy being creative.
- Prefer a practical approach to learning.
- Would like a future career in the arts.

Assessment

- Unit 1 (32.5%) A non-examined assessment where pupils are required to perform music as a soloist and/or part of an ensemble.
- Unit 2 (32.5%) A non-examined assessment where pupils are required to compose their own music, in a style of their choosing and to a set brief, using instruments, their voices and/or technology. This is supported by a reflective log.
- Unit 3 (35%) A digital exam on appraising music - identifying and describing elements of music across various genres and styles of music as well musical notation.

Extra-curricular Activities

We try to offer a wide variety of extracurricular opportunities to our GCSE pupils. There is a weekly lunchtime choir group as well as the annual school production, Eisteddfod and Christmas showcase. In addition, Gwent Music offers both group and individual tuition in many instruments including guitar, woodwind, percussion, keyboard as well as vocal training. This would complement studies at GCSE Music.

Wondering what careers you could potentially do with Music? Use this link to find out more about jobs linked to this subject!

<https://careerswales.gov.wales/job-information/subjects/music>

Physical Education (GCSE)



Course Introduction

If you enjoy Physical Education and are prepared to work hard, your physical skills, knowledge and understanding of this subject will be developed throughout the two years and will build on the content covered during KS3.

Please note 3 or more lessons per fortnight will be classroom-based.

Assessment

Unit 1: Introduction to Physical Education

UNIT 1: PRINCIPLES OF PHYSICAL EDUCATION AND HEALTH

- Digital examination: 1 hour 30 minutes
- Marked by WJEC
- 40% of qualification
- 80 marks
- Questions requiring objective response, quick responses, short and extended answers.

Unit 2: The Active Participant in Physical Education

Non-exam assessment

Non-examination assessment: internally assessed by your teacher and externally moderated by a WJEC visiting moderator

- 60% qualification
- 120 marks Practical non-examination assessment:
- Perform in one sport or physical activity from the approved list
- Perform in a second sport or physical activity or provide coaching in a sport or physical activity from the approved list
- Plan, implement and evaluate a personal training activity over 8-10 weeks for a sport or physical activity from the approved list.

Extra-Curricular Clubs

To improve their practical skills, knowledge and understanding, students will need to attend extra-curricular clubs, targeting specific activities each term. They will also need to commit time to attend practical training session to complete their Personal Fitness Programme.

Practical Lessons Clothing

The PE Kit for GCSE PE Lessons is:

Girls

A branded GCSE T-shirt (cost associated but can be supplemented if required and won't be a barrier to selecting PE)

Approximate cost £15

Black leggings/shorts/tracksuit bottoms

Trainers

Optional

School Hooded Sweatshirt

Boys

A branded GCSE T-shirt (cost associated but can be supplemented if required and won't be a barrier to selecting PE) Approx. cost £15

Black shorts/tracksuit bottoms

Trainers

Optional

School Rugby shirt

Wondering what careers you could potentially do with PE? Use this link to find out more about the 20 jobs linked to this subject!

[Sport and PE \(gov.wales\)](https://www.gov.wales/sport-and-pe)

Photography (GCSE)

Course Introduction

This is a creative photography course where learners will be using a variety of photographic methods and processes. Learners will learn how to use digital cameras to their best advantage and be inspired by the work of influential photographic practitioners. They will learn how to edit images using Photoshop.

The course is run over two years and comprises a coursework element (portfolio) and an exam element (externally set assignment).

The coursework element (portfolio) will cover photography techniques and applications such as documentary, portrait, architecture, still life, art, etc. Learners will create images using different creative camera techniques such as long exposures, depth of field and fast and slow shutter speeds. Learners will be involved in a series of workshops showing them how to use their camera to create competent and creative images. This will lead on to a personal photographic brief to allow learners to pursue an area of interest.

The exam element (externally set assignment) is devised by the WJEC exam board. Learners will produce a project based on a chosen question. This will be completed over a period of 8 weeks and culminates in a final piece completed in exam conditions.

Learners will benefit from having their own digital camera as they will be taking photographs outside of lesson times. Good workshop practice is an essential part of the course and learners must be able to work in a safe manner around photographic equipment within the classroom and on location. There may also be opportunities to go on trips locally and to London.

Assessment

Portfolio – 60%

Externally Set Assignment – 40%

Learners need to:

- Have a mature attitude as they will be working outside of the classroom at times
- Complete work by a set deadline
- Be prepared to complete work outside of lesson time.



Wondering what careers you could potentially do with Photography?
Use this link to find out more about the 15 jobs linked to this subject!

[Photography \(gov.wales\)](http://www.gov.wales/photography)

Technology Award (Product Design) (BTEC)

BTEC Level 1/Level 2 Tech Award in Art and Design Practice (equivalent to 1 GCSE)

Course Introduction

Although this course will be largely workshop based, students will be required to complete independent research to help influence their creative ideas. Students will have the opportunity to develop many of the skills already acquired at KS3, working within a range of materials. 'Plan, make, review' is the pattern students will follow to review previous learning to plan activities, carry out activities and then finally, review outcomes and learning.



During the two year course you will gain a wide range of technical knowledge and skills in the areas of designing and making. In both Year 10 and 11 this will be done through project based learning which will involve both practical tasks and design and make activities, along with theory. You will also study a range of artists and designers in preparation for the coursework tasks.

Assessment

You will be assessed through two coursework components, both sat in year 11. Throughout year 10 you will be assessed at the end of each mini project to prepare you for the year 11 assessments.

Component 1 - Students will be set a design brief by the examining board and will be required to research, investigate and design a solution to this brief. Students will research artists and designers and will use this in their own practice. Students will then need to use a wide range of materials to model their ideas and keep a record of these through photographs before manufacturing their final product out of a selection/combination of woods, metals, plastics, card and board. Component 1 is assessed through non-exam internal assessment.

Component 2 - Responding to a brief requires learners to select and integrate learning from across the qualification, including generating ideas and developing art and design skills and techniques in response to a brief and stimulus, and developing a portfolio and final response for a specified audience. This along with Component 1 is largely theory based and has a small practical element as the outcome.

What students need to do

Adopt a mature attitude to workshop practices and work independently.

Be prepared to carry out research in your own time.

Maintain class notes and complete home learning on time.

Ensure you are equipped to learn, eg: pencils, coloured pencils, pens, etc.

Students will be asked to make a contribution towards the cost of materials.

Wondering what careers you could potentially do with Product Design? Use this link to find out more about the 100 jobs linked to this subject!

[Design and Technology \(gov.wales\)](https://www.gov.wales/design-technology)

Religious Studies (GCSE)

Course Introduction

GCSE Religious Studies allows you to develop knowledge and understanding of religious and non-religious beliefs, values, teachings, practices, and philosophical convictions. It will encourage you to develop a curiosity about the purpose of life and give you the opportunity to explore religious and non-religious responses to ethical and philosophical issues which will ensure you reflect on your own values, beliefs and perspectives, as well as those of others. The course will include a study of Christianity, one other religion and non-religious beliefs.



Unit 1: Religious and non-religious beliefs, teachings and practices :Written examination - 30% of the qualification

You will consider why some people believe in a god or gods and identify as religious and why some people do not believe in a god or gods and identify as non-religious. You will also learn about Christianity and one other religion through key beliefs, teachings and how these religious followers might put their beliefs into action, Non-religious perspectives on the meaning of life, life after death and morality will also be studied.

Unit 2: Religion and relationships : Non-examination assessment (marked by the centre and moderated by WJEC) - 20% of the qualification

You will explore one of two themes set annually by WJEC which will explore relationships and the changing landscape of relationships in society. Therefore, the NEA may focus on one of the following topics: marriage, divorce, remarriage, contraception, sex before and outside marriage, same-sex relationships, or the roles within the family.

Unit 3: Roles, rights and responsibilities : Written examination - 30% of the qualification

You will consider the topics including the natural world (such as stewardship), animal rights, medical ethics (abortion and euthanasia) and personal wealth and freedom of religious expression from two religious and a non-religious perspective.

Unit 4: Religion and human rights : Non-examination assessment (marked by WJEC) - 20% of the qualification

You will apply your knowledge and understanding from what you learn throughout the course to one of the following themes:

- Freedom of religion and belief
- Commitment to justice
- Crime and punishment

Assessment

Two of the units will be exams. One will take place in Year 10 and the other will be sat at the end of the course. Each exam is worth 30% of the grade and so overall the examinations will be worth 60% of your GCSE. The other two units will be a non-examination assessment which you will work on in class. The NEAs are worth 40% of your GCSE.

What students need to do:

Work hard throughout the two year course and ensure that they remain focused during lessons and that all work, both classwork and home learning is completed. If a student is to succeed they also need to ensure they are fully prepared for the NEAs and that they revise thoroughly for all assessments.

Wondering what careers you could potentially do with RS? Use this link to find out more about the 35 jobs linked to this subject! [Religious Studies \(gov.wales\)](https://www.gov.wales/religious-studies-jobs)

Skills Challenge Certificate (SCC)

Course Introduction

SCC is an opportunity for you to gain important skills that you may not study in other subjects

A key element of SCC is the Welsh Bacalaureate (Skills Challenge Certificate G.C.S.E)



Assessment: To gain the qualification, you will complete a Skills Challenge Certificate in lessons (equivalent to one GCSE). This is made up of two challenges and an individual investigation, on a topic of your choice. You will also need to achieve a number of supporting qualifications.

SCC is completely assessed through controlled assessment. There is no exam element for this course.

Enterprise and Employability Challenge - 25%

A team challenge to design an item to raise funds for a children's hospice. You will also develop skills that will be useful for applying for college / jobs.

Global Challenge-25%

Study of refugees and migration.

Learning how to apply critical thinking and problem solving and to assess sources for credibility.

Creating a raising awareness campaign in a creative and innovative way.

Individual Project - 50%

1-2,000 word project based on an area of interest linked to personal interests, studies or future ambitions. This develops research skills and allows you to look in depth at an area of your choice. You will learn how to analyse research and how to reference.

Grading:

The qualification can be awarded at Foundation or National Level. Whether you achieve Foundation or National, will depend on whether you get A*-C, or A*-G in your supporting qualifications.

The Level 2 Skills Challenge Certificate is graded A* - C. and Level 1 Skills Challenge Certificate is graded Pass*, Pass.

Spanish (GCSE)

Course introduction

iBuenos días! GCSE Spanish is a focused, challenging subject that will offer a wealth of opportunities for your future.

"What can I do with a language?" Anything you want! Not only does it offer so many opportunities for travel, but it is an attractive feature for a variety of different career paths, from being a footballer to being a pilot, from working on the world stage as an entrepreneur to working on a real stage as a performer. The opportunities are endless!



Why should I choose Spanish?

- It is the 4th most spoken language globally
- It is the official language of 21 countries in the world
- It is an extra advantage on your CV with an average of only 1300 students in Wales doing Spanish each year
- It offers the opportunity to live and work on 3 different continents where over 500 million people speak Spanish as their first or second language

This is what you can expect from your Spanish GCSE course:

GCSE Spanish is very similar to KS3 Spanish learning as it builds on the skills, grammar rules and concepts embedded throughout Years 7-9. There is a focus on literacy and problem solving skills to give students the confidence and tools to understand, and spontaneously interact, in Spanish. GCSE Spanish offers interactive, interesting lessons that are focused on improving your own learning and performance.

You'll learn different topics, some of which you have already studied in Key Stage 3 including:

- International Travel
- Food and drink
- Environment
- Health and fitness
- Media, etc...

Assessment

If you are lucky enough to be one of our Spanish GCSE language students you will complete:

Unit 1 Oracy Assessment (end of Year 11 approx 10 mins long) with your teacher = 30% of qualification

Unit 2 Reading and Writing Exam (end of Year 11 one hour long) =15% of qualification

Unit 3 Listening Exam (45 mins long at the end of Year 11) = 20% of qualification

Unit 4 Reading and Writing exam (end of Year 11-1 hour and 30 mins long) = 25%

What Students need to do

In order to achieve in Spanish GCSE students are expected to:

- Use all of the resources provided/suggested, including the internet to practise the language as much as possible
- Understand, adapt and apply Spanish grammar
- Take part in spontaneous speaking
- Take ownership of their own learning
- Learn vocabulary and phrases through interactive sites and language games
- Participate in a variety of activities which are fun and help them to learn.

So...choose Spanish and in doing so choose a life skill, the ability to communicate, to experience travel and culture and choose to give yourself an advantage not just in the UK and Europe, but worldwide.

Wondering what careers you could potentially do with a language? Use this link to find out more about the 21 jobs linked to this subject! [Languages \(gov.wales\)](https://www.gov.wales/languages)

Spanish

(Vocational Course: Global Business Communications)



Course introduction

¡Buenos días! Do you dream of a career in the fast-paced world of global business? Want to stand out with skills that employers are actively seeking? The **Global Business Communications** course in Spanish is your gateway to success in our interconnected world.

Why should I choose Spanish: Global Communications?

This exciting qualification combines language learning with practical business skills in a Spanish setting. You'll develop your communication abilities, cultural understanding and a range of skills directly relevant to international business environments. Thanks to its prominence in the world, studying Spanish is an opportunity to learn and work in:

- The 4th most spoken language globally
- 21 countries in the world
- 3 different continents with over 500 million Spanish speakers.

This is what you can expect from your Spanish: Global Communications course: :

Global Business Communications: Spanish is very similar to KS3 Spanish learning as it builds on the skills, grammar rules and concepts embedded throughout Years 7-9. There is a focus on literacy and problem solving skills to give students the confidence and tools to understand, and communicate, in real life situations in the working world.

You'll study different topics and areas of learning such as:

- The benefits of languages in the workplace
- Workplace communication (including emails and video conferencing)
- Job opportunities (job adverts, CVs and applications)
- Interviews and presentations
- Customer relationships and visits
- Customer enquiries, feedback and complaints
- Global marketing and sales
- Global Travel and business trip planning (including booking accommodation and transportation)
- Travel information and directions

Assessment

Unit 1: Global Opportunities (25%) - Controlled assessment in class (focuses on understanding global business concepts and cross-cultural communication).

Unit 2: Global Travel (25%) - Controlled assessment in class (tests your ability to handle travel scenarios and communicate effectively in a business context).

Unit 3: Global Customer Relationships (25%) - Controlled speaking assessment (practical task requiring you to respond to customer queries and build strong client relationships using Spanish).

Unit 4: Global Business Communication Skills (25%) - Speaking and listening online assessment (demonstrates your ability to give presentations, negotiate, and engage in professional discussions in Spanish).

What Students need to do:

- Use all of the resources provided/suggested, including the internet to practise the language as much as possible
- Understand, adapt and apply Spanish grammar
- Take part in spontaneous speaking
- Take ownership of their own learning
- Learn vocabulary and phrases through interactive sites and language games

Wondering what careers you could potentially do with a language? Use this link to find out more about the 21 jobs linked to this subject! [Languages \(gov.wales\)](https://www.gov.wales/languages)

Sport (BTEC)

Course Introduction

If you enjoy Physical Education and wish to complete a more practical qualification, this **coursework only** course allows you to perform and also lead sporting activities.

Theory and Practical Lessons

The mix of theory lessons and practical lessons varies throughout the course according to the module studied. Practical skills are developed through drills, small and full sided games before analysis is completed in the classroom. Students will also learn how to set up and lead coaching sessions and a competitive tournament before delivering these events to younger students.



Assessment

Unit 1: Planning and Leading Sports Activities

Written Coursework

Practical Delivery of a Coaching Session

The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

Unit 3: Technical Skills and Tactical Awareness for Sport

Written Coursework

Practical Performance

The aim of this unit is to enable learners to investigate the technical and tactical requirements of a sport and the methods of improving their own technical and tactical ability in a selected sport.

Unit 8: Planning and Running a Sports Event

Written Coursework

Practical Delivery of a Sports Competition

This unit gives learners the opportunity to be involved in the planning, organising and running of a sports event.

Practical Lessons Clothing

The PE Kit for BTEC Sport Lessons is:

Girls

A branded BTEC T-shirt (cost associated but can be supplemented if required and won't be a barrier to selecting PE)

Approximate cost £15

Black leggings/shorts/tracksuit bottoms

Trainers

Optional

School Hooded Sweatshirt

Additional GCSE branded Clothing (Cost associated)

Wondering what careers you could potentially do with Sport? Use this link to find out about the 20 jobs linked to this subject!

Boys

A branded BTEC T-shirt (cost associated but can be supplemented if required and won't be a barrier to selecting PE)

Approximate cost £15

Black shorts/tracksuit bottoms

Trainers

Optional

School Rugby shirt

Football Boots

Additional GCSE branded Clothing (Cost associated)

do with Sport? Use this link to find out

[Sport and PE \(gov.wales\)](#)

Social Studies (GCSE)

Course Introduction

Are you interested in studying Government and Politics, Law, Sociology or Psychology? Social Studies is an exciting, brand new qualification that covers all of these subjects.

Have you ever wondered about the full story behind the important issues in our society? Perhaps you feel like there is more to what you read in the papers or see on TV.

If you choose to study Social Studies, you will discover how to investigate social issues for yourself and gain a wide range of very valuable skills that can be applied to almost any career including careers in law, social services, teaching, publishing and business.



Assessment

Unit 1 (30%) Society and Social Issues Assessed by a 1 hour and 15 minutes exam

Unit 2 (20%) Investigating Society and Social Issues Non Examined Assessment that is set and marked by the WJEC

Unit 3 (30%) Social Change in Contemporary Society Assessed by a 1 hour and 15 minutes exam

Unit 4 (20%) Planning to effect Social Change Non Examined Assessment that is marked by the school and moderated by the WJEC

What Students need to do

- Work to the best of their ability both in lessons and on home learning tasks.
- Develop their questioning skills.
- Contribute to group discussions and whole class debates.
- Be an enthusiastic learner.
- Watch the news to keep up to date with current topical issues.

Next steps

GCSE Social Studies will equip you with a range of skills that are not only valuable for studying this subject but will also support you in a variety of other subjects, including Sociology, Psychology, Government and Politics, Law and other Humanities subjects at A Level.

This qualification will prepare you for a wide range of careers as it provides you with essential knowledge and a valuable and transferable skill set that can make you valuable and attractive to employers. A selection of careers linked to social studies include: psychologist; social work; urban planning; journalism and broadcasting; police officer; probation officer; teaching; human resource manager; market research analyst; librarian; counselling; banking and finance;

Workskills (BTEC)

Course Introduction

This is a great course to prepare students for the world or work and life beyond school. This course is designed for students who may struggle academically and want to take a more vocational or employment based pathway after Key Stage 4. It is bespoke to St. Julian's and is designed to offer all students a greater chance of a wide range of qualifications and skills for their progression. The course is worth the equivalent of two GCSEs.

Assessment

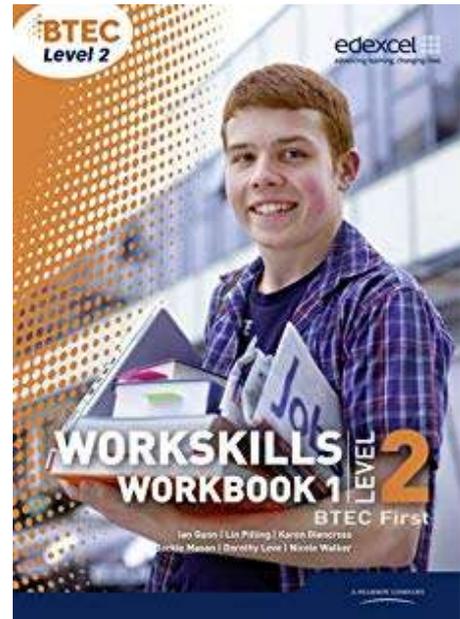
100% Coursework based. For the double award, students need to complete all six booklets. For the single award, students need to complete four booklets.

Workskills

The purpose of Level 2 Workskills is to give learners the skills to enter and manage a career that will change over time.

Units of Study

- There are six booklets:



	Developing Work-Related Skills and Behaviours <ul style="list-style-type: none"> • Analysing personal behaviours, strengths and weaknesses • Managing skills and behaviours to be effective • Creating strategies to enhance own employability 	BOOK 1
	Working as Part of a Team <ul style="list-style-type: none"> • Understanding skills needed for successful teamwork • Exploring the purpose and benefits of teamwork • Understanding barriers to effective teamwork 	BOOK 2
	Being Entrepreneurial <ul style="list-style-type: none"> • Understanding enterprise and being entrepreneurial • Identifying entrepreneurial skills • Planning and running enterprise activities 	BOOK 3
	Developing Job Application Skills <ul style="list-style-type: none"> • Writing excellent job applications • Securing work experience and placements • Presenting yourself well during the application process 	BOOK 4
	Planning for Career Entry and Progression <ul style="list-style-type: none"> • Understanding links between skills, qualities and careers • Exploring current and future learning opportunities • Creating a career progression plan 	BOOK 5
	Celebrating Equality and Diversity in the Workplace <ul style="list-style-type: none"> • Understanding and appreciating differences • Exploring legislation and how it affects you and others • Learning how a diverse workforce can benefit employers 	BOOK 6

Notes

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