



Fort Hill Integrated College

Year 10

Options Information 2024

**Please read through the
information carefully before
deciding on your choices for
KS4**

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Introduction

In employability lessons your son/daughter has had the opportunity to develop a career plan which has included identifying:

- Their skills
- Their qualities
- Their learning style
- What subjects they are good at
- What subjects they enjoy
- The job family that they are suited to
- Job research – requirements for certain jobs.

The purpose of these learning opportunities is to help each pupil to make informed subject choices for GCSE and identify where their employability strengths lie.

To best support your son/daughter in this important transition period we recommend **that you discuss with your son/daughter their career plan and assist him/her to make appropriate choices.**

Key Contacts

This may be the first time that your child will have taken an important decision which will affect their future. It is important to know that you are not on your own – there are a wide range of people within the school you and your child can discuss their career pathways and subject choices with.

- The Head of Careers – Mrs Curragh
- Form Teacher
- Pastoral Leader – Miss Donnelly
- Key Stage 3 Co-ordinator – Mrs Higgins
- The Careers Adviser – Mrs Brennan
- Curriculum Leaders
- Subject Teachers

Remember the teachers are there to help. **Think, Discuss, and Decide!**

What Questions Should I Ask My Teachers?

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and syllabuses available. So before opting for, or committing yourself to any course, make sure that you ask each subject teacher:

- How much reading is involved?
- How much writing is involved?
- How much controlled assessment is involved?
- What percentage of the marks is given for controlled assessment?
- Is there an option of different tiers of assessment?
- Is there an oral test?
- Will I have to gather information myself?
- Are projects involved?
- What practical skills are involved?
- How much laboratory or fieldwork is involved?

Armed with this information, you should be well placed to begin to make your GCSE decisions.

Qualifications on Offer

As you approach the end of year 10, it is time to make subject choices for KS4. At Fort Hill Integrated College, we offer a wide range of subjects at different levels.

Consistent attendance and meeting coursework deadlines is needed to achieve success in these subject areas.

The qualifications on offer are as follows:

GCSE

This is an academic qualification, graded A* - G. GCSE consists of externally marked exams and in many cases, internally assessed controlled assessment.

Occupational Studies

Occupational Studies are an alternative to GCSE's. Occupational Studies are internally assessed and are more practical and vocational in nature. Occupational Studies are awarded at Level 1 or Level 2, with Level 2 the equivalent of a C grade or above at GCSE. **Each unit is marked out of 100.**

Level 1	GCSE Equivalent
Distinction	D
Merit	E
Pass	F/G
Unclassified	U

Level 2	GCSE Equivalent
Distinction*	A*
Distinction	A
Merit	B
Pass	C

Prince's Trust

This vocational course is an alternative to GCSE. Awarded at Level 2 only – equivalency to BB at GCSE.

Some pupils at Fort Hill Integrated College may enter more than one Occupational Studies Award.

Please be aware that the units offered in September 2024 will depend on their popularity as expressed by our students.

For each Occupational Studies unit pupils will complete the following:

1. A portfolio of work;
2. A weekly diary of activities undertaken in class;
3. A study of health and safety issues, environmental issues and career opportunities related to chosen unit;
4. Review and evaluation of their own work

If you would like further information about the various units which are potentially on offer, please consult the teachers listed.

OCN NI Level 2 Certificates

These are portfolio-based equivalencies to GCSEs. Each OCN level 2 certificate is equivalent to a B at GCSE

Information on Subjects at KS4

Core Subjects

The following subjects are 'core' subjects and must be studied at KS4: -

- Mathematics
- English
- Learning for Life and Work /Certificate of Personal Wellbeing
- Science (Single Award or Double Award)
- Religious Studies (non-exam)
- Physical Education
- Careers
- Prince's Trust Level 2 Certificate

Option Subjects

- Art and Design
- Business Studies
- Business and Communication Systems
- Child Development
- English Literature
- Food & Nutrition
- French
- Geography
- History
- Leisure, Travel & Tourism
- Moving Image Arts
- Motor Vehicles & Road User Studies
- Music
- Physical Education
- Religious Studies GCSE
- Technology and Design

Parents and pupils are encouraged to read this information carefully before making their choices. Pupils are also encouraged to discuss these with their subject teacher at the Parent Consultation in February.

Core Subjects

English Language (GCSE)

This qualification is made up of both **Controlled Assessment Tasks** and **Examinations**:

- 20% Speaking and Listening Controlled Assessment
- 20% Written Controlled Assessment
- 60% External Examination

There will be 2 external examinations:

UNIT 1 (30%)

- Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts

UNIT 4 (30%)

- Personal or Creative Writing and Reading Literary and Non-fiction Texts

UNIT 3 (20%)

- Speaking and Listening

Students will complete several tasks over the two years of study.

The 3 best tasks are selected for submission.

Pupils will be expected to perform individual tasks, group and role play activities.

UNIT 2 (20%)

- Studying Spoken and Written Language

Students will be required to complete 2 Controlled Assessment tasks:

(Task 1) Response to Spoken Language (10%) 1hr

(Task 2) Response to Written Language (10%) 1hr

Mathematics (GCSE)

Mathematics is a core (compulsory) subject for all pupils up to (and including) Year 12.

Mathematics is a subject that opens doors and provides opportunities: doors to employment and further/higher educational courses and opportunities to learn about the relevance of mathematics to everyday life.

The study of Mathematics can develop a host of skills that are essential to students continuing in their studies as well as those entering the workplace. These include problem-solving, logic and reasoning, and attention to detail. Mathematics can also lead to careers in finance, business, IT, and teaching, among others.

The content of each GCSE Mathematics unit relates to *Number and Algebra*, *Geometry and Measures* and *Statistics and Probability*. It is intended that all pupils will follow the GCSE Unitised course. This involves 2 examination papers, one in Year 11 and one in Year 12.

Grades available depend on the units taken, but generally speaking they are as follows:

Higher Tier – Grades A*, A, B, C*, C, D, E (or ungraded)

Foundation Tier – Grades C*, C, D, E, F, G (or ungraded)

The units all provide opportunities for students to apply their mathematical skills to real-life contexts. Students sit two units out of a possible eight. It is possible to sit a mix of Higher and Foundation tier papers.

Available units

Year 11 Units (1 to be completed)		Maximum Grade	Year 12 Units (1 to be completed)		Maximum Grade
Unit M1	Foundation Tier	D	Unit M5	Foundation Tier	D
Unit M2	Foundation Tier	C*	Unit M6	Foundation Tier	C*
Unit M3	Higher Tier	B	Unit M7	Higher Tier	B
Unit M4	Higher Tier	A/A*	Unit M8	Higher Tier	A/A*

Pupils will be entered for either Higher Tier and/or Foundation Tier units at the discretion of the class teacher in consultation with the Curriculum Leader, who will decide the most appropriate tier for each pupil. School policy is only to enter pupils for Higher Tier units if they have demonstrated [by their ability, attitude, effort, attendance, and completion of class work/homework to a suitable standard] that they are likely to achieve a grade above Grade C. It is expected that students hoping to attempt Higher Tier mathematics would have attained a high standard in Key Stage 3 Mathematics assessments.

For most pupils, a grade C or above in GCSE Mathematics is required for entrance to university/college/further education or some areas of employment. Every pupil who attempts GCSE can aim for a grade C whether they are entered for Higher Tier or Foundation tier units.

Please note that there is no controlled assessment in GCSE Mathematics.

For more info visit www.ccea.org.uk/mathematics

Science: Single Award (GCSE)

All pupils take GCSE Science, but some pupils will have the option to take an extra GCSE in Science.

Single Award Science – worth 1 GCSE (A* - G grade)

Pupils who do not opt for the extra Science GCSE will follow the CCEA Single Award Science GCSE. This course will study various aspects of Biology, Chemistry and Physics and will also assess practical skills.

Unit	Tested	Subject content
Unit 1 Biology 25%	These units are examined in February of Year 11, and November and May of Year 12 1 hour written paper	Cells; Food and Diet; Chromosomes and genes; Co-ordination and control; Reproduction; Variation and Adaptation; Disease and Body Defences; Ecological relationships.
Unit 2 Chemistry 25%		Acids, bases and salts; Elements, compounds and mixtures; Atomic structure and Periodic table; Bonding; Materials; Using materials to fight crime; Symbols, formula and equations; Quantitative analysis; Metals and the reactivity series; Rates of reaction; Organic chemistry.
Unit 3 Physics 25%		Electrical circuits; Household electricity; Energy; Electrical generation; Heat transfer; Waves; Road transport and safety – reducing reliance on fossil fuels; Radioactivity; Earth in space
Unit 4 Practical Skills 25%	Booklet A (7.5%) 2hr Practical Skills assignment (Jan-May Yr12) Booklet B (17.5%) External written exam (June Yr12)	

(N.B. For each unit, pupils have a choice of Foundation or Higher tier)

Career Path

This course provides 1 Science GCSE grade and should fulfil the minimum requirements for many courses at Further Education. However, it is important to check your career pathways as Single Award Science would not be sufficient for going on to study A-Level Science.

Science: Double Award (GCSE)

Summary

Some pupils will have the option to sit the more demanding CCEA Double Award Science course. This course will study various aspects of Biology, Chemistry and Physics and will also assess practical skills.

Unit	Tested	Subject content
Biology Unit B1 11%	These units are examined in February and May of Year 11: 1 hour written paper	Cells, Living Processes and Biodiversity
Chemistry Unit C1 11%		Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
Physics Unit P1 11%		Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
Biology Unit B2 14%	These units are examined in June of Year 12: 1 hour 15 minutes	Body Systems, Genetics, Microorganisms and Health
Chemistry Unit C2 14%		Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry
Physics Unit P2 14%		Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
Unit 7: Practical Skills 25%	Booklet A (7.5%) 3 x 1-hour Practical Skills assignment (Jan-May Yr12) Booklet B (17.5%) External Written Exam (June Yr12) 1hr 30 minutes	

(N.B. For each unit, pupils have a choice of Foundation or Higher tier)

Career Pathways

Nursing – can enter through childcare course but need distinctions; Food industry – lots of courses at CAFRE; Engineering; Electrician; Plumbing; Joiner; Dental technician; Vet nurse; Agriculture; Science technician; Laboratory assistant; Pharmacy assistant; Gas fitter; Greenkeeper; Brewer; Lighting engineer; Animal welfare; Home energy adviser; Landscape architect etc...

The table below is designed to help you choose which Science is for you;

CCEA Single Award Science (Core only)	CCEA Double Award Science
Less demanding topics	More Science on timetable
More accessible wording of papers	More interesting – if you like science!
4 periods of Science per week	8 periods of Science per week
Module exams are spread out throughout KS4	2 GCSEs in Science so more options for future Science courses and careers
It is possible to repeat each module once	You need this to study Science at A Level
1 GCSE in a STEM subject	2 GCSEs in a STEM subject

Learning for Life and Work (GCSE)

The structure of this GCSE course is as follows:

60% Modular External Written Examinations **40%** Controlled Assessment

Unit 1: Local and Global Citizenship- External written examination -20%

Unit 2: Personal Development- External written examination -20%

Unit 3: Employability- External written examination -20%

Unit 4: Controlled Assessment Task (Investigation) - 40%

The modules include the following topics:

Local and Global Citizenship –

- Diversity and inclusion: challenges and opportunities
- Rights and responsibilities: local and global issues
- Government and civil society: social equality and human rights
- Democratic institutions: promoting inclusion, justice and democracy
- Democracy and active participation
- The role of NGOs

Personal Development (PD) –

- Personal health and well-being
- Emotions and reactions to life experiences
- Personal safety and well-being
- Relationships and sexuality
- Responsible parenting
- Making informed financial decisions

Employability –

- The impact of globalisation on employment
- Preparing for employment: recruitment and selection
- Rights and responsibilities of employers and employees
- Social responsibility of businesses
- Exploring self-employment
- Personal career management

Prince's Trust Level 2

This qualification is a Level 2 Certificate in Personal Development & Employment Skills (PDE), which is equivalent to 2 Grade Bs at GCSE. There are no grade boundaries – just pass or fail.

Assessment: Portfolio Based – Completed over two years.

There are 6 units studied on this course are:

1. Teamwork Skills
2. Presentation Skills
3. Interpersonal Skills
4. Career Planning
5. Work Experience
6. Managing Money.

Religious Studies OCN Level 2

(Yellow Pathway only)

This qualification is a Level 2 Certificate in Religious studies and is equivalent to a grade B at GCSE. There are no grade boundaries – just pass or fail.

Assessment: portfolio based

The nine units are:

- 1) Addiction
- 2) Charity and Religious Charities
- 3) Exploring Personal Identity and Faith
- 4) Exploring Religious Traditions within Own Community
- 5) Life and Death Issues
- 6) Life of a Famous Person of Faith
- 7) Marriage and Divorce
- 8) Prejudice and Reconciliation
- 9) World Faith

Careers

Careers Education is provided for all senior pupils in a number of different ways.

- Through class teaching. This incorporates career options post 16: Applying for jobs, rights in the workplace etc.
- Interviews with staff and Careers officers.
- Work Experience – 1 week in Year 12 – From Department of Education and Learning.
- Careers Convention
- Talks by outside speakers (FE College & Employers)
- Use of Audio-Visual materials and Information
- Individual research using the Careers online resources is encouraged.
- Mock Interviews (Year 13)

- Leavers Talks by Careers Officers.
- Visits to Open Days
- Year 14 Work Experience

We aim to provide opportunities for pupils to make informed decisions about education, training and employment. Each pupil is encouraged to assess their own abilities and interests and choose the most suitable route at the end of Year 12 to the career of their choice.

Option Subjects

Art and Design (GCSE)

Art and Design offers a challenging and exciting course that emphasises our artistic, cultural heritage and heightens an awareness of the importance of art & design in today's increasingly demanding industrial and consumer society.

Through studying this course, students have opportunities to:

- Widen their personal experience; it places a renewed emphasis on drawing
- develop their creative, intellectual and artistic abilities;
- develop their personal knowledge and understanding of the creative and cultural industries: and
- develop skills including investigating, understanding of historical and contemporary societies and cultures, realising, experimenting and problem-solving.

This course prepares students for the study of art and design and related courses at GCE Advanced Level, Advanced Subsidiary Level and the National Diploma. It also provides students who have an interest in developing a career in art and design with relevant, skills-based knowledge.

This specification is made up of two components;

- Component 1: Part A: Exploratory Portfolio, Part B: investigating the creative and cultural industries
- Component 2: Externally set Assignment

Component 1 Part A: 25%

Students must present a portfolio of work for this component. The student chooses the theme. The portfolio will include preparatory work in both 2D, 3D, Fine Art and Design.

Component 1 Part B: 35%.

Teacher sets tasks based on examples from a controlled assessment booklet provided by CCEA.

Component 2: 40%

The exam gives students opportunities to creatively investigate and develop their ideas in response to a set stimulus.

The exam paper is issued in January of the examination year. Students must present preparatory work and a final outcome, based on either;

- An idea suggested in the exam paper or
- The student's own idea, based on the set stimulus.

Career Pathways

Graphic Designer, Fashion Designer, Furniture Designer, Ceramic Artist, Makeup Artist, Special effects Designer, Art and Design Teacher, Costume Designer, Fine Artist, Sculptor and many more – see Career pathway leaflet provided by Art and Design Teachers

Business Studies (GCSE)

At least 80% of the assessment (based on unit weightings) must be taken as external terminal assessment. In Year 11 students will study Unit 1 and then sit an external written exam based on this unit. In Year 12 students will study Unit 2 and sit an external written exam based on this unit. The controlled assessment weighting for this GCSE course is 20%, (Unit 3).

Content	Assessment	Weighting	Availability
Unit 1: Starting a Business <ul style="list-style-type: none"> ▪ Creating a business ▪ Marketing ▪ Business Operations 	External Written Exam (1 hour 30 minutes) Format: Structured questions and extended writing	40%	Every Summer (beginning in 2018)
Unit 2: Developing a business <ul style="list-style-type: none"> ▪ Finance ▪ Human resources ▪ Business Growth 	External Written Exam (1 hour 30 minutes) Format: Structured questions and extended writing	40%	Summer from 2019
Unit3: Planning a Business (Synoptic) <ul style="list-style-type: none"> ▪ Business Plan 	Controlled Assessment Students complete the following: <ul style="list-style-type: none"> ● Booklet A Planning ● Booklet B Communicate Findings Teachers mark the task and results are moderated by CCEA	20%	Summer from 2019

Career Pathways

Accountancy

Starting own business

Human Resources/Marketing/ICT

Business and Communication Systems (GCSE)

Business and Communication Systems is an exciting and practical subject that recognises how ICT is in the foreground of all business activities.

This specification aims to encourage students to:

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis for a future role as employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further study.

<p align="center">Unit 1 Software Applications for Business <u>External computer-based Examination</u> 2 hours 40%</p>	<p align="center">Unit 2 The Business Environment <u>External Written Examination</u> 1 hour 35%</p>	<p align="center">Unit 3 Developing Digital Solutions <u>Controlled Assessment</u> 25%</p>
<ul style="list-style-type: none"> ● File Management ● Common software application tasks ● Word Processing ● Spreadsheets ● Databases ● Presentations ● Web Authoring ● Web Browsing ● Internet Searching ● Email 	<ul style="list-style-type: none"> ● Types of Business Ownership ● Stakeholders ● Communication ● Digital Trading ● Recruitment, Selection & Training ● Implications of digital technology for business and customers ● Marketing ● Market Research ● Marketing Mix 	<p>Students project manage and develop a digital solution for a given problem within a business context:</p> <ul style="list-style-type: none"> ● Planning and Research ● Gantt project planning ● Website creation in WordPress ● Evaluation

Career Pathways

ICT skills are required in many areas of employment but some specific ICT related jobs include: Software Developer, Website Developer, Games Designer & Developer, Cyber Security, Data Analyst, Secretarial and Administration, ICT Technician etc.

Child Development (GCSE)

In year 11, this course covers aspects of parenting, pregnancy and care of a new-born baby. In year 12, this course covers the development of the child until the age of five.

Topics included are:

- The family and parental responsibilities
- Reproduction
- Pregnancy
- Diet and lifestyle during pregnancy
- Birth
- The new-born baby
- Feeding the new-born baby
- Dietary needs of the child (0-5 years)
- Child health and education
- Social Development
- Physical Development
- Intellectual Development
- Communication Development
- Emotional Development

Assessment:

60% Examination - 2 papers

40% Controlled Assessment

Methods of Teaching and Learning

This course will include practical and theoretical lessons. The use of video clips to observe children are used. We also welcome visits by professionals within Child Care, e.g., midwives, baby food representatives, road safety officer and parents with babies and young children.

Career Pathways

Careers in Child Care can be Early years teaching/Nursing/Social Work/Play Work/ Day Nursery Assistant or Manager.

The option to study the Extended Diploma in Child Care and Education in Sixth Form is available.

English Literature (GCSE)

English Literature is a challenging, yet enjoyable course. The study of Literature helps pupils to learn more about themselves and others. Pupils will study a mixture of poetry, plays and prose. The course enables pupils to engage with and explore a variety of themes and narrative methods. Pupils who study Literature will learn how to develop arguments and their critical thinking skills. They will also develop their skills in analysis and evaluation.

The aims of the course

To encourage pupils to:

- Respond to texts critically and imaginatively;
- Explore ideas, themes and issues, drawing on a range of texts;
- Experience different times, cultures, viewpoints and situations found in literary texts;
- Become critical readers of fiction and non-fiction, poetry, prose and drama.

The specification is made up of three components:

Unit 1: The Study of Prose (2 Hour)	30%
Of Mice and Men	
Unseen Prose Extract	
Unit 2 – The Study of Drama and Poetry (2 Hours)	50%
Section A: An Inspector Calls	
Section B: Poetry Anthology (Conflict)	
Unit 3- The Study of Shakespeare (Controlled Assessment)	20%
Macbeth	

This course prepares students for the study of English Literature at Advanced Level.

Food and Nutrition (GCSE)

The CCEA GCSE Home Economics: Food and Nutrition specification encourages students to develop knowledge and understanding of the science behind food. Students will learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. They also study how to be an effective consumer in food choices, food safety and managing resources. Students develop practical skills in food preparation, cooking and presentation.

Topics included are:

- Where our food comes from
- Food processing and production
- Food and nutrition for good health
- Energy and nutrients in detail
- Nutritional needs throughout the lifecycle
- Priority health issues
- Being an effective consumer when shopping for food
- Factors affecting food choice
- Food Safety
- Resource Management
- Food preparation, cooking and presentation

Assessment:

50% Examination - 1 paper

50% Controlled Assessment

Methods of Teaching and Learning

This course will be based on theory and practical cookery lessons.

Career Pathways

This course provides an excellent foundation for young people who wish to work in the thriving food industry; those interested in health, nutrition and dietetics.

Please note that a payment of £15 will be required for food consumed or taken away as per the Remissions Policy

Geography (GCSE)

GCSE Geography is a rigorous, detailed academic two-year course. It consists of **three** exam papers

Physical geography (1hr 30mins)

Human geography (1hr 30mins)

Field work exam based on a practical field study carried out at the end of year 11. (1hr)

Content

The content of the syllabus is divided into **three** units.

Unit 1 – ‘Understanding Our Natural World’ (year 11)

Examined at the end of year 11.

4 Themes: (40% of overall grade)

- A- River environments (25%)
- B – Coastal environments (25%)
- B – Our Changing Weather & Climate (25%)
- C – The Restless Earth (25%)

Unit 2 – ‘Living in Our World’ (year 12)

Examined at the end of year 12

4 Themes: (40% of overall grade)

- A -People and migration (25%)
- B – Changing urban areas (25%)
- B- Contrasts in World Development (25%)
- C- Managing Our Resources (25%)

Unit 3 – Field study - year 11, 3rd term. Examined at the end of year 12.

River Study (20% of overall grade)

Stage 1 Planning

Stage 2 Data Collection

Stage 3 Data presentation

Stage 4 Written exam based on the data collected and presented.

The scheme of assessment

There is only one tier of entry for the examination.

All students are required to;

- Sit **two** written papers (2 x 40% of total marks) which are externally marked; and
- Sit **one** field study assessment (20% of total marks) this will include an exam based on practical work they have carried out which is then externally marked.

Career Pathways

Straight from school into retail, travel, logistics, nature conservation, forestry, housing management, armed forces, merchant navy, waste management and transport services.

With further study pathways include Geography at A level then degree level. Cartography, town and country planning, meteorology, museum work, land surveying, traffic planning and logistics.

History (GCSE)

History is a skills based subject. In GCSE History the emphasis is placed on understanding some of the major events of the 20th century. This is done through acquiring new knowledge, and the interpretation and evaluation of historical sources. The sources used include speeches, photographs, political cartoons and archive film. History is not simply based on the recall of historical facts, but using relevant information to answer specific questions.

Content:

The content of the syllabus is divided into **TWO** units.

Year 11

Unit 1: Modern World Studies in Depth and Local Study

Section A = Germany 1933-1945

Section B = Civil Rights in Northern Ireland 1965 – 98

Knowledge and sources.

This Unit is examined at the end of Year 11.

This Unit is worth 60% of the final mark

Year 12

Unit 2: International Relations 1945-2003

Source skills and extended writing

This Unit is examined at the end of Year 12.

This Unit is worth 40% of the final mark

Scheme of assessment:

There is only one tier of entry for GCSE History

All students are required to complete two written papers which are externally marked.

Career pathways

The skills learned in GCSE History can be useful in a range of careers.

This course also prepares students for the study of History at A Level and at university.

Careers include teaching, administration/secretary, law, journalism and/or media, army and/or police, museum curator and retail.

Leisure, Travel and Tourism (GCSE)

The structure of this GCSE course is as follows:

80% Modular External Written Examinations **20%** Controlled Assessment

Unit 1: Understanding the Leisure, Travel and Tourism Industry - External written examination -40%

Unit 2: Promoting and sustaining the Leisure, Travel and Tourism Industry - External written examination -40%

Unit 3: Working in the Leisure, Travel and Tourism Industry – Controlled Assessment -20%

Grades available: A* - G

The modules include the following topics:

Unit 1: Understanding the Leisure, Travel and Tourism Industry

This unit explores the important part that leisure, travel and tourism play in today's society as it continues to be a growth area in the UK. Students investigate the range of activities for people to enjoy in their leisure time and identify organisations people use for leisure, travel and tourism. They also identify the attractions and facilities that appeal to visitors

Unit 2: Promoting and sustaining the Leisure, Travel and Tourism Industry

This unit explores how organisations use techniques and materials to promote their products and services. Students investigate the economic, social and environmental impacts of tourism developments and the methods used by the industry to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks, and precautions and emergencies.

Unit 3: Working in the Leisure, Travel and Tourism Industry

In this unit students explore the importance of customer service in the leisure, travel and tourism industry. They research and explore employment opportunities available in the industry. They also develop their knowledge of the entry qualifications required to work in the industry as well as gaining an insight into job roles and responsibilities and the skills and personal qualities needed to gain employment in this sector.

Career Pathways

Tourist Information

Hospitality

Marketing

Event Management

Airlines

The option to study the BTEC Extended Certificate in Travel and Tourism is available in 6th Form

Modern Languages (GCSE)

Pupils can complete a GCSE in French

Key Features:

Students will study three Contexts for Learning (building on topics introduced at KS3):

1. Identity, Lifestyle and Culture
2. Local, National, International and Global Areas of interest
3. School Life, Studies and the World of Work

Candidates will be assessed in the 4 skill areas of:

- Speaking

There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time. Each test includes:

- two role-plays, both from the same Context for Learning
- a general conversation on two topics

Speaking Questions will be prepared in advance.

- Listening

Questions may tick the correct box, fill in the missing word or complete the sentence.

- Reading

Questions will range from ticking boxes, filling in missing word to answer in short sentence and some questions in French

There will also be a short paragraph in French to be translated into English.

- Writing

Responses include

- a list of 5 words e.g. write 5 sports
- 5 sentences to complete with the missing word in French
- 5 questions written in French to answer in the language
- a short text of 3-5 sentences to write from English into French
- a longer paragraph of about 100 words to write in French

The four assessment objectives have equal weighting of 25% each. Reading and Writing assessments will include translation from and into the language.

Students can mix and match tiers of entry to maximise success.

Candidates will be assessed at the end of Year 12 – there is **no** Controlled Assessment component.

Results will take the form of A* - G.

Career Pathways

A knowledge of a foreign language can be useful in a wide range of careers including:

- Translating/Interpreting
- Teaching
- Hotel Management
- Working in the Travel and Tourism Industry
- Engineering
- Army

Motor Vehicle & Road User Studies (GCSE)

The CCEA GCSE Motor Vehicle and Road User Studies specification prepares students to become responsible road users. It develops their interest in and appreciation of the motor vehicle. Students develop knowledge of the Highway Code. They learn about driving at night and under adverse conditions, as well as the causes and prevention of road traffic collisions. Student will also carry out a practical riding activity on a moped, with in school grounds, and investigate a real-life traffic situation. They discover road users' responsibilities and legal requirements of running and owning a vehicle and explore motor vehicle and road user theory.

AIMS

This specification aims to encourage students to:

- develop interest in and appreciation of the motor vehicle;
- develop understanding of the legal liabilities of being a road user;
- develop knowledge and understanding of the responsibilities of vehicle ownership;
- develop a positive and understanding attitude to the use of the road and to other road users;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop respect for the safety of road users;
- learn to act decisively and positively at the scene of a road traffic collision;
- acquire the knowledge and skills needed for the use of a powered vehicle;
- develop understanding of the mathematical, scientific and technological principles of motor vehicles;
- develop knowledge and understanding of routine vehicle maintenance; and
- acquire a range of practical and communication skills appropriate to the subject.

The specification has three units:

- Unit 1: Motor Vehicle and Road Use Theory – External written examination 50%
- Unit 2: Investigative Study 25%
- Unit 3: Practical Riding Activity 25%

Moving Image Arts (GCSE)

This is a vocational GCSE comprising of 60% Controlled Assessment and 40% Online Examination. An outline of the three components involved in this linear specification (all components are submitted or completed at the end of Year 12) are provided below.

Component 1 – Critical Understanding of Creative and Technical Moving Image Production

- Compulsory External Online Examination
- 40% of entire GCSE
- Completed at the end of Year 12
- Features:
 - Range of previously unseen audio and visual stimuli and short film sequences;
 - Questions that assess knowledge and understanding of film language, practices, techniques and contexts;
 - Scenario-based questions that assess creative and production management skills; and
 - Questions that assess analysis and evaluation of film language, audience and purpose
- 1 hour 30 minutes

Component 2 – Acquisition of Skills in Moving Image Production

- Compulsory controlled assessment tasks
- 20% of entire GCSE
- Completed in Year 11
- Students complete **four** tasks that are set by CCEA including:
 - Storyboarding;
 - Camera and Editing;
 - Sound; and
 - Animation

Component 3 – Planning and Making a Moving Image Product

- Compulsory controlled assessment portfolio
- 40% of entire GCSE
- Completed in Year 12
- Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs provided by CCEA. The portfolio must include:
 - A research analysis;
 - Preproduction material;
 - A completed moving image product (2 minutes in length); and
 - An evaluation

Due to the high Controlled Assessment element of this GCSE, it is **vital students attend all classes**. It is also highly important pupils understand that by undertaking this course they will be required to take equipment home, and film footage for editing in class.

The purpose of GCSE MIA is to enable pupils to develop an understanding of film language through both theoretical and practical application. It will involve pupils developing key skills in the main areas of film production from initial idea, through scripting, storyboarding, shooting and editing culminating in the creation of a short film or animation in Year 12. In this respect **the course is very demanding both in terms of pupil's own individual creativity and the time required**. The filming involved in Component 3 is done outside of normal timetabled classes.

This exciting subject has clear links with many careers including Media, Advertising, Marketing and, of course, Film and Television Production. However, the key skills of teamwork, ideas development, problem solving and creativity are all transferable skills that can be applied to any future career choice.

Music (GCSE)

There are three components to GCSE Music: **Listening, Composing and Performing**. Pupils will be required to perform on their chosen instrument, compose two pieces of music and listen to set works which they will be examined on.

1. Listening 35%

Pupils will study a wide range of musical styles and set works from the following four Areas of Study:

- a) Western Classical Music 1600 – 1910**
- b) Film Music**
- c) Musical Traditions of Ireland**
- d) Popular Music 1980 – present day**

2. Performing 35%

Pupils are required to:

- a) Present one solo and one ensemble performance.**

NB Minimum standard of performance required at GCSE is Grade 1 or equivalent standard.

- b) Appraise performance.**

Discussion with examiner on Performance - e.g. the title, composer and stylistic content of the pieces performed by the pupil, or any technical challenges encountered while preparing pieces.

3. Composing 30%

This will take the form of continuous assessment.

Pupils will complete 2 compositions and submit a score with each.

Composition 1 - Free composition

Composition 2 – written in response to a pre-release stimulus

<u>Assessment of each component of GCSE Music</u>
Listening: At the end of Year 12 pupils will sit one externally assessed listening and appraising examination lasting 1 hour 30 minutes .
Performing: One solo and one ensemble performance which will be assessed by a visiting moderator in April/May of Year 12.
Composing (Completed under Controlled Assessment conditions) Pupils will complete one composition in Year 11 and one in Year 12. These will be marked by the teacher and externally moderated.

NB Pupils taking GCSE music are expected to take part in a musical group within school e.g. Orchestra, Concert Band, Choir etc. This participation will greatly enhance pupils' GCSE work and provide invaluable experience in practical music making.

Career pathways include the following:

Music teacher, Instrumental Tutor, Performer, Composer, Music Therapist, Sound Engineer, Roadie, concert organiser/administrator, DJ, Primary school/early years' teacher/assistant. Childcare.

Physical Education (GCSE)

GCSE PE is a challenging subject that requires a strong interest in sport and an experience of participating in at least one sport to club level.

What will I be studying:

In the theory components, students will learn about applied anatomy and physiology, movement analysis, physical training, the use of data, health/fitness/well-being, sport psychology and socio-cultural influences.

In the practical component, students will learn and develop skills and tactics in team and individual sports. In the coursework component students will learn to plan, analyse and evaluate a 6-week personal exercise programme.

How will this subject be examined?

60% theory: 2 x written exams (Component 1 - Fitness and body systems (36%) & Component 2 - Health and Performance (24%).

40% Controlled Assessment: 10% x 3 practical performances in sports & 10% personal exercise programme coursework.

Career Pathways:

- PE Teaching
- Sports Coaching
- Sports Physiotherapy
- Sports Psychology
- Sports Science
- Fitness Instructor/Personal Trainer
- Leisure Assistant/Lifeguard

Religious Studies (GCSE)

This course gives students opportunities to:

- develop their interest in religion;
- explore religions and beliefs and relate them to the wider world;
- reflect on fundamental questions related to belief;
- understand different cultures locally, nationally and in the wider world;
- enhance their spiritual and moral development;
- enhance their personal, social and cultural development;
- adopt an enquiring, critical and reflective approach to the study of religion; and
- reflect on and develop their own values, opinions and attitudes.

We study TWO UNITS worth 50% each. There is NO coursework or controlled assessment required.

Unit 5: Christianity through a Study of the Gospel of Mark (Year 11)

This unit introduces students to five themes in the life and ministry of Jesus, as portrayed in Mark's Gospel.

The identity of Jesus

Jesus the miracle worker

The teaching of Jesus

The death and resurrection of Jesus

The role and nature of Christian discipleship

Unit 6: An Introduction to Christian Ethics (Year 12)

This unit aims to introduce students to ethics within the study of religion.

Personal and family issues- relationships, marriage and divorce

Matters of life and death- sanctity of life, abortion, euthanasia, capital punishment and punishment

Developments in bioethics- I.V.F., surrogacy, A.I., and the use of embryos for research

Contemporary issues in Christianity- equality, racism, world poverty and the study of one Christian charity

Modern warfare- pacifism, causes and effects of war, nuclear warfare, Biblical views on war.

Technology & Design (GCSE)

Summary

The GCSE Technology and Design specification encourages students to be innovative and prepared to take design risks. They explore the creative, engineering and manufacturing industries, as well as the importance of high-quality design and technology.

All pupils will develop a core of knowledge in Year 11 before they specialise in the area of Product Design in Year 12.

Please note there will be a charge of £10 for this unit to cover some of the materials' cost for practical outcomes.

What Will I Be Studying?

<p><u>Year 11: Unit 1 Paper (1hr 30mins)</u></p> <ul style="list-style-type: none">• Worth 25% of course• Pupils learn about and are examined on electronics, mechanisms, computer control, pneumatics and core theory regarding tools, machines and materials.• There will be workshop time allocated to this unit to develop practical skills.	<p><u>Year 12: Unit 3 Paper (1hr 30mins)</u></p> <ul style="list-style-type: none">• Worth 25% of course• Pupils learn about their specialised option of Product Design and are examined on this.
<p><u>Unit 3: (April of Year 11 until April of Year 12)</u></p> <ul style="list-style-type: none">• Worth 50% of course• CCEA set theme published in January of first year of study• Ten-page A3 portfolio will be produced- combination of hand and CAD drawing skills• Practical solution to the set problem will be manufactured in the workshop in Year 12	

How will this subject be examined?

There are two written exams, each worth 25% of the final mark, and a design and manufacturing project worth 50%.

In Fort Hill one of the written exams is taken at the end of Year 11, and the design and manufacturing project will start in January of Year 11.

Teachers mark the design project, CCEA will visit the school to carry out moderation.

Career Pathways

With this qualification, students may choose to progress to a GCE in Technology and Design, a qualification in engineering, product design or a related area, or the world of work.

Occupational Studies

Please note that you can choose **two** units only from each Occupational Area. In order to achieve a Single Award in Occupational Studies, pupils must **study two units from the same Occupational Studies pathway.**

Occupational Area: Business and Services	
Childcare: The Play Environment AND The Physical Care of Babies	
See Mrs Mussen	

Occupational Area: Construction	
Bench Joinery* AND Carpentry and Joinery*	
See Mrs McLaughlin	

Occupational Area: Design and Creativity	
Patisserie and Baking* AND Contemporary Cuisine See Mrs Mussen	Graphic Design AND Website Development See Mr Heaney

Occupational Area: Environment and Society	
Working in Tourism AND Tour Guiding See Mrs Alton	

Occupational Area: Technology and Innovation	
Sound Production AND TV & Film Production See Ms Patterson/Miss Smyth/Mrs E Hunter	

When making choices, it is important to think about how well you study, are you good at revising for exams and whether you are a more practical person. You must also think about what you would like to do after Year 12 and the subjects and grades you need.

NB: There are no external examinations for Occupational Studies units. All work is marked by the teacher and an external examiner.

***Please note there will be charge of £15 for this unit**

****Please note there will be a charge of £5 for this unit**

Business and Services (Occupational Studies)

The **Child Development** Department offers two units from the **Business and Services** pathway.

Unit: Childcare: The Play Environment

Pupils will learn about:

1. Working with children in a childcare environment;
2. Children's physical, linguistic, intellectual, emotional and social development;
3. The importance of play and children's learning and development;
4. Communication difficulties.

Unit: The Physical Care of Babies

Pupils will learn about:

1. Feeding babies;
2. Basic hygiene needs of babies and measures to prevent cross infection;
3. Products and clothing for babies;
4. Cultural requirements and sudden death syndrome.

Design and Creativity (Occupational Studies)

The **Home Economics** Department offer two units from the **Design and Creativity** pathway.

Unit: Patisserie and Baking

Pupils will learn about:

1. Food hygiene and personal hygiene standards for food handlers;
2. Preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products.

Unit: Contemporary Cuisine

Pupils will learn about:

1. Food hygiene and personal hygiene standards for food handlers;
2. Preparation, cooking and finishing four starters, four mains and four desserts;
3. Healthy eating alternatives.

Please note that a payment of £15 will be required for food consumed or taken away as per the Remissions Policy

OR

The Art & Design and MIA **Departments** offer two units from the **Design and Creativity** Pathway

Unit 1: Graphic Design

This unit is designed to develop skills in graphic design and associated activities. Learners will develop skills in planning, producing, and presenting a graphic design project (*based on a client brief*) using industry standard procedures. This unit includes:

- consideration of health and safety issues in the graphic design industry;
- consideration of employment opportunities in the graphic design industry;
- the principles of graphic design;
- responding to a design brief;
- generation of ideas;
- using design software;
- presenting the final outcome;
- consideration of environmental issues in the graphic design industry; and
- a review and evaluation of performance.

Section 1 Planning for a Graphic Design Project

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- describe three jobs related to the graphic design industry;
- understand health and safety issues when working with computers;
- demonstrate awareness of energy efficiency and waste reduction when working with computers;
- follow accident procedures should an incident occur;
- interpret the client brief, considering the principles of graphic design:
 - typography;
 - layout;
 - colour theory and harmony;

- images and graphics; and
- appropriate file formats;
- evaluate their own performance in practical tasks.

Section 2 Producing a Graphic Design Project, Based on a Client Brief

Learners should be able to:

- present a final graphic design/project brief;
- present initial ideas using mind maps;
- prepare mood boards to illustrate their final ideas;
- present a final design sketch, showing layout, colour, typography and images/graphics;
- use industry standard digital imaging software to create a final graphic design project; and
- evaluate their own performance in practical tasks.

Section 3 Presenting the Final Graphic Design Project

Learners should be able to:

- save files in the appropriate formats;
- prepare files for print, for example registration/crop marks, fonts, colour bleeds, colour output (Pantone colours, spot colours, RGB or CYMK);
- present hard copies of their final designs;
- present their final designs on-screen;
- describe how the project meets the client brief;
- carry out a review and evaluation of their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Unit 2: Website Development

This unit is designed to develop vocational skills in website development and associated activities.

Learners will develop skills in planning, producing and presenting a website (based on client brief) using industry standard procedures. This unit includes:

- consideration of health and safety issues in the website development industry;
- consideration and identification of career opportunities in the website development industry;
- the principles of website development;
- responding to a design brief;
- using website design software;
- testing, publishing and content managing a website;
- consideration of energy efficiency, waste reduction and other environmental issues within the website development industry; and
- a review and evaluation of performance

Section 1 Planning for Developing a Website

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (*HASAWA*) 1974 in relation to this occupational area;
- understand related environmental issues such as energy efficiency and waste reduction measures when working with computers;
- understand accident procedures should an incident occur;
- describe three employment opportunities related to building a website;
- understand basic HTML and how it is structured;
- use a browser to view web pages on the internet;
- produce a hierarchy of the website;
- show the layout for each page of the website;

- identify the colours to be used;
- identify the colour, size and type of font to be used;
- identify the content (*for example text, graphics, buttons, audio, video, a blog or a form*) to be used;
- create folders for web pages;
- create a naming list for all the images, audio and video files that will be used in the website; and
- evaluate their own performance in practical tasks.

Section 2 Creating a Website

Learners should be able to:

- use or create a web template;
- create web pages from the template;
- create hyperlinks from the template;
- add text to the website and format it;
- add images to the website;
- add other content to the website (*for example graphics, buttons, audio, video, a blog, or a form*) and save/store content into folders;
- test the website to ensure it is functioning, before publishing; and
- evaluate their own performance in practical tasks.

Section 3 Publish and Content Manage a Website

Learners should be able to:

- test and view the website and, if possible, publish it on the internet;
- change the font/fonts used on the final website;
- include more images on the final website;
- add another page, with content, to the final website;
- apply cascading style sheets (CSS) to the website;
- publish changes to the final functional website;
- carry out a review and evaluation of their own performance in the practical tasks undertaken; and
- carry out an end-of-unit evaluation.

Environment and Society (Occupational Studies)

The Languages and Tourism department offers 2 units from the Environment and Society pathway.

Tour Guiding and Working in Tourism: Learners complete both units. (50 % each unit) There is no exam for these units. Pupils carry out tasks to gather the required assessment evidence in a portfolio for each unit. Tasks include answering questions, carrying out practical activities and evaluating their own performance.

Unit 1 - Tour Guiding

Learners will take on the role of a tour guide to plan and deliver a tour to a group of foreign tourists. This will provide an opportunity for learners to develop their planning and communication skills. Learners will gain an understanding of the different visitor attractions and facilities of interest to tourists. They will also explore the history of their area – especially stories of interest to visiting tourists. This will help them to gain an overall view of their selected area as a tourist destination in order for them to carry out the role of a tour guide.

This unit includes:

- qualifications, skills and personal qualities relevant to a tour guide;
- the importance of customer service and meeting customers' needs;
- communication skills in tourism;
- planning a tour itinerary for a group of tourists;
- undertaking the role of a tour guide;
- carrying out a risk assessment for a tour;
- consideration of health and safety and environmental issues within tourism; and
- a review and evaluation of performance.

Unit 2 - Working in the Tourism industry

Teamwork skills are very important in the travel and tourism sector. Part of this unit is designed to allow the learner to collaborate with team members to plan, develop and deliver tourism products or services to meet set objectives. They will have opportunities to develop communication skills when providing information and advice to customers. Learners will also gain an understanding of why organisations promote their products and services and the methods they employ. Learners will use their own skills to create a display of materials for a selected tourism product or service.

This unit includes:

- consideration of health and safety issues within tourism;
- communication skills in tourism;
- teamwork within the tourism industry;
- providing tourist information, advice and support to a wide range of customers;
- promoting services and products within the tourism industry;
- consideration of career opportunities within tourism;
- consideration of environmental issues within tourism; and
- a review and evaluation of performance.

CAREER PATHWAYS

This pathway would suit students who are interested in tourism and would like a career in the tourism industry. However, it is also suitable for anyone who would like a career dealing with the public. Progression could include BTEC Level 3 Travel and Tourism available in FHIC in 6th Form.

Technology and Innovation (Occupational Studies)

The Music Department & Moving Image Arts offers two units from the **Technology and Innovation** pathway.

Sound Production

Pupils will learn about:

1. Musical styles and equipment used by DJs
2. Producing a demo CD
3. Performing to a live audience

TV & Film Production

Pupils will learn about:

Section 1: Preparing to make movies

- Understand Health and Safety regulations for this occupational area
- Describe three career opportunities with the TV and film industry
- Explain different genres associated with films
- Explain different plots associated with films

Section 2: Shooting movies

- Create a proposal for a film production
- Create a storyboard for a film production
- Identify roles and responsibilities for a film production
- Identify suitable film locations
- Create a production schedule
- Produce a risk assessment

Section 3: Editing and screening movies

- Use editing equipment
- Screen your film to a 'live' audience

Assessment is based on the following and is worth 100% of the overall course.

Pupils must submit the following:

1. **Portfolio** containing all work completed;
2. **Diary** - short accounts of work completed in each lesson;
3. **My Record** – a written list of work completed and where it can be found in the portfolio.

Career Pathways include:

Sound Production – DJ, Sound Engineer, Broadcast Technician

Digital TV and Film Production – Runner, Sound designer, Editor, Writer, Camera Operator

Construction (Occupational Studies)

The **Technology and Design** Department offer two units from the **Construction** pathway.

Summary

Occupational Studies courses are vocational alternatives to the traditional GCSEs. This option is one of two we offer in the Technology & Design department and is a basic introduction to some aspects of Carpentry and Joinery.

What Will I Be Studying?

<u>Unit 1: Bench Joinery *</u>	<u>Unit 2: Carpentry and Joinery *</u>
<p>Pupils will learn about:</p> <ul style="list-style-type: none">● Appropriate use of bench joinery tools and basic hand held power tools● Techniques of cutting, boring, and planning to produce construction related components● Construction of a range of bench joinery models <p>Final Assessment: Wooden Steps</p>	<p>Pupils will learn about</p> <ul style="list-style-type: none">● Appropriate use of carpentry and joinery hand tools and hand held power tools● Construction of a range of carpentry and joinery models incorporating a wide range of joints and jointing methods <p>Final Assessment: Wooden Birdhouse</p>

How will this subject be examined?

This subject is 100% coursework. 60% of each unit is practical work.

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

A portfolio is compiled with evidence of practical activities and theory work for each unit. This is assessed by your teacher, and moderated externally.

Career Pathways

This Occupational Studies pathway would suit students who wish to pursue careers in Carpentry or Joinery and/or continue studies at SERC or BMC in a carpentry related course.
d course.

***Please note there will be a compulsory charge of £15 for each of these two units**

OCN Qualifications

Religious Studies OCN Level 2

This qualification is a Level 2 Certificate in Religious Studies and is equivalent to a grade B at GCSE. There are no grade boundaries – just pass or fail.

Assessment: portfolio based

The nine units are:

- 1) Addiction
- 2) Charity and Religious Charities
- 3) Exploring Personal Identity and Faith
- 4) Exploring Religious Traditions within Own Community
- 5) Life and Death Issues
- 6) Life of a Famous Person of Faith
- 7) Marriage and Divorce
- 8) Prejudice and Reconciliation
- 9) World Faith

Information Technology Applications OCN Level 2

This qualification is a Level 2 Certificate in Skills for IT and is equivalent to a grade B at GCSE. There are no grade boundaries – just pass or fail. Today's work environment depends increasingly on a range of technologies. The aim of the OCN NI Level 2 Certification in Information Technology Applications is designed to provide learners with the T skills required to function successfully in the world of work and wider environment.

Skills for Business OCN Level 2

This qualification is a Level 2 Certificate in Skills for Business and is equivalent to a grade B at GCSE. There are no grade boundaries – just pass or fail. The aim of the OCN NI Level 2 Certificate in Skills for Business is to allow learners to develop the knowledge, understanding and key skills required to work within a business setting. This qualification provides an engaging, practical and relevant introduction to the world of business today.

Assessment: portfolio based

The 5 units are:

- 1) Business Aims and Objectives
- 2) Understanding Business Structures
- 3) Understanding Enterprise and Entrepreneurial Skills
- 4) Marketing Mix and Competition
- 5) Understanding Social Enterprise

Vocational Skills OCN Level 2

This OCN NI qualification in Vocational Skills at Level 2 is designed to provide learners with further skills and knowledge required for working in a range of sector areas. The Technology & Design department would be delivering Joinery related units and learners would have the opportunity to gain valuable generic skills for work such as career preparation, presentation skills, teamwork and health and safety. This qualification is equivalent to a grade B at GCSE and there are no grade boundaries- just pass or fail.

Assessment: Portfolio Based.

The units are:

1. Health & Safety in a Working Environment.
2. Taking part in an Enterprise project.
3. Carpentry and Joinery in Practice.
4. Developing Carpentry Hand Skills.

Career Pathways

This Vocational Skills qualification would suit students who wish to pursue careers in Carpentry or Joinery and/or continue studies at SERC or BMC in a carpentry related course.

***Please note there will be a compulsory charge of £15 for this course.**