

# Fort Hill Integrated College

## KS4 Choices Booklet

Please read the information  
carefully



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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.**

## Pathways at KS4

You are invited to attend the Year 10 Options Information and Parent Consultation Afternoon where key staff will explain the pathways at GCSE. Pupils will sit CAT testing at the end of January and will be assigned to a pathway of study. Details of this will be issued via Google Classroom and at the Options Information day.

## 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 Conway
- 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.**

<b>Level 1</b>	<b>GCSE Equivalent</b>	<b>Level 2</b>	<b>GCSE Equivalent</b>
Distinction	D	Distinction*	A*
Merit	E	Distinction	A
Pass	F/G	Merit	B
Unclassified	U	Pass	C

### **King's Trust**

This vocational course is an alternative to GCSE. Awarded at Level 2 only – equivalency to C grade 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 2026 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  
Certificate of Personal Wellbeing  
Science (Single Award or Double Award)  
Religious Studies (non-exam)  
Physical Education  
Careers  
King's Trust Level 2 Certificate (for Blue/Yellow pathway only)

## Option Subjects

Art and Design  
Business Studies  
Business and Communication Systems  
Child Development  
Double Award Science  
Drama  
English Literature  
Food & Nutrition  
French  
Geography  
Health & Social Care  
History  
Learning for Life & Work  
Leisure, Travel & Tourism  
Moving Image Arts  
Motor Vehicles & Road User Studies  
Music  
Physical Education  
Religious Studies  
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)

Throughout history, mathematics has shaped how we understand the world. Mathematics at GCSE builds students' confidence in applying number, data handling, algebra, shape, space and measure to real-life situations. It develops problem-solving, logical reasoning and abstract thinking, and provides a clear, effective way to communicate ideas.

These are vital life skills used in everyday tasks like managing money, making plans, and evaluating opportunities.

Over the next two years students will continue their study of:

- Number and Algebra
- Geometry and Measures
- Statistics and Probability

With functional mathematics like bank statements, interest, deposits, loans and bills etc. embedded in the course.

Students are placed in GCSE Mathematics classes based on their pathway and mathematical ability which is assessed through class work, homework, tests and exams. The Mathematics exam at the end of Year 10 is particularly important in this decision-making process.

The final GCSE Mathematics Grade is made up of one Year 11 Unit (45%) and one Year 12 Unit (55%). Whilst students can be entered for any combination of the units listed below students will be entered for the modules which give them the best possible chance of success based on our knowledge of them.

Student progress will be monitored throughout the course. To ensure that the needs of every student are met, a reallocation of Mathematics classes will take place as necessary after Internal Exams and Modular results.

Year 11 Units <b>(1 to be completed)</b>		Maximum <b>Grade</b>	Year 12 Units <b>(1 to be completed)</b>		Maximum <b>Grade</b>
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	Unit M8	Higher Tier	A/A*

## 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%		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%	These units are examined in February of Year 11, and November and May of Year 12  <b>1 hour written paper</b>	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%	<b>Booklet A</b> (7.5%) 2hr Practical Skills assignment (Jan-May Yr12) <b>Booklet B</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 <b>11%</b>	These units are examined in the summer series at the end of <b>Year 11: 1 hour written paper</b>	Cells, Living Processes and Biodiversity
Chemistry Unit C1 <b>11%</b>		Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
Physics Unit P1 <b>11%</b>		Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
Biology Unit B2 <b>14%</b>	These units are examined in June of <b>Year 12: 1 hour 15 minutes</b>	Body Systems, Genetics, Microorganisms and Health
Chemistry Unit C2 <b>14%</b>		Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry
Physics Unit P2 <b>14%</b>		Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
Unit 7: Practical Skills <b>25%</b>	Booklet A (7.5%) 3 x 1-hour Practical Skills assignment (Nov-May Yr12)  Booklet B (17.5%) External Written Exam (June Yr12) <b>1hr 30 minutes</b>	

**(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	7 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

### **King's Trust Level 2**

This qualification is a Level 2 Certificate in Personal Development & Employment Skills (PDE), which is equivalent to grade C 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

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. This is available to Yellow Pathway only.

**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 and 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 will work through a number of set tasks that involve drawing, painting, printing, photography and ceramics. 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. Students will investigate a creative industry e.g. ceramics industry and will work to a design brief to produce a final product.

#### **Component 2 Externally set Assignment: 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, which is completed in class over two days (10 hours), 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

**Please note that a £20 payment will be charged at the start of the year to cover materials.**

## 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
<b>Unit 1: Starting a Business</b> <ul style="list-style-type: none"><li>▪ Creating a business</li><li>▪ Marketing</li><li>▪ Business Operations</li></ul>	<b>External Written Exam (1 hour 30 minutes)</b>  Format: Structured questions and extended writing	40%	Every Summer (beginning in 2018)
<b>Unit 2: Developing a business</b> <ul style="list-style-type: none"><li>▪ Finance</li><li>▪ Human resources</li><li>▪ Business Growth</li></ul>	<b>External Written Exam (1 hour 30 minutes)</b>  Format: Structured questions and extended writing	40%	Summer from 2019
<b>Unit3: Planning a Business (Synoptic)</b> <ul style="list-style-type: none"><li>▪ Business Plan</li></ul>	<b>Controlled Assessment</b>  Students complete the following: <ul style="list-style-type: none"><li>● Booklet A Planning</li><li>● Booklet B Communicate Findings</li></ul> 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.

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

### 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.

## Drama (GCSE)

Drama is an exciting, creative and practical course. It helps students to develop self-confidence, empathy and teamwork. Students will explore a range of performance styles and scripts, learning how to bring characters to life and communicate meaning to an audience. Students who study Drama will develop strong communication skills, emotional intelligence, and the ability to work effectively in a collaborative environment.

### The aims of the course

To encourage pupils to:

Develop performance skills including voice, movement, and characterisation;

Work collaboratively to create original and scripted pieces of theatre;

Respond critically to performances and professional works;

Build self-confidence and public speaking abilities through creative expression.

### Specification Overview

Students will follow the **performance pathway** of this course and will be assessed on their acting abilities and understanding of the rehearsal process. However, students must be prepared to complete a written log and a final written exam. Attendance at all rehearsals is essential for success.

Component	Description	Weighting
<b>Unit 1: Devised Performance</b>	<b>Practical Performance and Controlled Assessment</b>  In response to pre-release stimulus material, students will: <ul style="list-style-type: none"><li>• research style, genre, professional practice and the work of theatre practitioners to inform your outcome;</li><li>• decide on a target audience;</li><li>• rehearse and prepare for the performance;</li><li>• act in the final performance and</li><li>• produce a student log at the end of the process, in which you record a summary analysis and evaluation of your work and the work of others.</li></ul>	<b>25%</b>
<b>Unit 2: Scripted Performance</b>	<b>Practical Assessment &amp; Controlled Assessment</b>  Pupils work in groups to: <ul style="list-style-type: none"><li>• select, edit and shape a script to perform;</li><li>• research style, genre and professional practice;</li><li>• create a theatrical interpretation that has meaning for an audience;</li><li>• rehearse and prepare for the performance; and</li><li>• act in the final performance.</li></ul>	<b>35%</b>
<b>Unit 3: Knowledge &amp;</b>	<b>Practical Examination</b>  Students will study a set text and answer the questions on that text in an external exam.	<b>40%</b>

<b>Understanding of Drama</b>	<p>You will:</p> <ul style="list-style-type: none"> <li>• develop understanding of the text and elements such as the use of language, style and genre;</li> <li>• consider context, production and design; and</li> <li>• analyse and evaluate your own work and the work of others, for example analyse a live or recorded theatre event.</li> </ul>	
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## 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 Environment (25%)

#### **Unit 3 – Field study - year 11, 3<sup>rd</sup> 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.

## Health & Social Care (GCSE)

To Be Confirmed

### History (GCSE)

History is a skills based subject. In GCSE History the emphasis is placed on understanding some of the major events of the 20<sup>th</sup> 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.

## 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

## 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 6<sup>th</sup> 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	▪ Working in the Travel and Tourism Industry	▪ Engineering
▪ Teaching		▪ Army
▪ Hotel Management		

## **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**

<b><u>Assessment of each component of GCSE Music</u></b>	
<b>Listening:</b>	At the end of Year 12 pupils will sit one externally assessed listening and appraising examination lasting <b>1 hour 30 minutes</b> .
<b>Performing:</b>	One solo and one ensemble performance which will be assessed by a visiting moderator in April/May of Year 12.
<b>Composing (Completed under Controlled Assessment conditions)</b>	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 the different body systems, health & lifestyle decisions, the active leisure industry, physical training, and how to develop skilled performance.

In the practical component, students will learn and develop skills and tactics in team and individual sports. Within this they will also learn how to analyse and evaluate their own performance, and the performances of others.

### **How will this subject be examined?**

**50% theory:** 2 x written exams (Component 1 – Factors underpinning health & performance (25%) & Component 2 – Developing Performance (25%).

**50% Controlled Assessment:** x 3 practical performances in sports & analysis / evaluation of own and others' performances.

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

### 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.**

<b>Occupational Area: Business and Services</b>
Childcare: The Play Environment
AND
The Physical Care of Babies

See **Mrs Mussen**

<b>Occupational Area: Construction</b>
Bench Joinery*
AND
Carpentry and Joinery*

See **Miss Turner/Mr Lavery**

<b>Occupational Area: Engineering and Engineering Services</b>
Computer Aided Design (CAD)
AND
Manufacturing Techniques- Sheet Metal*

See **Mr Mulholland/Mr Lavery**

<b>Occupational Area: Design and Creativity</b>	
Patisserie and Baking*	Graphic Design
AND	AND
Contemporary Cuisine	Website Development

See **Mrs Mussen**

See **Mr Heaney**

<b>Occupational Area: Technology and Innovation</b>	
Sound Production	
AND	
TV & Film Production	

See **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**

### 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.

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

### 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.

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

**\*\*Please note Appropriate Footwear MUST BE WORN to undertake any workshop activities in line with Health & Safety Guidance.**

## Engineering & Engineering Services (Occupational Studies)

The **Technology and Design** Department offer two units from the **Engineering & Engineering Services** 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 Engineering Services.

### **What Will I Be Studying?**

<u>Unit 1: Manufacturing Techniques- Sheet Metal *</u>	<u>Unit 2: Computer Aided Design</u>
<p>Pupils will learn about:</p> <ul style="list-style-type: none"><li>Practical skills and basic knowledge required to fabricate assembled components made from sheet metal.</li><li>How to cut, form and join sheet metal to fabricate suitable products.</li></ul> <p>Final Assessment: Metal Toolbox</p>	<p>Pupils will learn about</p> <ul style="list-style-type: none"><li>The basic principles of technical drawing.</li><li>Use CAD drafting skills to produce a range of dimensioned 2-D CAD drawings.</li><li>ICT skills such as storage of documents, use of libraries of parts and correct printing techniques for technical drawings.</li></ul> <p>Final Assessment: 5 CAD 2D drawings</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 any Engineering or metal working related career and/or continue studies at SERC or BMC in a related course.

d course.

**\*Please note there will be a compulsory charge of £15 for the Sheet Metal module.**

**\*\*Please note Appropriate Footwear MUST BE WORN to undertake any workshop activities in line with Health & Safety Guidance.**

## **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. At present, the Yellow Pathway classes will do this course.

**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.

**Assessment:** Portfolio based

The 5 units are:

- 1) Email Software Skills
- 2) IT User Fundamentals
- 3) Presentation Software
- 4) Spreadsheet Software
- 5) Word Processing Software

## 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) Recruitment and Selection
- 5) Understanding Social Enterprise
- 6) Location

## Sport OCN Level 2

This qualification is a Level 2 Certificate in Sport. It is equivalent to a grade C at GCSE. There are no grade boundaries – just pass or fail. The OCN Level 2 in Sport is a qualification designed to support young people get prepared for entering the sports industry. It covers core skills in coaching, fitness, anatomy, and sports development. There are a combination of theory and practical lessons, with most of the work completed in the classroom producing portfolio evidence.

**Assessment:** Portfolio based

**Two units** will be covered over the duration of the course, from a range of the following options. Units will be selected based on the size and profile of the cohort that selects the course:

- Fitness for Sport & Exercise
- Anatomy & Physiology
- Applied Fitness Testing
- Sports Coaching
- Undertaking a new sporting activity
- The impact of exercise on the body