



GCSE

OPTIONS

BOOKLET

2024

Year 10 Questions and Answers

Do I have to study everything on the list?

No. Your choices will be a combination of what you **have to** study and what you **want** to study. In certain cases some of your subjects could be replaced with something a bit different, (for example, a work-related course in anything from Circuits and Wiring to Hair and Beauty Studies). An extended period of work experience might also be a possibility. This is something we will talk over with you during your Options Interview.

How do I choose?

Choosing your options carefully is really important, as you'll be studying these subjects for the next two years. Remember to take your time and think things through carefully. Below are a few 'do's' and don'ts' to help you with this.

Do your groundwork by finding out as much as you can about all of the subjects that interest you. What exactly will they be covering? How much of the course will be practical (hands on)? How much will be theory? What percentage of your final grade will come from coursework and what percentage from exams?

Do think about which subjects you're strong at and which subjects you enjoy. You're more likely to do well in subjects that you're reasonably strong at and find interesting.

Do find out which subjects you'll need to study for the career that interest you. Some jobs may require certain subjects at GCSE, while others studying particular subjects can be helpful. Do your research.

Do seek out as much help as possible. This could include talking to your subject teachers, Head of year and careers teacher.

Don't choose subjects just so that you can stay together with your friends.

Don't choose subjects just because you like the teacher or think the trips you'd go on as part of the course look good.

Don't think about 'boys' subjects and 'girls' subjects- remember that all courses are open to you.

Don't panic. Everyone ends up with enough subjects and very few students end up disappointed with their choice

CCEA GCSE Art and Design

Brief summary of the course:

GCSE Art & Design has two major components –

Unit 1: The Core Portfolio – (Controlled Assessment)

Unit 2: Working to a Stimulus.

Method of study:

Preparatory work – Visual investigation in a variety of media, drawing, painting, photography etc, the majority of which must be first hand.

Development work – This is work produced in a variety of media and technologies demonstrating your ability to sustain purposeful and appropriate lines of enquiry. You will be expected to show the ability to experiment with media, processes and techniques. One of your main areas of exploration will lead directly to your final outcome.

Historical and Contextual Studies – Material relating to the work of other artists that has an influence or a bearing on your own practice including studies and copies of others work.

Final Outcome:

Follow one area of enquiry through to a final outcome in either fine art, craft or design in 2D or 3D. This typically takes the form of a painting, sculpture, design piece, item of clothing etc. When the final outcome is created it should be related to work already existing in the development stages as well as showing some influence from artists/designers who use similar techniques, influences etc.

ESA:

In January of year 12, you will be given the set theme and stimuli for Working to a Stimulus in an examination paper. Students will complete their final outcome during the supervised 10 hour period, before the May date specified in the examination timetable. The ESA will take the format of a theme or context to be developed in 2D or 3D, Design or Fine Art. Your ESA will take the same structure as a coursework project.

What you will be studying:

Exact dates and timescales will be given as soon as they are issued by the examination board.

The Core Portfolio	60%	Edited portfolio made up of no more than 20 A2 sheets
Working to a Stimulus	40%	Final outcome completed within a set period of 10 hours.

Progression Opportunities:

Advertising	Product Design
Architecture	System Design
Archaeology	Theatre Design
Illustration	Textile Design
Restoration	Graphic Design
Photography	Interior Design
Printing	Fashion Design
Research	Window Display
Lighting	Model Making
Marketing	Photo Journalism
Television	Film Making
Fine Art	Community Artist
Media	Art Therapist
Make Up	Landscape Architecture
Beauty Therapy	Gallery Administrator
Teaching	Hair Dressing

CCEA Business and Communication Systems

Business covers a broad range of fields, including retail, human resources, finance, law, sales, marketing and administration.

Students have the opportunity to study the importance of Business and Communication Systems which contribute to the success of a business. In particular students will consider how ICT systems affect the way people work and how they potentially improve communication both internally and externally.

Students will:

- Be introduced to the various aspects of the world of business.
- Acquire useful practical skills in a wide range of areas.
- Acquire the knowledge and skills to become financially independent.
- Develop skills which lead to a number of career paths e.g. finance, business, IT, teaching and many, many more!

Method of study:

Unit 1 – ICT Systems in Business

- This unit is assessed by an external written assessment of 1 hour in length and 60 marks.

This unit is worth 40%

Unit 2 – Using ICT in Business

- This unit is assessed by a computer based examination of 2 hours in length and 60 marks.

This unit is worth 35%

Unit 3 – Controlled Assessment

- It is also assessed through controlled assessment.

This unit is worth 25%

Course Content:

Unit 1:	Unit 2:
<ul style="list-style-type: none">• Business activity• Human Resources• Communication• Marketing	<ul style="list-style-type: none">• Word Processing• Spreadsheets• Databases• Graphics• Presentation Software• Web Authoring• Internet & Email

Entry Requirements

No prior attainment is required to study this course.

You should be a person who is interested in the business world and keen to learn how top entrepreneurs have succeeded in their chosen fields.

Progression Opportunities

Business Studies is highly desirable for many careers whether they are directly business related or will be useful to complement another career path.

- | | | |
|--------------------------------|---------------------------|----------------------------|
| ▶ Bank manager | ▶ Estate Agent | ▶ Public Relations Officer |
| ▶ Business analyst | ▶ Financial Adviser | ▶ Retail Buyer |
| ▶ Business development manager | ▶ Human Resources Officer | ▶ Retail Merchandiser |
| ▶ Business project manager | ▶ Investment Analyst | ▶ Road Transport Manager |
| ▶ Customer services manager | ▶ Management Consultant | ▶ Sales Manager |
| ▶ Digital marketer | ▶ Market Researcher | ▶ Social Media Manager |

Becoming knowledgeable about how businesses operate helps increase your competitiveness in the job market and to understand how the businesses and governments drive our world economies.

Students can further their study at year 13 by completing:

OCR Cambridge Technical Business Extended Certificate Level 3

CCEA GCSE Child Development

Why choose CCEA GCSE Child Development?

Child Development is a two year course and it focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents, and the social and environmental influences affecting family life.



What you will be studying (course content structure / modules) including assessment

Content	Assessment	Weighting (how much is it worth?)	When can I complete this?
Parenthood, Pregnancy and the new born baby	1 exam paper 1hr 15 mins	30%	Every Summer
The development of the child (0-5 years)	1 exam paper 1hr 15 mins	30%	Every Summer
Controlled Assessment Task Investigative task	One controlled assessment task	40%	Every Summer

- **Progression Opportunities (progression / potential job occupations)**

This course also prepares students for further study at the college at post 16, it is an ideal basis for A Level Health and Social Care or a BTEC [in Children's Care, Learning and Development](#) which the college offer at post 16.

The study of this subject at GCSE can lead to the following careers:

Nursery teacher, nursery assistant, registered child minder, nurse, midwife, dietician, paediatrician, school teacher, classroom assistant, health visitor, health promotion work and social worker.



GCSE Construction

The GCSE Construction course is followed over years 11 and 12 with moderation and examination at the end of year 12.

The Course shall comprise four units over the two years:

Unit 1 – Introduction to the Built Environment (20%)

This unit involves:

- Health & Safety at Work
- The Construction Cycle
- Structural forms
- Main activities within the construction industry
- Knowledge and understanding of materials and finishes used in construction.
- Identify different forms of domestic dwellings
- Demonstrate knowledge of professional and craft occupations within construction

Unit 2 – Sustainable Construction (30%)

- Interpret architectural drawings
- Building components (Foundations, Floors, Walls, Windows, Doors, Roofs etc.)
- Produce freehand sketches to explain and communicate ideas
- Cutting Lists and Costings
- Demonstrate knowledge and understanding of issues surrounding sustainable construction and development
- Planning permission
- Renewable energy

These units will be undertaken throughout years 11 and 12. It may require a few site visits (organised) and will involve independent research (guided) on behalf of the student. The unit is externally assessed with 2 written Exams.

Unit 1 paper lasts 1 hour

Unit 2 paper lasts 1 hour 30 minutes

Unit 3 – Craft Project (25%)

Students manufacture a Craft Project (from wood) and produce a Craft Project Evaluation.

Controlled assessment. The teacher assesses the work and marks it.

Externally moderated.

Unit 4 – Computer Aided Drawing (25%)

This module requires the production of a folio of CAD drawings showing a variety of constructional details e.g. Isometric drawings of doors, windows, craft project; annotated drawings showing details of strip foundation, window sill, lintel, door/window jamb; annotated drawings showing floor plan, elevation, section. The teacher assesses the work, then it is externally moderated

This unit will be undertaken throughout years 11 and 12. Students will use the AutoCAD 2021 software for these drawings and shall be instructed in the use of this software via tutorial booklets.

OS Technology & Innovation 1

Unit 1 Bench Fitting

In this unit the pupil will experience some of the skills required to be a workshop joiner. The manufacture of a table from softwood using a variety of wood joints.

Unit2: AutoCAD

Using the AutoCAD 2021 drawing software to produce drawings of building components (window, door, chimney) and of a house.

CCEA GCSE Digital Technology (ICT)

Course Aim

Through studying GCSE in Digital Technology, students will become more independent and discerning users of Digital Technology. They will acquire and apply knowledge and understanding of digital technology in a range of contexts and they will have opportunities to obtain and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.

Students will develop and evaluate digital technology-based solutions to solve, problems; they will understand current and emerging technologies and the social/commercial impact of these technologies. Students will study the legal, social, economic, ethical and environmental impact of digital technology and they will recognise potential risks when using digital technology and develop safe, secure and responsible practice.

Method of study

70% Exam

30% Controlled Assessment

What you will be studying

- Unit 1: Digital Technology – 1 hour written exam – 30% of course
- Unit 2: Digital Authoring/Development Concepts – 1 ½ hour written exam – 40% of course
- Unit 3: Digital Authoring/Development Practice – Controlled Assessment – 30% of course

Progression Opportunities:

The GCSE Digital Technology qualification enables progression to the Level 3 Information in Technology Applications qualifications and/or further learning in this area or into employment.

Possible Career Paths

IT Technician	Graphic Designer	Web Designer	Secretary	Games Designer
Database Administrator	ICT Teacher	Programmer	App Developer	IT Analyst
Network Manager	Applications Development	Social Media Advertiser	Accountant	Marketing Manager

CCEA GCSE in English Language

Brief summary of the course:

We will be following the CCEA GCSE English Language syllabus. The syllabus comprises the following units taught across the two years of study:

- **Unit 1:** *Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts*
- **Unit 2:** *Speaking and Listening*
- **Unit 3:** *Studying Spoken and Written Language*
- **Unit 4:** *Personal or Creative Writing and Reading Literary and Non-fiction Texts*

Course Aim:

Study of this course will prepare learners to make informed decisions about further learning opportunities and career choices, to use language to participate effectively in society and employment and to develop their enthusiasm for reading. It will extend learners' interest in and enthusiasm for literature as they develop an understanding of the ways in which literature is rich and influential.

Successful study of GCSE English Language enables candidates to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- express themselves creatively and imaginatively
- understand the patterns, structures and conventions of written and spoken English
- select and adapt speech and writing to different situations and audiences
- understand how variations in spoken and written language relate to identity and cultural diversity
- become critical readers of a range of texts, including multi-modal texts
- use reading to gain access to knowledge and to develop their own skills as writers
- connect ideas, themes and issues, drawing on a range of texts and situations as found in literary texts.
- become critical readers of fiction and nonfiction prose, poetry and drama

Method of study:

The foundation for the study of GCSE English Language is classroom-based and teacher-led, and includes activities which encourage the student to work independently, as well as with others. The course content is substantial in terms of independent reading and research, and the production of written answers to classwork and coursework, therefore commitment to private study is essential to success in this subject.

What you will be studying:

Unit 1: *Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts*

This unit is assessed through external examination. The examination lasts 1 hour 45 minutes and is worth 30%.

- Section A requires you to demonstrate functional writing skills. There is a single task, which requires you to express your views on a given topic. The form of this writing is usually a letter, an article or a speech, and the audience is usually a member (or members) of your school community
- Section B is about functional reading. You need to read and interpret non-fiction texts (often biographical or autobiographical articles or extracts from books), as well as persuasive media texts, considering both the language used and the presentational choices made.

Unit 2: *Speaking and Listening*

This unit is assessed through controlled assessment and is worth 20%.

You will be assessed in three activities:

- an individual presentation and interaction
- a discussion
- a role play

In Speaking and Listening activities, candidates should:

- present and listen to information and ideas
- respond to the questions and views of others, adapting talk appropriately to context and audience
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas

This module is examined by Controlled Assessment in school and is worth 20% of the GCSE English Language mark.

Unit 3: *Studying Spoken and Written Language*

This unit is assessed through controlled assessment and is worth 20%. Students must complete two tasks.

- Task 1 – The Study of Spoken Language
This task is worth 10%. You have to investigate the characteristics of, and influences on, your own and others' use of spoken language.
- Task 2 – The Study of Written Language
This task is worth 10%. You have to demonstrate knowledge of characters, themes or genre in an extended literary text. (This can be prose, drama, poetry or non-fiction text, or an anthology of texts from any of these genres.)

Unit 4: *Personal or Creative Writing and Reading Literary and Non-fiction Texts*

This unit is assessed through external examination. The examination lasts 1 hour 30 minutes and is worth 20%.

- Section A is a writing task in which you have to demonstrate writing skills in either a piece of personal writing OR a piece of creative writing – there will be a choice of two tasks and you must pick one. The creative writing is usually based on an image which is designed to inspire your story.
- Section B comprises of three reading tasks. The first is based on two fiction texts, and you will be expected to demonstrate an ability to analyse and evaluate language techniques used by the writers, while comparing and contrasting the texts' plot, character, style and setting. The final two tasks on this exam are based on two extracts from the same news article (almost always an opinion piece). You will be asked to consider how the writer has used language to engage and/or persuade the reader.

Progression Opportunities:

A sound understanding of reading/writing skills in the English subject area is the foundation of any career choice for our students. In addition, achieving a good grade in GCSE English Language is a vital requirement for most courses in further and higher education. A minimum C Grade in English Language must be achieved to allow entry into most university courses.

OCR GCSE in English Literature

Brief summary of the course:

We will be following the OCR GCSE English Literature syllabus. The syllabus comprises the following units taught across the two years of study:

- **Unit 1:** *Exploring modern and literary heritage texts*
- **Unit 2:** *Exploring poetry and Shakespeare*

Course Aim:

Study of this course will prepare learners to make informed decisions about further learning opportunities and career choices, to use language to participate effectively in society and employment and to develop their enthusiasm for reading. It will extend learners' interest in and enthusiasm for literature as they develop an understanding of the ways in which literature is rich and influential.

Successful study of GCSE English Literature enables candidates to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Method of study:

The foundation for the study of GCSE English Literature is classroom-based and teacher-led, and includes activities which encourage the student to work independently, as well as with others. The course content is substantial in terms of independent reading and research, and the production of written answers to classwork and coursework, therefore commitment to private study is essential to success in this subject.

What you will be studying:

Unit 1: *Exploring modern and literary heritage texts*

This unit is assessed through external examination. The examination is closed book, and lasts 2 hours and is worth 50%.

- Section A is about modern texts and you will study either *An Inspector Calls* or *Animal Farm*. In the examination, you will answer one essay-style question on their studied text, which is split into two parts:

- a) A comparison of an extract from the studied text with a modern, same-genre unseen extract
 - AND**
 - b) A related question on the same studied text.
- Section B is about literary heritage texts and you will study The Strange Case of Dr Jekyll and Mr Hyde – in this section you will answer one essay-style question on this text, from a choice of two:
 - a) An extract-based question, making links to the whole text
 - OR**
 - b) A discursive question.

Unit 2: Exploring poetry and Shakespeare

This unit is assessed through external examination. The examination is closed book and lasts 2 hours and is worth 50%.

- Section A is about Poetry. You will study on cluster of poems from the OCR Poetry Anthology, and in the examination answer one essay-style question on these poems, split into two parts:
 - a) A comparison of a named poem from the OCR Poetry Anthology with an unseen poem
 - AND**
 - b) A related question on a different poem (own choice) from the OCR Poetry Anthology
- Section B is Shakespeare. You will study Macbeth, and in the examination answer one essay-style question on it, from a choice of two:
 - a) An extract-based question, making links to the whole text
 - OR**
 - b) A discursive question.

Progression Opportunities:

A sound understanding of reading/writing skills in the English subject area is the foundation of any career choice for our students. In addition, achieving a good grade in GCSE English Literature is a sure sign to recruiters in both further education and employment that you have skills of analysis, research, hard-work and literacy.

. GCSE Geography

Through studying this specification, students:

- develop knowledge and understanding of geographical concepts and how they affect our changing world;
- begin to appreciate the importance of the location of places and environments, from local to global;
- develop geographical skills and learn how to use appropriate technologies;
- begin to appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- consider how they can contribute to a sustainable and inclusive environment;
- develop and apply their learning to the real world through fieldwork and other learning outside the classroom; and
- have opportunities to develop as effective and independent learners and as critical thinkers with enquiring minds.

This specification prepares students for the study of geography at a more advanced level, for example courses in Advanced Subsidiary (AS) and GCE Geography, or Advanced Vocational Certificate in Education in Travel and Tourism.

Students must complete three externally assessed units and a controlled assessment. Units 1&2 are worth 40% each and are 1hr 30 mins long. They are available in summer only. Unit 1 or Unit 2 can be taken in either the first or second year of the course. Unit 1&2 exam papers are made up of three sections. Students complete all 3 sections. Section A is worth 50 percent; Section B and Section C are each worth 25 percent. Unit 3 is assessed in a 1 hour written examination worth 20% of the overall GCSE qualification.

Unit 1: Understanding Our Natural World

River Environments, Coastal Environments, Our Changing Weather and Climate, and The Restless Earth.

Unit 2: Living in Our World

Population and Migration, Changing Urban Areas, Contrasts in World Development, and Managing Our Environment.

Unit 3: Fieldwork You will collect geographical data first hand and create and submit a word-processed fieldwork statement and table of data.

Each section is made up of multi-part questions. The resource material is varied. Students must carry out extended writing in some parts of each question. There is one tier of entry for this specification.

CCEA GCSE in History

GCSE CCEA History gives students opportunities to explore key political, economic and social events that have helped shape today's institutions, governments and societies.

Students study and evaluate systems of government and learn how the actions of government impact on individuals, groups and society as a whole. They explore the values, attitudes, perceptions and ideologies that have shaped human behaviour, endeavour and achievement in the past. They also study how men and women in the past have interacted with their environments and how the environment has contributed to and shaped historical events.

This specification allows students to develop skills that are transferable and highly valued by employers. It also prepares them for the further study of history at advanced level, or vocational training.

What you will be studying (course content structure/modules):

This is a single tiered course with a unitised structure. There is now no Controlled Assessment. The course contains two modules. Specific elements include:

- Unit 1: (60%)
 - Section A: Modern World Studies in Depth. **Option 1: *Life in Nazi Germany, 1933-45***
 - Section B: Local Study. **Option 2: *Changing Relations: Northern Ireland and its Neighbours, 1965-98***
- Unit 2: (40%)
 - Outline Study. ***International Relations, 1945-2003***

Progression Opportunities (progression/potential job occupations):

There are some careers that you can do that require you to have a **direct** knowledge of History these include:

Archaeology Architecture Auctioneer Conservation Genealogy	Librarian Museum work Teaching history Theatre
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However, most History graduates go into careers that involve the **skills** you develop in History rather than the content you learn about. These careers include:

Advertising	Media
Broadcasting	Public relations
Banking	Marketing
Diplomatic Services	Management
Journalism	Law
Information Analyst	Police
Civil Service	Publishing
Politics	

GCSE Health and Social Care

CCEA GCSE Health and Social Care provides students with a broad, coherent, and worthwhile course of study and allows students to gain an insight into related Health and Social Care disciplines. GCSE Health and Social Care prepares students to make informed decisions about future learning opportunities and career choices. It encourages students to understand aspects of personal development and the health, social care and early years' sectors by investigating and evaluating a range of services and organisations. They examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture. They also develop a critical and analytical approach to decision making and problem solving.

YEAR 11: Examination; Unit 1 - Personal development, Health and Well-being

A 1½ hour exam which takes place in June of Year 11, it covers the following topics:

Human Development – infancy, childhood, adolescence, adulthood & older adulthood

Factors Affecting Health & Well-being: *Physical*- illness, disease & inherited conditions; *Behavioural* - diet, exercise, alcohol, smoking, drugs; *Environmental* - pollution, occupation & location; *Socio-Economic* - cultural, ethnicity, employment, income & housing

Relationships – family, friends, work & intimate

Unhealthy Relationships – child abuse, bullying & domestic violence

Self-Concept

Major Life Changes and Support Sources – new sibling, starting school, starting university/job, getting married, moving in with partner, becoming a parent, serious injury/illness, separation/divorce, moving house, death of a loved one, retirement, redundancy, immigration/emigration & becoming a carer.

YEAR 12: Controlled Assessment; Unit 2 – Working in the Health, Social & Early Years

Completed in school under controlled exam conditions, similar to coursework. This is looking at service users and their access to services and service providers. Service users, i.e. children and families, older people, people with; mental health difficulties, learning disabilities, physical disabilities, chronic illnesses & dementia. Using a case study provided by the exam board and is submitted by April of Year 12, it covers the following topics:

Identifying and meeting the needs of service users – physical, intellectual, emotional & social

Provision of integrated health, social care and early years services – statutory, independent & informal

Accessing health, social care and early years services - self-referral, professional referral, third party referral & recall

Barriers to access and overcoming these – location, lack of knowledge, transport, cost, communication difficulties, psychological difficulties & lack of resources

Job roles of Practitioners - homecare workers, care assistants, support workers, nurses, social workers, doctors, early years' practitioners & allied health professionals

Values of care - individual rights, anti-discriminatory practice, respect and dignity & effective communication.

Safeguarding

Possible Career Pathways After Studying Health & Social Care

Nurse	Physiotherapist	Youth Worker	Child Minder	Nursery Nurse	Mental Health Nurse
Teacher	Mid-wife	Dietician	Health Visitor	Playschool Assistant	Dental Nurse
Social Worker	Children's Nurse	Health & Safety Officer	Speech Therapist	Occupational Therapy	Ambulance Service

GCSE Hospitality

GCSE Hospitality is a two-year course which allows students to develop a broad knowledge and understanding of the hospitality industry. In particular, they learn about:

- how hospitality organizations operate;
- how the hospitality industry meets people's needs;
- the products and services offered by the hospitality industry;
- employment possibilities in hospitality;
- the importance of quality and customer service in the hospitality industry;
- basic food hygiene practices; and
- the skills required to provide food and drink for customers.

Students develop the core skills required for working in the hospitality industry and transferable skills that are important in working life. Students are encouraged to gain a work placement in the hospitality industry.

What you will be studying

Content	Assessment	Weighting (how much is it worth?)	When can I complete this?
Unit 1 The Hospitality Industry	1 exam paper lasting 1 hour 30 mins	20%	Every Summer
Unit 2: Reception and Accommodation;	1 exam paper lasting 1 hour 30 mins,	20%	Every Summer
Unit 3: Food and Drink.	Students must complete three controlled assessment tasks : ☐ a log book; ☐ a meal assignment; and ☐ a function assignment.	60%	Every Summer

Progression Opportunities (progression / potential job occupations)

This course also prepares students for further study and can help students gain entry into courses such as Level 1 or 2 Diploma in Professional Cookery.

The study of this subject at GCSE can be linked to the following careers:

- professional chef
- waiters,
- front office managers,
- events managers

CCEA GCSE MATHEMATICS

Mathematics is a subject that can open doors and provides opportunities for all students. Mathematics can allow pupils to move onto employment and further/higher educational courses. It is essential that all pupils have opportunities to learn about the relevance of mathematics to everyday life.

Mathematics is all around us. It exists in the proportions of artistic works, in the scores of our favorite songs and in the physical structures we live and work in daily. It is also embedded in many other subjects including the Sciences, Economics and Engineering and is extremely relevant to subjects like Psychology and Design.

The study of mathematics can develop a host of skills that are essential to students continuing in their studies as well as those currently in or 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.

Course Content:

Pupils will follow a modular course where everything is examined in three papers, one calculator paper and a calculator and non-calculator paper. The content of each GCSE Mathematics unit relates to:

- number and algebra;
- geometry and measures; and
- statistics and probability.

There are eight units and they all provide opportunities for students to develop and apply their mathematical skills to real-life contexts.

The eight available units are:

- Unit M1: Foundation Tier
- Unit M2: Foundation Tier
- Unit M3: Higher Tier
- Unit M4: Higher Tier
- Unit M5: Foundation Tier
- Unit M6: Foundation Tier
- Unit M7: Higher Tier
- Unit M8: Higher Tier

The grades that students can achieve depend on the units that they sit for assessment.

Entry requirements:

This course will be offered to all pupils who have achieved a level 4 by the end of Key Stage 3

Foundation Tier Option 1

Content	Assessment	Weightings	Availability
Unit M1: Foundation Tier	External written examination with calculator 1 hour 45 mins	45%	Summer from 2018 and January from 2019
Unit M5: Foundation Tier Completion Test	Two external written examinations: <ul style="list-style-type: none">• Paper 1 without calculator 1 hour• Paper 2 with calculator 1 hour	55%	Summer from 2019 and January from 2020

Foundation Tier Option 2

Content	Assessment	Weightings	Availability
Unit M2: Foundation Tier	External written examination with calculator 1 hour 45 mins	45%	Summer from 2018 and January from 2019
Unit M6: Foundation Tier Completion Test	Two external written examinations: <ul style="list-style-type: none">• Paper 1 without calculator 1 hour• Paper 2 with calculator 1 hour	55%	Summer from 2019 and January from 2020

Higher Tier Option 1

Content	Assessment	Weightings	Availability
Unit M3: Higher Tier	External written examination with calculator 2 hours	45%	Summer from 2018 and January from 2019
Unit M7: Higher Tier Completion Test	Two external written examinations: <ul style="list-style-type: none"> • Paper 1 without calculator 1 hour 15 mins • Paper 2 with calculator 1 hour 15 mins 	55%	Summer from 2019 and January from 2020

Higher Tier Option 2

Content	Assessment	Weightings	Availability
Unit M4: Higher Tier	External written examination with calculator 2 hours	45%	Summer from 2018 and January 2019
Unit M8: Higher Tier Completion Test	Two external written examinations: <ul style="list-style-type: none"> • Paper 1 without calculator 1 hour 15 mins • Paper 2 with calculator 1 hour 15 mins 	55%	Summer from 2019 and January from 2020

Career Progression:

It has never been more important for pupils to develop skill in the area of Mathematics. Most areas of employment and university courses require individuals to have high levels of problem solving and decision-making skills, all of which are developed through studying Mathematics. Many University courses require pupils to have gained a grade C (or even grade B) in Mathematics as a condition of entry.

GCSE MEDIA STUDIES EDUQAS



Two Exam Papers: Component 1 & 2 – 70%
One Coursework Unit: Component 3 – 30%

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation – Advertising, Magazines and Film

Section B: Exploring Media Industries and Audiences – Film, Gaming and Radio.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

Section A: Television

Section B: Music (music videos and online media).

Component 3: Creating Media Products

Non-exam assessment

30% of qualification

An **individual** media production for an intended audience in response to a **choice of briefs** set by WJEC, applying knowledge and understanding of **media language** and **representation**.

Careers Prospects

<i>Presenter</i>	<i>Journalist</i>
<i>Writer</i>	<i>Advertising writer/producer</i>
<i>Photographer</i>	<i>Director – TV/FILM</i>
<i>Teacher</i>	<i>Production staff</i>
<i>Copywriter</i>	<i>Researcher</i>
<i>Publisher</i>	<i>Sales and Marketing</i>

GCSE Modern Languages: French



Pupils will continue to study the Language which they have been studying in Year10. GCSE French develops students' enthusiasm for the language while increasing their confidence in the four key skills of listening, speaking, reading, and writing. Three contexts for learning provide plenty of variety and scope for investigating, understanding, describing, discussing, and giving opinions. The contexts are:








- **identity, lifestyle, and culture**
- **local, national, international, and global areas of interest**
- **school life, studies, and the world of work.**

There is an external examination for each of the specification's four assessment units, each worth 25% of the overall mark. The teacher conducts and records the speaking exam, and students have the opportunity to prepare one of the conversation topics in advance.

The specification has four units:






- **Unit 1: Listening**
- **Unit 2: Speaking**
- **Unit 3: Reading**
- **Unit 4: Writing.**

Careers Using Languages

-  Translation and interpreting.
-  Education.
-  Management consultancy and business services.
-  Finance.
-  Tourism.
-  Government, charity, and international development.
-  intelligence and security.

Transferable skills

The study of a foreign language equips pupils with many transferable skills for example,

-  the ability to communicate,
-  literacy,
-  problem solving,
-  managing information
-  as well as the pleasure in being able to speak another language.

CCEA GCSE Moving Image Arts

Brief summary of the course:

This course aims to help students:

- develop an understanding of film language in both theory and practice
- develop ideas through investigating and experimenting with filmmaking techniques and processes
- develop the ability to manage resources and equipment in relation to film production and to produce moving image artworks
- develop technical competence in the use of filmmaking techniques and
- evaluate the effectiveness of their own practice.

Method of study:

The GCSE Moving Image Arts course is made up of three units:

Component 1: Critical Understanding of Creative and Technical Moving Image Production: 40%

In this one and a half hour online exam, students respond to questions and scenarios about:

- film language;
- genre and representation;
- creative production techniques;
- production management; and
- industry contexts.

The exam includes different types of stimulus such as previously unseen film clips, sound clips, film stills and script excerpts.

This component gives students an opportunity to show their creative and critical knowledge and understanding in an externally marked exam.

Component 2: Acquisition of Skills in Moving Image Production:20%

Students acquire and demonstrate competence in the practical skills to make moving image products by completing four tasks from a stimulus booklet that we provide every year:

- Task 1: Storyboarding;
- Task 2: Camera Work and Editing (combined skills areas);
- Task 3: Postproduction Sound; and
- Task 4: Stop-Motion Animation.

Component 3: Planning and Making a Moving Image Product:40%

This component combines students' skills in creating a complete live action or animated film and a research portfolio, based on a stimulus that we provide. It also aims to extend the film-making skills that students gained in Component 2, to include:

- lighting;
- production design or mise-en-scene; and
- production management.

The component focuses on genre-specific conventions and techniques, drawing on the specification's six compulsory set genres.

Student portfolios must contain the following:

- a **Research Analysis** (including a synopsis) and **Evaluation**;
- a **Screenplay** and **Storyboard**;
- a **Shotlist**, a **Shooting Schedule** and **Director's Notebook** with evidence of production research, design development and production management; and
- a 2 minute narrative **Film** (if animated, this can be 40 - 60 seconds long).

The course prepares students for the study of moving image arts and related courses at A-Level. It also provides students who have an interest in developing a career within the areas of film or media, with relevant skills-based knowledge.

What you will be studying

Progression Opportunities

Advertising	Photography
Illustration	Printing
Research	Lighting
Marketing	Teaching
Television	Theatre design
Model Making	Photo Journalism
Film Making	Animation
Media	ICT

The attitudes and skills promoted through Moving Image Arts, such as imagination, flexibility, camera technique, sound, lighting, editing, appreciation of a range of cultures and manual and visual awareness make it an ideal contributory subject for many careers.

CCEA GCSE Physical Education

Course Aim:

CCEA GCSE Physical Education is an engaging programme for those learners who enjoy sport and are thinking about a possible career in the Sport and Leisure Industry whether as a leader, performer or official.

Brief summary of the course:

Our GCSE Physical Education course develops students' understanding of health, physical fitness and the role of the active leisure industry in improving health and fitness. Students learn about how the body works, the factors that can affect health, and how to plan and lead a healthier lifestyle.

A practical element reinforces students' theoretical learning. They choose the physical activities and/or sports they want to perform from a list that we have designed to cover as many options as possible. Additionally, we can request to include activities and/or sports that are not on our list. Students also complete an analysis and evaluate the quality of their own and others' performances, including fitness levels, attitudes and compliance with the rules.

GCSE Physical Education is a linear qualification: students take all the assessment at the end of the course.

The specification has three units:

- Component 1: Factors Underpinning Health and Performance
- Component 2: Developing Performance
- Component 3: Individual Performances in Physical Activities and Sports.

Content	Assessment	Weightings
Component 1: Factors Underpinning Health and Performance	External written examination 1 hour 15 minutes Students answer short response questions and questions that require extended writing. 100 marks	25%
Component 2: Developing Performance	External written examination 1 hour 15 minutes Students answer short response questions and questions that require extended writing. 100 marks	25%
Component 3: Individual Performances in Physical Activities and Sports	Controlled assessment (a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports. Students perform three physical activities and/or sports from the list that we supply. For one physical activity or sport, the assessment may be based on the consistent quality, efficiency and	50%

	effectiveness of the student's performance as an event manager. $3 \times 50 = 150$ marks and (b) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances. 50 marks	
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Progression Opportunities:

GCSE Physical Education gives learners a strong base for further study in sixth form and an opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. This course gives learners the opportunity to enter future employment in the sport and active leisure industry and to progress to further vocational and academic qualifications in sport. For example, career pathway in sport medicine, dietitian, coaching, sport psychologist, sport journalist and education,

Entry requirements:

Pupils must participate in any sport regularly outside of school and have an excellent Key Stage 3 participation record in PE.

GCSE Religious Education

Content of Course:

Christian Ethics - A study of personal and family issues, matters of life and death, care for the environment, equality, and war and peace.

The Revelation of God - The unit aims to introduce students to a number of themes in the four Gospels, based on the person and ministry of Jesus. These themes are: The Identity of Jesus, The Teachings of Jesus, the Deeds of Jesus, and the Death and resurrection of Jesus.

Assessment Arrangements:

Full course Students will study two units; they will take two external written papers for each of the units studied; each paper lasts 1 hour 30 mins and has a 50% weighting towards overall full-course result. It is available for examination only in summer exams.

Short course students study only one paper; they take one external written examination paper; the paper lasts 1 hour 30 mins and has a 100% weighting towards the end result. It is available for examination only in summer exams.

Career Progression:

Students have the option of continuing their study of religious education after GCSE by enrolling on the A Level Religious Studies Course.

The study of Religious Education will provide students with a wide variety of skills which are transferable into a multitude of career paths, e.g. Advice Worker, Youth and Community Worker, Counsellor, Journalism, Teaching, Law or becoming a Minister of the Church.

Key Stage 4 Science

Science stimulates and excites pupils' curiosity and their interest in, and knowledge of, phenomena and events of the world around them. Through their work in Science, pupils are helped to understand major scientific ideas, to appreciate how these develop and contribute to technological change, and to recognise the cultural significance of Science and its worldwide development. Science offers a range of activities which can engage all learners by linking direct practical experience with ideas, developing key skills and encouraging critical and creative thought, through developing and evaluating explanations.

Pupils learn how technologies based on Science have been used in industry, business and medicine, and how these developments have contributed greatly to the quality of life for most people.

Science is compulsory at Key Stage 4 and this must have a balanced approach i.e. the three main Sciences of Biology, Chemistry and Physics and must be studied in equal proportions. Candidates are encouraged to:-

- Develop their interest in, and enthusiasm for Science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

There are two options for GCSE Science:-

1. CEA Single Award Science – equivalent to 1 GCSE
2. CEA Double Award Science – equivalent to 2 GCSE's

CCEA Single Award Science (Modular)

This is suitable for pupils who are fairly certain that they do not wish to continue with any of the Sciences at "A" level. There are 2 tiers of entry:-

Tier	Grades covered
Foundation	C - G
Higher	A* - D

What you will be studying

Unit 1: Biology

Unit 2: Chemistry

Unit 3: Physics

Unit 4: Practical Skills 2 Assessment booklets completed worth 25%

Progression Opportunities

A course based on this specification provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. It will follow naturally from a course based on the programme of study for Key Stage 3 Science.

Potential job occupations are Laboratory technicians, nurse, scientist, forensic scientist, biologist and environmental scientist.

CCEA Double Award (Modular)

This is suitable for people who wish to leave their options open and who may wish to study a Science Post-16. Pupils must be working at **level 5** or above at Key Stage 3. There are 2 tiers of entry:-

Tier	Grades covered
Foundation	C - G
Higher	A* - D

What you will be studying

Year 11 CCEA

Unit 1: Biology B1 Cells, Living processes and Biodiversity

The relative percentage weighting of this unit within the qualification is 11% and is assessed through an External Examination of structured questions lasting 1 hour.

Unit 2 Chemistry C1 Structures, Trends and Chemical reactions, Quantitative Chemistry and Analysis

The relative percentage weighting of this unit within the qualification is 11% and is assessed through an External Examination of structured questions lasting 1 hour.

Unit 3 Physics P1 Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

The relative percentage weighting of this unit within the qualification is 11% and is assessed through an External Examination structured questions lasting 1 hour.

Year 12 CCEA

Unit 1 Biology B2 Body Systems, Genetics, Microorganisms and Health.

The relative percentage weighting of this unit within the qualification is 14% and is assessed through an External Examination of structured questions lasting 1 hour 15 mins.

Unit 2 Chemistry C2 Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry.

The relative percentage weighting of this unit within the qualification is 14% and is assessed through an External Examination of structured questions lasting 1 hour 15 mins.

Unit 3 Physics P2 Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics.

The relative percentage weighting of this unit within the qualification is 14% and is assessed through an External Examination of structured questions lasting 1 hour 15 mins.

Practical Skills Unit

2 Assessments completed by each student and is worth 25% of the total marks.

Progression Opportunities

A course based on this specification provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. It will follow naturally from a course based on the programme of study for Key Stage 3 Science.

Potential job occupations are Chemists, Biologists, Physicists, Engineers, Forensic scientists, Scientists, Nurse, Pharmacist, Teacher and Occupational therapist, Physiotherapist, Sport

BTECs

BTEC First Award in Music

- Studied over 2 years.
- 2 modules completed per year.

Year 11 Modules

Name	What is involved?	How is it assessed?
The Music Industry	You learn about how the music industry operates, different careers involved and why the music industry is so important.	An external written exam.
Composition	You will learn how to write your own music to fit a brief e.g. film music, and you will produce your compositions on garage band computer software.	Internal coursework

Year 12 Modules

Name	What is involved.?	How is it assessed?
Managing a Music Product	In groups you will create your own music product such as putting on a concert, or a recording. You will create the product then evaluate it.	Internal coursework.
Performance	You will perform two contracting pieces on an instrument of your choice. You do not need to have grades in an instrument, you can be a beginner.	Internal Coursework

Studying music at GCSE can lead to many careers such as:

- Music Teacher
- Studio engineer.
- Music Journalist.
- Performer
- Composer/songwriter
- Any job within media
- Any job within the music industry.

BTEC Level 2 First Award in Performing Arts

Content of Course:

The BTEC Level 2 First Award in Performing Arts (Acting) is the equivalent of one GCSE grade A* - C. You will be required to complete three units.

Unit 1: Individual Showcase

This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge. You will choose one from a number of possible progression opportunities as the basis for your work.

Unit 2: Preparation, Performance and Production

In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance of Blood Brothers by carrying out tasks that are appropriate to your role. No matter what role you undertake, you will also need to explore the performance piece you are working on.

Unit 3 Acting Skills

You will be introduced to important acting skills and will learn about the specific demands that acting makes on the body and mind. In particular, you will undertake a programme of regular exercises to help you master the techniques that will enable you to control and use your voice and body to communicate a character or role. As well as physical skills, you will need to use your imagination to create characters or roles.

Career Progression

University to study Drama/ Performing Arts/Dance/Media/English
Actor/Director/Sound Engineer/Stage Manager/Lighting Technician
Arts Administrator (university degree required)
Broadcasting
Drama Therapist
Events Officer
Film Production
Social Work
Teacher
Sports

Travel and Tourism BTEC Level 2 Award

Course Outline

The BTEC in Travel and Tourism is designed to allow students to gain a sound understanding of the key features of travel and tourism industries and how they operate and interact to meet the growing needs of today's customers. Students will explore concepts such as marketing and customer service. There is also a strong focus on the functions of travel and tourism industries.

The course will also involve a work placement to give you experience of a relevant career in a local travel and tourism organisation.

Assessment

Four units

Unit 1: The UK Travel and Tourism Sector – exam [25%]

Unit 2: UK Travel and Tourism destinations – coursework [25%]

Unit 4: International Travel and Tourism Destinations – coursework [25%]

Unit 6: The Travel and Tourism Customer Experience – coursework [25%]

Where will BTEC Level 2 in Travel and Tourism lead?

This course prepares students for either further specialised courses in Travel and Tourism. We run a very popular and successful Level 3 course in Travel and Tourism at NCIC. It also prepares students for employment in this fast growing sector. Career specialisms that can be derived from this course include:

- Holiday representative
- Tour manager
- Tourism officer
- Tourist information centre manager
- Travel agency manager
- Customer service manager
- Event organiser
- Hotel manager
- Outdoor activities/education

Northern Ireland is a major tourism area and there are therefore a huge number of employment opportunities.

Will it suit me?

No prior attainment is required to study this course.

The grades available through this course are the equivalent of two GCSE's awarded at Pass, Merit, and Distinction. [Pass = 2 C's/ Merit = 2 B's/ Distinction = 2 A's]

"Tourism is the fastest growing industry in the world. With the development of better transport links, more places to visit and more leisure time the trend is set to continue" Richard Branson

OCN NI Level 2 Certificate in Information Technology Applications

Course Aim

Today's work environment depends increasingly on a range of technologies. The OCN NI Level 2 Award and Certificate in Information Technology Applications are designed to provide learners with the IT skills required to function successfully in the work and wider environment.

Method of Study

100% Coursework

What you will be studying

Unit 1: Word Processing

Unit 2: Spreadsheet Software

Unit 3: Imaging Software Tools

Unit 4: Presentation Software

Unit 5: Database Software

Progression Opportunities

The OCN NI Level 2 Award in Information Technology Applications qualification enables progression to the Level 3 Information in Technology Applications qualifications and/or further learning in this area or into employment.

Possible Career Paths

IT Technician	Graphic Designer	Web Designer	Secretary	Games Designer
Database Administrator	ICT Teacher	Programmer	App Developer	IT Analyst
Network Manager	Applications Development	Social Media Advertiser	Accountant	Marketing Manager

Occupational studies

Occupational studies

OS stands for Occupational Studies

- OS qualifications are designed to be accessible to a wide range of students of all abilities.
- The qualification has been designed to provide a more “hands-on” approach to learning.
- What makes it different is that it focuses on a particular kind of knowledge, understanding and skills providing the potential for learning in an important “out-of-school” context.
- The qualification will appeal to students who are better suited to develop their skills in a more practical, occupationally orientated environment, which provides variety in the way they work and are assessed at Key Stage 4.

At North Coast Integrated College we offer a number of Occupational Areas to choose from:

Design & Creativity

Construction

Environment & Society

Business & Services

Technology & Innovation

There are no formal exams in this qualification. Pupils are assessed through a portfolio of their work which they build up over two years and are therefore continually assessed.

OS Business (Child Care)

OSQ Child Care

This Occupational Studies Qualification is made up of two units, based on different developmental stages of Childhood; from babies to Primary 1's.







Year 11 - Unit 1: The Physical Care and Development of the Child

This unit is also split into two sections;

1. 'The physical care of children under 3 years'
2. 'Providing a safe and secure environment for children under 3 years'.

The contents of the unit include: basic needs, physical care, cultural requirements for care, hygiene and protection procedures, nutrition and providing a safe environment

This unit give pupils an opportunity to learn about, plan, carry out and evaluate the following practical activities on/for a baby:

-  Top & tailing,
-  bathing,
-  dressing,
-  preparing for bed,
-  making bottles
-  preparing a healthy meal/lunch

Alongside these activities you keep a weekly log, as well as completing other activities: Careers research, Knowledge tests and Environmental impact





Year 12 - Unit 2: The Play Environment

The unit is split into three sections:

1. 'Play and language development'
2. 'Reading with children'
3. 'Play games with children'

The content of the unit includes: expected pattern of children's development, the importance of play in learning and development of children, play, language and communication, books, poems, games and rhymes and communication difficulties.

This unit gives the pupils an opportunity to create their own learning resources:

-  story book
-  story corner
-  activities
-  Tabletop games

Alongside these activities you keep a weekly log, as well as completing other activities: Going out to local primary school to use their own resources with real children, Classroom plans, Careers research, Knowledge tests and Environmental impact.

OS Engineering & Engineering Services

OS Construction

- **Unit 1** Autocad
- **Unit 2** Bench Joinery (In this unit the pupil will experience some of the skills required to be a workshop joiner.)

OS Business (Hair and Beauty Therapy)

Unit 1 - Shampoo and Conditioning Treatments

The student will learn the massage movements needed for shampoo and conditioning and learn how to blow-dry hair using professional techniques.

Unit 2 - Manicure and Nail Art

The student will learn how to give a full manicure to include nail, cuticle and massage treatments as well as studying the theory of manicure.

OS Design (Hair Dressing)

Unit 1 – Creative Hair Styling on Long Hair

Unit 2- Creative Styling using Blow Drying Techniques

OS Environment and Society (Sport)

As far as is possible the course is run on a practical basis with students visiting and using community facilities whenever possible.

The following 2 units are studied

Running a Leisure Event involves planning the event, the actual running of it and the evaluation of it after the event has taken place. Examples of events include a table quiz, football competition etc.

Sports Leadership aims to introduce students to the skills required to run a sports session and to assist in the running of sports and activity sessions. It aims to provide the groundwork for students to understand the development of sport and leisure at a local and national level. An example would be taking a class for bench football.

The qualification is awarded on three levels; level 1 and level 2 at Pass, Merit or Distinction and First Skills 1,2 and 3.

Assessment takes place throughout the course and is practical in nature. Students will take part in a wide range of practical activities in all three fields

OSQ Contemporary Cuisine, Patisserie and Baking

Unit 3 – Contemporary cuisine (Year 11)

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts.

Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service.

The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers
- consideration of career opportunities in the catering industry
- consideration of safe use of equipment and other health and safety issues in the catering industry
- preparation, cooking and finishing of four starters, four mains and four desserts
- safe storage of foods and recycling of packaging
- healthy eating alternatives
- consideration of environmental issues in the catering industry
- a review and evaluation of performance

Unit 11 - Patisserie and baking (Year 12)

This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry.

Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service.

The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers
- using equipment safely and considering the health and safety issues in the catering industry

- preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards
- recycling, energy conservation and environmental issues in the catering industry
- employment opportunities in the catering industry
- a review and evaluation of performance

Assessment:

Assessment will occur on a weekly basis and is 100% coursework based.

You will submit a portfolio of evidence for each unit which must contain the following:

- Evidence of knowledge and understanding (AO1)
- Evidence of application of knowledge, understanding and skills (AO2)
- Evidence of analysis and evaluation of their work (AO3)
- A diary of activities undertaken
- A record of all the assessment evidence

Entry requirements:

Suitable candidates will need to demonstrate enthusiasm and passion for practical cookery and ability to successfully write up and evaluate their work. There will be an annual £20 fee for ingredients.

OS Environment and Society (Animal Care and Horticulture)

This Occupational Studies Qualification is made up of two units - Animal Care and Horticulture: Growing Plants in a Sustainable Way.

Animal Care:

This unit is suitable for those who wish to gain basic skills, knowledge and understanding of the care and handling of a range of animals and to gain an understanding of working with animals in vocational and environmental settings. Anyone who is interested in pursuing a career with animals will find this unit a good introduction. Learners will become familiar with working with a range of animals.

This unit includes:

- methods of handling animals;
- caring for and feeding animals;
- consideration of safe working practices and health and safety issues in animal care;
- maintaining animal health;
- consideration of career opportunities related to animal care;
- consideration of environmental issues within animal care; and
- a review and evaluation of performance.

Learners can provide evidence through several written and practical projects. A portfolio of each learner's work should include a written record of work undertaken, and reports of any visits undertaken. Projects will be based on the personal involvement of the learner with at least one animal of their own choice in the NCIC farm area, there are three animals to be worked with. Projects should include information about the animal's breed and special requirements due to age or health, identification of signs of health, housing and feeding requirements, a diary of work undertaken with the animal over time and assessments of the risks associated with working with animals.

This unit also encourages visits to zoos, farms, trekking centres and animal sanctuaries as well as investigating the different careers that are available in these areas. If this is not possible, staff working in these areas should speak to learners. Photographic evidence with parental/guardian consent will provide important evidence for this unit.

This unit is suitable for learners who may want to experience working with animals as a possible career option or for general life skills.

Learner should complete **five** assessment tasks

Horticulture: Growing Plants in a Sustainable Way.

This unit is suitable for those who have an interest in pursuing a career such as horticulture/ ground keeping or floristry. The content of this unit should allow learners to develop a basic understanding of plants and how to grow and care for them in a sustainable way, using organic methods wherever possible.

This unit includes:

- consideration of health and safety issues in horticulture;
- organic and sustainable methods for growing;
- various methods that are used to grow plants from seeds, bulbs, corms and tubers;
- taking cuttings and establishing plants;
- consideration of career opportunities in horticulture;
- consideration of environmental issues in horticulture; and
- a review and evaluation of performance.

Learners can present evidence for this unit by carrying out a number of activities to demonstrate their knowledge. Learners should, for example, visit parks or garden centres to identify career opportunities in this area. Practical activities will form the focus of the unit. Learners will present evidence collected from a number of well-planned activities. Teachers/Lecturers can use photographic evidence, with parent/guardian consent, and

witness statements as evidence of learners' practical activities. The learners will experience handling and identifying popular plants that they will come across in gardens, parks and retail outlets. The aim of the unit is to encourage natural or organic methods of growing plants and to be environmentally aware of the disposal of plant and household materials.

Learners should complete **four** assessment tasks.

The Prince's Trust

The Prince's Trust is a recognised qualification in England, Wales, Northern Ireland and Scotland

Opportunities for pupils

- **Develop** - their own personal growth and engagement in, and through, learning
- **Engage in** - learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- **Prepare** - themselves for progression into further education programmes, apprenticeships or other work-based learning.
- **Progress** - Progress their English and mathematics skills.
- **Take part** - Take part in hands on work experience.

Grade equivalents

Pupils will be taking part in the Princes Trust Level 2 Certificate in Personal Development and employability skills which is worth two full GCSEs at a grade B.

Course overview

In year 11 the pupils will complete 6 units of coursework

Unit 1- Managing Money

Unit 2 -Digital Skills

Unit 3- Wellbeing

Unit 4- Presentation Skills

Unit 5- Undertaking an Enterprise Project

Unit 6 – Community impact

	Subject	Teacher
	Careers	Miss McClements
GCSE	Art	Mrs Mc Mullan
	English	Mrs Neill/Mrs Bell/ Mrs Casson/ Mrs McNicholl/ Miss Wallace
	English Literature	Mrs Neill
	French	Miss McStocker/ Miss McClements/ Mrs Maguire
	Geography	Mrs McFarland / Mr Strong
	History	Mrs Hanna/ Mr McGoldrick
	Child Development	Mrs Creelman
	Health and Social care	Mrs Creelman/ Mrs Tohill
	Hospitality	Mrs Evans/ Mrs Creelman
	ICT	Mr Moran/ Mrs Kelly/ Mrs Tasker
	Learning for life and work	Mrs Atherton
	Media Studies	Mrs Bell/ Miss Wallace
	Music	Miss Simpson
	P.E.	Mrs McGarry/ Mr Smyth
	Science	Mrs Brown / Mrs Lyttle/Mrs Mc Fadden /Mrs Atherton/
	Construction	Mr Stewart / Mr Uprichard
	Maths	Mrs McClean / Mrs Bryson/Mrs Moore
	Religion	Mr Greene /Mr McCracken
	Moving Image Arts	Mrs McMullan
BTEC	Business	Mr Moran
	Performing Arts	Miss Hughes
	Travel & Tourism	Mrs Maguire/ Mrs McFarland
OSQ	Animal Care & Horticulture	Mrs McFarland
	Sport, Leisure & Tourism	Mr Strong
	Hairdressing & Beauty	Mrs Todd
	Engineering & Engineering Services	Mr Stewart / Mr Uprichard
	Childcare	Mrs Tohill
	Contemporary Cuisine	Mrs Creelman
Prince's Trust		Mrs McNicholl

