



**GCSE**

**OPTIONS**

**BOOKLET**

**2019**

## 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. Use your school's careers teacher and careers library to check this out.

**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 choices.



## 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. A range of areas and avenues of exploration will be pursued to a greater or lesser extent showing the level of personal involvement you have had with the theme. 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**

## **Brief summary of the course**

**Course Aim: 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%**

## **What you will be studying**

### **Course Content:**

#### **Unit 1:**

- Business activity
- Human Resources
- Communication
- Marketing

## Unit 2:

- Word Processes
- 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**

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.

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

Students can further their study at year 13 by completing:  
BTEC Nationals in Business

*“The biggest risk is not taking any risk... In a world that’s changing really quickly, the only strategy that is guaranteed to fail is not taking risks.”*

Quote from CEO Facebook Mark Zuckerberg

## **CCEA GCSE Child Development**

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### **CCEA GCSE Home Economics: Child Development**

#### **Brief summary of the course**

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 Childbirth	1 exam paper lasting 1hr 15 mins	30%	Every Summer
Child Development (0-5 years)	1 exam paper lasting 1hr 15 mins	30%	Every Summer
Controlled Assessment Task	One investigative controlled assessment task	40%	Every Summer

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

This course 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 Level 2 Diploma in Children's Care, Learning and Development.

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
- 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
- Produce freehand sketches to explain and communicate ideas
- 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 carry out a craft project and produce a craft project folder. 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. Orthographic / Isometric drawings of bricks, doors, windows, craft project; annotated drawings showing details of strip foundation, window sill, lintel, door/window jamb; annotated drawings showing floor plan, elevation, section.

This unit will be undertaken throughout years 11 and 12. Students will use the AutoCAD 2016 software for these drawings and shall be taken through the use of this software via tutorial booklets.

## 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:** Personal Writing and Reading Multi-Modal Texts
- **Unit 2:** Functional Writing and Reading Non-Fiction
- **Unit 3:** Speaking and Listening
- **Unit 4:** Studying Spoken and Written Language and Writing Creatively

### **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.
- Section B is a reading task based on two non-fiction and media texts, allowing you to demonstrate functional reading skills.

### **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 and Writing Creatively*

This unit is assessed through controlled assessment and is worth 40%. Students must complete three 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 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.

- Section B is about reading literary and non-fiction. You need to read, interpret and explain the ways in which literary and nonfiction texts have been structured to engage 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.

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## 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 Modern Languages: French

Pupils will continue to study the Language which they have been studying in Year 10.

### Why choose French/ Spanish for GCSE?

- 75% of the world's population don't speak English!
- Languages are a life skill
- Languages give you the edge in the job market
- A social skill
- It improves your understanding of your own language
- Provides opportunities to work and travel abroad
- Combines with any other subject in many careers

### ***A qualification in a language will make you more employable***

In choosing GCSE French or Spanish you will be able to communicate confidently in both speaking and writing in the foreign language. You will also learn about the culture and lifestyle of France or Spain, mainly from the point of view of a teenager.

Aims of the course:

- To improve literacy skills in both the foreign language and English
- To develop the ability to use French/Spanish for practical communication
- To develop an understanding of grammar
- To offer insights into French/Spanish speaking countries

**Course content:**

**1: Identity, Lifestyle and Culture Students' lives, families, homes and interests, and those of others in Spanish-speaking countries and communities:**

- Myself, my family, relationships and choices
  - Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

**2: Local, National, International and Global Areas of Interest Students' lifestyle and attitudes to environmental, social and global issues, and those of others in Spanish-speaking countries and communities**

- My local area and the wider environment
- Community Involvement
  - Social and global issues
- Travel and tourism

**3: School Life, Studies and the World of Work Education and employment issues in students' own country or community and in Spanish-speaking countries and communities**

- Studies and school life;
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

### **Assessment**

Pupils are assessed in each of the 4 skills- Listening, Speaking, Reading and Writing. Each paper is worth 25% and is assessed by an external exam. The speaking part of the exam is carried out by the pupil's teacher and is marked by the exam board.

### **Career Opportunities**

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.

Knowledge of a foreign language can increase your geographical mobility. Languages can be used in any job. However certain sectors and organisations need linguists more than others, for example:

- Civil Service
- Travel and Tourism
- Hotel Industry
- Diplomatic Service
- Cabin Crew
- Transportation and distribution
- Finance



## **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;
- understand the significance of values and attitudes to the development and resolution of issues;
- 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.

## 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 a valuable insight into related Health and Social Care disciplines. GCSE Health and Social Care is a vocational course and it prepares students to make informed decisions about future learning opportunities and career choices. GCSE Health and Social Care 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.

This two-year qualification enables students to broaden their Key Stage 4 education and provides a natural progression to GCE Health and Social Care which is also studied at NCIC. Each year is worth 50% each of the overall GCSE grade. During the two years, students will investigate human development and factors that affect health and well-being. They also explore the values of care and how practitioners apply them.

**Level of entry:** One tier grades A\* to G

### YEAR 11: Examination Unit

#### Unit 1 - Personal development, Health and Well-being

This is 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 Factors - illness, disease & inherited conditions
- ⊙ Behavioural Factors - diet, exercise, alcohol, smoking, drugs
- ⊙ Environmental Factors - pollution, occupation & location
- ⊙ Socio-Economic Factors - 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, dead of a loved one, retirement, redundancy, immigration/emigration & becoming a carer.

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

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.

This unit is completed in school under controlled exam conditions, 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

## **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.

Through studying this specification, students:

- develop an understanding of history's key value and significance for today's society;
- develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes;
- acquire an understanding of social, cultural, religious and ethnic diversity;
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- make links and draw comparisons with and/or across different periods and aspects of the past;
- organise and communicate their historical knowledge and understanding in different ways, argue a case and reach substantiated judgements; and
- recognise that their historical knowledge and skills help them understand the present and provide them with a basis for their roles as responsible citizens.

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	Librarian
Architecture	Museum work
Auctioneer	Teaching
Conservation	history
Genealogy	Theatre

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	Management
Services	Law
Journalism	Police
Information	Publishing
Analyst	
CivilService	
Politics	

## 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 organisations 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	25%	Every Summer
Unit 2: Reception and Accommodation;	1 exam paper lasting 1 hour	25%	Every Summer
Unit 3: Food and Drink.	Students must complete: <ul style="list-style-type: none"><li>• a portfolio of 3 tasks, which all have a practical outcome</li><li>• contribute to planning and carrying out a function</li></ul>	50%	Every Summer

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

This course 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
- account managers
- Hospitality industry
- Hotel management



## **CCEA GCSE Digital Technology (ICT)**

### **Brief summary of the course**

#### **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 – Exam
- Unit 2: Digital Authoring Concepts – Exam
- Unit 3: Digital Authoring Practice – Controlled Assessment

#### **Progression Opportunities:**

This course prepares students for employment in the Digital Technology/ICT area. Examples are - Technician, Computer Programmer, ICT/Digital Technology Teacher, Software/Games Developer etc...

This course also:

- Enables progression to further and higher education level and employment,
- Applies knowledge across a range of ICT/Digital Technology based scenarios,
- Develops valuable and transferable skills to prepare you for an ever changing and dynamic work place.

Students can further their study at year 13 by completing:  
GCE Digital Technology.

## 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 every day 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 at the end of year 11 and a calculator and non-calculator paper at the end of year 12. The content of each GCSE Mathematics unit relates to:

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

The units all provide opportunities for students to develop and apply their mathematical skills to real-life contexts.

The six available units are:

- Unit T1: Foundation Tier
- Unit T2: Foundation Tier
- Unit T5: Foundation Tier Completion Test
- Unit T3: Higher Tier
- Unit T4: Higher Tier
- Unit T6: Higher Tier Completion Test.

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.

## Assessment Arrangements:

### Foundation Tier

Exam	Assessment	Weighting
Test T1 or T2	External written exam with a calculator  1 hour 30 minutes	45%
Completion Test T5	2 external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <u>without</u> calculator 1 hour</li><li>• Paper 2 <u>with</u> calculator 1 hour</li></ul>	55%

### Higher Tier

Exam	Assessment	Weighting
Test T3 or T4	External written exam with a calculator  2 hours	45%
Completion Test T5	2 external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <u>without</u> calculator 1 hour 15 minutes</li><li>• Paper 2 <u>with</u> calculator 1 hour 15 minutes</li></ul>	55%

### 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

## SUMMARY OF ASSESSMENT

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes 40% of qualification

#### Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

#### Section B: Exploring Media Industries and Audiences

This section assesses **two** of the following media forms: film, newspapers, radio, video games.

It includes:

- one** stepped question on media industries
- one** stepped question on audiences.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

#### Section A: Television

- one** question on **either** media language **or** representation, which will be based on an extract from **one** of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one** question on media industries, audiences or media contexts.

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

- one** question on **either** media language **or** representation (reference to relevant contexts may be required)
- one** question on media industries, audiences or media contexts.

### 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**.

## GCSE Modern Languages:Spanish

Pupils will continue to study the Language which they have been studying in Year 10.

### **Why choose French/ Spanish for GCSE?**

- 75% of the world's population don't speak English!
- Languages are a life skill
- Languages give you the edge in the job market
- A social skill
- It improves your understanding of your own language
- Provides opportunities to work and travel abroad
- Combines with any other subject in many careers

### ***A qualification in a language will make you more employable***

In choosing GCSE French or Spanish you will be able to communicate confidently in both speaking and writing in the foreign language. You will also learn about the culture and lifestyle of France or Spain, mainly from the point of view of a teenager.

Aims of the course:

- To improve literacy skills in both the foreign language and English
- To develop the ability to use French/Spanish for practical communication
- To develop an understanding of grammar
- To offer insights into French/Spanish speaking countries

**Course content:**

**1: Identity, Lifestyle and Culture Students' lives, families, homes and interests, and those of others in Spanish-speaking countries and communities:**

- Myself, my family, relationships and choices
  - Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

**2: Local, National, International and Global Areas of Interest Students' lifestyle and attitudes to environmental, social and global issues, and those of others in Spanish-speaking countries and communities**

- My local area and the wider environment
- Community Involvement
  - Social and global issues
- Travel and tourism

**3: School Life, Studies and the World of Work Education and employment issues in students' own country or community and in Spanish-speaking countries and communities**

- Studies and school life;
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

### **Assessment**

Pupils are assessed in each of the 4 skills- Listening, Speaking, Reading and Writing. Each paper is worth 25% and is assessed by an external exam. The speaking part of the exam is carried out by the pupil's teacher and is marked by the exam board.

### **Career Opportunities**

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.

Knowledge of a foreign language can increase your geographical mobility. Languages can be used in any job. However certain sectors and organisations need linguists more than others, for example:

- Civil Service
- Travel and Tourism
- Hotel Industry
- Diplomatic Service
- Cabin Crew
- Transportation and distribution
- Finance

## **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 effectiveness of the student's performance as an event manager. 3 x 50 = 150 marks and	50%

	(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:-

<b>Tier</b>	<b>Grades covered</b>
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:-

<b>Tier</b>	<b>Grades covered</b>
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

### Unit outline

There are **four units** in total to cover over the two-year course, two of which are core (compulsory) units.

The first **Core Unit** is called *The Music Industry* where students learn about different types of organisations that make up the music industry and understand job roles in the music industry. The assessment for this unit is a one-hour paper.

The second **Core Unit** is internally assessed by the teacher. This unit is called *Managing a Music Product* and is a very practical unit. Students must work together to plan, develop, promote and deliver a music product.

Students have class meetings to decide how they will deliver a music concert and will need to discuss details such as who will perform in it, what date it will be, who will be the audience and how will they promote the concert?

Two more units are chosen from the following options: *Introducing Live Sound, Introducing Music Performance, Introducing Music Recording, Introducing Music Sequencing, Introducing Music Composition.*

**It is not compulsory to play a musical instrument** in order to choose this course although it is an advantage as it allows you to choose from all the units listed below such as *Introducing Music Performance.*

### Assessment and Coursework

There is a one-hour paper for one of the core units and all other units are internally assessed. The units are very practical so coursework would include diary entries to show weekly progress and end of unit assessment would be a video recording or a portfolio.

### Careers

BTEC Music is a very worthwhile qualification to have, even if you are not planning on furthering the subject at a higher level. It develops a wide range of skills which can be applied to many different areas, such as any job which requires creative skills concentration skills, self-discipline or being able to work effectively in a group.

### Potential Job Occupations

There are many career opportunities which focus on the different aspects of music. These include:

TV & Radio (presenting or production)  
The Film Industry  
Theatre Manager  
Music Management  
Music Therapy  
Recording Engineer  
Music Teacher  
Instrument Teacher  
Professional Musician  
Composer or Arranger

Arts Administration  
Marketing  
Conductor  
Music Critic  
Sound Technician  
Stage Manager  
Agent  
Promoter  
Music Publisher  
Event Manager



## **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  
Sport

## **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

# **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:

Engineering & Engineering Services  
Construction  
Environment & Society

Design & Creativity  
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)



# Level 2 Child Care



This Occupational Studies Qualification is made up of two units, based on different developmental stages of Childhood; babies & toddlers and pre-school/Primary 1.

### 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
- ⊙ 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
-  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:

-  physical
-  communication
-  intellectual
-  social
-  emotional
-  behavioural



the importance of play in learning and development of children



play, language and communication



books, poems, games and rhymes



communication difficulties

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



story book



story corner



activities



table top 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



Environmental impact



## **OS Design and Creativity**

This Occupational Studies Qualification is made up of two units – Contemporary cuisine and Patisserie and baking. Assessment is internal and occurs continuously over the two-year period, pupils carry out tasks to gather evidence for their portfolio of work for each unit. Photographic evidence with parental/guardian consent will provide important evidence for each unit.

### **Unit 3 Contemporary cuisine (50% weighting)**

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.

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 (50% weighting)**

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

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

## **OS Engineering & Engineering Services**

### **OS Construction**

- **Unit 1** Carpentry & Joinery (In this unit the pupil will experience some of the skills required to be a joiner.)
- **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.

## **OS Design & Creativity (Website Development & Graphic Design)**

### **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.

### **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

## **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.

### **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.

## **Certificate of Personal Effectiveness Level 2 COPE**

### **What is it?**

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualification offers imaginative ways of accrediting young people's activities. It promotes a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. It aims to teach candidates to understand, take responsibility for and learn from appropriate activities, rather than simply to experience them.

### **Facts and figures**

CoPE at Level 2 is worth 46 points (comparable to a GCSE Grade B).

### **Structure**

Pupils must produce a portfolio of evidence, the course is completely coursework based and no exam element. Throughout their Portfolio of Evidence pupils must demonstrate competence in the following skills:

Introduction to Working with Others,  
Introduction to Improving own Learning and Performance,  
Introduction to Problem Solving,  
Planning and Carrying out a Piece of Research,  
Communication through Discussion  
Planning and Giving an Oral Presentation.

### **What units will you study?**

1. **Communication** – Pupils produce an **oral presentation** on a topic of your choice.
2. **Work Related Learning and Enterprise** – Pupils **work together** on an enterprise project.
3. **Beliefs and Values** - Pupils take part in a class **discussion** on moral issues such as abortion and euthanasia.

4. **Health and Fitness** – Pupils **improve their own learning** by taking part in Heart start first aid training from which they gain a qualification.
5. Pupils **research** an issue of interest to them and produce a school notice board on the topic.
6. **Independent Living** – Pupils help out around the house by learning how to do the families laundry for a week.
7. **Independent living** pupils plan a budget to allow them to live independently for one year, they also plan and prepare a two- course meal which meets the nutritional needs of a chosen group.
8. **Sport and Leisure** – pupils develop skills in an area of sport
9. **Vocational Preparation** – Pupils complete a vocational course of their choice.
10. **Work experience.**- Pupils **problem solve** by finding a work experience placement and take part in work experience for a week.
11. **Citizenship and Community** – Pupils complete community work such as raising money for charity or voluntary work for a charity, help with a community play scheme, or assist in a residential home for elderly people

The purpose of the Certificate of Personal Effectiveness (CoPE) is to enable candidates to develop and demonstrate personal, key and employability skills, to broaden their experience and manage their learning in a variety of real life contexts. It aims to teach candidates to understand, take responsibility for and learn from appropriate activities, rather than simply to experience them.

The most important part of the course is that you learn skills that will help you with your GCSEs, in life in general and in any jobs you will have. You will gain skills such as how to research topics, give presentations, work well in groups, be able to debate and improve their own learning. As well as things like organising events, cookery skills, how to budget as well as complete jobs around the house to allow you to live independently.

	<b>Subject</b>	<b>Teacher</b>
<b>GCSE</b>	Art	Mrs Mc Mullan
	Business Studies	Mrs Shaw
	Child Development	Mrs Evans
	English	Mrs Neill/ Mrs Casson/ Miss Hughes/ Miss Wallace/ Mrs McNicholl
	English Literature	Mrs Neill
	French	Miss McClements/ Mrs Maguire
	Geography	Mrs McFarland / Mr Strong
	History	Mrs Hanna/ Mr McGoldrick
	Health and Social care	Mrs Creelman
	Hospitality	Mrs Evans/ Mrs Creelman
	ICT	Mr Moran/ Mrs Kelly/ Mrs Tasker
	Learning for life and work	Mrs Atherton
	Media Studies	Miss Wallace
	Music	Mrs Hamill
	P.E.	Mrs McGarry/ Mr Haddock
	Science	Mrs Brown / Mrs Lyttle/Mrs Mc Fadden /Mrs Atherton/
	Spanish	Ms Mc Stocker / Mrs Maguire
	Construction	Mr Stewart / Mr Uprichard
	Maths	Mrs McClean /Miss McFarland/ Mr Hung/ Miss McAfee
	Religion	Mr Greene /Mrs Atherton
	Moving Image Arts	Mrs McMullan
	Performing Arts	Miss Hughes
	Travel & Tourism	Mrs Maguire/ Mrs McFarland
<b>OSQ</b>	Animal Care & Horticulture	Mrs McFarland
	Sport, Leisure & Tourism	Mr Strong
	Hairdressing & Beauty	Mrs McClelland
	Engineering & Engineering Services	Mr Stewart / Mr Uprichard
	Childcare	Mrs Tohill
	Contemporary cooking	Mrs Evans/Mrs Creelman
	Design	Mrs Mc Mullan
<b>COPE</b>		Mrs Atherton
<b>Careers</b>	Work Experience	Miss McClements/ Mr McGoldrick





