

INFORMATION BOOKLET FOR

Year 10 PUPILS and PARENTS



KEY STAGE 4
2020 - 2022

INDEX	Page
Introduction	3
Rathfriland High School Curriculum Policy - KS4	4
Advice on making choices	5
 Information on Specific Subjects:	
Art & Design	6
Business Studies	7
Business & Communication Systems	8
Construction & the Built Environment (New Bridge College)	9
BTEC Information & Creative Technology	10
Drama (New Bridge College)	11
English Language & English Literature	12
French	13
Geography	14
History	15
Home Economics	16
Mathematics	17
Further Mathematics	19
Motor Vehicle & Road User Studies	19
Music	20
Religious Education	21
Double & Single Award Science	22
Environment and Society Occupational Studies (A3 Only)	23
Health & Social Care	24
BTEC Sport	25
Design & Technology	26
Occupational Studies Level 2 – Technology & Innovation (A3 Only)	27
OCN NI Level 2 Certificate – Vocational Studies	28
 Information about BTECs and Occupational Studies:	
BTEC First Certificates	29
BTEC Countryside & Environment (SRC Newry)	30
BTEC Childcare (SRC Rathfriland High)	31 & 32
BTEC Digital Media Production (New Bridge College)	33
BTEC Engineering (Banbridge High School)	34
Occupational Studies (SRC Newry)	35 & 36
GCSE Results 2019	37

INTRODUCTION

This booklet is provided to give you information about the Key Stage 4 curriculum on offer in Rathfriland High School.

It is important that you and your parents study the information in this booklet carefully and that you take advice from subject teachers, your Careers' Teacher and the Careers' Advisor.

As you already know, some subjects are compulsory in Years 11 and 12, however you will have a certain degree of choice in some areas, depending on timetable constraints. The breadth of subjects on offer caters for the wide range of interests shown by our pupils.

It is hoped that all subjects described initially can be delivered but this will depend largely on pupil uptake and some over-subscribed choices may be subject to the application of criteria to select those most suited. The criteria will be based on performance in the subject at Key Stage 3 and consideration of other areas pertinent to the qualification.

Following discussions about preliminary choices and having considered the information in this booklet, complete the "Key Stage 4 Curriculum Form" and return to Mrs Chalmers following the Year 10 Options Afternoon.



A McCullough
February 2020

RATHFRILAND HIGH SCHOOL CURRICULUM POLICY FOR KEY STAGE 4

The curriculum offered in Rathfriland High School reflects recent changes in legislation and ensures a broad programme of study, which should best prepare our pupils for the future.

All pupils will follow GCSE or Essential Skills courses in English and Mathematics.

All pupils will have Physical Education, Religious Education, Taught Personal Development, Learning for Life and Work and Careers in their KS4 curriculum to meet statutory requirements.

All pupils will have the opportunity to choose other GCSE or BTEC subjects.

Other examinations offered to some pupils in Years 11 and 12 include a two Single Awards in Occupational Studies delivered by Southern Regional College and OCNNI Essential Skills qualifications.

Rathfriland High School continues to offer a programme of BTECs both in school and in conjunction with the Banbridge Area Learning Community and Southern Regional College.

ADVICE ON MAKING YOUR CHOICES

REMEMBER

- This is the first time you will have your say in what you study
- This the first stage in deciding your future
- Concentrate on your **strengths**
- Make sure you have accurate and up to date information
- Ask for and take advice
- Discuss your options with your parents
- Friends and other relatives can also help



THINK ABOUT

- Any Careers area you have in mind
- Your interests and strengths
- Subjects which you are good at
- Subjects which you might need for any career you have in mind
- Courses and Training opportunities post 16

GCSE Art

Specification at a Glance



The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Component 1:	Controlled assessment	60%	This is a linear qualification. Assessment is available each Summer from 2019.
Part A: Exploratory Portfolio	Internally set and assessed	Part A: 25% 50 marks	
	Externally moderated		
Part B: Investigating the Creative and Cultural Industries	Internally set and assessed	Part B: 35% 70 marks	
	Teachers set tasks based on examples from a controlled assessment booklet that we provide.		
	Externally moderated		
Component 2: Externally Set Assignment	Controlled assessment	40%	
	Externally set and internally assessed	80 marks	
	We set a stimulus paper that provides a choice of themed starting points.		
	Externally moderated		

Component 1: 60 %

The Exploratory Portfolio

Part A: - 25 % Candidates will engage in a variety of media, processes, techniques and skills, building up a portfolio of work based upon a general theme. 2D, 3D, Fine Art and Design work are all included in the above with one **Final Outcome** being required at the end. Candidates will select the best of their work and present a core portfolio for assessment in Year 12 along with the final outcome.

Part B: - 35% A theme and task will be set for the candidate; they will creatively explore and investigate this in their own way under guidance.

Unit one is **60%** of the total marks for the Specification

Component 2: 40%

Externally Set Assignment – Working to a Stimulus

In January of Year 12 pupils begin an externally set assignment based on a theme provided by CCEA. This will require candidates to focus on a response in a 2D or 3D final outcome. Preparatory work is carried out in the weeks preceding a 10 hour supervised period for the production and completion of a final outcome.

Though shorter in time, the nature of experiences will be similar to those of Unit 1 in regards to processes, techniques and media skills.

Unit 2 represents **40%** of the total mark. All work is internally marked and externally moderated at the end of the course during May of Year 12.

Why study Business Studies?

Business Studies helps students understand more about how and why businesses operate in the way that they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media.

Key Features

- Revised specification is newly unitised. This means there is an assessment at the end of each of the two years of study. The specification is now broken down into manageable units. **Unit 1 can be assessed at the end of Year 11.** This provides a greater opportunity to reward learning.
- One tier of entry.** There are no Higher and Foundation papers. All students sit an exam with the same tier of entry.
- Provides a sound basis of business knowledge, which students can build on through further study in GCE AS and A Level Business Studies and GCE Applied.

Specification at a glance

Content	Assessment	Weighting	Availability
Unit 1: Starting a Business <ul style="list-style-type: none"> Creating a Business Marketing Business Operations 	External written exam 1 hour 30 mins Short structured questions and extended writing	40%	Summer (from 2018) Taken in year 11 and can be repeated again in year 12
Unit 2: Developing a Business <ul style="list-style-type: none"> Human Resources Business Growth Finance 	External written exam 1 hour 30 mins Short structured questions and extended writing	40%	Summer (from 2019) Terminal
Unit 3: Planning a Business (synoptic) <ul style="list-style-type: none"> Business Plan 	Controlled Assessment Students complete: <ul style="list-style-type: none"> Booklet A, a research task Booklet B, a structured report-writing task. 	20%	Summer (from 2019) Terminal

GCSE Business and Communication Systems

Why study Business and Communication Systems?

Business and Communication Systems is an exciting and practical subject that recognises how ICT is in the foreground of all business activities. Through studying GCSE Business and Communication Systems, students:

- gain business knowledge, understanding and skills;
- gain practical ICT skills; and
- gain an understanding of how ICT skills are used to enhance business activities, particularly through e-commerce.

Key Features

- This is a unitised specification. This means that students have the opportunity to complete Unit 1: Use of ICT in Year 11. It emphasises practical ICT skills that enhance business activity.
- One tier of entry. There is now no tiering, which allows all students access to all grades.
- It develops skills that are useful in a diverse range of employment roles.
- It reflects the ways in which market environments are changing because of ICT, for example the rise of the e-business.

Specification at a glance

Content	Assessment	Weighting	Availability
Unit 1: Software Applications for Business	External computer-based exam The 2 hour exam tests students' ICT skills in a business context	40%	Every Summer (from 2018) Exam taken in Year 11 and can re-sit in Year 12
Unit 2: The Business Environment	External written exam This paper lasts 1 hour Structured questions	35%	Summer (from 2019) Terminal assessment Year 12 Only
Unit 3: Developing Digital Solutions	Controlled assessment Students project, manage and develop a digital solution for a given problem within a business context.	25%	Summer (from 2019) Terminal assessment

GCSE CONSTRUCTION AND THE BUILT ENVIRONMENT

There will be three key areas that must be covered when studying Construction and the built environment at GCSE:

- Safety and security in construction
- Practical construction skills
- Planning construction projects

Topics within these topics will include:

- Health and safety
- Solving Health and Safety problems
- Plan a practical project
- Manufacture a practical project
- CAD drawings

- **Unit 1: The Construction Industry for the 21st Century**
- **Unit 2: The Construction Craft Project &**
- **Unit 3: Computer Aided Design in Construction**

Exam = 40%

Controlled Assessment = 60%

If you're a practical person, are interested in how things work and are put together, construction could be the industry for you.

Acoustics consultant	Plant mechanic	Landscape architect	Road worker
Architect	Plant operator	Landscaper	Roofer
Architectural technician	Demolition operative	Land surveyor	Rural surveyor
Bricklayer	Domestic energy	Leakage operative	Scaffolder
Building surveyor	Dry liner	Marine craftsperson	Sheet metal worker
Building technician	Electrician	Mechanical engineering	Shopfitter
Carpenter or joiner	Engineering	Minerals surveyor	Steel erector
Carpet fitter-floor layer	Estimator	Painter and decorator	Steel fixer
Cavity insulation	Facilities manager	Paint sprayer	Steeplejack engineer
Ceiling fixer	Fence installer	Planning and development	Stonemason
Civil engineer	Gas mains layer	Plasterer	Structural engineer
Civil engineering	Gas service technician	Plumber	Technical surveyor
Energy assessor	General practice	Project manager	Thatcher
Construction contracts	Glazier	Quantity surveyor	Thermal engineer
Construction manager	Heating and ventilation	Quarry engineer	Tiler
Construction operative	Kitchen/ bathroom	Quarry operative	Timber yard worker
	Land and property	Air conditioning engineer	



BTEC Level 2 First Award in INFORMATION and CREATIVE TECHNOLOGY

Information and Creative Technology gives learners a more focused understanding of Information and Creative Technology.

The course is structured in the following way:

Unit	Content	Assessment	Percentage
Compulsory Core: Unit 1 – The Online World	<ul style="list-style-type: none">• Online services• Online documents• Online communication• The internet• Worldwide web• Email• Data exchange• Data storage• Possible threats to data	External written Examination	25%
Compulsory Core: Unit 1 – A Digital Portfolio	<ul style="list-style-type: none">• Design a digital portfolio• Create and test a digital portfolio• Test the portfolio• Review the digital portfolio	Internal Assessment	25%
Choice of two of the following topics	<ul style="list-style-type: none">• Creating Digital Animation• Creating Digital Audio• Creating Digital Graphics• Creating Digital Video• Spreadsheet Development• Database Development• Website Development	Internal Assessment	50%

GCSE DRAMA



AIMS

Pupils are encouraged to:

- develop a personal interest in drama and be motivated and inspired by studying a broad, coherent and rewarding course of study;
- actively engage in the process of dramatic study so they develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- reflect on and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- develop as active citizens for their future, in employment and society, as well as for the possible further study of drama; and
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

ASSESSMENT

Examinations: Students sit one written paper which is 40% of the total mark, taken at the end of Year 12.

Coursework/Controlled Assessment: There are two practical modules which make up to 60% of the total mark. Each student must complete the compulsory element: Scripted Performance and choose one other task from the range of five on offer: Devised Performance, Prepared Improvisation, Dance Drama, Mime and Design Support.

The design task for the individual student is linked with a group and includes the following options: Costume, Set, Lighting or Multimedia. (Students can take the design task as only one of their two controlled assessment tasks.) **All pupils entered for one tier - CCEA Board**

COURSE CONTENT

The course is divided into two units. Unit 1 is assessed by a compulsory written examination, which takes place in the summer of the second year. Unit 2 is also compulsory and includes **two controlled assessment tasks**. Task 1 (Scripted Performance) is a **compulsory element**. For the compulsory element students may study **any** text; Task 2 is a **chosen element**. Students must choose one element from a list of five:

Devised Performance; Improvisation; Dance Drama; Mime or Design Support.

CAREER PATHWAYS

Work in theatre, Work in television, Design, Teaching, The Arts, Newspapers, Sound/Lighting Engineer, Set Design/Construction, Management, Public Relations, Events Management, Community Work.

At Key Stage 4 we follow the CCEA syllabus for both English and English Literature. The Units we study are:

English Language:

- ◇ Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts
- ◇ Speaking and Listening
- ◇ Studying Spoken and Written Language
- ◇ Personal or Creative Writing and Reading Literary and Non-fiction Texts

Controlled Assessment 40%
Written Exams: 60%

English Literature:

- ◇ Study of Prose: Mice and Men
- ◇ Unseen prose
- ◇ Study of Drama: Blood Brothers
- ◇ Study of Shakespeare: Macbeth
- ◇ Study of Poetry: Poetry Anthology

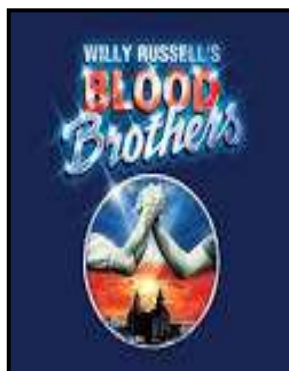
Controlled Assessment: 20%
Written Exam: 80%

Essential Skills:

A small number of pupils' study for Essential Skills Level 1 or 2 as an alternative to GCSE.

Level 1 and 2:

- ◇ Speaking and Listening Tasks:
Pass/ Fail
- ◇ Reading and Writing Examination:
Pass/ Fail



GCSE FRENCH

Learning a language...

- ...improves your grasp of English
- ...enhances your confidence
- ...gives you a wider understanding of world affairs
- ...widens your career / job options
- ...improves international relations
- ...makes travelling easier and more enjoyable
- ...helps you make friends in new countries
- ...shows you are open minded and tolerant
- ...boosts brain power



Students who choose to do GCSE French will follow the CCEA specification. They will develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identity, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Content	Assessment	Weighting
Unit 1: Listening	External written exam with stimulus material in French There are two tiers of entry: <ul style="list-style-type: none"> • Foundation (35 mins. approx.) • Higher (45 mins. approx.). 	25%
Unit 2: Speaking	One teacher-facilitated and externally marked speaking exam There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time. Each test includes: <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and • a general conversation on two topics, one from each of the other two Contexts for Learning. 	25%
Unit 3: Reading	External written exam with stimulus material in French There are two tiers of entry: <ul style="list-style-type: none"> • Foundation (50 mins.) • Higher (1 hour) 	25%
Unit 4: Writing	External written exam There are two tiers of entry: <ul style="list-style-type: none"> • Foundation (1 hour) • Higher (1 hour 15 mins) 	25%




GCSE GEOGRAPHY

Geography develops the student's understanding of the world and its people.

Prior Learning

The course **builds** upon the knowledge, understanding and skills developed at Key Stage 3.

Course Structure and Assessment

<i>ELEMENT</i>	<i>WEIGHTING</i>	<i>HOW ASSESSED</i>	<i>WHEN TAKEN</i>
Unit 1: Understanding Our Natural World <i>Theme A: River Environments</i> <i>Theme B: Coastal Environments</i> <i>Theme C: Our Changing Weather and Climate</i> <i>Theme D: The Restless Earth</i>	 40%	Written examination	May/June of Year 11
Unit 2: Living in Our World <i>Theme A: Population and Migration</i> <i>Theme B: Changing Urban Areas</i> <i>Theme C: Contrasts in World Development</i> <i>Theme D: Managing Our Resources</i>	 40%	Written examination	May/June of Year 12
Unit 3: Fieldwork Students base their answers on their knowledge and experience of work carried out in the field.	 20%	Written examination	May/June of Year 12

Why Geography?

- Geography at GCSE is acceptable as a qualification for most jobs
- There are many careers where the study of Geography is a distinct help

<i>Agriculture</i>	<i>Horticulture</i>	<i>Forestry</i>	<i>Estate Agency</i>
<i>Nature Conservancy</i>	<i>Armed Services</i>	<i>Surveying</i>	<i>Travel/Tourism</i>
<i>Leisure Industry</i>	<i>Town and Country Planning</i>	<i>Transport</i>	<i>Marketing</i>
	<i>Primary School Teaching</i>	<i>Nursing</i>	

GCSE HISTORY

AIMS

The aim of studying History at this level is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

KEY FEATURES

The Revised specification is unitized. This means there is an assessment at the end of each of the two years of study. The specification is now broken down into manageable units.

Paper 1 can be assessed at the end of Year 11.

Paper 2 will be assessed at the end of year 12.

All students sit an exam with the same tier of entry. An A* - G Grade will be awarded.

WHAT WILL I STUDY?

Content	Assessment	Weighting	Availability
Paper 1: Life in Nazi Germany, 1933-45 <ul style="list-style-type: none">• Hitler takes control• Life in Nazi Germany• Germany at War Changing Relations: Northern Ireland and its Neighbours, 1920-49 <ul style="list-style-type: none">• The Partition of Ireland• N. I. and World War Two• Life in post-war Ireland	External written exam 1 hour 45 mins. <i>Format:</i> Source based questions Short response Essay Question	60%	Every Summer Exam taken in Year 11 and can re-sit in Year 12
Paper 2: International Relations, 1945-2003 <ul style="list-style-type: none">• The emergence of Superpowers• Rivalry inside/ outside Europe• The end of the Cold War• New tensions, 1991-2003	External written exam 1 hour 15 mins. <i>Format:</i> Source and Structured based questions Essay question	40%	Summer Terminal assessment Year 12 Only

CCEA GCSE HOME ECONOMICS: FOOD AND NUTRITION

The specification offers opportunities to build on the knowledge, skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3. It encourages students to develop their knowledge and understanding of the science behind food. Topics include food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, and food safety. Students also develop practical skills in food preparation, cooking and presentation.

They also gain knowledge, understanding and skills in areas such as:

- health issues associated with dietary and lifestyle choices
- the factors affecting how we buy food, what we buy and what we waste
- planning meals for people with specific nutritional and dietary needs.



The course helps to prepare young people for adult life and independent living and also provides an excellent foundation for young people who wish to undertake further study in this area, for example progression to CCEA's A Level in Nutrition and Food Science. The course also provides a suitable basis for those seeking employment within the Food and Drinks Sector as well as many other jobs including:

- Health promotion
- Childcare services
- Teaching
- Dietetics
- Nutritionist
- Catering and Hospitality management
- Environmental Health

Specification at a glance:

Content	Assessment	Weighting	Availability
Component 1: Food and Nutrition	External written examination: 2 hours 120 marks The written paper includes multiple choice, short and structured questions and questions requiring extended writing.	50%	Will be completed at the end of Year 12
Component 2: Practical Food and Nutrition	Controlled assessment: 120 marks Students complete one task that involves the following: Part A: Research and Viewpoints; Part B: Justification of Choice; Part C: Planning; Part D: Practical Activity; Part E: Evaluation Teachers mark the task and these are then submitted to CCEA for moderation.	50%	Will be completed in Year 12

GCSE MATHEMATICS /FURTHER MATHS/ ESSENTIAL SKILLS

In the Mathematics Department we aim to provide all pupils with the necessary mathematical skills which they will need in their everyday lives and future careers.

Pupils are given many varied opportunities to develop many other skills including; problem solving, logical reasoning, ICT, managing information, money management, working with others, self-management and being creative.



GCSE MATHEMATICS

At Key Stage 4 the majority of pupils are entered for CCEA GCSE Maths

There are 2 tiers of entry – Foundation and Higher.

Every candidate has access to a grade C.

Target grades are:

Foundation Tier	G, F, E, D, C
Higher Tier	D, C, B, A, A*

Each pupil is entered for the tier which is considered to be the best suitable for their ability. At the end of Year 11 pupils sit their first module M2, M3 or M4 which contributes to 45% of their final grade. The second and final module, M6, M7, or M8, is examined at the end of Year 12. This contributes to 55% of their final grade.

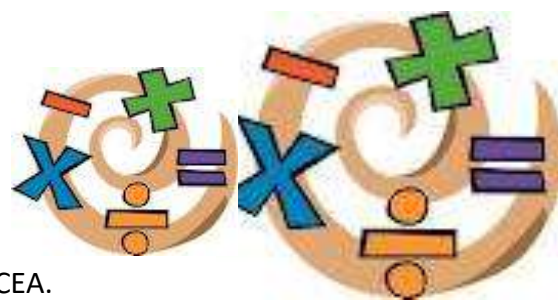
Quality of Written Communication is assessed in both papers with particular emphasis on spelling, punctuation, grammar.

Progress and achievement is carefully monitored throughout the course and, where necessary some pupils are encouraged to change tier in order to maximize their chance of achieving their best possible grade.

Application of Number (Levels 1 and 2)

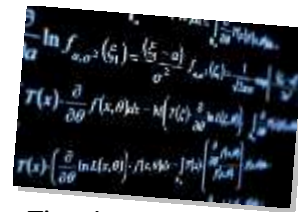
Some pupils will follow the **Application of Number** Level 1 and 2 courses.

- These courses give pupils the opportunity to apply their number skills to practical problems in familiar and unfamiliar contexts.
- Pupils sit one exam which is externally set and marked by CCEA. Calculators are allowed but method must be shown to obtain marks.
- For those achieving Level 1 there will be the opportunity to progress to Level 2.



FURTHER MATHS

In Year 11, pupils who are deemed to be particularly good at Maths by the Maths staff may be given the option of studying Further Maths.



Further Mathematics involves studying mathematics at a level beyond GCSE Higher Tier. It can act as a stepping stone that gives students a sound basis for studying GCE Mathematics, introducing some of the mechanics and statistics topics that appear at AS/A2 level.

Further Mathematics can also help students progress to other studies that require mathematical knowledge and skills, for example higher level science, geography, technology or business.

Examining Board: CCEA

COURSE OUTLINE:

The Further Mathematics specification consists of three units.

UNIT 1 – PURE MATHEMATICS: In this unit, pupils investigate algebra, trigonometry, differentiation, integration, logarithms, matrices and quadratic inequalities. **WORTH 50%.**

UNIT 2 – MECHANICS: In this unit, pupils explore kinematics, vectors, forces, Newton's Laws of motion and moments. **WORTH 25%.**

UNIT 3 – STATISTICS: In this unit, pupils investigate central tendency and dispersion, probability, the binomial and normal distributions and bivariate analysis. **WORTH 25%.**

ASSESSMENT:

Each of the three GCSE Further Mathematics units are assessed through a two-hour written examination paper. Unit 1 is worth 50 % and units 2 and 3 are both worth 25% of the final mark.

Careers which involve a high degree of mathematical skill are:

- Accountancy
- Actuary
- Architecture
- Banking
- Dentistry
- Engineering
- Medicine
- Pharmacy
- Teaching
- Veterinary

I ♥
maths

A blue cartoon car with yellow headlights is shown driving towards the left. In the background, there is a blackboard filled with mathematical formulas, including $\ln f$, $\pi(x)$, $\frac{a}{f(x)}$, σ , and $\frac{1}{f(x)}$.A blue cartoon car with yellow headlights is shown driving towards the left. In the background, there is a blackboard filled with mathematical formulas, including $\ln f$, $\pi(x)$, $\frac{a}{f(x)}$, σ , and $\frac{1}{f(x)}$.A blue cartoon car with yellow headlights is shown driving towards the left. In the background, there is a blackboard filled with mathematical formulas, including $\ln f$, $\pi(x)$, $\frac{a}{f(x)}$, σ , and $\frac{1}{f(x)}$.A blue cartoon car with yellow headlights is shown driving towards the left. In the background, there is a blackboard filled with mathematical formulas, including $\ln f$, $\pi(x)$, $\frac{a}{f(x)}$, σ , and $\frac{1}{f(x)}$.

GCSE MUSIC CCEA



AIMS

- Develop their understanding and appreciation of a range of different kinds of Music; extending their own interests and interesting their ability to make judgments about music quality
- Acquire knowledge, skills and understanding needed to:
 - Make music, both individually and in groups
 - Develop a lifelong interest in music
 - Progress to further study at A level and Degree level or follow a music related career
- To develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

ASSESSMENT

COMPOSING 30%	PERFORMING 30%	LISTENING 35%
A folio of two compositions. One will be based on a given stimulus and the other will be a composition of the pupil's own choosing.	One solo and one group performance to be assessed by a visiting examiner. (6 minutes in total) DISCUSSION WITH THE EXAMINER (approx. 3 minutes) 5%	One listening paper (1 ½ hours) based on the following areas of study: <ul style="list-style-type: none">1. Western Classical Music2. Film Music3. Musical Traditions in Ireland4. Popular Music 1980 – present day Some of the questions will relate to music studied in class.

Pupils must play either an instrument or sing to a Grade 1 or the equivalent standard as a minimum requirement. Full marks can only be accessed for Grade 3 or equivalent standard.

COURSE CONTENT

- Opportunity to compose in any style
- Opportunity to develop technical and expressive performance skills, knowledge and understanding of chosen performance medium
- Understanding of musical language, vocabulary and notation
- Recognition of musical textures, devices, structures, styles, timbres, genres, musical idioms and key elements
- Critically analyse and recognise aurally set musical compositions from the main musical periods- Baroque to 20th Century in a variety of genres

GCSE RELIGIOUS STUDIES AQA

GCSE RELIGIOUS STUDIES CCEA

The reason as to why people study Religious Studies at school is to enlighten them and educate them on the Bible's teachings and to encourage them to respond to moral issues in light of what the Bible says.



The table below summarises the structure of the Full GCSE course. Full course pupils study two units.

Pupils take both assessment units at the end of two years of study.

Content	Assessment	Weighting	Availability
Units studied: <ul style="list-style-type: none">• Mark's Gospel• Christianity Ethics	Two externally assessed written papers, lasting 1 ½ hours each	Each written paper worth 50%	Summer

There will be a single tier of entry.

St Mark's Gospel includes the following topics:

- The identity of Jesus
- Jesus the miracle worker
- The Teachings of Jesus
- The Death and Resurrection of Jesus
- The Role and Nature of Christian Discipleship

'Christianity: Ethics' includes the following topics:

- Personal and family issues (sexuality, marriage and divorce)
- Matters of life and death (abortion, euthanasia and capital punishment)
- Developments in bioethics (infertility, surrogacy and reproductive technology)
- Contemporary issues in Christianity (poverty, fair trade, prejudice and discrimination)
- Modern warfare (weapons of mass destruction, and the Just War tradition)

Career Opportunities:

Social work, nursing, teaching, ministry, law, management, administration, insurance, community work, police officer, armed forces, journalism and the media.

SCIENCE

Scientific knowledge and understanding can lead to the development of new technologies which have a huge impact on society and the environment.



CAREERS, FURTHER AND HIGHER EDUCATION



GCSE Double Award Science is essential preparation for progression to AS and A Level Sciences. The career avenues of medicines, agriculture, engineering, communications, environment and material manufacturing may require qualifications in Double Award Science. Single Award Science alone is inadequate preparation for AS and A level, yet it is a balanced science course and has links with many other areas including business, geography and mathematics.

CCEA DOUBLE AWARD SCIENCE

Double Award Science is **two subjects** and will appear as two grades on a GCSE certificate.

Assessment Component	Weighting	Totals
Biology Unit 1: Cells, Living Processes and Biodiversity	11%	Year 11 Total = 33%
Chemistry Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	11%	
Physics Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	11%	
Biology Unit 2: Body Systems, Genetics, Microorganisms and Health	14%	Year 12 Total = 42%
Chemistry Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	14%	
Physics Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	14%	
Practical Skills Exam	25%	Year 12 = 25%

There are two tiers of assessment - Foundation (grades C – G) and Higher (grades A* – D). The entry level to examinations will be decided by pupil performance in previous examinations and may vary according to individual strengths and weaknesses. The maximum class size is 24 and if oversubscribed a selection criteria based on Key Stage 3 performance in Science will be applied.

CCEA SINGLE AWARD SCIENCE

This is **one GCSE subject** comprising four elements – Biology, Chemistry, Physics and a Practical Skills exam each worth 25%.

There are two tiers of assessment:

Foundation (grades C* – G) and Higher (grades A* – D).



Environment and Society Occupational Studies (A3 Only)

Running a Leisure Event

In this unit the learner will investigate the wide variety of leisure events which take place in Northern Ireland. Learners will develop and use their skills to work effectively as part of a team. They will have the opportunity to plan a leisure event. They will need to consider the type of event which they wish to plan, while also taking into consideration the customer type, the resources required for the event, and health, safety and environmental issues. Learners will participate in the event and will learn to evaluate their own performance. Career opportunities will also be explored.

Sports Leadership

This unit is suitable for learners who are interested in working in the sports sector. Learners will develop the basic skills required to run a sports session. They will have the opportunity to develop their organisational, motivational and communication skills to assist in the running of a sports or physical activity session. The ability to lead a sports session is important for those who hope to work in this sector. Learners will have the opportunity to plan, run and evaluate a sports or physical activity session while taking into consideration the type of participant, resources required and any related health and safety issues.

Horticulture: Caring for Plants and Flowers

This unit aims to provide the learner with the knowledge of scientific principles and skills that are necessary for the growth and care of a range of indoor and outdoor plants, cut flower arrangements and outdoor plants in beds, containers and hanging baskets. The learner will investigate the care of plants in both the horticultural and floristry industries. A range of flowers and plants and their specific care requirements will be studied. The learner will be expected to demonstrate knowledge and understanding in handling and caring for a range of specimens grown in containerised displays and beds as well as presenting and arranging plants for sale. This unit will encourage entrepreneurial activities such as investigating the setting up of a small business for the sale of floral arrangements or containers and hanging baskets.

Assessment is through the completion of practical tasks and some written elements.

CCEA GCSE HEALTH AND SOCIAL CARE



CAREERS, FURTHER AND HIGHER EDUCATION

Many students with qualifications in Health and Social Care go on to have interesting and successful careers in childcare, nursing, midwifery, social work, teaching, paramedics, counselling and health-visiting.

GCSE Health and Social Care enables students to broaden their education and provides a progression to GCE Health and Social Care.

WHAT IS HEALTH AND SOCIAL CARE?

Health and Social Care is the study of health and well-being. Students learn about the key stages of physical and emotional development and begin to understand the profound influence relationships and life events can have on an individual's health. Students also examine the factors that influence a person's self-concept and how people react to change in their lives.

SPECIFICATION (please note the specification has not been accredited yet and is subject to change)

Proposed summary of assessment information

Content	Assessment	Weighting
Unit 1 Personal Development, Health and Well - Being	External written exam (100 marks) 1 hours 30 minutes Students answer three questions that require short responses and extended writing.	50%
Unit 2 Working in the Health, Social Care and Early Years Sectors	Controlled assessment (100 marks) Students are set a task with a 5000 word limit.	50%



BTEC in SPORT

This course consists of both practical and theoretical components. It will enable the pupils to increase their knowledge as a performer but also as a referee and coach. In the theory aspects of the course pupils will gain further understanding of the body and factors that can affect sports performance.



Points to Consider:

- The course is **75% coursework** which is internally assessed
- The other 25% is externally assessed
- The course focuses on teaching pupils how to become independent learners. This is a skill that will be a great benefit in Further and Higher Education
- Pupils will also be given the chance to develop leadership skills through the teaching of peers and younger pupils.

Course Content

Pupils will complete the first three mandatory units and one other optional unit.

Unit	Assessment
Fitness for Sport and Exercise	External Examination
Practical Performance in Sport	Internal Assessment
Applying The principles of Personal Training	Internal Assessment
The Mind and Sports Performance	Internal Assessment
The Sports Performer in Action	Internal Assessment
Leading Sports Activities	Internal Assessment

This course will provide the pupils with experience for a number of different employment pathways that they can take through the sports sector, such as:

- PE Teacher
- Fitness Instructor
- Personal Trainer
- Sports Coach
- Leisure and Tourism

This course can also be studied at Higher Level Education with the A Level equivalent at a number of local schools. This also means it can be carried through to University for a degree in Sport.

DESIGN & TECHNOLOGY



If you enjoyed the creative and hands-on side of design and technology at Key Stage 3 you will want to consider the opportunity to specialise in a two-year course.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The use of new technologies is encouraged in this subject. This specification is designed to foster awareness amongst candidates, of the need to consider sustainability and environmental impact of their designing. GCSE Design and Technology consists of two units:

Unit 1	Unit 2
Examination – one single terminal exam at the end of the two-year course	Non Exam Assessment (Prototype and a 20-Page A3 Design Portfolio)
What's assessed <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>There are multiple extended writing response questions in this examination.</p>	What's assessed <ul style="list-style-type: none"> • Producing a design brief and specification • Generating design ideas using CAD • Developing design ideas using CAD • Making a Prototype • Analysing & evaluating
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks • 50% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Non-exam assessment (NEA): 30–35 hours • 100 marks • 50% of GCSE

The design task choices/contexts for unit 2 will vary and are disseminated to exam centres annually each June. Some examples of design tasks that could be presented are:

A high profile event	The world of travel and tourism	The contemporary home
Children's learning and development	Addressing the needs of the elderly	

What can you do after you have completed the course?

Employer's value a GCSE Design and Technology qualification as it develops creative, technical and transferable skills, especially in vocational areas such as: plumbing, electrical, construction and carpentry etc. Students can go on to study GNVQ Engineering or A Level Product Design, Technology and Design for a further two years. This leads onto engineering degrees at universities and will possibly help you develop a career in the construction or manufacturing sectors.

CCEA Occupational Studies Level 2 – Technology and Innovation (A3 Only) (Bench Joinery and Computer Aided Design)

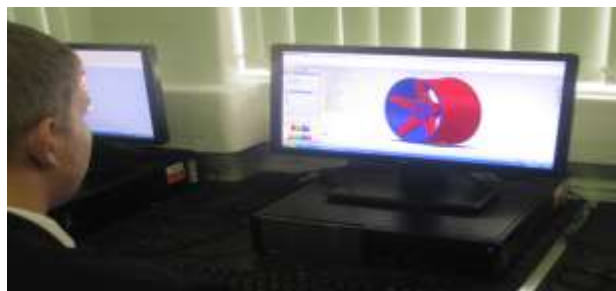
Bench Joinery includes:

- consideration of health and safety issues with respect to workshop activities in bench joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of bench joinery hand tools, and basic hand-held power tools;
- techniques of cutting, jointing, boring and planning to produce construction related components;
- construction of a range of bench joinery models.



CAD includes:

- consideration of health and safety issues in CAD;
- consideration of career opportunities in CAD;
- routine drafting techniques in CAD;
- creating component drawings in CAD;
- consideration of environmental issues in CAD.



OCN NI Level 2 Certificate in VOCATIONAL SKILLS

The OCN NI qualifications in Vocational Skills at Level 2 are designed to provide learners with further skills and knowledge required for working in a range of sector areas and give learners an opportunity to gain valuable generic skills for work.

The qualifications allow learners to develop skills in a range of vocational areas. Learners also can enhance their core skills in areas such as career preparation, presentation skills, teamwork and health and safety.

All evidence will be internally assessed by qualified centre assessors and internally verified by the approved centres.

In order to achieve the qualification learners must complete a total of 13 credits. A minimum of 3 credits must be taken from the Core Skills group up to a maximum of 9 credits. The remaining 10 credits may be taken from any group. There are a large number of units available for study - a range of possible areas of study are as follows:

Some Core Skills Are ...
Active Citizenship in the Community
Applying for Employment
Career Preparation and Planning
Communication Skills for the Individual
Effective Interview Skills
Health and Safety in a Working Environment
Oral Presentation Skills in Practice
Customer Service for the Retail Environment
Additional Units ...
Handling Food Safely
Mobile IT Devices
Using Digital Imaging and Printing Tools
Using Multimedia Software
Accessing the Internet
Developing Websites
Understanding Marketing
Capturing, Editing and Presenting Video Sequences

The list above is not exhaustive and the final units to be studied will be decided by the delivery teacher.

**BTEC L2 Extended Certificate/BTEC First Certificate
Equivalent to 2 GCSEs**

- Countryside & Environment**

This subject is provided as part of the Area Learning Community collaboration. The Countryside & Environment course is delivered at Greenbank Campus, SRC, Newry.

In this programme your son/daughter will study 3 units. The units are assessed by assignments set and marked by the lecturer. The programmes will then be externally moderated by the Awarding Body.

Grading per Unit	PASS 6	MERIT 12	DISTINCTION 18
Possible Grades	PPP 18	Pass Grade	MMD 42 Distinction Grade
	PPM 24	Pass Grade	DDM 48 Distinction Grade
	MMP 30	Merit Grade	DDD 54 Distinction* Grade
	MMM 36	Merit Grade	

Qualification	Pass Grade	Merit Grade	Distinction Grade	Distinction* Grade
BTEC First Certificate 54 maximum	18 – 29	30 – 41	42 – 53	54

BTEC Grade Boundaries	BTEC First Certificate Grade		GCSE Equivalence
18 -29	Pass	P	CC
30 -41	Merit	M	BB
42 -53	Distinction	D	AA
49 -54	Distinction *	D*	A*A*

BTEC Level 2 Diploma in Countryside and Environment (QCF)

Who is the qualification for?

It is designed for students who have chosen to focus their learning and career development within the countryside and environment industry and who are looking for an engaging and stimulating qualification which supports transition directly into employment and/or into further study. It includes compulsory work experience and covers a range of specialisms for students who are passionate about wanting to contribute to managing and shaping the future of the countryside and the wider environment.

What does this qualification cover?

The qualification consists of a core of two compulsory units which makes up one third of the qualification and a choice (from 23) of optional units making up the remainder.

Compulsory units

Unit 1 – ‘Undertake Work Related Experience in the Land-based Industries’ provides students with the opportunity to know and understand the industry from a practical and personal perspective

Unit 2 – ‘Environmental and Land-based Business’ which provides both important practical skills and knowledge of business and its applications in environmental and land-based contexts.

The optional units cover key areas relevant to those working within this sector. They cover a range of the principal themes associated with key areas for employment within the sector, including, for example, urban and forest habitat ecology, forestry skills, conservation, coastal zone management, arboriculture and estate maintenance.

This qualification requires students to develop and apply their knowledge in specific industry-related contexts, while enabling them to acquire a valuable range of practical, work related skills. Students may conduct soil and micro climate investigations, identify the ecological characteristics of a variety of habitats and maintain and improve these to benefit wildlife. Further examples of specialist areas include the servicing and repair of land-based machines/equipment, undertaking terrestrial and aquatic animal/plant surveys, understanding annual crop production cycles and the factors affecting growth and yield (agricultural output) with associated impacts on conservation, and animal health and the factors that contribute to it.

What could this qualification lead to?

This qualification provides a sound basis for students to progress further in the industry - to a level 3 Technical Level qualification in agriculture, countryside management or forestry, to an environmental conservation apprenticeship, direct entry to employment or working as a volunteer with environmental charities. Ambitious students are well prepared for a diverse range of occupations within the industry, including conservation charity worker, maintenance worker for rivers, coasts and waterways, tree surveyor's assistant, timber extractor/processor, crops and agroforestry worker or projects concerned with creating public access to the countryside, rebuilding natural habitats and urban regeneration.

BTEC First Award

Equivalent to 1 GCSE

- **Children's Play, Learning and Development** – BALC in RHS
- **Creative Media** - BALC
- **Performing Arts** - BALC
- **Engineering** – BALC
- **Sport** – BALC in RHS

Standards: a common core and external assessment

Each new Level 2 BTEC First Award has an essential core of knowledge and applied skills. BTEC has introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

The Edexcel BTEC Level 1/Level 2 First Award: is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified.

D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a level 2 qualification learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 12 points
- achieve the minimum number of points for a Level 1. See the Calculation of qualification grade table.

Points available for unit size and grades - The table below shows the **number of points scored per 10 guided learning hours** at each grade. **Points per grade per 10 guided learning hours.**

Points awarded per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	2	4	6	8

Edexcel will automatically calculate the grade for your learners when your unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the **Calculation of qualification grade table**. **Example:** A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

Who is the qualification for?

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at level 2 who want to include a study of children's development in their broader Key Stage 4 curriculum. It provides an introduction to some of the key themes within the early years' sector, enabling students to develop and apply their knowledge while also developing a range of relevant practical, communication and technical skills.

What will the student study as part of this qualification?

This qualification provides an engaging and relevant introduction to the world of early years. It incorporates aspects of child development from birth to age 8, exploring play as a route of children's learning, forming the basis of early years' frameworks, such as the Early Years Foundation Stage (England), and includes a study of inclusive practice and empowering children.

This qualification consists of three compulsory units:

Unit 1: 'Patterns of Child Development' is externally assessed through a written exam paper featuring mini case studies. Students will learn about children's growth and development: physical, cognitive, communication and language, emotional and social and how these areas are linked.

Unit 2: 'Promoting Children's Development through Play' is internally assessed through assignments. Students will explore how play promotes children's development in early years' settings, gaining an understanding of how play is structured.

Unit 3: 'The Principles of Early Years Practice' is internally assessed through assignments. Students will explore the key principles that are reflected in best practice in early years.

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

The assignment-based approach to assessment will support the development of communication skills such as extended writing and drafting, critical skills of analysis, team-working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management. All these will support study at level 3 in any course chosen.

By developing the sector knowledge and skills outlined above, students will be well prepared for progression to a level 3 academic, applied general or technical level qualification in early years or a related area such as psychology. Students might also consider an apprenticeship. The section below suggests some subjects which will complement this course for those who are considering this progression route.

BTEC Level 1/Level 2 First Award in Creative Digital Media Production

Who is the qualification for?

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at level 2 who want to include a study of creative digital media production in their broader Key Stage 4 curriculum. It provides an introduction to some of the key themes within the industry, enabling students to develop and apply their knowledge of the sector while also developing a range of relevant practical and technical skills. It incorporates aspects of digital design, linking to and building on aspects of GCSE computer science and enabling students to apply their knowledge in creative and practical industry related contexts.

What will the student study as part of this qualification?

This qualification provides students with an engaging and stimulating introduction to the world of digital media. They explore some of the key themes across the creative digital media sector, selected from, for example, moving image, audio production, games design, website design and publishing.

Compulsory units

The qualification consists of a compulsory 'core' of two units making up 50% of the qualification, and a choice of two (from five) optional units.

Unit 1 'Digital Media Sectors and Audiences' reflects the breadth of the industry; it is an externally assessed. This unit covers the fundamental knowledge and understanding of media principles across all five key themes within the sector (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). The unit also examines the different types of audience and how they engage with each sector.

Unit 2 'Planning and Pitching a Digital Media Product' requires students to formulate, develop and pitch ideas of a product that they then plan to produce. This unit develops essential communication techniques and skills (verbal, written and visual). It is internally assessed.

Optional units (2 units TBC by Tutor):

The five internally assessed optional units are:

Unit 3 'Digital Moving Image Production'

Unit 4 'Digital Audio Production'

Unit 5 'Digital Publishing Production'

Unit 6 'Website Production'

Unit 7 'Digital Games Production'

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop broad knowledge and skills relating to the creative digital media industry, enhancing their knowledge of computing, applying that knowledge in the context of the digital media production industry (e.g. audio production, digital moving image, digital publishing), and delivering a digital media product. These sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level media qualification or an apprenticeship when taken alongside other qualifications.

BTEC Level 1/Level 2 First Award in Engineering

Who is the qualification for?

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at level 2 who want to include a study of Engineering in their broader Key Stage 4 curriculum.

What will the student study as part of this qualification?

This qualification consists of two core units and a choice of optional specialist units that underpin the knowledge and skills that are valued in the engineering sector. One core unit focuses on essential knowledge, and the other core unit focuses on applying essential vocational skills.

Compulsory units

The Engineered World – In this unit students will investigate the processes used to manufacture modern products within different engineering sectors. Students will also study some of the new developments in materials and engineering technology.

Investigating an Engineering Product - In this unit students will investigate a manufactured product to learn what considerations a designer would keep in mind when writing a technical specification. Students will also investigate the materials and commercial production processes used to manufacture the product.

Optional units (Two TBC by Tutor)

A further choice of optional units allows students to explore the engineering sector more broadly:

- ☐ Health and Safety in Engineering
- ☐ Engineering Maintenance
- ☐ Engineering Materials
- ☐ Computer-aided Engineering
- ☐ Machining Techniques
- ☐ Electronic Circuit Design and Construction

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

The subject-specific knowledge and skills outlined above and developed in studying this qualification will aid progression to further study of Engineering at Level 3 and give some initial preparation for entering the workplace in due course.

What are the benefits of this qualification to students?

The engineering sector offers huge potential for learners interested in the subject. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, aerospace, creative industries, utilities, automotive, agri-food and bioscience. Engineers are fundamentally problem solvers. Their work influences our daily lives from making a telephone call, riding a mountain bike, flying in a plane, walking across a bridge and even wearing perfume or aftershave. They solve scientific and practical problems which affect all aspects of our lives underpinning economic activity and quality of life.

School Partnerships' Programme



Occupational Studies

Students will complete 4 units over the two-year period of this qualification, which will be taught at SRC Newry Campuses. Learners must complete two units from the same occupational area to achieve a qualification.

Teacher Guide for Occupational Studies

Occupational Studies

- targets key Stage 4 learners;
- is accredited at NCF Levels 1 and 2;
- is practical and motivates learners in a hands-on occupational environment;
- focuses on work-related tasks, enabling learners to make informed decisions about progression opportunities and career choices; and
- can help to raise levels of achievement by giving learners opportunities to demonstrate their knowledge, understanding and skills in a context directly related to employability.

What has changed and why?

We have:

- added new units to address the STEM agenda;
- removed some units and rebranded the content of others to reflect changes in industry and occupations;
- changed the way that we assess units and grade the qualification – we assess each unit out of a total of 100 marks (previously 20 marks), and
- not changed the percentage marks allocated to the three assessment objectives.

Assessment Objective	Percentage
AO1 – Knowledge and Understanding	20%
AO2 – Application of Knowledge	60%
AO3 – Evaluation	20%

removed the availability of first skills in Occupational Studies.

NCF	Occupational Studies Grades
Level 2	Distinction*
	Distinction
	Merit
	Pass
Level 1	Distinction
	Merit
	Pass
	Unclassified

The Occupational Studies Qualifications

There are six general occupational areas within the qualification. These are:

Business and Services 15 Units	Construction 8 Units	Design and Creativity 12 Units	Engineering and Engineering Services 11 Units	Environment and Society 9 Units	Technology and Innovation 9 Units
Childcare: the Play Environment Communication in an Office or Business Environment Contemporary Cuisine Creative Styling using Blow-Drying Techniques Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing Patisserie and Baking Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology Vehicle Servicing and Valeting Operations	Bench Joinery Brick and Block Work Carpentry and Joinery Hard Landscaping Painting and Decorating Plastering Plumbing Tiling	Contemporary Cuisine Creative Hairstyling on Long Hair Creative Hair Styling Setting Techniques Creative Styling Using Blow-Drying Techniques Enterprise Crafts Graphic Design Interior Design Patisserie and Baking Specialised Crafts Textile and Fashion Design Total Beauty Website Development	Basic Fork-Fit Operations Basic Vehicle Body Components and Fitting Computer Aided Design Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal Plumbing Vehicle Servicing and Valeting Operations Vehicle Technician Operations	Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Remediation with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism	Bench Joinery Carpentry and Joinery Computer Aided Design Digital Imaging Digital Music Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal Sound Production TV and Film Production

**Please note – not all courses will be available.

Assessment is based on coursework and practical sessions, as well as attendance.

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it's vital that we are able to transfer and adapt our knowledge and skills throughout our careers.

To foster these abilities, Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment. Occupational Studies provides a good foundation from which to advance to competence-based post-16 courses.

Occupational Studies Single Award

In this programme your son/daughter will be assessed out of a total of 100 for each unit of study as outlined below:

60-69 – Pass
 70-79 – Merit
 80-89 – Distinction
 90-100 – Distinction*

The qualification grading has been changed and is now aligned to GCSE grades as outlined below:

Over the year your son daughter will study 2 subjects and the marks combined will determine their equivalent GCSE grade.

Level 2		Level 1	
Distinction*	180 – 200 marks	Distinction	100 -119 marks
Distinction	160 – 179 marks	Merit	80 – 99 marks
Merit	140 – 159 marks	Pass	40 -79 marks
Pass	120 -139 marks		
Unclassified 0 – 39 marks			

2019 GCSE RESULTS BY SUBJECT

Number of pupils entered and achieving grades:

Subject	A*	A	B	C	D	E	F	G	U	X	Total
Art & Design	3	3	3	3	0	0	0	0	0	0	12
Business & Communication	0	4	1	3	0	1	0	0	0	0	9
Business Studies	1	2	2	1	4	2	1	0	1	0	13
Construction	0	2	1	1	2	0	0	0	0	0	6
Drama	2	0	1	0	0	0	0	0	0	0	3
English	0	12	6	19	0	1	0	0	0	0	38
English Literature	1	9	8	1	0	0	0	0	0	0	19
French	0	0	1	2	3	1	0	0	0	0	7
Geography	0	2	5	3	3	0	1	0	0	0	14
History	2	4	3	4	1	1	0	0	0	0	15
Home Economics	1	1	4	3	1	1	0	0	0	0	11
ICT	1	8	4	13	6	8	0	0	0	0	40
Mathematics	4	0	8	20	2	0	0	0	0	0	34
Mathematics Further	0	2	2	1	1	0	0	0	0	0	6
Moving Image Arts	0	2	0	1	1	1	0	0	0	0	5
Motor Vehicle Studies	0	1	1	2	1	1	0	0	0	0	6
Music	0	1	2	3	0	1	0	0	0	0	7
Religious Education	0	0	1	7	0	1	0	0	0	0	9
Science - Single	1	3	6	6	5	0	0	0	0	0	21
Technology	1	0	5	3	4	0	1	1	1	0	15
	**	*A	AA	AB	BB	BC	CC	CD	DD	DE	
Science - Double	0	3	3	0	3	3	3	0	0	0	15

BTEC First Level 2 Extended Certificates

Childcare & Countryside are Double Award subjects and Distinction * is equivalent to 2 A* etc.

Sport & Engineering are Single Award Qualifications and Distinction * is equivalent to 1 A* etc.

Subject	Number of Entries	A* Distinction*	A Distinction	B Merit	C Pass	D	E	F	G	U
Childcare	13	12	1	0	0	0	0	0	0	0
Countryside	14	6	4	0	1	0	0	0	0	0
Engineering	4	2	0	1	1	0	0	0	0	0
ICT	12	0	0	3	8	1	0	0	0	0
Media	3	3	0	0	0	1	0	0	0	0
Sport	16	6	0	1	6	3	0	0	0	0

Total Entries	% achieving A*	% achieving A	% achieving B	% achieving C
38	74	10	0	16