



BALLYMONEY HIGH SCHOOL

KEY STAGE 4 PATHWAYS

“making informed subject choices”

Giving you the opportunity to REACH your potential

Your Curriculum and Courses of Study at Key Stage 4 (Years 11 & 12)

This guide is for the use of both pupils and parents. The purpose of the booklet is to provide a summary of course details across the whole KS4 curriculum, as well as advice on choosing subjects. The information within will enable pupils to make an informed decision when choosing their subjects for KS4.

This is an exciting time where for the first time pupils can choose their own educational pathway. This guide should be used during the option process alongside teacher guidance, information sessions and meetings outlined on the next page.

Increasingly the choices made at Key Stage 4 can impact on future study pathways or employment so it is vital the right choices are made at this stage. We hope you find the Option Booklet helpful and informative.

B Donaghy

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Senior Leader – Curriculum Development/Head of Careers

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The Qualifications on offer

A wide range of qualifications are on offer, all accredited by Examination Bodies like CEA and recognised by employers or further education and training providers.

➤ **GCSE** (General Certificate of Secondary Education)

- This is the main public examination for 16 year olds.
- All core and option subjects are offered at this level.
- It will be possible for pupils to sit examinations which allow them to gain the full range of grades from A* to G. In some subjects candidates sit a common examination offering the full range of grades eg Music or Drama. In most subjects however candidates have to be entered for the appropriate "tier" giving them access to a certain range of grades. This is usually a Foundation tier offering up to a grade C and a Higher tier offering access to the higher grades up to A*. Higher tier examinations demand greater depth of knowledge in studying and answering. Pupils will be entered for the highest tier of which they are capable in the professional judgement of their teachers.
- In all core subjects and wherever else possible pupils will be taught in "sets" according to ability and performance to date in that subject. This allows all pupils to work at a pace and depth suitable to their ability and facilitates teaching appropriate to the examination tier being entered.
- Some subjects are offered at Double Award Level. This means the course content is double that of a normal GCSE. Such courses allow pupils to "specialise" and study more fully a particular subject, which may be necessary to their planned future studies or career. Such courses lead to a double award of 2 GCSE grades eg Double Award Science.

➤ **BTEC**

- These are vocational qualifications with a practical emphasis. The course is offered up to Level 2 on the National Qualification Framework (equivalent to Grades C-A* at GCSE). It is a skills based course and pupils are assessed largely on practical performance. At present we offer Sport in school and Agriculture Double Award through a collaborative arrangement within the Ballymoney Learning Community (BLC).

➤ **Occupational Studies**

- This is a skills based qualification being offered to pupils who find traditional academic subjects and qualifications too demanding and are better suited to develop skills in the 6 practical and occupational areas eg Business & Services, Construction, Design & Creativity, Engineering & Engineering Services, Environment & Society and Technology & Innovation.
- The course is offered up to Level 2 on the National Qualification Framework (equivalent to Grades C-A* at GCSE). It is a skills based course and pupils are assessed largely on practical performance.
- These qualifications will be offered all students.

➤ **CoPE** (Certificate of Personal Effectiveness)

- This qualification is offered by ASDAN and has a GCSE equivalence up to Level 2 on the National Qualification Framework (ie grades C-A* at GCSE).
- Pupils are expected to complete 12 Units of work ranging across Personal Development, Citizenship and Employability or other subject areas.
- There is a strong emphasis on the development of personal skills, with each Unit requiring pupils to plan, do and review a particular task.

➤ **Work Experience Placement**

This placement will be sought for each pupil for one week in the autumn term of year 12. During this placement pupils have the chance to sample work environments in the Ballymoney, Coleraine area, or elsewhere if arrangements can be made. Placements are organised in partnerships with the Careers Department with the assistance, where appropriate, of parents/guardians.

At the end of Year 12 all pupils will produce a Progress File Folder. This document will contain a personal career plan, curriculum vitae, personal statement and examination results along with details of other achievements and experiences within and beyond school.

Curriculum Design (All pathways – 9 qualifications)

Form Class 10 KN/RS/LB/MB ASPIRE pathway	Form Class 10 KN/RS/LB/MB EXPERIENCE pathway	Form Class 10 AS ACHIEVE pathway
English (GCSE)	English (GCSE)	English (GCSE)
Mathematics (GCSE)	Mathematics (GCSE)	Mathematics (GCSE)
Science (S/A) (GCSE)	Science (S/A) (GCSE)	I.C.T. (Level 2 OCN)
R.E (Level 2 OCN)	R.E (Level 2 OCN)	Prince's Trust (Level 2)
+ 1 subject from:- English Literature (GCSE) Business Studies (GCSE) Learning for Life & Work (GCSE)	I.C.T. (Level 2 OCN)	
Careers / P.E. / LLW (non-exam)	Careers / P.E. / LLW (non-exam)	Careers / P.E. / R.E. (non-exam)
+ 4 OPTION SUBJECTS	+ 4 OPTION SUBJECTS	+ 2 OPTION SUBJECTS
		+ 2 OS L2 qualifications

1. Making Suitable Choices

Here is some useful advice to help you make suitable subject choices, to bring you enjoyment, reward and progression to further education, training or employment.

- ✓ Read the information about each subject in this booklet and make sure you attend the Consultation Evening
- ✓ Talk to your teachers to find out more details
- ✓ Consider your recent subject reports to note your strengths and interests
- ✓ Choose subjects you enjoy and find interesting and would study keenly
- ✓ Choose subjects you are good at and in which you are more likely to achieve a good grade
- ✓ Choose a variety of subjects, as too many of the same kind might become boring
- ✓ Check out any subjects you need to study and pass to follow a particular career (Mr Donaghy from the school Careers Department and a representative from the Northern Ireland Careers Service will be present at the Consultation Evening)

2. GCSE & Equivalencies

GCSE, BTEC, OCN, Occupational Studies, CoPE and Performance Skills are recognised qualifications any equivalent course is widely recognised as a GCSE grade A*-C qualification on the NQF. We offer a range of these qualifications and pupils should carefully consider what suits their ability and career pathway best. The Option Choice sheets reflect this blend of academic and vocational choices.

3. Year 10 Options Programme

Timetable of Events

November:	Option programme begins in Careers
December:	Careers Guidance interviews with senior staff Trawl pupil preferences entered into Options Module. This will be used to design and create the options blocks.
January	Information Evening – Trawl sheets completed. Class talk by Curriculum Manager – Option Blocks distributed to pupils
February:	Option Year Assembly for subject guidance
March:	Parent/teacher meeting. Careers guidance from Careers Service (Department for the Economy)
Mid-March:	Options deadline

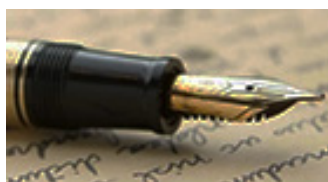
Having thought and made your choices you must complete your Options Choice Form and return it to your Class Tutor no later than the date marked on it

- Make sure you record your name and Class
- Clearly record the subjects of your choice
- Only complete and return the Form after the Consultation Evening

Please note the following points about subject choices:

- ❖ The choices and subjects offered are only provisional
- ❖ Not every pupil may get their first choice list of subjects
- ❖ If too few pupils choose a subject it may not be offered
- ❖ If too many pupils choose a subject and classes would become too large, then some may be asked to make an alternative choice
- ❖ It is not always possible to timetable certain combinations of subjects
- ❖ The professional judgement of teaching and careers staff will be taken into account when deciding suitable numbers and placements of pupils in option subject classes : so too will previous pupil performance or aptitude shown in those subjects.

CORE SUBJECTS




English Language

Qualification Type: GCSE English Language

Exam Board: CCEA

<p>General Information:</p>	<p>This qualification assesses the skills of Reading, Writing, Speaking and Listening.</p>
<p>Course Outline:</p> <p>Exam: 60% C/A: 40%</p>	<p>The course is divided into four Units and is assessed by a combination of external examinations and internal controlled assessments.</p> <p>Units 1 and 4 are assessed by external exams, each of 1 hour 45 minutes duration and each worth 30%.</p> <p>Unit 2 is Controlled Assessment on Speaking and Listening Tasks worth 20% of your final grade.</p> <p>Unit 3 is Controlled Assessment on the study of Written and Spoken language worth 20% of your final grade.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>This qualification is vital for entry to all post 16 courses at Further Education Colleges and for entry to sixth form at other schools.</p> <p>A good grade in GCSE English Language is a demonstration of competent Literacy skills which is a necessity for any job or future course of study.</p>

	Qualification Type: GCSE Single Award Science
Single Award Science	Exam Board: CCEA
General Information:	<p>All three sciences are taught with one grade being awarded. Four units are examined over two years. Two tiers of entry:</p> <ul style="list-style-type: none"> • Higher: A*- D • Foundation: C*- G
Course Outline: Exam: 100%	<p>In Year 11 - 3 subject modules are studied and examined in November. In Year 12 - 3 subject modules are studied and examined in November and May.</p> <ul style="list-style-type: none"> • Biology 25% • Chemistry 25% • Physics 25% <p>Practical skills unit: 25%, completed during year 12.</p>
Career Pathways: Skills Developed:	<p>This subject provides a GCSE grade which will allow pupils to apply for their chosen further education courses and/or careers.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Information retrieval ▪ Listening and observing ▪ Scientific reading ▪ Data representation ▪ Scientific writing ▪ Knowledge presentation



Religious Studies

Qualification Type: Religious Education

Exam Board: OCN

General Information:

The Open College Network Northern Ireland (OCN NI) is an awarding organisation that advances education by developing nationally recognised qualifications.

Course Outline:

C/A: 100%

This is a portfolio based qualification, Level 2, that when completed is equivalent to a GCSE Grade B.

Units include:

- Addiction
- Charity & Religious Charities
- Exploring Personal Identity & Faith
- Exploring Religious Traditions within Own Community
- Life & Death Issues
- Life of a Famous Person of Faith
- Marriage & Divorce
- Prejudice & Reconciliation
- World Faith

Career Pathways:

This course will provide an opportunity for further study at 'A' Level and/or Level 3 equivalent qualifications.

Skills Developed:


Applying the skills that you will learn will benefit you in everyday life and any career path that you follow.

These skills include:

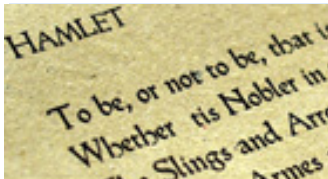
- Working with others
- Investigating changing attitudes to key issues; and
- Analysing and assessing evidence and multiple perspectives

**ADDITIONAL
CORE SUBJECTS**


ASPIRE PATHWAYS ONLY

	<p>Qualification Type: GCSE Business Studies</p> <p>Exam Board: CCEA</p>
<p>Business Studies</p>	<p>General Information: Business Studies provides students with a unique insight into the world of work. They discover how businesses operate and learn about their key elements and essential business functions.</p>
<p>Course Outline:</p> <p>Exam: 80% C/A: 20%</p>	<p>The specification has three units:-</p> <ul style="list-style-type: none"> • Unit 1 : Starting a Business • Unit 2 : Developing a Business • Unit 3 : Planning a Business <p>Unit 1 looks at creating a business, marketing and business operations and is assessed an external written examination.</p> <p>Unit 2 is also examined, but topics include human resources, business growth and finance.</p> <p>Unit 3 is a controlled assessment piece and requires students to engage in business planning in response to a pre-released scenario challenge</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>This course offers an excellent foundation for those wishing to pursue careers in management, marketing, project managements, business accounting, management consultancy, human resources and business journalism as well as those interested in continuing on to further study.</p> <p>As a new course at KS4 students will gain new knowledge and develop enterprising skills in the process. This GCSE emphasises the importance of cross curricular skills of Communication, using Mathematics and using ICT, as well as developing skills in self-management, working with others, problem solving, managing information and being creative with new ideas.</p>

ASPIRE PATHWAYS ONLY

 <p>English Literature</p>	<p>Qualification Type: GCSE English Literature</p> <p>Exam Board: CCEA</p>
<p>General Information:</p>	<p>Pupils will develop the ability to analyse the impact of language, structure and form in a range of texts including Poetry, Prose and Drama.</p>
<p>Course Outline:</p> <p>Exam: 80% C/A: 20%</p>	<p><u>Unit 1: The Study of Prose</u> - 30% External written examination (Untiered) 1 hour 45 mins Students answer two questions, one from Section A and the set question in Section B. Section A is closed book.</p> <p><u>Unit 2: The Study of Drama and Poetry</u> - 50% External written examination (Untiered) 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is open book.</p> <p><u>Unit 3: The Study of Shakespeare (Controlled Assessment)</u> - 20% Students have 2 hours to complete one task: an extended writing question based on a theme.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>This qualification is desirable for some Primary school teaching courses at some universities.</p> <p>Pupils will read for enjoyment and nurture a lifelong love of literature.</p>

ASPIRE PATHWAYS ONLY

 <p>Learning for Life and Work</p>	<p>Qualification Type: GCSE Learning for Life & Work</p> <p>Exam Board: CCEA</p>
<p>General Information:</p>	<p>GCSE Learning for Life & Work specification engages students to explore social, personal, economic and employment issues. Topics include diversity and inclusion, social responsibility, human rights and entrepreneurship.</p> <p>The specification helps students to understand the connections between local, national and global issues. They develop confidence in thinking independently by critically challenging accepted views and assumptions. They also make informed decisions and take appropriate action.</p>
<p>Course Outline:</p> <p>Exam: 60%: C/A: 40%</p>	<p>There are three written exams, each worth 20% of the overall mark, and an investigation worth 40%</p> <p>Unit 1 Local and Global Citizenship Unit 2 Personal Development Unit 3 Employability Unit 4 Controlled Assessment Task</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>With this qualification, students can progress to study subjects such as Business Studies, Health and Social Care, and Economics. This GCSE also provides a good foundation for careers in business, finance, marketing, human resources and research.</p> <p>This course helps students to development confidence in thinking independently about various issues by critically challenging accepted views and assumptions. It equips them to make informed decisions and take appropriate courses of action.</p> <p>Learning for Life and Work provides students with transferable skills such as creative thinking, analytical problem solving and effective teamwork.</p>

OPTIONAL SUBJECTS

GCSE and other Equivalent
Level 2 Courses



Prince's Trust

Qualification Type:	Achieve Programme
Exam Board:	The Prince's Trust

General Information:	<p>The Achieve programme is a 2 year course in which pupils will work on a number of units that build up a portfolio based on the skills identified below.</p> <p>Pupils are encouraged to unlock their potential and take responsibility for their own learning and development.</p>
Course Outline:	<p>Pupils will build up a portfolio of work over 2 years with regular moderations during the course of the programme.</p>
Portfolio: 100%	<p>Pupils will be awarded:</p> <p>Level 2 Certificate (equivalent to two C grades at GCSE) or Level 1 Certificate (equivalent to three D grades at GCSE).</p>
Career Pathways:	<p>As a general skills based qualification this course will provide a platform for further study at Level 3.</p>
Skills Developed:	<ul style="list-style-type: none"> • Personal and social development: By working in small groups, you'll be able to meet new people and make new friends • Life skills: Through fun and interactive sessions, you'll learn how to manage money, be healthy and stay safe • Active citizenship: You'll work as part of a team to make a difference to your local community • Enterprise project: This is a Dragons' Den style challenge. Ready to put your entrepreneurial skills to the test? • Preparation for work: Create a tip-top CV, practice for future interviews and explore your skills and talents



Agriculture and Land Use

Qualification Type: GCSE Agriculture & Land Use

Exam Board: CCEA

General Information:

This specification supports students’ development as individuals and skilled contributors to the land-based industries that are a significant source of economic activity and employment. It gives students a pathway into further studies and/or employment.

GCSE Agriculture and Land Use is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.

Course Outline:

Unit 1: Soils, Crops and Habitats
An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations 25%.

Unit 2: Animals on the Land
An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations 25%.

**Coursework:
100%**

Unit 3: Contemporary Issues in Agriculture and Land Use.
Controlled assessment students complete two controlled assessment tasks: practical investigation task (20%) and research project (30%). Teachers mark the tasks and we moderate the results (50%).

Career Pathways:

This course offers an excellent foundation for those wishing to pursue a career in agriculture or related sector and a platform to complete further study in Agriculture at Post 16 through A-Levels or at CAFRE (Greenmount Campus).

Skills Developed:

Much of the course is based on: - application of number, communication, improving their own learning and performance, carrying out research and analysing and evaluating work, information and communication technology, problem solving and working with others.



Art & Design

Qualification Type: GCSE Art

Exam Board: AQA

General Information:

More and more Universities and Colleges are asking for a creative subject alongside traditional STEM subjects. This new Art & Design GCSE prepares students by encouraging their creativity. Art enhances fine motor skills, hand-eye co-ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Typically students choosing art at GCSE level will have reached an acceptable skills level at Key Stage 3, have a genuine passion for art and possibly have some notion of how it will fit directly or even indirectly with their career pathway.

Course Outline:

Exam: 40%
C/A: 60%

Component 1 PORTFOLIO 60% of overall mark

Each student will produce a portfolio of work combining their own personal studies and working to a specific theme developing skills in a range of different areas and showing influences by other artists. This will usually take the form of several sketchbooks and will include:

- A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of Final Outcome meeting all 4 assessment objectives. *Research, Development, Refinement and a Final Outcome.*
- A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits and independent study.

Component 2 EXTERNALLY SET EXAMINATION 40% of overall mark

The examination board will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point and produce a Final Outcome in their chosen area.

Career Pathways:

Art is a core essential to any creative or design career. The career possibilities are too many to mention but a small selection would be graphic design, photography, engineering, kitchen design, CAD, sculpture, ceramics, crafts, hair and nail design, interior design, fashion or shoe designs etc.

Skills Developed:

- It encourages students to engage with the creative and cultural industries
- It offers opportunities to build on the skills and capabilities developed through the delivery of the NI Curriculum at Key Stage 3
- It offers broad and flexible content, allowing students to pursue a range of creative pathways.

The specification also offers students the opportunity to progress to 'A' Level and/or other courses of study or employment.



**Business and
Communication
Systems**

**Qualification Type: GCSE Business & Communication
Systems**

Exam Board: CCEA

<p>General Information:</p>	<p>In studying this course you will study business activity and how ICT has changed the business environment. You will develop as an effective and independent thinker with an enquiring mind. You will have the opportunity to develop valuable practical ICT skills in a business context and use software applications to develop digital solutions to enhance business activities.</p>
<p>Course Outline:</p> <p>Exam: 75% C/A: 25%</p>	<p>Unit 1: Software Applications for Business You will study common applications and gain a thorough knowledge of their capabilities. This unit is assessed in a 2 hour computer-based examination at the end of year 11 that is worth 40% of the overall GCSE.</p> <p>Unit 2: The Business Environment You will study recruitment, selection, training and marketing as well as the implications of digital technology for business. This unit is assessed in a 1 hour external written examination that is worth 35% of the overall GCSE.</p> <p>Unit 3: Developing Digital Solutions You will learn how to plan and develop a digital solution for a business. i.e. Website, database etc. This unit is assessed by a controlled assessment task worth 25% of the overall GCSE.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>This course leads to a wide variety of opportunities, depending on post 16 study; it can give access to business orientated jobs in marketing, production and human resources as well as giving access to ICT related careers like web design or software development. <i>The key is that the subject covers a wide range of areas which you can choose to specialise in at post 16 study.</i></p> <p>By Studying this subject you will: -</p> <ul style="list-style-type: none"> • improve communication skills by learning how to write reports, give presentations, and participate in discussions, debates and interviews. • apply mathematical concepts to problem-solving strategies, and interpret, analyse and present data in a range of simulated and real-life contexts. • use ICT in a wide range of contexts to access, manage, select and present information. • increase your use of critical analysis, learn to express ideas and opinions, and make decisions and be able justify them.



Child Development

Qualification Type: BTEC Technical Award
Child Development

Exam Board: Pearson

<p>General Information:</p>	<p>This course will give pupils an applied knowledge and understanding of child development. This includes how children learn through play, how to support children with additional needs by adapting activities to promote their development, and how to evaluate activities to ensure they best support all children to develop and to promote inclusion.</p>
<p>Course Outline:</p> <p>Exam: 40%:</p> <p>Controlled Assessment: 60%</p>	<p>Component One – Children’s Growth and Development (C.A. 30%)</p> <p>Learners will</p> <ul style="list-style-type: none"> • understand the difference between growth and development • explore factors that affect growth and development • illustrate how children grow and develop across the ages of birth to five years old. <p>Component Two – Learning through Play (C.A. 30%)</p> <p>Learners will</p> <ul style="list-style-type: none"> • Explore how children play • Understand how play can be organised to promote learning • Demonstrate how children’s learning can be supported through play <p>Component Three – Children to Play, Learn and Develop (Exam 40%)</p> <p>Learners will</p> <ul style="list-style-type: none"> • Understand how individual circumstances can impact on a child’s learning and development • Explore how individual circumstances may impact on learning and development • Investigate how a child learns, develops and adapts activities to support the inclusion of all children in play for learning and development
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>With this qualification, students may choose to progress to A-level study or related Level 3 study.</p> <p>This BTEC helps to equip students for a career in a multitude of industries such as childcare, education and healthcare such as nursing, speech and language therapy as well as occupational therapy.</p> <p>This course will develop knowledge, and attributes alongside enhancing transferable cross-curricular and key skills. Students will learn to develop their self-reflection, communication, teamwork and problem solving.</p>



Construction

Qualification Type: GCSE Construction & The Built Environment

Exam Board: CCEA

General Information:

This revised qualification features up-to-date content that reflects modern-day practices in the construction industry. It encourages students to develop their knowledge of the construction industry and the built environment. They then apply this knowledge in relevant and work-related contexts. They learn to interpret drawings of domestic buildings and explore the materials and sustainable methods used in domestic and commercial construction. The specification also helps students to appreciate the importance of health and safety in the construction industry.

Course Outline:

Exam: 50%
C/A: 50%

Unit 1: Introduction to the Built Environment - 20%

Written exam – 1 hour

Unit 2: Sustainable Construction - 30%

Written exam (paper includes questions based on pre-release materials) – 1 hour 30 mins

Unit 3: The Construction Craft Project - 25%

Controlled assessment based on woodwork

Unit 4: Computer Aided Design in Construction - 25%

Controlled assessment based on AutoCAD

Career Pathways:

Architect
Architect Technician
Set Builder for the film industry
Carpentry and Joinery

Skills Developed:

General manufacturing and professional AutoCAD skills



Digital Technology

Qualification Type: GCSE Digital Technology - (Programming)

Exam Board: CCEA

General Information:

Digital technology incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context.

Course Outline:

The specification has three units:-

For Digital Technology – Programming students with follow Route B (Units 1, 4 and 5

Exam: 70%
C/A: 30%

Unit 1 : Digital Technology (Exam 40%)

- Representing data, sound, images, data portability
- Software
- Database and Spreadsheet Applications
- Computer Hardware and Network Technologies
- Cyberspace and cloud technology
- Ethical, Moral, Environmental issues
- Employment opportunities and Health & Safety

Unit 4 : Digital Development Concepts (Exam 30%)

- Trends in Software development
- Digital data and design principles
- Programming constructs and simple error techniques
- Developing test plans and testing a solution
- Evaluation of digitally authored systems

Unit 5 : Digital Development Practice (C/A 30%)

- Designing solutions using appropriate tools
- Building a solution
- Testing a solution
- Evaluating a system

Career Pathways:

With this qualification, students may choose to progress to A Level study or related Level 3 study.

Skills Developed:

This GCSE helps to equip students for a career in a multitude of industries, such as digital media, mobile development, cyber security, cloud computing and managing big data.

This course will develop knowledge, and attributes alongside enhancing other transferable cross-curricular and key skills. Students will learn to develop investigate, design, develop, test, implement and evaluate in relation to programming.



Drama

Qualification Type: GCSE Drama

Exam Board: AQA

General Information:

Our GCSE in Drama is a broad and coherent course that can motivate and inspire students. It encourages them to develop a personal interest in drama and allows them to build and showcase their competence in a range of creative, practical and performance skills.

Students choose one of two pathways – performance (acting) or design (costume, lighting, multimedia, set or sound). They work creatively with others, generating, developing and communicating their ideas for a devised performance and for a scripted performance. They also explore social, historical and cultural influences on drama texts and activities.

Both the theoretical and practical elements of the course help them to become independent learners, critical thinkers with enquiring minds, and confident communicators.

Course Outline:

Exam: 40%
C/A: 60%

The specification has three components:

- **Component 1: Devised Performance**
Is completed by the end of Year 11, recorded and marked by the teacher, and moderated by the exam board.
- **Component 2: Scripted Performance**
is completed by March in Year 12, marked by the teacher and externally moderated.
- **Component 3: Knowledge and Understanding of Drama.**
will be explored throughout Year 11 and 12 and will be assessed through written exam (1 hour 30 mins) in May of Year 12.

Written Exam (Component 3) is worth 30%
Practical Exam and Log Book (Component 1) is worth 25%
Practical Exam (Component 2) is worth 35%

Career Pathways:

This qualification prepares students for further study in English Literature, Media, Drama and the Performing Arts at A Level or BTEC, a career in acting or design, or work in a related area such as arts management.

Skills Developed:

Its emphasis on innovation, presentation, collaboration, communication and evaluation makes it relevant to many careers.



Engineering

Qualification Type: GCSE Engineering & Manufacturing

Exam Board:

CCEA

General Information:

This course encourages students to be innovative and creative and to take design risks. It provides them with knowledge and understanding of the contribution that engineering and manufacturing make to society and the economy. Through its focus on interpreting technical drawings, using manufacturing tools and processes and using computer aided design this GCSE has a hands-on approach that relates directly to the engineering and manufacturing industries providing a good foundation for progressing to apprenticeships or further education in areas such as electrical, electronic, mechanical, fabrication and welding engineering.

Course Outline:

Exam: 75%
C/A: 25%

Unit 1: **Design**
25% controlled assessment - complete a design portfolio in response to a design brief provided.

Unit 2: **Production**
25% practical exam – students complete a manufactured product in 3 hours in response to one assignment under exam conditions

Unit 3: **Materials, Processes and System**
50% external written examination – 2 sections A & B.
Section A is based on pre-released material. The exam is 2 hours and requires completion of 11 questions.

Career Pathways:

Skills Developed:

This course helps students to make informed choices regarding their career progression and makes students aware of engineering and manufacturing industries. This qualification builds towards a career in a directly related area such as manufacturing, engineering, electronic engineering, product design or an area such as health and safety.

Skills include:

- Practical skills of benefit in vocational training and employment;
- Use and apply computer aided design (CAD);
- Develops transferable and cross-curricular skills;
- Acquiring knowledge of the industries;
- Creating and demonstrating competence; and
- Evaluating the effectiveness of their work



Food and Nutrition

Qualification Type: GCSE Food & Nutrition
(Home Economics)

Exam Board: CCEA

<p>General Information:</p>	<p>Students gain valuable insight into:</p> <ul style="list-style-type: none"> • what's really in the food we eat everyday • how to plan and cook nutritious and economical meals • how to choose the best food for themselves and their family • the importance of good nutrition and health • the role of the consumer in modern eating patterns.
<p>Course Outline:</p> <p>Exam: 50 %</p> <p>C/A: 50%</p>	<p>The GCSE Home Economics: Food & Nutrition specification encourages students to develop 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 develop practical skills in food preparation, cooking and presentation.</p> <p>They also gain knowledge, understanding and skills in areas such as:</p> <ul style="list-style-type: none"> • 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. <p>Component 1: Exam 50% 2 hr externally assessed written examination based on all of the theory studied.</p> <p>Component 2: C/A 50% Students are given a specific task title which they must research and look at various issues surrounding and then create and justify a suitable menu which then must be demonstrated through internally assessed practical examination.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>Further study: - 'A' Level, NRC and CAFRE Loughry Food Innovation Centre</p> <p>Practical Food Skills, Numeracy, Literacy, ICT, Working with Others, Self-Management and Being Creative</p>



French

Qualification Type: GCSE French

Exam Board: AQA

General Information:

This GCSE course builds upon the vocabulary and grammar studied in Key Stage 3. The course is unitised and targets the four skill areas – speaking, reading, listening and writing.

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Course Outline:

This is a linear course; pupils will sit their exams in May of Year 12. Each of the four skills areas is worth 25%.

Exam: 100%

The units are: -

Listening 25%

Reading 25%

Speaking 25%

Writing 25%

Pupils can choose to sit Foundation Tier (Grades 1-5) or a Higher Tier (Grades 4-9).

Career Pathways:

Possible career pathways – tourism, education, hospitality, airline services, translation and interpretation.

Skills Developed:

The course enables students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.



Geography

Qualification Type: GCSE Geography

Exam Board: CCEA

General Information:

Sustainability is the buzz word of the 21st century. The study of geography helps students have a clearer understanding of this important world issue. Geography is the study of the earth's landscapes, peoples, places and environments – both its physical features and its political and cultural characteristics.

Course Outline:

Geography involves a synthesis of facts, figures, ideas and perspectives to help us understand and protect the world we live in. By studying geography, students learn about important contemporary issues like global warming, desertification, deforestation, loss of biodiversity, groundwater pollution and flooding.

Exam: 80%:

In Year 11 pupils study physical issues and sit an exam worth 40% of the course.

In Year 12 pupils focus on human issues, and sit an exam worth 40% of the course. They also take part in fieldwork: a river study of the Curly Burn River, and complete a one-hour exam based on knowledge gained. This is worth the remaining 20% of the course.

Fieldwork Incorporating Exam: 20%

Year 11 – Exam = 40% (1 hour 30mins)

Year 12 – Exam = 40% (1 hour 30 mins)

Fieldwork and Exam = 20% (1 hour)

Career Pathways:

Some careers linked to the study of Geography include: International aid/development worker, Landscape architect, Logistics and distribution manager, Market researcher, Nature conservation officer, Sustainability consultant, Tourism officer, Transport planner.

Skills Developed:

Geography develops a number of skills, some of which include:

- identifying, analysing and evaluating geographical questions and issues;
- establishing appropriate sequences of investigation incorporating geographical skills, including enquiry skills;
- extracting and interpreting information from a range of different sources, including field observations, maps (including an OS map of the study area obtained from a digital source) drawings, photographs (ground, aerial and satellite imagery), diagrams and tables.

Key skills covered include: Application of Number, Communication, Improving Own Learning and Performance, Information and Communication Technology, Problem Solving and Working with Others.



**Qualification Type: BTEC Level 2
Health & Social Care**

Exam Board: Pearson


<p>General Information:</p>	<p>This course has been designed primarily for young people aged 14 to 16 who may wish to explore a vocational route throughout Key Stage 4.</p> <p>The main focus is on four areas of equal importance:</p> <ul style="list-style-type: none"> • the development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual’s health. • the processing of effective ways of working in health and social care, such as designing a plan to improve an individual’s health and wellbeing. • the study of the care values that are vitally important in the sector, and the opportunity to practice applying them • the knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services and factors affecting people’s health and wellbeing.
<p>Course Outline:</p> <p>Internal Exam: 60%:</p> <p>External Exam: 40%:</p>	<p>There are three areas of study:</p> <ol style="list-style-type: none"> 1. Human Lifespan Development 2. Health and Social Care Services and Values 3. Health & Wellbeing <p>The first two components are internally assessed, students will complete nine assignments during the two years.</p> <p>The final component is assessed in Year 12 by means of an external exam.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>Careers include: - Nursing, Healthcare, Occupational Therapy and Social Work.</p> <p>The BTEC Award provides a good foundation for learners to progress onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector and leads to progression to a Level 3 qualification.</p>



Hospitality

Qualification Type:	GCSE Hospitality
Exam Board:	CCEA

General Information:	Hospitality offers students the opportunity to learn about a variety of topics, including diet and health, first aid, customer care and marketing. In work-related contexts, they plan menus and prepare and serve food using a range of cooking methods.
Course Outline: Exam: 50%: Portfolio: 50%	<p>Through studying hospitality pupils will: -</p> <p>Unit 1: The Hospitality Industry (Exam 25%)</p> <ul style="list-style-type: none"> • Students develop understanding of and acquire knowledge about the diversity of the hospitality industry. • They explore the place of the hospitality industry in the economy and investigate careers and job roles. • They study health and safety at work, first aid and promoting healthy eating. <p>Unit 2: Hospitality and the Customer (Exam 25%)</p> <ul style="list-style-type: none"> • Students investigate the different types of customers and how the hospitality industry can meet their needs through providing products and services. • They learn about the importance of customer care standards and procedures and how these should be monitored. • Students also explore the importance of effective communication, marketing and promotions. <p>Unit 3: Food and Beverage Preparation and Service (Portfolio 50%)</p> <p>This is a practical unit in which students develop skills in preparing and serving food and beverages appropriate for the hospitality industry.</p>
Career Pathways:	<p>With this qualification, students may choose to progress to A-level study or related Level 3 study.</p> <p>This BTEC helps to equip students for a career in a multitude of industries such as hospitality, catering as well as education.</p>
Skills Developed:	<p>This course reinforces students' theoretical learning with practical tasks. Participating in these tasks also helps them to develop key transferable skills, such as time management, problem solving and teamwork.</p>

	<p>Qualification Type: GCSE Level 2 Preparation for Adult Life (PAL)</p>
<p>Learning for Life and Work</p>	<p>Exam Board: CCEA</p>
<p>General Information:</p>	<p>Through our Preparation for Adult Life qualification, learners can develop skills while exploring a wide range of areas relevant to them both now and in the future: from cultural diversity and social justice to preparing interviews and improving overall health and well-being. We have developed the specifications to contribute to meeting the statutory requirements for Learning for Life and Work at KS 4.</p> <p>The qualifications aim to develop personal skills such as self-awareness, personal health and relationships, as well as an understanding of: -</p> <ul style="list-style-type: none"> Diversity and inclusion Human Rights and social responsibility Equality and Justice Roles and responsibilities of parents Work in the local and global economy Social, economic and cultural issues and Personal development
<p>Course Outline:</p> <p>Exam: 60%: C/A: 40%</p>	<p>There are three written exams, each worth 20% of the overall mark, and an investigation worth 40%</p> <ul style="list-style-type: none"> Unit 1 Local and Global Citizenship Unit 2 Personal Development Unit 3 Employability Unit 4 Portfolio evidence to complete in 13 units
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>With this qualification, students can progress to study subjects such as Business Studies, Health and Social Care, and Economics. This GCSE also provides a good foundation for careers in business, finance, marketing, human resources and research.</p> <p>This course helps students to development confidence in thinking independently about various issues by critically challenging accepted views and assumptions. It equips them to make informed decisions and take appropriate courses of action.</p> <p>Learning for Life and Work provides students with transferable skills such as creative thinking, analytical problem solving and effective teamwork.</p>

<p align="center">— GCSE — MEDIA STUDIES</p>	<p align="center">Qualification Type: GCSE Media Studies</p> <p align="center">Exam Board: AQA</p>
<p>General Information:</p>	<p>Media Studies offers students an interactive and engaging course that aims to broaden their minds. It covers all aspects of media including language, representations, industries and audiences giving both an overall and in-depth understanding of how media represents the world.</p>
<p>Course Outline:</p> <p>Exam: 70% C/A: 30%</p>	<p>The subject content includes:-</p> <ol style="list-style-type: none"> 1. Media language; 2. Media representations; 3. Media industries; and 4. Media audiences. <p>Unit 1 focuses on Language and Representations and is assessed through a written exam (35%) of overall marks. It looks at various forms including magazines, advertising and marketing, newspapers and online, social and video games.</p> <p>Unit 2 is also examined and worth 35%. It is based on A) a screening of one of the television Close Study Products and B) newspapers or online media, both sections aim to test any area of the theory.</p> <p>Unit 3 is a controlled assessment task based on a given brief and requires students to apply their knowledge and understanding to be able to create a media product. This task equates to 30% of the overall mark.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>This GCSE bridges the gap giving students the skills and experience to better prepare them for the demands of related courses at A-Level and Level 3 vocational qualifications.</p> <p>Students will engage in information recall, drawing ideas. Applying knowledge, analysing and comparing, and responding through discursive writing.</p>



Moving Image Arts

Qualification Type: GCSE Moving Image Arts

Exam Board: CCEA

General Information:

It can be said that no art or communication form is as influential, powerful or prolific in the modern era as the art of Moving Images, from film and television programming to advertising and web streaming, it's a medium that resonates with people because of its combination of all other art forms (performance, visual, physical, musical, lyrical, textual) most closely approximates the limitless creativity of our own dreams.

Course Outline:

This is an applied qualification where students develop knowledge, understanding and skills through practical demonstration in a context related to employability.

Exam 40%:

Component 1 - **Critical Understanding of Creative and Technical Moving Image Production**
(1 hour online exam)

Component 2 - **Acquisition Skills in Moving Image Production**
(storyboarding, camera, editing, post production sound, and animation – completion of 4 tasks from stimulus booklet)

Controlled Assessment 60%

Component 3 - **Planning and Making a Moving Image Product**
Controlled Assessment task through skills development and completion of research portfolio

Career Pathways:

In recent years, there has been a significant growth in the number of school leavers who continue studies in a range of courses including media, TV and film, creative media etc and this GCSE provides a solid foundation for further study in these areas.

Skills Developed:

Skills include: -

- developing a critical understanding;
- investigate and research;
- working with others;
- developing ideas and acquiring knowledge;
- creating and demonstrating competence; and
- evaluating the effectiveness of their work



Music

Qualification Type: GCSE Music

Exam Board: CCEA

<p>General Information:</p>	<p>GCSE Music is suitable for everybody who enjoys music - listening to music, composing, playing an instrument or using music technology. It encourages students to develop their musical potential by focusing on the three fundamental activities of performing, composing and listening.</p> <p>Students explore contrasting music from a range of contexts, eg classical, pop, film and traditional music. This deepens their appreciation of the diverse heritage of music. It also promotes their personal, social, intellectual and cultural development.</p> <p>Through the performance element of the course, students develop the skills they need to communicate effectively as musicians. This increases their self-confidence and enhances their presentation, communication and evaluation skills. The opportunity to write their own music lets them be creative. Pupils studying GCSE do not have to play a keyboard or piano and they do not have to have lessons or grade examinations outside class.</p>
<p>Course Outline:</p> <p>Exam: %</p> <p>C/A: %</p>	<p>Music is a linear qualification: students take all the assessment at the end of the course at the end of Year 12.</p> <p>The specification has three components:</p> <ul style="list-style-type: none"> • Component 1: Performing (35%) • Component 2: Composing (30%) • Component 3: Listening & Appraising (35%) <p>Students do not need to have reached a particular level of attainment before beginning to study this specification. However, this specification builds on the knowledge, understanding and skills developed through the Key Stage 3 Music curriculum.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>Progression pathways include further study, eg 'A' Level Music, performing arts courses at BTEC, and a career in performance, composing, teaching, music production, sound engineering, computer music or instrument making and repair. Related career areas include arts management, music journalism or event management.</p> <p>Taking music would assist in creating a broad and balanced curriculum for your child to follow. As well as an academic subject it helps with your skills in teamwork, cooperation, self-confidence, responsibility, discipline and social skills. These are key skills to have whether you pursue a career in music or not and a qualification in music shows that you have developed these skills to a high standard which employers and places of further education require.</p>



Qualification Type: Level 2: Performance Skills

Exam Board: CCEA

<p>General Information:</p>	<p>The Level 2 Certificate in Performance Skills is accredited to the Qualifications and Credit Framework (QCF).</p> <p>Performance Skills Level 2 provides all learners with the opportunity to take part in a range of activities that help develop and demonstrate their ability in performing in front of an audience. The qualification incorporates activities that allow the learner to research employment within the entertainment industry and to develop their knowledge and practical skills in the art of performance.</p> <p>The qualification can be delivered using a wide variety of performance types, such as drama, dance, music, stand-up comedy and puppetry.</p>
<p>Course Outline:</p> <p>Portfolio: 100%</p>	<p>The course consists of portfolio and practical work, covered over 3 Units. There is no written exam.</p> <p>Unit 1: Working in the Performance Arts Industry Unit 2: Developing Technique for Performance Unit 3: Rehearse and Perform</p> <p>This qualification will result in a Level 2 Achieved/Level 2 Not Achieved</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>The course of study for the qualifications helps learners to:</p> <ul style="list-style-type: none"> ▪ develop skills in performance with a view to progression towards further qualifications, and ▪ Acquire and develop fundamental practical skills, focusing on their performance ability by developing their critical awareness.



Qualification Type: BTEC Level 2
Public Services

Exam Board: Pearson

General Information:

BTEC qualifications in Public Services can help you to take your first steps towards a career supporting the public. You'll learn the essential skills for a wide range of careers, from the armed services and police force to roles at local authorities and central government.

Course Outline:

Students complete 4 units (2 core units and 2 out of the 3 optional units)

Exam: 25%
C/A: 75%

CORE	1. The Role and Work of the Public Services	External 25%
CORE	2. Working skills in the Public Service Sector	Internal 25%
Optional	3. Employment in the Public Services	+ ANY TWO
Optional	4. Public Services & Community Protection	from 3 – 5
Optional	5. Health, fitness & Lifestyle for Public Sector	both 25%

Career Pathways:

Progression as part of Sixth Form study or as a full Post-16 course at further education. Access to many of the job roles within this sector are at age 18 and prior knowledge will assist in securing employment in the military, local government and the blue light services (NIFRS, Ambulance, PSNI, etc)

This course can provide opportunities to progress into:

- Further Education at Post-16
- Higher Education at University or Higher Level Apprenticeship
- Employment

Skills Developed:

- Research and independent-learning skills
- Communication and teamwork skills, and
- Customer awareness.





Qualification Type: BTEC Level 2 - Sport

Exam Board: Pearson

General Information:

This course in Sport has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study. It has been developed to:

- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure.
- Provide education and training for sport, leisure and recreation employees
- Give opportunities for sport, leisure and recreation employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification.

Course Outline:

Internal Exam: 75%
External Exam: 25%


- | | |
|-----------------------|---|
| Core Units | <ol style="list-style-type: none"> 1. Fitness for Sport & Exercise 2. Practical Sports Performance |
| Optional Units | <ol style="list-style-type: none"> 3. The Mind & Sports Performance 4. The Sports Performer in Action 5. Training for Personal Fitness 6. Leading Sports Activities |

Career Pathways:

Gives full-time learners the opportunity to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Sport or Sport & Exercise Sciences, or on to GCE AS or A Level, and, in due course, to enter employment in the sport and active leisure sector.

Skills Developed:

Gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

	<p>Qualification Type: GCSE Science Double Award (2 Grades)</p>
<p>Science</p>	<p>Exam Board: CCEA</p>
<p>General Information:</p>	<p>All three sciences are taught with two grades being awarded, eg: BB, BC* or C*C. Seven units are examined over two years. Two tiers of entry:</p> <ul style="list-style-type: none"> • Higher: A*-D • Foundation: C*-G
<p>Course Outline:</p> <p>Exam: 100%:</p>	<p>Year 11 modules, worth 33%, are examined in May of Year 11:</p> <ul style="list-style-type: none"> • Biology 11% • Chemistry 11% • Physics 11% <p>Year 12 modules, worth 42%, are examined in May/June Year 12:</p> <ul style="list-style-type: none"> • Biology 14% • Chemistry 14% • Physics 14% <p>Practical skills unit – 25%, completed during year 12.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>Further education to study ‘A’ Level Biology, Chemistry, Physics, Applied Science and Engineering. Careers are numerous, eg: Nursing, Sports Science, Optometry, Pharmacology, Biomedical Industry, Engineering (mechanical chemical, structural and civil), Ecology, Radiography, Analytics and Research.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Information retrieval ▪ Listening and observing ▪ Scientific reading ▪ Data representation ▪ Scientific writing ▪ Knowledge presentation



Technology and Design

Qualification Type: GCSE Technology & Design

Exam Board: CCEA

<p>General Information:</p>	<p>This specification encourages students to be innovative and prepared to take design risks. They explore the creative, engineering and manufacturing industries, as well as the importance of high quality design and technology. Pupils study a core knowledge in the following key areas before they choose to specialise in one:-</p> <ul style="list-style-type: none"> • electronic and microelectronic control systems • mechanical and pneumatic control systems • product design. <p>With this qualification, students may choose to progress to an ‘A’Level in Technology and Design, a qualification in civil engineering, product design or a related area, or the world of work.</p>
<p>Course Outline:</p> <p>Exam: 50% C/A: 50%</p>	<p>Unit 1: Technology & Design Core Content - 25% Written exam – 1 hour 30 mins</p> <p>Unit 2: Optional Areas of Study - 25% One of three optional written exams in the area they have specialised – 1 hour 30 mins</p> <p>Unit 3: Design & Manufacturing Project - 50% Controlled assessment; students complete a design project comprising of a design portfolio and an associated manufacturing task.</p>
<p>Career Pathways:</p> <p>Skills Developed:</p>	<p>Engineering (Aerospace, Electrical, Mechanical etc.) Construction and Building Services (Surveyor, Plumber, Planner etc.) Graphic Designer Product Designer Health and Safety Officer</p> <p>Problem solving, organisational, communication, creative and technical skills developed.</p>

OPTIONAL SUBJECTS

Occupational Studies
Level 2 Courses



Occupational Studies

Qualification Type: Occupational Studies

Exam Board: CCEA

General Information:

This innovative qualification is targeted at learners working towards and at Level 1 and 2. The qualification is approved by the Dept of Education for teaching at Key Stage 4 in Northern Ireland and is accredited by the regulatory authorities. The qualification is designed to be accessible to learners of all abilities. It is also intended to provide a coherent and flexible programme, which is rooted in practical and occupational contexts.

Course Outline:

Portfolio: 100%

Occupational Studies specifications:

- focus on occupation and employability;
- enable progression to other courses, training and employment;
- help to raise levels of achievement; and
- emphasise learning by doing, which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

Occupational Studies has six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units. Learners must complete two units from the same occupational area to achieve the qualification.

Occupational Studies qualifications are available within each of the following areas: -

- Business & Services
- Design & Creativity
- Environment & Society
- Technology & Innovation
- Construction
- Engineering & Engineering Services

The units studied within each of the occupational areas, are outlined on the following pages. Please note, individual units are subject to change.

This course is 100% portfolio based, assessed internally and moderated externally. The portfolio includes: -

- A01 evidence of knowledge and understanding;
- A02 evidence of application of knowledge, understanding and skills; and
- A03 evidence of analysis and evaluation of their work.

This evidence may include photographs of students undertaking the work. Additionally a diary of activities undertaken needs to be completed and a record of all the assessment evidence must be included. All units have a focus on careers/employability within each sector and associated health and safety procedures.

A Level 2 qualification provides opportunities for a wide range of progression pathways leading to careers within the sector, including further study at Level 3 and NVQ qualifications.

Careers pathways : - e.g. Childcare - Nursery worker Sport - Sports Coach
 may include Business - Office administrator Motor Vehicle - Mechanic

Business

**Business Studies
Department**

Modern Retailing

- Job Opportunities within Retailing
- Retailing Skills
- Legal Responsibilities within the Retail Industry

Using Office Technology

- Identify and Show the Purpose of Major Items of Office Equipment
- Use a Photocopier Safely and Effectively
- Use a Computer to Produce Documents



Childcare

**Home Economics
Department**

Childcare: The Play Environment

- Play and language development
- Reading with children
- Playing games with children

The Physical Care of Babies

- Hygiene requirements of babies
- Dressing and safety
- Feeding babies

Occupational Studies
Business and Services

Construction

Design & Technology
Department



Bench Joinery

- Health and Safety, Basic hand Tools and Safety of Hand-Held Power Tools
- Craft Techniques
- Manufacture of Joinery Components Using Basic Joints

Carpentry and Joinery

- Health and Safety, Basic hand Tools and Safety of Hand-Held Power Tools
- Craft Techniques
- Manufacture of Joinery Components Using Basic Joints

Occupational Studies
Construction

Catering

Home Economics
Department

Contemporary Cuisine

- Starters
- Mains
- Desserts

Patisserie and Baking

- Breads and Scones
- Cakes and Biscuits
- Pastry Products



I.C.T.

ICT
Department

Website Development

- Planning for Developing a Website
- Creating a Website
- Publish and Content Manage a Website

Specialised Crafts - Photography

- Health and Safety Requirements
- Research and Practice Craft Techniques
- Develop Skills in Relation to Craft
- Peer and Self-Evaluation

Hair &

Beauty

The SALON at BHS

Creative Styling Techniques

- Client Consultation
- Preparation of Work area and client
- Blow-Drying the Hair

Total Beauty

- Client Consultation
- Preparation of Treatment Area and Client
- Creative Application of Make-up Products and Clothing for an Overall Beauty Look

Occupational Studies
Design and Creativity

Engineering

Design & Technology
Department

Electronic Circuit Construction

- Health and Safety, Hand Tools, Careers, Electronic Components and the Environment
- Construct and Assemble Electronic Circuits
- Checking and Testing Circuits to ensure satisfactory circuit Construction and Performance.



Manufacturing - Sheet Metal

- Health and Safety, Careers and Good Housekeeping
- The Use of Basic Tools and Equipment
- Manufacture, Measure and Inspect Assembled Tasks

Motor Vehicle

Design & Technology
Department

Vehicle Servicing and Valeting

- Health and Safety, Careers and Environmental Legislation
- Terminology, Components and Materials
- Tools and Equipment
- Practical Tasks

Vehicle Technician Operations

- Health and Safety, Careers and Environmental Legislation
- Major Systems and Components
- Tools and Equipment
- Practical Tasks

Occupational Studies

Engineering Services

Horticulture

Science
Department

Caring for Plants and Flowers

- Care of plants and flowers in pots, containers and beds
- Presentation, storage and care for sale in retail outlets
- Employment opportunities in Horticulture and Floristry

Growing Plants - Sustainable Way

- Organics in Plant Production
- Growing Plants from seeds, bulbs, corms and tubes
- Propagation and establishing plants from cuttings



Sport

Physical Education (PE)
Department

Running a Leisure Event

- Planning the Event
- Running the Event
- Evaluating the Event

Sports Leadership

- Planning the Sports session
- Running the Sports session
- Evaluating the Sports session

Health & Social Care

M.F.L. (French)
Department

Reminiscence with Individuals in a Care Environment

- Role of the Social Care Worker
- Support individuals to participate
- Carry out reminiscence work

Working in a Care Environment

- Health, Safety and Environmental Issues
- First Aid
- Positive Environments

Occupational Studies

Environment & Society

Technology

Design & Technology Department



Computer Aided Design (CAD)

- Safety checks, Careers, the Environment and Routine Drafting Techniques
- Creating Components (Blocks)
- Working Drawing and Graphic Presentation

Manufacturing - Hand Fitting

- Health and Safety Procedures, Careers, the Environment and Good Housekeeping
- Selection of Tools and Equipment
- Manufacture, Assemble, Test and Inspect Assembled Tasks

Occupational Studies

Technology & Innovation