

# ERNE INTEGRATED COLLEGE

**G.C.S.E.**

## CHOICES BOOKLET



**2018-2020**

## **INTRODUCTION**

The first three years at Erne Integrated College have provided valuable groundwork for students in a wide variety of subjects. It is during Year 10 that students make important decisions around choosing subjects they will study in Key Stage 4. Our aim is for all students to reach their full potential at GCSE level.

- ❖ All students will study English, Mathematics and Science, at GCSE level, including core Physical Education, Religious Education and Learning for Life and Work and Careers.
- ❖ Some students will study English Literature, Language and Further Mathematics while others will study for a GCSE in LLW.
- ❖ Students will choose from a further range of subjects, to give them a broad and balanced curriculum, across Key stage 4 to include GCSE Examinations and other equivalent qualifications.

### **Areas of learning, at Key-Stage 4:**

- ❖ Science and Technology: Agriculture, Horticulture, Design and Technology, Construction,
- ❖ Creative and Expressive: Art & Design, Music and Performing Arts
- ❖ Modern Languages: French and Spanish
- ❖ Environment & Society: Geography, History, Children's Play, Learning and Development BTEC Level 2
- ❖ Learning for Life and Work: Food and Nutrition, Hospitality, LLW
- ❖ Physical Education (GCSE)
- ❖ I.T: Information & Communications Systems – Digital Technology

## Optional Subjects

Students following Pathway 1 will choose 4 additional GCSE subjects from the list below.

Students following Pathway 2 will choose 4 additional GCSE subjects

Students following Pathway 3 will choose 2 GCSE options, study Occupational Studies and LLW

### GCSE

- Agriculture
- Art & Design
- Construction and the Built Environment
- English/Literature
- Food and Nutrition
- Geography
- History
- ICT
- LLW
- Mathematics
- Performing Arts
- Physical Education
- Religious Studies
- Science
- Spanish
- Technology & Design

### BTEC Firsts

- Children's Play Learning and Development
  - Horticulture
  - Hospitality
  - Music
- Or
- Occupational Studies

### Important!

1. All of the above subjects/courses are provisional, subject to sufficient numbers
2. There is an upper limit of 20 students for all practical subjects. Where there is greater demand than places, Spring Reports will be used to determine which students obtain places.
3. **Undertaking a GCSE or equivalent course is a 2 year commitment. It is not possible to opt out once this commitment has been made.**

## PATHWAYS AT KEY STAGE 4

It is important that students are fully informed about courses available to them at GCSE level and about which route they should follow.

<b>Pathway 1 EXAM COURSES</b>	<b>Pathway 2 EXAM COURSES</b>	<b>Pathway 3 EXAM COURSES</b>
GCSE English GCSE English Literature GCSE Maths/Further Maths GCSE Science/Double Award  + 4 GCSE options	GCSE English GCSE Maths GCSE Science Learning for life and work (including careers)  + 4 GCSE options	GCSE English GCSE Maths GCSE Science/Horticulture GCSE Occupational Studies (x 2)  Preparation For Adult Life Level 1 or 2  + 2 GCSE Options from Pools A&B
<b>CORE SUBJECTS</b>		
Learning for Life and Work (including Careers)  P.E.  R.E.	P.E.  R.E.	P.E.  R.E.

Pathway 3 offers students the opportunity to follow a more vocational or work-related programme. The courses offered on this programme are either GCSE level or equivalent, which means a student successfully completing this programme can achieve seven GCSEs or their equivalent.

## **Making Your GCSE Subject Choices**

### **Choices Booklet Issued**

Students will be given an opportunity to discuss subject content during careers class on week beginning 12<sup>th</sup> February 2018



### **Expression of Interest**

Students are asked to state subjects they may consider studying at GCSE, in order of preference by Tuesday 6<sup>th</sup> March 2018



### **Information Evening for Parents & Students**

Parent/Teacher meeting 7<sup>th</sup> March 2018  
This gives students and parents an opportunity to speak with subject teachers to enable an informed choice to be made.

***Option blocks will be issued at this event- completed***



### **Make Final Subject Choices**

#### **Parent/Student/SLT/Careers Teachers interviews**

A member of the Senior Leadership Team will meet with each student and their parent/carer before final subject choices are made.

**These will take place during the week beginning 9<sup>th</sup> April 2018**

## **THIS BOOKLET**

The main purpose of this booklet is to give both the pupil and his/her parents or guardians as much information as possible about what life in the Senior School will be like. This clearly depends mainly on the pupil making a sensible choice of subjects for study in Years 11 and 12. Before making any decisions, you are advised to read this booklet carefully.

## **GENERAL GUIDELINES**

The choice of subjects for Years 11 and 12 study may determine the range of careers open to you later. Obviously choosing the correct subjects at this stage in your education is most important. For you and your parents this choice of subjects can be sometimes difficult.

Below we pose many of the questions you and your parents might ask and attempt to give some of the answers. We hope that these answers help make your decision, if not a little easier, at least a little more informed.

## **WHY CHOOSE SUBJECTS?**

For the job/career you have in mind you will not need all the subjects offered. Many jobs/careers require 5 - 7 Grade C or above. Certain careers will, however, demand particular subjects as a necessary qualification and higher education places also depend on top grades in a range of subjects.

## **WHY CHOOSE NOW?**

You should plan now for the career you have in mind. Employers will often look for evidence that you have followed a course of study suitable for your needs. Obviously there is no point in leaving school without the subjects you require. The GCSE specifications also demand 2 years of continuous study and hard work - clearly you must make your decision now.

## **HOW DO I MAKE A WISE CHOICE?**

### **DO:**

- (a) Be realistic. Choose subjects you are good at and like.
- (b) Choose subjects you have solid grounds for thinking you will have a reasonable chance of passing with regular hard work.
- (c) Choose those subjects, which are a MUST for the job/career you have in mind. Remember that some subjects are vital for certain careers.
- (d) Consult your subject teachers with regard to your ability to cope with the subject you are considering. Their advice will be valuable in assessing your chances of passing.
- (e) Finally, come along to the school with your parents to parents evening and interview with SLT and discuss the choices you have in mind. We are only too willing to give you any advice and help you may need

### **DO NOT CHOOSE:**

- (a) A subject simply because you like the teacher or your friend has chosen to do it.
- (b) A subject because you think it is easy and has little work involved in it - you may be wrong!

Do ensure you consult your parents about your choice. If you need any further help or information:

- Ask:
- (1) Any Subject Teacher
  - (2) Careers Teacher – Mrs Abbott
  - (3) Head of Year 10 – Mrs Boyd
  - (4) Your Form Teacher
  - (5) Senior Teacher – Mr Kerr

## **EXAMINATIONS**

Pupils may be entered for subjects under one or more Examinations Board, depending on the course of study they have chosen to follow. For further information, consult the subject description you are thinking of opting for.

## **ASSESSMENT AND PROGRESS**

Each pupil will be assessed on a regular basis to find out what they have learned and enable parents to monitor their child's progress.

At age 16, GCSE will be the means of assessment for most pupils.

Pupil progress is tracked across Year 11 and Year 12, including internal examinations which take place twice each year. Reports, based on the results of these examinations are posted home. There is one annual Parent-Teacher Meeting, to which parents are invited.

Trial examinations will take place during Year 12. The results attained will give some indication of progress achieved and also the likely grades in the forthcoming public GCSE Examinations. The trial results are also a useful pointer as to whether or not the pupil is devoting enough of his/her out-of-school time to private study. The value of sustained, diligent, personal revision at this period of time cannot be over-emphasised.

## **CONTROLLED ASSESSMENT**

Erne Integrated College, like all schools, has to administer coursework for students at GCSE. This is a different format than examinations and is intended to allow students to demonstrate their knowledge and skills in a different medium and over longer periods of time. September 2010 saw the beginning of a new way of carrying out coursework, called Controlled Assessment.

The final pieces of Controlled Assessment work are produced in the centre under controlled conditions, which means under direct teacher supervision: teachers will authenticate the work and there must be acknowledgement and referencing of any sources used. If the final piece is carried out over several sessions, work will be collected in between sessions. Teachers may give feedback to individual candidates during the planning phase. However, where this goes beyond general advice, this will be recorded on the candidate's record form. When supervising tasks, teachers will exercise continuing supervision of the work in order to monitor progress and to prevent plagiarism. Teachers will ensure that the work is completed in accordance with the specification requirements and it will be assessed in accordance with the specified marking criteria and procedures. Teachers will **not** be allowed to provide templates, model answers or feedback on drafts. The purpose and



function of Controlled Assessment is that candidates must work independently to produce their own final piece of work.

Students must observe certain procedures in the production of controlled assessment tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the document at the appropriate place. Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- All work for Controlled Assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to the exam boards, after which moderation takes place in accordance with exam board procedures.
- If the school believes that a student had additional assistance and this is unacceptable within the guidelines for the relevant specification, then there will be an award for a mark which covers only the candidate's achievement without any help.
- Students and teachers all must sign an authentication declaration. If teacher or student cannot sign the authentication declaration, the candidate's work cannot be accepted for assessment.
- If, during the external moderation process, there is no evidence that the work has been authenticated, the exam board will award a mark of zero.
- **In some subject areas, controlled assessment has been replaced by an additional exam paper.**

## **ATTENDANCE AND HOMEWORK**

Regular attendance at school is of vital importance if the pupil's educational development is not to be hindered. Consistent application and hard work throughout the two years of study - both can improve progress and examination success in school and at home.

## **SUBJECT CONTENTS**

Agriculture and Land Use	11
Art & Design	12
Children's Play Learning and Development	13
Certificate in Personal Success and well-being	14
Construction & the Built Environment	15
Digital Technology (ICT)	16
English	17
English Literature	18
Food and Nutrition	19
French	20
Geography	21
History	22
Hospitality	23
Learning for Life and Work	24
Mathematics	25
Music	26
Occupational studies information	39-44
Performing Arts	27-28
Physical Education	29
Religious Studies	30
Science	31-32
Spanish	33
Technology and Design	34
Useful websites	35-38

## **Agriculture and Land Use**

Northern Ireland has a strong rural tradition. Almost 75% of land here is used for agricultural purposes. The agri-food industry contributes hugely to the local economy, representing employment for around 50,000 people in farms and factories and the agri-food sector.

Studying this course will help you to:

- Develop your scientific knowledge in relevant, enjoyable and work-based contexts;
- Appreciate how knowledge of science can enhance productivity in the land-based and agricultural sector;
- Develop your awareness of complex relationships between humans and the environment in which they engage in agricultural activity;
- Acquire core knowledge about the land-based and agricultural sector and the skills needed to work in it
- Develop a critical and analytical approach to problem solving in the context of work related scenarios

**This course has 3 units**

<b>Unit</b>	<b>Areas of Study</b>
<b>Unit 1: Soils, Crops and Habitats</b>	<ul style="list-style-type: none"> <li>• Gain understanding of plants</li> <li>• Explore diverse types of farming</li> <li>• Analyse the impact agricultural practices have on the environment</li> <li>• Apply your knowledge and understanding to practical work</li> </ul>
<b>Unit 2: Animals on the Land</b>	This unit focuses on the key aspects of cow, seep, pig and poultry husbandry including health, welfare and breeding.
<b>Unit 3: Controlled Assessment Contemporary issues in Agriculture and Land Use</b>	<p>In this unit, you will carry out two tasks. Task 1 is a practical investigation. Task 2 is a research project into topics relevant to contemporary issues in Agriculture and Land Use. You must select one task from a choice of three Task 1 titles and one task from three Task 2 titles that we provide.</p> <p>We recommend that you spend no more than a total of 45 hours on the controlled assessment tasks.</p>

**CAREERS**

Agricultural consultant, Farm manager, Fish farm manager, Plant breeder/geneticist, Rural practice surveyor, Soil scientist, Animal nutritionist, Field trials officer, Forest/woodland manager, Magazine journalist, Newspaper journalist, Sales executive to name but a few!

**ART & DESIGN**

The Edexcel G.C.S.E in Art and Design is offered to students. Our GCSE examination results have been excellent. This is a 2- year course consisting of a broad curriculum that covers a wide range of 2D and 3D activities building a basis of skills and knowledge to inform choices and decisions in the completion of the two assessed areas of the examination. The GCSE in Art and Design is designed to be a general course, encompassing art, craft and design and to enable students to explore a range of 2 or 3 dimensional approaches to their studies, either as freestanding or related experiences. Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. Students will use the language of the discipline sensitively and thoughtfully to support their intentions.

For the GCSE in Art and Design, students should work in at least **two**

Disciplines from a menu that includes: painting and drawing; printmaking; sculpture; alternative media; jewellery; product design; ceramic design; constructed textiles; dyed textiles; printed textiles; fashion textiles; digital photography; illustration; packaging; typography.

Students who express an interest and show potential ability may opt to follow the Photography endorsement only, achieving a GCSE in Photography rather than Art & Design.

The examination is in two parts,

Unit 1: Personal Portfolio

60% of the final marks

Unit 2: Externally Set Assignment in Art and Design,

40% of the final marks

The Personal Portfolio consists of a range of work in 2 Dimensions and / or 3 Dimensions. The Personal Portfolio unit is completed prior to the ESA.

The ESA is issued to candidates in the form of a themed paper in the February of the year of examination. The students are given a period of time to prepare their response to the theme prior to a final supervised period. The final response is completed under examination conditions.

### SCHEME OF ASSESSMENT

Both the Personal Portfolio and ESA units are teacher marked and externally moderated. All marks are combined by Edexcel to create the final overall mark. *Final Numeric GCSE Grades are awarded by Edexcel and reported to students in August. **Please note: This GCSE awards Grades in numeric form ranged from the top grade 9 to the lowest grade 1. There will not be an A\* to G grading***

Students should consider studying Art & Design at GCSE:

If they have shown an aptitude for the subject at KS3, and they intend pursuing further studies in Art and design at Post 16 level or if they intend pursuing a career where a GCSE in Art & Design is a required or desirable entrance or recruitment criteria.

E.g. Photo Technician, Photographer, Interior designer, Graphic designer, Dentist, Dental technician, Teacher, Potter, printer, Theatre designer, window dresser, hair dresser, Sign-writer, Jewellery maker.

## **CPLD – Children’s Play, Learning and Development – BTEC Level 2**

### **General Information:**

This BTEC course offers you the opportunity to have knowledge and understanding of children's development from birth up to 8 years of age and of early years' settings. The course offers a diverse range of practical and theory based activities that develop the skills learners need to progress to other qualifications and apprenticeships within the sector and also more broadly.

### **Why study CPLD?**

This course aims to:

- inspire you to consider a career in early years, or related sectors, where knowledge of child development is relevant
- give you the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early year's sector, for example, of child development and using play to promote child development
- support progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship

### **What will we study?**

Unit 1 - Patterns of Development - In this unit you will aim to: understand growth and development in children, understand the characteristics/milestones of children's development from birth up to eight years and understand how adults in early years' settings can support children's development.

Unit 2 - Promoting Children's Development Through Play - In this unit you will aim to: understand how play promotes children's development in early years' settings, understand how different play opportunities promote children's development, understand how play is structured in early years' settings to promote children's development.

Unit 3 - The Principles of Early Years: understand the importance of inclusive practice in early years, explore ways in which early years' settings implement inclusive practice, understand how children are empowered in early years settings and understand the importance of the key person approach in supporting children's development.

### **Type of assessment:**

Unit 1:Patterns of Development: 25% - External assessment (January of Year 11) - 1 hour examination

The other 75% will be internal assessment across Unit 2 (by June of Year 11) and Unit 3 (by May of Year 12). The tasks will be assignments set by your teacher, marked by your teacher and moderated by Edexcel. These assignments can include essays, presentations, leaflets/posters and reports that demonstrate that you have met the aims of each unit as detailed above.

### **What career opportunities can CPLD lead to?**

Any career in an early years setting for e.g. Nursery worker, Crèche manager, Learning Assistant, Early Years Teacher etc. It can also lead to diverse careers in health and social care, psychology, teaching and nursing among others. A BTEC qualification in CPLD is a useful foundation for further study in this sector.

## **Certificate in Personal Success and Well Being**

The CPSW qualification is delivered jointly between the Youth Service (EAWR) and Erne Integrated College. It carries an OCN accredited qualification of Grade B GCSE equivalent.

It comes under the umbrella of the Learning Together Programme and consists of ten modules which are split between Years 11 and 12.

The course is non-exam based but is assessed on the gathering and successful moderation of a series of detailed portfolios of evidence which students provide with guidance and support from college staff and a designated youth tutor.

The modules are set at levels 1 and 2 and consist of the following topics: Prejudice and Discrimination; Exploring Personal Identity; Understanding Healthy Lifestyles; Improving Confidence and Self Esteem; Participating in a Personal Well Being Enrichment Activity; Exploring Cultural Diversity; Exploring Relationships; Understanding Teamwork Skills; Managing Risk; Understanding Individual Rights and Responsibilities.



## Construction and the Built Environment

In this course you will gain a comprehensive introduction to the construction industry. You will learn about the main types of construction, related employment and the resources used in the built environment. You will also participate in practical aspects of construction through your Construction Craft Project and the Computer Aided Design unit.

This course gives you an opportunity to study and experience a broad range of areas within the construction industry.

- you get to work with your hands;
- you get to develop your practical skills;
- you get the satisfaction of producing a functional piece of work from a drawing;
- you get to design/draft using Computer Aided Design; and
- you get to produce solutions to real life construction problems.

<b>Unit</b>	<b>Content</b>	<b>Assessment</b>	<b>% Assessment Weighting</b>
<b>Unit 1: Introduction to the Built Environment</b>	You will develop an understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.	External written examination. 1 hour	20%
<b>Unit 2: Sustainable Construction</b>	You will interpret drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.	External written examination 1 hour 30 minutes Paper includes questions based on pre-released materials	30%
<b>Unit 3: Construction Craft Project</b>	Students carry out a craft project and prepare a craft project folder.	Controlled assessment. The teacher assesses the work and CCEA moderate it.	25%
<b>Unit 4: Computer Aided Design in Construction</b>	Students produce a portfolio of work in computer aided design.	Controlled assessment. The teacher assesses the work and CCEA moderate it.	25%



# GCSE DIGITAL TECHNOLOGY

## (Multimedia)

### **This Specification Aims to Encourage Students to**

- Become independent and discerning users of digital technology
- Acquire and apply knowledge and understanding of digital technology in a range of contexts
- Acquire creative and technical digital technology skills and apply these in a range of contexts
- Develop and evaluate digital technology-based solutions to solve problems
- Develop their understanding of current and emerging technologies and the social and commercial impact of these technologies
- Develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology
- Recognise potential risks when using digital technology and develop safe, secure and responsible practice
- Develop the skills needed to work collaboratively

### **Important Features of the Specification**

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3
- This qualification is available as a digital authoring qualification focusing on multimedia
- The content relates directly to current software development trends and the study of modern technology-based systems
- The content is well balanced between knowledge and application
- The specification develops practical skills using a range of generic software

### **Prior Attainment**

- Students do not need to have reached a particular level of attainment before beginning to study this specification

### **Specification at a Glance**

	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
Compulsory Core	Unit 1: Digital Technology	External written exam 1 hour	30%
Multimedia Units	Unit 2: Digital Authoring Concepts	External written exam 1½ hours	40%
	Unit 3: Digital Authoring Practice	Controlled assessment	30%

Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment.

### Grades Available

**A\* | A | B | C\* | C | D | E | F | G**





# English Language GCSE

**Exam Board: CEA:** <http://www.ccea.org.uk>

**Key Text Books/Resources/Websites:** Text book: GCSE English Language and English for CCEA Hodder Education (school copy), <http://www.ccea.org.uk> (English Language Microsite) booklets, power points and resources for Controlled Assessments.

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

**Form of Assessment:** External written examination

Untiered: 1 hour 40 mins

**Unit Percentage: 30%**

## **Unit 2: Speaking and Listening**

**Form of Assessment:** Controlled Assessment

**Unit Percentage: 20%**

## **Unit 3: Studying Spoken and Written Language**

**Form of Assessment:** Controlled Assessment

**Unit Percentage: 20%**

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

**Form of Assessment:** External written examination

Untiered: 1 hour 40 mins

**Unit Percentage: 30%**

The importance of English cannot be stressed enough and most institutes of Further and/or Higher Education and employers require a pass in GCSE English. It is essential for any pupil's career pathway and literacy skills are perquisite for all GCSE studies.

## GCSE CCEA English Literature

### **Unit 1: The Study of Prose**

#### **Section A: Novel**

In this section, students explore and respond to a modern novel they have studied. They communicate their knowledge and understanding of the novel. Section A is closed book.

#### **Section B: Unseen Prose**

In this section, students explore, respond to, and learn how to analyse and evaluate an unseen nineteenth-century prose extract.

**Form of Assessment:** External written examination: 1 hour 45 minutes

**Unit Percentage: 30%**

### **Unit 2: The Study of Drama and Poetry**

#### **Section A: Drama**

In this section, students explore and respond to a play they have studied. They communicate their knowledge and understanding of a play by a modern dramatist.

#### **Section B: Poetry**

In this section, students explore and respond to a collection of poems they have studied. They learn how to analyse, evaluate, and compare and contrast

**Form of Assessment:** External written examination: 2 hours

**Unit Percentage: 50%**

### **Unit 3: The Study of Shakespeare**

In this unit, students explore and respond to a Shakespeare play they have studied. They communicate their knowledge and understanding of the play.

**Form of Assessment:** Controlled assessment: 2 hours

**Unit Percentage: 20%**

## Food and Nutrition

### General Information

This course encourages you to adopt a critical and analytical approach to decision-making and problem-solving in relation to the areas of Diet and Health. It also provides a foundation for further study of Food and Nutrition, Home Economics and other subject-related courses.

### Why study Food and Nutrition?

Students will:

- develop their knowledge and understanding of food and nutrition and apply skills to real-life contexts;
- have opportunities to build on the skills and capabilities developed at Key Stage 3;
- have opportunities to develop confidence in demonstrating high level practical food skills;
- be able to progress to GCE Nutrition and Food Science or other related courses.

Students have opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.

### What will we study?

The specification allows students to develop knowledge, understanding and skills relating to the:

- nutritional content of foods;
- nutritional and dietary needs of specific groups and how to cater for them;
- health issues associated with dietary and lifestyle choices;
- factors affecting how we buy food, what we buy and what we waste;
- importance of food safety; and
- preparation of food, cooking and presentation of dishes

### Type of assessment

Component 1: Food and Nutrition	External written examination. 2 hours  The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing	50% of GCSE
Component 2: Practical Food and Nutrition	Controlled assessment Students complete one task that involves the following: <ul style="list-style-type: none"><li>• Part A: Research and Viewpoints;</li><li>• Part B: Justification of Choice;</li><li>• Part C: Planning;</li><li>• Part D: Practical Activity;</li><li>• Part E: Evaluation.</li></ul> Students present the written report on the task in the required format. Teachers mark the task, and CCEA moderates the results.	50% of GCSE

### What career opportunities can Food and Nutrition lead to?

Food Sciences & Technology, Catering Nutritionist, Quality Assurance, Teaching, Environmental Health Officer, New Product Development Officer, Dietician.

# French

French is available to students who have previously studied the language throughout Key Stage 3 and offers:

1. Enhanced skills in communication through assessed listening and speaking and the self confidence that accrues with this.
2. A greater awareness of the origins and similarities among languages, how they develop and how they influence society verbally and non-verbally.
3. An appreciation of the use of language and the global spread of languages in French speaking countries.
4. An enjoyment of the cultural, social, recreational and sporting opportunities of France.

The main areas of study are:

- Home and the Environment
- Leisure
- Lifestyle
- Work and Education

GCSE Modern Languages are assessed by four Controlled Assessments in Writing and Speaking across Years 11 and 12 and by exams in reading and listening at the end of Year 12. All exams are tiered foundation or higher which can be individually chosen to benefit the strengths of each student.

In addition to timetabled classes, students are expected to attend preparation classes to enhance exam and assessment preparation.

French is spoken by over 200 million speakers worldwide and is the official business language of the European Union. It offers a wide range of highly desirable transferrable skills sought after by employers:

Tourism, Translation services, Interpreting, Diplomacy, Marketing and Retail, Travel, Aviation, Politics, Journalism and broadcasting, Social Media.

# **GEOGRAPHY**

## **Why Geography?**

Turn on your TV almost any day and you will see coverage of events such as flooding, storms or earthquakes and hear about issues such as sustainability and global warming. These events and issues are at the very heart of Geography. By studying Geography, you will gain an awareness of your own responsibilities and how you can contribute to a future that is sustainable and inclusive.

## **What will I study?**

### **UNIT 1: Understanding Our Natural World**

You will study four themes:

1. Theme A: River environments
2. Theme B: Coastal Environments
3. Theme C: Our Changing Weather and Climate
4. Theme D: The Restless Earth (earthquakes).

**40% EXAM**

### **UNIT 2: Living in Our World**

You will study four themes:

1. Theme A: Population and Migration
2. Theme B: Changing Urban Areas
3. Theme C: Contrasts in World Development
4. Theme D: Managing our Environment

**40% EXAM**

### **UNIT 3: Fieldwork - external written exam – 1 hour 20%**

**Students must bring a fieldwork statement and table of data to the examination. They will base their answers on their knowledge and experience of fieldwork.**

## **How will I be assessed?**

There are three external assessments, Unit 1 and Unit 2 each will be worth 40% of the total qualification. Unit 3 is worth 20%.

## **Type of assessment**

### **UNIT 1: Understanding Our Natural World (Written Paper)**

This is a written exam and will be 1 hour and 30 minutes long.

There will be four multi-part questions. This examination is worth **40%** of the overall GCSE qualification.

### **UNIT 2: Living in our World (Written Paper)**

The written exams will be 1 hour and 30 minutes long. There will be four multi-part questions. This examination paper is worth **40%** of the overall GCSE qualification.

### **UNIT 3: Fieldwork external written exam worth 20%**

## **CAREER POSSIBILITIES**

Agriculture, architecture, cartography, teaching, civil service, landscape architecture, local government, town and country planning, transport and communications, travel industry, leisure industry and many more! Geography at GCSE level is acceptable as a qualification for most jobs. Many careers require a number of examination passes usually grade B and above is necessary if you intend to study the subject to AS level in Year 13.

## History

**Exam board:** CCEA

**Website:** <http://ccea.org.uk/history/>

Through studying History at GCSE you will be able to;

- Develop an understanding of History's key value and significance in today's society.
- Develop and awareness of how the past has been interpreted, represented and given significance for different reasons and purposes.
- Improve as effective independent learners and critical and reflective thinkers.
- Acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European and world history;
- Organise and communicate historical knowledge and understanding in different ways, argue a case and reach judgements.

GCSE History is made up of two Units outlined below:

There are no tiers in the Unit papers making each module accessible to all students with grades ranging between A\*-G. The booklets will be structured with lines underneath to help direct answers as was the case with the previous foundation papers.

Unit 1: Study in Depth	Life in Nazi Germany, 1933-1945  Changing Relations: Northern Ireland and its Neighbours, 1965-1998	60% of GCSE
Unit 2: Outline Study	International Relations, 1945-2003	40% of GCSE

### CAREER OPPORTUNITIES

Law, Journalism, Teaching, Archaeology, Museum Curator, Archivist, Antique dealing, Court Clerk, Costume and Set design, Researcher, Police Service and Social work

## **HOSPITALITY BTEC**

At Erne Integrated College we offer the BTEC Level 1/2 Award in Hospitality, a practical and vocational qualification.

### **Key features of the Edexcel BTEC First Award**

The Edexcel BTEC Level 1/Level 2 First Award is a level 2 qualification;

The grades are: Level 2 Pass (equivalent to a C at GCSE), Level 2 Merit (B), Level 2 Distinction (A).

Learners who do not achieve at Level 2 may be graded at Level 1 (grade less than a C).

### **Why study Hospitality?**

The Hospitality industry is one of the UK's top employers and this vocational qualification will prepare learners for the world of work.

### **What will I study?**

These two units will be taught in Year 11:

*Unit 1: Introducing the Hospitality Industry* – this unit covers the different aspects of the hospitality industry, looking at its component parts and the different products and services that are offered as well as the essential processes involved in operating a hospitality business (External examination 25%).

*Unit 2: Working in the Hospitality Industry* – this unit covers the importance of team working and customer service for working in a variety of roles within the hospitality industry, and looks at other important aspects such as personal appearance and personal attributes necessary to work successfully (Internally assessed assignment worth 25% of final grade).

These two units will be taught in y12:

*Unit 3: Food Safety and Health and Safety in Hospitality* – where learners will discover the various aspects of health and safety, and food safety law in relation to those working in the hospitality industry (Internally assessed assignment worth 25% of final grade).

*Unit 7: Food and Beverage Service in the Hospitality Industry* - learners will explore the understanding and skills required to deliver food and beverage service in the hospitality industry (Internally assessed assignment worth 25% of final grade).

### **How will I be assessed?**

Unit 1 is assessed in the form of an external examination. It is worth 25% of the course. The other three units are assessed by internal assessment.

### **CAREER OPPORTUNITIES**

In the hospitality industry, typical employment opportunities may include working as a: bar person/manager, chef, cleaner, concierge, conference and banqueting assistant/manager, hotel porter, hotel receptionist, receptionist and waiter/waitress.

This course is a good foundation for further study in this field. There are many relevant course available, including the level 3 BTEC Award in Hospitality.

## Learning for Life and Work

The examination board to be followed will be **CCEA**. This course has been designed to provide students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.

### What will I learn?

Through studying this specification, students will gain knowledge and understanding of:

- diversity, social inclusion, rights and responsibilities;
- the role of government and non-governmental organisations in protecting people's rights;
- democratic institutions and processes;
- how to maximise physical and mental health and well-being;
- relationships and sexuality;
- to be a discerning consumer;
- the impact of globalisation on employment;
- recruitment and selection procedures;
- self-employment;
- the work environment; and the social responsibility of businesses.

### How will I be assessed?

Content	Assessment	Weightings	Availability
<b>Unit 1:</b> Local and Global Citizenship	External written examination  60 marks  1 Hour	20%	Summer from 2018
<b>Unit 2:</b> Personal Development	External written examination  60 marks  1 Hour	20%	Summer from 2018
<b>Unit 3:</b> Employability	External written examination  60 marks  1 Hour	20%	Summer from 2018
<b>Unit 4:</b> Controlled Assessment Task (Investigation)	Controlled assessment  100 marks	40%	Summer from 2019



## **MATHEMATICS**

The syllabus to be followed will be CCEA. This syllabus incorporates a differentiated system of assessment based on 1 modular exam and 1 final exam.

There is no coursework module.

Assessment Unit Combinations	Grades available
M1 and M5	D-G
M2 and M6	C*-F
M3 and M7	B-E
M4 and M8	A*-C

Candidates will be entered for modules which will most appropriately allow them to demonstrate their abilities. Pupils will sit one module exam (in January of Year 12) and then a final exam in the summer of Year 12.

All the module exams allow use of a calculator. We recommend each student purchases a scientific calculator at the beginning of Year 11.

The final exam consists of a non-calculator and a calculator paper.

### **CAREER OPPORTUNITIES**

Mathematics is viewed highly by employers. Mathematics can be used as a tool to solve problems in many different work situations and most employers would be keen for their workforce to be as numerate as possible.

Many jobs are directly linked with mathematics e.g. statistician, teacher, accountant and engineer. Studying mathematics also prepares you for the following careers: architect, bank clerk/ manager, actuary, chemist, surveyor, and electrical.

## MUSIC

BTEC Music Level 2 is an exciting and innovative programme which allows pupils the opportunity to work on their strengths, whether they be performing, composing or in some cases, studio work.

The BTEC Award is equivalent to one GCSE and is assessed by pupils completing 2 core units and 2 optional units. Very gifted pupils who are fully competent and proven musicians may have the opportunity to enter for the BTEC Certificate, which is equivalent to two GCSEs or even the Extended Certificate, worth three GCSEs. In such cases the pupils would commit to additional projects in their chosen field

### ENTRY REQUIREMENTS

Pupils who wish to study BTEC Music should be able to play a musical instrument to at least Grade 2 level or be competent singers who are able to hold a harmony line against a melody.

### COURSE STRUCTURE AND ASSESSMENT

Students will be following the Pearson Edexcel BTEC Level 2 in Music, for which you will need 120 Guided Learning Hours work.

Core Unit	Guided Learning Hours
1.The Music Industry*	30 GLH
2. Managing a Music Project	30 GLH

Choose 2 Optional Units from this list	Guided Learning Hours
2. Introducing Live Sound	30 GLH
3. Introducing Music Composition	30 GLH
5. Introducing Music Performance	30 GLH
6. Introducing Music Recording	30 GLH
7. Introducing Music Sequencing	30 GLH

\*All units other than Unit 1, are assessed internally. Unit 1 is assessed externally.

If you are in the position of being able to consider additional work to complete the Certificate, Extended Certificate or Diploma, then a wider range of options become available.

### CAREER PROGRESSION

Possible careers to a student with a qualification in Music in addition to being a musician include all areas of the performance industry; occupations where a keen creative eye is essential such as advertising and communications; careers where meticulous detail and good analytical and planning skills are needed, such as commerce, law, education and many other similar fields.

## **Performing Arts Level 1 and 2 Technical Award**

### **About this qualification**

The new Level 1/2 Technical Awards are ideally suited to learners with a preference for practical, rather than theoretical learning. Many of them are tailored towards specific career areas and all have a focus on creativity.

These vocational qualifications fulfil entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE.

### **Who is this L 1/2 Technical Award in Performing Arts for?**

This qualification is for learners aged 14–16 who wish to develop applied knowledge and practical skills in the performing arts. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in performing arts, drama, dance, music, media studies, film studies and art and design.

### **What will I study?**

The course is divided into three units:

#### **Unit 1 – Unlocking Creativity**

##### **What's assessed**

Core knowledge and understanding of the following:

- Research
- Idea development
- Planning and budgeting
- Presentation (skills and content)
- Transferable skill of communication

##### **How it's assessed**

- Internally assessed
- 36 GLH (guided learning hours) approximately
- 60 marks
- 30% of Technical Award

##### **Evidence**

Core knowledge and understanding of the following:

- Portfolio of supporting evidence (30 marks)
- The recorded pitch (25 marks)
- Transferable skill (5 marks).

## **Unit 2 – The Production/ Performance**

### **What's assessed**

Core knowledge and understanding of the following:

- A key performance or production role in a performance based on one of five performance briefs

- Transferable skill of teamwork

### **How it's assessed**

- Internally assessed
- 36 GLH approximately
- 60 marks
- 30% of Technical Award

### **Evidence**

- DVD of final performance/production (55 marks); where production skills are nominated a short DVD demonstrating the learner's ability to work within their nominated skills area.

The work demonstrated must be for the performance given by the group.

- Transferable skill (5 marks).
- Proforma outlining their contribution to the final performance/production with details of nominated skill chosen for assessment.

## **Unit 3 – The Performing Arts Experience**

### **What's assessed**

Core knowledge and understanding of the following:

- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety
- Design and technical elements
- Reviewing performance
- Theatre/film in education.

### **How it's assessed**

- Externally assessed
- Written exam: 1 hour 30 minutes
- 48 GLH approx
- 80 marks
- 40% of Technical Award

### **Career Progression**

The qualification is an appropriate foundation for progression in performing arts and theatre studies. It also provides a foundation for design work in set, costume and props and technical elements as in lighting and sound. The course provides a worthwhile introduction to a wide range of personal and organisational skills, which are very valuable in many careers, such as teaching, broadcast journalism, arts administration, stage management and drama therapy.

## **PHYSICAL EDUCATION**

Physical Education gives you the opportunity to develop your knowledge, understanding and skills for a balanced, healthy lifestyle as well as participating in a range of practical activities.

### **Why study Physical Education?**

In studying this course you will:

- develop your knowledge and understanding of the key points of health, exercise, physical performance and skilled performance focus on how to develop and maintain a healthy lifestyle
- study different types of exercise, methods of training and the effects of physical exercise and training on the body
- consider the importance of risk assessment for health and safety and how to take steps to reduce these risks
- develop useful life skills through participating in a range of physical activities as a participant or a leader and official.

### **What will I study?**

**Component 1:** Developing Knowledge, Understanding and Skills. The component will cover the key concepts of health, exercise, physical performance and skilled performance. You will have the opportunity to analyse the key influences that impact on participation and performance, and how to develop and maintain a healthy lifestyle.

**Component 2:** Developing and maintaining a balanced, healthy lifestyle: In this component, you will put into practice the knowledge and skills to help you develop and maintain a balanced, healthy lifestyle.

**Component 3:** Individual performance in physical activities: This component has two parts. In part one you will have the opportunity to improve your skilled performance in selected physical activities. In part two you will have the opportunity to participate in three different physical activities. For one of these activities you can be assessed in the role of leader and official.

### **TYPE OF ASSESSMENT**

**Theory Component 1:** 40%. This is a written exam and will be 1 hour and 30 minutes long.

**Assessment Component 2:** 20%. You will be assessed on your evidence of developing and maintaining a balanced, healthy lifestyle.

**Controlled Assessment Component 3:** This is in two parts, (a) and (b). In part (a), 10% Analysis of your own and others' practical performances. (b) 30% three practical activities from a range of athletic activities, games, outdoor activities and specialist activities.

### **CAREER OPPORTUNITIES:**

Useful if interested in any of the following: AS/A2 level Physical Education, GNVQ PE & Sports Science, PE Teaching, Sports Coaching Journalism

## **RELIGIOUS STUDIES**

Religious Studies helps you to explore religions and beliefs and reflect on fundamental questions related to belief. Studying Religious Studies can enhance your personal, social and cultural development and give you a greater understanding of different cultures locally, nationally and in the wider world.

### **Why study Religious Studies?**

In studying this course you will develop your interest in and enthusiasm for the study of religion and relate this to the world around you. You will be given opportunities to reflect on and develop your own values, opinions and attitudes and engage with fundamental questions related to belief.

### **What will I study?**

You will study 2 units:

- 1) **The Christian Church through a study of Catholic Church and one Protestant tradition.** Topics include: Christian festivals, buildings and furnishings, worship, the role of clergy and sacraments.
- 2) **An introduction to Christian Ethics.** Topics include: Relationships, Matters of life and death, Care for the Earth, Equality and War and Peace.

### **How will I be assessed?**

You will sit 2 examination papers, one in each unit. Each unit is worth 50% of the total examination marks. You can sit one unit at the end of the first year of your GCSE course.

### **Type of assessment**

2 written examinations lasting 1 hour and 30 minutes. There will be some questions which require short answer responses and some which require extended writing.  
**CCEA sets and marks both papers.**

## **CAREER OPPORTUNITIES**

Teacher, journalist, research assistant, museum curator, Civil Service, Youth work, counselling, Charity work, social work.

## Science

There are three different routes available to students depending on their ability, aptitude and interest in Science as well as their intended post GCSE choices.

### **Route 1: Double Award Science**

This option is for students who wish to spend as much time as possible studying science. Students taking this course will spend nine periods per week studying Science and successful completion will result in the awarding of **two GCSEs** by the end of Year 12. **Students wishing to study Biology, Chemistry or Physics at AS/A2 level must take this option.**

#### **Course structure and assessment:**

Your son/daughter will take the **CCEA Double Award Science GCSE**.

In Year 11 they will complete three units Biology 1, Chemistry 1 and Physics 1. Each unit is worth 11% of the overall grade and units are available in November, February and May.

In Year 12 they will complete a further three units: Biology 2, Chemistry 2 and Physics 2. Each unit is worth 14% of the overall grade and units are only available in the Summer series.

A 'Practical Skills' Unit is based on investigative and practical skills assessed by practical work in class and a final external assessment. This contributes the other 25%.

Students may be entered at Foundation or Higher Tier. Grades available at the two tiers are: Higher A\*A\*-EE, Foundation CC-GG.

## **Route 2: CCEA Single Award Science**

This option is for students who do **not** plan to study Biology, Chemistry or Physics at A level. It would, however, be a route into an A Level in Life and Health Science. Students will take five periods of science a week and successful completion will result in the awarding of **one GCSE**.

### **Course structure and assessment:**

Four units are taken: A Biology, Chemistry and Physics Unit and a 'Controlled Assessment' Unit. Each Unit is worth 25% of the overall grade. The first three Units are assessed by written papers one of which is usually taken in February of Year 11, the second one in November of Year 12 and the final one in the Summer of Year 12. They contribute 75% of the overall grade. The fourth 'Practical Skills' Unit is based on investigative and practical skills assessed by practical work in class and a final external assessment. This contributes the other 25%.

Students may be entered at Foundation or Higher Tier. Grades available at the two tiers are: Higher A\*-E, Foundation C-G.

## **Route 3: CCEA Occupational Studies (Environment and Society) - Horticulture**

This option provides a more vocational route with assessment based on practical work throughout the course. Unlike traditional GCSEs there are no formal written exams for this qualification but assessment is based on the student's diary and portfolio containing evidence of their work.

The features of this course are the development of:

- skills for working life through an enjoyable 'hands-on' approach.
- knowledge through practical, work related activities.
- the ability to make better choices in relation to further study, training and employment.

Pupils will take two Units from the 'Environment and Society' Occupational Studies Qualification. These Units will be '**Horticulture: Caring for Plants and Flowers**' and '**Horticulture: Growing Plants in a Sustainable Way**' giving them the opportunity to make use of the College's greenhouse and raised beds.

Students can achieve a nationally recognised Level 2 or Level 1 Certificate:

- A Level 2 Occupational Studies Certificate is at the same level as a GCSE grade A\* - C.
- A Level 1 Occupational Studies Certificate is at the same level as a GCSE grade D - G.



## **SPANISH**

Spanish continues to be a popular choice at GCSE in Erne Integrated College. GCSE students will study Spanish using the CCEA specification. Spanish is only available to those who have already studied it at Key Stage 3 and will afford those students the opportunity to:

- derive enjoyment and benefit from language learning
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Spanish;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop an understanding of Spanish in a variety of contexts;
- develop awareness and understanding of Spanish-speaking countries and communities; and
- take their place as a citizen in a multilingual, global society.

### **Students will study three main contexts:**

1: Identity, Lifestyle and Culture;

2: Local, National, International and Global Areas of Interest;

3: School Life, Studies and the World of Work.

### **Assessment at GCSE**

Unit 1 Listening = External exam (Foundation or Higher option available) = 25% of overall grade

Unit 2 Speaking = Teacher facilitated and externally marked assessment (2 role-plays and 1 conversation) = 25% of overall grade

Unit 3 Reading = 1 external exam (Foundation or Higher option available) = 25% of overall grade

Unit 4 Writing = External exam (Foundation or Higher option available) = 25% of overall grade

Present Year 10 students already studying Spanish will have an adequate grounding in this subject to be able to continue its study. However, it will still require a huge commitment as the workload naturally increases at GCSE.

### **CAREER OPPORTUNITIES**

With over 500 million speakers worldwide, Spanish will allow you to work and travel all around the world. The following are just some of the careers you could enter having studied Spanish at GCSE level:

*Journalism, marketing, tourism, foreign affairs, translating, teacher/lecturer, air cabin crew, medical translator, information scientist, au pair, patent examiners, hotel receptionists/managers, court interpreters, diplomatic service officers, conference interpreters, engineers etc*

## Technology and Design

### GENERAL INFORMATION

Technology and Design allows you to learn about Systems and Control or Product Design. It also provides a good foundation if you would like to study technology and design related subjects at a more advanced level.

### Why Study Technology and Design?

It's fun to design and make:

- you get to create your own product or system;
- you get to work with tools and machines;
- you get to use graphics, and other methods, to communicate your design ideas;
- you get to make links between products and the impact they have on daily life;
- you get to develop your decision making skills; and
- you gain insight into related sectors such as manufacturing/engineering and the career paths they have to offer.

Content	Assessment	Weightings	When Taken
Unit 1: Technology and Design Core Content	External written examination. 1 hour 30 mins.  Students answer <b>10</b> questions from a core area of study.	25%	Summer Year 11
Unit 2: Optional Areas of Study	One of three optional written examinations 1 hour 30 mins  Students choose <b>one</b> of <b>three</b> options: A. Electronic and Microelectronic Control Systems; or B. Mechanical and Pneumatic Control Systems; or C. Product Design.  Students should select the option that reflects the area of Technology and Design they have studied.	25%	Summer Year 12
Unit 3: Design and Manufacturing Project	Controlled assessment Students complete a design project comprising a design portfolio and an associated manufacturing task.	50%	Summer Year 12

**UNIT 1.** This is a core unit and is compulsory. In this unit you will learn about:

- Manufacturing;
- Electronics;
- Mechanical control systems;
- Computer control systems; and
- Pneumatic systems and control

**UNIT 2.** Option C Product Design you will learn about:

- Designing and innovation
- Materials, components and fabrication
- Manufacturing practices; and
- Social responsibility of product design and market influences.

**UNIT 3.** This is a compulsory unit. This unit enables you to demonstrate your ability to design and manufacture a product in either a Systems Design and Manufacturing or a Product Design and Manufacturing element under controlled conditions.

## Useful websites for Career information

ABPI	<a href="http://www.abpi-careers.org.uk">www.abpi-careers.org.uk</a>	Association of the British Pharmaceutical Industry
Apprenticeships	<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a>	Information on apprenticeships
	<a href="http://www.apprentices.co.uk">www.apprentices.co.uk</a>	Engineering Employers Federation website on engineering apprenticeship vacancies and information.
Arkwright Scholarships	<a href="http://www.arkwright.org.uk">www.arkwright.org.uk</a>	Scholarship for students and schools during A Level study in Maths and D&T.
AWISE	<a href="http://www.awise.org">www.awise.org</a>	Association for Women in Science & Engineering
Biochemistry	<a href="http://www.biology4all.com">www.biology4all.com</a>	Information on courses and jobs linked to biology
Career Engineer	<a href="http://www.thecareerengineer.com">www.thecareerengineer.com</a>	Recruitment website dedicated to the UK engineering industry
Careers Guidance	<a href="http://www.b-live.com">www.b-live.com</a> <a href="http://www.brightfuturesni.org/fermanaghlc/site">www.brightfuturesni.org/fermanaghlc/site</a> <a href="http://www.nidirect.gov.uk">www.nidirect.gov.uk</a>	Information on courses available locally
Careers Guidance	<a href="http://www.fasttomato.com">www.fasttomato.com</a>	
CITB Construction Skills	<a href="http://www.citb-constructionskills.co.uk">www.citb-constructionskills.co.uk</a>	Includes info on careers in, and routes into,

		construction industry.
Connexions	<a href="http://www.connexions-direct.com/jobs4u">www.connexions-direct.com/jobs4u</a>	Advice and support for young people 13 to 19 in England.
Engineering Council UK	<a href="http://www.engc.org.uk">www.engc.org.uk</a>	Includes list of engineering institutions and info on professional engineering registration.
Enginuity	<a href="http://www.enginuity.org.uk">www.enginuity.org.uk</a>	Information on engineering and careers.
Erne Integrated College	<a href="http://www.erneic.org.uk">www.erneic.org.uk</a>	Information on dates options etc for KS4 and 5
ETB	<a href="http://www.etechnology.co.uk">www.etechnology.co.uk</a>	Engineering & Technology Board. Includes some careers resources.
Financial	<a href="http://www.lifelonglearning.co.uk">www.lifelonglearning.co.uk</a>	Financing study for adult learners
Future Morph	<a href="http://www.futuremorph.org">www.futuremorph.org</a>	Science Council website giving information on careers available from studying science and maths.
Graduate careers	<a href="http://www.prospects.ac.uk">www.prospects.ac.uk</a>	Website for graduates but includes info on careers within a wide range of disciplines.
Graduate jobs	<a href="http://www.gradunet.com">www.gradunet.com</a>	
Graduate jobs	<a href="http://www.doctorjob.co.uk">www.doctorjob.co.uk</a>	
Graduate recruitment fairs	<a href="http://www.engineerjobs.co.uk">www.engineerjobs.co.uk</a>	National Engineering & Construction recruitment

		exhibition
IAESTE	<a href="http://www.iaeste.org.uk">www.iaeste.org.uk</a>	International Work Experience for Technical Students
ICE	<a href="http://www.ice.org.uk">www.ice.org.uk</a>	Institution of Civil Engineers
IChemE	<a href="http://www.icheme.org">www.icheme.org</a>	Institution of Chemical Engineers
	<a href="http://www.whynotchemeng.com">www.whynotchemeng.com</a>	
ICT	<a href="http://www.careerspace.com">www.careerspace.com</a>	Careers website for ICT
IET	<a href="http://www.theiet.org.uk">www.theiet.org.uk</a>	Institute of Engineering & Technology (electrical & electronic engineering)
IMechE	<a href="http://www.imeche.org.uk">www.imeche.org.uk</a>	Institution of Mechanical Engineers
IoB	<a href="http://www.iob.org">www.iob.org</a>	Institute of Biology
IoP	<a href="http://www.iop.org">www.iop.org</a>	Institute of Physics
Jim Finder	<a href="http://www.jimfinder.com">www.jimfinder.com</a>	Engineering and Manufacturing jobs
Learn Direct	<a href="http://www.learndirect.co.uk">www.learndirect.co.uk</a>	
Maths Careers	<a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a>	Careers website for maths and statistics
NIACE	<a href="http://www.niace.org.uk">www.niace.org.uk</a>	National Institute of Adult Continuing Education in England and Wales
Placements	<a href="http://www.step.org.uk">www.step.org.uk</a>	Undergraduate placement

		opportunities
Planet Recruit	<a href="http://www.engineersonthenet.com">www.engineersonthenet.com</a>	Engineering jobs
RAEng	<a href="http://www.raengbest.org.uk">www.raengbest.org.uk</a>	Royal Academy of Engineering range of schemes for students from KS2 up to adult. Includes industry placements, summer schools, residential courses and engineering industry projects.
RSC	<a href="http://www.rsc.org">www.rsc.org</a>	Royal Society of Chemistry
Scenta	<a href="http://www.scenta.co.uk">www.scenta.co.uk</a>	Information on careers in Science, Engineering and Technology.
SEMTA	<a href="http://www.semta.org.uk">www.semta.org.uk</a>	Science, Engineering & Manufacturing Sector Skills Council.
Sponsorship & Placements	<a href="http://www.everythingyouwantedtoknow.com">www.everythingyouwantedtoknow.com</a>	Undergraduate work placement and sponsorship
UCAS	<a href="http://www.ucas.com">www.ucas.com</a>	The University and Colleges Admissions service, information and searchable databases for college and university courses in the UK.
WES	<a href="http://www.wes.org.uk">www.wes.org.uk</a>	Women's Engineering Society for those in engineering or considering becoming engineers

# Occupational Studies



## A GUIDE FOR STUDENTS AND PARENTS

### **What is Occupational Studies?**

Occupational Studies is a qualification that you may choose to work towards in Key Stage 4 (Year 11) and continue with in Year 12. It is a

special qualification that you can achieve alongside your GCSEs.

### **What makes Occupational Studies special?**

Occupational Studies is all about learning through practical activity. This means that most of the time you will be learning by 'doing' something, hands-on. You will have the chance to learn about work by 'working' in the salons, workshops and classrooms and, at the same time, you get to try out 4 different kinds of 'work' over the 2-year period (Years 11 and 12). You will learn lots of different skills that will be useful to you in the world of work.



### **What kind of work areas can I choose from?**

There are 6 different Occupational Studies areas within the framework. Each of these areas is divided into different units

### **What will I learn in the different units of study?**

The brief summary given below will give you some idea of what you will learn about in each of the units offered. This will help you to make up your mind about which units you may like to choose.



## 1 DESIGN & CREATIVITY

- **Food Preparation and Cooking (Kitchen and Larder):** Identify and use equipment; measure and weigh ingredients; follow recipes; prepare hot and cold sandwiches; identify different types of bread; apply hygiene rules; learn about healthy options; prepare and cook vegetables, meats, chicken, and cook soups.
- **Food Preparation and Cooking (Patisserie):** Identify and use equipment; measure and weigh ingredients; follow recipes; prepare and use shortcrust, sweet and puff pastries to make desserts; display what you have baked; cook and decorate cakes; cream, whisk and pipe.
- **Application of Makeup:** Health and safety rules; set up work area; communication; knowledge of skin types; identify powders, foundations, eye products; select products to suit skin type; prepare skin for makeup; apply toners and makeup.
- **Styling Hair by Blow Drying:** carry out a client evaluation, learn how to blow-dry long and short hair, comply with health and safety regulations related to working in a salon, carry out salon reception duties, and understand the importance of recycling, minimising waste and using environmentally safe products.
- **Provide a Nail Art Service:** Communicate with client; learn about reception duties; help client choose design; prepare materials and equipment; prepare nails; enamel nails; apply base coat and nail art design; remove nail art.
- **Creating Up-styles on Long Hair:** Health & hygiene; attend to client: gown and position appropriately; discuss style and agree with client; prepare service area; create current up-styles.



## 2 TECHNOLOGY & INNOVATION

- **Carpentry and Joinery:** Health and safety rules; identify and use basic tools; read drawings; cut timber; bore holes; make a small item from timber; make joints.
- **Carpentry and joinery 2:** Health & Safety in the workshop; appropriate use of a number of hand and hand held power tools; craft techniques; manufacture of joinery components and using basic joints
- **Digital Imaging: Understand terminology;** Use digital camera and transfer pictures to computer; use flatbed scanner; scan images; import captured images; create compositions using images and text; save images in appropriate formats.
- **Digital Video Production:** Know stages of video production; plan a video project; use video camera to record live footage; transfer footage to computer; rearrange and order clips; edit clips; add titles and graphics; mix audio.



## 3 CONSTRUCTION

- **Brickwork:** Health and safety rules; identify basic tools; interpret drawings; set out brickwork; build straight lengths and corners; mix mortar; lay brick to a line; bond, point and joint brickwork
- **Carpentry and Joinery:** Health and safety rules; identify and use basic tools; read drawings; cut timber; bore holes; make a small item from timber; make joints.
- **Carpentry and joinery 2:** Health & Safety in the workshop; appropriate use of a number of hand and hand held power tools; craft techniques; manufacture of joinery components and using basic joints
- **Painting and decorating 1:** health and safety with respect to workshop activities, materials and material storage; the appropriate use of basic painting and decorating hand tools; preparation of various surfaces for the application of paint; application and build up of several coats of paint; stencil work; preparing wall for and the hanging of wall coverings



- **Plastering 1:** health and safety with respect to workshop activities; the appropriate use of plastering hand tools; the use of appropriate plastering resources and their effect on the environment; applying a scratch coat to a wall; applying a bell cast to a wall; applying and finishing a plain rendering to a wall; applying a Tyrolean hand-machine finish to a prepared wall surface
- **Plumbing 1:** health and safety with respect to workshop activities; the cutting and bending of copper pipe work; the cutting, bending and squaring of mild steel pipe work; the appropriate use of a floor standing bending machine for copper pipework; jointing methods for copper and mild steel pipe; the use of a hand held threading machine for mild steel pipe; the use of welding equipment

#### 4 **BUSINESS AND SERVICES**

- **Shampooing and Conditioning Hair:** Learn salon reception duties; meet and greet clients; consult clients on what they want; prepare client for shampooing; know about health and hygiene; understand various shampoos and their uses; check and correct water temperatures; wash and massage techniques.
- **Facial Skincare:** Evaluate client; prepare client and treatment area; improve skin condition; know about muscles of face and neck; apply salon policy on identifying low stock; verbal and non-verbal communication.
- **Manicure:** Meet and greet clients; advise clients on procedures; know tools needed; set up work area; prepare nails for treatment; learn how to file, buff, moisturise and polish nails; understand instructions on creams; communication.



#### 5 **ENVIRONMENT & SOCIETY**

- **Enable Children to Participate in Play Activities:** Children's physical, communication, intellectual, social, emotional and behavioural development; importance of play; language and communication; books, poems, games and rhymes; health and safety.
  - **Physical Care and Development of the Child:** Basic needs; physical care; cultural requirements for care; hygiene and protection procedures; nutrition; safe environments.
  - **Running a leisure event:** You could plan a visit to a local leisure facility, a day trip to an outdoor pursuit centre, a table quiz or sports tournament the choice is up to the learners enhancing teamwork and decision making skills. The skills which a learner must demonstrate in planning, running and evaluating a successful event are an important preparation for many aspects of adult life, particularly the world of work.
- Sports leadership:** Sports coaches and leaders have an important part to play in the development of sport at local and national level. The development of coach education is a growth area in sports courses world-wide. The purpose of this unit is to give you the basic skills required to run a sports session. You will gain knowledge and skills required to assist in the running of a sports or physical activity session.



#### 6 **ENGINEERING & ENGINEERING SERVICES**

- **Electrical Wiring Practices:** Know about safe working practices; select and use appropriate tools and equipment; develop wiring techniques; follow instructions and use diagrams; work to acceptable standards; know variety of electrical components.
- **Manufacturing Techniques (Sheet Metalwork):** Health and safety; prepare work area; know tools and safe use; construct sheet metal components by cutting metal, mark out bends and rivets' positions, bend up, drill and join using rivets; self-inspect work pieces and fix as required.



- **Basic fast fit operations:** Remove and replace road wheels; remove tyres from wheel rims and refit; carry out wheel balance; battery test; refit brake pads; brake discs, brake drums and brake shoes
- **Basic Vehicle Electrics:** Remove, inspect and refit the headlight, sidelight, stop/tail, flasher, number plate bulbs. Test a selection of fuses; connect wire cables using a variety of terminals; test and replace batteries; remove starter motor, inspect and refit alternator and drive belt; check that all refits operate correctly
- **Plumbing 1:** health and safety with respect to workshop activities; the cutting and bending of copper pipe work; the cutting, bending and squaring of mild steel pipe work; the appropriate use of a floor standing bending machine for copper pipework; jointing methods for copper and mild steel pipe; the use of a hand held threading machine for mild steel pipe; the use of welding equipment

### **What do I do next?**

**Firstly**, you must choose 1 area in which you would like to work in Year 11 and a different area for Year 12.

**Secondly**, you must choose 2 units from within each of these areas. Make sure to read about each unit before you choose. This will give you some idea if you would like this type of work or not.

You can now see that, at the end of your 2 years with us, you will have learned lots of new skills in 4 different units.

### **How will Occupational Studies be assessed?**

No exams! You can achieve your qualification mostly by 'doing'. This means that your tutor will assess/mark your practical work. You will have to show that you have gained the skills necessary to do a particular task. The highest mark you can get for each unit is 25 and you must get 18 marks, or more, in order to gain the Level 2 qualification (equivalent to A\*-C grades at GCSE Level). You must attend College every week.

You also need to keep a record of your work each week and this must be signed by your tutor to prove that you have completed the tasks and gained the skills.

### **What qualification do I get?**

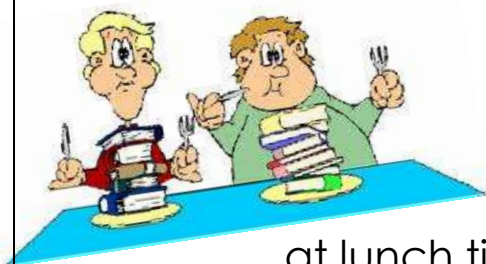
At the end of Year 11, you will have a SINGLE AWARD in the area you have studied. This will be at Level 2 (18-25 marks), or Level 1 (10-17 marks). At the end of Year 12, you will have another SINGLE AWARD in the other area you have studied. So, at the end of Year 12, you should have 2 SINGLE AWARD qualifications at Levels 1 or 2. These equivalencies have been recognised by the Sector Skills Body.

## Where will I study Occupational Studies?

You will study Occupational Studies at South West College, Enniskillen Campus, one day per week. Students from other schools in the area will also be in your class. You will study 1 unit from 09.45 am to 12.15 pm, will have half an hour for lunch and will complete your studies from 12.45 pm to 3.15 pm.



In some units you will be asked to wear special protective clothing. The College will provide this but you must look after what you have been given and bring this clothing to College every week.



You will have lunch in the College Cafeteria. If you receive free meals in school, this will also apply in College. You will NOT be allowed to leave the College at lunch time.

Your school will let you know how you will travel to and from the College.