

# INFORMATION BOOKLET FOR

## Year 10 PUPILS and PARENTS



# KEY STAGE 4

## 2024 - 2026

<b>INDEX</b>	<b>Page</b>
Introduction	3
Rathfriland High School Curriculum Policy - KS4	4
Advice on making choices	5
<b>Information on Specific Subjects:</b>	
Art & Design	6
Business Studies @ Banbridge High School	7
Business & Communication Systems	8
Construction & the Built Environment @ New-Bridge College	9
Drama @ New-Bridge College	10
English Language & English Literature	11
French	12
Geography	13
History	14
Home Economics	15
Mathematics	16
Further Mathematics	17
Motor Vehicle & Road User Studies	18
Music @ RHS or New-Bridge College	19
Religious Studies	20
Science - Double & Single Award	21
Environment and Society Occupational Studies (A3 Only)	22
Health & Social Care	23
Design & Technology	24
Occupational Studies Level 2 – Technology & Innovation (A3 Only)	25
OCN NI Level 2 Certificate – Vocational Skills	26
OCN NI Level 2 Certificate – Information Technology Applications (A3 Only)	27
Prince’s Trust (A3 Only)	28
<b>Information about BTECs and Occupational Studies:</b>	
BTEC First Certificates	29
BTEC Childcare @ RHS with SRC Tutor	30
BTEC Sport	31
BTEC Digital Media Production @ New-Bridge College	32
BTEC Engineering @ SRC Banbridge	33
BTEC Information & Creative Technology	34
BTEC Travel and Tourism @ New-Bridge College	35
Occupational Studies @ SRC Newry (A3 Only)	36 & 37
GCSE Results 2023	38 & 39

## INTRODUCTION

Embarking on GCSE and equivalent courses in September 2024 marks a significant milestone in your school life. For the first time you will have a degree of choice in the subjects you study for the next two years. This choice is an important one and will impact on your educational and career options for the future. This booklet will provide you with information about the subjects offered at Key Stage 4 in Rathfriland High School for 2024-2026 to enable you to make an informed choice.

It is important that you and your parents take time to study the information in this booklet carefully and that you also take advice from your subject teachers, careers teacher and careers adviser. The booklet explains those subjects that will remain compulsory and the subjects that you can elect to study.

It is important that you recognise that timetable constraints make certain subject combinations impossible. It is hoped that all subjects detailed in the booklet can be delivered, but this will depend on the demand for each course. Where subjects are oversubscribed choices may be subject to the application of criteria to award places in each class. The criteria will be based on performance in the subject at Key Stage 3 and consideration of other factors relevant to the course.

After considering the options available and consulting with staff, please indicate your preferences, following the process that will be outlined later.



I Matthews  
January 2024

## **RATHFRILAND HIGH SCHOOL CURRICULUM POLICY FOR KEY STAGE 4**

The curriculum offered in Rathfriland High School exceeds legislative requirements and ensures a broad programme of study, which should best prepare our pupils for the future.

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

All pupils will have Physical Education, Religious Education, Taught Personal Development, Form Time, and Careers in their KS4 curriculum to meet statutory requirements.

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

Other examinations offered to some pupils in Years 11 and 12 include two Single Awards in Occupational Studies delivered by Southern Regional College and OCN NI qualifications, all of which have GCSE equivalence.

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

## ADVICE ON MAKING YOUR CHOICES

### REMEMBER

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



### THINK ABOUT

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

## Specification at a Glance



The table below summarises the structure of this GCSE course.

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

### **Component 1: 60 %**

#### **The Exploratory Portfolio (Yr11)**

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

#### **Investigating the Creative and Cultural Industries (Part of Yr11 and Yr12)**

**Part B:** - 35% A theme and task will be set for the candidate; they will creatively explore and investigate this in their own way under guidance. This body of work will result in one **Final Outcome**.

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

### **Component 2: 40%**

#### **Externally Set Assignment – Working to a Stimulus**

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

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

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

## GCSE BUSINESS STUDIES

### Why study Business Studies?

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

### Key Features

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

### Specification at a glance

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

## GCSE Business and Communication Systems

### Why study Business and Communication Systems?

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

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

### Key Features

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

### Specification at a glance

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



## GCSE CONSTRUCTION AND THE BUILT ENVIRONMENT

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

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

Topics within these topics will include:

- Health and safety
- Solving Health and Safety problems
- Plan a practical project
- Manufacture a practical project
- CAD drawings
- **Unit 1: The Construction Industry for the 21<sup>st</sup> Century**
- **Unit 2: The Construction Craft Project &**
- **Unit 3: Computer Aided Design in Construction**



Exam = 40%

Controlled Assessment = 60%

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

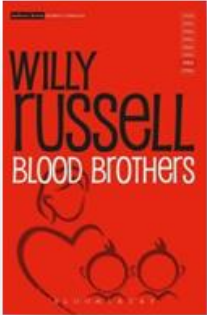
Acoustics consultant	Plant mechanic	Landscape architect	Road worker
Architect	Plant operator	Landscaper	Roofer
Architectural technician	Demolition operative	Land surveyor	Rural surveyor
Bricklayer	Domestic energy	Leakage operative	Scaffolder
Building surveyor	Dry liner	Marine craftsperson	Sheet metal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

## GCSE DRAMA

The CCEA GCSE Drama specification motivates and inspires students to build and showcase their competence in a range of creative, practical and performance skills.

### Key features:

- Students can choose performance **or** design for Components 1 and 2.
- Performance takes the form of acting.
- Design takes the form of one of the following: costume, lighting, multimedia, set or sound.

Content	Assessment	Weightings	Availability
<b>Component 1: Devised Performance</b>	Controlled assessment	<b>Total: 25%</b>	Assessment is available each summer (May/June)
	In response to a stimulus, students <b>either</b> : *devise and present a group performance <b>or</b> *devise and give a design presentation	15%	
All students submit a student log.  Teachers submit a <b>recording</b> of every student's performance or presentation.	10%		
<b>Component 2: Scripted Performance</b>	Controlled assessment	<b>Total: 35%</b>	
Using a published play script, students <b>either</b> : *present a group performance <b>or</b> give a design presentation			
<b>Component 3: Knowledge and Understanding of Drama</b>	External written examination	<b>Total: 40%</b>	
	1 hour 30 mins		
	Students answer <b>three</b> questions using <b>one</b> set text.		
	Open book.		

### Why Drama?

Studying Drama can lend itself to several career pathways:

Acting (film, TV, and the theatre), Broadcasting, Dancing, Design (costume, set, light, sound), Events planning, Management, Presenting, Producing, Teaching, Writing, Youth and Community work.

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

**English Language:**

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

**Controlled Assessment 40%**  
**Written Exams: 60%**

**English Literature:**

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

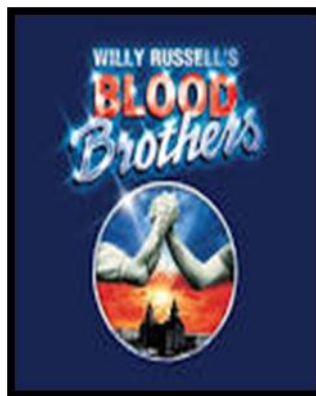
**Controlled Assessment: 20%**  
**Written Exam: 80%**

**Essential Skills:**

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

**Level 1 and 2:**

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



## GCSE FRENCH

Learning a language ...

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



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

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

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




## GCSE GEOGRAPHY

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

### Prior Learning

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

### Course Structure and Assessment

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

### Why Geography?

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

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

## GCSE HISTORY

### AIMS

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

### KEY FEATURES

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

Paper 1 can be assessed at the end of Year 11

Paper 2 will be assessed at the end of year 12

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

### WHAT WILL I STUDY?

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

## GCSE HOME ECONOMICS: FOOD AND NUTRITION

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



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

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

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

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

### Specification at a glance:

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

## GCSE MATHEMATICS

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

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



At Key Stage 4 all pupils are entered for CCEA GCSE Maths  
There are 2 tiers of entry – Foundation and Higher.

Target grades are:

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

Each pupil is entered for the tier which is considered to be the most suitable for their ability. At the end of Year 11 pupils sit their first module M1, M2, M3 or M4 which contributes to 45% of their final grade. The second and final module, M5, M6, M7, or M8, is examined at the end of Year 12. This contributes to 55% of their final grade.

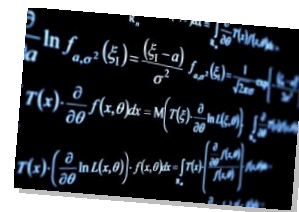
Progress and achievement are carefully monitored throughout the course and, where necessary some pupils are encouraged to change tier to maximize their chance of achieving their best possible grade.





## GCSE FURTHER MATHS

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



This is a demanding GCSE which requires dedication and perseverance from the beginning.

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

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

**Examining Board:** CCEA

### COURSE OUTLINE:

The Further Mathematics specification consists of three units.

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

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

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

### ASSESSMENT:

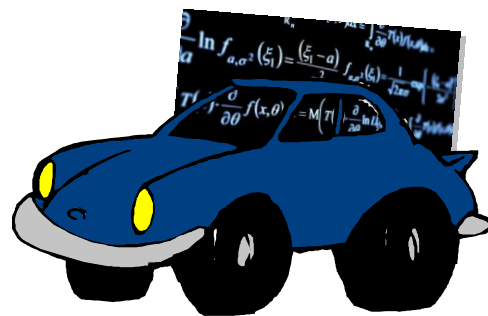
Unit one is assessed through a two-hour written examination paper whilst units 2 and 3 are assessed through one hour papers. Unit 1 is worth 50 % and units 2 and 3 are both worth 25% of the final mark.

Careers which involve a high degree of mathematical skill are:

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



## GCSE MOTOR VEHICLE & ROAD USER STUDIES



As most pupils will eventually go on to become vehicle owners in the not-too-distant future, the overall aim of this GCSE subject is to develop better informed and more responsible road users. Pupils are encouraged to form their own opinions with regards issues such as speeding, driving whilst under the influence of alcohol or drugs, vehicle insurance etc. Completion of the two-year course should mean that pupils will look forward to their driving test with added confidence.

The course content is divided into the following structure:

Content	Assessment	Weighting
<b>Unit 1</b> <b>Motor Vehicle &amp; Road User Theory</b> <ul style="list-style-type: none"> <li>• Vehicle control and road user behaviour</li> <li>• Legal requirements</li> <li>• Collision procedures</li> <li>• Road transport and its effects on society</li> <li>• Motor vehicle technology</li> <li>• Motoring Mathematics</li> </ul>	<p>Written exam</p> <p>1 hour 45 mins</p>	50%
<b>Unit 2</b> <b>Investigative Study</b>	2000-word project On the wearing of Seatbelts in Rathfriland.	25%
<b>Unit 3</b> <b>Practical Moped Test</b>	Controlled assessment using pupils' moped skills	25%

## GCSE MUSIC



### AIMS

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

### ASSESSMENT

<b>COMPOSING 30%</b>	<b>PERFORMING 30%</b>	<b>LISTENING 35%</b>
A folio of two compositions. One will be based on a given stimulus and the other will be a composition of the pupil's own choosing.	One solo and one group performance to be assessed by a visiting examiner. (6 minutes in total)  <b>DISCUSSION WITH THE EXAMINER</b> (approx. 3 minutes) <b>5%</b>	One listening paper (1 ½ hours) based on the following areas of study: <ol style="list-style-type: none"> <li>1. Western Classical Music</li> <li>2. Film Music</li> <li>3. Musical Traditions in Ireland</li> <li>4. Popular Music 1980 – present day</li> </ol> <p>Some of the questions will relate to music studied in class.</p>

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

### COURSE CONTENT

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

## GCSE RELIGIOUS STUDIES

The reason why many people choose Religious Studies at school is to enlighten and educate them on the Bible's teachings and to encourage them to respond to moral issues considering what the Bible says.

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

Pupils take both assessment units at the end of each year of study. At the end of Year 11 they complete a module on Mark's Gospel. At the end of Year 12 they complete a module on Ethics.



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

There will be a single tier of entry.

St Mark's Gospel includes the following topics:

- The identity of Jesus
- Jesus the miracle worker
- The teachings of Jesus
- The death and resurrection of Jesus
- The role and nature of Christian discipleship



'Christianity: Ethics' includes the following topics:

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

**RE is held in high esteem in the following careers:**

Social work, nursing, teaching, ministry, management, administration, insurance, community work, journalism and the media.



## SCIENCE

Science is one of humanity's greatest collective endeavours. It contributes to ensuring a longer and healthier life, helps us to provide food and water for our basic needs, provides energy... and makes life more fun, being integral in sports, music, entertainment and the latest communication technology.

In Rathfriland High School we hope to nurture inquisitive, knowledgeable and scientifically literate problem solvers who are well equipped to triumph over life's many challenges.



### CAREERS, FURTHER AND HIGHER EDUCATION

GCSE Single Award Science is a broad, balanced course that can help students appreciate the value of science while preparing them for related vocational studies or the world of work.

GCSE Double Award Science is essential for progression to AS and A Level Sciences and is deemed necessary for pupils hoping to pursue the career avenues of medicines, agriculture, engineering, communications, environment and manufacturing. This is a broad and coherent course that develops students' knowledge and understanding of the material, physical and living worlds.

### COURSE OUTLINE.

#### **SINGLE AWARD SCIENCE**

Assessment Component	Weighting
Biology	25%
Chemistry	25%
Physics	25%
Practical Skills Exam	25%

Pupils gain **one** GCSE grade for Single Award.

There are two tiers of assessment: Foundation (grades C\* – G) and Higher (grades A\* – D).

#### **DOUBLE AWARD SCIENCE - two science GCSE grades.**

Assessment Component	Weighting	Totals
Biology Unit 1: Living Processes and Biodiversity	11%	<b>Year 11 Total = 33%</b>
Chemistry Unit 1: Chemical Reactions and Analysis	11%	
Physics Unit 1: Force, Energy, Density, Radioactivity	11%	
Biology Unit 2: Body Systems, Genetics, Microorganisms and Health	14%	<b>Year 12 Total = 42%</b>
Chemistry Unit 2: Rates of Reactions, Metals and Organic Chemistry	14%	
Physics Unit 2: Waves, Electricity, Magnetism, and Space	14%	
Practical Skills Exam	25%	<b>Year 12 = 25%</b>

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

## **Occupational Studies in Environment and Society (A3 Only)**

### **Running a Leisure Event**

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

### **Sports Leadership**

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

### **Horticulture: Caring for Plants and Flowers**

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

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

## GCSE HEALTH AND SOCIAL CARE



### CAREERS, FURTHER AND HIGHER EDUCATION

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

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

### WHAT IS HEALTH AND SOCIAL CARE?

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

### SPECIFICATION

#### Proposed summary of assessment information

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



## GCSE TECHNOLOGY & DESIGN

GCSE Technology and Design will prepare students to participate confidently and successfully in an increasingly technological world.

Technology and Design encourages students to be innovative and prepared to take design risks. Students explore the creative, engineering and manufacturing industries, as well as the importance of high-quality technology and design.

There are two written exams, each worth 25% of the final mark, and a design and manufacturing project worth 50%.

Unit 1 - Core Theory Exam usually undertaken at end of year 11	Unit 2 - Specialist Area Exam usually undertaken at end of year 12	Unit3 Design and make portfolio undertaken in year 12
Core Topics- Manufacturing Electronics Computer control Mechanisms Pneumatics	More in-depth study of Pneumatics and Mechanisms	Students design and make a prototype product to a given theme. e.g., children learning through play, healthy living/sporting products, addressing the needs of the elderly. The theme changes annually.
Written Exam 1.5 hours Worth 25% of GCSE	Written Exam 1.5 hours Worth 25% of GCSE	Portfolio and manufactured product worth 50% of GCSE

### How will Technology & Design develop my other skills?

Technology and Design develops essential skills that will help you in later life. It teaches you about design and how to evaluate products, skills which will help you to be effective consumers. It also develops your graphical and ICT skills, which will enable you to use industry standard software such as 'Solidworks'. Your practical numeracy and literacy skills are also developed. Technology and Design gives you the opportunity to investigate, explain and explore your ideas and develop your creativity.

### How will Technology & Design help me in the future?

Technology and Design is useful for a career in engineering, product design, marketing, industrial design consultancy, production engineering, project planning, technical sales, furniture design, CAD/CAM, interior/exhibition design, advertising, display design, consumer advisory services, teaching and many more career opportunities. It is also excellent for people wanting to work in the skills sector, where several of our past pupils are serving their time in a trade such as joinery, construction and brickwork.

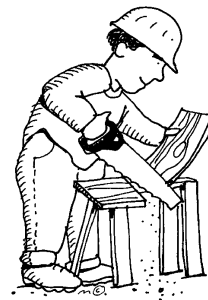


## Occupational Studies Level 2 – Technology and Innovation (A3 Only)

### Bench Joinery and Computer Aided Design

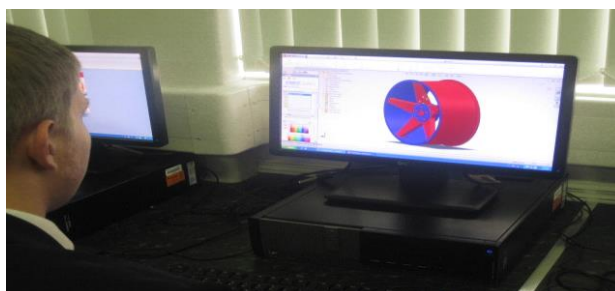
#### Bench Joinery includes:

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



#### CAD includes:

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



## **OCN NI Level 2 Certificate in Vocational Skills**

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

### **OCN NI Vocational Skills Programme at R.H.S.**

Over 2 years, pupils will complete 6 portfolio units within class time, there will be no External Exam. Each portfolio will be assessed and verified internally followed by verification from an External Examiner.

Core Skills: Oral Presentation Skills in practice

Communication Technology and Office Skills: Using Presentation Software

Communication Technology and Office Skills: Using Email

Core Skills: Interpersonal Skills for the individual

Core Skills: Personal Confidence and Self Esteem

- Each portfolio of work is then assessed by Mrs Annett, internally verified by a senior teacher within the school and then Externally Verified by OCN
- There are no formal assessments (exams)
- If pupils pass, they will receive the equivalent of a GCSE Grade B

## **OCN NI Level 2 Certificate in Information Technology Applications**

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

### **OCN NI Information Technology Applications Programme at R.H.S.**

Over 2 years, pupils will complete 5 portfolio units within class time, there will be no External Exam. Each portfolio will be assessed and verified internally followed by verification from an External Examiner.

#### **Portfolio Units Covered**

- Spreadsheet Software
- Database Software
- Email Software Skills
- Presentation Software
- Social Media

All evidence will be internally assessed by qualified centre assessors and internally verified by the approved centres. External verification visits and monitoring activities will be conducted with centres annually to confirm the evaluation of risk and compliance and to ensure the integrity of the qualification

The OCN NI Level 2 Certificate in Information Technology Applications has been approved by the Department of Education and has been awarded points which equate to a Grade B at GCSE.

## PRINCE'S TRUST

In 40 years, The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training.

The Prince's Trust is recognized by the qualification regulators in England, Wales, Northern Ireland, and Scotland to develop, offer and award qualifications.



Prince's Trust Qualifications seek to:

- Ensure young people have every opportunity to gain formal recognition of their skills and achievements
- Develop qualifications that offer flexibility, choice, and pathways to progression

### **Prince's Trust Achieve - Personal Development and Employability Skills Course**

The Prince's Trust qualifications in Personal Development and Employability Skills recognize a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners:

They give learners the opportunity to:

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

### **Prince's Trust Achieve Programme at R.H.S.**

- Pupils will be part of what is known as 'The Achieve Programme' and undertake the Personal Development and Employability course
- Over 2 years, pupils will complete 6 portfolio units within class time:
- Presentation Skills
- Wellbeing: Physical Activity
- Digital Skills
- Teamwork Skills
- Managing Money
- Preparing for the World of Work
- Experiencing the World of Work (Covid restrictions dependant)

Each portfolio of work is assessed by the teacher, verified by Prince's Trust Northern Ireland, and sent to be externally verified by Prince's Trust UK. There are no formal assessments. If each unit is passed, pupils will attain a Prince's Trust Level 2 – equivalent of 2 Grade Bs at GCSE and is recognised by colleges of further education. It is a great qualification, providing lots of practical life skills and transferable skills.

## BTEC First Awards

### Equivalent to 1 GCSE

- **Children’s Play, Learning and Development** – BALC in RHS
- **Creative Media** – BALC
- **Travel and Tourism** - BALC
- **Engineering** – BALC
- **Construction** - BALC
- **Sport** – BALC in RHS
- **Information & Creative Technology** - RHS

### Standards: a common core and external assessment

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

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

D\* is an aggregated grade for the qualification, based on the learner’s overall performance. To achieve this grade, learners will have to demonstrate a strong performance across the qualification.

To achieve a level 2 qualification learners must:

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

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

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

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

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

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

## **BTEC Level 1/Level 2 First Award in Children’s Play, Learning and Development**

### **Who is the qualification for?**

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

### **What will the student study as part of this qualification?**

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

### **This qualification consists of three compulsory units:**

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

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

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

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

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

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

## BTEC in SPORT

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



Points to Consider:

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

### Course Content

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

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

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

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

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

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

### **Who is the qualification for?**

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

### **What will the student study as part of this qualification?**

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

### **Compulsory units**

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

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

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

### **Optional units (2 units TBC by Tutor):**

The five internally assessed optional units are:

Unit 3 'Digital Moving Image Production'

Unit 4 'Digital Audio Production'

Unit 5 'Digital Publishing Production'

Unit 6 'Website Production'

Unit 7 'Digital Games Production'

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

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



## **BTEC Level 1/Level 2 First Award in Engineering**

### **Who is the qualification for?**

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

### **What will the student study as part of this qualification?**

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

### **Compulsory units**

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

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

### **Optional units (Two TBC by Tutor)**

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

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

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

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

### **What are the benefits of this qualification to students?**

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

## BTEC Level 2 First Award in INFORMATION and CREATIVE TECHNOLOGY

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

The course is structured in the following way:

Unit	Content	Assessment	Percentage
<b>Compulsory Core Unit 1 – The Online World</b>	<ul style="list-style-type: none"><li>• Online services</li><li>• Online documents</li><li>• Online communication</li><li>• The internet</li><li>• Worldwide web</li><li>• Email</li><li>• Data exchange</li><li>• Data storage</li><li>• Possible threats to data</li></ul>	External written Examination	25%
<b>Compulsory Core Unit 3 – A Digital Portfolio</b>	<ul style="list-style-type: none"><li>• Design a digital portfolio</li><li>• Create and test a digital portfolio</li><li>• Test the portfolio</li><li>• Review the digital portfolio</li></ul>	Internal Assessment	25%
<b>Choice of two of the following topics</b>	<ul style="list-style-type: none"><li>• Creating Digital Animation</li><li>• Creating Digital Audio</li><li>• Creating Digital Graphics</li><li>• Creating Digital Video</li><li>• Spreadsheet Development</li><li>• Database Development</li><li>• Website Development</li></ul>	Internal Assessment	50%




## BTEC Level 1/Level 2 First Award in Travel and Tourism

<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• To investigate the importance of the travel and tourism sector to the UK.</li> <li>• To investigate different types of customer and UK destinations.</li> <li>• To develop key skills, such as research, report drafting and writing skills and project management.</li> <li>• To give learners opportunities to link education and the world of work in engaging, relevant and practical ways.</li> <li>• To support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills.</li> <li>• To enable learners to enhance their English and mathematical competence in relevant, applied scenarios.</li> <li>• To give learners a route through education that has clear progression pathways to further study or an Apprenticeship.</li> </ul>
<p><b>Course Content</b></p>	<p>You will study the following three <u>mandatory units</u>, covering the underpinning knowledge and practical skills required to work in the industry:</p> <ul style="list-style-type: none"> <li>• Unit 1 - UK travel and tourism sector</li> <li>• Unit 2 - UK travel and tourism destinations</li> <li>• Unit 3 - The travel and tourism customer experience</li> </ul> <p>You will choose one further unit from two <u>optional units</u>, covering more specific aspects of the global travel and tourism sector. These are:</p> <ul style="list-style-type: none"> <li>• Unit 4 - International travel and tourism destinations</li> <li>• Unit 5 - Factors affecting worldwide travel and tourism</li> </ul>
<p><b>Assessment</b></p>	<p>You will carry out <u>tasks/assignments</u> throughout the two-year course. The coursework that you complete for 3 units will be worth 75% of the qualification and is internally assessed. Your teacher will assess and mark these and so you will receive feedback as to how you are getting on.</p> <p>For the assessment for Unit 3: The Travel and Tourism Customer Experience, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.</p> <p>The assessment for Unit 1: The UK Travel and Tourism Sector, is an exam unit. This exam is worth 25% of the qualification and is externally assessed. Pearson sets and marks these assessments. This test includes multiple-choice and open-ended-response questions based on main types of tourism in the UK and the different component industries that make up the UK travel and tourism sector.</p>

## Occupational Studies

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



### Teacher Guide for Occupational Studies

**Occupational Studies**

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

**What has changed and why?**

We have:

- added new units to address the STEM agenda;
- removed some units and refreshed the content of others to reflect changes in industry and occupations;
- changed the way that we assess units and grade the qualification – we assess each unit out of a total of 100 marks (previously 25 marks); and
- not changed the percentage marks allocated to the three assessment objectives.

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

removed the availability of first skills in Occupational Studies.

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

### The Occupational Studies Qualifications

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

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

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

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

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

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

### **Occupational Studies Single Award**

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

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

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

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

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

## 2023 GCSE RESULTS BY SUBJECT

Number of pupils entered and achieving grades:

Subject	No. of pupils	A*	A	B	C*	C	D	E	F	G	U
Art	7	0	3	2	0	0	1	0	1	0	0
Business Comm.	19	2	2	6	2	3	3	0	0	1	0
Design & Technology	10	1	1	6	1	1	0	0	0	0	0
English Lit.	20	5	5	9	1	0	0	0	0	0	0
English	49	1	14	14	10	10	0	0	0	0	0
French	19	0	3	1	4	4	5	2	0	0	0
Geography	13	2	4	3	1	1	2	0	0	0	0
Health & Social Care	17	3	2	5	6	1	0	0	0	0	0
History	25	2	5	14	2	2	0	0	0	0	0
HE	15	1	2	3	2	7	0	0	0	0	0
Maths	55	2	5	16	16	13	2	1	0	0	0
Further Maths	13	0	3	1	1	3	3	0	1	0	1
Music	5	0	1	3	1	0	0	0	0	0	0
MV & RUS	8	0	2	2	2	0	0	2	0	0	0
RE	23	0	7	4	6	3	0	0	2	1	0
SA Science	26	0	4	7	10	4	0	0	0	1	0

Subject	Total	**	*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD	DE	EE	EF	FF	FG	GG	U	CC+
Double Award Science	23	1	1	4	3	6	3	2	3	0	0	0	0	0	0	0	0	0	0	23

## BTEC First Level 2 Awards

Subject	Total	D*	D	M	P	Level 1	Pass+
BTEC Sport	11	1	1	2	6	1	10
BTEC ICT	17	0	0	1	14	2	15
BTEC Media	3	2	1	0	0	0	3
BTEC Engineering	10	0	0	5	5	0	10
BTEC C&E	21	5	5	5	6	0	22
BTEC Childcare	17	5	1	2	7	2	15

## Vocational Awards

Subject	Total	Pass	Fail
Prince's Trust	21	21	0
OCN NI Vocational Skills	14	14	0
OCN NI ICT	18	18	0
OCN NI Level 1 Communication	21	6	1
OCN NI Level 2 Communication	21	14	7