

ASHFIELD BOYS' HIGH SCHOOL



Year 11

Options Booklet

2018

General Information

This booklet provides details of the courses which are offered in Ashfield Boys' High School to Year 11 and 12 pupils. It contains outlines of examination and non-examination subjects and guidance to help students choose the optional part of their studies.

Year 10 is the final of Key Stage 3 in the Northern Ireland Curriculum and pupils will embark on a new chapter of their education. This is an important part of the learning process and will form the foundations for the student's career pathway post-16.

Step 1

Letter to Parents – 12 March 2018

Audit of choices – week beginning 12 March 2018, Talk on Options 15 March 2018

Step 2

Year 10 – Subject mapping to assist with option choices – 9 April 2018

Step 3

Year 10 Options Evening, 12 April 2018– Presentation and Departmental Stalls –
Issue of Booklet and forms

Step 4

Interviews with CLT, HOY, using options booklet, parents' complete form with
interviewer

Step 5

April 2018 – information from Year 10 pupils – planning for timetable

Step 6

April/June – parents contacted on choices, contact made with some parents
regarding timetable clashes

Curriculum Plan for GCSE/Level 2 Studies

Each pupil will study a core set of subjects plus optional subjects which they will choose. They will study 8 subjects leading to GCSE/Level 2 qualifications.

Year 11 and 12

5 Core subjects + 3 Optional Subjects + 3
Non-exam subjects

5 Core subjects

(English, Maths, ICT, Science,
LLW)

3 Optional subjects

RE

Games

Careers

Core Subjects

All pupils must study the core subjects listed below:

Core Subject	Level
1. English Language	GCSE
2. Mathematics	GCSE
3. ICT	BTEC Level 2
4. Science	GCSE/BTEC Level 2
5. Learning for Life and Work	GCSE

Optional Subjects

Pupils will be asked to choose 3 subjects from the following.

Optional Subject
1. Art & Design*
2. Business
3. Double Award Science*
4. Engineering
5. English Literature*
6. Further Mathematics*
7. Geography
8. Government & Politics
9. History*
10. Hospitality
11. Moving Image Arts
12. Music*
13. Religious Studies
14. Spanish*
15. Sport Studies
16. Environment & Society
17. Patisserie & Cuisine

** Pupils will be offered places in these subjects based upon diagnostic data (PTE / PTM / CAT/ PASS)) and also the pupil's performance in class and their end of year exams in Years 8, 9 & 10. If classes are oversubscribed, in any subject, a rank order will be applied**

Pupil Guidance on Choices

Choosing the subjects you will study in the next 2 years is vitally important. Remember you need to think through your plan, listen to the advice you are given and then make a decision on the subjects to study.

Advice on selecting subjects







- ✓ Do your **research by** finding out as much as you can from the subject teachers. Listen to information which is passed onto you. Find out what is covered in the subject? Is the course practical or will it be more theory based? What percentage of your final grade is coursework? How much weighting is placed on passing examinations?
- ✓ Think about subjects you enjoy, what are your strengths? Are there parts of these subjects that you are particularly good at? Is the subject going to be interesting to you?
- ✓ Also think about subjects which are new, would you enjoy these subjects?
- ✓ Look at your Personal Career Plan, what careers are you thinking of? Some careers and jobs will need certain subjects at GCSE, others may list it as helpful. Find out information from Mrs C Moore Head of Careers if you are in doubt.
- ✓ Do ask as many questions as possible - ask your teachers, family and others.
- ✓ Try to avoid choosing subjects as a way of staying with your friends.
- ✓ Subjects are open to you so think carefully.
- ✓ Use Fronter at home to access information on the school Careers area. Also use www.careersserviceni.com and other internet resources listed on our websites to help you make your decision.

ADVICE TO PARENTS

- ✓ Read through the Options Booklet about your son's subject choices and make sure that you will attend Options Evening on 12 April 2018, 6.30 pm – 8.30 pm to hear about the options available and talk to staff.
- ✓ Talk to your son about his interests, subjects he enjoys or which he might like to learn more about. Use your last school report to help you.
- ✓ Ask your son about the information he found out in the Careers Mapping Event on 9 April 2018. Also discuss his Personal Career Plan ideas with him.
- ✓ Encourage your son to think of the subjects he might need in the future. Do not get worried if your son has only a few ideas at this stage as employers do like to see a broad range of GCSEs.
- ✓ Pupils often change their minds when it is too late. Openly discussing choices with the form teacher, Careers teacher and the subject teacher, is the only way to avoid this.
- ✓ Pupils will often make mistakes such as choosing a subject because someone they have known took the subject or their friends are choosing the subject. Please talk this through so your son is making his choice based on what he is going to be best at and what he might require for his future.
- ✓ Check the assessment methods for each subject with your son and make sure he chooses the course which will suit his learning style.
- ✓ Use <http://jed.c2kni.net> or www.careersserviceni.com and other internet resources to look at the range of careers and further education courses open to them at the end of Year 12 in order to discover what entry qualifications are required for further courses.
- ✓ Finally, remember that activities or clubs outside normal class time are also very important. Your son should realise that when they are interviewed later for University or a job, they will be asked about their interests and pastimes. There is an excellent range of these available in school and they help pupils to develop as many different skills as possible. Pupils in the past have even found career interests through such activities.

Importance of STEM - SCIENCE, and ICT

Science at GCSE is essential for many courses at Higher Education and specific careers and so is a core subject in Ashfield Boys' High School. The following is a brief guide to some of the most popular areas and courses which students will study or be employed in but you ***must always check with the course providers*** to get the most up-to-date information.

Course	Entry Requirements
Nursing 	This normally requires a grade C or above in GCSE Science, normally Double Award, in addition to the normal entry requirements. Higher grades may be given preference at further short listing stages.
Teaching 	(teaching Primary or Secondary) You will need a degree and A levels in mostly curriculum subjects so your option choices should reflect this. If you are intending to be a primary school teacher then you should demonstrate a breadth of study. If aiming to be a secondary school teacher then you should choose the subject you would like to teach.
Health Sciences 	Normally requires at least 1 A Level in Science; you will need to check the university requirements to make sure if you require Double or Single Award Science.
Engineering 	Most degree courses in Engineering require A Levels in Engineering, Mathematics or Physics as entry requirements. Other useful subjects include Design and Technology, Business Studies and Chemistry.
Business/Finance 	Most courses will give preference to students with a business or financial background. This is a very wide subject area and you should always check with the university, provider or employer.
Journalism 	Hugely competitive and jobs are achieved more by who you know than what you know. Best route in is with a degree from a top university followed by professional qualifications thereafter which is slightly better than a degree in Journalism from another university. English Literature at A Level is almost a must. Should do a balance including Double Science, MFL at least one Humanities. Media Studies should be considered and will be of interest.

Electrician/Plumber



English and Mathematics are essential with normally 3 other subjects however this can be subject to change; always check with the FE Colleges and other providers.

Armed Forces



An officer rank will need at least A levels and probably a degree. PE/Sport may be useful but is not absolutely essential. Other ranks should have a range of relevant qualifications depending on regiment and PE/Sport should be considered. Communications, REME etc will require a Science and MFL is recommended for some specific areas (ability to learn a new language is a skill needed for operations in foreign countries).

Physiotherapist/Personal Trainer/Fitness Coach:



This is a competitive area. Many courses request either or both Sport and/or Science – discuss this with your Careers teacher and PE staff about BTEC Sport

Hospitality and Catering



Practical catering courses and employment will often give preference to pupils with qualifications in these areas.

Useful Websites

Careers	Examination Boards	Local Universities
www.careersbox.co.uk	www.ccea.org.uk	www.qub.ac.uk
www.futuremorph.org/11-13/careers-advice	www.aqa.org.uk	www.ulster.ac.uk
www.nidirect.gov.uk/careers	www.wjec.co.uk	www.ucas.com
www.prospects.ac.uk	www.pearson.com	
http://jed.c2kni.net		



**CORE
COMPULSORY SUBJECTS
2018**

English

Mathematics

ICT

Science

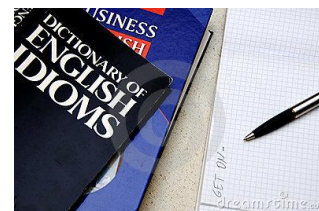
Learning for Life and Work

Name of Subject: GCSE English Language

Examining Board: CCEA

Course Outline:

This is a two year, untiered course involving continuous written and oral assessment. The maximum percentage for each part of the course is as follows:



UNIT 1 - Exam	30%
UNIT 2 - Speaking & Listening	20%
UNIT 3 - Written Assessment	20%
UNIT 4 –Exam	30%

Assessment:

2 exam units = 1 hour 45 minutes each = maximum total of 60%

Speaking & Listening = 3 assessments = maximum total of 20%

Oral assessment is continuous. The **best 3** marks, in specific categories, are submitted as final marks.

2 written tasks to be completed in class under controlled conditions = maximum total of 20%

TASK 1: The Study of Spoken Language – 1 hour (10%)

TASK 2: The Study of Written Language – 1 hour (10%)

Skills Developed:

Skills in speaking, listening, reading and writing necessary to communicate with others confidently, and effectively, and to express themselves creatively and imaginatively. The opportunity to develop the application of skills to real life contexts: engaging with and making fresh connections between ideas, texts, words and images; studying spoken and written language, exploring how language varies.

Progression Routes:

English is essential for all university courses and all careers, students need to earn a grade 'C' or above to progress to further study or embark on any employment. Students need to be able to express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication.

Career Opportunities: ALL students need a 'C' grade or above for any employment.

media	advertising
journalist	marketing
editor	law
writer	teaching

Useful Websites: www.ccea.org.uk

Name of Subject: GCSE Mathematics

Examining Board: CCEA

Course Outline:

Subject content covers all aspects of mathematics such as using and applying mathematics, number, algebra, shape and space, measures and data handling.

Assessment:

One examination paper (M1, M2, M3 or M4) is entered in June of Year 11, accounting for 45% of the overall examination credit. The terminal examination (M5, M6, M7 or M8) is sat in June of year 12. The terminal exam accounts for 55%.

Skills Developed:

Pupils will develop a sense of number and understand the significance of results they obtain. They will be able to apply mathematics to real life situations and develop an understanding of the part mathematics plays in the world around them. They will learn to reason logically, to classify, generalise and appreciate patterns and mathematical relationships, interpret process and represent data and draw logical conclusions, justifying arguments and conclusions.

Progression Routes:

A Grade C or above is an essential qualification for most careers and Post-16 courses. In recent years many Higher Education courses require Grade B or better. Mathematical skills are viewed most highly by employers. Mathematics is a strong academic subject acceptable for all courses at 3rd level.

Career Opportunities:

Actuary	Dentistry	Medicine
Accountancy	Engineering	Veterinary
Architecture	Pharmacy	Teaching
Banking		

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/mathematics/revised_gcse/index.asp



Name of Subject: BTEC ICT

Examining Board: Pearson

Course Outline:

The Edexcel BTEC Level 2 First Award in Information and Creative Technology is equivalent to 1 GCSE.

The qualification consists of three units, The Online World, Creating a Digital Portfolio and Website Development. The course explores the fundamentals of the creative technologies and allows students to develop both, their knowledge of the industry, and their practical skills to enable them to create web based technology.



Assessment:

Unit 1: The Online World	(External Exam)
Unit 3: Digital Portfolio	(Internally assessed)
Unit 13: Website Development	(Internally assessed)

Skills Developed:

This course allows students to explore a range of digital devices, such as smart phones and digital music players and consider the technology that enables these devices to share and exchange information. They will also develop practical skills in order to create and design their own digital technology.

Progression Routes:

This course will be of benefit to students both academically and also in the world of work. Pupils can further their studies of ICT at third level institutions. This course will also provide pupils with the necessary skills to work in administration, accounts, management or telecommunications to name but a few.

Career Opportunities:

web design	programming	systems analysis
software engineering	telecommunications	

Useful Websites:

www.qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html

Name of Subject: GCSE Single Award Science

Examining Board: CCEA

Course Outline:

The course consists of 4 modules, the content of which allows pupils to acquire a systematic body of knowledge in biology, chemistry and physics. Pupils also have the opportunity to develop their investigative and experimental skills. Pupils will study at foundation level. At the end of two years of study the pupil will achieve 1 GCSE grade.



Assessment:

Content	Assessment	Weighting
Unit 1: Biology	An externally assessed written examination	25%
Unit 2: Chemistry	An externally assessed written examination	25%
Unit 3: Physics	An externally assessed written examination	25%
Unit 4: Practical Skills	An externally assessed written examination	25%

Skills Developed:

- Practical Skills.
- Mathematical Skills.
- The ability to work independently and with others.
- Managing Information.
- Thinking, Problem Solving and Decision Making.
- Self Management.

Progression Routes: GCSE Science Single Award is essential for pupils who wish to study GCE CCEA Life and Health sciences (double award) or AQA Applied science extended certificate.

Career Opportunities:

Environmental Science	Teaching	Dietetics
Food Technology	Biomedical Science	Engineering
Pharmacy Technician	Dispensing Optician	Dental Technician
Materials Scientist	Sports Therapist	Physiotherapist
Chiropodist	Doctor	Teacher / Lecturer
Nature Conservation Officer	Pharmacologist	Veterinary Surgeon

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/general_science/

Name of Subject: GCSE Learning for Life and Work

Examining Board: CCEA

Course Outline:

This course provides 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.



Modular GCSE - five units in total (two controlled assessment tasks/reports and three modular examinations - one for each of the three areas of content).

Through studying this specification, pupils gain knowledge and understanding of:

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

Assessment:

- Students must complete three examinations for GCSE Learning for Life and Work: Modular. Each exam lasts 45 minutes and is worth 13.33% of the final award.
- They must also complete two controlled assessments, each of which is worth 30% of the final award.

Skills Developed:

Learning for Life and Work provides candidates with the opportunity to develop the skills necessary for independent thinking, informed decision-making and action in relation to personal, economic, employment and social issues. Learning for Life and Work also develops candidates' personal, interpersonal, literacy, numeracy and ICT skills.

Progression Routes:

A basis for further study in A Level Government and Politics.

Career Opportunities:

Housing Assistant	Travel Agency Clerk	Legal Executive
Learning Support Assistant	Youth and Community Worker	Diplomatic Service Officer
Police Community Support Officer	Immigration Officer	Social Researcher
Conservation Officer	Arts Administrator	Charity Officer
Town Planner	Welfare Advice Manager	Social Worker

Useful Websites:

www.rewardinglearning.org.uk



KEY STAGE 4
OPTIONAL SUBJECTS
2018

Name of Subject: GCSE ART

Examining Board: WJEC

Course Outline:

GCSE Art & Design has been designed for a wide range of pupils. It is particularly suitable for those who enjoy painting, drawing, printmaking, constructing, modelling, fabricating, making, investigating, handling traditional and/or contemporary media.



Assessment:

Assessment 1 (Candidate Portfolio) (60%) 120 marks

- Internally set and developed from personal and/or given starting points

Assessment 2 (Externally set task or starting point) [research & preparation plus 10 hours]
(40%) 80 marks

- Requires a sustained period of focused study of no longer than 10 hours

Skills Developed:

Painting, drawing, observing, designing, modelling, researching, organising, evaluating, problem solving, appreciating, graphic skills, presentation skills, computer skills. You will also develop the ability to work independently, have attention to detail and develop your project skills.

Progression Routes:

Art and design has close links with technology, history, and the expressive and performing arts including music and drama.

Career Opportunities:

Animation	Interior Designer	Sculptor
Architecture	Jewellery Designer	Set Designer
Ceramic Design	Make Up Artist	Teacher
Fashion Designer	Photographer	Textile Designer
Graphic Designer	Printmaker	TV/Video
Illustrator	Product Design	Sign Maker / Signwriter

Useful Websites:

www.yourcreativefuture.org www.skillset.org
[.uk](http://www.skillset.org.uk)

Name of Subject: BTEC Business

Examining Board: Pearson

Course Outline:

The course is divided into 4 units, 2 units delivered in Year 11 and 2 units in Year 12. BTEC First combines a mixture of classroom activities with **'real world' practical projects**.

The pupils will investigate how to start a business and how a business is financed. Pupils will explore how businesses organise their staff and job roles and also look into their potential as a future employee.



The units ALL **link with local businesses** and so are **VERY RELEVANT** to the pupils. In all units visiting businesses and investigating local business will play a vital part. The pupils will get the opportunity to develop a product through design to selling their product.

The course has a **strong practical focus** and therefore prepares pupils for **whatever industry** they choose to be a part of.

Assessment:

Unit 1: Enterprise in the Business World	Compulsory/core units	Assignment Internal assessed	25% of overall grade
Unit 2 Finance for Business	Compulsory/core units	Externally assessed - computer based 1 hour examination	25% of overall grade
Unit 3: Promoting a Brand	Additional	Assignment Internal assessed	25% of overall grade
Unit 8: Recruitment, Selection and Employment	Additional	Assignment Internal assessed	25% of overall grade

The grading at Level 2/GCSE Equivalence is:

Pass (Grade C) Merit (grade B) Distinction Grade A Distinction* (Grade A*)

Skills Developed:



One of the main skills developed is employability skills which will enable the pupil to work in any type of business whether this is in sports, engineering, IT, construction, etc. It will build up skills in Business and Finance and also communication and organising skills. The pupils have opportunities to work on projects which are totally relevant to the workplace.

Progression Routes:

Business Studies is an important subject for our daily lives. It is a **subject which is relevant whatever occupation is chosen** – whether it is to become a joiner or a doctor, we all need to know about businesses and how they work. The good thing about business is that it **keeps all options open** and yet is widely recognised in education and with employers.

Employers value this qualification as it is completely relevant to the world of work. It has **REAL opportunities** to progress further in education or into employment.

BTEC First in Business provides a valuable platform from which to progress on to Post-16 courses, Higher Education and a variety of career opportunities.

Career Opportunities:

Accountant	Economist	Human Resources Officer
Banker	Retail Buyer	Purchasing Manager
Estate Agent	Building Society Officer	Marketing
Events Manager	Health Service Manager	Freight Forwarder
Public Relations Officer	Housing Officer	Valuer
Pupils wishing to set up their own business later	Quantity Surveyor	Health and Safety Advisor
Online marketing manager	Media Buyer	Exhibition Organiser
Sales Executive	Media Analyst	Data Researcher

Useful Websites:

www.pearson	www.s-cool.co.uk	www.bbc.co.uk/bitesize
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Name of Subject: Occupational Studies: Business and Services

Examining Board: CCEA

Course Outline:

This is a very specification is a very hands-on approach to learning. The pupils have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.



There are **only 2 units** which are delivered through **practical classroom activities**.

Assessment:

Unit 7: Logistics and Transport	Compulsory/core units	Assignment /tests ALL Internally assessed	50% of overall grade
Unit 14: Using Office Technology	Compulsory/core units	Assignment /tests ALL Internally assessed	50% of overall grade

The grading at Level 2/GCSE Equivalence is from Pass (Grade C) to Distinction* (Grade A*)

Skills Developed:

One of the main skills developed is employability skills which will enable the pupil to **work in any type of business** whether this is in sports, engineering, IT, construction, etc. It will build up skills in Business and Finance and also communication and organising skills. The pupils have opportunities to work on projects which are totally relevant to the workplace.

Progression Routes:

Business Studies is an important subject for our daily lives. It is a **subject which is relevant whatever occupation is chosen** – whether it is to become a joiner or a doctor, we all need to know about businesses and how they work. The good thing about Business Studies is that it **keeps your options open** and yet is widely recognised in education and with employers.

Career Opportunities:

Call Centre Operator

Health Records Clerk

Estate Agent

Warehouse Clerk

Sales Assistant

Data Input Operator

Clerical Assistant

Accounting Technician

Freight Forwarder

Building Surveyor

Facilities Manager

Health and Safety Advisor

Pupils wishing to set up their own business later

Useful Websites:

www.ccea.org.uk

www.s-cool.co.uk

www.bbc.co.uk/bitesize

Name of Subject: GCSE Double Award Science

Examining Board: CCEA

Course Outline:

The course consists of 7 modules, the content of which allows pupils to acquire a systematic body of knowledge in biology, chemistry and physics. Pupils also have the opportunity to develop their investigative and experimental skills. Pupils can study at foundation or higher level. At the end of two years of study the pupil will achieve 2 GCSE grades.



Assessment:

Content	Assessment	Weighting
Biology Unit 1: Living Processes and Biodiversity	An externally assessed written examination	11%
Chemistry Unit 1: Structures, Trends and Chemical Reactions	An externally assessed written examination	11%
Physics Unit 1: Force and Motion, Energy, Moments, and Radioactivity	An externally assessed written examination	11%
Biology Unit 2: Body Systems, Genetics, Microorganisms and Health	An externally assessed written examination	14%
Chemistry Unit 2: Further Chemical Reactions and Organic Chemistry	An externally assessed written examination	14%
Physics Unit 2: Waves, Sound and Light, Electricity, and the Earth and Universe	An externally assessed written examination	14%
Practical Skills	An externally assessed written examination	25%

Skills Developed:

- Practical Skills.
- Mathematical Skills.
- The ability to work independently and with others.
- Managing Information.
- Thinking, Problem Solving and Decision Making.
- Self Management.

Progression Routes:

GCSE Science Single Award is essential for pupils who wish to study GCE CCEA Life and Health sciences (double award) or AQA Applied science extended certificate.

Career Opportunities:

Nursing
Food Technology
Biomedical Science
Geologist
Engineer
Dietician

Teaching,
Veterinary Medicine
Microbiologist
Forensic Scientist
Archaeologist
Medical Technologist

Dietetics,
Engineering
Medicine
Physicist
Agricultural Scientist
Physiotherapist

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/general_science/

www.wisecampaign.org.uk

Name of Subject: BTEC Engineering

Examining Board: Pearson

Course Outline: BTEC NQF Level 2 First Award in Engineering is undertaken via practical workshop activities allowing you to work safely within a workshop environment and gaining practical experience of various Fabrication Techniques, together with classroom based activities.



Assessment:

BTEC NQF Level 2 First Award in Engineering is equivalent to one GCSE. The qualification is made up of:-

Unit 1 – The Engineered World – External Assessment.

Unit 2 – Investigating an Engineering Product – Internal Assessment.

Unit 7 – Machining Techniques – Internal Assessment.

All internally assessed units are carried out via short tasks (practical with some written) undertaken in class. The external assessment is via an online examination.

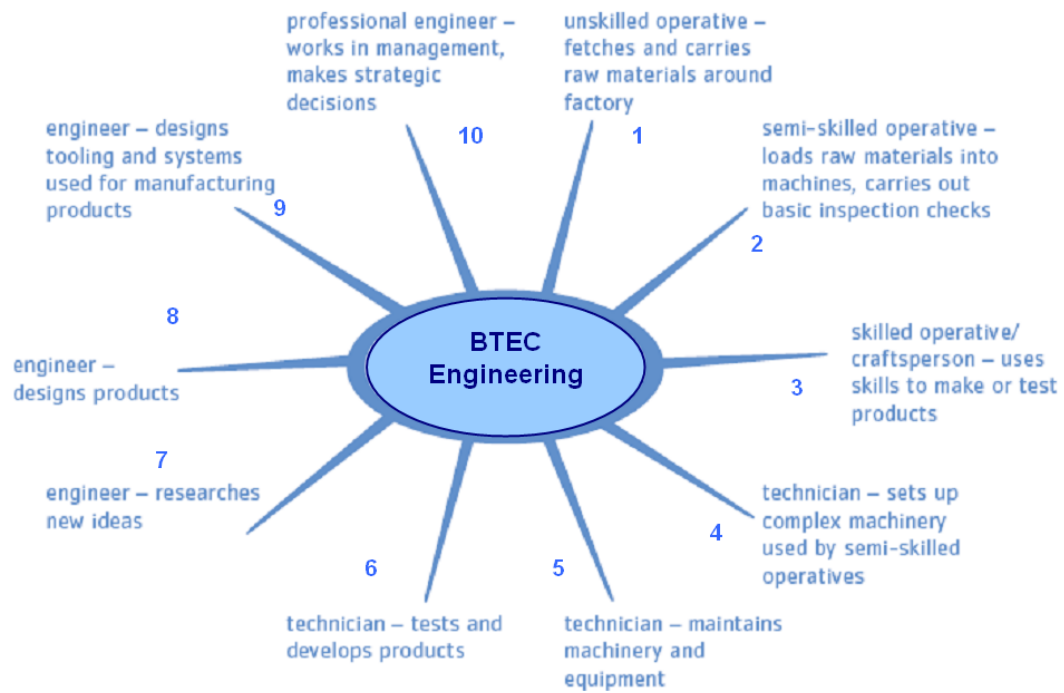
Skills Developed:

Knowledge of modern engineering materials, manufacturing techniques, and products are developed alongside undertaking practical engineering good practice culminating in the manufacture of a sliding bevel.



Career Opportunities & Progression Routes:

Engineering provides a wide range of career choices covering electrical (e.g. electrician, electronics technician), mechanical (e.g. car mechanic, plumber) and civil engineering (e.g. joiner, plasterer, bricklayer). It is the start of a career path within Engineering as detailed below.



Useful Websites:

<http://qualifications.pearson.com/en/qualifications/btec-firsts/engineering-2012-nqf.html>

Name of Subject: Occupational Studies. Pathway - Engineering & Engineering Services

Examining Board: CCEA

Course Outline: Occupational Studies in Engineering is undertaken extensively via practical workshop activities allowing you to work safely within an Engineering workshop environment and gaining practical experience of various Engineering Fabrication Techniques.

The qualification is made up of two units, one taken in Year 11 and the second in Year 12

Unit 42 – Hand Fitting.

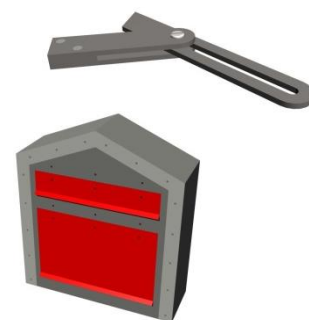
Unit 43 – Sheet Metal.

Assessment:

Occupational Studies in Engineering is aligned to one GCSE. All assessment is carried out internally on tasks undertaken in the workshop and classroom. No formal examinations are undertaken.

Skills Developed:

A wide range of basic Engineering knowledge alongside Engineering practical skills are developed encompassing bench fitting and sheetmetal work culminating in the manufacture of a sliding bevel and postbox.



Progression Routes:

Due to the constantly changing and evolving world of work, Occupational Studies enables pupils the opportunity to learn for work, through work and about work, thereby providing transferable and adaptability skills which employers consider extremely important.

Occupational Studies in Engineering provides a hand-on approach to learning. What makes it different is its focus on Engineering knowledge, understanding and skills, providing the potential for learning important vocational skills in “out of school” contexts.

This qualification provides an introduction to Engineering skills enabling career progression within the Engineering sector.

Careers Opportunities:

Construction trades

Engineer

Production

Fitter

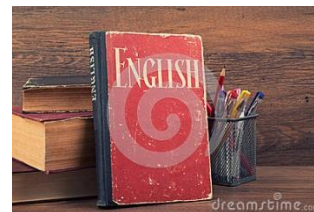
Useful Websites: http://ccea.org.uk/occupational_studies

Name of Subject: GCSE English Literature

Examining Board: CCEA

Course Outline:

This is a two year, untiered course. There are two examinations of one hour 45 minutes and 2 hours' duration.



The maximum percentage for each part of the course is as follows:

UNIT 1 –The Study of Prose	30%
UNIT 2 –The Study of Drama and Poetry	50%
UNIT 3 – The Study of Shakespeare	20%

Assessment:

UNIT 1 = EXAM = 1 hour 45 minutes = 30%

Section A = respond imaginatively to a modern novel = 1 hour = 20%

Section B = analyse and evaluate an unseen 19th Century prose extract = 45 minutes = 10 %

UNIT 2 = EXAM = 2 hours = 50%

Section A = 25% = explore and respond to a drama text. There is a choice of 2 questions on each text.

Section B = 25% =explore and respond to a collection of studied poems. There is a choice of 2 questions on each poetry anthology.

UNIT 3 = Controlled Assessment = 2 hours = 20%

Pupils complete a task, set by the exam board, based on their study of a Shakespeare play.

Skills Developed:

GCSE English Literature aims to encourage students to understand that texts from their literary heritage have been influential and significant over time. They will explore their meaning today and how texts from different cultures and traditions may reflect or influence the world around us. The course will challenge and develop their analytical, critical and thinking skills. The Controlled Assessment task will encourage independent learning.

Progression Routes:

This course will help students to develop their written communication skills, interpersonal skills and public speaking skills. English Literature is a well-respected GCSE that fosters transferable skills.

Career Opportunities:

journalism

publishing

teaching

law

media

speech therapy

business

communications

Useful Websites:

www.ccea.org.uk

Name of Subject: GCSE Further Mathematics

Examining Board: CCEA

Course Outline:

GCSE Further Mathematics caters for students who require knowledge of mathematics beyond GCSE Higher Tier Mathematics. It is designed to broaden the experience of students whose mathematical ability is above average and support progress to A Level Mathematics.



Assessment:

GCSE Further Mathematics is 100% external examination and is split into three papers:

- 1) Pure Mathematics (50%)
- 2) Mechanics (25%)
- 3) Statistics (25%)

Entry onto this course is determined by results in KS3 examinations and CAT4 results

Skills Developed:

This course aims to encourage students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods in mathematical and real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- design and develop mathematical models that allow them to use problem solving strategies and apply a broader range of mathematics to a variety of situations.

Progression Routes:

A qualification in GCSE Further Mathematics provides an ideal stepping stone for A Level. Pupils should be achieving a minimum of grade C in Further Mathematics for progression to A Level. Mathematical skills are viewed most highly by employers. Mathematics is a strong academic subject acceptable for all courses at 3rd level.

Career Opportunities:

Mechanical Engineer

Pilot

Computer Programmer

Nuclear Engineer

Materials Scientist

Engineering Technician

Architect

Electrical Engineer

Geophysicist

Meteorologist

Medical Physicist

Useful Websites:

<http://www.rewardinglearning.org.uk/microsites/mathematics>

Name of Subject: GCSE Geography

Examining Board: CCEA

Course Outline: The course allows students to acquire knowledge and understanding of a range of places around the world and develop appreciation of the environment. Students realise the importance of sustainable development in people's lives, develop an understanding of global citizenship and appreciate the constantly changing world that we live in.



Assessment:

Unit 1 understanding our natural world (40%)

Theme A: River environments

Theme B: Coastal environments

Theme C: Our changing weather and climate

Theme D: The restless earth

1hr 30 exam

Unit 2 living in our natural world (40%)

Theme A: Population and migration

Theme B: Changing urban environment

Theme C: Contrasts in world development

Theme D: managing our environment

1h 30min exam

Unit 3 Fieldwork (20%)

1hr exam

Skills Developed:

The GCSE pupil will develop key skills using ICT to collect, sort, record and present geographical information. Through fieldwork students will collect primary data, source secondary data, while analysing and interpreting information. Students will process data by analysing and interpreting maps, graphs and written information.

Progression Routes:

Geography is an interesting and versatile subject and is regarded as a Science as well as a humanities subject. It can be easily combined with almost all A-level subjects and therefore widens career choice.

Career Opportunities:

Architecture	Planning	Environmental Health
Law	Marketing	Medicine
Meteorologist	Teaching	Recycling Manager
Travel agent	Country/Rural Planner	Weather analyst

Useful Websites:

<u>www.bitesize</u>	<u>Geographical Association</u>	<u>Geography all the Way</u>
<u>Geography in Action</u>	<u>Google Earth</u>	<u>Internet Geography</u>
<u>Map Zone</u>	Northern Ireland Neighbourhood Information <u>System</u>	<u>Radley College Geography Department</u>
<u>Royal Geographical Society</u>	<u>Staffordshire Learning Net</u>	

Name of Subject: Occupational Studies: Environment and Society

Examining Board: CCEA

Course Outline: 2 units.

1. Planning a Leisure Event
2. Horticulture: Caring for plants and flowers

Assessment:



All areas are **internally** assessed: no written examination. Boys will:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where they could make improvements (AO3).

Skills Developed:

Communication, team building, problem solving, self-confidence, time management, positive attitude and strong work ethic.

Progression Routes:

L3 Travel and Tourism

Career Opportunities:

Florist

Botanist

Nature Conservation Officer

Travel Assistant

Hotel Manager

Events Management

Useful Websites:

<https://www.rhs.org.uk/>

www.hortmag.com/

<https://hta.org.uk/>

www.growcareers.info/

www.telegraph.co.uk ›
Gardening › Gardening
Advice

<https://www.planetnatural.com> › Learning
Center

[www.bbc.co.uk/gardening/advice/
pests and diseases/](http://www.bbc.co.uk/gardening/advice/pests_and_diseases/)

<https://www.planetnatural.com> ›
Pest Problem Solver

Name of Subject: GCSE Government and Politics

Examining Board: CCEA

Course Outline:

This new GCSE is made up of two units:

In the first unit, *Democracy in Action*, the students will gain an awareness of the basic concepts related to political participation: the importance of elections in a democracy and the different ways in which young people can make their voices heard. The unit seeks to enhance students' understanding of decision-making and the role of political parties and pressure groups in a democracy. Students explore different views on issues such as education, the economy and immigration, as well as considering the role of the media in reporting political events and influencing public opinion. This unit allows students to appreciate the importance of political participation and how political participation may take different forms.



In the second unit, *International Politics in Action*, the students will gain an awareness of the challenges posed by an increasingly interdependent world. The unit allows students to explore a variety of organisations that operate on a global scale and how they respond to important global issues, such as conflict resolution, poverty and immigration. Students consider the local and national response of governments, individuals and groups to political issues and evaluate the effectiveness of their actions.

Assessment:

Each unit is assessed by an external written exam lasting 1 hour and 30 minutes. Each paper consists of the following sections:

- Section A includes questions requiring short answers, recall and definitions
- Section B includes questions on source material
- Section C includes extended, evaluative style questions

Skills Developed:

GCSE Government & Politics promotes skills that will provide a basis for progression not only to GCE level study but also directly into employment, higher education or vocational training. Particular skills that will be developed include that of applying knowledge, analysis and evaluation as well as debating.

Progression Routes:

This course will serve as a very sound foundation for progression on into GCE A-Level Government and Politics, as well as other A-Levels such as History and English Literature. At degree level relevant areas of study include Government, International Relations, Law and Public Administration.

Career Opportunities:

Intelligence Officer	Human Rights Officer	Politician's Assistant
Public Affairs Consultant	Local Government Officer	Health Service Manager
Youth and Community Worker	Barrister	Diplomatic Service
Journalist	Social Researcher	Information Scientist

Useful Websites:

http://ccea.org.uk/qualifications/revision/gcse/specifications_support/government_and_politics

<http://education.niassembly.gov.uk/>

Name of Subject: GCSE History

Examining Board: CCEA

Course Outline: Pupils study the following Units:

Unit 1: Section A: Modern World Studies

- Life in Germany 1933-1945

Section B: Local Study

- Changing Relationships N Ireland and its neighbours 1965-1998

Unit 2: International Relations 1945-2003

The Cold War 1945-1991

New Tensions Emerge 1991-2003

Assessment:

Paper 1 Study in Depth: 1 hour 45 minutes (60% of GCSE course)

- Section A Life in Nazi Germany c1918-1945
- Section B Changing Relations: Britain , N Ireland and Ireland c1965-1985

Paper 2 Outline Study 1 hour and 15 minutes (40% of GCSE course)

- The Cold War 1945 – 1991

THERE IS NO CONTROLLED ASSESSMENT COMPONENT INCLUDED IN THE GCSE COURSE

Skills Developed:

History provides pupils with an opportunity to study some of the most controversial and dramatic periods of both local and World History. Topics featured in the newly revised GCSE course include Nazi Germany, the Cold War, the 'Global War on Terror' of the early 21st Century and N Ireland's 'Troubles'.

The skills taught in History are appreciated in many careers because History develops an ability to carry out research, to make judgements and to communicate effectively both orally and in writing. It promotes high levels of critical thinking and analysis and improves literacy. It raises awareness of a wide range of issues and develops important social skills including a willingness to listen to other peoples' opinions. History gives students the opportunity to work independently or as part of a team - all these facets should attract students of an enquiring mind.



Progression Routes:

Due to its solid foundation in research and analysis, History is traditionally a subject which is studied by those contemplating a career in law but its value extends to a host of other fields. History is a very useful 'Bridge' subject which combines well with sciences, languages and other literary subjects. It is a very appropriate choice if you wish to keep your career options open.

Career Opportunities:

Medicine	Politics	Administration
radio and television	Journalism	Banking
Nursing	Accounting	Management
Psychology	Teaching	Librarian

Useful Websites:

www.rewardinglearning.co.uk

Name of Subject: GCSE Hospitality

Examining Board: CCEA

Course Outline:

Two-year unitised course which gives students a realistic understanding and experience of the hospitality industry as part of a broad Key Stage 4 programme:



- Provides opportunities for the application of knowledge, understanding and skills through a range of theoretical and practical contexts
- Enables students to experience the real world of work
- Work-related assignments give the course an applied ethos and a work-related emphasis
- Practical tasks enable students to have a motivating and enjoyable experience of finding out what it is like to work in the hospitality industry
- Allows for the planning and implementation of the course to focus heavily on this work-related aspect (students might consider undertaking a work placement in the hospitality industry)

Assessment:

There are three units:

- Units 1 and 2 are externally assessed; and
- Unit 3 is internally assessed through a portfolio of three tasks and a function assignment

Skills Developed:

Core knowledge of the hospitality industry and the skills required for working in it;

- A self-directed approach to learning;
- The opportunity to apply their developing knowledge in relevant, enjoyable and work-related contexts;
- The ability to make informed decisions about further learning opportunities and career choices in the hospitality industry; and
- Key transferable skills which are important in working life.

Progression Routes:

This course will provide a good foundation for students going on to further study or for students going into the world of work. GCSE Hospitality is a very flexible subject opening a wide range of career opportunities within the Hospitality Industry. This is one of the biggest

industries in the world and there will always be jobs in this industry. There are many opportunities to travel within the hospitality industry.

Career Opportunities:

Chef	Hotel Manager	Domestic Services Manager
Health Promotion Specialist	Catering Manager	Customer Services Assistant
Restaurant Manager	Food Scientist	Dietician
Logistics Manager	Facilities Manager	Housekeeper
Passenger Check in Officer	Flight Attendant	Commis Chef

Useful Websites:

<http://www.nitb.com/>

<http://www.discovernorthernireland.com/>

<http://www.nihf.co.uk/>

<https://www.food.gov.uk/>

<http://www.fdf.org.uk/>

Name of Subject: **Occupational Studies: Patisserie and Cuisine** **(Hospitality)**

Examining Board: CCEA

Course Outline: This is a two year course and the pupils will study one unit each year.



Contemporary Cuisine

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts.

Patisserie and Baking

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

Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. Both units also offer an opportunity to understand the breadth of the catering industry, including career opportunities.

Assessment:

All assessment is through learner portfolios. (There are no external examinations.) The teacher sets practical assignments that allow learners to show evidence of their learning. All assessments are carried out within class.

Skills Developed:

Patisserie and Cuisine will offer the pupils the opportunity to develop the practical skills and knowledge needed to work in the catering industry. The course is 60% practical with all assessment carried out within class. The pupils will take pride building their portfolio of evidence which showcases the practical work they will do.

Pupils will develop their practical skills across a wide range of dishes including soups, starters, mains, pastries and desserts.

Progression Routes:

This course will provide a good foundation for students going on to further study or for students going into the world of work. Occupational Studies Patisserie and Cuisine is a very flexible subject opening a wide range of career opportunities especially within the Hospitality Industry.

Career Opportunities:

Commis Chef

Baker

Food Service Assistant

Ferry Steward

Restaurant Manager

Dietician

Hotel Manager

Chef

Useful Websites:

www.bbcgoodfood.co.uk

<https://hospitalityreviewni.com/>

<http://www.bbc.co.uk/food/recipes/>

<http://www.nitb.com/>

<http://www.discovernorthernireland.com/>

<http://www.nihf.co.uk/>

<https://www.food.gov.uk/>

<http://www.fdf.org.uk/>

Name of Subject: GCSE Moving Image Art

Examining Board: CCEA

Course Outline: Moving Image Arts is an exciting GCSE that incorporates two key moving image art forms: Film (Live action fictional narrative films); and Animation (Stop motion and CGI animated narrative films).



The specification focuses on how to create moving images products and the genres within film-making. Students plan and create moving image products, and analyse and critically evaluate moving image genres. An avid interest in watching Film and Television would be beneficial to any pupils wishing to study MIA.

Assessment: Across the two years, pupils will complete 3 components.

Component 1: (40% Written Exam) Critical Understanding of Creative and Technical Moving Image Production

Component 2: (20% Coursework) Acquisition of Skills in Moving Image Production

The year 11 course covers 20% of the overall GCSE. CCEA provides four set tasks in the areas of 1. Storyboarding; 2. Camera and Editing; 3. Post-Production Sound; 4. Animation. This allows pupils to develop knowledge, understanding, technical ability and confidence in these main areas of film production.

Component 3: (40% Coursework) Planning and Making a Moving Image Product

Pupils produce a live-action or animated film portfolio from a selection of genre-specific production briefs provided by CCEA. This component is taught in year 12 and provides opportunity for each pupil to be creative and build upon their skills, knowledge and understanding of the film making techniques taught in year 11. Pupils will produce a portfolio, which contains pre-production documents, their final production and an evaluation.

Skills Developed:

This specification promotes students' development as individuals and skilled contributors to the creative and cultural industries. It enables students to use creative and critical skills in viewing, writing, directing, producing and editing film. It also promotes the development of creative enterprise, technical, organisational and people management skills. Students will develop contextual knowledge and critical skills when researching and applying a variety of

historical and contemporary moving image techniques. The course allows students to make connections between their own work and that produced in the wider creative industries.

Progression Routes:

This course will also provide students with the opportunity to progress to higher levels of study, vocational training and employment, and is a solid foundation for progression to GCE Moving image Arts and other subject related qualifications such as Photography.

Career Opportunities:

Editorial Assistant	Film Video Editor	Multimedia Specialist
Camera Operator	Interactive Media Designer	Technical Author
Photographic Technician	Reprographics Assistant	Floor Assistant
Retail Display Assistant	Screen Printer	Machine Printer
Production Designer	Producer	Director

Useful Websites:

CCEA

http://www.rewardinglearning.org.uk/microsites/moving_image_arts/gcse_revised/index.asp

<http://www.filmeducation.org>

<http://www.nervebelfast.org>

<https://www.intofilm.org>

<http://www.bfi.org.uk>

Name of Subject: GCSE Music

Examining Board: CCEA

Course Outline: G.C.S.E. Music comprises the elements of performance (solo and ensemble), composition, and listening and appraising. It has four compulsory Areas of Study: Western Classical Music 1600-1910, Film Music, Musical Traditions of Ireland, and Popular Music 1980 – present day. These Areas of Study are wide-ranging and incorporate a broad mix of musical styles and genres from circa 1600 onwards. They include eleven set works. Students must compose two original pieces of music; one is a free choice and one is in response to a stimulus.



Assessment:

Solo and Ensemble performance	35%
Portfolio of two compositions	30%
One aural perception paper	35%

Skills Developed:

The GCSE Music course encourages students to:

- Develop as an individual and as a contributor to society, the economy and the environment through active engagement in musical activities.
- Develop their understanding and appreciation of a range of different kinds of music, extending their own interests and increasing their ability to make informed judgements about musical quality.
- Acquire the knowledge, skills and understanding needed to:
- Communicate through music and to take part in music making.
- Develop a lifelong interest in music and appreciate the extent of music related careers.

Progression Routes:

Progress to further study such as AS and A Level or a BTEC course based on performing arts. A career in Music is the obvious choice for anyone with a strong interest in Music.

Career Opportunities:

Sound Engineer

Recording

Conductor

Composer

Teacher

Music journalism

Arranger

Disc jockey!

Instrument maker

Music therapy

Useful Websites: www.ccea.org.uk/music

Name of Subject: GCSE Religious Education

Examining Board: CCEA

Course Outline:

Students take one module in Year 11 and one module in Year 12.
There is a choice of 2 out of 9 modules.



First module:

Christianity through a study of the Gospel of Matthew.

Topics include: The Identity of Jesus; Jesus the Miracle Worker; The Kingdom of God; The Death and Resurrection of Jesus; and The Place and Nature of Christian Discipleship.

Second module:

Christian Ethics

Topics include: War and Peace, Care of the Environment, Marriage and divorce, Abortion and Euthanasia.

Assessment:

Students sit a written examination paper (1 hour and 30 minutes) at the end of each unit of study, i.e. First Module at the end of Year 11 and second Module at the end of Year 12.

Skills Developed:

Religious Studies provides candidates with the skills to critically investigate issues and problems, developing your ability to evaluate information and evidence and arrive at reasoned conclusions. This subject will help you to develop the capacity for thinking creatively, analytically and logically as well as enhancing your ability to work with others. Religious Studies will provide you with the appropriate skills to investigate a range of social issues. You will develop the ability to present arguments and evidence, improving your spoken and written communication skills which will be of benefit for both further academic study and employment.

Progression Routes:

This course will provide a good foundation for students going on to further study or for students going into the world of work. Religious Studies is a very flexible subject opening a wide range of career opportunities.

Career Opportunities:

Careers in law, education, youth work, social work, politics, medicine, administration or the media.

Useful Websites:

www.reonline.org.uk

www.request.org.uk

www.bbc.co.uk/schools/websites/11_16/site/re.shtml

<http://www.bbc.co.uk/education/subjects/zb48q6f>

Name of Subject: GCSE Spanish

Examining Board: CCEA

Course Outline:



This specification aims to encourage students to:

- derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society, and also provide them with a suitable basis for further study and practical use of Spanish;
- make informed decisions about further learning opportunities and career choices;
- develop knowledge of the language and language learning skills;
- develop an understanding of Spanish in a variety of contexts;
- develop the ability to communicate effectively in Spanish; and
- develop awareness and understanding of Spanish-speaking countries and communities.

Assessment:

Unit 1: Listening External written examination lasting approximately:

- 35 minutes at Foundation Tier; and
- 45 minutes at Higher Tier.

Twelve questions, in English and Spanish.

Unit 2: Speaking Two role-plays and a general conversation on two topics in Spanish.

Teacher-conducted speaking examination, which lasts 7-12 minutes (plus 10 minutes of role-play preparation time).

Unit 3: Reading External written examination lasting:

- 50 minutes at Foundation Tier; and
- 1 hour at Higher Tier.

Questions will be in English and Spanish, as well as translating short sentences from Spanish into English.

Unit 4: Writing External written examination lasting:

- 1 hour at Foundation Tier; and
- 1 hour 15 minutes at Higher Tier.

- Four questions including listing (at Foundation Tier), short phrase/sentence responses, translating short sentences, and an extended writing task (from a choice of three) in Spanish.

Skills Developed:

Through studying at this specification, students:

- develop an understanding of written and spoken Spanish in a variety of contexts;
- develop the ability to communicate effectively in written and spoken Spanish using a variety of vocabulary, syntax and structures;
- develop an awareness and understanding of Spanish-speaking countries and communities;
- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society; and
- derive enjoyment from language learning.

Progression Routes:

The course provides a sound base for further study of Spanish at a more advanced level. It also helps students make informed decisions about learning opportunities and career choices.

Career Opportunities:

Accountancy	Economics	Law
Banking	Engineering	Marketing
Civil Service	Interpreter	Secretary/PA
Computer programmer	International Business	Teaching
Credit controller	International Law	Travel and Tourism
	Journalism and Media	Web designer

Useful Websites:

www.ccea.org.uk/spanish

Name of Subject: BTEC First in Sport

Examining Board: Pearson

Course Outline:

The programme allows you to gain a qualification equivalent to 1 GCSE whilst studying a number of aspects related to sports performance and the sports industry.



The course is delivered through a mixture of teacher led classroom and practical activities. A variety of learning environments are used including the gym, sports hall, sports field and classroom.

Over the two year programme you will be required to complete 4 units.

Pupils will Study the following units:

- Unit 1: Fitness for Sport and Exercise
- Unit 2: Practical Sports Performance
- Unit 4: The Sports Performer in Action
- Unit 5: Training for Personal Fitness

Assessment:

You will complete an external exam for Unit 1, and have to compile course work for Units 2-4-5. The methods of assessment will vary across the course to include written work, oral presentations, posters, and practical observations. All units in the programme are internally or externally assessed and all candidates will receive a pass, merit or distinction for each completed unit.

Skills Developed:

The BTEC Sport course will be appropriate for you if you:

- Have a keen interest in sport and always look forward to your PE lessons.
- Take part in physical activity outside of school.
- Are considering a sports related career or further studies in sport beyond Ashfield Boys' High School
- Good organisation skills to meet deadlines
- Can take responsibility for own learning and work independently

Progression Routes:

Students who undertake the study of Sport at GCSE/Level 2 can transfer to a range of Post 16 courses involving Health, Leisure and Sports Studies.

The BTEC Level 2 in Sport can lead to a number of opportunities. Candidates can move to post 16 study of the BTEC Level 3 National Subsidiary Diploma in Sport. The qualification can also assist candidates achieve employment in the industry of sport, fitness, and coaching.

Career Opportunities:

Sports Physiotherapy

Sports Massage

Fitness Instructor

Leisure Centre Management

Sports Coaching

Youth and Community Work

Sports Development

Teaching

Useful Websites:

www.pearson.com