



## ST. BENEDICT'S COLLEGE

### KEY STAGE 4

## OPTIONS & SUBJECT INFORMATION

2022 -2023

### Pathway 3



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## Principal's Introduction

Dear Parent/Guardian

As a Year 10 student your child has reached a key milestone in their educational journey as he/she is about to make the significant transition from Key Stage 3 to Key Stage 4. For the first time, students are being given the opportunity to make subject choices which will invariably impact on their future careers and employability.

St Benedict's College are proud to offer a wide range of academic GCSE subjects and vocational qualifications as well as high quality careers guidance to our senior students. We currently offer 3 GCSE Pathways which are designed to engage all of our students, over a wide range of abilities, in a Key Stage 4 Curriculum which meets their individual needs. The subjects offered in all GCSE Pathways are a mixture of academic and vocational subjects and each pathway contains core/compulsory subjects and optional subjects so that all students are given a degree of choice and every opportunity to achieve the best set of GCSE results possible.

### **Pathway 3 – 10H**

- Students are offered a combination of GCSE, BTEC, OCN and Occupational Studies courses.
- Students study six core/compulsory subjects and two optional subjects.
- This pathway should lead students to Post 16 study at a Regional College, Apprenticeship or Employment.

This Options Booklet has been designed to give you and your child an insight into the curriculum offer within Pathway 1 and a flavour of the subjects delivered. Please take time to review the information provided and use it to help you and your child choose the three option subjects he/she wants to study alongside the five core/compulsory subjects provided. Subject teachers will have presented their subject offer to your child during teaching time so they should have a good insight in to the detail and demands of the course. If they don't, please encourage them to talk to their teachers and to ask questions to make sure the subject meets their needs and expectations. Please note it is important that your child chooses 2 reserve option subjects as first choices cannot always be accommodated.

We recognise that this can be a confusing and challenging time for students and parents so please do not hesitate to contact Miss Hutchinson, Head of Year 10, Mrs Pam Devlin, Head of Careers or Mrs Coulter, Head of Pastoral Care if you require further advice, guidance or support.

Yours faithfully

*Catriona McAteer*

Mrs Catriona McAteer (Principal)



# GUIDANCE FOR YEAR 10 STUDENTS AND PARENTS

## What is a GCSE?

GCSE stands for the General Certificate of Secondary Education. At Key Stage 4 GCSE is the main means of assessing attainment. GCSE certificates are awarded for achievement at grades A\* - G. Grades A\*,A,B,C\*,C are regarded as the grades that students must aim for in order to consider studying them at A-level. To study a subject at A-level in one of our partner schools, a pass at grade A\*,A or B is usually required.

## What are Vocational courses?

Vocational courses, are qualifications that:

- 👤 relate to work in a particular vocational area, such as Performing Arts, ICT, H.E or Technology;
- 👤 are a mix of theory and practical activities;
- 👤 can be mixed and matched with other GCSEs and a variety of different courses;
- 👤 are mainly assessed by coursework or controlled assessments.

## What is an Occupational Studies qualification?

This is a Level 2 qualification aligned to GCSEs and NVQs. It allows learners to explore a range of vocational skills and research careers in the occupational areas they choose. The courses allow learners to develop different skills and discover if particular areas suit them. The learners can achieve the whole range of levels of competence. The course is 100% portfolio and activity based and the grade boundaries are Pass/Merit/Distinction/Distinction\* which are the notional equivalent to A\*-C at GCSE.

## What is an OCN NI certificate?

This is a Level 2 qualification. The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE. It is 100% portfolio and students submit 15 assignments over 2 years of study.

## What is the Princes Trust qualification?

The Level 2 Achieve programme promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications. Young people work together as a group on practical learning projects, which are designed to boost their confidence, improve self-esteem, attainment, behaviour and attendance. These skills and personal qualities can support the young people to achieve more, both at school, and in the future. The qualification is 100% centre assessed using portfolios of evidence and graded as Pass or Fail. A Level 2 Certificate 'Pass' grade is the notional equivalent of **two** grade 'B's at GCSE.

## What is controlled assessment?

Controlled assessment was previously referred to as coursework and is integral to any course of study. It is done in class and at home and is closely supervised by teachers. It can take various forms such as assignments in Science, practical and project work in Art and Technology, and compositions in Music. Throughout the two years of study for KS4 qualifications, teachers will set specific controlled assessments for students to do. Teachers will mark these topics and the marks will go towards students' final results.

## Why are controlled assessments necessary?





There are many skills that can't be tested by the traditional written exam e.g. practical and oral skills. Controlled assessments give students the chance to demonstrate the many abilities they have and so makes the final mark received much fairer.

## Which skills and abilities are tested through controlled assessments?

Controlled assessments assess a student's ability to research, collect, compare and organise information; work in a group and make accurate records; use powers of observation through laboratory and field work; plan and organise a long piece of work; use apparatus and machinery; communicate – and that means to listen as well as to talk; discuss, investigate, plan and design. These are exactly the vocationally related skills that employers value. Controlled assessments also encourage students to work independently and assist in their preparation for higher level studies, such as A/AS levels.

## Controlled assessment is to your advantage

Controlled assessments allow a wider range of skills to be assessed than is possible in a written examination. Evidence suggests that they have the effect of increasing candidates' motivation.

-  If you are a good communicator you will have the chance to prove it;
-  If you are a painstaking perfectionist, you will have the time to perfect your work and so earn marks for it;
-  If you are a thinker, you will have time to think;
-  If you are a problem solver you will get time to find the solution;

## When do I take my GCSE exams?

The usual age to sit the end-of-course exams is 16, but there are no hard and fast rules. Students can take them before or after that age; for example, some students will sit GCSE exams at the end of Year 11 but in general the exams are normally taken in May and June at the end of Year 12. Some subjects have modular exams and controlled assessments.

## Why do I need to sit GCSEs/ Level 2 subjects?

Sixteen is an important 'decision making' point in every young person's life. These qualifications provide the stepping stones as you make your decision regarding what you will do at this crucial stage of your life. You may choose to go to a partner College and continue your studies at AS/A2 level in the hope of gaining a place at University/Higher education. Alternatively, you may decide to leave school, take a job, start on a training placement or go to another institute of learning to pursue different courses.

## How do I choose the right subjects?

As young people frequently change their ideas at this stage, most schools have put some restrictions on their choice of subjects ensuring that you keep your options open by not specializing too narrowly at an early stage.

Use the following guidelines to help you make your decisions:

- 🔗 Subject requirements
- 🔗 Subjects that you like
- 🔗 Subjects that you are good at
- 🔗 Subjects that you may need for your career
- 🔗 Subjects that keep your options open
- 🔗 What your teachers say
- 🔗 What parents and friends say

## What questions should I ask my teachers?

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and courses available. So, before opting for, or committing yourself to any course, make sure that you ask your subject teacher:

- 🔗 How much reading and writing is involved?
- 🔗 How much controlled assessment is involved?
- 🔗 What percentage of the marks is given for controlled assessment?
- 🔗 What percentage of the marks is determined by exam?
- 🔗 Is there an oral test?
- 🔗 Will I have to gather information for myself and work independently?
- 🔗 What practical skills are involved?
- 🔗 How much laboratory or fieldwork is involved?

Armed with this information, you should be well placed to make your GCSE decisions.



# COMPULSORY SUBJECTS





# ENGLISH LANGUAGE

EXAMINATION BOARD: CCEA [http://ccea.org.uk/english\\_language/](http://ccea.org.uk/english_language/)

## AIMS OF THE COURSE:

This course is designed to encourage students to;

- ⦿ demonstrate the skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- ⦿ express themselves creatively and imaginatively;
- ⦿ become critical readers of a range of texts, including multi-modal texts; to use reading to develop their own skills as writers;
- ⦿ understand the patterns, structures and conventions of written and spoken English;
- ⦿ understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- ⦿ select and adapt speech and writing to different situations and audiences.

The skills embedded in the specification are:

- ⦿ engaging with, and making fresh connections among, ideas, texts, words and images;
- ⦿ studying spoken and written language, exploring how language varies;
- ⦿ expressing ideas and information clearly, precisely and appropriately in spoken and written communication; and
- ⦿ forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

## OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Writing for Purpose and Audience and Reading to access Non-fiction and Media Texts	External Exam (1hr, 45m) 30%
Unit 2: Speaking and Listening	Task 1: Individual Presentation and interaction Task 2: Discussion Task 3: Role Play	Internal Assessment 20%
Unit 3: Studying Spoken and Written Language	Task 1: The Study of Spoken Language Task 2: The Study of Written Language	Controlled Assessment 20%
Unit 4	Personal or Creative Writing and Reading Literary and Non-Fiction Texts	External Exam (1hr, 45m) 30%



# OCN NI LEVEL 1 / LEVEL 2 CERTIFICATE IN ESSENTIAL SKILLS – COMMUNICATION

EXAMINATION BOARD: OCN <https://www.ocnni.org.uk/media/2609/essential-skills-level-2-communication-specification.pdf>

AIMS OF THE COURSE:

To improve the learners' ability to:

- 👤 speak, listen, respond and engage in discussion in a range of contexts and make effective presentations
- 👤 read, select, understand and compare texts to obtain information, ideas, arguments and opinions
- 👤 write to communicate information, ideas and opinions effectively and persuasively

## OUTLINE OF THE COURSE and ASSESSMENT:

The qualification is targeted at learners who:

- 👤 wish to develop further skills in literacy
- 👤 wish to progress in education, training and/or employment
- 👤 wish to improve their personal development and life skills

To achieve the qualification, learners must be assessed against the Level 2 communication standards for Speaking and Listening, Reading and Writing.

### Speaking and Listening

The Speaking and Listening component of the qualification is internally set, internally marked and internally verified by the centre. It is then subject to external moderation by OCN NI.

### Reading and Writing

The Reading and Writing component of the qualification is externally set and marked. It comprises a single paper with two sections: section A assesses the Reading standards and section B assesses the Writing standards. Learners must obtain a 'pass' for the Reading and Writing component to be awarded the qualification

## CAREER IMPLICATIONS:

The OCN NI Level 2 Certificate in Essentials Skills - Communication enables progression to other recognised qualifications at level 2 and above. This qualification will assist learners gain entry to employment.



# MATHEMATICS

EXAMINATION BOARD: CCEA <http://ccea.org.uk/mathematics/>

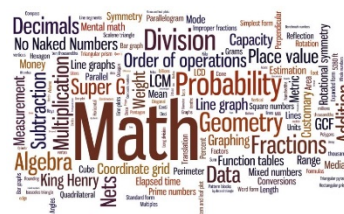
## AIMS OF THE COURSE:

This course aims to encourage students to:

- 🔗 develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- 🔗 acquire, select and apply mathematical techniques to solve problems;
- 🔗 reason mathematically, make deductions and inferences and draw conclusions; and
- 🔗 comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

GCSE Mathematics is compulsory. It is designed to promote continuity, coherence and progression within the study of mathematics. It builds on the knowledge, understanding and skills developed within KS3. The subject content is divided into four areas of study:

- 🔗 using and applying mathematics
- 🔗 number and algebra shape
- 🔗 space and measure
- 🔗 handling data



Two tiers are available – foundation and higher.

The students are placed into a suitable group on the basis of their performance in Year 10. Groups sit modules of the appropriate GCSE specification in Years 11 and 12. The content of the foundation syllabus is not as intense as the higher level. The grades offered at foundation level are C\*-G and at high level A\*-E. Both tiers are assessed through a modular exam and a completion paper.

## OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Foundation Tier – 1 hour 45 minutes Higher Tier – 2 hours (June, Year 11)	External written examination <b>with</b> calculator 45%
Unit 2	<ul style="list-style-type: none"> <li>• Foundation Tier – 1 hour 10 minutes</li> <li>Higher Tier – 1 hour 15 minutes</li> <li>• Foundation Tier – 1 hour 10 minutes</li> <li>Higher Tier – 1 hour 15 minutes</li> </ul> (June, Year 12)	2 external written examinations <ul style="list-style-type: none"> <li>• Paper 1 <b>without</b> calculator</li> <li>• Paper 2 <b>with</b> calculator</li> </ul> 55%

## CAREER IMPLICATIONS:

Mathematics gives the students a wide choice of careers, especially in banking and finance, engineering, pure sciences, statistics and operational research, information technology, medicine and associated sciences and teaching.




# OCN NI LEVEL 1 / LEVEL 2 CERTIFICATE IN ESSENTIAL SKILLS – APPLICATION OF NUMBER

EXAMINATION BOARD: OCN <https://www.ocnni.org.uk/media/2608/essential-skills-level-2-application-of-number-specification-v2.pdf>

AIMS OF THE COURSE:




To improve the learners' ability to understand, use, calculate and manipulate mathematical information and interpret results.

These capabilities are applied to:

-  number
-  measures, shape and space
-  handling data

## OUTLINE OF THE COURSE and ASSESSMENT:

The qualification is targeted at learners who:

-  wish to develop further skills in numeracy
-  wish to progress in education, training and/or employment
-  wish to improve their personal development and life skills

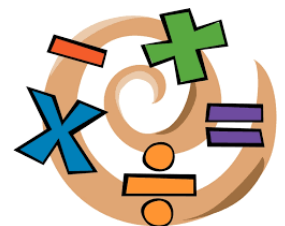
To achieve the qualification, learners must be assessed against the Level 2 Application of Number standards: representing information; carrying out calculations; interpreting results and presenting findings.

Assessment requirements.

Externally set and externally marked assessment. One paper. This paper will assess approximately 80% of the 'coverage and range' statements. Time: 1 hr 30 mins. Use of calculators is permitted.

CAREER IMPLICATIONS:

The OCN NI Level 2 Certificate in Essentials Skills - Application of Number enables progression to other recognised qualifications at level 2 and above. This qualification will assist learners gain entry to employment.



## OCN NI LEVEL 2 CERTIFICATE IN RELIGIOUS STUDIES

EXAMINATION BOARD: OCN NI <https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-religious-studies-60303414/>

### AIMS OF THE COURSE:

This course aims to:

- 🧑‍🎓 introduce the students to a range of topical and moral issues within religion today
- 🧑‍🎓 consider a range of religious and moral responses to issues.
- 🧑‍🎓 Identify, investigate and respond to fundamental questions of life, raised by religion and human experience, including questions about the meaning and purpose of life within, though not exclusively, from the Roman Catholic tradition.

### OUTLINE OF THE COURSE and ASSESSMENT:

15 units have to be completed over two years, wholly by portfolio. There is no final written assessment in this course. If the candidate is successful and it has been confirmed and verified by the awarding body, then the student will receive the equivalent of a grade B at GCSE RE.

The topics covered are:

- 🧑‍🎓 Addiction
- 🧑‍🎓 Life and Death Issues
- 🧑‍🎓 Charity and Religious Charities
- 🧑‍🎓 Life of a famous person of Faith
- 🧑‍🎓 Exploring Personal Identity and Faith
- 🧑‍🎓 Marriage and Divorce
- 🧑‍🎓 Exploring Religious traditions within their own community
- 🧑‍🎓 Prejudice and Discrimination
- 🧑‍🎓 World Faith

### GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

## CAREER IMPLICATIONS:

Religious Studies is an interesting, informative and widely applicable subject which gains access to a whole range of careers – in fact any career that requires detailed reading of complex texts, effective writing and the presentation of material in a clear and concise manner. Skills such as text analysis, sustained reasoned argumentation and effective communication of ideas- both simple and complex are developed in RE. It gives the person a broader curiosity of the world around them, a sense of their place in that world and a set of values and ethical prompts that help in future decisions. As it is compulsory RE provides sound access to any of the other Humanities and provides a good skill base to bring forward into other subjects.



## OCN NI LEVEL 2 CERTIFICATE IN APPLIED SCIENCE

EXAMINATION BOARD: OCN NI <https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-applied-science-60311411/>

### AIMS OF THE COURSE:

The OCN NI Level 2 Certificate in Applied Science qualification will provide learners with the opportunity to develop their knowledge, skills and understanding in a range of key concepts within Biology, Chemistry and Physics and builds upon the Key Stage 3 Science curriculum. The qualification was developed in conjunction with post-primary schools and offers an applied approach to science. It contains mandatory units in Biology, Chemistry and Physics and a range of optional units.

### OUTLINE OF THE COURSE and ASSESSMENT:

Learners must successfully complete all three mandatory units plus 12 optional units in order to secure the qualification. There is no final written assessment/exam in this course. The units are internally assessed by the subject teacher and Head of Department.

#### The Mandatory Units are:

- 🔬 Physical Processes
- 🔬 Life Processes and Living Things
- 🔬 Materials and their Chemical Properties

#### The Optional Units are:

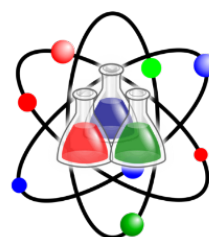
- 🔬 Chemical Analysis and Detection
- 🔬 Exploring our Universe
- 🔬 Health Science
- 🔬 Mathematics for Science
- 🔬 Planning, Conducting and Reporting on Scientific Projects

### GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

### CAREER IMPLICATIONS:

This course is vocational and as such is practically based and provides students with the opportunity to gain an appropriate qualification prior to entering employment in a range of possible science based career.





# OCN NI LEVEL 2 CERTIFICATE IN INFORMATION TECHNOLOGY

## APPLICATIONS

EXAMINATION BOARD: OCN NI <https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-information-technology-applications/>

Today's work environment depends increasingly on a range of technologies. This course seeks to develop student's knowledge and understanding of the IT sector and is designed to provide learners with the IT skills required to function successfully in the work and wider environment.

### AIMS OF THE COURSE:

This course aims to:

- 🔗 develop skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing employability within the IT sector
- 🔗 develop an ability to work autonomously and effectively using IT applications to enhance productivity.
- 🔗 enable students to develop knowledge and understanding in specialist areas of Information Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- 🔗 encourage progression by assisting in the development of skills, knowledge and understanding that students will need to access further or higher education programmes or occupational training.

### OUTLINE OF THE COURSE AND ASSESSMENT:

The award is based on a portfolio of 100% coursework. It will be moderated internally and externally by OCN. In order to achieve a Level 2 Certificate, the student will have had to complete and evidence a portfolio of ICT based tasks. This will be achieved over two years of study within the regular KS4 timetable.

### GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

### CAREER IMPLICATIONS:

This course may allow students to pursue career as:

Programmer/Systems Analyst/Software Engineer/Computer operator/Technician/  
Webdesigner/Multi Media Designer/Consultant/Business Project Management/ Network  
Management/Sales/Technical Support/Games developer/Training/Research/ Healthcare  
Computing Systems/Administration etc.



## THE PRINCES TRUST ACHIEVE PROGRAMME

EXAMINATION BOARD: Prince's Trust <https://www.princes-trust.org.uk/help-for-young-people/unlock-your-potential/explore-your-potential>

### AIMS OF THE COURSE:

The Achieve Programme helps students at KS4 develop the skills and confidence they need to engage and succeed in education, so they can reach their full potential. It allows students to improve attainment, attendance and their personal and social development.

### OUTLINE OF THE COURSE and ASSESSMENT:

There are no examinations on the Achieve Programme. Students work towards a qualification in Personal Development and Employability Skills, which is recognised by all UK regulatory authorities in Scotland, England, Wales and Northern Ireland.

The varied Achieve Programme curriculum can cover topics including:

- 🎒 Skills for School
- 🎒 Personal and Social Development
- 🎒 Life Skills
- 🎒 Active Citizenship
- 🎒 Enterprise Projects
- 🎒 Preparation for Work
- 🎒 Plus enrichment courses in STEM, Literacy, Language and Numeracy, Arts, Sport or Employability

### GRADING:

This qualification is 100% centre assessed using portfolios of evidence and graded as Pass or Fail. A Level 2 Certificate 'Pass' grade is the notional equivalent of two grade 'B's at GCSE.

# OPTIONAL SUBJECTS



## ART AND DESIGN

EXAMINATION BOARD: CCEA <http://ccea.org.uk/artanddesign/>

### AIM OF THE COURSE:

Art and Design activities involve being creative and imaginative using a combination of practical and intellectual skills to produce a variety of different visual and tactile outcomes.

The study of Art and Design provides students with opportunities to enrich their sensory experiences and develop aesthetic sensitivity and awareness by making personal, visual and tactile responses to feelings, ideas and environments. Students develop intellectual and practical abilities, appreciate the relationship between their work and that of artists, designers and craftworkers in their own and other cultures and become aware of the history and social aspects of the European Community. In their use and exploration of materials, processes and technologies in both two- and three-dimensions students learn to be selective and discriminating.

### OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Part A: (25%) Unit 1: Part B: (35%) (over 1.5 years from Sept of Year 11 to January of Year 12)	The Exploratory Portfolio. Investigating the Creative & Cultural Industries.	Controlled Assessment 60%
Unit 2: Working to a Stimulus (From January of Year 12)	Students will creatively investigate and develop ideas in response to a theme set by CCEA. Students will use a wide range of media, materials, processes and techniques to develop their ideas and produce an outcome in fine art, craft or design in either 2D or 3D	Externally Set Assignment 40%

## OTHER SUBJECTS THAT ART AND DESIGN COMPLIMENTS

**Mathematics** – Architecture, 3D Design, Interior Design, Industrial Design, Furniture Design, Product Design, Sign writing

**Construction & Bench Joinery** – Architecture, 3D Design, Interior Design, Industrial Design, Furniture Design, Product Design

**Media Studies** – Film and TV, Advertising, Animation, Stage/Set Design, Costume Design

**Performing Arts** – Fashion and Costume Design, Stage/Set design, Hairdressing and Make-up

**Information and Communication Technology** – Web Design, Games Design, Graphic Design (illustration, animation, Advertising), Cartoons, 3D Design, Industrial Design, Product Design

**Contemporary Cuisine (Patisserie and Baking)** – Creative Cake Design

**Childcare (Play Environment)** – Art Therapy, Nursery



## PHYSICAL EDUCATION

EXAMINATION BOARD: WJEC EDUQAS <https://www.eduqas.co.uk/qualifications/physical-education-gcse/>

### AIMS OF THE COURSE:

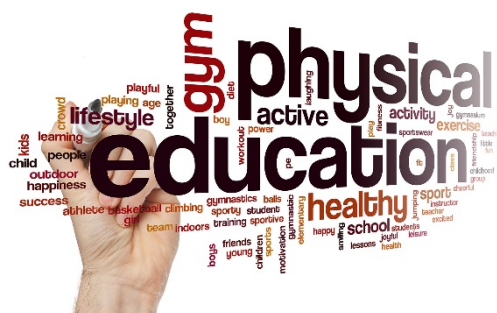
This WJEC GCSE specification in Physical Education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and to enable them to make informed decisions about further learning opportunities and career pathways.

### OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Introduction to Physical Education	Learners will be assessed through a range of short and extended questions. The questions will be based on audiovisual stimuli and other sources.	Written Examination (2 hours) 50%
Unit 2: The Active Participant in Physical Education	Learners will be assessed in <b>three</b> different activities in the role of performer in at least <b>one</b> individual sport, <b>one</b> team sport and <b>one</b> other.  One activity will be a major activity which will have a personal fitness programme linked to it.	Non-Exam Assessment 50%

### CAREER IMPLICATIONS:

The course provides a sound basis for further study of PE or related studies at a more advanced level, including Level 3 and A Level. In addition, it will give a student deeper insight into possible career opportunities in a world where the sport and leisure industry is ever growing. Sports related careers include education, coaching, psychology, nutrition, biomechanics, exercise physiology, podiatry, dietetics, gym/fitness instruction, personal trainer, media, sports management, sports development officers and physiotherapy.



## FIRST AWARD IN PERFORMING ARTS

EXAMINATION BOARD: BTEC <https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>

### AIMS OF THE COURSE:

BTEC Firsts in Performing Arts can help students take their first steps towards a career onstage or behind the scenes. Students learn essential skills such as acting, dance and musical performance, stage management, production and set design.

### OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Individual Showcase	External Assessment 25%
Unit 2	Preparation, Performance and Production	Internal Assessment 25%
Unit 5	Musical Theatre Skills	External Assessment 50%

### CAREER IMPLICATIONS:

The subject gives learners the potential opportunity to progress to employment, or progress within employment in a wide range of job roles across the performing arts sector, including: performing in its various forms; roles in stage management, production and design, construction, and making props and sets; and in related administration and technical roles. It supports progression into specialised level 3 qualifications in Performing Arts, general qualifications in Drama and Theatre Studies, or progression into an apprenticeship.



## LEVEL 2 OCCUPATIONAL STUDIES

EXAMINATION BOARD: CCEA [http://ceea.org.uk/occupational\\_studies/](http://ceea.org.uk/occupational_studies/)

### AIMS OF THESE COURSES:

Occupational Studies encourage learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

### KEY FEATURES: The Occupational Studies specifications:

- ⦿ have an occupational and employability focus;
- ⦿ enable progression to other courses, training and employment;
- ⦿ help to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- ⦿ emphasise learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

Our school offers **THREE** Occupational Studies Pathways;

1. Construction Pathway (Bench Joinery and Carpentry and Joinery)
2. Design and Creativity Pathway (Contemporary Cuisine - Patisserie and Baking)
3. Business and Services Pathway (Childcare - Play Environment and Physical Care of Babies)

### GRADING:

Courses are 100% portfolio and activity based and the grade boundaries are Pass/Merit/Distinction/Distinction\* which are the notional equivalent to A\*-C at GCSE.

### CAREER IMPLICATIONS:

Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.





**OS – CONSTRUCTION PATHWAY**  
**BENCH JOINERY AND CARPENTRY & JOINERY**

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Bench Joinery	<p>This unit is designed to provide increased vocational skills in bench joinery and associated activities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> <li>• consideration of health and safety issues with respect to workshop activities in bench joinery;</li> <li>• consideration of career opportunities related to working with wood in the construction industry;</li> <li>• an appreciation of environmental issues relating to timber;</li> <li>• the appropriate use of bench joinery hand tools, and basic hand-held power tools;</li> <li>• techniques of cutting, jointing, boring and planning to produce construction related components;</li> <li>• construction of a range of bench joinery models; and</li> <li>• a review and evaluation of performance.</li> </ul>	Portfolio Based 100%
Unit 2: Carpentry and Joinery	<p>This unit is designed to provide vocational skills in carpentry and joinery.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> <li>• Consideration of health and safety issues with respect to activities in carpentry and joinery;</li> <li>• Consideration of career opportunities related to working with wood in the construction industry;</li> <li>• An appreciation of environmental issues relating to timber;</li> <li>• The appropriate use of basic carpentry and joinery hand tools and hand-held power tools;</li> <li>• Construction of a range of carpentry and joinery models relating to site-based activities, incorporating a wide range of joints and jointing methods and a review and evaluation of performance.</li> </ul>	Portfolio Based 100%

**OS – DESIGN AND CREATIVITY PATHWAY**  
**CONTEMPORARY CUISINE - PATISSERIE AND BAKING**

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Contemporary Cuisine	<p>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. 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 creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> <li>• food hygiene and personal hygiene standards for food handlers;</li> <li>• consideration of career opportunities in the catering industry;</li> <li>• consideration of safe use of equipment and other health and safety issues in the catering industry;</li> <li>• preparation, cooking and finishing of four starters, four mains and four desserts;</li> <li>• safe storage of foods and recycling of packaging;</li> <li>• healthy eating alternatives;</li> <li>• consideration of environmental issues in the catering industry;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• a review and evaluation of performance.</li> </ul>	Portfolio Based 100%
Unit 2: Patisserie and Baking	<p>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. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> <li>• food hygiene and personal hygiene standards for food handlers;</li> <li>• using equipment safely and considering the health and safety issues in the catering industry;</li> <li>• preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;</li> <li>• recycling, energy conservation and environmental issues in the catering industry;</li> </ul> <ul style="list-style-type: none"> <li>• a review and evaluation of performance.</li> </ul>	Portfolio Based 100%

## OS – BUSINESS AND SERVICES PATHWAY

### CHILDCARE – PLAY ENVIRONMENT AND PHYSICAL CARE OF BABIES

#### OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Child Care Play Environment	<p>This unit includes:</p> <ul style="list-style-type: none"><li>• Children’s physical, linguistic, intellectual, emotional and social development;</li><li>• The importance of play and children’s learning and development;</li><li>• Books, poems, rhymes and games for the age group of your choice;</li><li>• Communication difficulties;</li><li>• Role of the children’s care worker in various settings and related career opportunities;</li><li>• Consideration of health and safety issues within the unit; consideration of environmental issues within the unit and a review and evaluation of performance.</li></ul>	Portfolio Based 100%
Unit 2: Physical Care of Babies	<p>This unit includes:</p> <ul style="list-style-type: none"><li>• Consideration of the role of the childcare worker and associated career opportunities;</li><li>• Basic hygiene needs of babies:</li><li>• Measures to prevent cross infection;</li><li>• Consideration of the disposal of waste and related environmental impacts when caring for babies;</li><li>• Products and clothing for babies;</li><li>• Feeding babies;</li><li>• Consideration of health and safety issues when caring for babies and a review and evaluation of performance.</li></ul>	Portfolio Based 100%

**PATHWAY 3 – OPTIONS FORM**

Name: \_\_\_\_\_

Class: 10H

<b>Core Subjects</b>				
GCSE English <b>or</b> OCN NI Level1/Level 2 Certificate in Essential Skills - Communication				
GCSE Mathematics <b>or</b> OCN NI Level1/Level 2 Certificate in Essential Skills – Application of Number				
OCN NI Level 2 Certificate in Religious Studies				
OCN NI Level 2 Certificate in Applied Science				
OCN NI Level 2 Certificate in Information Technology Applications				
Princes Trust Achieve Programme				
<b>Optional GCSE Subjects</b>				
	Choice 1	Choice 2	Res 1	Res 2
Art and Design				
Physical Education				
<b>BTEC Level 2</b>				
Performing Arts				
<b>OCN NI Level 2</b>				
Information Technology Applications				
<b>Occupational Studies Level 2</b>				
<b>Construction: Pathway</b>				
Bench Joinery - Carpentry and Joinery				
<b>Design and Creativity: Pathway</b>				
Contemporary Cuisine – Patisserie and Baking				
<b>Business and Services: Pathway</b>				
Childcare – Play Environment and Physical Care of Babies				

## St. Benedict's College: Key Stage 4 Pathways to Success 2022 – 2024

	Pathway 1 8 GCSEs	Pathway 2 8 GCSE/L2 Blend	Pathway 3 8 GCSE/L2 Blend
CORE	<p>GCSE English Language GCSE English Literature (<i>for some</i>) GCSE Single Award Science GCSE Mathematics GCSE Statistics (<i>for some</i>) GCSE Religious Studies</p> <p>Non-Exam PE Non-Exam Careers</p>	<p>GCSE English Language GCSE Mathematics GCSE Single Award Science OCN NI Level 2 Religious Studies OCN NI Level 2 Employability Skills</p> <p>Non-Exam PE Non-Exam Careers</p>	<p>GCSE English Language <b>or</b> L1/L2 Essential Skills (Communication) GCSE Mathematics <b>or</b> L1/L2 Essential Skills (Application of Number) OCN NI Level 2 Religious Studies OCN NI Level 2 Applied Science OCN NI Level 2 Information Technology Applications Princes Trust Achieve Programme</p> <p>Non-Exam PE Non-Exam Careers</p>
	3 Options	3 Options	2 Options
CHOICES	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Business Communication Systems</li> <li>• Double Award Science (2 GCSEs)</li> <li>• Geography</li> <li>• History</li> <li>• Home Economics: Child Development</li> <li>• Home Economics: Food and Nutrition</li> <li>• Irish</li> <li>• Media Studies</li> <li>• Learning for Life and Work</li> <li>• Performing Arts (BTEC)</li> <li>• Physical Education</li> <li>• Technology and Design: Construction in the Built Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Business Communication Systems</li> <li>• Double Award Science (2 GCSEs)</li> <li>• Geography</li> <li>• History</li> <li>• Home Economics: Child Development</li> <li>• Home Economics: Food and Nutrition</li> <li>• Irish</li> <li>• Media Studies</li> <li>• Performing Arts (BTEC)</li> <li>• Physical Education</li> <li>• Technology and Design: Construction in the Built Environment</li> <li>• OCN NI Level 2 Information Technology Applications</li> </ul> <p><b>Occupational Studies (OS)</b></p> <ul style="list-style-type: none"> <li>• OS Construction: Bench Joinery – Carpentry &amp; Joinery</li> <li>• OS Design and Creativity: Contemporary Cuisine and Patisserie &amp; Baking</li> <li>• OS Business and Services: Childcare – Play Environment &amp; Physical Care of Babies</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Performing Arts (BTEC)</li> <li>• Physical Education</li> </ul> <p><b>Occupational Studies (OS)</b></p> <ul style="list-style-type: none"> <li>• OS Construction: Bench Joinery – Carpentry &amp; Joinery</li> <li>• OS Design and Creativity: Contemporary Cuisine and Patisserie &amp; Baking</li> <li>• OS Business and Services: Childcare – Play Environment &amp; Physical Care of Babies</li> </ul>