



**St. Ninian's  
HIGH SCHOOL**

Scoill Ard Noo Ninian

**LOWER SCHOOL (Years 7 - 9)**

Heywood Avenue, Onchan

Isle of Man, IM3 3AR

**+44 (0) 1624 648900**

**UPPER SCHOOL (Years 10 - 13)**

Ballaquayle Road, Douglas

Isle of Man, IM2 5RA

**+44 (0) 1624 648800**

**HEAD TEACHER Mr C. J. Coole**

# Key stage 4 course information

For courses starting September 2022



Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication (March 2022).

The school will aim to run all the courses described in this booklet but final decisions will depend on student numbers and our ability to staff each course.

# Core subjects

All students will study English, Mathematics, Science, Religious Studies. They will also participate in a session of games.

Subject	Exam board	Level 2 Grades	Level 1 Grades	Entry level Grades	Exam	Practical
<a href="#">English Language</a>	CAIE	A*ABC	DEFG		100%	-
<a href="#">English language entry level</a>	OCR			E1,E2,E3	-	100%
<a href="#">English Literature</a>	CAIE	A*ABC	DEFG		100%	-
<a href="#">Mathematics</a>	WJEC	A*ABC	DEFG		100%	-
<a href="#">Mathematics entry level</a>	WJEC			E1,E2,E3	85%	15%
<a href="#">Dual Award Science</a>	Edexcel	98765	4321		100%	-
<a href="#">Science entry level</a>	OCR			E1,E2,E3	-	100%
<a href="#">Religious Studies</a>	WJEC	A*ABC	DEFG		100%	-
<a href="#">Short Course (half a GCSE)</a>	WJEC	A*ABC	DEFG		100%	
<a href="#">Unit Award</a>	AQA			p	-	100%



# Optional subjects

Students study 4 additional subject, alongside their core subjects to make up their curriculum.

Subject	Exam board	Level 2 Grades	Level 1 Grades	Entry level Grades	Exam	Practical
<u>Art and Design (Fine art)</u>	WJEC	A*ABC	DEFG		40%	60%
<u>Art and Design (Ceramics)</u>	WJEC	A*ABC	DEFG		40%	60%
<u>Business Studies</u>	CAIE	A*ABC	DEFG		100%	-
<u>Certificate of Personal Effectiveness</u>	ASDAN	L2 Pass	L1 Pass	G, S, B	-	100%
<u>Child Development</u>	BTEC	L2 Pass	L1 Pass		40%	60%
<u>Computer Science</u>	CAIE	A*ABC	DEFG		100%	-
<u>Digital Applications</u>	SQA	L5 Pass	L4 Pass		25%	75%
<u>Drama</u>	WJEC	A*ABC	DEFG		40%	60%
<u>Engineering Skills</u>	SQA	L5 Pass	L4 Pass		100%	-
<u>Food and Nutrition</u>	WJEC	A*ABC	DEFG		40%	60%
<u>French</u>	WJEC	A*ABC	DEFG		100%	-
<u>Geography</u>	CAIE	A*ABC	DEFG		72.5%	27.5%
<u>Health and Social Care</u>	BTEC	A*ABC	DEFG		40%	60%
<u>History</u>	OCR	98765	4321		100%	-
<u>Music</u>	CAIE	A*ABC	DEFG		40%	60%
<u>ICT</u>	SQA	L5 Pass	L4 pass		25%	75%
<u>Physical Education</u>	CAIE	A*ABC	DEFG		50%	50%
<u>Product Design</u>	WJEC	A*ABC	DEFG		50%	50%
<u>Practical Cookery</u>	SQA	L5 Pass	L4 Pass		25%	75%
<u>Practical Woodworking</u>	SQA	L5 Pass	L4 Pass		30%	70%
<u>Spanish</u>	WJEC	A*ABC	DEFG		100%	-
<u>Sport, Activity &amp; Fitness</u>	BTEC	D*DMP	L1 Pass		40%	60%
<u>Textiles</u>	CAIE	A*ABC	DEFG		50%	50%

## Courses offered at UCM – still to be confirmed (as of Jan'22)

<u>Engineering</u>	OCR	D*DMP	L1 Pass	L2 Pass	25%	75%
<u>Hair and Beauty</u>	VTCT		L1 Pass		-	100%
<u>Construction</u>	TBC		L1 Pass		-	100%



# English Language

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## Exam board information:

Cambridge IGCSE English First Language (0500)

## Course content:

Reading 50%. Students will read a wide range of non-fiction, literary non-fiction and fiction texts to develop the following skills:

- Reading for explicit meaning
- Inferring implicit meaning
- Identifying language techniques and understanding the impact of language choices
- Identifying structural techniques and understanding the impact of structural choices
- Analysing the effects created by writers' choices
- Understanding and responding to complex ideas and opinions
- Locating and selecting information
- Summarising

Writing 50%. Students will produce a wide range of shorter and more extended writing pieces in order to develop the following skills:

- Understanding and applying conventions of a range of written text types
- Planning for purpose, audience and text type
- Learning and applying techniques to persuade, argue, inform, review, analyse, explore, discuss, describe, narrate and explain
- Responding to and adapting texts
- Effectively using a range of sentences structures and types
- Employing a wide range of vocabulary and punctuation accurately
- Proof-reading and self-correcting

## Skills that will be developed:

- Literacy and ICT skills
- Grammatical and proof-reading skills
- Creativity skills
- Making meaning and connections
- Personal reflection skills
- Independent learning skills
- Listening skills
- Interpersonal skills through debate, discussion and peer assessment
- Communication skills
- Evaluative and analytical skills



## How the course will be assessed:

100% Written Examination

### Component 1. Reading

- 2 hour paper - structured and extended writing questions based on three reading texts

### Component 2. Directed Writing and Composition

- 2 hour paper - Extended writing question and a composition task

Students will sit the papers in the Autumn series of examinations in Year 11.

## To be successful:

All students take this IGCSE. Some find the skills harder than others. For all students, a positive attitude and a willingness to keep trying will support their learning.

In addition to this:

- Read widely - absolutely anything will do - books, websites, messages, film reviews, newspapers, magazines, speeches, instructions etc.
- Ask questions about what you are reading - What is the writer trying to achieve? How are they doing it?
- Write accurately in all your subjects - pay attention to sentence structure, punctuation and grammar.
- When you are revising or reading for other subjects, summarise what you have learned.

## Onward pathways:

English IGCSE at C or above is a requirement for a huge number of career and training paths. As well as this, it will help you in all areas of further study or work. It is a requirement for onward study of English Language, English Literature or Media A Levels (grade B or above).

## Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the Cambridge Examination Board can be found at:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-first-language-0500>



# English Language (Entry level)

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## Exam board information:

OCR

## Course content:

The Entry Level Certificate aims to encourage learners to read fluently and write effectively. It covers reading, writing and speaking and listening and allows learners to progress at their own pace so that they can develop their knowledge and skills, and complete assessments when they are ready. It is accessible and relevant and can be an effective stepping stone to the IGCSE course.

## Skills that will be developed:

- The ability to read and understand a range of non-fiction and literary texts
- Use knowledge gained from reading to inform their own writing
- Appropriate control of Standard English
- Writing in grammatically correct sentences
- Development of vocabulary
- Confidence in using spoken language to communicate and effectively participate in group activities, listening and responding appropriately.

## How the course will be assessed:

- Reading is 40% of the mark and requires students to answer two papers: understanding a non-fiction text and understanding a literary text. These are unseen papers but internally assessed.
- Writing is 40% of the mark and is two pieces of writing: and informative and an imaginative piece. Also internally assessed.
- Speaking and listening is 20% and involves recording either a discussion or a role play.

## To be successful:

- Students will need to engage with, and complete all of the assessed work.

## Onward pathways:

Level 1 and level 2 English Language courses

## Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the OCR Examination Board can be found at:

<https://www.ocr.org.uk/qualifications/entry-level/english-r393-from-2016/>



# English Literature

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## Exam board information:

Cambridge IGCSE Literature in English (0475)

## Course content:

The course aims to encourage and develop students' ability to enjoy the experience of reading literature in different forms. They will engage with a range of poetry, drama and prose texts from around the world that have been written in English. Texts will be studied from a technical point of view but also from a cultural point of view.

### Component 1 - Poetry and Prose 50 %

Students will study one novel and one set of poetry and answer a question on each in the examination. This is a closed text exam, so texts cannot be taken into the examination. This question will require an informed personal response, testing knowledge of the content of the text; an understanding of characters, relationships, situations and themes; an understanding of the writer's intention and methods of language use.

Texts for examination 2024:

- *Purple Hibiscus* (Chimamanda Ngozi Adiche) or 10 selected short stories from *Stories of Ourselves*
- 15 Selected Poems from *Songs of Ourselves*

### Component 2 - Drama - 25%

Students will study one play and may take this text into the exam. They will be tested on the same skills as those for Paper 1.

Texts for examination 2024:

- *A Midsummer Night's Dream* (William Shakespeare)

### Component 3 - Unseen - 25%

Students will have a choice of two questions on either poetry or prose. They will be required to write a critical commentary, and show an appreciation of a previously unseen literary text.

## Skills that will be developed:

- Literacy and ICT skills
- Cultural and historical understanding
- Research and sourcing of information
- Making meaning and connections
- Grammatical and proof-reading skills
- Creativity skills
- Personal reflection skills



- Independent learning skills
- Interpersonal skills through debate, discussion and peer assessment
- Communication skills
- Presentation skills
- Evaluative and analytical skills

### How the course will be assessed:

100% Written Examination - 3 papers

- Component 1 (50%) - Poetry and Prose - Set text (closed text) - 1 hour 30 minutes
- Component 2 (25%) - Drama (open text) - 45 minutes - one question
- Component 3 (25%) - Unseen - 1 hour 15 minutes - one question

Students will sit the paper in the summer series of examinations in Year 11.

### To be successful:

- You must enjoy reading
- You must be curious about the contexts of writing and how events in the world affect people
- You must be prepared to read in detail
- You should be analytical
- You should be able to work out what is meant in texts beyond the obvious
- You should be able to make connections between ideas and events

### Onward pathways:

You will need IGCSE Literature to study A Level Literature at St Ninian's. The skills you develop in IGCSE Literature will support your studies at A Level in the following subjects:

- English Literature
- Drama
- English Language
- History
- Politics
- Extended Project Qualification

### Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the Cambridge Examination Board can be found at:

<https://www.cambridgeinternational.org/programmes-and-qualifications/english-literature-0475/>





# Mathematics

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## Exam board information:

WJEC GCSE in Mathematics

## Course content:

All candidates will study the following topics:

1. Number
2. Algebra
3. Geometry and Measure
4. Statistics

## Skills that will be developed:

The aims are to enable candidates to:

- develop knowledge, skills and understanding of mathematical methods, techniques and concepts
- make connections between different areas of mathematics
- select and apply mathematical methods in real-world contexts
- reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- develop and refine strategies for solving a range of mathematical and real-world problems
- communicate mathematical information in a variety of forms
- interpret mathematical results and draw and justify conclusions that are relevant to the context

## How the course will be assessed:

The three assessment objectives in WJEC GCSE Mathematics are:

- AO1 Recall and use knowledge (50-60%)
- AO2 Select and apply mathematical methods (10-20%)
- AO3 Interpret and analyse problems and generate strategies to solve them (25%- 35%)

WJEC GCSE Mathematics is assessed via two written papers at the appropriate tier.

- The first consists of non-calculator questions, requiring candidates to develop a full range of mental and non-calculator skills during the course of study.
- Use of an electronic calculator is permitted on the second paper.

Candidates who follow the **Higher** curriculum are able to achieve grades **A\* to C**.

Candidates who follow the **Intermediate** curriculum are able to achieve grades **B to E**.

Candidates who follow the **Foundation** curriculum are able to achieve grades **D to G**.



- In the summer of Year 10 all students will be entered for “early entry” GCSE at the most appropriate tier. This is an opportunity for students to gain a positive examination experience and a snapshot of their attainment at this point in time.
- Our expectation is for students to gain their best and final grade at the end of Year 11.
- Candidates who are successful at Higher tier in Year 10 will prepare for the WJEC Additional Mathematics examination in Year 11. Candidates sitting Additional Mathematics can be awarded Distinction/Merit/Pass.

### To be successful:

To be successful requires learners to:

- recall and use mathematical facts and concepts, and standard mathematical methods
- follow direct instructions to solve problems involving routine procedures
- select and apply mathematical methods to solve non-standard or unstructured, multi-step problems
- solve unfamiliar problems by breaking them into smaller, more manageable tasks
- answer questions that span more than one topic area of the curriculum
- use mental calculations and perform calculations without the aid of a calculator
- make estimates
- use an electronic calculator effectively
- reflect on results and evaluate the methods employed
- understand and use the statistical problem solving cycle
- make decisions when tackling a given task, for example, choose how to display information
- communicate mathematically, using a wide range of mathematical language, notation and symbols to explain reasoning and to express mathematical ideas unambiguously

### Onward pathways:

Successful WJEC GCSE Mathematics candidates gain lifelong benefits, including:

- the development of their mathematical knowledge
- confidence, by developing a feel for numbers, patterns and relationships
- an ability to consider and solve problems and present and interpret results
- skills in communication and reasoning using mathematical concepts
- a solid foundation for further study

This qualification supports progression to:

- GCE AS and Advanced Level in Mathematics
- GCE AS and Advanced Level in Further Mathematics
- GCE and other further qualifications in disciplines, such as the sciences, economics or business
- Further education or employment where mathematical skills are always required

### Further information:

Ms Alison Lewis, Subject Leader for Mathematics at SNHS

[www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf](http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf)



# Dual Award Science

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Exam board information:

Edexcel

Course content:

Skills that will be developed:

How the course will be assessed:

To be successful:

Onward pathways:

Further information:



# Science

## Entry Level Certificate

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Exam board information:  
Edexcel

Course content:

Skills that will be developed:

How the course will be assessed:

To be successful:

Onward pathways:

Further information:



# Religious Studies

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## Exam board information:

WJEC GCSE Religious Studies

## Course content:

Students will study eight units over the course of Year 10 and 11 and two religions:

### Religion and Philosophical Issues

- Beliefs: God, Jesus, The Qu'ran
- Practices : Morality, The Church, The 5 Pillars, Obligatory Acts
- Life and Death: Origin of the World, Value of Human Life, Beliefs about death and the afterlife
- Good and Evil: Crime and Punishment, Forgiveness, Good, evil and suffering

### Religion and Ethical Themes

- Beliefs: The Bible, The afterlife, Prophethood
- Practices: Life's journeys, Special Places, The Ummah, Festivals
- Relationships: Family, Contraception, Nature of relationship
- Human Rights: Issues of equality, Gender and Discrimination

## Skills that will be developed:

**Knowledge & Understanding:** Throughout the course students will gain an in depth understanding of moral issues facing us in the world today and how religions have responded to these. Students will be able to express their understanding coherently in written responses.

**Evaluation:** Students will develop their own reasoning skills and, by the end of the course, will be able to structure well argued responses, expressing clear insights into the different areas of study.

**Exam Skills:** A great deal of effort is put into teaching students how to approach exams successfully. Students will learn techniques that will hopefully support them in all areas of the school curriculum.

**Personal Development:** It is hoped that by engaging with content and lessons students will be exposed to a number of different ideas and opinions. Students will be encouraged to develop and express their own world view.

## How the course will be assessed:

100% written examinations

Full course: Two written papers (2 hours each)

Half course: One written paper (2 hours)

Exams take place in the summer series of year 11



## To be successful:

Students need to have:

- a willingness to discuss and write about a variety of current issues.
- an interest in the beliefs which motivate a person's behaviour.
- the ability to interpret and apply religious teachings to a range of topics.
- the desire to be a motivated and independent learner.

## Onward pathways:

Whilst it is accepted that GCSE Religious Studies is not an essential qualification for specific career pathways, the academic discipline and transferrable skills developed can be useful in many areas of employment.

- GCSE study may lead on to an A-Level in Religious Education
- Many students go on to have a successful career in law, teaching, social work, police and probation services and journalism.

## Further information:

Teachers in the Religious Education Department (Ms F Malyan [Head of Department], Miss A Clucas, Mrs A Daugherty, Mrs L Parr and Miss K Annesley) will be pleased to assist with any questions you may have.

Further information from the Welsh Joint Education Committee can be found at:

[http://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gcse-2017/wjec-gcse-religious-studies-spec-from-2017-e.pdf?language\\_id=1](http://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gcse-2017/wjec-gcse-religious-studies-spec-from-2017-e.pdf?language_id=1)



# Religious Studies Entry level

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## Exam board information:

AQA Entry level Certificate

## Course content:

The AQA Entry Level Certificate is a pathway available to students who may find the GCSE syllabus difficult to access. The course consists of a variety of topics suited to the needs of our students.

Current moral and ethical units are available for study for example;

- Religious attitudes to Drug Abuse,
- Religious expressions in Society:
- Media and Religion and Citizenship:
- Human Rights.

## Skills that will be developed:

Skills that will be developed:

The Entry Level Certificate allows students to not only learn about religious and moral issues but also develop their reflective learning and metacognition to allow lifelong learning skills such as:

- Teamwork
- Resilience
- Independent Learning
- Use of English

## How the course will be assessed:

This course is assessed continuously throughout the year and there will be no final examination.

## To be successful:

Students need to have the willingness to

- discuss and write about a variety of current issues.
- consider the beliefs which motivate a person's behaviour.
- interpret and apply religious teachings to a range of topics.

## Onward pathways:

Entry Level allows students to progress onto more detailed study of RE at level 2

## Further information:

Teachers in the Religious Education Department (Ms F Malyan [Head of Department], Miss A Clucas, Mrs A Daugherty, Mrs L Parr and Miss K Annesley) will be pleased to assist with any questions you may have.



# Art and Design (3D design)

This is a similar course to Fine Art but ALL outcomes will be in a 3d Medium.

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## Exam board information:

WJEC

## Course content:

The WJEC GCSE in Art and Design 3D design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. This rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for 3d design and, through a broad introductory foundation programme, to develop critical and practical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

Students undertaking this title must explore practical and relevant critical and contextual sources such as the work of historical and contemporary three-dimensional designers and makers, as well as the different purposes, intentions and functions of three-dimensional design as appropriate to their own work. Students should demonstrate the ability to work creatively with processes, techniques and materials, including those that are recyclable, appropriate to the chosen area of study such as: computer-aided design, model making; prototyping; constructing and assembling. An understanding of the relationship between form and function is essential.

## Skills that will be developed:

WJEC art and design 3D encourages learners to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent





- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

### How the course will be assessed:

60% Coursework (September Y10 until December Y11)

- Students develop through a series of workshops and projects a portfolio of work - demonstrating skills, understanding and ideas
- From Easter Yr 10 students develop a single body of work that reflect their experiences and ideas.

40% Examination (Starts January Y11)

- After a preparation period to gather, explore and develop ideas and the production of a portfolio of work explaining how work was developed
- Students sit a "Controlled test" - exam conditions 10 hours

### To be successful:

Successful students will demonstrate:

- A keenness to produce observational drawings.
- An interest in researching and gather a wide variety of imagery to do with the theme.
- Explore a wide variety of artists that interest them.
- Take creative risks developing a selection of ideas.
- Explore a multitude of alternative ideas.
- Demonstrate resilience and produce high quality personal final pieces.

Student will be required to:

- Work hard.
- Act upon advice given.
- Work independently and wrestle with their ideas, concept and designs to push their creative responses.
- Completing design work outside of lesson time at club or at home

### Onward pathways:

WJEC Art and design 3D leads well into A-level art as well as creative courses at College.

Art and design 3d is a discipline which develops creative problem solving skills and independence. As such it is respected by universities and prospective employers. Specifically it can lead to a career as an Artist; museum and art gallery work; curating; architecture; advertising; film making; photography



teaching; interiors and furniture; tourism; craft; ceramics; jewelry; fashion and costume design; footwear; theatre and set stage design. Many of these things are encompassed in the creative industries which are based on individual creativity, skill and talent.

Interesting internet links are:

[www.creative-choices.co.uk](http://www.creative-choices.co.uk).

<http://www.theartcareerproject.com/art-as-a-career/>

### Further information:

For further information you should talk to Mr Mason(SAM) the Head of Art or Miss Miller (GEM) as well as your Art teachers.

[https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/01-GCSE-Art-and-Design-Sample-Assessment-Materials-for-teaching-from-2016-wales-only-e.pdf?language\\_id=1](https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/01-GCSE-Art-and-Design-Sample-Assessment-Materials-for-teaching-from-2016-wales-only-e.pdf?language_id=1)



# Art and Design (Fine Art)

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## Exam board information:

WJEC GCSE Art & Design

## Course content:

The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

Students undertaking this title must explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions and functions of fine art as appropriate to their own work. They should demonstrate the ability to work creatively with processes and techniques appropriate to their chosen area of study such as: painting (various media); drawing (various media); printing (e.g. screen printing; etching; aquatint; lithography; block printing; stencils; carving; modelling; constructing; mosaic; mobiles; environmental art; graffiti; kinetic media; light-based media; digital media; mixed media. This is a broad and developing area of study that also includes performance and conceptual art, as well as aspects of printmaking, photography and film. Fine art offers a choice of traditional, digital media and processes and involves expressive use of a particularly wide range of materials, techniques and skills, including those that are recyclable.

## Skills that will be developed:

WJEC art and design (fine art) encourages learners to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent



- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

### How the course will be assessed:

60% Coursework (September Y10 until December Y11)

- Students develop through a series of workshops and projects a portfolio of work - demonstrating skills, understanding and ideas.
- From Easter Yr 10 students develop a single body of work that reflect their experiences and ideas.

40% Examination (Starts January Y11)

- After a preparation period to gather, explore and develop ideas and the production of a portfolio of work explaining how work was developed.
- Students sit a "Controlled test" - exam conditions 10 hours.

### To be successful:

Successful students will demonstrate:

- Very good observational drawing skills.
- An interest in researching and gather a wide variety of imagery to do with the theme.
- Explore a wide variety of artists that interest them.
- Take creative risks developing a selection of ideas. - Exploring and developing ideas and responses to the theme is very important.
- Demonstrate resilience and produce high quality personal final pieces.

Student will be required to:

- Work hard.
- Act upon advice given.
- Work independently and wrestle with their ideas, concept and designs to push their creative responses.
- Complete work outside of lessons by attending club or at home

### Onward pathways:

WJEC GCSE Art leads well into A-level art as well as creative courses at College.

Fine Art is a discipline which develops creative problem solving skills and independence. As such it is respected by universities and prospective employers. Specifically it can lead to a career as an Artist.



museum and art gallery work; curating; architecture; advertising; film making; photography; teaching; interiors and furniture; tourism; craft; ceramics; jewelry; fashion and costume design; footwear; theatre and set stage design. Many of these things are encompassed in the creative industries which are based on individual creativity, skill and talent.

Interesting internet links are:

[www.creative-choices.co.uk](http://www.creative-choices.co.uk).

<http://www.theartcareerproject.com/art-as-a-career/>

### Further information:

For further information you should talk to Mr Mason the Head of Art or your Art teachers.

<https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/>

<https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/0-GCSE-Art-and-Design-Specification-for-teaching-from-2016-wales-only-e.pdf>



# Business Studies

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## Exam board information:

Cambridge IGCSE Business Studies (0450)

## Course content:

- Topic A - An Introduction to Business
- Topic B - Legal Organisation of Business
- Topic C - Marketing
- Topic D - Finance and Accounting
- Topic E - The Structure and Control of Business
- Topic F - People in Business
- Topic G - Production
- Topic H - The Economy, Government & Business

## Skills that will be developed:

- Literacy, Numeracy and ICT skills
- Creativity skills
- Personal Reflection skills
- Problem Solving skills
- Independent Learning skills
- Listening skills
- Interpersonal skills through Debate, Discussion and Peer Assessment
- Entrepreneurial skills
- Communication skills
- Evaluative and Analytical skills

## How the course will be assessed:

100% written examination (Summer Y11)

- Two written papers - 1.5 hours each.

## To be successful:

Students need to have:

- An excellent work ethic, both in lessons and out of school.
- Good literacy and numeracy skills.
- A willingness to keep on trying.
- An ability to work with others.



### Onward pathways:

After completing an IGCSE in Business Studies, students can:

- Progress to study a variety of A level subjects including Business Studies, Economics or Enterprise.
- Use the qualification as a foundation to start up their own business.
- Use the knowledge and skills gained to seek employment.

### Further information:

Teachers in the Business Education Department will be pleased to assist with any questions you may have.

Further information from the Cambridge Examination Board can be found at:

[www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-business-studies-0450](http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-business-studies-0450)



# Certificate of Personal Effectiveness (level 2)

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## Exam board information:

ASDAN

## Course content;

Certificate of Personal Effectiveness (CoPE) offers an imaginative way of developing, recording and certificating a wide range of young people's personal skills, qualities and achievements, as well as introducing them to new activities and challenges.

The CoPE curriculum comprises of 13 modules, which are further divided into sections A, B and C. Each section is expected to take at least 10 hours to complete – 10 hours is worth one credit.

Students will need 12 credits to gain the Certificate of Personal Effectiveness.

The module titles are:

- Communication
- Citizenship and community
- Sport and leisure
- Independent living
- The environment
- Vocational preparation
- Health and fitness
- Work-related learning and enterprise
- Science and technology
- International links
- Expressive arts
- Beliefs and values
- Combined studies





## Skills that will be developed:

ASDAN's methodology revolves around reflective learning and metacognition to develop and accredit a range of personal skills that prepare young people for further study, employment and life. ASDAN's programmes and qualifications make a measurable difference to learners' motivation, engagement, confidence and capacity to learn.

## How the course will be assessed:

Ongoing modular assessment completing certificated courses and qualifications.  
Students will produce a portfolio of evidence to demonstrate their achievements.

## To be successful:

Students will also have to demonstrate the following competences:

- Working with Others
- Improving own Learning and Performance
- Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

## Onward pathways:

ASDAN allows students to work towards independent learning, progressing through various challenges whilst developing their skills with an opportunity to obtain a GCSE equivalent qualification.

## Further information:

For further information you should talk to Miss C Christian, (Applied Learning Co-ordinator)

<https://www.asdan.org.uk/courses/qualifications/certificate-of-personal-effectiveness-level-1-and-2>



# Child Development

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## Exam board information:

BTEC Tech Award in Child Development

## Course content:

Component 1: Children's Growth and Development

Component 2: Learning through Play

Component 3: Supporting Children to Play, Learn and Develop

## Skills that will be developed:

Students will gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

## How the course will be assessed:

Component 1: 30% Internally assessed assignments

Component 2: 30%. Internally assessed assignments

Component 3: 40%. External assessment out of 60 marks and completed under supervised conditions on a date timetabled by Pearson

## To be successful:

Organisation, time management. Observational skills and ability to recall and evaluate their findings. Students should have access to a child from the age of birth until 5 years of age.

## Onward pathways:

Working with children eg the CACHE Diploma in Child Care and Education.

Teaching

Midwifery, nursing etc.

## Further information:

Please speak with Mrs D Freegard.



# Computer Science

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## Exam board information:

Cambridge iGCSE Computer Science (0478)

## Course content:

As part of this course students will have the opportunity to learn programming skills (most likely using the Visual Basic programming language) and consider how the skills can be applied to a number of different contexts. It's important to understand that there is a theory element of this course which concentrates on computer architecture and software development.

## Skills that will be developed:

- Develop their understanding of current and emerging technologies and how they work;
- Look at the use of algorithms in computer programs;
- Become independent and discerning users of computing;
- Acquire and apply creative and technical skills, knowledge and understanding of computing in a range of contexts;
- Develop computer programs to solve problems;
- Evaluate the effectiveness of computer programs / solutions and the impact of computer technology in society.

## How the course will be assessed:

100% written exam:

(Summer Y11)

- Paper 1 (60%) 1 hour 45 minutes. short-answer and structured questions.
- Paper 2 (40%) 1 hour 45 minutes. short-answer and structured questions.

Examinations will take place in the Summer series of Year 11

## To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think through, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.



### Onward pathways:

This qualification provides a broad and solid foundation for further study. Students who want to go onto higher study and employment in the field of computer science will find it provides a superb stepping stone.

### Further information:

Speak with Mr J Hunter or Mr J Hopkins

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-computer-science-0478/>



# Digital Applications

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## Exam board information:

SQA NPA Digital Media Production level 4 or 5

## Course content:

**Digital Media.** The National Progress Award in Digital Media at SCQF levels 4 and 5 introduce learners to techniques that are important in the digital media sector such as audio, still images and moving images. In addition to developing knowledge and understanding of digital media, learners will develop practical, technical and transferable skills — including oral, written and evaluation abilities.

**Web design.** The Web Design course covers the following three topics (i) website design and development (ii) website graphics (iii) interactive media. Learners will develop the technical skills required to create websites and graphics, and add interactivity to websites. There is also a focus on the importance of the website development process. The qualification will offer learners foundation skills in web design, and provide a suitable qualification to permit progression to a higher level of study. This will result in the awarding of a second GCSE at grade C equivalent.

## Skills that will be developed:

- Equip students with knowledge and skills to design effective digital products
- Enable students to use digital tools as a means of expression to inform, persuade and entertain
- Foster students creativity and develop their independent learning skills
- Challenge students to reflect on what they produce
- Increase students awareness of their responsibilities in the digital world and their respect of other people's rights
- Equip students with professional, real-world skills in planning, project management and communication

## How the course will be assessed:

The Digital Media and Web Design course will be assessed through the completion of a series of practical tasks. Web Design will also include three multiple choice written assessments."



### To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.

### Onward pathways:

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

It supports progress to further study, including:

- SQA Level 6 Digital Media

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

### Further information:

Contact: Mr J Hunter or Mrs J Needle

<https://www.sqa.org.uk/sqa/38459.html> (Web Design)

<https://www.sqa.org.uk/sqa/82256.html> (Digital Media)



# Drama

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## Exam board information:

WJEC GCSE Drama

## Course content:

Unit One (40%) Devised Practical Performance (June/July Y10)

Students will devise a practical performance based on a theme and linked with a particular practitioner or genre. Candidates may choose either acting or a theatre design skill. Students will complete a written report on the work they have completed.

Unit Two (20%) Performance from a Text (April/May Y11)

Students will be assessed on either their acting or a theatre design skill in a scene from a published play.

Unit Three (40%) Written Examination (Summer Y11)

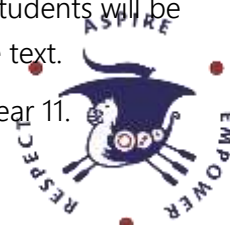
Students will be assessed on their ability to analyse one set text - 'Two Faces' by Manon Steffan Ros - as an actor, designer and director. They will also evaluate live theatre seen as part of the course.

## Skills that will be developed:

- Team work
- Planning
- Decision making
- Problem solving
- Organisation
- Prioritisation
- Verbal communication
- Leadership
- Ability to influence others
- Negotiation
- Research
- Analysis
- Evaluation and assessment
- Physical and vocal performance
- Theatre design
- Creativity

## How the course will be assessed:

- **Unit One** is assessed by the course teacher in June/July of Year 10. All students will be assessed on their understanding of the chosen practitioner or genre and the development of their ideas in performance. Acting candidates will be assessed on their use of voice and movement as well as their ability to listen, respond and interact. Theatre design candidates will be assessed on the effectiveness of their chosen design option: either lighting, sound, or costume and make-up. The written report will be completed as a controlled assessment and marked by the course teacher.
- **Unit Two** will be externally assessed by a visiting examiner in April/May of Year 11. Students will be assessed on the effectiveness of their chosen skill as well as their interpretation of the text.
- **Unit Three** is a 90 minute, externally assessed, written examination in May/June of Year 11.



### To be successful:

A successful Drama student is:

- hardworking
- enthusiastic
- thoughtful
- considerate
- happy to experiment
- happy to learn from mistakes
- able to think around problems
- happy to start again from scratch
- happy to lead
- happy to follow
- happy to give advice
- happy to take advice
- happy to commit to after school rehearsals
- prepared to come on trips to see live Drama
- passionate about Drama

### Onward pathways:

Throughout the GCSE Drama course, students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental co-operative, collaborative and social skills are useful across all kinds of disciplines, careers and life experiences in general.

Students with a A\*-C in GCSE Drama can expect to be looked upon favourably by colleges and employers, who are keen to work with people who have the confidence and inter-personal skills that the subject affords them.

GCSE Drama can lead on to further study in:

- Drama
- Theatre Studies
- Performing Arts
- Expressive Arts at A-level and above
- Other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include:

- the media
- theatre
- television
- radio
- the film industry
- arts administration
- drama therapy
- education.

### Further information:

Do not hesitate in contacting Mr John Dowty or Mr Chris Maybury if you would like more information regarding any aspect of GCSE Drama.

Further information can be found at the WJEC examination board website:

<http://www.wjec.co.uk/qualifications/drama/drama-gcse>





# Engineering Skills

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## Exam board information:

SQA SfW: Engineering Skills (C243 75)

## Course content:

It is anticipated that all students will work towards a National 5 qualification, which is equivalent to a Level 2 pass. Students will have to complete 4 coursework units to gain the full course award.

### Unit 1 – Mechanical and Fabrication

In this unit students are required to fabricate a pre-designed engineered product. During the manufacture, students will learn and demonstrate their ability to read simple engineering drawings, measure and mark our components, select appropriate materials, and work to specified tolerances.

### Unit 2 – Electrical and Electronic

In this unit students are required to construct and test a low-voltage lighting circuit as well as assembling and soldering a pre-designed electronic printed circuit board. Students will learn and demonstrate their ability to read and follow electronic diagrams, select and use a range of tool and equipment used by electrical engineers and work accurately and safely.

### Unit 3 – Maintenance

In this unit candidates will select and use tools, materials and equipment to test, disassemble, repair, and assemble an engineering part. Students will learn how to work systematically to diagnose faults and make adjustments and repairs so that engineered products function properly.

### Unit 4 – Design and Manufacture

In this unit students will learn how to use Computer Aided Design (CAD). They will work in a design team to design and manufacture their own engineered product. Students will have to demonstrate their design skills as well as their ability to manufacture accurate prototypes.

## Skills that will be developed:

- Positive working attitudes that will be valued by employers
- An understanding of the workplace and the employee's responsibilities, for example, timekeeping, appearance, customer care, etc
- Your self-evaluation skills
- A flexible approach to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience
- Specific engineering skills/knowledge



### How the course will be assessed:

100% course assessment. Assessment is continuous whilst students are studying this course, but there is not end of course assessment.

### To be successful:

This subject is a must for students who have a keen interest in working in the engineering sector. The course provides students with a taster of different engineering disciplines in order to hone skills and make an informed choice about future pathways. This course assesses practical abilities, unlike other GCSE options.

### Onward pathways:

This technical pathway provides you with a solid foundation of technical knowledge and practical skills for further study. You could go onto study A' Level Product Design at our Sixth Form, secure a place on an apprenticeship at UCM or use your skills to apply for a job.

### Further information:

Contact Mr Maltby



# Food and Nutrition

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## Exam board information:

WJEC GCSE Food and Nutrition (3560)

## Course content:

Topics covered include:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## Skills that will be developed:

Nutrition, diet and healthy eating. Practical food skills. Food science. Knowledge and understanding of the 6 areas of the course content above. Evaluating and sensory analysis of food products made. Nutritionally analysing products using the Nutrition Program.

The course will develop practical skills and knowledge and understanding of healthy eating which are essential life skills.

## How the course will be assessed:

40% written examination: 1 hour and 30 minutes examination paper (Summer Y11)

60% controlled assessment:

- Assessment 1 - 10 hours - The Food Investigation Assessment (20%)
- Assessment 2 - 15 hours - The Food Preparation Assessment (40%)

## To be successful:

Organisation and time management. An appreciation of food and an interest in food preparation and cooking of food. An interest in current dietary issues.

## Onward pathways:

WJEC Level 3 Certificate in Food Science and Nutrition.

Further hotel, catering and restaurant management.

Pathway to Sports Science, dietician courses, Social Work, Nursing etc.

Teaching Food Technology in Primary and Secondary schools.

Food industry eg product development.



**Further information:**

Mrs Freegard, or Mrs Merrick

WJEC web site: <http://www.wjec.co.uk/qualifications/food-and-nutrition/>



# French

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## Exam board information:

WJEC GCSE in FRENCH

## Course content:

The following topics will be studied:

- Youth Culture
- Lifestyle
- Customs and Traditions
- Home and Locality
- France and French-speaking countries
- Global sustainability
- School Life
- The World of Work
- Jobs and Future plans

## Skills that will be developed:

During the course, students will develop the following skills:

- Literacy and numeracy skills,
- Problem-solving and analytical skills,
- Communication and negotiation skills,
- Reading comprehension, interpreting and summarising skills,
- Listening skills,
- Grammatical and proof-reading skills,
- Cultural awareness,
- Social skills,
- Information skills,
- Ability to work in a team and presentation skills,
- Confidence, experience.

## How the course will be assessed:

25% Speaking:

- Unit 1 - Oral test: 7-9 minutes (Foundation tier); 10-12 minutes (Higher tier). Three tasks: one role play, one photo card discussion, one conversation. (April/May Y11)

25% Listening: (Summer Y11)

- Unit 2 - Assessment of 35 minutes (Foundation tier) or 45 minutes (Higher tier)

25% Reading: (Summer Y11)

- Unit 3 - Assessment of 1 hour (Foundation tier) or 1 hour 15 minutes (Higher tier)

25% Writing: (Summer Y11)

- Unit 4 - Assessment of 1 hour 15 minutes (Foundation tier) or 1 hour 30 minutes (Higher tier)



### To be successful:

To be successful, pupils must be willing to develop their desire to communicate: using a language is a social activity and language learning will lead to social interaction in the class. Pupils must therefore be willing to narrate and express points of view and when they listen to others, to draw conclusions. They must be willing to work in a team, take risks, enjoy a challenge and participate. They must acquire skills to give themselves a global edge by being culturally open-minded and get beneath the surface. An ability to organise revision time, persevere, seek out information and review one's own learning over the course is essential.

### Onward pathways:

University:

Choosing MFL at school WILL open doors to a university degree. You can combine a language

- with other subjects such as \*European Legal Studies \*European Management \*Leisure and tourism
- with related modules in areas such as \*popular culture \* drama \*film and media \*history \*politics and society \*linguistics etc...
- as a joint degree with another discipline e.g. \* Spanish and Computer Science \*Marine Sciences with French \*Politics and Spanish \*French and Maths
- you can also take a language option at some point in your degree e.g. \*French for lawyers \*Spanish for engineers \* Beginners' Chinese

A Languages Degree will include a year abroad, a much sought after and unique experience valued from employers, who value the fact that you have been working/studying with people from a variety of cultures. Please also bear in mind that French is spoken on five continents; according to the Financial Times, French is the language in demand in the UK.

Careers:

Linguists work for a range of organisations worldwide, including universities and colleges, high tech companies, research institutions, consulting firms, government and the military and in the fields of law, accountancy, journalism, intelligence, diplomacy, medicine, scientific research, marketing, the travel industry.

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. They are a strong asset for the following jobs: legal assistants, museum curators, bilingual sales representatives, technical and engineering positions.

For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with a language plus ICT, law, finance or sales skills are much sought-after.

Please consult: <http://www.all-languages.org.uk/uploads/files/Press%20Releases/Work%20Talk.pdf>

### Further information:

Please contact Mrs Géral-Wilkes, Ms Laporte, Ms Lamarsaude, Mrs McCusker, Mrs Taylor, Ms Jiménez Asencio, Mrs Salamanca

<http://www.wjec.co.uk/qualifications/french/r-french-gcse-from-2016/index.html>



# Geography

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## Exam board information:

Cambridge iGCSE Geography (0460)

## Skills that will be developed:

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments;
- An understanding of location on a local, regional and global scale;
- The ability to use and understand geographical data and information;
- An understanding of how communities around the world are affected and constrained by different environments.

The course develops numeracy skills that will support learning in the Mathematics and Science courses, and requires written fluency of answers which will support the development of English language to express ideas and opinions.

## How the course will be assessed:

Written examinations: two papers (Summer Y11)

- Paper 1 Geographical themes - This consists of 3 questions from 3 themes each worth 25 marks. Students have to answer one question from each of themes which are: Population and settlement, The natural environment and Economic development. The exam paper is 1hour 45mins and is 45% of the final GCSE.
- Paper 2 Geographical skills - Candidates answer all questions which will test their skills, decision making and interpretation of information. The paper also involves students using 1:25,000 and 1:50,000 maps. This paper is worth 27.5% of the final GCSE and lasts 1 hour 30mins.

Coursework, completed in year 10.

- Paper 3 Coursework - This is a question based on changes that occur down the River Neb. The coursework is completed in the summer term of year 10 and consists of up to 2000 words and makes up 27.5% of the final GCSE. This work can be completed both in school and at home.



### To be successful:

What skills are required?

- Ability to recognise and observe spatial patterns and processes in reality
- Proficiency in communication
- Ability to read and understand maps, graphs, charts
- Ability to undertake scientific research
- Aptitude for accurate details
- Engage in decision-making and problem solving skills
- Aptitude for statistics and mathematics
- Ability to use computers to analyse electronic information

### Onward pathways:

There are two main branches of Geography: Human and Physical:

Human Geographers work in diverse fields such as in development agencies, urban and regional planning, transportation, estate agencies, tourism and eco-tourism, and international relations.

Physical Geographers study patterns of physical processes such as climate, hazards, soils, water and water quality, oceans, landforms and vegetation. These studies are important to understand how situations and elements of the environment are changing, how they require increasing conservation, management and planning in our world in impacts and the use of resources are rapidly increasing

### Careers in Geography

Representative jobs held by geographers include:

Biogeographer/Ecologist, Cartographer, Climatologist, Coastal Zone Manager, College/University Lecturer/Researcher, Community Development, Conservation Officer, Conservationist, Consultant in a range of geographical fields, Development, Facilitator, Delivery Manager, Diplomat, Earth Scientist, Economic Development Planner, Environmental Educator, Environmental Impact Analyst, Environmental Manager, Environmental Planner, Foreign Service Officers, Geographic Information Specialist, Geologist, Geomorphologist, Hazardous Waste Planner, Health Services Planner, Hydrologist, Land Use Planner, Map Editor, Map Librarian, Map, Air Photo & Satellite Image Interpreter, Market Researcher, Meteorologist, Military Planner, Natural Resource Manager, Police, Regional Planner, Remote-Sensing Analyst, Social Ecologist, Social Scientist, Soil Scientist, Teacher (primary & secondary), Tourism Development / Tour Guide, Traffic Manager, Transportation Planner, Travel Agent, Urban/City Planner, Water Resource Manager.

### Further information:

For further information you should talk to one of your geography teachers or look on the Cambridge international exam website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>





# Health and Social Care

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## Exam board information:

Pearsons Edexcel BTEC Tech Award Levels 1 & 2

## Course content:

Students will cover a broad spectrum of topics ranging from understanding the stages and patterns of human life spans and factors affecting development within human life spans. Students also study policies and effective communication within the various sectors of health and social care. Students will learn about health and well-being and learn how lifestyles and lifestyle choices affect us. Healthcare policies within the various settings are also covered.

## Skills that will be developed:

- Communication skills
- Powers of analysis and critical thinking
- Self-discipline
- Empathy
- Independent learning and organization

## How the course will be assessed:

- 1 external Component (February Y10 with opportunity to resit in May of year 10)
- 4 internal components, one completed in year 10 and three in year 11
- 180 GLH - Guided learning hours have to be completed

## To be successful:

- You need to have a keen interest in the Healthcare sector and be knowledgeable about the various branches of it.
- You need to be organised and manage your time effectively.
- The first internal BTEC assessment will be in December therefore a willingness to work hard and research thoroughly for this will ensure a positive start is made to the course.

## Onward pathways:

BTEC Health and Social Care is an ideal qualification for those who want a broad background in health and social care or are considering a career in the Healthcare profession or working with children.

Our level 3 BTEC in Health and Social Care will allow students in our sixth form, to follow a clear pathway to further develop their skills in this area.



**Further information:**

Mrs A McCusker Health and Social Care teacher or visit the Edexcel /BTEC website

[www.edexcel/healthandsocialcare.co.uk](http://www.edexcel/healthandsocialcare.co.uk)



# History

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## Exam board information:

OCR B (J411)

## Course content:

The SNHS GCSE History course covers five modules, organized into three component groups for the purpose of assessment.

### Component Group 1 – British History

- The People's Health, c. 1250 to present
- The Elizabethans, 1580-1603

### Component Group 2 – History Around Us

- The site study- Castle Rushen

### Component Group 3 – World History

- The Making of America, 1789-1900
- Living Under Nazi Rule, 1933-1945

## Skills that will be developed:

The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures. In addition to developing a comprehensive knowledge of the time periods studied and an understanding of how events and individuals we consider have shaped the world we live in; GCSE History students will also develop skills including:

- an ability for clear expression both written and verbal
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing information
- basing judgements and opinions on evidence
- organising material in a logical and coherent way

## How the course will be assessed:

There is equal weighting given to the five studies, each representing 20% of the GCSE.

Paper 1 will ask students to complete questions relating to their study of British History; People's Health and The Elizabethans, totaling 80 marks (40 marks per topic) and being 1 hour 45 minutes in duration.

Paper 2 requires students to answer a question in examination conditions based on their in-depth study of the Castle Rushen site, totaling 40 marks and being 1 hour in duration.



Paper 3 will ask students to complete questions relating to their study of World History; The Making of America and Living Under Nazi Rule, totaling 80 marks (40 marks per topic) and being 1 hour 45 minutes in duration.

### To be successful:

In GCSE History students must have:

- An excellent work ethic
- A desire to overcome adversity
- An ability to work individually and with others
- Most importantly, an interest in the world around them

### Onward pathways:

After completing a GCSE in History students can make use of the skills they have developed and expanded in almost any area of life. Students may choose to continue their History career at A-Level and degree level, or put to good use the analysis, communication and organisation skills they have developed in any other area of interest they may have.

John F Kennedy, Sacha Baron Cohen, Louis Theroux, Seb Coe, Anita Roddick, Steve Carrell and Shakira all studied History at university, so the options are limitless!

### Further information:

Teachers in the History Department (Miss Reid, Mr Dargan, Ms Stringfield and Miss Jackson) will be pleased to assist with any questions you may have.

Further information from the OCR Examination Board can be found at:

<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

Link to website/past papers: <https://schoolhistory.co.uk/past-papers/ocr-gcse/>

Link to revision guide: <https://www.amazon.co.uk/My-Revision-Notes-History-Schools/dp/1510404066>



# Music

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## Exam board information:

Cambridge iGCSE Music (0410)

## Course content:

- Listening: 40% - Written exam (June of Year 11) based on Set Works, Classical and World Music.
- Performing: 30% - Two performances - one solo and one ensemble.
- Composing: 30% - Two contrasting compositions in any style for any combination of instruments/voices

## Skills that will be developed:

Skills that are developed through studying music at this level include perseverance, collaborating with others, confidence and creativity.

Specific musical skills developed include reading musical notation, understanding of different styles of music both western and non-western, composition and performing.

## How the course will be assessed:

40% Written Examination

- Listening is assessed through a final exam at the end of the course.

60% Performance

- Performing is assessed internally and externally moderated by the exam board
- Composition is assessed internally and externally moderated by the exam board

## To be successful:

You should be able to read music and have an open mind with regards to listening to different styles of music. You also need to be self-motivated, willing to practice in your own time and be able to work independently in lessons on composition and performing work.

## Onward pathways:

Several past pupils who have taken GCSE Music have gone on to study Music or Performing Arts at a higher level and are now enjoying successful careers in the industry. Others have used the skills developed in this subject in other areas such as teaching, event management, recording engineering, advertising and broadcasting.

## Further information:

Please contact Ms Temple.

Further information about the course can be found on the Cambridge site. [www.cie.org.uk](http://www.cie.org.uk)



# ICT

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## Exam board information:

SQA NPA PC Passport Level 4 or 5

SQA NPA Data Science level 4 or 5

## Course content:

### PC Passport

The NPAs in PC Passport at SCQF levels 4 and 5 aims to provide knowledge and skills in using word processing, spreadsheet and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Microsoft Office and Google Apps. All units have equal weighting and are assessed through the completion of coursework and multiple-choice on-line tests.

### Data Science

Upon successful completion of the PC Passport course (above), it is anticipated that students will complete the NPA in Data Science. This is a new course created by SQA to give students a broad introduction to the discipline, focusing on data analysis knowledge and skills. The course would include two mandatory units in Data Citizenship and Data Science and a third optional unit which would be Data Security

## Skills that will be developed:

The PC Passport will develop skills including:

- how to use IT tools to improve productivity; such as using automated tools like templates and short cuts
- how to create, retrieve and store documents
- how to present information clearly and apply different formatting techniques to enhance the presentation of documents
- how to use IT tools and devices for working and communicating collaboratively.
- You will analyse data to find patterns and you will find out how to interpret graphs, charts and tables to spot important points, trends or errors.
- You will learn how to use data that you have found or gathered to answer questions and to suggest changes.

## How the course will be assessed:

For both courses, students will carry out an assessments through each of the units of work as well as some closed book online multiple choice assessments.



### To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think through, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.

### Onward pathways:

PC Passport will give students a knowledge of ICT that will give them confidence when approaching any A-level course.

At KS5 we offer an ICT course which is made up of 3 different SQA NPA's at level 6, currently they are PC Passport, Cyber Security and Digital Media Production.

### Further information:

Contact: Mr J Hunter or Mrs Aldridge

<https://www.sqa.org.uk/sqa/38458.html> (PC Passport)

<https://www.sqa.org.uk/sqa/91458.html> (Data Science)



# Physical Education

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## Exam board information:

Cambridge IGCSE Physical Education 0413

## Course content:

Component 1 - Exam (50%)

- AO1 Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport
- AO2 Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance

Component 2 - Practical Coursework (50%)

- Coursework - 4 sporting activities from at least 2 of the following categories: Games, Gymnastic, Dance, Athletic, Outdoor and Adventurous, Swimming and Combat
- AO3 Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities

## Skills that will be developed:

- an ability to plan, perform, analyse and improve, and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity

## How the course will be assessed:

50% Written examination (Summer Y11)

50% Coursework (Practically assessed throughout the two years with video evidence collected)

## To be successful candidates must:

- Have an outstanding attitude towards PE
- Play to a high standard in a number of sports.
- Have their performances videoed for marking and moderation

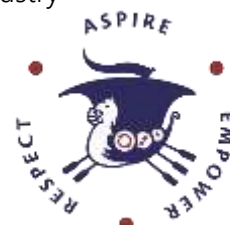
## Onward pathways:

Sports courses in Further and Higher Education (A' level, BTEC, Degree Courses, etc)

Many careers including: Teaching; the forces, physiotherapy; Leisure and Recreation Industry

## Further information:

Mr Kelly or any PE Teacher





# Product Design

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## Exam board information:

WJEC Design & Technology Product Design 3603QS

## Course content:

You will study the following 2 areas:

- Knowledge and Understanding
  - Impact of new and emerging technologies
  - Energy and how it is generated
  - Modern and smart materials
  - Ecological and social footprint
  - Investigating and analyzing the work of others
- Skills
  - Identify and understand user needs
  - Investigate and develop design ideas
  - Making design decisions and communicating them to others
  - Manufacturing prototypes

This will allow you to develop knowledge and understanding of Product Design, its impact on daily life, and develop a broad understanding of materials, systems and processes.

## Skills that will be developed:

Studying Product Design will enable you to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking
- Use of imagination and experimentation
- Ability to critique and refine your own ideas
- Knowledge and understanding of a product's life cycle, sustainability and making greener choices
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills
- Consider how past and present cultural influences have shaped our world.

This subject allows pupils the opportunity to use whatever aspect of technology they feel necessary to produce their own coursework products.



### How the course will be assessed:

50% Written examination - 2 hour paper (Summer Y11)

- This paper will test application of knowledge and understanding of materials, components, processes, techniques, technologies and the evaluation of commercial practices and products.

50% Controlled Assessment - 40 hours.

- This consists of a 3D product and a concise design folder. Pupils will be encouraged to devise their own project outlines. Candidates have the freedom to use the type and variety of materials necessary to satisfy their design brief.

### To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off when or if things go wrong. They must use tools and equipment safely.

### Onward pathways:

There are many career paths that Product Design could take you down; from carpenter to architect all the way to aerospace engineer.

You could of course carry on studying at advanced level here at SNHS, which would allow you the opportunity to study a range of design and/or engineering courses at university.

### Further information:

Contact Mr Maltby, Mr. Ricketts or Miss Hay.



# Practical Woodworking

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## Exam board information:

SQA Practical Woodworking C76274/C86275

## Course content:

The National 5 Practical Woodworking courses provide a broad introduction to practical woodworking.

Practical Woodworking courses provide opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to

- Manual dexterity and control.
- Safe working practices and matters of health and safety.
- Handling a range of tools, equipment and materials safely.
- Reading drawings and diagrams.
- Measuring and marking out, cutting, shaping and finishing materials.
- Problem-solving and sustainability issues

## Skills that will be developed:

Course activities also provide opportunities to build self-confidence and to enhance skills in

- numeracy
- planning, organising and communicating.
- flexibility, enthusiasm, perseverance, reliability and confidence.

## How the course will be assessed:

30% written examination (Summer Y11)

70% Practical Assessment

## To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off, when or if, things go wrong. They must use tools and equipment safely and accurately to produce high quality products.

## Onward pathways:

This course offers a more vocational pathway that will lead on to various courses at the IOM College eg. joinery, plumbing and construction.

## Further information:

Contact: Mr. Clague or Mr. Ricketts



# Spanish

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## Exam board information:

WJEC GCSE in SPANISH

## Course content:

The following topics will be studied:

- Youth Culture
- Lifestyle
- Customs and Traditions
- Home and Locality
- Spain and Spanish-speaking countries
- Global sustainability
- School Life
- The World of Work
- Jobs and Future plans

## Skills that will be developed:

During the course, students will develop the following skills:

- Literacy and numeracy skills,
- Problem-solving and analytical skills,
- Communication and negotiation skills,
- Reading comprehension, interpreting and summarising skills,
- Listening skills,
- Cultural awareness and social skills,
- Information skills,
- Ability to work in a team and presentation skills,
- Confidence and experience.

## How the course will be assessed:

25% Speaking:

- Unit 1 - Oral test: 7-9 minutes (Foundation tier); 10-12 minutes (Higher tier). Three tasks: one role play, one photo card discussion, one conversation. (April/May Y11)

25% Listening: (Summer Y11)

- Unit 2 - Assessment of 35 minutes (Foundation tier) or 45 minutes (Higher tier)

25% Reading: (Summer Y11)

- Unit 3 - Assessment of 1 hour (Foundation tier) or 1 hour 15 minutes (Higher tier)

25% Writing: (Summer Y11)

- Unit 4 - Assessment of 1 hour 15 minutes (Foundation tier) or 1 hour 30 minutes (Higher tier)



### To be successful:

To be successful, pupils must be willing to develop their desire to communicate: using a language is a social activity and language learning will lead to social interaction in the class. Pupils must therefore be willing to narrate and express points of views and when they listen to others to draw conclusions.

They must be willing to work in a team, take risks, enjoy a challenge and participate.

They must acquire skills to give themselves a global edge by being culturally open-minded and get beneath the surface.

An ability to organise revision time, persevere, seek out information and review one's own learning over the course is essential.

### Onward pathways:

Choosing MFL at school WILL open doors to a university degree. You can combine a language

- with other subjects such as \*European Legal Studies \*European Management \*Leisure and tourism
- with related modules in areas such as \*popular culture \* drama \*film and media \*history \*politics and society \*linguistics etc...
- as a joint degree with another discipline e.g. \* Spanish and Computer Science \*Marine Sciences with Spanish \*Politics and Spanish \*French and Maths
- you can also take a language option at some point in your degree e.g. \*French for lawyers \*Spanish for engineers \* Beginners' Chinese

A Languages Degree will always include a year abroad, a much sought after and unique experience valued from employers, who value the fact that you have been working/studying with people from a variety of cultures.

### Careers:

Linguists work for a range of organisations worldwide, including universities and colleges, high tech companies, research institutions, consulting firms, government and the military and in the fields of law, accountancy, journalism, intelligence, diplomacy, medicine, scientific research, marketing, the travel industry. A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. They are a strong asset for the following jobs: legal assistants, museum curators, bilingual sales representatives, technical and engineering positions. For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with a language plus ICT, law, finance or sales skills are much sought-after.

Please consult: <http://www.all-languages.org.uk/uploads/files/Press%20Releases/Work%20Talk.pdf>

### Further information:

Please contact Mrs Géal-Wilkes, Ms Laporte, Ms Lamarsaude, Mrs McCusker, Mrs Taylor, Ms Jiménez Asencio, Mrs Salamanca

<http://www.wjec.co.uk/qualifications/spanish/r-spanish-gcse-from-2016/index.html>



# Sport, Activity & Fitness

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## Exam board information:

Pearson BTEC Tech Award in Sport, Activity and Fitness

## Course content:

Component 1: Understand the Body and the Supporting Technology for Sport and Activity

- **Aim:** Explore body systems, common sports injuries and technological advances in the sector.
- **Assessment:** Internally assessed coursework
- **Weighting:** 30% of total course

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity

- **Aim:** Explore how training, nutrition and psychological factors contribute to engagement in sport and activity.
- **Assessment:** Externally assessed (Exam)
- **Weighting:** 40% of total course

Component 3: Applying the Principles of Sport and Activity

- **Aim:** To understand the attributes of a successful sports leader and plan and lead an engaging activity session.
- **Assessment:** Internally Assessed (synoptic)
- **Weighting:** 30% of total course

## Skills that will be developed:

- an ability to plan, analyse and evaluate physical activities
- knowledge, skills and understanding of a range of relevant physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world

## How the course will be assessed:

- 40% Written examination (Feb and/or June)
- 60% Coursework (Deadlines set throughout the two years)

## To be successful candidates must:

- Be highly motivated and enthusiastic about sport
- Be able to meet ongoing deadlines at regular intervals in Y10 and Y11
- Have good knowledge of ICT for completion of coursework
- Be willing to work beyond the classroom at home.



**Onward pathways:**

- Sports courses in Further and Higher Education (A' level, BTEC, Degree Courses, etc)
- Teaching; Forces: Police, Fire, Armed; Physiotherapy; Leisure and Recreation Industry; Personal Training and many more.

**Further information:**

Mrs Richardson or Mrs Miller



# Textiles

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## Exam board information:

WJEC Fashion and Textiles

## Course content:

This WJEC GCSE in Fashion and Textiles offers a unique opportunity for learners to identify and solve real problems by designing and making products. Students will learn the importance of participating confidently and successfully in an increasingly technological world; and the need to be aware of, wider influences on Fashion, including historical, social/cultural, environmental and economic factors.

## Skills that will be developed:

The aims of the Course are to enable learners to develop:

- understanding design and technology practice takes place within contexts
- identifying and understanding user needs
- writing a design brief and specifications
- investigating challenges and developing ideas
- using design strategies
- communicating design ideas, developing a prototype and making decisions

## How the course will be assessed:

50% course work

50% Written examination (Summer Y11)

## To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off when or if things go wrong. They must use tools and equipment safely. Be able to work independently and source materials from home.

## Onward pathways:

Progression routes to Further Study:

- As/A Level Design and Technology: Textiles
  - BTEC / Degree Courses in Fashion Design , Art and Design , Textiles and Art etc.
  - Progression routes to Careers and Employment:
  - Manufacturing: construction roles within the fashion / clothing / furnishings industry.
  - Industry: retail work, fashion design, laboratory technician within the fabrics / clothing industry.
- Advertising and marketing of fabric items.

## Further information:

Mrs Newey





# Certificate of Personal Effectiveness (Level 1)

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**Exam board information:**  
ASDAN

## **Course content:**

Certificate of Personal Effectiveness (CoPE) offers an imaginative way of developing, recording and certificating a wide range of young people's personal skills, qualities and achievements, as well as introducing them to new activities and challenges.

The CoPE curriculum comprises of 13 modules.

The modules are divided into three sections; section A, B and C.

Each section should take at least 10 hours to complete – 10 hours is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness.

The module titles are:

- Communication
- Citizenship and community
- Sport and leisure
- Independent living
- The environment
- Vocational preparation
- Health and fitness
- Work-related learning and enterprise
- Science and technology
- International links
- Expressive arts
- Beliefs and values
- Combined studies



### Skills that will be developed:

ASDAN's methodology revolves around reflective learning and metacognition to develop and accredit a range of personal skills that prepare young people for further study, employment and life. ASDAN's programmes and qualifications make a measurable difference to learners' motivation, engagement, confidence and capacity to learn.

### How the course will be assessed:

Ongoing modular assessment completing certificated courses and qualifications.  
Students will produce a portfolio of evidence to demonstrate their achievements.

### To be successful:

Students will also have to demonstrate the following competences :

- Working with Others
- Improving own Learning and Performance
- Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

### Onward pathways:

ASDAN allows students to work towards independent learning, progressing through various challenges whilst developing their skills with an opportunity to obtain a GCSE equivalent qualification.

### Further information:

For further information you should talk to Mrs G. Sutherland, ASDAN Co-ordinator

<https://www.asdan.org.uk/courses/qualifications/certificate-of-personal-effectiveness-level-1-and-2>



# PC passport (Level 1)

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## Exam board information:

SQA NPA PC Passport Level 4

## Course content:

This course is designed to build the learner's confidence by teaching basic interaction with computers. Students will have the opportunity to develop their skills and understanding in the use of:

- word processing
- spreadsheet
- presentation software

## Skills that will be developed:

By completing this qualification, you will develop IT user knowledge and skills in the use of common IT software applications. You can expect to develop skills including:

- how to use IT tools to improve productivity; such as using automated tools like templates and short cuts
- how to create, retrieve and store documents
- how to present information clearly and apply different formatting techniques to enhance the presentation of documents
- how to use IT tools and devices for working and communicating collaboratively.

## How the course will be assessed:

Students will carry out an assessments through each of the units of work as well as an online multiple choice assessment for presentations and spreadsheets.

## To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think through, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.



### Onward pathways:

This qualification is part of a suite of PC Passport qualifications at Levels 4-6. By completing this qualification, you will develop the skills and knowledge needed to progress to further vocational learning at level 5 or 6.

This qualification is designed for people who are looking to gain a basic understanding and capabilities in the use of IT applications and provides the skills and knowledge needed to progress to the next level of learning in the PC Passport or to give the ICT experience and qualifications employers are looking for.

### Further information:

Contact: Mr J Hunter

<https://www.sqa.org.uk/sqa/38458.html>



# Practical Cookery

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## Exam board information:

SQA Practical Cookery C739 74

## Course content:

This Course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to prepare and cook food for themselves and others. It also develops their organisational skills, which have an application in a variety of contexts.

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Added value Unit: Producing a meal

## Skills that will be developed:

The Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients, their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

The course will also develop student's skills relating to numeracy (money, time and measurement) and their thinking skills (remembering, understanding and applying)

## How the course will be assessed:

100% Practical Assessment for National 4 and 25% exam and 75% practical assessment for National 5

## To be successful:

Students need a positive attitude and a willingness to "have a go", even if things go wrong. Students will be required to bring ingredients into school for their practical work.

## Onward pathways:

Further study, qualifications in hospitality or related areas  
Employment and/or training

## Further information:

Contact: Mrs Freegard, Mrs Merrick

[https://www.sqa.org.uk/files/nq/CfE\\_CourseSpec\\_N4\\_SocialStudies\\_Hospitality\\_PracticalCookery.pdf](https://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_SocialStudies_Hospitality_PracticalCookery.pdf)



# Practical Woodworking

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## Exam board information:

SQA Practical Woodworking C76274/C86275

## Course content:

The National 5 Practical Woodworking course provides a broad introduction to practical woodworking.

It is workshop-based, combining elements of theory and practical woodworking techniques.

Candidates develop practical skills and are introduced to safe working practices. They learn how to use a range of tools, equipment and materials safely and correctly.

Candidates develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. They learn how to work effectively alongside others in a shared workshop environment.

## Skills that will be developed:

Course activities also provide opportunities to build self-confidence and to enhance skills in numeracy, thinking, planning, organising and communicating. These are all valuable skills for learning, for life and for work. The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

## How the course will be assessed:

100% Practical Assessment

## To be successful:

Students need to be prepared to find ways around problems and not be put off, when or if, things go wrong. They must use tools and equipment safely and accurately to produce high quality products.

## Onward pathways:

This course offers a more vocational pathway that will lead on to various courses at the IOM College eg. joinery, plumbing and construction.

## Further information:

Contact: Mr Maltby, Mr Ricketts



# Engineering level 2

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*This course takes place at the UCM*

*Places are limited and therefore places are not guaranteed. If demand exceeds provision places will be allocated based on an application process. The following information has been supplied by UCM.*

## Exam board information:

OCR Level 2 Cambridge National Certificate in Engineering Design

## Course Location

William Kennish Building

## Course Summary

Delivered over two years, this course is aimed at students who wish to study the processes involved in manufacturing engineered products. It will provide learners with the knowledge and skills required to operate manufacturing tools and equipment. Learners will use practical skills such as drawing, lathes, milling machines and CNC machines to produce items.

**This course is a level 2 course and to be successful students must have a strong mathematical ability. Therefore students will only be considered for a place on this course if they are consistently working at a level 6 or higher in mathematics at the time of application.**

## Course Content

4 units studied over two years

### **R110 Preparing and Planning for Manufacture.** (Internally assessed practical workshop activities)

Be able to plan for the making of a pre-production product.

Be able to use processes, tools and equipment safely to make a pre-production component.

Be able to modify a production plan for different scales of production.

### **R112 Quality control of engineered products.** (Internally assessed written assignment)

Understand the importance of quality control.

Be able to assess product quality from inspection and quality control techniques.

Know how modern technologies can be used in quality control.

Know the principles of lean manufacture.

### **R111 Computer aided manufacture.** (Internally assessed practical workshop activities)

Be able to plan the production of components on Computer Numerically Controlled (CNC) machines.

Be able to interpret information from Computer Aided Design (CAD) to manufacture components on CNC equipment.

Be able to set up and use CNC equipment to manufacture components.

Know about applications of computer controlled processes used to manufacture products.



**R109 Engineering materials, processes and production.** (Externally assessed end exam)

Know about properties and uses of engineering materials.

Understand engineering processes and their applications.

Know about developments in engineering processes.

Understand the impact on modern technologies on engineering production

## Progression

Once you have successfully completed the 2 year course and are still interested in engineering you could enrol on our Engineering and Manufacturing Apprenticeship course and continue your studies at Level 3. This could be the route into employment on the Island in manufacturing / electrical engineering or University.

## Further information:

Please speak to representatives from the UCM

For more information on the courses we provide in engineering go to our website at **[www.ucm.ac.im](http://www.ucm.ac.im)** or email **[john.cashin@ucm.ac.im](mailto:john.cashin@ucm.ac.im)**





# Hair and Beauty

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*This course takes place at the UCM*

*Places are limited and therefore places are not guaranteed. If demand exceeds provision places will be allocated based on an application process. The following information has been supplied by UCM.*

## Exam board information:

VTCT Level 1 Diploma in an Introduction to the Hair and Beauty Sector

## Course Location:

Homefield Road

## Course Summary:

The Level 1 Diploma will introduce you to a range of practical skills in the hair and beauty industry. It is ideal for anyone just starting out in hair and beauty who wants an understanding of the industry or a career as a supervised assistant within local salons.

## Course content:

The course has been designed to be a fun and interactive introduction to different treatments available in salons. You will be trained in all the following units and at the end of the course combine all your skills and knowledge to create a total look.

- Introduction to the hair and beauty sector.
- Presenting a professional image in a salon.
- Shampoo and conditioning hair.
- Themed face painting.
- Styling women's hair.
- Plaiting and twisting.
- Basic manicure and Nail art
- Using temporary hair colour.
- Head massage
- Creating a hair and beauty image

## Progression :

On completion of this qualification, and depending upon maths and English grades achieved you will be able to progress to supervised employment in the hair and beauty industry or for further study on either the hairdressing or beauty therapy course.

## Further information:

Please speak to representatives from the UCM



# Construction

[Return to subject list](#)

*This course takes place at the UCM*

*Places are limited and therefore places are not guaranteed. If demand exceeds provision places will be allocated based on an application process. The following information has been supplied by UCM.*

## Exam board information:

TBC

## Course content:

- TBC

## How the course will be assessed:

TBC

## Onward pathways:

TBC

## Further information:

Please speak to representatives from the UCM

