



# Lisneal College Careers Department

Year 10 Subject Option Booklet  
2024

**Careers direction, advice and guidance**

**Find out about the subject options  
open to you, at Key Stage 4 and  
make an *informed* choice**



# Lisneal College Careers Department

## Year 10 Subject Option Booklet

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## **Lisneal College Careers Department Subject Choices at Key Stage 4**

It is now time to choose. This is the first real chance you have had to make an individual choice about what you want to study, for the next two years starting in September 2024.

Before you make your choices, read this booklet carefully: it has been produced to help you to make your choices. Ask your teachers in your lessons about what it means to study their subject at Key Stage 4.

Talk to older pupils who are currently studying the various subjects you are considering. You will also have the opportunity to discuss your choices on an individual basis with one of your Careers teachers over the next few weeks.

Attending the Year 10 Options and Consultation Afternoons is important because these will help you, together with your parents, to make an informed choice.

The GCSE curriculum is deliberately constructed to ensure that you have a broad and balanced curriculum offer. We will do our best to provide you with the support and guidance required which will help you make your decision. It is important to reduce the risk of making the wrong decision when choosing subjects as this could impact on your long term goals and ambitions. It is very important to remember however that there are many pathways to accessing future courses and professions which you may consider. The key is to get as much information as you can and seek advice from your parents/teachers and careers staff to help you choose what is right for you.

Choose those subjects which you enjoy most and which you find fascinating and present you with a challenge.

GCSEs and other Key Stage 4 qualifications are designed to test the whole range of ability, but hard work in school and regular homework will be needed for success and high grades.

Good luck with your choices.

# **LISNEAL COLLEGE**

## **LOOKING FORWARD TO KEY STAGE 4**

**Lisneal College aims to deliver the following, to allow pupils to make informed subject choices at KS 4**

- Clear and detailed information about options (what subjects entail, coursework and content)
- Impartial advice about subjects
- Formal and informal support, through individual interviews with careers professionals, and through conversations with teachers who know their pupils well and can assess their skills and aptitudes
- Parents Consultation Evenings
- Taster sessions and advice (on new subjects) at Key Stage 4

## **Choosing subjects to study in Years 11 and 12**

In Years 11 and 12, you'll be studying a mixture of subjects which you must take ('compulsory') and subjects you can choose between ('optional'). Talk to your parents, teachers and Careers advisers to help you decide which subjects are right for you.

### Making Choices

When choosing what subjects to study at key stage 4, think about the sort of person you are and the subjects you enjoy most and do well at.

You may enjoy doing some things more than others; writing assignments, taking part in school plays or doing science experiments. Do you spend your spare time playing sports, going out with friends, making things or playing computer games?

You may find that you are more sociable - get on well with others - than practical - enjoy using your hands to make things. Understanding what type of person you are will help you to decide what subjects to choose.

Not everyone learns in the same way - how do you like to learn? Some people are good at studying for exams and do well. Others prefer to do coursework.

You will have to do some exams but subjects that allow you to do coursework that counts towards your final grade might work for you. You will feel happier knowing you have done the coursework to the best of your ability. Understanding the ways different subjects are assessed will also help you to decide.

### **Choosing subjects for a career**

If you have a particular career in mind, it is worth finding out if there are particular subjects you need to take. However, it's also a good idea to keep your options open by choosing a wide range of subjects.

## Compulsory Subjects

Some subjects are so important that everyone has to study them in Years 11 and 12. This is because they cover the essential knowledge and skills that everyone needs for the future.

The subjects you will have to take exams in are:

- English
- Mathematics

These are usually taken at GCSE level, but may also be available at entry level.

There are some other subjects that you have to study:

- Physical Education
- Religious Education
- Learning for Life & Work – Preparation for Adult Life
- Level 2 Occupational Studies - Environment and Society/ Prince's Trust

## Optional Subjects

- GCSE Agriculture and Land Use
- GCSE Art and Design
- GCSE Business Studies
- GCSE Business and Communication Systems
- BTEC Business
- BTEC Creative Digital Media
- GCSE Digital Technology
- GCSE Drama and Level 2 Performance Skills
- BTEC Engineering
- GCSE Geography
- GCSE Government and Politics
- GCSE Health and Social Care
- GCSE Home Economics; Child Development
- GCSE History

- GCSE Hospitality
- GCSE Motor Vehicle and Road User Studies
- GCSE Moving Image Arts
- GCSE Music
- GCSE Religious Studies
- GCSE Single Award Science
- GCSE Double Award Science
- BTEC Science
- BTEC Information & Creative Technology
- OCN Information Technology
- BTEC Sport
- GCSE French / Spanish
- GCSE Technology and Design
- BTEC Travel and Tourism
- Occupational Studies Technology and Innovation
- Occupational Studies Nail Art
- Occupational Studies Childcare
- Occupational Studies Food Preparation
- Occupational Studies Carpentry and Joinery
- Occupational Studies Plumbing and Electrical

❖ English Literature will be available to pupils who are suited to this GCSE.

### Getting the balance right

Once you have found out which options are available in school, it's time to put it all together and find a balance of subjects and qualifications that's right for you.

Remember that it's a good idea to keep your options open by choosing a wide range of subjects. But you'll also need to make sure that you can fit everything into your timetable.

## Reasons for choosing Subjects at Key Stage 4

### 10 GOOD reasons to choose a subject

1. You like it or find it interesting
2. You are good at it
3. You need it or it is useful for your future career / job idea
4. You can develop new skills by doing it
5. You think you will do well in it
6. It will give you satisfaction
7. Your teachers think it is a suitable choice for you
8. It will combine well with other subjects
9. You like the ways that the subject is assessed and taught
10. It is a subject you want to continue studying

### 10 BAD reasons to choose a subject

1. Your friends are doing it
2. You think you should do it – even if you don't want to
3. Your parents think it is a good idea – but you don't
4. You know someone who has done it and they say it's great
5. It is thought of as a 'cool' subject by most people
6. You can't think of anything else to choose
7. You think it will be easy
8. It sounds good even though you haven't found out about it properly
9. You really like the teacher who teaches it
10. You think it will impress other people





# **LISNEAL COLLEGE**

## **LOOKING FORWARD TO KEY STAGE 4**

### Some Preparation Questions



1. Have you a career already in mind?
2. Are there any particular subjects you need for this career?
3. Have you discussed possible options with your current or potential subject teachers?
4. Have you asked your parents, relatives for advice on subject options?
5. Have you used the ICT programs that are available in school, such as JED (Job Explorer Database)?
6. Have you accessed the Northern Ireland Careers Service website or spoken to the school careers advisor?
7. Are you aware of how the subject options available are assessed? (Coursework/exam)
8. Have you spoken to year 11 or year 12 pupils about their subject choices?

# LISNEAL COLLEGE

## LOOKING FORWARD TO KEY STAGE 4

### Where you can find information making choices

- Talk to your parents or other relatives and ask for their advice
- Talk to your subject teachers and careers teachers
- Use recommended web sites (see below)
- Use careers ICT programs like Jed, to find out the best subject options for your ideal career choice
- Speak to year 11 and year 12 pupils about their GCSE choices
- Make an appointment to see the NI Careers Service, Careers Advisors.

**Miss McGregor** will be available to help with any questions or queries at breaktime Tuesday – Friday in her science room.

Visit these websites for further independent advice;

<https://www.nidirect.gov.uk/careers>

<http://www.nijobs.com>

<http://www.schoolemployerconnections.org>

<http://www.direct.gov.uk/en/EducationAndLearning>



## **Choosing your options – advice from the NI Careers Service**

There are a number of factors to be considered when making subject choices, some decisions are more important than others.

- **Choose subjects, which you need**

For example choosing a science at GCSE means deciding between two different options. If the right choice of subjects is not made at this stage, it may be difficult to put things right later on when specific subjects will become necessary.

- **Choose subjects you like and are good at**

Nearly everyone performs better when they are doing something they enjoy and are good at. You should take this into account, but always keep in mind your preferred course or career when you leave school.

- **Interests and Aptitude**

You may already know what you hope to do after completing your GCSEs. Whilst it may be too early to make final career decisions you may have an idea of the broad area which interests you e.g. clerical, active, social, practical, scientific or artistic. Some subjects will be more relevant to each area.



# Subject Information



## **LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4**



### **AGRICULTURE and LAND USE**

#### **Aims**

Students will gain an understanding of agriculture and land use, particularly plants and animal species which are kept commercially in Northern Ireland. Pupils will also focus on key aspects of cow, sheep, pig and poultry husbandry, as well as how farming is responding to increasing environmental concerns. Through practical work and fieldwork students will continue to develop transferable skills such as communication and working with others.

#### **Course Content**

##### **This course has 3 units of work:**

Unit 1: Soils, Crops and Habitats - Examination unit worth 25% of total mark.

Unit 2: Animals on the Land - Examination unit – worth 25% of total mark.

Unit 3: Contemporary Issues in Agriculture and Land Use - Controlled assessment worth 50% of total mark.

In this unit students carry out a practical investigation (Task 1) and a research project (Task 2) into topics relevant to contemporary issues in Agriculture and Land Use.

#### **Career Pathways**

There are a significant number of careers in the agriculture and food processing sector and is a vital element of our local economy, collectively accounting for around 70,000 local jobs. The agri-food sector has also been identified as a key future driver for the economic development of Northern Ireland.

Typical careers are Farmers, growers, food processing, conservation, contractors, feed merchants, agricultural engineers, agri-sales.

## **LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4**

### **ART and DESIGN**

#### **Aims**

Art and Design builds on the skills and knowledge developed at Key Stage 3. The aims focus on developing understanding, creativity and the practical skills of communicating and expressing ideas through a range of materials and media. Students will broaden their knowledge of artists and Art and Design in contemporary societies and cultures.



#### **Course Content**

##### **Part A**

**Exploratory portfolio** – Pupils will experiment using a variety of media and techniques such as Fine art drawing, painting, sculpture, printmaking, textiles, ceramics, graphic design, animation and photography. This work will be done in a sketch book and completed by February in year 11.

This is 25% of the total mark.

##### **Part B**

##### **Investigating the Creative and Cultural Industries -**

The teacher will give pupils several options as pupils can either work to a brief of their choice or study the work of an artist or movement in art. Pupils choose their own theme and media for their project, which will have a final outcome. Work will be started in year 11 and completed in January of year 12.

This is 35% of the total mark.

##### **ESA**

Externally set exam based on a given theme - Pupils have approximately 7 weeks to complete preparatory work and then a 10 hour supervised period to produce a final outcome.

This is 40% of the total mark

#### **Career Pathways**

Art and Design at Key Stage 4 is the foundation for further study at Advanced level at Lisneal College or Higher level courses available at an Institute of Further and Higher Education. It can lead to a career in media, fine arts, teaching or design, fashion design, graphic design, animation or set design.



## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4



### GCSE BUSINESS STUDIES

#### What is Business Studies?

Business Studies allows students to develop highly relevant business knowledge that is becoming essential in all aspects of our modern economy. Business skills are essential for a range of careers and this exciting GCSE course will introduce students to many of the key strategies that companies rely on in today's business world.

**Unit 1 Starting a Business:** Students are introduced to the fundamentals of starting a business. They examine why businesses start and the resources required to maintain and grow them.

**Unit 2 Developing a Business:** Students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance.

**Unit 3 Planning a Business:** In this synoptic unit, students apply knowledge and understanding drawn from across the whole specification to a real business context.

#### Examinations

Content	Assessment	Weightings
<b>Unit 1: Starting a Business</b> <ul style="list-style-type: none"> <li>• Creating a Business</li> <li>• Marketing</li> <li>• Business Operations</li> </ul>	External written examination 1 hour 30 mins Short structured questions and extended writing	40%
<b>Unit 2: Developing a Business</b> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Business Growth</li> <li>• Finance</li> </ul>	External written examination 1 hour 30 mins Short structured questions and extended writing	40%
<b>Unit 3: Planning a Business (Synoptic)</b> <ul style="list-style-type: none"> <li>• Business Plan</li> </ul>	Controlled assessment Students complete the following: <ul style="list-style-type: none"> <li>• Booklet A: Planning; and</li> <li>• Booklet B: Communicate Findings.</li> </ul>	20%

**Controlled Assessment:** Students must complete one controlled assessment task in Year 12. The task is 20% of the final award. Students complete the following: Booklet A, a research task; and Booklet B, a structured report-writing task.

### **Career Pathways**

Business Studies is highly desirable for many careers whether they are directly business related or will be useful to complement another career path. Careers in Management, Accountancy, Banking, Marketing, the Civil Service, Business Law, Public Relations, Hospitality, Advertising, Retail, Teaching or simply running your own business are all relevant pathways.





## LOOKING FORWARD TO KEY STAGE 4

### BTEC Business



#### What is BTEC Business

BTEC Business has been designed to provide an engaging and stimulating introduction to the world of business. The qualification offers learners the opportunity to explore a vocational route to developing knowledge and practical skills needed for future work in business and industry. Learners will develop essential skills such as finance, marketing, e-commerce, customer service, IT, numeracy, communication, teamwork and other transferable skills.

The course is made up of various core, mandatory and optional units. The course is taught using a combination of lectures, role plays, discussions, presentations and practical activities enriched by visits by guest speakers from the business sector.

#### Aims of the Course

A BTEC First Certificate in Business offers a practical, hands-on approach that can be lacking in more traditional routes.

#### How will I be Assessed?

The course is assessed using a range of methods including one examination-based unit which is marked externally; on-screen exam in business finance. The learner needs to answer the examination questions satisfactorily to reach the required Pass, Merit or Distinction.

There are also coursework-based units with assignments which are set and marked by your teachers. In these units, the learner will be given a range of tasks based on real life situations which they will need to complete successfully to achieve a Pass, Merit or Distinction in each unit. Students are always given clear guidelines, so they know what they have to achieve and how to do this. Students will have to meet deadlines set by teachers but can do this at their own pace. Progress is monitored individually by teachers who provide personal support and guidance, helping students learn progressively, starting from small scale and simple topics, progressing to larger more complex themes. Students work on assignments both individually and in groups.



## Career Pathways

There is a very wide range of progression opportunities will be available to you when you complete the course. Areas of study, an apprenticeship or employment could include:

Business Studies; Business Management; Project or Event Management; Retail, Merchandising and Sales; Marketing and Advertising; Finance and Accounting; Personnel Development; Administration; Human Resources.



## LOOKING FORWARD TO KEY STAGE 4

### GCSE BUSINESS AND COMMUNICATION SYSTEMS



#### The Aims of the Course

Studying Business and Communication Systems will engage you in the study of business and digital technology and develop your practical skills in using software applications. You will have the opportunity to explore the changing role of digital technology in business and economic activities.

#### WHY STUDY BUSINESS AND COMMUNICATION SYSTEMS?

In studying this course you will:

- study business activity and how ICT has changed the business environment;
- develop as an effective and independent thinker with an enquiring mind;
- have the opportunity to develop valuable practical ICT skills in a business context; and
- use software applications to develop digital solutions to enhance business activities

**Unit 1: Software Applications for Business:** You will study file management and the use of common applications such as word processing, spreadsheets, databases, web authoring, web browsing, email and presentation software. This unit is assessed in a 2 hour computer-based examination that is worth 40% of the overall GCSE qualification.

**Unit 2: The Business Environment:** You will study recruitment, selection, training and marketing as well as the implications of digital technology for business. In the context of the changing nature of business, you will consider different roles, including stakeholders and customers, and how best to communicate. This unit is assessed in a 1 hour external written examination that is worth 35% of the overall GCSE qualification.

**Unit 3: Developing Digital Solutions:** You will learn how to plan and develop a digital solution for a business through the use of software applications, planning and research. This unit is assessed by a controlled assessment task (marked by the teacher and moderated by CCEA) that is worth 25% of the overall GCSE qualification.

#### Career Pathways

Studying this subject will provide you with the knowledge of business and the use of software applications that will give you a sound basis as a future employee or employer. It can lead to further study or a career, for example in a business environment, research or ICT.

## **BTEC CREATIVE DIGITAL MEDIA**

### **Aims**

The aims of all qualifications in the BTEC First suite in Creative Digital Media Production are to inspire and enthuse learners to consider a career in the Creative Digital Media Production sector, give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Creative Digital Media Production sector.

### **Course Content**

- Unit 1: Digital Media Sectors and Audiences (internally assessed) – in this unit, learners will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.
- Unit 2: Planning and Pitching a Digital Media Product (internally assessed)– in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they then plan to produce.
- Unit 8: Media Industry in Context (externally assessed) – this unit gives pupils deeper understanding into the wider media landscape, the organisations within it, how they are funded and their working practices.

### **Career Pathways**

This qualification aims to support progression to specialised Level 3 qualifications in Creative Digital Media Production, or to an Apprenticeship in relevant fields in media.

## LISNEAL COLLEGE

### LOOKING FORWARD TO KEY STAGE 4



#### **BTEC First Award in Engineering**

##### **Aims**

The engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. The BTEC Firsts in Engineering have been designed to give new entrants to the engineering sector the underpinning knowledge and specific skills needed to meet the needs of modern engineering industries.

The BTEC Firsts in Engineering have been developed in the maintenance, manufacturing, electronic and general engineering sectors to:

- give full-time learners the opportunity to enter employment in the engineering sector or to progress to vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Manufacturing Engineering or Mechanical Engineering or A level Technology & Design
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

##### **Assessment**

The qualification is mainly coursework based, with one online exam based on an Engineering topic.

##### **Career Pathways**

This course provides a route into advanced study at Lisneal College or another location of further and higher study. It also provides a route into a modern apprenticeship or employment and training in manufacturing and design.





### **BTEC First Award in Sport**

#### **The Aims of the Course**

The BTEC First Award in Sport offers a practical, hands-on approach that can be lacking in more traditional GCSE PE routes.

The BTEC Firsts in Sport have been developed in the sport and active leisure sector to:

- Give full-time learners the opportunity to enter employment in the sport and active leisure sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport and Sport and Exercise Sciences
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

#### **Assessment**

The qualification is mainly coursework based, with an online examination in the mandatory Unit One

#### **Course Content**

##### **Unit 1 – Fitness for Sport and Exercise**

In this unit you will:

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels

##### **Unit 2 – Practical Sports Performance (2 sports – one team, one individual)**

In this unit you will:

- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance

##### **Unit 3 – Applying the principles of Personal Training**

In this unit you will:

- Design a personal fitness training programme
- Know about exercise adherence factors and strategies for continued training success
- Learn the body systems and their response to training
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal training programme

##### **Unit 4 – The Mind and Sports Performance**

In this unit you will:

- Investigate personality and its effect on sports performance
- Explore the influence that motivation and self-confidence have on sports performance
- Know about arousal and anxiety, and the effects they have on sports performance

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**

**DRAMA**  
**Pathway option – GCSE Drama**



**Aims**

**Throughout Key Stage 3 Drama Students have been learning the skills and knowledge needed to complete Drama at GCSE level.**

This subject is an exciting and different challenge. In addition to learning about acting, directing and the design elements of theatre you will develop a wide range of vital skills such as:

**Communication, creative problem solving, teamwork, time management and building confidence.**

<b>Content</b>	<b>Content Summary</b>	<b>Assessment</b>	<b>Weighting</b>
<b>Component 1:</b>  <b>Devised Performance</b>	<p>Students choose <b>either</b> a performance <b>or</b> design pathway.</p> <p>In response to pre-release stimulus material, they <b>either</b> devise and present a group performance <b>or</b> devise and give a design presentation. Design students must choose <b>one</b> of the following disciplines: costume, lighting, multimedia, set or sound.</p> <p>Students also complete a student log.</p>	<p>Controlled assessment</p> <p>Pre-release stimulus material</p> <p>50 marks</p>	25%
<b>Component 2:</b>  <b>Scripted Performance</b>	<p>Students choose <b>either</b> a performance <b>or</b> a design pathway.</p> <p>Students research and prepare a performance of their script. Design students must choose one of the following disciplines: costume, lighting, multimedia, set or sound and give a design presentation.</p>	<p>Controlled assessment</p> <p>70 marks</p>	35%
<b>Component 3:</b>  <b>Knowledge and Understanding of Drama</b>	<p>Students choose <b>one</b> set text from the list below. They develop understanding of the text and elements such as the playwright's use of language, style and genre. They also consider contexts and aspects of performance, production and design.</p>	<p>External written examination <b>1 hour 30 mins</b></p> <p>Three questions on their set text</p> <p>80 marks</p>	40%

**Career pathways:**

Drama at Key Stage 4 lays the foundation for further study of Advanced Level Performing Arts or Higher Level courses at NWRC. It can lead to careers in theatre, education, social work, personnel work, youth work and film production.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**DRAMA**

**Pathway option – Level 2 Performance Skills**

**Aims**

This course aims to allow the learner to develop skills in the entertainment industry and to give the learner the opportunity to perform in front of an audience. Pupils will undertake three units which are all portfolio based.

**Course Content**

Unit 1 - Working in the Performing Arts Industry (internally assessed)

This unit aims to provide learners with knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

Unit 2 - Develop Technique for Performance (internally assessed)

This unit is an opportunity to develop the practical skills required for the student's chosen art form.

Unit 3 - Rehearse and Perform (internally assessed)

This unit develops the understanding and effectiveness of rehearsal processes and performance skills and discipline.

**Career Pathways**

Performance skills at Key Stage 4 lays the foundation for further study drama performance. It can lead to careers in theatre, education, social work, personnel work, youth work and film production.



**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**ENGLISH AND ENGLISH LITERATURE**

**Aims**

**English Language**

English is a core subject and you will be studying for either GCSE or Entry Level. A qualification in English is necessary for all further study and most jobs.

**English Literature** (students selected by Head of Department)

This course of study is available to pupils who enjoy stories, drama and would like to develop a further understanding and appreciation of literature.

**N.B.** Students are selected for this course based on their performance at Key Stage 3

**Course Content**

English Language

Development of skills in talking, listening, reading and writing through the use of fiction and non-fiction texts.

**Assessment (CCEA)**

Unit 1 Exam 30%  
Unit 2 Speaking and Listening 20%  
Unit 3 Controlled Assessment 20%  
Unit 4 Exam 30%

English Literature

Study of poetry, prose and drama

**Assessment (CCEA)**

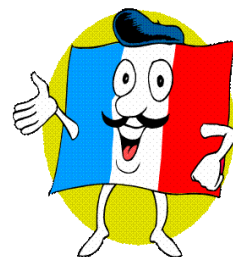
Unit 1 Exam 30%  
Unit 2 Exam 50%.  
Unit 3 Controlled Assessment 20%

**Career Pathways**

Both courses offer a route into further studies and develop key skills which are vital for **all** employment opportunities.

**LITERACY IS FOR LIFE!**

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**FRENCH**

**Aims**

The aims are to develop the ability to communicate effectively in French, to broaden cultural horizons and experiences and boost pupils' confidence to express themselves orally.

**Course Content**

Unit 1; Identity, Lifestyle & Culture

- Myself, my family, relationships & choices
- Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

Unit 2; Local, national, International and Global Areas of Interest

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

Unit 3; School life, Studies and the World of Work

- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

**Assessment**

Papers are available at Foundation and Higher level

External Examinations:

- Listening Paper – 25%
- Speaking Exam – 25%
- Reading Paper – 25%
- Writing Paper – 25%

**Career Pathways**

This course provides students with skills and knowledge which broaden pupils' horizons and afford a range of employment opportunities in travel, tourism, leisure, media, business, hospitality and education. Being able to speak a foreign language is a coveted skill by many companies and it opens doors to the world of work.

**LISNEAL COLLEGE  
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**GCSE GEOGRAPHY**

**Aims**

The aims of the Course include developing an understanding of the environment and the world in which we live, presenting students with the opportunity to focus on a wide range of environmental and social issues whilst developing geographical skills.

**Course Content**

The content is divided into two modules including:

- River environments
- Coastal environments
- Our changing weather and climate
- The restless earth
- Population and migration
- Changing urban areas
- Contrasts in world development
- Managing our environment

**Assessment**

Assessment is by external examination only. The examination consists of three papers which are sat at either the end of year 11 or year 12. Two papers are worth 40% of the course. The remaining coursework paper involves fieldwork information that is collected and then allows pupils to show their skills in an examination. It is worth 20% of the course.

**Career Pathways**

Geography at Key Stage 4 can lead to Advanced Study. It affords students the opportunity to develop skills in numeracy and communication which prove useful in a variety of employment situations. Geographers find employment in numerous careers e.g. environmental and landscape management, planning, architecture, surveying, leisure and tourism, transport, marketing and distribution.

*Year11 GCSE Geography Students completing their river study coursework*



## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4



### Government and Politics

#### Aims

Students consider different political parties' policies, citizens' rights and responsibilities, and the role of the media. They also explore organisations that operate globally and their responses to issues such as conflict resolution and migration. They gain insight into the political process and how government decisions affect us.

Students develop skills useful in any context, from analysing data and problem-solving to taking part in debates and justifying their views.

#### Course Content

- **Unit 1: Democracy in Action** – Examination worth 50%

In this unit, students gain an awareness of the basic concepts related to political participation: the importance of elections in a democracy and the different ways in which young people can make their voices heard. The unit seeks to enhance students' understanding of decision-making and the role of political parties and pressure groups in a democracy.

- **Unit 2: International Politics in Action** – Examination worth 50%

In this unit, students gain an awareness of the challenges posed by an increasingly interdependent world. The unit allows students to explore a variety of organisations that operate on a global scale and how they respond to important global issues such as conflict resolution and migration.

#### Career Pathways

Students who gain this qualification may be interested in careers in government, law, business, finance, research, journalism, the media, the charity sector, political research, political campaigning or public service. They may also progress to A-Level Government and Politics.



## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4

### GCSE HEALTH AND SOCIAL CARE (SINGLE AWARD)



#### Aims

The aims are to prepare students for employment and/or further training in the health, social care and early years sectors, increase knowledge of services and organisations and increase awareness of influences on the health and well-being of an individual.

#### Course Content

You will gain knowledge and understanding of:

- human development through the main life stages and age ranges;
- factors affecting health and development, including behavioural, environmental, physical and socio-economic factors;
- how relationships influence social and emotional development;
- how a range of factors influence self-concept; and
- major life changes and sources of support.
- how health and social care services meet a range of service users' needs;
- barriers to health and social care services and how they can be overcome;
- job roles of a range of practitioners and how they apply the values of care in their day-to-day work; and
- the importance of safeguarding in health, social care and early years settings.

#### Assessment

##### **Unit 1: Personal Development, Health and Well-Being-Examination**

1 hour 30 minutes. (50%)

##### **Unit 2: Working in the Health, Social Care and Early Years Sectors**

- Controlled assessment (50%)

#### Career Pathways

This Course opens a route into Advanced Studies at Lisneal College or other locations of further and higher education. It also provides routes into employment and training in occupational areas like care assistant nursery nurse, nursing, occupational therapy, physiotherapy and working with senior citizens.



**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**

## **HISTORY**

### **Aims**

The course gives students the opportunity to study many of the key features, personalities, and issues of the 20<sup>th</sup> Century. As well as showing their knowledge and understanding of the events, students will be able to appreciate that there is not simply one version of the past but many different and often competing interpretations. Students will have opportunities to develop a wide range of skills include researching and organising information, analysing and weighing up evidence to reach a conclusion, developing the ability to think critically and learning how to formulate and write a coherent argument. Students also develop their capabilities including working with others.

### **Course Content**

- Unit 1



Section A: Life in the United States of America, 1920–1933

Section B: Changing Relations: Northern Ireland and its Neighbours,  
1920–1949

- Unit 2

International Relations, 1945–2003

### **Assessment**

Paper 1 – 60%

Paper 2 – 40%

\* Pupils can sit Paper 1 in June of Year 11 if they are considered ready.

### **Career Pathways**

This course lays the foundation for further study at Advanced Level. While many higher education courses and careers are not directly related to the content covered, it is the skills developed that make history an attractive subject to universities and employers. Law, politics, civil service, business, marketing, journalism, teaching and social work are just some the career areas that studying history can be beneficial for.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**

**Home Economics – Child Development**

**Aim** – The course encourages students to develop knowledge, understanding and skills, including practical skills, by focusing on these key areas:

- pregnancy, childbirth and caring for a newborn baby;
- the responsibilities involved in parenting and other family roles; and
- the social, physical, intellectual, communication and emotional development of small children, including their dietary, health and educational needs.

**Course Content**

- **Unit 1**

Parenthood, pregnancy and the new born baby

Assessment Format: 1hr 15 min paper

Multiple choice, short-answer, structured and extended response questions that require extended writing are included - 30%

- **Unit 2**

The Development of the Child (0-5 Years)

Assessment Format: 1hr 15min paper

Multiple choice, short-answer, structured and extended response questions that require extended writing are included - 30%

- **Unit 3**

Controlled Assessment - Investigation Task

Internal Assessment 100 marks

One controlled assessment task in Year 12 - 40%

**Careers Pathways** - Paediatric Nursing, Counselling, Education Psychologist, Special Educational Needs Teacher, Early Years Teacher, Primary/Secondary School Teacher, Learning Mentor/Classroom Assistant Speech and Language Therapist.



**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



## Hospitality

GCSE Hospitality is made up of three units:

**Unit 1:** The Hospitality Industry (one external written examination)

**Unit 2:** Hospitality and the Customer (one external written examination)

**Unit 3:** Food and Beverage Preparation and Service (controlled assessment)

Students develop both their knowledge of the hospitality industry and the skills required for working in it. They learn about:

- how hospitality organisations operate
  - how the industry meets people's needs
  - the products and services it offers
  - employment possibilities in hospitality
  - the importance of quality and customer service
  - basic food hygiene practices
  - a range of cookery skills
- 
- **Career Pathways** - Accommodation manager, catering manager, chef, conference centre manager, event management, exhibition designer, restaurant manager.





## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4

### Pathway options for ICT

#### 1. GCSE Digital Technology

##### The Aims of the Course

Students acquire and apply knowledge and understanding of digital technology in a variety of contexts. They also develop creative and practical digital technology skills, either using a range of generic software. They explore the legal, social, economic, ethical and environmental impact of digital technology. This qualification also helps students to develop transferable skills such as creative problem-solving and teamwork.



The specification has five units:

- **Unit 1:** Digital Technology
- **Unit 2:** Digital Authoring Concepts
- **Unit 3:** Digital Authoring Practice
- **Unit 4:** Digital Development Concepts
- **Unit 5:** Digital Development Practice.

Unit 1 is compulsory. Students then choose either Units 2 and 3 (Route A Multimedia) or Units 4 and 5 (Route B, Programming).

**Career Pathway:** This qualification is suitable for students who may choose to progress to GCE Software Systems Development or a related qualification.



## **LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4**

### **Pathway options for ICT**

## **2. BTEC First Award in Information and Creative Technology**

### **The Aims of the Course**

A BTEC First Certificate in IT gives learners the knowledge, understanding and skills that they need to prepare for employment. It offers a practical, hands-on approach that can be lacking in more traditional routes.



The BTEC Firsts in IT have been developed to:

- Provide learners with an IT qualification that covers the Key Stage 4 Programme of Study for IT
- Give learners the opportunity to enter employment in the IT sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in IT
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### **Course Content**

**Unit 1** - The Online World

**Unit 2** - A Digital Portfolio

**Unit 10** - Database Development

### **Pathway options for ICT**

## **3. OCN ICT**

### **Aims**

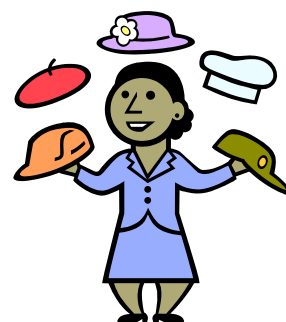
The OCN NI Level 2 Certificate in Information Technology Applications is designed to provide learners with the IT skills required to function successfully in the work and wider environment. This qualification is suitable for students who wish to acquire a good standard of IT skills and gain an accredited qualification.

### **Course Content**

Assessment is 100% portfolio work, this will involve a collection of work from four units including, Word processing, Using the internet, Spreadsheet software and Websites Software.

Students are awarded either a pass or a fail of this qualification, pass is equivalent to grade B at GCSE.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**LEARNING FOR LIFE AND WORK – ‘Preparation for Adult Life’**

**Aim**

The Level 2 Certificate in Preparation for Adult Life aims to give learners the opportunity to develop their personal skills such as self-awareness; personal relationships and health, whilst developing employability skills for use in future careers. This course allows pupils to develop their core skills in preparation for working and adult life for use once compulsory education ends.

**Course Content**

Pupils will complete 13 bite-sized LLW units across the three subject areas

- **Citizenship – 4 units of work are completed**

(Unit 1: Diversity and Social Inclusion, Unit 2: Democracy and Democratic Participation, Unit 3: Human Rights and Social Responsibility, Unit 4: Equality and Social Justice)

- **Employability – 4 units of work are completed**

(Unit 5: Preparation for Work, Unit 6: Business in the Community, Unit 7: Effective Work Practices, Unit 8: Globalisation and the Labour Market)

- **Personal Development – 5 units of work are completed**

(Unit 9: Self-Development, Unit 10: Roles and Responsibilities of Parents, Unit 11: Healthy Relationships, Unit 12: Maintaining Personal Health and Well-Being, Effective Financial Management)

**Assessment**

For each Preparation for Adult Life Unit, pupils must complete a portfolio of work to show that they have met the assessment criteria for each unit. Assessment is therefore both a frequent and a continuous feature of LLW lessons as learners make progress towards completing units in reward for achieving the credits available.

***The Level 2 Certificate requires pupils to complete 13 compulsory units of work and achieve 13 credits for their assessed class work.***

**Career Pathways**

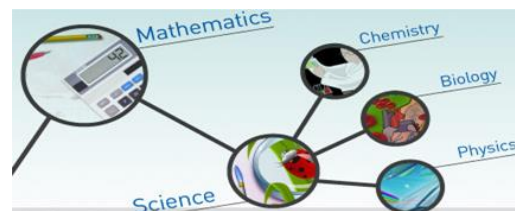
This portfolio based course aims to build on the awareness and confidence of pupils and in so doing seeks to develop their employability, social and personal skills. Opportunity is given for the development of Key Skills which enhance the possibility of employment and further learning.

# LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4

## MATHEMATICS

### Aims

The aims focus on the development of mathematical knowledge and oral, written and practical skills. Students apply mathematics in everyday situations, solve problems, present solutions, check and interpret results.



### Course Content

The main areas of study are:

- Using and applying Mathematics
- Number and Algebra
- Shape, Space and Measures
- Handling Data
- Processes

### Assessment

There are two levels of entry.

GCSE Modular Mathematics– Higher and Foundation

Assessment: GCSE Modular Test 45%  
Completion Test 55%

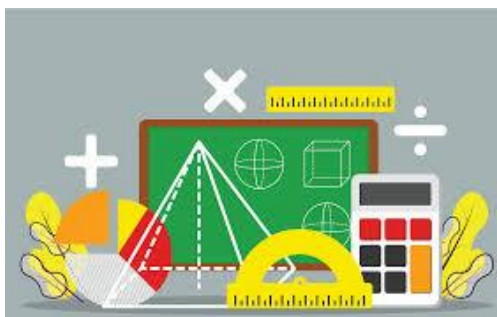
Target Grades are

- Higher: A\* - E
- Foundation: C\* - F

Mathematics is also assessed at Entry level.

### Career Pathways

Mathematics provides students with knowledge, understanding and a range of skills which are an essential requirement for employment and further study.



LISNEAL COLLEGE



## LOOKING FORWARD TO KEY STAGE 4

### GCSE Motor Vehicle and Road User Studies

#### Aim

This subject will develop interest in and appreciation of the motor vehicle; develop understanding of the legal liabilities of being a road user; develop knowledge and understanding of the responsibilities of vehicle ownership; develop a positive and understanding attitude to the use of the road and to other road users; develop awareness of the interaction between the road user, the environment and the vehicle; develop respect for the safety of road users; learn to act decisively and positively at the scene of a road traffic collision; acquire the knowledge and skills needed for the use of a powered vehicle; develop understanding of the mathematical, scientific and technological principles of motor vehicles; develop knowledge and understanding of routine vehicle maintenance; and acquire a range of practical and communication skills.

#### Course Content

It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3. It includes a practical riding activity, which uses a moped (under 50 cc) supplied by the centre and an investigative study of a real-life traffic situation. It is supported by the Department for Infrastructure (Northern Ireland) and prepares students for careers in areas such as motor vehicle maintenance and repair, insurance, driving instruction, and technology and design as well as supporting progression to further study, higher education, vocational training and employment.

#### Assessment:

The table below summarises the structure of this GCSE course.

Content	Assessment	Weighting	Availability
<b>Unit 1: Motor Vehicle and Road User Theory</b>	External written examination  1 hour 45 mins  Students answer questions on the following areas: <ul style="list-style-type: none"><li>• Vehicle Control and Road User Behaviour;</li><li>• Legal Requirements;</li><li>• Road Transport and Its Effects on Society;</li><li>• Motoring Mathematics;</li><li>• Collision Procedures; and</li><li>• Motor Vehicle Technology.</li></ul>	50%	Summer from 2019
<b>Unit 2: Investigative Study</b>	Controlled assessment  Students collect data on a moving traffic situation. They may do this in groups.  Students write the investigative study. They must do this individually.  Teachers mark the task, and we moderate the results.	25%	Summer from 2019
<b>Unit 3: Practical Riding Activity</b>	Controlled assessment  Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft.  Teachers mark the task, and we moderate the results.	25%	Summer from 2019

#### Career Pathway

This qualification is suitable for anyone interested in a career with motor vehicles, transport, driving or insurance.



## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4

### Moving Image Arts

This subject focuses on the various skills needed to create a successful film. Students learn how to plan, film and edit movies, as well as analyse and critically evaluate moving image genres.

Through studying this specification, students:

- develop an understanding of film language in theory and practice;
- develop ideas through investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and produce moving image artworks;
- develop technical competence in the use of film-making techniques;

### Course Content

Pupils will complete all three components.

#### **Component 1: Critical Understanding of Creative and Technical Moving Image Production.**

Component 1 has a compulsory online 1 hour 30 minutes exam in which pupils will be shown a range of unseen audio and short films. They will then answer questions that assess analysis and evaluation of film language, audience and purpose. This is 40% of the total mark.



#### **Component 2: Acquisition of Skills in Moving Image Production.**

Pupils will complete four compulsory tasks, storyboarding, camera and editing, sound and animation. This is 20% of the total mark.

#### **Component 3: Planning and Making a Moving Image Product.**

Pupils will produce a live-action or animated film portfolio from a selection of genre-specific production briefs. The portfolio must have research analysis, preproduction material, a completed moving image product and an evaluation. This is 40% of the total mark.

### Career Pathways

GCSE Moving Image Arts is the foundation for Advanced Level courses. It can lead to careers in television production, acting, journalism, the film industry, multimedia and web design.



## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4



### MUSIC

#### OPTION 1: GCSE in Music

**Aims:** The CCEA GCSE Music specification is for everyone who loves music: composing, playing an instrument as a soloist and as a member of an ensemble, listening to music, or using music technology. It encourages students to develop their musical potential by focusing on performing, composing and listening.

Students explore a range of music, including classical, pop, film, and traditional Irish music. This deepens their appreciation of the diverse heritage of music and promotes their personal, social, intellectual and cultural development.

This specification is a linear qualification: students take all the assessment at the end of the course. The specification has three components:

- **Component 1:** Performing and Appraising as a solo performer and as a member of a group - 35% of GCSE qualification
- **Component 2:** Composing - 30% of GCSE qualification
- **Component 3:** Listening and Appraising - 35% of GCSE qualification

#### OPTION 2: Music Performance Skills

CCEA Certificates in Performance Skills are available at Level 1 and Level 2. Learners can extend their skills, knowledge and understanding of the entertainment industry, develop their own strengths and interests in musical performance and the music industry, and progress to presenting a final performance.

There is no written external examination or test; the qualification is entirely evidence based. All units are internally assessed, and CCEA carry out external moderation.

Learners produce a portfolio of work and give a performance. Learners' final rehearsal and performance may be externally moderated as a live performance or pre-recorded using video or DVD.

There are three mandatory units:

- Unit 1: Working in the Performing Arts Industry
- Unit 2: Develop performance skills/Develop technique for performance
- Unit 3: Rehearse and Perform.

### **OPTION 3: Occupational Studies – Music Technology**

#### **DIGITAL MUSIC**

**Aims:** Learners will develop skills in how to use appropriate musical software to create, record, edit, arrange and mix audio. Learners should gain the confidence to create their own complete musical track. At the end of the unit, learners will be able to save their music track(s) in the appropriate formats to play on a CD, mobile phone, MP3 player, games console, or other digital audio devices. Health and safety, and environmental issues will also be considered.

This unit includes:

- identifying different music genres and structures;
- developing skills in the use of software for producing digital music;
- understanding copyright regulations;
- reviewing other people's music;
- consideration of health and safety procedures when working with computers;
- production of a final mastered track;
- consideration of career opportunities in the digital music industry;
- consideration of environmental issues in the digital music industry; and
- a review and evaluation of performance.

#### **SOUND PRODUCTION**

This unit aims to take learners' personal interests in music and present them in an educational learning environment. Learners will have the opportunity to learn about the components of their favourite musical styles and artists, as well as presentational skills in modern DJing. They will have the opportunity to record their own work, mix their own music, or make compilations of their favourite music or artists. The skills in this unit will enable learners to understand how the music industry has become more accessible using digital technology. Learners should demonstrate a clear understanding of career opportunities available in sound production.

This unit includes:

- studying styles and characteristics of music used by the modern DJ;
- studying equipment used for sound production;
- completing a demo CD;
- a live DJ performance;
- consideration of health and safety issues in the sound production industry;
- consideration of environmental issues in the sound production industry;
- consideration of career opportunities in the sound production industry; and
- a review and evaluation of performance.

#### **Career Pathways**



This course lays the foundation for further study at Advanced level. It also creates the opportunity for employment in music-related careers e.g. performance, teaching, the media, entertainment, music and recording industry.

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**

**GCSE RELIGIOUS STUDIES (Full Course)**



**Aims**

This GCSE course helps students to recognise the religious and spiritual dimensions of life through research and investigation. Students are challenged to examine their own values as they identify and consider values and attitudes which influence them. Studying Religious Studies can enhance your personal, social and cultural development and give you a greater understanding of different beliefs, values and attitudes of others.

**Course Content**

You will study **two** Units:

- **The Gospel of Matthew** – topics include the birth, life and death of Jesus, parables and miracles
- **Christian Ethics** – topics include abortion, IVF, cloning, marriage, world poverty, and war & peace.

**Assessment**

GCSE Religious Studies (Full Course) is assessed through two external examination papers.

- The paper on Matthew is a 1 hour 30 minutes examination paper. **You will sit this paper at the end of year 11.**
- The Christian Ethics paper is a 1 hour 30 minutes examination paper.  
This paper is worth 50% of your total GCSE mark.  
**You will sit this paper at the end of Year 12.**

There will be some questions which require short answers and some which require extended writing.

**Career Pathways**

Religious Studies lays a foundation for further study at AS and A2 level within Lisneal College. In addition, this GCSE full course provides opportunity for the development of investigation and research skills required in the modern world and focuses on consideration of issues which pertain to work in Caring, Health & Social Work, and Teaching. The evaluative and debating dimension of Religious Studies also prepares students for work in areas of Law and Ethics.

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**

**SCIENCE – Single Award Science**  
**Double Award science**  
**BTEC level 2 Principles of Science**



**Aims**

The courses encourage students to acquire scientific knowledge and skills, devise and plan investigations and evaluate data and methods.

**Double Award Science (2 GCSEs)**

**Course Content**

Biology 1 – Cells, Living Processes & Biodiversity

Chemistry 1 – Structures, Trends, Chemical reactions, Quantitative Chemistry & Analysis

Physics 1 – Motion, Force, Moments, Energy, Density, Kinetic theory, Radioactivity, Nuclear Fission & Fusion

Biology 2 – Body Systems, Genetics, Microorganisms & Health

Chemistry 2 – Further Chemical Reactions, Rates & Equilibrium, Calculations & Organic Chemistry

Physics 2 – Waves, Light, Electricity, Magnetism, Electromagnetism & Space Physics

**Assessment**

- 6 Module Tests – 75%
- Coursework (Practical work & Written test) – 25%

**Single Award Science (1 GCSE)**

**Course Content**

Biology

Chemistry

Physics

**Assessment**

- 3 Module Tests – 75%
- Coursework (Practical work & Written test) – 25%

## **Level 2 BTEC Principles of Science (equivalent to 1 GCSE)**

### **Course Content**

Principles of Science  
Biology & Our Environment  
Chemistry & Our Earth  
Physics & Our Universe



### **Assessment**

- 1 Test – 25%
- Coursework – 10 assignments - 75%

### **Career Pathways**

#### GCSE Single & Double Award Science

These courses provides a route into Advanced Studies in Science at Lisneal College or other locations of further and higher education. They also provide opportunities for employment in science-based careers.

#### BTEC Level 2 Applied Science

This course provides a route into level 3 BTEC Applied Science.

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**



## **SPANISH**

### **Aims**

The aims are to develop the ability to communicate effectively in Spanish, to broaden cultural horizons and experiences and boost pupils' confidence to express themselves orally.

### **Course Content**

Unit 1; Identity, Lifestyle & Culture

- Myself, my family, relationships & choices
- Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

Unit 2; Local, national, International and Global Areas of Interest

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

Unit 3; School life, Studies and the World of Work

- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

### **Assessment**

Papers are available at Foundation and Higher level  
External Examination

- Listening Paper – 25%
- Speaking Exam – 25%
- Reading Paper – 25%
- Writing Paper – 25%

### **Career Pathways**

This course provides students with skills and knowledge which broaden pupils' horizons and afford a range of employment opportunities in travel, tourism, leisure, media, business, hospitality and education. Being able to speak a foreign language is a coveted skill by many companies and it opens doors to the world of work.

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**

**GCSE TECHNOLOGY & DESIGN**



**Aims**

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

GCSE Technology and Design qualification provides all students with a core of knowledge in the following key areas before they choose to specialize in one:

- electronic and microelectronic control systems
- mechanical and pneumatic control systems
- product design.

**Course Content**

There are two written exams, each worth 25% of the final mark, and a design and manufacturing project worth 50%. Teachers mark the design project, and CCEA visit centres to carry out moderation.

With this qualification student's may choose to progress to Post 16 courses or A 'Level in Technology and Design, a qualification in civil engineering, product design or a related area, or the world of work.

Students have to complete **three** units to gain a GCSE in Technology and Design.

There are **two** external papers, each lasting 1 hour 30 minutes, and one controlled assessment.

Of the three units:

**Unit 1** – Core content - Covers core content that all students have to complete.

**Unit 2** – Has three options, we will be studying option C, which focuses on, Product Design.

**Unit 3** – Design and Manufacturing Project – is the controlled assessment, which includes a design portfolio and an associated manufacturing task.

**Career Pathways**

The Course provides a route into further study at advanced level. It also provides a route into employment and training in technology, manufacturing and design.

## LISNEAL COLLEGE

### LOOKING FORWARD TO KEY STAGE 4

#### BTEC TRAVEL AND TOURISM



#### **Aims**

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving pupils the opportunity to develop knowledge and technical skills in a practical learning environment. Pupils will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. They will also investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations.

This qualification will develop key skills, such as research, report drafting and writing skills and project management.

#### **Course Content**

There are 4 units in this course:

- Unit 1 The UK Travel and Tourism Sector (externally assessed) – worth 25%
- Unit 2 UK Travel and Tourism Destinations (Internally assessed) – worth 25%
- Unit 3 The Travel and Tourism Customer Experience (internally assessed) – worth 25%
- Unit 4 International Travel and Tourism (Internally assessed) – worth 25%

#### **Career Pathways**

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector at level 3 through a vocational qualification such as a BTEC National in Travel and Tourism, or an apprenticeship in either travel and tourism or hospitality.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**Business and Services - OFFICE ADMINISTRATION**

Are you interested in pursuing a career as a;

- ⇒ Secretary/Receptionist
- ⇒ Call centre personnel
- ⇒ Office Clerk/Administrator

**WHY STUDY OFFICE ADMINISTRATION?**

Learners will have an opportunity to develop the effective communication skills required to establish good working relationships in an office or business environment.

Learners will have the opportunity to use a range of technological equipment found in the modern office. They will develop their proofreading skills, ensuring all documents are produced to the highest standard and meet agreed specifications.

**ASSESSMENT STRUCTURE:**

There will be 2 internally assessed coursework units, there are no exams in this course.

The units will provide learners with a basic knowledge and understanding of:

- communicating effectively with customers;
- effective customer service in a business;
- meeting customer needs and dealing with queries and complaints;
- preparing and handling routine business documents;
- handling and sorting mail;
- filing and storage systems;
- working as part of a team in a business;
- consideration of environmental issues in a business environment;
- consideration of health and safety issues in an office or business environment; and
- a review and evaluation of performance.



## **Career Pathways**

This subject provides learners with a basic knowledge and understanding of administration practice together with the skills necessary to pursue careers as secretaries, administrators, receptionists, junior roles in an office environment, or call centre personnel.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**

**VOCATIONAL AND OCCUPATIONAL STUDIES – (Business & Services)**

**Unit 8: Manicure & Nail Art  
+ Optional Unit**

**Aims**

The aim of this course is to provide students with the opportunity to develop skills and abilities which enhance their opportunities of employment and training. The qualification is equivalent to a level 2 qualification, or GCSE at grade C and above.



**Description of units:**

**Unit 8: Manicure & Nail Art**

This unit provides learners with some basic yet precise practical skills and knowledge of enhancing the appearance of the nails with the use of nail art techniques. This is used as a means of nail decoration.

The main objective of the unit is that the learner will undertake nail art in a safe and effective manner. As part of the learner's role they will be responsible to carry out for evaluating the client for the service, providing a nail art service and gaining positive feedback from the client in order to complete the unit.

**Structure of unit:** The unit is divided up into three sections

**Section 1:** Client Consultation

**Section 2:** Preparation of Treatment area and Client

**Section 3:** Improving Skin and Nail Condition and Use of Nail Art Techniques

**A second Unit will be offered to complement the Manicure and Nail Art. The second unit is yet to be confirmed.**

**Career Pathways**

This course would be beneficial for students wishing to complete further study in beauty or hoping to work as a nail technician.

**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**



**Occupational Studies – Environment and Society (Level 2)**

This qualification is in the core and it will be completed by pupils who are not doing English Literature or Prince's Trust. There may be 2 options to choose from if there is sufficient interest. This qualification is based on 100% portfolio work.

**The First Option will comprise of two of the following three units:**

**1. Horticulture - Caring for Plants and Flowers:**

This unit aims to provide the learner with the knowledge of scientific principles and skills that are necessary for the growth and care of a range of indoor and outdoor plants, cut flower arrangements and outdoor plants in beds, containers and hanging baskets.

The learner will investigate the care of plants in both the horticultural and floristry industries. A range of flowers and plants and their specific care requirements will be studied. The learner will be expected to demonstrate knowledge and understanding in handling and caring for a range of specimens grown in containerised displays and beds as well as presenting and arranging plants for sale.

This unit will encourage entrepreneurial activities such as investigating the setting up of a small business for the sale of floral arrangements or containers and hanging baskets.

This unit includes:

- consideration of health and safety issues in horticulture and floristry;

- consideration of career opportunities in horticulture and floristry;
- identification of plant diseases and pests;
- growing and caring for plants;
- production of a floral item suitable for a special occasion;
- production of an information leaflet for the after-sales care of plants and flowers;
- consideration of the environmental issues in horticulture and floristry; and
- a review and evaluation of performance.

**2. Animal Care:**

This unit is suitable for those who wish to gain basic skills, knowledge and understanding of the care and handling of a range of animals and to gain an understanding of working with animals in vocational and environmental settings.

Anyone who is interested in pursuing a career with animals will find this unit a good introduction. Learners will become familiar with working with a range of animals.

This unit includes:

- methods of handling animals;
- caring for and feeding animals;
- consideration of safe working practices and health and safety issues in animal care;
- maintaining animal health;
- consideration of career opportunities related to animal care;
- consideration of environmental issues within animal care; and
- a review and evaluation of performance.

### **3. Horticulture: Growing Plants in a Sustainable Way**

This unit is suitable for those who have an interest in pursuing a career in horticulture or floristry. The content of this unit should allow learners to develop a basic understanding of plants and how to grow and care for them in a sustainable way, using organic methods wherever possible.

This unit includes:

- consideration of health and safety issues in horticulture;
- organic and sustainable methods for growing;
- various methods that are used to grow plants from seeds, bulbs, corms and tubers;
- taking cuttings and establishing plants;
- consideration of career opportunities in horticulture;
- consideration of environmental issues in horticulture; and
- a review and evaluation of performance.

### **Career Pathways:**

This qualification would benefit students who wish to seek employment in horticulture, environmental, floristry or looking after animals.

## **Occupational Studies - Environment and Society (Level2)**

**The Second Option will comprise of the following two units:**

### **1. Tour Guiding:**



This unit is suitable for those who are interested in the travel and tourism industry. Learners will take on the role of a tour guide to plan and deliver a tour to a group of foreign tourists.

This will provide an opportunity for learners to develop their planning and communication skills. Learners will gain an understanding of the different visitor attractions and facilities of interest to tourists.

They will also explore the history of their area – especially stories of interest to visiting tourists. This will help them to gain an overall view of their selected area as a tourist destination in order for them to carry out the role of a tour guide.

This unit includes:

- qualifications, skills and personal qualities relevant to a tour guide;
- the importance of customer service and meeting customers' needs;
- communication skills in tourism;
- planning a tour itinerary for a group of tourists;
- undertaking the role of a tour guide;
- carrying out a risk assessment for a tour;
- consideration of health and safety and environmental issues within tourism;
- a review and evaluation of performance.

## **2. Working In a Care Environment:**



This unit is suitable for learners who wish to develop an understanding of working in health, social care and children's and young people's settings. The teaching centre will determine which client group best suits the interests of each learner.

This unit includes:

- consideration of health and safety issues in a care environment;
- the role of the care worker in different care settings;
- administering first aid;
- planning activities for clients in a care environment;
- creating a suitable care environment for clients;
- consideration of environmental issues in a care environment;
- consideration of career opportunities within health and social care; and
- a review and evaluation of performance.

## **Career Pathways:**

This qualification would be beneficial for students wishing to seek employment in business, hospitality, tourism or in the care sector.



**LISNEAL COLLEGE**  
**LOOKING FORWARD TO KEY STAGE 4**

**Occupational Studies**  
**(Design & Creativity)**  
**Levels 1 & 2**



## **Food Preparation and Cooking (Patisserie)**

### **Description of unit**

This unit provides learners with some of the basic cooking principles required by chefs working as pastry chefs in the catering industry. Learners will learn how to work safely and hygienically, applying legislative requirements. They will be able to work on their own initiative and use their creative skills, when deciding how to present pastry products for service.

### **Structure of unit**

This unit is divided into four sections:

- Section 1 Prepare and cook pastry dishes.
- Section 2 Prepare, cook and finish cakes and sponges.
- Section 3 Prepare and cook hot and cold desserts.
- Section 4 Prepare and cook biscuits and scones.

## **Food Preparation and Cooking (Kitchen and Larder)**

### **Description of unit**

This unit provides learners with some of the basic cooking principles required by chefs in the catering industry. Learners will learn how to work safely and hygienically, applying legislative requirements. They will be able to work on their own initiative and use their creative skills when deciding how to present food for service.

### **Structure of unit**

This unit is divided into four sections:

- Section 1 Prepare hot and cold sandwiches.
- Section 2 Prepare and cook vegetables.
- Section 3 Prepare and cook basic meat and poultry dishes.
- Section 4 Prepare and cook basic soups.





## LISNEAL COLLEGE LOOKING FORWARD TO KEY STAGE 4

### Occupational Studies (Construction/Bench Joinery) Levels 1 & 2

Each qualification has two units with each unit worth 50% of the overall qualification. Practical tasks are carried out in class to gather evidence of learning in each unit. For each unit, learners present their evidence for assessment in a portfolio and produced a manufactured project.

- Focus on occupation and employability
- Enables progression to other courses, training and employment
- Emphasise learning by doing which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

#### **Carpentry and Joinery**

This unit is designed to provide vocational skills in carpentry and joinery.

This unit includes:

- consideration of health and safety issues with respect to activities in carpentry and joinery;
- consideration of career opportunities related to working in the construction industry;
- an appreciation of environmental issues relating to construction;
- the appropriate use of basic hand tools and hand-held power tools;
- construction of a range of models relating to **site-based activities**
- a review and evaluation of performance.
- Construction of a range of bench joinery models and a review and evaluation of performance.

**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**

**Occupational Studies  
Technology and Innovation  
(Plumbing and Electrical Levels 1 & 2)**



Each qualification has two units with each unit worth 50% of the overall qualification. Practical tasks are carried out in class to gather evidence of learning in each unit. For each unit, learners present their evidence for assessment in a portfolio and produced a manufactured project.

- Focus on occupation and employability
- Enables progression to other courses, training and employment
- Emphasise learning by doing which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

**Engineering and Electrical Services**

This unit is designed to provide vocational skills in Engineering and Engineering Services.

This unit includes:

- consideration of health and safety issues with respect to activities in Engineering and Electrical Services;
- consideration of career opportunities related to working in the Engineering and Electrical Services industry;
- an appreciation of environmental issues relating to engineering and electrical services;
- the appropriate use of basic hand tools and hand-held power tools;
- construction of a range of models relating to **site-based activities**
- a review and evaluation of performance.

**Plumbing**

This unit is designed to develop skills in plumbing and associated activities. This unit includes:

- consideration of health and safety issues in relation to workshop activities;
- consideration of career opportunities in building services;
- the appropriate use of plumbing hand tools;
- the use of industrial standard materials and sustainable resourcing of these materials;
- the cutting and bending of copper pipework;
- jointing methods for copper and mild steel pipe;
- cutting, bending and jointing methods for polybutylene pipe;
- consideration of environmental issues in relation to workshop activities; and a review and evaluation of performance.



**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**

**Occupational Studies – Technology and Innovation**

## Digital Imaging

**Pupils need to:**

This unit includes:

- using a selection of equipment for digital photography and creative imaging;
- capturing images in different styles and genres;
- manipulating images in a software package, for example Photoshop;
- presenting a photography project to an audience;
- consideration of career opportunities in the digital imaging industry;
- consideration of health and safety issues in the digital imaging industry;
- consideration of environmental issues in the digital imaging industry;
- and
- a review and evaluation of performance.



## TV and Film Production

**Pupils need to;**

This unit includes:

- consideration of health and safety issues within the TV and film production industry;
- consideration of potential career opportunities within the TV and film production industry;
- the movie production process;
- editing and screening a movie;
- consideration of environmental issues within the TV and film production industry; and
- a review and evaluation of performance.



**LISNEAL COLLEGE  
LOOKING FORWARD TO KEY STAGE 4**



**Occupational Studies: Level 2 Childcare**

This course covers 2 units over 2 years. These units are:

**The Physical Care of Babies**

This unit is suitable for learners who wish to develop an understanding of the physical care needs of babies. Learners will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. Learners will not be expected to have access to babies. Learning should be promoted through role-play, discussion and practical activities. Learners would benefit from visiting a childcare setting to observe how babies are cared for.

**This unit includes:**

- consideration of the role of the childcare worker and associated career opportunities;
- basic hygiene needs of babies; and measures to prevent cross infection;
- consideration of the disposal of waste and related environmental impacts when caring for babies;
- products and clothing for babies; and feeding babies;
- consideration of health and safety issues when caring for babies; and
- a review and evaluation of performance.

**Childcare- The Play Environment**

This unit will introduce learners to working with children in a childcare environment. It focuses on the importance of play and children's development. It is suitable for those who are interested in child development and who would like to work with children in the future.

This unit includes:

- children's physical, linguistic, intellectual, emotional and social development;
- the importance of play and children's learning and development;
- books, poems, rhymes and games for the age group of your choice; communication difficulties;
- role of the children's care worker in various settings and related career opportunities;
- consideration of health and safety issues within the unit;
- consideration of environmental issues within the unit; and
- a review and evaluation of performance.





***This Booklet has been produced  
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