

QEII



Queen Elizabeth II High School Key Stage 4 Options Book 2020

Introduction by the Head

Dear Parent/Guardian,

We will be holding our 14–19 Education Information Evening on Wednesday 4th March 2020. This will provide an opportunity to find out about subjects not just for Year 10 and 11, but also where this might lead post-16. Representatives from the Careers service, the UCM and the world of work will also be present. I hope you will be able to attend.

This booklet is designed to explain to you the Key Stage 4 curriculum which students study in Years 10 and 11.

The Manx National Curriculum encourages students to maintain a broad and balanced course of study which enables them to keep their career options as open as possible. All students study the core subjects of English, Mathematics and Science at IGCSE/GCSE level, while Religious Education, Manx Citizenship, Careers and Games remain part of the basic curriculum experience. Most students continue with at least one Humanities subject and one Modern Foreign Language for GCSE. Most students will spend six lessons a week studying Science, leading to IGCSEs in a combination of Sciences.

We also recognise that some young people have definite leanings towards certain areas of study and away from others. For this reason, we have built into the curriculum an element of choice in the option columns. While we cannot guarantee that there will be enough places on very popular subject options due to staffing and room constraints, we will obviously endeavour to meet your choices as far as possible. It is important when choosing to consider both your child's aptitude and his or her possible career aims. At this stage, many young people do not have clear career ambitions and the choices really depend upon their interests and strengths.

Once you have discussed your son or daughter's interests and abilities with him or her and with the teachers, you should complete the options form and return it to the Form Tutor by **Wednesday 11th March 2020**. Groups will then be decided and we will confirm the curriculum with you in the Summer Term. If you have any queries you should contact Miss Riley at the School. Please note that while we will consider changes to option choices during the Summer term, these may not always be possible if groups are full.

Queen Elizabeth II High School is proud of its reputation for success at GCSE. We recognise that this is due not only to the experience and dedication of the teachers but also to the hard work of students and the support and partnership of parents. We are all working to the same goal: to achieve the best for our young people so that they go on to live successful adult lives. I hope that you find the information here useful - we are always happy to assist in any way - and look forward to working together in future.



Ms S Moore
Head



Choices for Key Stage 4

The transition between Key Stages 3 and 4 marks an extremely important time for Year 9 students. Choices made at this time will have a considerable influence on career pathways and opportunities within future education, both at school and beyond.

You will in the near future, have to choose between some subjects or even start a new subject course. These Key Stage 4 courses are the ones in which you will be examined at the end of Year 11 for the General Certificate of Secondary Education (GCSE) or equivalent.

WHY A CHOICE?

- It is important to understand why there is a choice to be made. The first reason is simply a matter of time. Key Stage 4 courses require a greater breadth and depth of knowledge; there is simply not enough curriculum time for every subject to be continued from Key Stage 3.
- Each individual has a unique array of skills and talents. It is important for each student to concentrate their efforts into those subjects which will bring them most success.
- At Key Stage 4 students may tailor their curriculum to suit their specific interests, talents and aspirations. In this way they will hopefully work with the commitment and determination necessary to bring success.

WHAT TO CHOOSE?

It is not necessary for Year 9 students to know what career they will ultimately follow in order to make good choices for Key Stage 4 courses. However, it is vital that the chosen subjects provide the right background for each student to move forward with confidence to the next stage in their education or to successfully obtain worthwhile employment. It is advisable for students to undertake a good balance of subjects that will prepare them for the dynamic job market of the future.

Therefore, it is crucial that the choices made reflect not only talents and interests but that they also take account of future ambitions and goals. For example many universities require a GCSE in a modern foreign language.

HOW TO CHOOSE

Trying to decide exactly which curriculum is the right one can be difficult. There are many things to consider and factors to review. The following ideas may provide some basic guidance.

- If you find the challenges of academic work easy, enjoyable and wish to continue with your education for as long as possible, it would be wise to aim for as many GCSE examination subjects as possible. This will help you to move to Advanced Level study and eventually to University.
- If you are not sure which career pathway you may want to take in the future you must aim for a broad and balanced curriculum which will allow you to make career choices later on. Choose subjects that you enjoy, that you think will bring you examination success and that will help you to move forward at the end of Year 11. Obviously it is not advisable to choose subjects merely on the basis of friendship groups.
- If you find academic learning more difficult, it is important that you concentrate on doing well in the core curriculum subjects. You may excel at vocational study, and therefore enjoy the challenges of the ASDAN CoPE, or some of the more creative GCSE's/College options. If you work hard and seek help when required, you will obtain good examination results. This will enable you to progress to further study or into the world of work. Invited students may also opt into the Support for Learning Pathway in order to gain Level 1 qualifications that may be better suited to them.

SOURCES OF HELP AND ADVICE

If you have definite plans for the future, with a particular career in mind, make sure that your choice of subjects will allow you to meet your objectives. If your ideas are currently unstructured it is also important that you seek suitable advice. Information about Career entry requirements can be obtained from the Library or from the Careers Centre. Tutorial time will be used to examine option choices and to discuss different career pathways. Teaching staff will be more than happy to discuss the merits of their subjects at GCSE level and Key Stage 4 students are a valuable source of information and insights.

It is crucial that each student obtains all information possible and explores all avenues of advice available in order to make these important decisions.

Key Stage 4 Curriculum 2020—2022

This Key Stage 4 curriculum, in line with The Manx National Curriculum, aims to provide high quality learning opportunities which will meet the needs and aspirations of all our students. It allows them to specialise within areas of particular interest but should prevent them from unnecessarily constricting their learning programme.

- All students must study the core curriculum.
- The School will try to give students the opportunity to study the subjects that they indicate on the options form. However, if some groups are oversubscribed, students may have to reconsider their options. Moreover, if a subject fails to recruit 10 students it may not run and these students will then have to be accommodated within other GCSE subjects.
- Some students may have the option to study for the ASDAN CoPE. This vocational option is for nominated students only and covers two option choices.

Further subject information can be obtained from the following websites:

<http://www.cambridgeinternational.org/> (For IGCSEs)
www.wjec.co.uk/ (for the Welsh board)
<https://www.sqa.org.uk/sqa/70972.html> (For SQA)

TO COMPLETE THE OPTIONS FORM

- Place a number 1 to 4 against the 4 courses you would like to do in Years 10/11. Please number them in order of preference i.e.
1 = the subject you most want to do etc.
4 = your fourth preference
- Please now put a 5 and 6 against two more subjects
These will form your 'reserve' choices. That means if we can't make the options grid up so that we can do all your 1 to 4 choices, hopefully we'll be able to set things so you can do one or more of your reserves.

ALL FORMS MUST BE RETURNED TO YOUR TUTOR BY WEDNESDAY 11th MARCH 2020. STUDENTS WHO RETURN FORMS AFTER THIS DATE MAY NOT OBTAIN THEIR FIRST CHOICE OF OPTIONS.

STUDENTS WILL BE INFORMED ABOUT THEIR CURRICULUM PROGRAMME BY THEIR TUTOR IN THE SUMMER TERM.

Once options have been allocated, the curriculum programme for Key Stage 4 is finalised and staff are assigned to teaching groups. It is difficult to rearrange individual programmes after this time and we would urge students to consider choices very carefully before submitting their options form.

Any subsequent request to change a subject option must be submitted in writing to Miss Riley by a parent/guardian. If a change is possible at this stage, teaching staff will be consulted before a decision is made; parents will then be informed of this decision in writing.

Subject Profiles

English Language & Literature

Mathematics

Science

Art

ASDAN CoPE

Business Studies

Computer Science

Dance

Design and Technology:

Food & Nutrition

Graphic Communication

Practical Woodwork

Product Design

Textiles Art and Design

Drama & Theatre Studies

French

Geography

German

History

ICT (PC Passport)

Manx

Music

Physical Education

Religious Studies

Support for Learning Pathway

UCM Courses

Details of the Examination Specification

Cambridge IGCSE: 0500 First Language English Language and 0475 English Literature—these are 2 separate IGCSEs.

Subject Content

English Language

Directed Writing
Analysis of Writers' Language Use
Summary Skills
Writing to narrate or describe
Writing to argue or persuade

English Literature

Study of prose text
Study of selection of poetry
Study of drama text
Either: Coursework – study of additional text
Or: Developing skills for analysis of unseen poetry or prose

Resources

Students will be provided with copies of Literature texts for teaching. Should they wish to annotate copies they should buy their own.

Past papers or specimen papers can be found at:

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/past-papers/> (2020 specimen paper)

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

Learner guides can also be found on these sites.

Students are expected to bring writing equipment to all lessons.

How is the Course Assessed?

- English Language – Sets 1 and 2 (2 exams) - Paper 1: Reading (50%); Paper 2: Directed Writing and Composition (50%)

Sets 3 – 5 (1 exam) - Paper 1: Reading (50%) AND Component 3: Coursework - 3 pieces of Coursework (assessing Writing for purpose and audience) (50%)

- English Literature – Component 1 (Poetry and Prose) – exam; Component 3 (Drama) – exam; Component 5 (Coursework)

(Component 1 50%; Component 3 25%; Component 5 25%)

The exams are not tiered in either Language or Literature.

Deadlines:

Initial drafts of coursework will be completed in school during the course of Year 10 and 11. Final deadlines will be issued to students at the start of Year 11.

What is Expected of the Student?

- Good attendance in order to prepare for Coursework and have good knowledge of exam texts
- A willingness to think independently about the texts studied and to arrive at their own conclusions
- An ability to express their ideas in clear, written English
- To prepare conscientiously for the examinations, including working on individual weaknesses in accuracy

Additional Information:

Not all sets are entered for English Literature. Decisions are made on a set by set basis at the end of Year 9. Additional decisions pertaining to examination entry for English Language (2 exams or exam + coursework) will be made during the course of Year 10 and 11.

Details of the Examination Specification

This year students will study the WJEC GCSE 3300 Mathematics course. A course outline and exemplar past exam papers can be found at <https://www.wjec.co.uk>.

Subject Content

Aims of the GCSE course

- To develop a knowledge and understanding of mathematical concepts and techniques
- To give students a foundation in mathematical skills for further study in the subject or related areas
- To enable students to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- To give students an appreciation of the importance of mathematics in society, employment and study

Knowledge, Skills and Understanding

The Welsh GCSE in Mathematics requires students to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations

Algebra

- Use letters as equivalent to numbers and as variables
- Understand the distinction between expressions, equations and formulae
- Use algebra to set up and solve problems
- Demonstrate manipulative skills
- Construct and use graphs

Geometry

- Use properties of angles
- Understand a range of transformations
- Work within the metric and imperial system
- Understand ideas of space and shape
- Use ruler, compasses and protractor appropriately

Statistics

- Understand basic ideas of statistical averages
- Use a range of statistical techniques
- Use basic ideas of probability

Resources

Textbooks and other written resources will be supplied.

Each student is expected to bring a pen, pencil, ruler, **scientific** calculator and mathematical instruments to all lessons.

How is the Course Assessed?

For the WJEC Mathematics course, there are 3 tiers of entry. Students may follow the Foundation, Intermediate or Higher curriculum.

WJEC Mathematics is assessed via two components. All students take **two** written papers at the end of Year 11.

For all 3 curriculums, the first paper is a non-calculator paper and the second is a calculator paper. For the Foundation tier, both papers are 1 hour 30 minutes and students are eligible for grades D-G.

For both the Intermediate and the Higher tier, both papers are 1 hour 45 minutes. For the Intermediate tier, students are eligible for grades B-E, and for the Higher tier grades A*-C.

In all 3 curriculums each paper makes up 50% of the marks.

If a student fails to achieve the lowest grade available for their curriculum, they will be awarded 'Ungraded'. All students will therefore be entered for the curriculum that gives them the opportunity to achieve their potential.

The course does **not** contain a coursework element.

What is Expected of the Student?

Each student is expected to show the degree of commitment required to reach their full potential in this fundamentally important subject. All students must bring the correct equipment to the lessons. It is **essential** that students have their own calculator and become familiar with its use throughout the course. Students must ensure that all deadlines for homework are met.

Additional Information

Students in Year 10 will be grouped into five sets according to ability, based on their end of Key Stage 3 examination results, Year 9 module test results and teacher assessment.

It may be possible for students to change sets during Year 10 if their work and test results show that they have been misplaced and would make more progress in a different set.

At Queen Elizabeth II High School we study a range of science courses that are designed to meet the differing needs of our students. This offers flexibility to students to prepare them for the next stage in their learning and match their interests. The Science Department follows **Cambridge IGCSE** courses.

Options and Pathways in Science

Students begin studying the IGCSE syllabus in Year 9. All topics covered in Year 9 are common to all the further options for continuing towards their IGCSE exams as below.

Most Students will be prepared for an examination in **IGCSE Co-ordinated Science**. This course covers core and extension topics from Biology, Chemistry and Physics. Student's grades will be attained through three exams at the end Year 11 (a multiple choice exam worth 30%, an alternative to practical paper worth 20% and a short answer paper worth 50%). Students following this course will be awarded two IGCSEs in Science, graded from A*A* to GG. Students who gain A*A* to BB on this course are encouraged to continue with Science subjects at A Level. Some students will cover only the core content of the course and as a result will be able to achieve grades CC to GG only.

Some students are better served by concentrating on a single **IGCSE Combined Science** course at core only level, enabling them achieve grades C to G, this course included elements of Biology, Chemistry and Physics also. A further group will also be entered for OCR Entry Level Science.

	Science Pathways		
Course	Double Award Science	Single Science	OCR Entry Level
Time allocation	6 x 50 min per week (2 each for Biology, Chemistry and Physics)	6 x 50 min per week (2 each for Biology, Chemistry and Physics)	6 x 50 min per week
Qualifications	IGCSE Co-ordinated Science (equivalent of two GCSEs)	IGCSE Combined Science (equivalent of one GCSE)	OCR Entry Level
Suitable preparation for	A Level Biology, Chemistry or Physics (if A*A* to BB attained), BTEC Applied Science, Non-Science A Level courses, UCM, Apprentice training and work.	UCM, Apprentice training and work. BTEC Applied Science.	UCM Apprentice training and work.

Examinations

All examinations will be at the end of Year 11 (starting in early May). Each IGCSE qualification will require exams in short answer written questions, multiple choice and alternative to practical exams.

More Information

For any other enquiries about IGCSE Science please contact Mr Buchanan (Head of Science). Information about the specifications including details of the topics taught can also be found online at <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

Details of the Examination Specification

WJEC GCSE 3651

Subject Content

During this course students complete 1 unit of coursework for assessment, which must be taken from a range of the following areas of study: painting, drawing, printmaking and 3-dimensional work.

By the end of the course students should be able to demonstrate their ability to:

- Develop their ideas through investigations informed by contextual, analytical and cultural understanding
- Refine their ideas through experimenting and selecting appropriate media and materials
- Record their ideas, observations and insights
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections where appropriate

Resources

Resources for a course of this nature are extensive and whilst the Art Department expects to meet the majority of students' material needs, there will be occasions when students will need to fund themselves.

How is the Course Assessed

The course has two elements:

Coursework – 60% of the GCSE grade

Controlled Test – 40% of the GCSE grade. Completed during Year 11

The starting point for the Controlled Test is set by the examination board. Students have 10 weeks preparation time followed by 11 hours of supervised time to complete the work. Internal deadlines will be determined for each of the coursework projects which follow the format of the Controlled Test, as above.

Additional Information

Motivation and a willingness to work hard, both within School and for homework assignments. Students must be well organised and able to work independently.

Resources for a course of this nature are extensive and whilst the Art Department expects to meet the majority of students' material needs, there is a £10 charge at the beginning of Year 10 and again at Year 11 to contribute to the wide range of materials that students will use. There may still be occasions when students need to supply materials the department doesn't stock.

We also offer students the opportunity to purchase an A2 folder and an A4 hardback sketchbook at the beginning of Year 10 for £10.

Details of the Examination Specification**Certificate of Personal Effectiveness (CoPE)**

The Certificate of Personal Effectiveness is offered by ASDAN board which is an education charity. CoPE is a GCSE equivalent course approved by the QCA. This qualification offers an alternative curriculum and assessment route to that of traditional GCSEs. CoPE allows students to gain credits for varying tasks and activities which promote and develop a wide range of skills and personal qualities. The qualification runs in two ability strands;

CoPE Level 1 (similar to GCSE Grade E)

CoPE Level 2 (similar to GCSE Grade B)

Subject Content

Students need to gain 12 credits worth of work from across a variety of modules available to them. Level 1 pathway students can select tasks from A, B or C sections of any module, but Level 2 students must have 6 credits from the more difficult B & C sections.

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

Students build a portfolio of evidence as they complete various tasks/challenges, students must demonstrate competence at Level 1 or 2 in the following skills: Working with Others, Improving own Learning and Performance, Problem Solving, Research, Discussion and Presentation.

How is the Course Assessed?

The course is 100% coursework, built up over the two years.

Students' portfolios will be internally marked & moderated, then ASDAN will ask for a selection of portfolios to be sent to the UK for external validation.

If students fail to achieve any of the 6 core skills or do not complete the required 12 credits they will not be eligible for the award, but may be able to swap to a lower level qualification.

What is expected of the Student?

Students are expected to be able to manage their portfolios and ensure that they build up a good bank of supporting evidence for each of their tasks/challenges. They should be open to trying new activities and taking on roles of responsibility. Students are also encouraged to make their own decisions on the types of task/challenge they choose. They will also have to have their photo taken doing some of the tasks for folder evidence.

Level 1 students are expected to be able to produce basic plans for their tasks, comment on their progress and review the overall outcome with some support of teaching and support staff.

Level 2 students are expected to work much more independently and produce clear and detailed Plan, Do, Review sheets and record evidence of tasks completed with very little input from the teaching and support staff.

Details of the Examination Specification

Cambridge International Examinations 0450

What do I need to know or be able to do before taking this course?

You do not need to have studied any business related topics before taking this course. It is more important that you have a strong interest in the subject matter and want to learn about businesses, how they are organised and what influences how they operate.

What will I learn on this IGCSE Course?

Students are encouraged to:

- Develop an interest in business subjects that will be sustained in later life
- Appreciate the perspectives of a range of stakeholders in relation to business activity
- Develop an understanding of what it means to be enterprising and the skills required
- Develop skills of numeracy, literacy, selection and use of relevant information sources
- Consider the moral issues that arise as a result of business activity
- Develop the ability to communicate effectively in a variety of situations

Subject Content

The main topics are:

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

How is the Course Assessed?

Paper 1:

Written paper—short answer and data response questions. 1 hour 30 minutes. 50% of the course marks.

Paper 2:

Written paper—data response case study questions. 1 hour 30 minutes. 50% of the course marks.

Additional information

For further information regarding IGCSE Business Studies please contact Mr Hampson.

Details of the Examination Specification

The IGCSE in Computer Science (0478) is delivered through the Cambridge International Examinations board across three lessons per week.

Subject Content

Students following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Students also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help students appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

Cambridge IGCSE Computer Science helps students develop an interest in computing and gain confidence in computational thinking. It is an ideal foundation for further study at Cambridge International AS and A Level, and the skills learnt can also be used in other areas of study and in everyday life.

How is the Course Assessed?

There are two written exams, the first addresses the theory of Computer Science (worth 60%), and the second involves Practical Problem-solving and Programming (worth 40% of the total marks).

What is Expected of the Student?

Although this course has a practical programming element, it is an academic course and will require commitment from the student. Students will be expected not only to commit themselves to learning the theory in the course but also to learn to program a computer. Learning to program will require practise beyond the lessons (and set homework).

What Grades can I get?

This course allows students to be able to achieve the full range of IGCSE Grades from A* to F.

Additional Information

This is an exciting course which allows students the opportunity to get really involved in many aspects of Computing. Those students that enter the spirit of the project will find it both stimulating and useful. The course allows clear progression into A Level Computer Science.

You can download the syllabus from the Cambridge International website:

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

Pearson BTEC Level 2 Technical Award Dance Miss E Wainwright

What do I need to know or be able to do before taking this course?

The BTEC Level 2 Technical Dance Award is equivalent to one GCSE. The course will provide insight into the Performing Arts sector. It will give you an understanding of the Performing Arts Dance with a specific focus on the essential skills, techniques and disciplines needed for a variety of careers in Dance.

What will I learn on this BTEC course?

The Technical Award gives you the opportunity to develop dance-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key dance skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, performance disciplines and dance styles

BTEC Level 2 Technical Award Dance Components

This course requires a student to complete 4 components over a 2-year period.

Component 1: Exploring the Performing Arts (Internally assessed-30%) You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

In this unit you will:

A Examine professional dance practitioners' performance work.

B Explore the interrelationships between constituent features of existing performance material.

Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed-30%)

You will develop your performing arts skills and techniques through the reproduction of dance repertoire.

In this unit you will:

A Develop skills and dance techniques for performance.

B Apply skills and dance techniques in rehearsal and performance.

C Review own development and performance.

Component 3: Performing to a Brief (Externally assessed-40%)

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board.

In this unit, you will:

A Understand how to respond to a brief

B Select and develop dance skills and techniques in response to a brief

C Apply dance skills and techniques in a workshop performance in response to a brief

D Evaluate the development process and outcome in response to a brief

Skills developed in BTEC Level 2 Technical Award Dance:

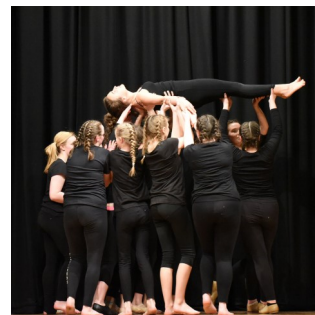
Confidence	Commitment
Time management	Problem solving
Independence	Responsibility
Communication	High Standards
Motivation	Teamwork
Fitness	Self-discipline
Creativity	Leadership

Assessment Summary:

Internal and external assessment throughout the duration of the course. Working lesson logs and practical footage. Performances.

Likely next step opportunities:

- Level 3 BTEC Performing Arts Dance
- Specialist vocational courses



Details of the Examination Specification

WJEC GCSE Food & Nutrition 3560

Subject Content

The subject content focuses on 8 main areas, Food Commodities, Nutrition, Science of food, Food spoilage, Cooking and preparation, Food Provenance/sustainability and Planning meals. It is delivered using focused practical tasks, student led research and planning of dishes, experiments and information tasks.

Resources

Basic writing and drawing equipment is needed. Students will be expected to provide ingredients for all practical sessions, except experiments. School will provide all equipment for practical lessons, but students will be expected to provide containers to take the products home.

How is the Course Assessed?

20% Controlled assessment task 1

40% Controlled assessment task 2

40% Written exam (Year 11)

Deadlines

Task 1 - June of Year 10

Task 2 - March of Year 11

Exam - June of Year 11

What is Expected of the Student?

An enthusiasm for food and food ingredients.

A willingness to bring in a range of different ingredients and to try a variety of food dishes.

An understanding that there will be a mix of both theory and practical work.

Additional Information

Independent working and good time management beyond the normal scheduled lessons will ensure high quality products and coursework.



Details of the Examination Specification

WJEC Art and Design Graphic Communication 3654

Subject Content

During the course of Key Stage 4, students will work to complete a total of three projects; units one and two presented as coursework with the third unit presented as a mock exam. Each unit will address the development of ideas for specific purpose. Alongside and within the main projects students will explore and develop skills in Photoshop, photography and typography considering where best to apply their application. It is expected that students will focus on their specific area of interest within Graphic Communication; typography, illustration, design for print or even website design.

Resources

Aside of basic drawing materials students will need an A1 folder, sketchbook, black fine liners, a quality set of pencil crayons and a memory stick. Most of these items will be available to purchase at a reasonable cost from the subject department. Access to a digital camera outside of school will be an advantage to students taking this course.

How is the Course Assessed?

Final Exam Percentage	40%
Number of final Exams	1 (Exam Practical Project) introduced in the spring term of Year 11
Coursework percentage	60%
Coursework requirements	Portfolio of work generated through mini projects

Deadlines:

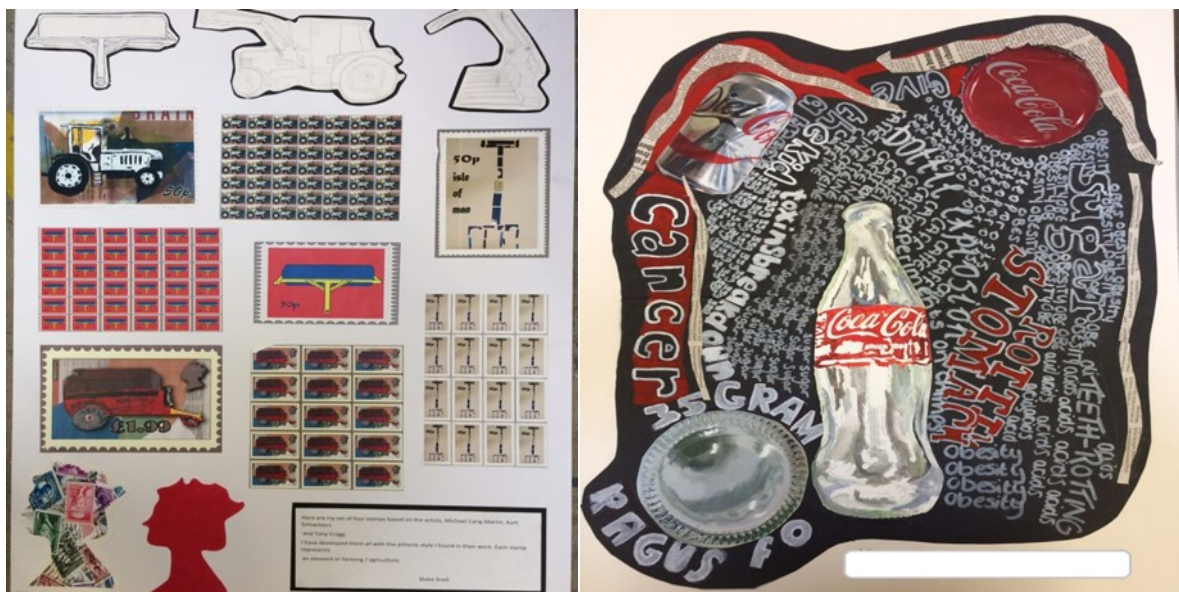
Final projects are to be completed prior to the commencement of the final exam.

What is Expected of the Student?

Students undertaking this course must be creative and capable of working independently. A high degree of self-motivation is required as there will be work to continue outside of lesson time.

Additional Information:

Independent working beyond the normal scheduled lessons will ensure that the highest quality coursework projects are produced.



Design and Technology

Practical Woodworking

Mr B O'Sullivan

Details of the Examination Specification

SQA National 5 in Practical Woodwork.

Subject Content

The National 5 Practical Woodworking Course enables students to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Students develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical woodworking context. This course would form a good foundation for further study at UCM in **Level 1 City & Guilds 6706-13 Diploma in Carpentry and Joinery** or **Level 1 City & Guilds 6219 Diploma in Construction Skills**.

Resources

The students will need to equip themselves with writing and drawing instruments. Materials for the major project will normally come from departmental stock.

How is the Course Assessed?

This is a Practical course and is assessed through making a wooden product to defined tolerances. There is also a written examination at the end of the course. The coursework/examination split is 70%/30%.

Deadlines:

The major coursework assignment must be completed by March of Year 11.

What is expected of the Student?

Students must be able to work with a range of wood based materials to set tolerances. Students will also sit a written examination. Students must always obey the Health and Safety Code of Conduct for Workshops. Failure to do this will prevent them from completion of their product.

Additional Information:

www.sqa.org.uk



Details of the Examination Specification

WJEC Design and Technology Product Design 3603

Subject Content

The emphasis in this subject is towards the understanding of materials and processes, leading to the realisation of individual designs. Students should apply their knowledge to the selection of materials. They will essentially be working with Wood, Metal and Plastic, but should not discount other materials when required. They must research their ideas and express their designs in a variety of ways. This process should then lead to the construction of a product. Their projects should consider the use of industrial practices together with CAD/CAM production.

Resources

The students will need to equip themselves with writing and drawing instruments. Materials for the major project will normally come from departmental stock. Specialist materials must be supplied by the student, or paid for by the student when ordered by the School.

How is the Course Assessed?

Internal assessment of a minor project will be at the end of Year 10.

50% through coursework controlled task – production of a made product and design folder.

50% through a written exam, which will assess the students knowledge of the theory aspects of the course.

Deadlines:

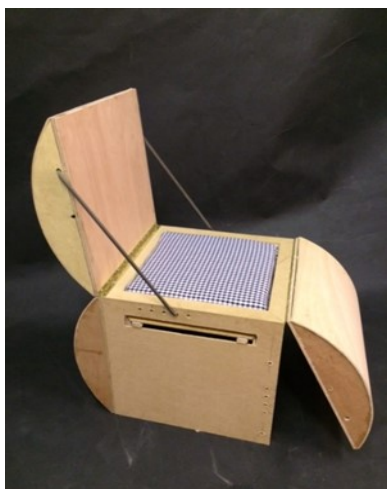
The major coursework assignment must be completed by March of Year 11.

What is Expected of the Student?

Students must produce a folder which will show the design and planning of their project before the construction of their product.

Additional Information:

Students must always obey the Health and Safety Code of Conduct for Workshops. Failure to do this will prevent them from completion of their product.



Details of the Examination Specification

WJEC Art and Design Textiles design 3653

Subject Content

Textile Design is defined here as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking this course must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design as appropriate to their own work. There are close links between constructed, embellished, printed, sewn and dyed methods of textile design and with fashion design and installed textiles. Interdisciplinary opportunities might be explored as well as developing a specialisation in one area.

Resources

Each student is provided with an A4 Textiles sketchbook.

They will need: -

Fine line pens and colouring pencils, access to a basic sewing kit.

How is the Course Assessed?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The table below shows the weighting and marks available for each assessment objective for each unit and for the qualification as a whole.

Unit	AO1 Weighting % Marks	AO2 Weighting % Marks	AO3 Weighting % Marks	AO4 Weighting % Marks
Unit 1: Portfolio 60% of GCSE 120 marks	15% 30 marks	15% 30 marks	15% 30 marks	15% 30 marks
Unit 2: Externally Set Assignment 40% of GCSE 80 marks	10% 20 marks	10% 20 marks	10% 20 marks	10% 20 marks
Total Weighting	25%	25%	25%	25%
Total Marks (200)	50 marks	50 marks	50 marks	50 marks



Pupils are given 15 topics in January of their GCSE final (Year 11), and select one.

They will then sit a controlled assessment 10 hour practical exam, based upon this, after the Easter term.

Deadlines:

31st May is the final deadline for all completion of work.

What is expected of the Student?

Students are expected to complete a minimum of 2 hours homework per week.

Students should demonstrate the ability to work creatively with processes and techniques appropriate to the chosen areas of study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, soft sculpture, appliqué and collage.

Textile Design encompasses a very broad range of materials, techniques and processes, including recyclable materials and a growing number of interdisciplinary approaches.

Details of the Exam Specification

WJEC Drama and Theatre Studies 3690

Subject Content

This course is an excellent grounding in scripted and devised performance work combined with creative thinking and contextual understanding of the theatre studies.

How is the Course Assessed?

Unit 1: Devising Theatre (40% of marks)

Students will be marked on ACTING or DESIGN and they will learn how to create, develop and perform a piece of devised theatre. This will focus on *either*;

- Techniques of an influential theatre practitioner such as Brecht or Stanislavski **OR**
- A genre in response to a stimulus (idea) set by the board WJEC

This exam is internally marked by the class teacher and assessed. It will then be sent for external moderation with a DVD recording, portfolio of evidence and an evaluation of the final performance or design.

Unit 2: Performing from a Text (20% of marks)

Students will study two extracts from the same performance text or play.

Students will be marked on ACTING or DESIGN.

This will lead to a performance using both extracts.

This exam is EXTERNALLY marked by a visiting examiner.

Unit 3: Interpreting Theatre (40% of the marks)

This unit is a written exam which is 1 hour and 30 minutes long.

Section A: Set Text

This will involve the student answering a series of questions relating to one set text that they will have studied in detail in lesson throughout the second year of the course.

Section B: Live Theatre Review

Students will have one question to answer in this section. The answer to this question will require analysis and evaluation of a given aspect of a LIVE theatre production which has been seen at some point during the 2 year course.

What is expected of the Student?

Students will need to be committed to attending some rehearsals outside of lessons for both scripted and devised group work alongside a keen interest in seeing live theatre. They must attend several theatre visits to see live performances.

Additional Information

Students do not need a background or training in Drama to access the course, although any experience will be relevant and put into practice.

The wider skills gained from completing a GCSE in this subject include;

- confidence
- self-presentation
- teamwork and collaboration
- time management and organisational skills
- self-awareness
- self-discipline
- an open mind and the ability to move beyond boundaries and experiment with different ideas
- communication skills
- analytical, critical and research skills
- the ability to cope with criticism and learn from it
- stamina

Details of the Examination Specification

WJEC 3800

Equipment useful for the independent learner of GCSE French:

Headphones

Dictionary or App Larousse French dictionary

Subject Content:

Youth Culture

Self and relationships

Technology and social media

Home and Locality

Local areas of interest

Travel and transport

Current Study

School/college life

School/college studies

Lifestyle

Health and fitness

Entertainment and leisure

The Wider World

Local and regional features and characteristics of France and French speaking countries

Holidays and tourism

Customs and traditions

Food and drink

Festivals and celebrations

Global Sustainability

Environment

Social issues

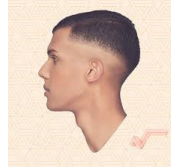
Enterprise, Employability and Future Plans

Employment

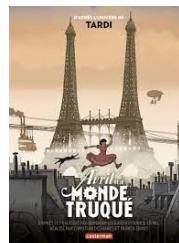
Skills and personal qualities

Post-16 study

Career plans



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Fête de la MUSIQUE



Resources

Each student is issued with a textbook and a grammar and translation workbook to complement the GCSE programme. A rich array of additional materials is also available to enhance individual learning: DVDs, games, readers, magazines, crosswords, puzzles, music, interactive whiteboard, individual pocket posters for essential grammar, subscriptions to modern foreign language websites such as www.linguascope.com and www.1jour1actu.com. KS3 interactive textbooks are available for revision and consolidation online via <https://islofman.itlearning.com>.

How is the Course Assessed?

Units 1, 2, 3 and 4, Speaking, Listening, Reading and Writing, are externally assessed at the end of the two-year programme of study and are each worth 25% of the final qualification.

What is Expected of the Student?

Each student must bring their textbook, workbook and exercise book to all lessons plus a willingness to actively participate in pair and group work and speaking activities.

Details of the Examination Specification

Cambridge IGCSE 0460

Subject Content

The course is divided into 3 main components:

Paper 1 Geographical Themes

Theme 1: Population and Settlement

Theme 2: The Natural Environment

Theme 3: Economic Development

Paper 2 Geographical Skills

This paper tests the ability to interpret and analyse geographical information in a variety of formats, such as; graphs, maps and photographs by applying their understanding from the 3 themes.

Paper 3 Coursework

This is a 2000 word coursework component undertaken in class and for homework. The investigation will be looking at how the features of the River Barrule-Neb change from source to mouth and will involve a 1 day fieldwork visit in the summer term near the end of Year 10.

Resources

The department is well resourced for the course with textbooks for classroom use and fieldwork equipment for investigations in and outside of school. Every student will be provided with an exercise book which they will be required to bring to every lesson.

How is the Course Assessed?

Paper 1 Geographical themes (1hr 45mins)	45% of final grade
Paper 2 Geographical skills (1hr 30mins)	27.5% of final grade
Paper 3 Coursework	27.5% of final grade

Deadlines

Meeting deadlines throughout the course will be extremely important to enable teachers to assess understanding. The coursework deadlines will be arranged during the course and it is imperative that these are met.

What is Expected of the Student?

A genuine interest and commitment to the subject is essential. Keeping up to date with geographical events around the world will improve student's ability to analyse and interpret geographical information and allow them to incorporate up to date facts and figures into their exam answers.

Additional Information

A revision guide for the subject is highly advisable and the opportunity to purchase the recommended book will be given once the course begins.

Details of the Examination Specification

WJEC GCSE (A* to G) in German 3820

Subject Content

The subject content is divided into three broad themes, each of which is divided into sub-themes;

Identity and culture

Youth culture, Lifestyle, Customs and Traditions.

Local, national, international and global areas of interest

Home and Locality, The Wider World, Global Sustainability.

Current and future study and employment

Current Study, Enterprise, Employability and Future Plans.

Resources

Each student is issued with Stimmt! textbook and accompanying workbook, and a General Conversation booklet which form the basic structure around which the programme of study is framed. The German teacher will also draw from a rich array of additional materials to help enhance the learning process: videos, games, readers, magazines, crosswords, puzzles, music, interactive software, etc. In the absence of a German assistant, extra speaking practice will be possible during lunchtimes.

Access to the Internet at home is essential for regular access to the language-learning games on www.linguascope.com and www.memrise.com, as well as the self-checking grammar exercises on www.languagesonline.org.uk. To further develop their listening skills, students are recommended to listen to German music on youtube.com, and also to access the music based listening activities on <https://lyrictraining.com.de/>.

How is the Course Assessed?

The four skill areas of Listening, Speaking, Reading and Writing are assessed in equal weighting at either Foundation or Higher level at the end of Year 11.

Deadlines

All components will be examined at the end of Year 11.

What is Expected of the Student?

An enthusiasm for the German language and culture is absolutely vital, and students should be prepared to undertake independent study to complement class work.

Each student must bring all materials to all lessons and ensure all homework tasks are completed to the best of their ability and on time. A positive attitude, plus a willingness to participate in pair and group work also enhance the learning process and outcome. Attending lunchtime speaking practice sessions will help build the student's confidence for speaking tasks, as well as allowing them to make mp3 recordings of these sessions, which will be very helpful for revision purposes.

Additional Information

All students will be given a folder in which their worksheets and completed written work will be kept. If the student should wish to purchase a dictionary or grammar reference book, the following would be particularly useful:

Details of the Examination Specification

Cambridge IGCSE History: 0470

Paper 1 – International Relations

Part 1: This Unit provides an outline study of History. The content is on international relations and covers many of the main events of the 20th Century. At QEII we shall focus on the period after 1918. It is worth 40% of the marks and will have a 2 hour examination in Year 11.

Key Questions

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?

Part 2: This unit requires the study of governments throughout the Twentieth Century. It gives a national or regional focus to studies in depth, based on events, developments and issues in specified countries or regions. At QEII we shall focus on Germany 1918-1945.

Depth Study:

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany, 1933-45?
- What was it like to live in Nazi Germany?

Paper 2: Source Work Paper

Students answer six questions on one prescribed topic taken from the Core Content.

There is a range of source material relating to the topic. This unit encourages students to develop analysis and evaluation skills in order to reach historical judgements using a range of historical evidence. It is worth 33% of the total mark and will have a 2 hour examination at the end of Year 11.

Topic for the examination in 2020

Were the peace treaties of 1919-23 fair?

Paper 3: Coursework

Students have a choice of either coursework or a single essay question in examination conditions. The intention is for every student to have the option of either coursework or the examination and they will be taught the content of the course at the end of Year 10. Students completing the coursework will then have the summer to work on their coursework, whilst examination students can complete practice examination questions.

Coursework – 27%

One piece of extended writing based on a local study. Students will receive guidance on content and structure in order to complete this piece of coursework.

OR

Examination: 1 hour – 27% Extended writing

Answer **ONE** question on the Depth Study (Germany 1918-1945)

What is Expected of the Student?

IGCSE History is academically demanding, but stimulating. There is only one entry of paper offered, covering Grades A* - G. Good literacy skills are required.

Additional Information

The units will provide plenty of opportunity for investigating a wide variety of sources and issues. We encourage our students to develop their own research and ideas and to try these out in classroom discussion and debate. As such, this subject provides a strong foundation for careers requiring independence of mind.

Details of the Examination Specification

The NPA PC-Passport+ is delivered through the Scottish Qualification Authority across 3 lessons a week.

Subject Content

The aim of the NPA in PC Passport+ is to provide knowledge and skills in using contemporary application packages such as word processing, spreadsheets 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. The qualifications will enable students to develop a range of fundamental IT based knowledge and skills. That knowledge and those skills are directly relevant to the world of business and employment and, as such, are important elements in the portfolio of skills and knowledge which a student takes to the job market.

How is the Course Assessed?

The course is split into four modules: Word processing, Spreadsheets & Presentations and Digital Photography.

Each module will require students to produce a portfolio demonstrating their skills using the software. They will also complete a set task using the software in controlled conditions. Finally, students will need to take a short online test that demonstrates their knowledge and understanding. There are individual unit exams in this subject.

What is Expected of the Student?

While the practical nature of ICT suits many students it should not be considered as an 'easy option'. A high level of ICT proficiency will be required to complete many of the tasks and students must be self-motivated and be able to work continuously to extremely tight deadlines. Students who do not have a keen interest in ICT, or are not prepared to put in the sustained effort, should not choose this option.

What Grades can I get?

Students will either get a Pass or Fail at Level 4 or 5.

Level 4 is the equivalent to a D grade at GCSE.

Level 5 is the equivalent to a B grade at GCSE.

Additional Information

This course is an ideal accompaniment to many other subjects, especially Business Studies, and provides useful skills to prepare students for the world of work.

More information about the NPA in PC-Passport can be found on the SQA website:

<http://www.sqa.org.uk/sqa/38450.html>

Details of the Examination Specification

General Certificate in Manx – Teisht Chadjin Ghaelgagh

This qualification is equivalent to a GCSE Award. It is written and marked in consultation with CCEA, the awarding body of Northern Ireland.

Subject Content

There are four topic areas:

My Ellan – My Island

Traa Seyr – Leisure Time

Scoill, Obbyr as Laghyn Seyrey – School, Work and Holidays

Eggey Vannin Jiu – Manx Society Today

Resources

The Course Organiser will provide all books, sound files and learning materials.

How is the Course Assessed?

Students will complete a minimum of three pieces of coursework in written Manx, one of which is to be presented orally, and another to be written under exam conditions. There is an additional oral exam, a listening paper and a reading paper.

Deadlines:

All tests and coursework should be completed by the end of Term 3.

There are four elements of controlled assessment to be completed during the course. Students are allowed two weeks to complete each task.

What is Expected of the Student?

Students will have studied Manx at Key Stage 3 and have a strong commitment to furthering their knowledge of the language. Extra-curricular lessons may be available.

Additional Information

For additional information please contact Robert Teare

e-mail: Robert.Teare@sch.im

Details of the Examination Specification

Cambridge International IGCSE 0410



Subject Content

IGCSE Music has three main components; performing, composing and appraising music.

How is the Course Assessed?

Component 1

Listening and Appraising (40%)

1hr 15 mins

Written exam based on listening and appraising extracts seen and unseen by the student from a CD recording.

Component 2

Performing Exam (30%)

Coursework

Students will prepare for a performance of 2 parts;

- 1) Solo Performer
- 2) Ensemble Performer

The total time for performance will be between 4-10 minutes.

Component 3

Composing (30%)

Coursework

Students will write two compositions. One will be in the Western Classical Tradition and the other in any style or genre showing good imagination and solid music technique. This will be completed using the music software Sibelius.

What is Expected of the student?

Students are expected to be creative, yet academic in their approach to work, and they must maintain their performance skills in and outside of school. They need to take practical instrumental lessons and have a willingness to take music theory lessons as an extra-curricular option as Grade 5 theory is recommended.

Additional Information

Taking Music IGCSE will give you active skills in communication, teamwork, self-management, performing under pressure, planning, technical skills and critical reflection.

Musical Skills developed within the Course

- Following musical scores and diagrams
- Aural perception of other musical cultures from around the world (These might include: Indonesian, African, Indian, Chinese, Japanese and Latin American)
- Musicianship and technical control of your instrument or voice
- Creativity within composition work
- Music Theory concepts up to Grade 5 standard
- Understanding different musical eras e.g.. Baroque, Classical, Romantic and 20th Century Music



Details of the Examination Specification

Cambridge International IGCSE 0413

Why choose Cambridge IGCSE Physical Education?

The Cambridge IGCSE Physical Education syllabus encourages students to develop:

- knowledge, skills and understanding of a range of relevant physical activities
- an ability to plan, perform and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society
- an excellent foundation for advanced study
- an enjoyment of physical activity

Subject Content

The syllabus provides students with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable students to develop an understanding of effective and safe physical performance.

Students will study all of the following topics:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning. Students will undertake a broad array of physical activities offering great scope and experience.

Resources

The majority of students will undertake their practical assessment and skill training in QEII. However, those students who are involved in individual activities such as competitive Swimming, Gymnastics, Horse Riding etc. may arrange for assessment to be undertaken outside of school. **All** activities will require video evidence of performance against stipulated criteria.

How is the Course Assessed?

All students take two compulsory component:

Paper 1: Theory 1 hour 45 minutes

Students answer all questions

Component 2: Coursework

Students undertake **four** physical activities from at least **two** of the seven categories listed. Internally/externally moderated.

The Theory component accounts for 50% of the total mark for this IGCSE and a great commitment to the theory work is required. The remaining 50% of the course is based upon the practical ability of the student in four chosen activities showing a wide range of physical ability and knowledge of rules, etiquette, etc. Assessment of the course is in the form of a 1 hour 45 minute written paper at the end of Year 11 and continuous assessment of the student's practical ability over the two years in both their normal Games programme and in the IGCSE P.E. lessons.

Deadlines:

All coursework will be covered within normal lessons and agreed deadlines will be recorded in Student Planners.

What is Expected of the Student?

- A commitment to partake in learning both the theoretical and **ALL** practical aspects of the course is necessary for success
- A responsible attitude to punctuality, self-organisation and self-discipline and a willingness to participate in many and various sporting experiences is expected of all students
- All students **must** be involved in an array of competitive sport in QEII High School and play sports or be involved in sports in their own time

Additional Information

The IGCSE course is designed for all students who have a genuine interest in Sport and who are perhaps considering taking the subject beyond IGCSE level for further study or employment. The subject will be taught in co-educational groups for theory and two groups combined for practical. It would be helpful if prospective students have a background of School team participation in order to cope with the practical element of the course.

Details of the Examination Specification

WJEC Religious Studies 3120

We will be exploring core beliefs and values essential to us all over the two years.

From the angle of Philosophical and Ethical Reasoning we will journey through the various Christian and Islamic, and other faith and atheistic responses to the evidence for a created world.

Exploring the nature of humanity – are we free beings with the independence to think for ourselves?

Do we have a soul and if so, what is its nature?

Can and should we describe God?

What do Christians, Muslims, Atheists and others mean by God?

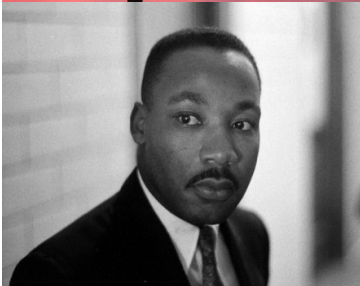
Can we love our neighbour?

Is there an afterlife?

Should we care about the environment?

Are Abortion and Euthanasia acceptable or a basic right?

How can we judge the quality and the sanctity of life?



Subject Content

Unit 1: Religious Responses to Philosophical Themes

Part A - Christianity and Islam - their core beliefs and values

Part B - Christianity, Islam, Non-Religious beliefs and their responses to:

- Life and Death
- Good and Evil

Unit 2: Religious Responses to Ethical Themes

Part A - Christianity and Islam - their core beliefs and values

Part B - Christianity, Islam, Non-Religious beliefs and their responses to:

- Relationships
- Human Rights

Resources

Text book: GCSE textbooks and revision guides based on the highly popular and respected Welsh Board specification.

How is the Course Assessed?

The scheme of assessment consists of two exam papers, one per unit. Each paper is 1 hour and 45 minutes. In each paper there are four structured questions consisting of visual stimuli used as a basis for a series of paragraph and extended writing answers.

Deadlines:

There is no coursework element.

What is Expected of the Student?

This is a stimulating and interesting course requiring an impartial and thoughtful approach. Religious traditions studied reflect the cultural background and interest of the student. Some of the topics are most challenging and require independent research and work.

Additional Information

This course offers a qualification that combines an exploration of religious belief and ethics by way of explanation, reflection, discussion and critical evaluation. It links well with citizenship and personal and social education, social science and the humanities.

To find out more

<http://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gcse-2017/>

will show more detail of the syllabus requirements.

The Support for Learning Team recognises that some students will find it difficult to complete a full programme of GCSE courses at Key Stage 4. They are therefore offering an alternative pathway for a select group of students.

Further information about each of the Support for Learning options is available on request from the Support for Learning team. The options may include Jamie Oliver Home Cooking Skills and a programme of study skills tailored to a student's individual needs.

UCM Courses - subject to change

Details of the Course

UCM offer a number of 2-year vocational courses at Level 1 and 2 following either a Single qualification pathway or a Progression pathway. Students enrolled on these courses will be transported to and from the UCM site.

Single Qualification Pathways courses available:

- Child Development & Care (Level 2)
- Hairdressing & Beauty Therapy (Level 1)
- Hospitality & Catering (Level 1)

Progression Pathway courses available include:

- Technology (Level 1)
- Community (Level 1)

Please note that students choosing the Progression pathway option would also be expected to complete the ASDAN CoPE Award.

SINGLE QUALIFICATION PATHWAY COURSES

Child Development and Care

CACHE Level 2 Award in Child Development and Care

Course Location

Homefield Road Campus

Course Summary

This course is a one GCSE equivalent and forms part of an exciting new offer to students in the Isle of Man. It is suitable for those who want to work at assistant level for example as a nursery assistant, pre-school assistant or crèche assistant. This course is assessed through one external multiple choice examination and coursework.

Course Content

The qualification has 3 components that focus on the assessment of knowledge, skills and practices in the health and social care sectors. The three components are:

- An introduction to working with children aged 0-5 years
- Development and well-being 0-5 years
- Childcare and development 0-5 years

Progression

You will be well prepared to make informed choices about further learning generally, or about employment opportunities. You might like to progress to a higher level course like A Levels or UCM's Level 3 provision, from which students have progressed to employment in early years settings as well as higher education (University courses) in Childcare, nursing, midwifery, occupational therapy etc.

N.B. To be accepted onto this course, you should expect to gain a Level 5a in English by the end of Year 9. Please speak to your English teacher if you are unsure what your projected level is.

UCM Courses

Hairdressing & Beauty Therapy

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

Course Location

Homefield Road Campus

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. This course is assessed through coursework.

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
- Make up
- Nail Art
- Plaiting and twisting
- Basic manicure
- 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.



UCM Courses

Hospitality and Catering

City & Guilds Level 1 qualification in Hospitality and Catering (7107-03)

Course Location

Homefield Road Campus

Course Summary

This programme is a sound and beneficial introduction to Hospitality and Catering as a career choice. You will discover the variety of employment types the industry offers; develop the practical skills required, and investigate the materials, ingredients and equipment used to fulfil the various roles. This course is assessed through coursework.

Course content

The course requires students to demonstrate knowledge and understanding of:

- Introduction to the Hospitality industry
- Customer service in the Hospitality industry
- Introduction to healthy eating
- Basic food preparation
- Basic cooking

Progression

Upon completion of the qualification, and depending upon Mathematics and English grades achieved, you may progress to employment or further study in Hospitality either full time or an apprenticeship. Alternatively, you may wish to undertake a related course such as Business.



UCM Courses

PROGRESSION PATHWAY COURSES

This route has two different pathways and a student will select one pathway. You will undertake all five courses in your chosen pathway over the two years. Each ten-week module leads to a formal qualification or a skills assessment that is taken by the student independently. If you are successful and complete a Vocational route, you will be issued with your own UCM passport which will guarantee you a place on a full time course at UCM when you are 16.

Pathway one: Technology

- NCFE Level 1 Award Forensic Science
- City & Guilds Level 1 Award in Construction Skills 6128-22
- City & Guilds Level 1 Award Environmental Awareness 7530-01
- NCFE Level 1 Award Robotics
- Young driver awareness: responsibilities and motor vehicle maintenance

This could open up a future career as a Computer Programmer, Paramedic, Aircraft Mechanic, Architect or Builder.

Pathway two: Community

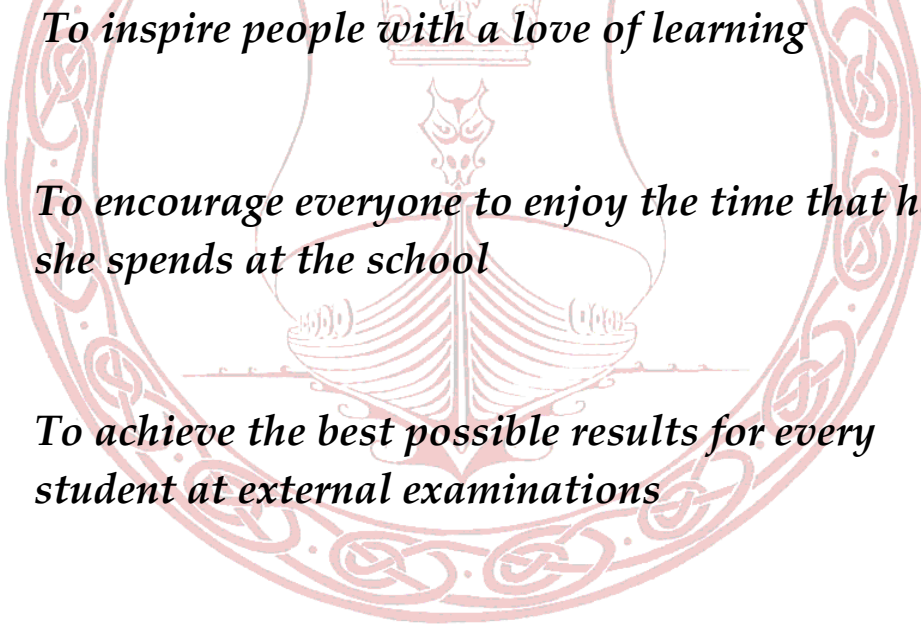
- Community Crafts (NCFE Entry (3) Award in Creative Craft)
- Level 1 Qualification in Sports Leadership (Sports Leaders UK)
- City & Guilds Level 1 Certificate in Fundraising 7716-10
- NCFE Level 1 Award in Volunteering
- Young driver awareness: responsibilities and motor vehicle maintenance

Do you see yourself as a future Nurse, Personal Trainer, Teacher, Midwife or Firefighter? This route could help you decide.

Note: Individual modules are subject to change.

If you would like further information, please contact the 14-16 Programme Coordinator, on 648200 or email schools@ucm.ac.im.

Gleck dty share dy kinjagh

- 
- L** *To inspire people with a love of learning*
- E** *To encourage everyone to enjoy the time that he or she spends at the school*
- A** *To achieve the best possible results for every student at external examinations*
- R** *To recognise and develop the contribution of each person and to encourage an ethos of mutual respect*
- N** *To nurture and develop the talents of every person as fully as possible*