

Key Stage 4

Information

Brochure

2017

At Heathermount School we endeavour to provide a broad and balanced curriculum that offers a range of opportunities for all our students. Foremost in our minds, whilst developing this offer, is to maximise student engagement and attainment. Our curriculum framework at Key Stage 4 seeks to develop the talents of all students and continues to build on the knowledge and skills they have already developed in key subject areas, allowing for progression through to Post 16 study and beyond.

This brochure, in conjunction with the information available at the Key Stage 4 information meetings, is central to the process that will lead to your son or daughter making the best possible choices regarding the subjects he or she wishes to take in the future.

The compulsory curriculum will include:

CORE CURRICULUM (Mandatory)

- English GCSE / Functional Skills
- Mathematics GCSE / Functional Skills
- GCSE Science
- ECDL
- Essential Skills
- Philosophy and Ethics
- Citizenship/PSHE (Personal, Social, Health and Education) *
- Physical Education *

*Please note the PE and Citizenship/PSHE/RS curriculum are core subjects. However these we have not attached GCSE qualifications to them.

OPTIONS

To ensure that a broad and inclusive curriculum is offered, students have the opportunity to select a further three subjects to study from the list below:

- Art
- Business Administration
- Computer Science (New for 2017)
- Drama
- History
- Horticulture
- Hospitality and Catering
- Project
- Skills for working life
- ASDAN—Selected programmes for individual Students

Our Key Stage 4 curriculum will be taught over 3 years. For some of our courses, the first year will allow the students to develop their skills before embarking on the GCSE. For other courses, students will begin their GCSE immediately. Year 3 will then be a year where students can improve their final grades. It is important that the choices you make are informed, please take time to read this booklet, speak to the teachers within the areas.

General Information on GCSE's

From September your son or daughter will be embarking on their GCSE English, Maths and Science courses or equivalent.

Over the last couple of years education has seen several changes, one of which affects GCSE's. From September 2015 GCSEs in Maths and English have been given new numerical grades from 1 - 9, with 9 being the top grade.

The new grading structure will be applied to other GCSE subjects in 2018 and 2019.

Subjects may offer one or two tiers of entry:

Where there are two tiers of entry available, there will be a Higher and Foundation paper

The Higher tier gives access to achieving grades A* to D

The Foundation tier gives access to achieving grades C to G

A grade 4 will be equivalent to a present grade C

A grade 7 will be equivalent to a present grade A.

Foundation covers grades 5, 4, 3, 2, 1 (U)

Higher covering grades 9, 8, 7, 6, 5, 4, (3), (U)

Expectations of our students

- These achievements are only possible with the hard work of students, support of parents and the dedicated staff at Heathermount School.
- Students and staff will be on time for all sessions.
- We expect students to have positive attitudes to learning, to want to learn and improve and to be actively involved in the process.
- Students and staff will have the correct equipment.

Subject: ENGLISH GCSE

Course Details

English provides the foundation for every single subject you study and every interaction you have.

Offering a skills based approach, this specification is ideal for those who want to explore a range of literary and language topics Suitable for all abilities, students are expected to: investigate and analyse language experiment and use language creatively.

Purpose and Aims of Study

The first year will be an introductory year where your son or daughter will be given further skills to ready themselves for the GCSE qualification.

Subject content

- 1 Explorations in creative reading and writing
- 2 Writers' viewpoints and perspectives

Level: GCSE

Examining Board: AQA

Duration: 3 Years

Specification Code: 8700

Awarding Body website:
www.aqa.org.uk

Assessment Details

For the award of the GCSE in English Language students must offer all three assessments

Paper 1: Explorations in Creative Reading and Writing—Fiction writing

Section A: Reading • one literature fiction text

Section B: Writing • descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives - Based on 19th and 21st century non-fiction

Section A: Reading • one non-fiction text and one literary non-fiction text

Section B: Writing • writing to present a viewpoint

Two written exams

1 hour 45 minutes

Non-examination Assessment: Spoken Language

- presenting
- responding to questions and feedback

Independent Learning

www.aqa.org.uk—Select resources for students

Subject: GCSE Mathematics

Course Details

Mathematics is a very versatile subject and a key skill in life.

Each student will take their exam papers in the same year. The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry (foundation or higher) and must be completed in the same assessment series.

- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour 30 minutes long.
- Each paper has 80 marks.

The content outlined for each tier will be assessed

Level: GCSE 9-1

Examining Board: AQA

Duration: 3 years

Specification Code: 8300

Purpose and Aims of Study

The aims of the GCSE Mathematics course are to:

Develop fluent knowledge, skills and understanding of mathematical methods and concepts.

Acquire, select and apply mathematical techniques to solve problems

Reason mathematically, make deductions and inferences and draw conclusions.

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment Details:

At Heathermount students will be taught:

- Number
- Algebra
- Ratio, Proportion and rates of change
- Geometry and measures
- Probability

Independent Learning

<http://hegartymaths.com/> There are tutorials on everything and also some full practice exam papers with accompanying solutions

[Maths-aids.com](http://maths-aids.com/) / [Math-drills.com](http://math-drills.com/)

<http://corbettmaths.com/> Under the revision tab, choose 'Quizlet Flashcards', opens a variety of revision activities.

Subject: FUNCTIONAL SKILLS

Course Details:

Fundamental applied skills in Maths, English and ICT, with a particular focus on problem-solving and being to apply these skills effectively in real situations.

Purpose and Aims of Study

Functional Skills qualifications are available across five levels (Entry 1 to Level 2), and are completed in a wide range of college, community and work-based settings.

Functional Skills are the fundamental applied skills in English and Information and Communication Technology (ICT) that help people to gain the most from life, learning and work. These provide students with the necessary skills needed by adults in these areas to enable them to function successfully in the wider world.

Sub Topics:

English
Maths
ICT

Level:

Entry 1
Entry 3
Level 1
Level 2

Examining Board:

City and Guilds

Duration: 1 to 2 Years
(per level)

Specification Code: 3748

Assessment Details

The Functional Skills qualifications are intended to support Students as they seek to improve their literacy and ICT skills. Achieving these qualifications should increase confidence and motivation. The skills they gain will be valuable in the workplace or in any further learning.

Where appropriate, students may progress through the levels (Entry 1, Entry 2, Entry 3, Level 1 and Level 2) in each functional skill area.

All Entry level assessments are externally set by City & Guilds, with internal (centre) marking and internal/external verification.

All Level 1 and Level 2 Functional Skills qualifications are externally set and externally marked by City & Guilds, with the exception of the Speaking, Listening and Communication component within Functional Skills English.

For Functional Skills English the qualification is made up of three assessment components:

- Speaking, Listening and Communication
- Reading
- Writing

Independent Learning

Free Functional Skills resources

OUP - Free Functional Skills English resources

Subject: Science – GCSE COMBINED SCIENCE: SYNERGY

Course Details

Combined science provides the foundations for understanding the material world. Students gain an insight into how science works and an appreciation of its relevance to their everyday lives.

This qualification is linear. Linear means that students will sit all their exams at the end of the

Purpose and Aims of Study

We believe that science has something to offer every student, and that everyone needs some level of relevant scientific understanding. That's why we have used a suite of science qualifications for Key Stage 4 from AQA – so that students of all abilities and all aspirations can realise their potential.

The qualification is split into two main sections, which contain connections between areas of biology, physics and chemistry that sit together as part of good science.

Level: GCSE

Examining Board: AQA

Duration: 2/2 years

Specification Code: 8465

Awarding Body website:
www.aqa.org.uk

Assessment Details

Both sections include topics that draw together and apply key concepts. Examples in Life and environmental sciences include Radiation and risk and The Earth's atmosphere. An example in Physical sciences is Resources of materials and energy,

Four Written exams: 1 hour 45 minutes

Foundation or Higher Tier

Questions—Multiple choice, structured, closed and open short answer questions,

Independent Learning

AQA website—<http://www.aqa.org.uk/subjects/science> - work through past papers and use mark schemes and examiner reports

<http://my-gcsescience.com/>

<http://www.s-cool.co.uk/gcse>

<http://www.creative-chemistry.org.uk/gcse/>

<http://www.mastmindingmolecules.org/>

Subject: EUROPEAN COMPUTER DRIVING LICENCE (ECDL)

Course Details

We live in a world of technology and need to know how to use it

ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning.

Level:

Level 1
Level 2
Level 3

Examining Board: BCS

Duration: 3 Years

Purpose and Aims of Study

Levels available are:

Entry Level – Basic level qualifications which provide an introduction to a subject

Level 1 – Equivalent to GCSE grade G-D

Level 2 – Equivalent to GCSE grade C-A*

Additional qualification: e-safety

This qualification runs alongside their main ECDL qualification and focuses on four main areas: four main areas:

- The benefits and risks of using the internet.
- How to report and respond to e-safety issues.
- How to protect yourself and your computer online.
- The legal issues of downloading from the internet.

Assessment Details

These world-recognised ICT qualifications develop the students skills the levels in the following units of study.

Level 2

- ECDL IN Schools – Word processing, Spreadsheet software, Presentation software, Improving Productivity

These skills are invaluable in all places of work and the qualifications are recognised across the world.

Independent Learning

Barclays Life Skills
ECDL PowerPoint Unit Lessons

Subject: ESSENTIAL SKILLS

Course Details:

This qualification is for students who want to participate in work experience and are looking to build on their life skills and experience.

Purpose and Aims of Study

These qualifications recognise the generic employability and personal development skills that help students to look for, obtain and maintain employment.

In particular, they develop key personal skills, qualities and attitudes required by employers across all vocational sectors.

Types

Awards
Certificates
Diplomas

Levels

Level 1
Level 2

Examining Board:

City and Guilds

Duration: 2 Years

Specification Code: 5546

Assessment Details

These qualifications are aimed at anyone who wants to live a more independent life, progress in education and / or their employment prospects; get into a job, develop on the job or move onto the next job, as they progress along the career ladder.

The qualifications support individuals in learning and developing the key skills, qualities and attitudes, which are wanted by all employers.

The qualifications have been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market, also meeting the needs for study programmes, traineeships and Techbacs.

These qualifications can assist Students' chances of progressing in education and gaining employment in any industry.

To enable students to progress in vocational settings we have arranged a variety of work placements for the students to be able to experience the relevant personal skills required

Independent Learning

Practice transferable skills

Subject: PHILOSOPHY AND ETHICS

Course Details

This course will give students the knowledge and understanding of units from the Entry Level Religious Studies syllabus, enabling them to function in a multicultural society.

Level: Entry level

Examining Board: AQA

Duration: 1 Year

Awarding Body website:
www.aqa.org.uk

Purpose and Aims of Study

For students to take small steps to an achievement using a unit-based approach. Developing the basic core skills embedded within. With the opportunity to progress towards GCSE Religious Studies where appropriate.

This course will give students the knowledge and understanding about two units from the Entry Level Religious Studies syllabus enabling them to function

<http://www.aqa.org.uk/programmes/unit-award-scheme/units/links-with-aqa-qualifications/entry-level-certificate-elc>

Assessment Details

Students will study and sit an internal and external exam the two of the following units:

- A13 – Hinduism
- B1 – Religion and Citizenship

Students will also have the opportunity to study the following units as a supplementary:

- A8 – Islam.
- A10 Judaism

Independent Learning

<http://www.aqa.org.uk/programmes/unit-award-scheme/about>

Subject: Citizenship / PSHE

Course Details

This qualification provides a range of opportunities to develop students' functional skills and personal learning and thinking skills (PLTS).

It also allows opportunities for developing citizenship knowledge, skills and understanding of our local communities and wider society.

Purpose and Aims of Study

Personal and social development within this course supports and actively teaches the skills which will enable students to participate fully in the experiences open to them.

Progression and attainments will be ascertained from demonstration, focusing on active learning and student participation .

Level: Entry level

Examining Board: AQA

Duration: 1 Year

Awarding Body website:
www.aqa.org.uk

<http://www.aqa.org.uk/programmes/unit-award-scheme/units/links-with-aqa-qualifications/entry-level-certificate-elc>

Assessment Details

Candidates with support must submit a portfolio of evidence of any of the four units below for an Award and any seven units for a Certificate. Each unit is available at each of the five levels. (Entry 1 to Level 2)

- Unit 1: Personal Action Planning
- Unit 2: Drugs Education
- Unit 3: Sex and Relationship Education
- Unit 4: Personal Finance
- Unit 5: Emotional Wellbeing
- Unit 6: Healthy Lifestyles
- Unit 7: Making Informed Career Choices
- Unit 8: Applying for Jobs and Courses
- Unit 9: Relationships, Behaviour and Practices in the Workplace
- Unit 10: Personal Safety

Independent Learning

<http://www.aqa.org.uk/subjects/work-and-life-skills/qcf-award-and-certificate/personal-and-social-education-5800>

Subject: PE

Course Details

A high-quality Physical Education curriculum inspires all Students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for Students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Level: non-examination

Duration: 3 Years

<http://www.aqa.org.uk/programmes/unit-award-scheme/units/links-with-aqa-qualifications/entry-level-certificate-elc>

Purpose and Aims of Study

Students will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Assessment Details

Students will learn to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis).
- Develop their technique and improve their performance in other competitive sports, (for example, athletics and gymnastics), or other physical activities [for example, dance).
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances, compare them to previous ones and demonstrate improvement across a range of physical activities in order to achieve their personal best.

Independent Learning

Subject: Art

Course Details

Art and design offers the opportunity to learn about visual communication and expression. The qualification features a wide range of titles including Art, craft and design, Fine art, Graphic communication, Textile design, The flexibility of its design means you can tailor your course to your students' interests and your school's strengths.

Purpose and Aims of Study

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Level: Entry 3, Level 1, GCSE 8201

Awarding Body: AQA

Duration: 3 Years

Awarding Body website:

www.aqa.org.uk

Entry 3

<http://www.aqa.org.uk/programmes/unit-award-scheme/units/links-with-aqa-qualifications/entry-level-certificate-elc>

GCSE

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

Assessment Details

Component 1: Portfolio - Students choose one or more of the titles below for study.

- Art, craft and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography.
- A portfolio is required that must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. There is no time limit, it is 60% of GCSE

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it's assessed—Preparatory period followed by 10 hours of supervised time 40% of GCSE

Independent Learning

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/>

Subject: BUSINESS ADMINISTRATION

Course Details

From learning to carry out basic administrative tasks to gaining higher level support skills, these qualifications include a wide range of units to meet the needs of Students and employers.

They are also required components of the Level 2 and 3 Apprenticeships in Business and Administration.

Purpose and Aims of Study

These qualifications in Business and Administration are for students who want to work in administrative support roles in public or private sector organisations, or students who want to improve their administrative and supervisory skills.

The Award and Certificate in Business and Administration meet the needs of candidates who work or want to work in an administrative support role.

Types

Awards
Certificates
Diplomas

Levels

Level 1
Level 2

Examining Board:

City and Guilds

Duration: 2 Years

(Option for 1 more year)

Specification Code: 4428

Assessment Details

At Heathermount students will be taught:

- The foundation unit covers essential skills and knowledge related to working in a business environment which can be transferred to any type of organisation and industry. These help understanding of the need for social skills and how to communicate.
- The student will learn how to follow work procedures and carry out routine administrative tasks such as photocopying, word processing and different forms of communication.
- The qualification then builds on these skills and provides the student with broader opportunities to develop the skills in a real world context and learn how to deal with real world problems in relation to the workplace.

Students will begin studying the Award qualification and then move to the Certificate. To achieve students will need to earn the following:

Award – 9 units, Certificate – 15 units, Diploma – 37 units.

Independent Learning

BBC - Learning - Business Studies

Subject: Computer Science

Course Details

Purpose and Aims of Study

There is a world out there bursting with invention and opportunities, 90% of it is driven by a computer

GCSE in Computer Science encourages Students to:

Understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation.

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so

Think creatively, innovatively, analytically, logically and critically.

Examining Board:
WJEC

Duration: 2 Years
(Option for 1 more year)

Specification Code:
Teaching from 2017
Exam 2019

Assessment Details

Unit	Topic	Assessment Type	% of final grade
Computer Systems	Systems architecture Memory Storage Networks System security Systems software Moral, legal, cultural concerns	External Examination 1 hour 30 minutes written exam	40
Computational Thinking, Algorithms and Programming	Algorithms Programming techniques Producing robust programs Computational logic Translators and facilities of languages Data representation	External Examination 1 hour 30 minutes written exam	40
Programming Project	Programming project including elements of analysis, design development and testing.	Controlled assessment 20 hours	20

Independent Learning

http://www.wjec.co.uk/qualifications/computer-science/r-computer-science-gcse-2017/wjec-gcse-computer%20science-sams-from-2017-e.pdf?language_id=1

Subject: DRAMA

Course Details

The LAMDA Level 1 Award in Performance: Acting is designed to enable Students to develop basic acting skills. Students will perform two scenes from memory, audibly and clearly.

The LAMDA Level 2 Award in Performance: Acting is designed to enable Students to develop a range of acting skills. Students will perform two scenes from memory. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated. Students will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills.

Level: 1 and 2

Examining Board: LAMDA

Duration: 2 / 3 Years

Purpose and Aims of Study

LAMDA Graded Examinations in Performance: Acting is designed to develop the skills necessary to communicate dramatic text to an audience.

Students who prepare themselves appropriately will develop:

- Interpretative skills
- Technical skills

Assessment Details

Content of Study includes

1. Interpretative skills

The students (s) will be required to explore style, form, character, subtext and context in order to realise the specific demands of the text, engage with character and situation in order to create a sense of reality.

2. Technical skills

The students (s) will be required to:
Develop skills in voice, diction and movement.

3. Knowledge of the performance process

The students (s) will be required to know and understand the chosen selections know and understand the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht or Jerzy Grotowski

Independent Learning

Students are expected to:
Learn lines
Research characters

Subject: HISTORY

Course Details

History is a highly respected qualification showing that students have advanced skills in the research, analysis and presentation of key ideas.

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

Purpose and Aims of Study

This has been designed to build on work undertaken at Key Stage 3.

The specification has been developed with reference to National Curriculum Attainment Targets and GCSE subject criteria for History.

It can be used in conjunction with any GCSE History specification, particularly those offered by AQA. It therefore offers opportunities for Entry Level students to work alongside those following a GCSE

Level: GCSE

Examining Board: AQA

Duration: 2 Years
(Option for 1 more year)

Specification Code: 8145

Awarding Body website:
www.aqa.org.uk

Assessment Details

Paper 1: Understanding the modern world.

Paper 2: Shaping the nation course has 25 per cent controlled assessment.

The GCSE History content comprises of the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

In Section A there is a choice of **four** period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

Independent Learning

<http://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>

Subject: HORTICULTURE

Course Details

Focusing upon the fundamental practical skills in Horticulture, the students will be able to learn skills such as planting out, preparing ground, pruning, using a mower, maintaining turf or constructing a path.

Purpose and Aims of Study

The Award, Certificate and Diploma in practical Horticulture are programmes of work-based training and assessment leading to nationally recognised qualifications

They aim to:

- meet the needs of students who work or want to work in the Horticulture sector.
- allow students to learn, develop and practise the skills required for employment.

Types

Awards
Certificates
Diplomas

Levels

Entry 3
Level 1
Level 2

Examining Board:

City and Guilds

Duration: 2 Years
(Option for 1 more year)

Specification Code: 7573

Assessment Details

At Heathermount students will be taught:

Level 1

- Introduction to horticulture and a basic understanding of the work involved in the horticulture industry, including the various options available - enough to succeed in a job in the sector or move on to further study.

Level 2

- Students have some knowledge and basic skills in the horticulture industry. This provides the opportunity to increase skills and gain a formal qualification, allowing more responsibility at work or move on to further study.
- Students progress from a short Award, a longer Certificate or an in-depth Diploma.

In order to achieve:

Award, students will need 6 units.

Certificate it is 22 units,

Diploma it is 37 units.

Independent Learning

Living Colour: Horticultural visit worksheets
Printable English & literacy resources

Subject: HOSPITALITY AND CATERING

Course Details

These qualifications will help you in the hospitality sector. You'll learn about many aspects of the industry and gain valuable practical and teamwork skills. These qualifications cover various routes, including cookery, food service, front office, housekeeping and the industry as a whole.

Purpose and Aims of Study

Hospitality and Catering provides Students with skills in specialist areas of expertise. Areas range from professional cookery, customer service and food and beverage service to management and leadership.

Awards / Certificates and Diplomas in Hospitality and catering Entry 3—level 2

Hospitality and catering

Types

Awards
Certificates
Diplomas

Levels

Entry 3
Level 1
Level 2

Examining Board:

City and Guilds

Duration: 2 Years
(Option for 1 more year)

Assessment Details

At Heathermount students will be taught:

- To develop knowledge and skills towards independent living and learning, encourage to learn.
- Develop and practise basic catering and food safety skills required for employment and/or career progression in the hospitality sector.
- Provide valuable accreditation of skills and knowledge for students, without requiring or proving occupational competence.

These qualifications may be suitable for students seeking to progress onto GCSE and level 1 / 2 / 3 Diploma qualifications.

To enable students to progress we have set assessment dates throughout the year that are all planned and executed by our Catering Team.

Independent Learning

DT is fun
BBC - GCSE Bitesize

Subject: PROJECT

Course Details

The Foundation level (Level 1) is a versatile Project Qualification providing opportunities to engage and motivate all Students with different capabilities. It can be offered as a stand-alone qualification, a compulsory element of a Level 1 Diploma, or as an extension of other Level 1 qualifications or vocational qualifications, such as Modern Apprenticeships.

Our Higher Project Qualification (level 2) allows students to discover the joys of independent learning, take responsibility for their own study and develop new life and study skills.

Level: Level 1 and level 2

Examining Board: AQA

Duration: 3 Years

Specification Code:

7991 / 7992

Awarding Body website:

www.aqa.org.uk

Purpose and Aims of Study

The Project Qualifications, including the Extended Project Qualification (EPQ) are stand-alone qualifications that help students develop broader study skills, offering a route into further and higher education and employment.

Together, they offer students a way of acquiring sophisticated study skills and a route into Higher Education and employment.

During the process, students develop as independent, reflective Students and acquire knowledge and transferable skills that are invaluable for further study and the workplace.

Assessment Details

There are three levels of Project qualifications:

- Level 1 Foundation,
- Level 2 Higher
- Level 3 Extended.

When completing a Project qualification, students follow a clearly structured process: they plan, research their topic and create a product. The product of their project can be in one of three formats:

- a research-based written report
- a production* (e.g. charity event, fashion show, sports event etc.)
- an artefact (e.g. a piece of art, a computer game, a realised design).

This work is all recorded in their Production Log and, finally, students deliver a presentation.

Independent Learning

<http://www.aqa.org.uk/subjects/projects/aqa-certificate/PQ1-7991/past-papers-and-mark-schemes>

Subject: SKILLS FOR WORKING LIFE

Course Details

These qualifications are aimed at anyone looking to develop a wide range of personal, interpersonal and work related skills.

Purpose and Aims of Study

The qualifications have been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market. Also to meet the needs for study programmes, traineeships and Techbacs.

Skills for working life

Types

Awards
Certificates
Diplomas

Levels

Entry 1
Entry 2
Entry 3

Examining Board:
City and Guilds

Duration: 3 Years

Specification Code: 4807

Assessment Details

The purpose of these qualifications is to provide an opportunity for Students to have their achievements, however small, recognised. The qualification would be suitable for Students who are not yet able to achieve a qualification at Certificate level.

The award would be suitable for Students of all ages wishing to have bite sized achievements recognised and to act as a stepping stone to further credit and possibly a certificate sized qualification at Entry Level.

- Award in Skills for Working Life (Entry 3) 500/6558/0
- Certificate in Skills for Working Life (Entry 3) 500/6550/6
- Diploma in Skills for Working Life (Entry 3) 500/6556/7
-

The aims include some or all of the following:

Assist Students in personal and work related skills which could provide opportunities for further learning and the achievement of more credit.

Provide opportunity for progression to a larger qualification (Certificate or Diploma) at Entry Level and potentially to Level 1

Independent Learning

Practice of transferable skills

Subject: ASDAN

Course Details

These courses have been developed for Students with moderate, severe, complex, profound or multiple learning difficulties, working between P Levels 1-8.

Level: Pre Entry

Duration: 3 Years

Purpose and Aims of Study

Certificated programmes provide a real-life context to reward achievement and promote the development of personal, social, independent , ICT and work-related skills.

Students will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Exam Board and Syllabus

ASDAN

<http://www.asdan.org.uk/courses/programmes/preparing-for-adulthood>

Assessment Details

We are very flexible to the individual needs and abilities of our students and therefore modules are selected to suit them. Modules include: Numeracy and Literacy, Horticulture, Catering for Self and Basic Computing.

Students are continually assessed in several ways.

- We reward a range of learning styles and contexts.
- We celebrate the diversity of multi-talented young people.
- We support the development of skills for learning, skills for employment, and skills for life.
- We encourage, engage and motivate Students.
- We promote active and experiential learning.
- We make learning relevant and transferable.

Independent Learning

Students are encouraged to practise skills that they have been taught within the sessions in the home environment.