

**Maria Fidelis**  
Catholic School FCJ

**Entry Level  
Qualifications  
Booklet 2021**

## **WJEC ADDITIONAL ENGLISH ENTRY LEVEL 2**

Additional English is assessed purely through a series of internal assessment tasks.

**There are no examinations for this qualification.**

*We have selected tasks that reflect English skills being developed in the classroom as well as ensuring the tasks are enjoyable and engaging for all learners.*

*The combination below gives students a total of **9 credits** which will secure them an **Entry Level 2 award**. We have the option to extend these to 'certificate' level 2 or up to level 3 for individual learners.*

### **Task 1. Exploring Shakespeare – Macbeth**

**‘How do Banquo and Macbeth react after meeting the witches? How does this make you feel about each of them?’**

This unit aims to enable learners to demonstrate knowledge of a play by Shakespeare and their knowledge and understanding of literary texts

Criteria for this assessment:

- ✓ identify main events that occur in a play by Shakespeare
- ✓ outline what happens in an event chosen from a play by Shakespeare
- ✓ state how Shakespeare makes an audience feel in an event in a play by Shakespeare
- ✓ make simple references to an event in a play by Shakespeare
- ✓ name main characters in a play by Shakespeare
- ✓ describe how a character in a play by Shakespeare behaves
- ✓ state how Shakespeare presents a character in a play

### **Task 2. Creating Narratives**

**‘Create a story and describe the characters/setting used’**

This unit aims to enable learners to communicate experiences from different points of view and demonstrate understanding of different points of view,

Criteria for this assessment:

- ✓ create a storyline
- ✓ describe a character using adjectives
- ✓ describe a setting using adjectives
- ✓ plan a narrative that has a beginning and an ending
- ✓ sequence ideas

### **Task 3. Exploring Narratives**

**‘What happens in Roald Dahl’s story, Lamb to the Slaughter? What elements of a narrative does it have?’**

This unit aims to enable learners to demonstrate knowledge of narratives taken from a range to include novels, short stories or media texts.

Criteria for this assessment:

- ✓ study at least two texts
- ✓ know key elements of narratives
- ✓ identify main components of narratives
- ✓ identify where narratives are set
- ✓ understand how narratives appeal to an audience
- ✓ identify an audience for narratives
- ✓ know events that occur in narratives
- ✓ identify main events that occur in narratives
- ✓ outline what happens in an event that occurs in narratives

## Entry Level Certificate in Mathematics

### Exam Board

Edexcel Entry Level Certificate in Mathematics (NMA0)

### Assessment

The Pearson Edexcel Entry Level Certificate in Mathematics qualification is available at Entry Level 1, Entry Level 2 and Entry Level 3.

- Entry Level 2 (EL2) content subsumes the content of Entry Level 1 (EL1).
- Entry Level 3 (EL3) content subsumes the content of EL2 and EL1.
- The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3.
- Students must complete all their assessment at the same Entry Level.
- Externally-set tests/tasks, administered and marked by the centre and moderated by Pearson.
- There is no set time for when each test/task is completed or how long the student takes to complete each test.
- Students should answer all questions.
- Tests will assess mathematical techniques. The tests consist of closed-response, graphical and short-open-response questions.
- Tasks will assess communication and problem-solving skills. The tasks consist of short-open-response questions based on practical skills tasks.
- Calculators may not be used in the tests but can be used in the tasks, with the exception of the Entry Level 3 Calculator test.
- Students must complete the test(s) and task for the Entry Level that they are entered for. There will be three tests and three tasks available for each Entry Level.

### Entry Level 1 assessments

Content overview – for test and task	
<ul style="list-style-type: none"><li>• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Equipment</li><li>• Geometry: 2D shapes; 3D shapes; Position, movement and pattern</li><li>• Measures: Units; Measuring instruments</li><li>• Statistics</li></ul>	
Component 1: Test	Component 2: Task
<b>60% of the qualification</b> <b>12 marks</b>	<b>40% of the qualification</b> <b>8 marks</b>

### Entry Level 2 assessments

Content overview – for test and task	
<ul style="list-style-type: none"><li>• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations; Equipment</li><li>• Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles</li><li>• Measures: Units; Measuring instruments</li><li>• Statistics</li></ul>	
Component 1: Test	Component 2: Task
<b>60% of the qualification</b> <b>18 marks</b>	<b>40% of the qualification</b> <b>12 marks</b>

## Entry Level 3 assessments

Content overview – for calculator and non-calculator tests	
<b>Can appear on either or both tests</b> <ul style="list-style-type: none"> <li>Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations</li> </ul>	
Can appear on the non-calculator test	Can appear on the calculator test
<ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Numbers: Equipment</li> <li>Ratio and proportion</li> <li>Geometry: Perimeter and area</li> <li>Measures: Units; Measuring instruments</li> </ul>
Component 1: Non-calculator test	Component 2: Calculator test
<b>36% of the qualification</b> <b>18 marks</b>	<b>24% of the qualification</b> <b>12 marks</b>
Content overview – for task	
All Entry Level 3 content can be assessed in the task.	
Component 3: Task	
<b>40% of the qualification</b> <b>20 marks</b>	

## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge with increasing speed and accuracy
- reason mathematically by following a given line of enquiry, conjecturing relationships and generalisations, and developing an argument or justification making use of mathematical language
- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Full details of the content are outlined in the exam board specification which can be found using the link below <https://qualifications.pearson.com/content/dam/pdf/Entry%20Level%20Certificate/Mathematics/2017/specification-and-sample-assessment/9781446932995-entry-level-mathematics-spec.pdf>

## Assessment Objectives

Students must:		% in Entry Level Certificate
<b>AO1</b>	Use and apply standard techniques	60
<b>AO2</b>	Reason, interpret and communicate mathematically	25–30
<b>AO3</b>	Solve problems within straightforward contexts	10–15
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Entry Level 1				
Component 1: Test	60	0	0	60
Component 2: Task	0	25–30	10–15	40
Total for Entry Level Certificate	60%	25–30%	10–15%	100%
Entry Level 2				
Component 1: Test	60	0	0	60
Component 2: Task	0	25–30	10–15	40
Total for Entry Level Certificate	60%	25–30%	10–15%	100%
Entry Level 3				
Component 1: Non-calculator test	36	0	0	36
Component 2: Calculator test	24	0	0	24
Component 3: Task	0	25–30	10–15	40
Total for Entry Level Certificate	60%	25–30%	10–15%	100%

## Level of achievement

At each Entry Level, the marks for the externally-set tests and tasks are combined to give a maximum total mark.

- For Entry Level 1, the total mark is 20.
- For Entry Level 2, the total mark is 30.
- For Entry Level 3, the total mark is 50.
- The pass mark for each Entry Level is 70%. The level of achievement is given below:

Level	Minimum total marks required
Entry Level 1	14/20
Entry Level 2	21/30
Entry Level 3	35/50

- The total marks awarded for the externally-set test(s) and task will be used to determine the level of achievement.
- Students are required to complete one test and one task for Entry Level 1 and Entry Level 2.
- Students are required to complete two tests and one task for Entry Level 3.
- The student's total mark must equal or exceed the minimum total mark required, to achieve that particular Entry Level, as shown in the table above.
- If work submitted by students on any of the externally-set tests or tasks is inadequate or incomplete, students are allowed (at the discretion of the centre) to retake a different test or task.
- Students are not allowed to retake the same test or task.

## Support available in school

- Unit tests are used throughout the year to assess student progress at each point.
- We have dedicated maths teaching assistants who works with students during lessons.
- Homework is set weekly this will consist of a piece of written homework.
- All lessons and resources are uploaded on the Google Classroom so that students have access to them after the lesson and can use them to revisit any topics that they have previously been taught.

## Resources for revision

- Revision materials for each unit of work are uploaded on the Goggle Classroom when the teaching has been completed. These will remain on the classroom so that students can use them throughout the year.

Maths equipment available through school:

- Scientific calculators are available - £6.50.
- Maths set containing, protractor, compasses, ruler, pens, pencil, rubber and sharpener in a clear plastic exam pencil case are available - £1.50. All items must be purchased through Parent Pay.
- Websites for students to use at home: Hegarty Maths (login: firstname, last name and date of birth), Mr Barton Maths, Corbett Maths, Just Maths, BBC Bitesize and Khan Academy (go to classes).

This is a guide to **support** students and parents; to give you confidence and to ensure that you are taking advantage of every opportunity to succeed on this course.

These are the **topics** that are covered in this course, along with the page numbers for the specification, where you can find more detailed information on each.

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-5960-SP-2016.PDF>



BIOLOGY

**TOPIC 1: The human body (page 11)**  
**TOPIC 2: Environment, Evolution and Inheritance (page 18)**



CHEMISTRY

**TOPIC 1: Elements, Mixtures and Compounds (page 23)**  
**TOPIC 2: Chemistry in our World (page 30)**



PHYSICS

**TOPIC 1: Elements, Mixtures and Compounds (page 36)**  
**TOPIC 2: Chemistry in our World (page 41)**

### Resources that you will find useful:

- Your google classroom will have lessons and resources for you to look back over
- BBC Bitesize has lots of information and videos for each topic  
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- AQA <https://www.aqa.org.uk/subjects/science/elc/science-5960/assessment-resources>
- Kerboodle online textbook <https://www.kerboodle.com/users/login>
- S-Cool <https://www.s-cool.co.uk/>



## How will you be examined?

There are **two** different types of assessment:

1. Externally-set assignments (**ESAs**) consist of a short **written test**.
2. Teacher-devised assignments (**TDAs**) consist of a short piece of **practical work**.

### Externally-set assignments (ESA)

#### What's assessed

Students should submit evidence from at least three of the six components. At least **one** each from Biology, Chemistry and Physics.

#### How it's assessed

- Externally-set assignment: 45 minutes
- each test is worth 20 marks
- weighting 57%

These assignments are set by AQA and marked by the teacher using a mark scheme provided by AQA. ESAs and mark schemes are accessible via e-AQA.



### Teacher-devised assignments (TDA)

#### What's assessed

Students must submit evidence for three components. They are not required to be the same components as the ESAs, but they **must** be one each from biology, chemistry and physics. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment.

#### How it's assessed

- Teacher-devised assignments
- each piece of coursework is worth 15 marks
- weighting 43%





### A Message From Your Teachers:

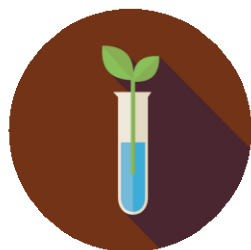
*This year, the main thing to remember is to focus in all of your lessons, to engage in practical work, and to make your classwork as detailed as you can. Over the course of the year we will complete various assessments, the best 6 will be chosen, and these will contribute to your final grade. You need to try your best in every assessment, but do not worry if you have a bad day. If the assessment does not go to plan you do have the possibility of trying it again.*



### Top Tips for Success:

1. Make sure you have enough stationary to make **neat notes** in class – you may want to use different colours or a highlighter.
2. There is no such thing as a silly question – please ask your teachers lots of **questions** during your lessons
3. If you don't know what something means, ask your teacher to define it
4. Take every opportunity to **describe** what you are seeing in your practical lessons – talk to your peers and teachers about what you can see / hear / smell
5. You will see lots of diagrams – make sure you **label** these accurately
6. Try a variety of ways to **revise** your notes at home (highlighting the important information, writing down the key vocabulary, drawing posters)
7. Talk about your lessons when you get home – **recall** what you have done in Science that day to your family members
8. Make sure you try to **recognise** Science in nature – e.g. what do trees need to survive, examples of plants, characteristics of different animals
9. **Identify** things in your house that we talk about in Science – e.g. heating, cooling, freezing, electricity, food and nutrition
10. Visit your **Google Classroom** to complete homework and re-visit classwork

## BIOLOGY



### Topics include:

- Cells
- Organs and organ systems
- Diet and Exercise
- How the body fights disease
- How the body is controlled
- Food chains
- Animal habitats
- Pollution
- Natural selection
- Inheriting characteristics

## CHEMISTRY



### Topics include:

- Elements of the periodic table
- Chemical reactions
- Solids, liquids and gases
- Separating mixtures
- Metals
- Acids and alkalis
- Gases in the earth's atmosphere
- Where does fuel come from
- Burning fuels
- Water that is safe to drink

## PHYSICS



### Topics include:

- Energy transfer
- Energy resources
- Forces
- Speed
- Reaction time
- Radiation
- Electric current
- Electricity in the home
- Magnets
- Waves

## WJEC Entry Pathways Qualification

### Humanities (RELIGIOUS EDUCATION) Pathway



The WJEC Entry Level Certificates, Awards and Diplomas are designed to provide learners with an inclusive and flexible regulated qualification framework that recognises the widest possible range of quality assured learner achievements.

#### **The Religious Education Entry Level qualification aims to be:**

**Inclusive** – recognising the achievements of all learners at Entry Level through a standard currency of awarding credit. In particular, the qualification supports personalised learning through enabling individual learners' needs to be taken into consideration.

**Responsive** – enabling all individual learners the opportunity to achieve success through following established Religious Education routes that are appropriate to their needs and facilitate progression.

**Accessible** – based on a bespoke Catholic Christianity and Judaism programme of work.

**Elicits** - the required assessment evidence from integrated programmes of work at appropriate points during the course.

**Recognises** - completion of each unit as well as the qualification as a whole.

#### **What is a credit?**

All units have a credit value attached to them. The credit value of each unit is based on the approximate teaching time recommended to deliver the unit and its assessment.

1 credit is equal to 10 hours teaching time. Candidates can build up credits by following each unit and completing work, which fulfils the assessment criteria for that unit.

These credit values for each unit completed then add together to achieve one of three results:

- **Award (8 – 12 credits)**
- **Certificate (13 – 36 credits)**
- **Diploma (37 + credits)**

### **What levels do the units cover?**

All units in Entry Pathways Humanities (RELIGIOUS EDUCATION) are offered at **TWO** levels:

- **Entry 2**
- **Entry 3**

The Learning Outcomes and the content of the units at each level is the same. This means that the same unit can be taught to a whole class. The difference is that the Assessment Criteria are different for each level. The demands of units at Entry 3 are more challenging than those at Entry 2 and the teacher will decide whether their candidates' work meets the Assessment Criteria for either an Entry 2 or an Entry 3 credit.

### **Units to be studied is Religious Education Catholic Christianity and Judaism:**

Unit	Title	Option	Credits
6235	Contentious issues in the modern world	E2	3
6235	Contentious issues in the modern world	E3	3
6236	Prejudice and discrimination against people	E3	3
6236	Prejudice and discrimination against people	E2	3
6237	Places of worship	E2	3
6237	Places of worship	E3	3
6238	Religious festivals and celebrations	E3	3
6238	Religious festivals and celebrations	E2	3
6239	Important ceremonies in life and death	E2	3
6239	Important ceremonies in life and death	E3	3

### **ASSESSMENT**

All units are internally assessed and externally moderated. The following principles apply to assessment of each unit:

All assessment criteria must be met for unit learning outcomes to be achieved for units provided at Entry 2 and Entry 3, criteria must be met in full at each level. Credit is awarded for the unit as a whole. Evidence of meeting assessment criteria may cover the criteria for more than one unit but each unit must be assessed independently against its assessment criteria.

## Unit Over view – Maria Fidelis

### Unit 1

Title	Important ceremonies in life and death
Unit Ref. No.	D/617/3327 H/617/3328
Entry Code	6239/E2 6239/E3
Level	Entry 2 / 3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of how and why important ceremonies in life and death. The ceremonies studied must be from <b>two</b> different religious traditions.</p> <p>It is possible to co-teach this unit with aspects of the WJEC and Eduqas GCSE Religious Studies specifications.</p>

Title	Religious Festivals and celebrations
Unit Ref. No.	R/617/3325 Y/617/3326
Entry Code	6238/E2 6238/E3
Level	Entry 2/3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of how and why religious festivals are celebrated. The festivals studied must be from <b>two</b> different religious traditions.</p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>

### Unit 3

Title	Places of worship
Unit Ref. No.	J/617/3323 L/617/3324
Entry Code	6237/E2 6237/E3
Level	Entry 2/3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of the layout and significance of features within two places of worship from two different religious traditions. It also allows them to consider appropriate behaviour in these places of worship.</p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>





## Unit 4

Title	<b>Prejudice and discrimination against people</b>
Unit Ref. No.	<b>A/617/3321 F/617/3322</b>
Entry Code	<b>6236/E2 6236/E3</b>
Level	<b>Entry 2/3</b>
Credit Value	<b>3</b>
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of how and why people have been discriminated against. This can be through study of historical and/or contemporary events. In this unit learners must also understand why it is important to learn about prejudice and discrimination towards people. <b><u>Please note that the two examples chosen for study should not overlap in their content or context.</u></b></p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>

## Unit 5

Title	<b>Contentious issues in the modern world</b>
Unit Ref. No.	<b>F/617/3319 T/617/3320</b>
Entry Code	<b>6235/E2 6235/E3</b>
Level	<b>Entry 2 / 3</b>
Credit Value	<b>3</b>
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of the religious and non-religious arguments concerning <b>at least two</b> contentious issues in the modern world. These issues can involve study of areas such as abortion, capital punishment, contraception/family planning, euthanasia, same sex relationships, role of men and women in worship, genetic engineering or treatment of criminals.</p> <p>It is possible to co-teach this unit with aspects of the WJEC and Eduqas GCSE Religious Studies specifications.</p>

## How to help your child succeed in Level Entry Humanities (Religious Education)

Challenge	Action
<p>Religious Education Terminology</p> 	<ul style="list-style-type: none"> <li>- Test your child regularly</li> <li>- Play find the correct keyword card game</li> <li>- Create a word search with the correct key words</li> </ul>
<p>SPaG</p> 	<ul style="list-style-type: none"> <li>- Monitor your child's writing to check that they are using the correct, <b>key Religious terminology</b> - SPaG.</li> <li>- Check they have completed SPaG corrections on marked work highlighted by their teacher in green pen.</li> <li>- Encourage them to proof read their homework when it is finished to check for correct SPaG.</li> </ul>
<p>Religious Education Knowledge</p> 	<ul style="list-style-type: none"> <li>- Ensure your child has clear knowledge by creating mind maps after each unit of work in preparation for a piece of assessed work.</li> <li>- Check your child is completing the work on google classroom.</li> </ul>
<p>Discussion and debate</p> 	<ul style="list-style-type: none"> <li>- Ask your child to choose a topic and discuss what they have learnt; encourage further thinking by asking them: What different Jews say about different issues studied? What different Christians say about different issues studied?</li> </ul>

### Directory of websites for home learning

Below is a list of websites that your child might find helpful to support their learning.

There is no expectation that they access all of these. They are a support intended for them to dip into and enrich their learning if necessary.

Name	Web address	Information
BBC Learning	<a href="https://www.bbc.co.uk/bitesize/topics/znwhfg8/resources/1">https://www.bbc.co.uk/bitesize/topics/znwhfg8/resources/1</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies">https://www.bbc.co.uk/teach/class-clips-video/religious-studies</a>	Although this site is old and does not get updated, there are still many useful resources available. Please note that a TV licence is required if accessing BBC iPlayer.
Bambam	<a href="https://www.bimbam.com/judaism-101/">https://www.bimbam.com/judaism-101/</a>	Short videos explaining key beliefs and practices
Truetube	<a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a>	Short videos and resources explaining a variety of religious beliefs and practices. Includes ethical debates and controversial teachings.



# Btec Tech Award in Digital Information Technology

Subject	Syllabus Title	Examination Board
Information Technology	Digital Information Technology (DIT)	Pearson's

## WHAT THIS COURSE OFFERS YOU

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The course is split into three components, **two of which require the completion of practical coursework projects and one which is externally examined.**

**In component one**, students will explore user interface design and development principles. Then go on to create effective interactive interfaces using web development and photo-editing software tools whilst at the same time, developing their project planning techniques to manage, build and review their work.

**In component two**, students will learn how data is collected and used to support decision-making and how it can be presented in ways that help make it easier to understand. Students will learn how to manipulate data by developing a dashboard using spreadsheet-modelling tools to analyse data, identify trends and present in a clear format.

**In component three**, students will study how modern information technology is evolving, consider legal and ethical issues in data and information sharing and understand what cyber security is and how to safeguard against it.

## CORE MODULES/ ASSESSMENT

### Component 1

- internally assessed assignment(s)
- 30% of the total course

### Component 2

- internally assessed assignment(s)
- 30% of the total course

### Component 3

- Externally assessed exam
- 40% of the total course

## TO BE SUCCESSFUL IN THIS SUBJECT

Students will need to be good at and enjoy:

- Learning about new technologies
- Standard programming techniques
- Meeting deadlines
- Identifying successes and any limitations
- Being an independent learner
- Organising your own time

## FUTURE PATHWAYS

The BTEC Level 2 First Awards are equivalent to one GCSE graded Pass, Merit, Distinction and Distinction\* so it does not prevent students from progressing to Level 3 courses post 16 (Btec National IT or A Level Computing depending on Math and programming skills) or to enter employment or apprenticeships in the digital sector.

### Progression routes & career opportunities

- Game Design
- Teaching
- Network engineer
- Multimedia programmer
- Programming
- IT consultant
- Systems analyst
- Web or Graphic Design

# Cambridge National in Sport Studies Level 1/2 Qualification

## Exam Board - OCR – J803/J813

### October 2020 – Mr Maynard



This qualification is what is known as a vocational qualification. Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

*Please note that the full L2 qualification (study of and submission of all topics detailed below) is roughly equivalent to a GCSE when applying to college. Whilst studying the programme, some pupils may not progress as far as GCSE equivalent and will therefore be awarded a Level 1 certificate (by only completing the mandatory topics) to ensure they can still be awarded a nationally accredited qualification*

**The Mandatory topics covered (Level 1) are:**

- **R051: Contemporary issues in sport (assessed with an end of year written Exam)**
- **R052: Developing Sport skills (Centre assessed task, OCR moderated)**

**The optional topics taught in 2020-21 (Level 2) are:**

- **R053: Sports Leadership (Centre assessed task, OCR moderated)**
- **R055: Working in the sports industry (Centre assessed task, OCR moderated)**

**Key things your child will learn in lesson (Level 1 and Level 2):**

- Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.
- Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

### Key things your child will learn in lesson (Level 2 only):

- Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.
- Students explore the wide range of career opportunities related to the sports industry as a whole, including those not directly linked to a sport or physical activity. They look at how to access these careers and the development paths within them, and the wider role of the sports in national life.

### Key Texts Which Will Aid Learning and Revision (available from Amazon or the Hodder education website):

- Cambridge National Level 1/2 Sport Studies Student Textbook **Author:** Ross Howitt, Mike Murray

### Key Websites to Aid Learning and Revision

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/specification-at-a-glance/>
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/textbooks/>
- [https://www.tes.com/resources/search/?q=cambridge national sport studies](https://www.tes.com/resources/search/?q=cambridge+national+sport+studies)

#### **KEY INFORMATION SPECIFICATION CODE:**

**J803 – Level 1 / Level 2 Cambridge National Award in Sport Studies**

**J813– Level 1 / Level 2 Cambridge National Certificate in Sport Studies**

**IDEAL FOR: Students aged 14–16**

**PROGRESS TO: A Levels, apprenticeships or further advanced vocational qualifications at Level 3, such as our Cambridge Technicals**

#### **FINAL AWARD:**

**Level 2:**

**Distinction\* roughly = G9 or G8 at GCSE**

**Distinction roughly = G7 at GCSE**

**Merit roughly = G6 at GCSE**

**Pass roughly = G4 or G5 at GCSE**

**Level 1:**

**Distinction**

**Merit**

**Pass**

### **Things I can do to help my child succeed in Cambridge National in sport studies**

- Sporting examples- encourage your child to actively watch a range of sports on TV or on the internet to gain an understanding of a variety sports.
- Sporting stories- encourage your child to acknowledge and look into sporting news stories
- Let them practice their practical skills in sports clubs.
- Discuss how to search for jobs, help your children to understand how to write a CV and skills are needed when applying for a job.
- Check their written homework regularly on Google Classroom and get them to tell you what they have been set and show you what they have completed each week

# Cambridge National Health and Social Care Level 1/2 Qualification

## Exam Board - OCR – J801/J811

### October 2020 – Ms Bagnall



This qualification is what is known as a vocational qualification. Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

*Please note that the full L2 qualification (study of and submission of all topics detailed below) is roughly equivalent to a GCSE when applying to college. Whilst studying the programme, some pupils may not progress as far as GCSE equivalent and will therefore be awarded a Level 1 certificate (by only completing the mandatory topics) to ensure they can still be awarded a nationally accredited qualification.*

**The Mandatory topics covered (Level 1) are:**

- **R021: Essential values of care for use with individuals in care settings (assessed with an end of year written Exam)**
- **R022: Communicating and working with individuals in health, social care and early years settings (assessed with practical filmed assessments and accompanying written evidence completed using controlled assessment)**

**The optional topics taught in 2020-21 (Level 2) are:**

- **R029: Understanding the nutrients needed for good health (assessed with practical filmed assessments and accompanying written evidence completed using controlled assessment)**
- **R031: Using basic first aid procedures (assessed with practical filmed assessments and accompanying written evidence completed using controlled assessment)**

**Key things your child will learn in lesson (Level 1 and Level 2):**

- Students learn about the rights of individuals and the values of care required when working in a health, social care or early years environment. Through role play and case studies they gain understanding of how to apply these values so that individuals' dignity is maintained.
- Students explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services, and they develop their understanding of how the way they communicate impacts on an individual's care.

**Key things your child will learn in lesson (Level 2 only):**

- Students explore the importance of diet at all life stages. They find out about the key nutrients required for good health from childhood to old age and apply their knowledge in practical situations.
- Students find out about basic first aid procedures that might be required in a health or social care setting\*, including how to carry out basic first aid on adults. They learn how to assess the scene of an accident for further risks and what information they need to communicate when contacting the emergency services.

**Key Texts Which Will Aid Learning and Revision (available from Amazon or all good book stores):**

- My Revision Notes: Cambridge National Level 1/2 Health and Social Care by Judith Adams
- Cambridge National Level 1/2 Health and Social Care by Judith Adams, Mary Riley, et al.

**Key Websites to Aid Learning and Revision**

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/qualification-at-a-glance/>
- <https://www.sja.org.uk/get-advice/first-aid-advice/?parentId=12265&categoryId=12279>
- <https://www.nhs.uk/live-well/eat-well/>
- <https://www.tes.com/teaching-resource/unit-r021-essential-values-of-care-for-use-with-individuals-in-care-settings-11254373>
- <https://www.theaccessgroup.com/blog/effective-communication-health-and-social-care/>
- <https://resources.collins.co.uk/free/HSCLEVEL2CHAPTER1.pdf>

**KEY INFORMATION SPECIFICATION CODE: J801 – Level 1 / Level 2 Cambridge National Award in Health and Social Care**

**J811 – Level 1 / Level 2 Cambridge National Certificate in Health and Social Care**

**IDEAL FOR: Students aged 14–16**

**PROGRESS TO: A Levels, apprenticeships or further advanced vocational qualifications at Level 3, such as our Cambridge Technicals**

**FINAL AWARD:**

**Level 2:**

**Distinction\* roughly = G9 or G8 at GCSE**

**Distinction roughly = G7 at GCSE**

**Merit roughly = G6 at GCSE**

**Pass roughly = G4 or G5 at GCSE**

**Level 1:**

**Distinction**

**Merit**

**Pass**

### **Things I can do to help my child succeed in Health and Social Care**

- Leaning conversations – let them talk to you about what they have learnt or practice the prepared conversations they have prepared with you before their filmed practical assessments
- Let them practice their First Aid practical assessments with you
- Discuss the food shop with them and get them to tell you about the nutritional value of the food bought that week.
- Get them to plan a nutritious menu for a whole week for the whole family which follows the guidelines they have learnt in their lessons
- Check their written homework regularly on Google Classroom and get them to tell you what they have been set and show you what they have completed each week

# **BTEC Home cooking skills Level 1/2 Qualification Exam Board - Pearsons October 2020 – Ms Hylton**



The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.

## **Unit aim – Level 1/Level 2**

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

### **The Mandatory topics covered (Level 1) are:**

- 1.1 Select and prepare ingredients for a recipe
- 1.2 Use cooking skills when following a recipe
- 1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process
- 2.1 Reflect on own learning about the value of gaining cooking skills
- 2.2 Identify ways to pass on information about home cooking

### **The Mandatory topics covered (Level 2) are:**

- 1.1 Plan a nutritious two-course meal
- 2.1 Select and prepare ingredients for recipes for a nutritious, two course meal
- 2.2 Use cooking skills when following the recipes
- 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process
- 2.4 Apply presentation skills when serving the meal



3.1 Explain ways to economise when cooking at home

4.1 Identify ways information about cooking meals at home from scratch has been passed on to others

### **Progression opportunities through Pearson qualifications**

Learners who have achieved the BTEC Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills. The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- Apprenticeships BTEC specialist qualifications may also enhance learners' self development by providing them with valuable life skills.

### **Key books/Websites to Aid Learning and Revision**

#### **Books**

Beckett F – The Healthy Lunchbox (Grub Street, 2005) ISBN 9781904943235

Franco S – Family Food (Quadrille, 2005) ISBN 9781844002160

Good Housekeeping: Step by Step Cookbook (Collins & Brown, 2007) ISBN 9781843404132

Grant A – Healthy Lunchboxes for Kids (Ryland, Peters & Small, 2010) ISBN 9781849750486

Grant A – Kids' Kitchen: Good Food Made Easy (Mitchell Beazley, 2007)

#### **Websites**

[www.nhs.uk/livewell/5aday/pages/5adayhome](http://www.nhs.uk/livewell/5aday/pages/5adayhome)

[www.britishmeat.org.uk](http://www.britishmeat.org.uk)

[www.chickenout.tv/](http://www.chickenout.tv/)

[www.childrensfoodfestival.co.uk](http://www.childrensfoodfestival.co.uk)

### **Things I can do to help my child succeed in BTEC Home Cooking skills:**

- Allow your child to cook at home.
- Cook with your child from scratch and follow recipes together.
- Take photograph of your child cooking at home for evidence for their folders.



## What is CoPE?

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification available at Levels 1, 2 and 3. The qualification offers imaginative ways of accrediting young people's activities and introduces them to new challenges.

Your student will work through a student book that comprises of **13 modules**.

The modules are divided into three sections; A, B and C. Each section is made up of varying activities, called challenges, and should take at least **10 hours** to complete – **10 hours is worth one credit**.

Students will need **12 credits** (120 hours of activities) to gain the Certificate of Personal Effectiveness.



Students will develop and be assessed on six key skills, while carrying out the challenges:

- Working with others
- Improving their own learning and performance
- Problem solving
- Research
- Discussion
- Oral presentation

Students choose modules based on their interests. The module titles are:

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

Along with their completed challenges, students will produce a portfolio of evidence to demonstrate their achievements. The portfolio might include reports, photographs, witness statements or podcasts.

The portfolio has proven to be something students are particularly proud of. Students can use their portfolio to present their work and its journey to prospective employers or further education institutions.

## What are the benefits?

CoPE enables students to:

- develop and demonstrate a range of personal, key and employability skills
- broaden their experience
- manage their learning in a variety of real-life contexts

The qualification is practical, engaging and

flexible. The content of the course can be personalised, therefore the student has control of their own learning. There is no need to support your student with revision as there are **no exams**.

Students who achieve **CoPE level 3** will further benefit from earning **16 UCAS points**.

## Who is ASDAN?

ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life.

Our programmes and qualifications are delivered by over 3,000 secondary schools, special schools, colleges, alternative education providers and youth organisations across the UK and in more than 30 countries and territories overseas.



**Our vision is to transform life chances through learning.**

ASDAN courses and programmes aim to:

- enhance self-belief and resilience
- engage and motivate young people
- strengthen and celebrate learners' academic and vocational education
- inspire creativity and ambition to make full use of students' talents
- prepare learners with knowledge and skills for the workplace



## Francesca's story

*"I realised the learning from CoPE would be great for my future. I knew I wanted to go into business and CoPE could help me develop skills that are essential for the workplace – working in a team, and being independent, organised, and having the ability to solve problems."*

*"Academic subjects are of course vital but what drew me to CoPE was how I would gain real workplace skills that would benefit me in work and life generally. I was a shy learner at GCSE and CoPE boosted my confidence and self-belief."*

## What are tutors saying about CoPE?

**"I have never had a student who did not want to come to their CoPE class. The choice they have about their learning engages and motivates them"**

Alison McCulloch, Assistant Principal at Hockerill, an Ofsted-rated outstanding school in Bishop's Stortford, Hertfordshire

**"We see CoPE as complementing academic learning. There is whole-school understanding of the importance of practical skills sitting alongside academic achievements"**

Joanne Sutterby, Head of Citizenship and PSHE at Kirby Stephen Grammar School, Cumbria