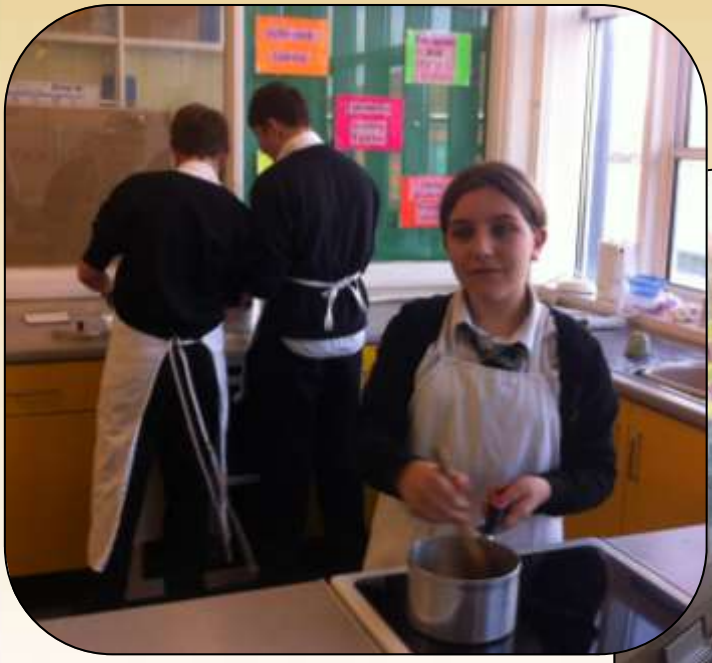
CATERING & HOSPITALITY

This course is designed to give pupils an introduction to the catering and hospitality industry. It will concentrate on the main areas of food production and service, both theoretically and practically. Developing practical skills and theory knowledge are both very important elements of the course. The course includes demonstrations to add interest and motivate pupils.

Pupils choosing this course should have a good level of practical and theory skills, good attendance and a good attitude towards homework. A keen interest in the theory of catering and knowledge of food is essential for pupils to benefit fully from this course.

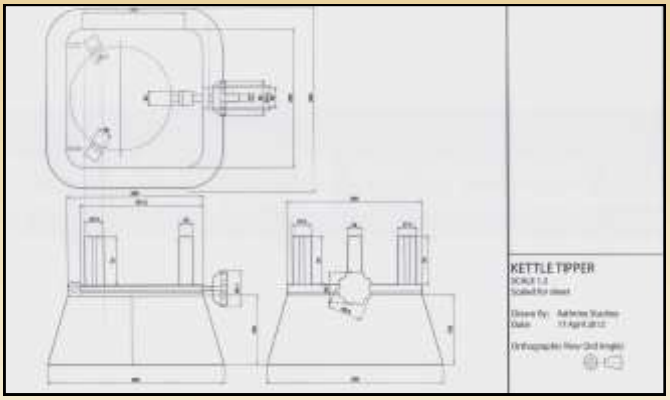


UNIT 1
Pupils will propose a new hospitality and catering provision for a specific location. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate to meet the needs of their potential market. CONTROLLED TASK - 6 HOURS
UNIT 2
Pupils apply their learning to safely prepare, cook and present nutritional dishes. Pupils will learn all aspects of food preparation, legislation, hygiene and also the nutritional aspects of diet and food tolerances and special diets. Pupils will learn about menu planning and job roles in the industry. Pupils will collate this information for a controlled task which requires a 3 hour practical exam in each year.

VOCATIONAL ENGINEERING

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- learning about materials
- design processes
- engineering processes
- safe use of tools and equipment
- maths that engineers use.



WJEC Level 1/2 Award in Engineering is designed to mainly support learners in schools and colleges who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available. It is mainly suitable as a foundation for further study. This further study could provide learners with the awareness of the work of different types of job roles in the sector such as design engineers, civil engineers, technicians and mechanical engineers. As a result, they may wish to start an apprenticeship or continue with their studies into higher education in order to pursue those job roles.

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. These include:

- GCEs in Physics or D and T
- Diplomas in Engineering
- Apprenticeships in Engineering.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs.

The qualification structure is:

WJEC Level 1/2 Award in Engineering			
Unit number	**Unit title**	**Assessment**	**GLH**
1	Engineering design	Internal	30
2	Producing engineering products	Internal	60
3	Solving engineering problems	External	30

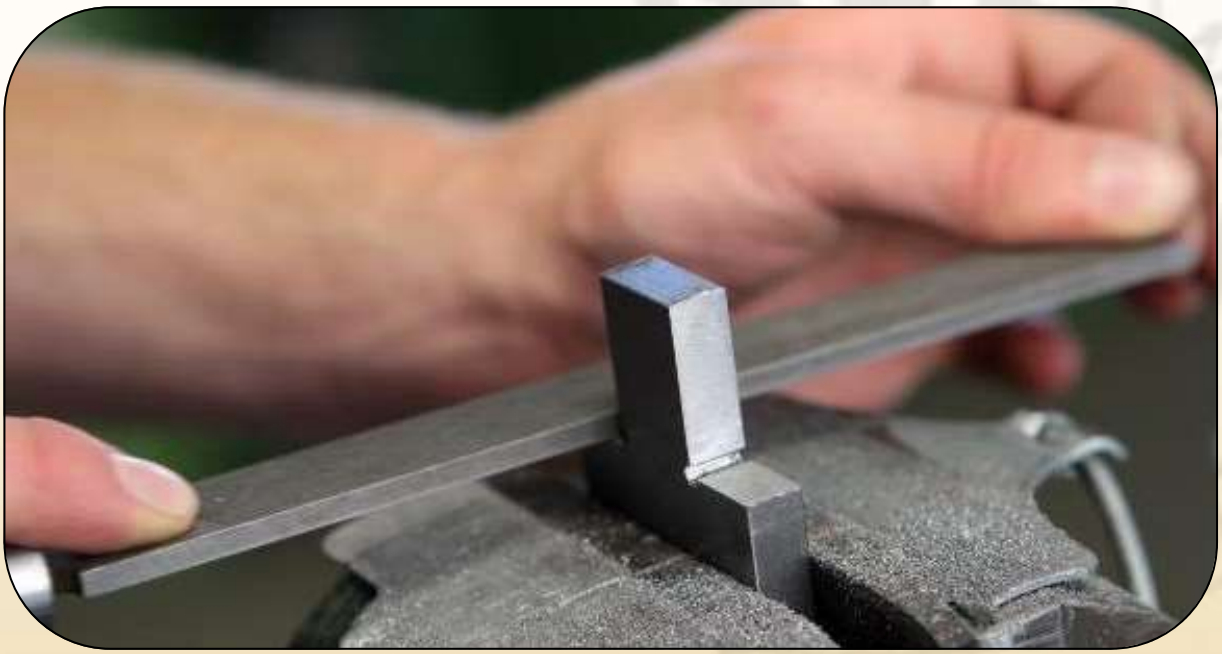
VOCATIONAL ENGINEERING

WJEC Level 1/2 Awards in Engineering offer a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study engineering. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

The qualifications have been devised around the concept of a ‘plan, do, review’ approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.



PRODUCT DESIGN

This course is a GCSE that concentrates on commercial products of all types, from design through to production and packaging.

The course is designed to enable students to develop and work to their strengths in the full range of Design Technology skills including: Design; Graphics; C.A.D; and making.

The range of products open to the students will allow them to design and make in a wide range of materials including plastics, metals, wood, card and paper.

Pupils can include the wider range of technology skills including electronic or mechanical systems to demonstrate their abilities in the subject.

The use of computer aided design will be required to enhance project work generally. The development of packaging and marketing of products, including instruction leaflets, will rely on good quality computer aided design and manufacture.

The skills developed in Product Design form important basic skills that are required in our high technology age. These skills include research; planning; problem solving; communication and presentation of information.

If you enjoy looking at and using products and often think you can improve on the design to make a better product or better, easier to use packaging - you will enjoy Product Design!

EXAMPLE OF PUPIL'S WORK

PRODUCT DESIGN

GCSE Assessment will require:

- **One controlled assessment task**

The project involves designing, making and testing a new product or improving an existing product.

The project will account for 60% of your final GCSE grade.

- **Design and make a portfolio which will demonstrate your understanding of the processes of product design, the materials used and the production methods used commercially.**

The exam paper will account for 40% of the final GCSE grade. This is an un-tiered exam.

The course provides a good foundation for A.S. and Advanced level courses and for future employment.

Career Possibilities – Architecture, Civil Engineering, Mechanical Engineering, Electrical Engineering, Fashion Design, Product Design, Automotive Design, Furniture Design.

TEXTILES

The course is designed to give pupils the opportunity to apply the skills, knowledge and understanding of fashion and textiles that has been acquired at Key Stage 3 into a GCSE qualification. This can provide a foundation for pupils to continue onto 'A' level Textiles that is offered in the collaborative cluster or further education in order to develop skills within the fashion and interior design industry.

EXAMPLE OF PUPILS' WORK

Throughout the course, pupils will have the opportunity to: Complete practical based projects; improve skills within textiles fabrication; learn about fashion and textile trends and iconic design; reflect on the work of designers and use designer influences in their own work and develop safe and efficient practice.

Students will learn about a wide range of decorative processes. They will be encouraged to create original designs using a variety of materials for both interior and fashion purposes.

This 2 year GCSE course is designed to have both practical and technical foci. There will be elements of garment making and this will be based on the foundation of skill development, experimentation and research. Pupils are encouraged to be creative and innovative in their designs and outcomes.

TEXTILES

Summary of Assessment

There are 2 elements to the course, which are:
A written paper of a duration of 1½ hours which constitutes 40% of the final grade.

This is an un-tiered paper which will be externally set and marked at the end of the course.

Candidates will be required to respond to short-answer, structured and free response questions drawn from all areas of the specification. Some questions will require extended writing and will assess the quality of written communication.

The specification is divided into four compulsory areas of study which will be featured in the written paper these are:-

1. Fibres and Fabrics
2. Textile Designs
3. Construction and Decoration
4. Consumer Choice

Then there are the Controlled Assessment Tasks which total 30 hours of the course and constitute 60% of the final grade.
There are 2 controlled tasks, firstly and research and make task of 10 hours' worth 20% and another task of 20 hours which are worth 40% of the final grade.

Each task is internally assessed using WJEC set criteria and externally moderated.

EXAMPLE OF PUPIL'S WORK