



# **Key Stage Four Accreditations**

## **Discover and Innovate Curriculum**

### **Pathways Guide**

***'Building bridges and opening doors to brighter futures for all.'***

## **Supporting Future Success**

At Ifield School, we strive to ensure that every student has the best opportunity for success by offering a wide range of accreditations to support their future endeavours. Our goal is to equip students with essential skills, qualifications, and experiences that will open doors to further education, apprenticeships, and employment. Below is an overview of the five accreditations available for students in Key Stage Four, each designed to build confidence and competence in key areas.

---

### **1. Edexcel Functional Skills in English (Entry Levels 1, 2, and 3)**

At Ifield School, students in Key Stage Four have the opportunity to achieve an **Edexcel Functional Skills Qualification in English**. This course is designed to equip students with essential reading, writing, speaking, and listening skills, preparing them for further study or employment. The qualification is available at three Entry Levels (1, 2, and 3), allowing students to develop these skills progressively.

#### *Overview of the Qualification*

The Edexcel Functional Skills Qualification in English aims to provide students with:

- The ability to communicate effectively in various contexts.
- Skills to read, write, speak, listen, and communicate in familiar settings.
- A strong foundation for further English study, including GCSEs, or for vocational education.

#### *Components of the Course*

The course consists of three main components students must pass to be awarded the qualification:

##### **1. Speaking, Listening, and Communicating:**

- Focuses on developing oral communication skills, enabling students to participate in discussions and communicate clearly in informal and formal situations.
- Internally assessed and externally verified.

##### **2. Reading:**

- Involves the development of reading skills by understanding straightforward texts encountered in everyday life and work.
- Assessed through an externally set and internally marked reading test.

##### **3. Writing:**

- Focuses on the ability to produce clear, straightforward texts, ensuring students grasp spelling, punctuation, and grammar.

- Includes a spelling task as part of the assessment.
- Writing assessments are externally set and internally marked.

### *Assessment Details*

Each component of the qualification is carefully structured to ensure students can demonstrate the required skills:

- **Speaking, Listening, and Communicating:** Approximately 10 to 20 minutes of assessment, depending on the level.
- **Reading:** A 45-minute paper-based test, assessing comprehension and the ability to extract information from texts.
- **Writing:** A 50-minute paper, with a focus on correct spelling, grammar, and clarity in writing tasks. Spelling constitutes a significant portion of the marks.

### *Progression Opportunities*

Successful completion of the Functional Skills Qualification in English at Entry Levels allows students to:

- Progress to higher levels of Functional Skills (Levels 1 and 2).
- Transition to further English study, including GCSE English.
- Enter vocational education or employment opportunities.

## **2. Edexcel Functional Skills in Maths (Entry Levels 1, 2, and 3)**

At Ifield School, students have the opportunity to achieve the **Edexcel Functional Skills Qualification in Mathematics** at Entry Levels 1, 2, and 3. This course focuses on developing practical mathematical skills that are applicable to real-world situations, ensuring students gain confidence in numeracy and problem-solving.

### *Overview of the Qualification*

The Edexcel Functional Skills Qualification in Mathematics provides students with:

- A solid grasp of foundational mathematical knowledge.
- Skills in applying mathematics to solve problems in everyday contexts.
- A pathway to further study in mathematics or vocational education.

### *Components of the Course*

The course is designed around three key content areas:

#### **1. Using Numbers and the Number System:**

- Students will develop skills in using whole numbers, fractions, decimals, and percentages, depending on their entry level.
- This component includes counting, comparing, and performing calculations.

2. **Using Common Measures, Shape, and Space:**

- Focuses on understanding and using measures, including time, money, length, weight, and capacity.
- Students will also explore geometric shapes and their properties.

3. **Handling Information and Data:**

- Students will develop skills in reading, interpreting, and presenting data using graphs, charts, and tables.

#### *Assessment Details*

Each Entry Level (1, 2, and 3) involves an externally-set, internally marked, and externally verified assessment. The assessments are divided into two sections:

- **Section A: Non-Calculator:** This section assesses the student's ability to solve mathematical problems without the use of a calculator.
- **Section B: Calculator:** This section allows students to use a calculator for more complex calculations.
- **Entry Level 1:** The assessment includes a 20-minute non-calculator section and a 60-minute calculator section.
- **Entry Level 2:** The assessment includes a 25-minute non-calculator section and a 65-minute calculator section.
- **Entry Level 3:** The assessment includes a 25-minute non-calculator section and a 75-minute calculator section.

#### *Progression Opportunities*

Students who achieve the Functional Skills Qualification in Mathematics at Entry Levels can:

- Progress to higher levels of Functional Skills in Maths (Levels 1 and 2).
- Transition to further mathematical study, such as GCSE Maths.
- Pursue vocational qualifications or employment opportunities where practical numeracy skills are required.

---

#### **Edexcel Functional Skills in Digital Skills (Entry Level 3 and Level 1)**

At Ifield School, students are given the opportunity to achieve the **Edexcel Digital Functional Skills Qualification**, which equips students with the essential digital competencies required in today's world. This qualification is designed to enable students to apply digital skills in practical and real-life scenarios, preparing them for future studies or employment.

## *Overview of the Qualification*

The Edexcel Digital Functional Skills Qualification helps students to:

- Develop confidence in using digital technology.
- Gain practical digital skills for both workplace and everyday life.
- Progress to higher levels of study or vocational training.

## *Components of the Course*

The course is structured into five main skill areas:

1. **Using Devices and Handling Information:**
  - Learn to use various digital devices (desktop, laptop, mobile) and navigate online environments to find and store information.
2. **Creating and Editing:**
  - Develop skills in creating and editing digital content such as text, images, and multimedia using appropriate software (word processing, presentation tools).
3. **Communicating:**
  - Understand how to communicate digitally through email, messaging platforms, and video calls, ensuring students are well-versed in digital etiquette and safe practices online.
4. **Transacting:**
  - Learn how to complete online transactions safely, including filling out forms, making purchases, and submitting personal data securely.
5. **Being Safe and Responsible Online:**
  - Understand how to protect personal information and stay safe online, including the use of security features and avoiding common risks such as phishing or malware.

## *Assessment Details*

The qualification consists of an externally-set, on-demand assessment divided into two sections:

- **Section A: Question Paper** (15 minutes for Entry Level 3 and Level 1).
- **Section B: Practical Tasks** (75 minutes for Entry Level 3, 90 minutes for Level 1).

Students are assessed on their ability to use digital tools and apply their skills across the five skill areas, demonstrating real-world applications in a workplace or everyday context.

## *Progression Opportunities*

Upon completing the Digital Functional Skills Qualification, students can:

- Progress to higher digital skills qualifications or vocational courses.
- Enter employment opportunities where digital literacy is a key requirement.

- Pursue further studies in related subjects, such as ICT or computing.

---

## 4. Bronze Arts Award

At Ifield School, students in Key Stage Four have the opportunity to complete the **Bronze Arts Award**, a nationally recognised qualification that encourages young people to engage with the arts. This award provides a platform for students to develop their understanding of arts practice while gaining experience in creative activities and arts provision within the community.

### *Aims of the Bronze Arts Award*

The Bronze Arts Award aims to help students to:

- Develop a basic understanding of arts practice and their role in the local arts community.
- Take part in creative activities that enhance their artistic skills and communication abilities.
- Build a personal portfolio or arts log that documents their creative journey.

The personal arts log or portfolio is a core component of the award, where students provide evidence of their experiences. These logs can be in any format, such as physical or digital, and can even be purchased through the Arts Award website.

### *Structure of the Award*

The Bronze Arts Award consists of four key parts:

- **Part A:** Participation in an art form of the student's choice, where they develop their interests, knowledge, and skills.
- **Part B:** Experience of attending and reviewing at least one arts event as an audience member.
- **Part C:** Research into the work of an artist or craftsman who inspires them.
- **Part D:** The opportunity to pass on an arts skill to others, showcasing their ability to share knowledge.

### *Assessment Process*

Students are required to create an individual arts log or portfolio that demonstrates how they have met the requirements of the four sections above. To assess the Bronze Arts Award, the following areas are evaluated:

- **Art form knowledge and understanding:** How well the student understands the chosen art form.
- **Creativity:** The originality and creativity displayed in their work.

- **Communication:** The effectiveness of conveying ideas and information through their portfolio.

The assessment is conducted by a trained Arts Award adviser, who will use a marksheets to evaluate whether the student has achieved a Pass or Below Pass. There are no other grading distinctions for the award. All qualifications are internally assessed and then externally quality assured through moderation. The centre may be required to submit a sample of portfolios to ensure assessment accuracy.

#### *Total Qualification Time (TQT)*

Each Bronze Arts Award has a Total Qualification Time (TQT), which includes both guided learning hours (time spent with a teacher or adviser) and independent learning. The total time required to complete the award will vary depending on the experience and engagement of the individual student.

#### *Progression Opportunities*

The Bronze Arts Award equips students with valuable artistic skills and experiences, fostering creativity and building confidence for future artistic endeavours. It offers several progression opportunities for students who complete the qualification. These include:

##### 1. Silver Arts Award

After completing the Bronze level, students can progress to the Silver Arts Award, which is more advanced and involves a higher level of commitment. The Silver Award helps students build on their Bronze experience, further developing their leadership, creativity, and arts practice skills.

It requires participants to plan and deliver their own arts project, gaining leadership experience by working with others and exploring the arts in greater depth.

##### 2. Gold Arts Award

The Gold Arts Award is the highest level in the Arts Award framework and is equivalent to a Level 3 qualification. It allows students to focus on specific arts skills, develop leadership abilities, and prepare for further education or careers in the arts.

Gold Award students take on a significant leadership role, such as organizing an arts event or leading a project, and are expected to demonstrate advanced knowledge of their chosen art form.

##### 3. Further Education and Training

The Bronze Arts Award can serve as a stepping stone towards other qualifications in the creative industries, such as BTECs, A-Levels in arts subjects, or vocational training in areas like performance, visual arts, and media.

It helps build a strong portfolio of work, which can be useful for applications to creative courses at colleges or specialised arts schools.

#### 4. Career Development

The experience gained through the Bronze Arts Award can lead to career opportunities in the creative and cultural sectors. The award develops key skills such as creativity, communication, and teamwork, all of which are highly valued in fields like media, design, theatre, and arts education.

These progression opportunities make the Bronze Arts Award a valuable foundation for students interested in pursuing both higher-level qualifications and careers in the creative industries.

---

### 5. Cambridge OCR Entry Level Certificate in Physical Education

At Ifield School, students can achieve the **Cambridge OCR Entry Level Certificate in Physical Education**, a practical and inclusive course that focuses on performance and participation. It is designed for students for whom a GCSE (9–1) qualification may not be appropriate, offering a more flexible and accessible alternative.

#### *Overview of the Qualification*

The Cambridge OCR Entry Level Certificate in Physical Education provides an opportunity for students to:

- Build on their prior physical education experiences.
- Develop and apply knowledge, skills, and understanding in various physical activities.
- Participate in a wide range of team and individual sports.

#### *Structure and Assessment*

The qualification is divided into two main components:

##### 1. **Practical Performance (80 Marks)**

- Students are required to select and perform in four activities: one team sport, one individual sport, and two other activities of their choice.
- They can be assessed either as a performer in all four activities or as a leader in one of them. For example, a learner can be both a performer and a leader in football.
- Each activity is marked out of 20, with a total of 80 marks. The practical performance is internally assessed and externally moderated.

##### 2. **Analysing Performance (20 Marks)**

- Students will be required to analyse their own or another person's performance, identifying strengths and weaknesses and suggesting ways to improve.
- This component is worth 20 marks and is internally assessed and externally moderated.

### *Aims and Learning Outcomes*

The course aims to:

- Develop a wide range of physical skills and techniques.
- Encourage students to perform effectively in various activities by applying appropriate tactics or techniques.
- Teach students how to observe rules, conventions, and safety requirements during activities.
- Foster an understanding of the factors that influence performance, such as health, training, and safety.

Through this course, students will:

- Learn to analyse performance, identifying areas for improvement.
- Build teamwork and leadership skills by selecting roles that best suit their abilities, either as a performer or a sports leader.
- Develop an appreciation for the importance of physical activity and an active lifestyle.

### *Progression Opportunities*

This course provides students with the opportunity to engage meaningfully with physical activities while developing the skills and confidence needed for lifelong physical fitness and participation in sports.

The Cambridge OCR Entry Level Certificate in Physical Education provides several progression opportunities for students, helping them continue their physical education journey or explore other related fields. Some of the key progression opportunities include:

#### 1. GCSE (9–1) in Physical Education

After completing the Entry Level Certificate, students may choose to progress to the GCSE (9–1) in Physical Education. The skills and knowledge gained from the Entry Level course can provide a solid foundation for this more advanced qualification, especially since the two courses are co-teachable in many activities.

#### 2. Vocational Qualifications in Sport and Fitness

Students may also progress to vocational qualifications such as BTECs or Cambridge Nationals in subjects like Sport, Health and Fitness, or Exercise Science. These qualifications are practical and career-oriented, focusing on the physical education and sports industry.

### 3. Sports Leadership Roles

The course's focus on leadership and teamwork skills provides students with the opportunity to take on sports leadership roles in schools, local clubs, or community programs. Progression into Sports Leadership Awards or similar qualifications may be a natural next step.

### 4. Further Education in Sport and Physical Activity

After completing the Entry Level Certificate, students may be interested in pursuing courses at further education colleges, such as diplomas or certificates in sport coaching, fitness instruction, or leisure management.

### 5. Careers in Sports and Fitness

For those interested in pursuing a career in physical education, the Entry Level Certificate can help prepare them for roles such as coaching, fitness instruction, or recreational sports leadership in youth centres, sports clubs, and leisure facilities.

### 6. Personal Development and Active Lifestyles

Beyond formal qualifications, the course fosters a love for physical activity, encouraging students to maintain active lifestyles. It helps build lifelong skills in teamwork, problem-solving, and leadership, all of which are valuable in any career path or personal development.

These progression opportunities ensure that students who complete the OCR Entry Level Certificate in Physical Education have multiple pathways to continue their education, engage in sports, or pursue careers in related fields.

---