



# the WOW factor

Unit One Reap the Awards





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## Aim

In this unit, pupils investigate qualifications.

In particular, they:

- explore the range of qualifications available;
- assess relevant sources of information relating to qualifications;
- consider the benefits of gaining qualifications; and
- consider whether some jobs require certain qualifications.



# Unit Overview

## Mapped to the Statutory Statements

### Pupils should have opportunities to:

- engage in the personal career planning process and investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values; and
- make appropriate use of information, advice and guidance to inform career management.

## Learning Intentions

### Pupils learn that:

- there are a range of qualifications available;
- qualifications are categorised by different levels;
- there are a range of GCSEs available to study at Key Stage 4;
- there are a number of sources of information relating to qualifications;
- qualifications are important; and
- some jobs require specific qualifications.

## Success Criteria

### At the end of this unit, pupils will:

- be able to describe the benefits of gaining qualifications;
- recognise that there are different types of qualifications;
- be able to identify the GCSE courses available to them;
- recognise that there are different levels of qualifications;
- recognise that they may have to gain specific qualifications, even at GCSE level, if they want to pursue certain careers or jobs; and
- recognise that studying for a qualification requires planning, hard work, determination and revision.

## Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined in the table below:

### Working with Others

- Take increasing responsibility for work assigned in teams.

## Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *What GCSE's are available to me?*
- *What other qualifications are available after Key Stage 4?*
- *How will I benefit from gaining qualifications?*
- *Do I need to study for specific qualifications to be able to work in particular jobs or careers?*

Opportunity  
for Assessment  
for Learning!  
Sharing Intentions  
and Success  
Criteria

Opportunity  
for Assessment  
for Learning!  
Effective key  
questions





# Learning and Teaching Activities within this Unit

## Theme 1

### What Are Qualifications?

Pupils explore the range of qualifications available to them. They begin to recognise that qualifications are categorised into different levels that are underpinned by the National Qualifications Framework. Pupils explore the benefits of gaining qualifications and identify relevant sources of information about qualifications.

## Theme 2

### Qualifications for Me

Pupils explore the qualifications available to them and consider what is involved in studying for them.

## Theme 3

### Qualifications and Jobs

Pupils learn that specific qualifications are required to be able to carry out some jobs or careers.



## Theme 1

# What Are Qualifications?

Pupils explore the range of qualifications available to them. They begin to recognise that qualifications are categorised into different levels that are underpinned by the National Qualifications Framework. Pupils explore the benefits of gaining qualifications and identify relevant sources of information about qualifications.



### Support Materials for the Activities

- *Qualification Cards* (Resource 1)
- *Qualification Definitions Cards* (Resource 2)
- *Qualifications Ladder* (Resource 3)

### Activity 1

As a class, discuss what the term qualification means. Record the pupils' responses on the board or on a flip chart. Compare their responses with the following definition of a qualification: *Formal recognition of learning by a recognised awarding body or authority.*

As a class, thought shower as many qualifications as possible. List the pupils' responses on the board or flipchart. Encourage the pupils to think about qualifications that they already know about, for example GCSEs, AS Level, A Level, Higher National Diploma or a Degree.

Organise the class into groups of four pupils. Give each group a copy of the *Qualification Cards* and *Qualification Definitions*. Ask each group to match each of the *Qualification Cards* to one of the *Qualification Definitions*. Next, provide each group with a copy of resource 3. Provide time for the groups to discuss the information provided and to find examples of various qualifications. Encourage groups to agree:

- one thing they already knew;
- two things they have learned; and
- three questions they have.

Invite a representative from each group to provide feedback to the rest of the class. As a class, discuss each group's findings and questions. Encourage the pupils to:

- see how different qualifications are equivalent; and
- identify various progression routes up the ladder.

As a de-brief to this activity, ask the pupils to consider the following questions:

- What qualifications are available at our school?
- What level of qualifications do you want to achieve in the future?
- Where can you find out more about qualifications?



## Activity 2

Ask the pupils to get back into the same groups as for Activity 1. Label half of the groups, 'A' and the other half, 'B'. Invite all groups labelled 'A' to thought shower the advantages of achieving a qualification. Ask all of the 'B' groups to consider the disadvantages of studying for a qualification. When they have finished, invite a reporter from each group to feedback their responses to the rest of the class.

As a class, discuss what personal qualities or attributes are required to gain a qualification. Make a list of the pupils' responses on the board or flip chart.

These may include:

- vision for the future;
- patience;
- motivation;
- determination;
- hard working; and/or
- planning

Encourage the pupils to justify their answers by explaining why they believe these personal qualities are important.

## Activity 3

Invite a guest speaker, who has achieved a qualification, to talk to the class. This may be an existing pupil who has completed their GCSEs or AS-Level exams, or a past pupil. Encourage the pupils to ask the guest speaker questions about their qualification, for example:

- What are the advantages in gaining your qualification(s)?
- Are there disadvantages in gaining your qualification(s)?
- Do you display any of the personal qualities identified in the previous activity?

## Extension Opportunity – Activity 4

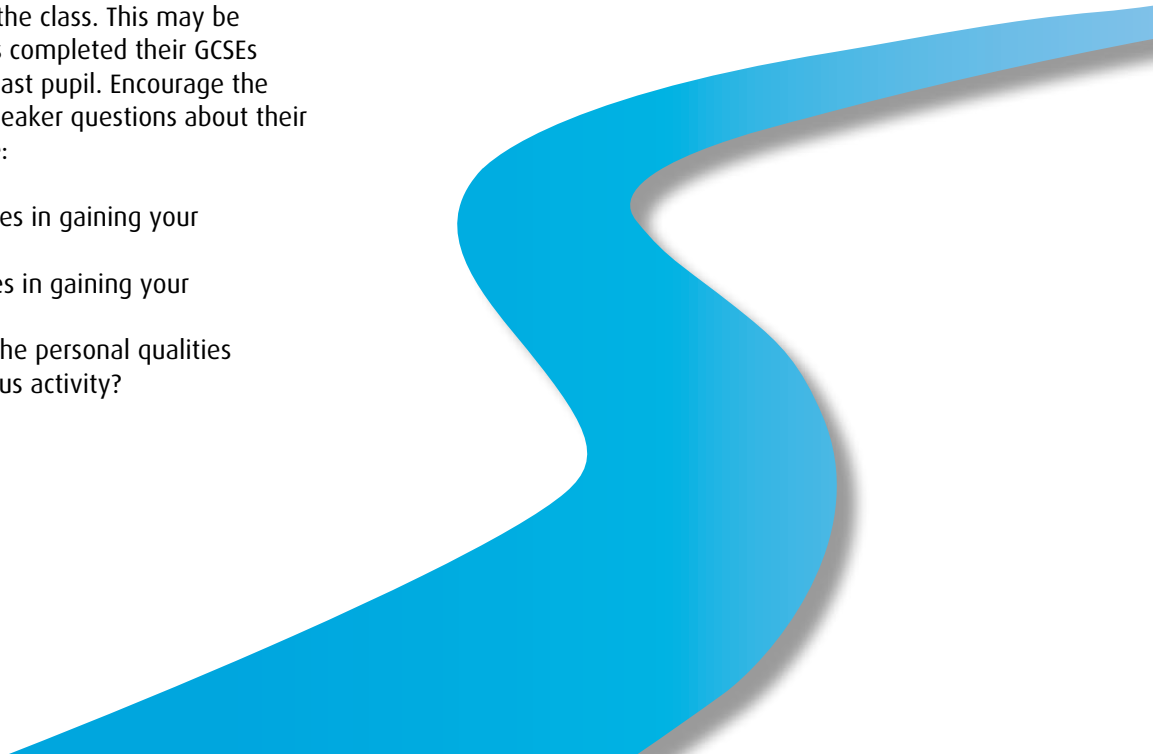
Explain to the class that they can get information about qualifications from a range of sources, for example the CCEA website, the internet and/or a careers library. Encourage the pupils to think of other ways they could get information about qualifications.

Organise the class into small groups. Ask each group to choose one source of information about qualifications. Next, ask them to evaluate that source of information using agreed success criteria.

The success criteria might include:

- ease of use;
- relevance;
- clarity; and/or
- information provided.

Encourage groups to nominate group roles for this activity. When groups have finished, invite them to write a report summarising their findings, based on the success criteria. Next, invite a reporter from each group to present their report to the rest of the class. Finally, invite the pupils to consider how well they worked in their group.



## Theme 2

# Qualifications for Me

Pupils explore the qualifications available to them and consider what is involved in studying for them.



### Support Materials for the Activities

- *Qualifications Booklet Template* (Resource 4)

#### Activity 1

Remind the class that GCSE means General Certificate of Secondary Education. Ask them to thought shower the range of GCSEs or equivalent qualifications offered by your school. Write their responses on the board or on a flip chart. It might be necessary to explain the difference between applied and general GCSEs. Finally, provide the pupils with a list of the GCSEs available for study at your school.

Divide the class into small groups. Ask each group to identify key questions they would like to ask about the qualifications offered at your school. Invite a reporter from each group to present their questions to the rest of the class. Make a list of all the pupils' questions on the board or flip chart.

Questions might include:

- Who teaches the qualification?
- What topics are covered?
- What exams do I have to do?
- What coursework is involved?
- What career opportunities could this qualification offer?

Encourage the pupils to consider who might be able to answer their questions.

#### Activity 2

Inform the class that they are going to develop a qualifications reference booklet. It will help them with the decision-making process when choosing which subjects to study for GCSE. As a class, agree the success criteria for the booklet. For example, the booklet must include:

- a cover page;
- a contents page;
- different sections (including answers to some of the questions raised in the previous activity); and
- a glossary.

Divide the class into pairs. Allocate a qualification to each pair. Inform pairs that their task is to research information about that qualification for inclusion in the qualifications reference booklet. Next, distribute a copy of the *Qualifications Booklet Template* to each pupil. Ask them to use the template to record their information about the qualification. Inform the class that the completed templates will be combined to create the qualifications reference booklet. *Before* pairs begin this task, invite them to develop a plan for how they will find the information. Pupils may prefer to design their own template.

When pairs have finished, collate the completed templates to create the qualifications reference booklet.

#### Extension opportunity - Activity 3

Organise a Qualifications Information Day. Invite a range of subject teachers and pupils who have recently completed qualifications to hold 'clinics' with Year 10 pupils, answering any questions about the qualifications offered.

## Theme 3

# Qualifications and Jobs

**Pupils learn that specific qualifications are required to be able to carry out some jobs or careers.**



### Support Materials for the Activities

- *Qualification Discussion Cards* (Resource 5)
- *Job Discussion Cards* (Resource 6)
- *Jobs and Qualifications Report Card* (Resource 7)

### Activity 1

Explain to the class that some qualifications are more useful than others when pursuing a particular career.

Divide the class into five groups. Give one *Qualification Discussion Card* to each group. Ask them to thought shower what jobs this qualification might be useful for. It might be necessary to adapt the *Qualification Discussion Cards* to make them more relevant to the qualifications offered at your school.

Next, invite each group to create a collage that summarises their findings. Encourage groups to put the qualification title at the centre and surround it with words and images that represent the different jobs this subject might be useful for.

Invite the pupils to generate success criteria for the collage and encourage them to be as creative as possible.

When groups have completed this activity, display the collages in the classroom. Finally, invite the pupils to use the success criteria to assess two things they like about their collage and one thing they could improve.

### Activity 2

Explain to the pupils that many jobs require candidates to have specific qualifications.

Divide the class into pairs and give each pair a *Job Discussion Card*.

Ask each pair to research the qualifications required for their allocated job. Allow them to access the internet or careers library to carry out their research. Next, invite them to complete the *Jobs and Qualifications Report Card*. This resource will also help guide their research.

Invite pairs to present their findings to the rest of the class.

### Extension Opportunity - Activity 3

Ask the pupils to choose a job that they may be interested in doing in the future. Invite them to research the qualifications required for that particular job and to complete the *Jobs and Qualifications Report Card*.

# Qualification Cards

GCSE	GCE AS Level	GCE A2 Level
A-Level	VRQ	Occupational Studies
NVQ	HND	HNC
BA (Hons)	MA or MSc	BA

# Qualification Definitions Cards

General Certificate of Secondary Education	General Certificate of Education (Advanced Subsidiary) Year 1 of A-Level	Year 2 of A-Level
Advanced Level of Secondary Education (combination of AS and A2 level)	Vocationally Related Qualifications	Gain this qualification by learning for work through work
National Vocational Qualification	Higher National Diploma	Higher National Certificate
Bachelor of Arts with Honours Degree	Masters Degree	Bachelor of Arts Degree



# Qualifications Ladder

Level of Qualification	Qualifications	Examples
<b>Level 7</b>	<ul style="list-style-type: none"><li>- Masters Degree</li></ul>	
<b>Level 6</b>	<ul style="list-style-type: none"><li>- Honours Degree</li></ul>	
<b>Level 5</b>	<ul style="list-style-type: none"><li>- Degree</li><li>- Level 5 NVQ</li></ul>	
<b>Level 4</b>	<ul style="list-style-type: none"><li>- Level 4 HND</li><li>- Level 4 NVQ</li><li>- VRQ Level 4</li></ul>	
<b>Level 3</b>	<ul style="list-style-type: none"><li>- A-Levels</li><li>- Level 3 Certificate</li><li>- Level 3 NVQ</li><li>- VRQ Level 3</li></ul>	
<b>Level 2</b>	<ul style="list-style-type: none"><li>- GCSE grades A*-C</li><li>- Occupational Studies Level 2</li><li>- NVQ Level 2</li><li>- VRQ Level 2</li></ul>	
<b>Level 1</b>	<ul style="list-style-type: none"><li>- GCSE grades D-G</li><li>- NVQ Level 1</li><li>- Occupational Studies Level 1</li><li>- VRQ Level 1</li></ul>	
<b>Entry Level</b>	Entry Level certificates allow progression to a variety of courses such as GCSE, NVQ Level 1 or VRQ Level 1 courses.	

# Qualifications Booklet Template

Subject/Title:

Name of teacher(s):

Main topics covered:

Exam details:

Coursework details:

Other relevant information:

## Qualification Discussion Cards

GCSE (General)  
Geography

GCSE (Applied)  
Science

GCSE (Applied)  
Financial Services

GCSE (General)  
English

Occupational Studies  
Construction

VRQ  
Personal Effectiveness  
Level 3

# Job Discussion Cards

Accountant

Physiotherapist

Web Designer

Bank Manager

Nurse

Journalist

Computer Programmer

Engineer

Beautician

Translator

Business Owner

Lab Technician

# Jobs and Qualifications Report Card

Job Title:

Qualifications required:

GCSEs:

A-Levels:

HND/Degree:

Further professional qualifications (if applicable):

Sources of research/information used, for example the internet  
or careers library:



# Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **[www.ccea.org.uk/employability](http://www.ccea.org.uk/employability)**

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