

St Killian's College, Garron Tower



KEY STAGE 4 SUBJECT CHOICES

INFORMATION AND GUIDANCE

2019 -2020

Information current as of March 2019 and may be subject to change

Parent/Guardian's Signature: _____



CONTENTS

Guidance for Year 10 Students and Parent	2
Curriculum Organisation Year 11	5
Agriculture and Land Use	6
Art and Design	7
Business Studies	8
Business and Communication Systems	9
Child Development	10
Construction and the Built Environment	11
Digital Technology	12
Drama	13
English Language	14
English Literature	15
Food and Nutrition	16
French	17
Geography	19
Health and Social Care	20
History	21
Irish	22
Learning for Life and Work	24
Mathematics	25
Further Mathematics	26
Media Studies	27
Motor Vehicle and Road User Studies	28
Music	29
Physical Education	30
Religious Studies	31
Double Award Science	32
Single Award Science	33
Spanish	34
Technology and Design	36
OCN NI Level 2 Extended Certificate in Applied Science	37
OCN NI Level 2 Certificate in Information Technology Applications	38
OCN NI Level 2 Certificate in Religious Studies	39
Occupational Studies Business and Services	41
Occupational Studies Technology and Innovation	42
Princes Trust Achievement Programme	43



GUIDANCE FOR YEAR 10 STUDENTS AND PARENTS

What is GCSE?

GCSE stands for the General Certificate of Secondary Education. At Key Stage 4 GCSE is the main means of assessing attainment. GCSE certificates are awarded for achievement at grades A* - G. Grades A*, A, B,C*,C are regarded as the grades that Students must aim for in order to consider studying them at A-level. To study a subject at A-level in St. Killian's College, a pass at grade A*, A or B is usually required.

What is an Occupational Studies qualification?

This is a Level 2 qualification aligned to GCSEs and NVQs. It allows learners to explore a range of vocational skills and research careers in the occupational areas they choose. The courses allow learners to develop different skills and discover if particular areas suit them. The learners can achieve the whole range of levels of competence. The course is 100% portfolio and activity based and the grade boundaries are Pass/Merit/Distinction/Distinction* which are the notional equivalent to A*-C at GCSE.

What is an OCN NI qualification?

This is a Level 2 qualification. The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

What is the Princes Trust qualification?

The Level 2 Achieve programme promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications. Young people work together as a group on practical learning projects, which are designed to boost their confidence, improve self esteem, attainment, behaviour and attendance. These skills and personal qualities can support the young people to achieve more, both at school, and in the future. The qualification is 100% centre assessed using portfolios of evidence and graded as Pass or Fail. A Level 2 Certificate 'Pass' grade is the notional equivalent of two grade 'B's at GCSE.

When do I take my GCSE exams?

If you study GCSEs the usual age to sit the end-of-course exams is 16, but there are no hard and fast rules. You can take it before or after that age; for example, some students will sit GCSE exams at the end of Year 11 but in general the exams are normally taken in May and June at the end of Year 12. Some subjects have modular exams and coursework or controlled assessments.

What are Vocational courses?

Vocational courses, are qualifications that:

- relate to work in a particular vocational area, such as business, ICT or technology
- are a mix of theory and practical activities
- can be mixed and matched with other GCSEs and a variety of different courses
- are mainly assessed by coursework or controlled assessments.



Why do I need to take GCSE/Level 2 subjects?

Sixteen is an important 'decision making' point in every young person's life. These qualifications provide the stepping stones as you make your decision regarding what you will do at this crucial stage of your life. You may choose to stay on here at the College and continue your studies at AS/A2 level in the hope of gaining a place at University/Higher education. Alternatively, you may decide to leave school, take a job, start on a training placement or go to another institute of learning to pursue different courses.

What is controlled assessment?

Controlled assessments are work that is integral to the course. It is done in class and at home and is closely supervised by teachers. It can take various forms such as assignments in Science, practical and project work in Art and Technology, and compositions in Music. Throughout your two years of study for KS4 qualifications your teachers will set specific coursework or controlled assessments for you to do. Your teachers will mark these topics and the marks will go towards your final results.

Why are controlled assessments necessary?

There are many skills that can't be tested by the traditional written exam – practical and oral skills. Controlled assessments give you the chance to demonstrate the many abilities you have and so makes the final mark you receive much fairer.

Which skills and abilities are tested through coursework and controlled assessments?

Your controlled assessments assess your ability to research, collect, compare and organise information; work in a group and make accurate records; use your powers of observation through laboratory and field work; plan and organise a long piece of work; use apparatus and machinery; communicate – and that means to listen as well as to talk; discuss, investigate, plan and design. These are exactly the vocationally related skills that employers value.

Controlled assessments also encourage students to work independently and assist in their preparation for higher level studies, such as A/AS levels.

It sounds as though I am going to have to take a lot of exams?

It depends on how you look at it. Your ability will be tested throughout the two years – but your controlled assessment performance will in some cases enable you to go into the examination well on your way to a good grade.

What if eight different teachers give controlled assessments at the same time?

It is unlikely that this 'scenario' will arise as the teachers submit proposed deadline dates and a timetable is drawn up. If you can manage your time efficiently, you will have few problems.



Controlled assessment is to your advantage!

Controlled assessments allow a wider range of skills to be assessed than is possible in a written examination. Evidence suggests that they have the effect of increasing candidates' motivation.

- If you are a good communicator you will have the chance to prove it;
- If you are a painstaking perfectionist you will have the time to perfect your work and so earn marks for it;
- If you are a thinker you will have time to think;
- If you are a problem solver you will get time to find the solution;

How do I choose the right subjects?

Because young people frequently change their ideas at this stage, most schools have put some restrictions on their choice of subjects ensuring that you keep your options open by not specializing too narrowly at an early stage.

Use the following guidelines to help you make your decisions:

- The College's subject requirements
- Subjects that you like
- Subjects that you are good at
- Subjects that you may need for your career
- Subjects that keep your options open
- What your teachers say
- What parents and friends say

What questions should I ask my teachers?

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and syllabuses available. So, before opting for, or committing yourself to any course, make sure that you ask each subject teacher:

- How much reading and writing is involved?
- How much controlled assessment is involved?
- What percentage of the marks is given for controlled assessment?
- Is there an oral test?
- Will I have to gather information for myself?
- Are options involved?
- What practical skills are involved?
- How much laboratory or fieldwork is involved?

Armed with this information, you should be well placed to make your GCSE decisions.

Good Luck!



CURRICULUM ORGANISATION YEAR 11 2019-2020

The Year 11 Curriculum caters for a wide range of interests and is designed to give you as much choice as possible while conforming to the statutory requirements of the Northern Ireland Curriculum. Some subjects are compulsory while others are optional.

The following subjects are **COMPULSORY**

- English Language
- Mathematics
- Religious Studies or OCN NI Level 2 Award in Religious Studies

Science from:

- Double Award Science
- Single Award Science
- OCN NI Level 2 Award in Applied Science

List of optional subjects:

English Literature or Digital Technology are offered as a tenth subject optional subject.

- | | |
|-------------------------------------|--|
| 1. Agriculture* | 15. HE Food & Nutrition* |
| 2. Art and Design* | 16. Irish |
| 3. Business Communications Systems* | 17. Learning for Life and Work* |
| 4. Business Studies | 18. Media Studies* |
| 5. Construction | 19. Motor Vehicle & Road User Studies* |
| 6. Digital Technology* | 20. Moving Image Art |
| 7. Drama | 21. Music |
| 8. English Literature | 22. Physical Education |
| 9. French | 23. Spanish |
| 10. Further Mathematics | 24. Technology & Design* |
| 11. Geography | 25. Level 2 ICT* |
| 12. Health & Social Care* | 26. Level 2 Occupational Studies - Construction* |
| 13. History | 27. Level 2 Occupational Studies - Cookery* |
| 14. HE Child Development* | 28. Level 2 Princes Trust Achieve Programme* |

Other compulsory courses (Non Examination)

Careers education, General P.E., Learning for Life and Work and the College tutorial programme must be taken by everyone during Form Period.



AGRICULTURE AND LAND USE

EXAMINATION BOARD: CCEA http://ccea.org.uk/agriculture_and_land_use/

AIMS OF THE COURSE:

- To develop the scientific knowledge in relevant, enjoyable and work based content
- Appreciate how knowledge of science can enhance productivity in the land-based and environmental sector
- Develop an awareness of the relationship between humans and the environment in which they engage in agricultural activity
- Acquire knowledge about the land-based and environmental sector and the skills required to work in it
- Develop a critical and analytical approach to problem solving within the context of work-related scenarios
- Make informed decisions about further learning opportunities and career choices in the land based environment

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Soils, Crops and Habitats	<ul style="list-style-type: none"> • Composition of soils • Horticulture • Plant Biology • Crop production • Care and management of the countryside • Renewable energy and climate change • Careers 	<p>External Exam (1hr, 15m)</p> <p>20%</p>
Unit 2: Animals of the land	<ul style="list-style-type: none"> • Livestock Farming • Breeding and Reproduction • Health and Welfare • Nutrition • Food Production and Processing • Farm Economics • Farm Health and Safety • Pollution and Farm Waste 	<p>External Exam (1hr, 15m)</p> <p>20%</p>
Unit 3: Contemporary issues in Agriculture and Land Use	<p>Two tasks:</p> <ul style="list-style-type: none"> • 1 practical investigation – 60marks • 1 research project – 120marks 	<p>Controlled Assessment</p> <p>60%</p>

CAREER IMPLICATIONS: GCSE Agriculture has many transferable skills that employers find useful, this subject could help with a career in the following sectors – Farming. Agri-food sector. Land use sector. Veterinary work. Career with DARD.



ART AND DESIGN

EXAMINATION BOARD: CCEA <http://ccea.org.uk/artanddesign/>

AIM OF THE COURSE:

Art and Design activities involve being creative and imaginative using a combination of practical and intellectual skills to produce a variety of different visual and tactile outcomes.

OUTLINE OF THE COURSE and ASSESSMENT:

The study of Art and Design provides students with opportunities to enrich their sensory experiences and develop aesthetic sensitivity and awareness by making personal, visual and tactile responses to feelings, ideas and environments. Students develop intellectual and practical abilities, appreciate the relationship between their work and that of artists, designers and craftworkers in their own and other cultures and become aware of the history and social aspects of the European Community. In their use and exploration of materials, processes and technologies in both two- and three-dimensions students learn to be selective and discriminating.

Unit Detail	Content	Component Value
Unit 1: Part A: (25%) Unit 1: Part B: (35%) (over 1.5 years from Sept of Year 11 to January of Year 12)	The Exploratory Portfolio. Investigating the Creative & Cultural Industries.	Controlled Assessment 60%
Unit 2: Working to a Stimulus (From January of Year 12)	Students will creatively investigate and develop ideas in response to a theme set by CCEA. Students will use a wide range of media, materials, processes and techniques to develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D	Externally Set Assignment 40%

CAREER IMPLICATIONS:

There are a wide range of careers to which Art and Design can make a contribution: Artist in various Media:-Ceramics, Crafts, Drawing, Embroidery, Glass, Wood, Architecture, Art Therapies, Digital Modelling, Public Art and Design, Teaching, The Design Industry, Visual/Media and Theatre,



BUSINESS STUDIES

EXAMINATION BOARD: CCEA http://ccea.org.uk/business_studies/

AIMS OF THE COURSE:

Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions. It offers an excellent foundation for those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing on to further study.

Students will have opportunities to be involved in case studies, business trips to manufacturing firms, investigations, simulations and mini-enterprises. In addition, Students will have opportunities to have direct contacts with businesses in their local environment.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Business Start Up	<ul style="list-style-type: none"> • Business Start Up • Production • Marketing 	External Exam (1hr, 20m) 40%
Unit 2: Business Development	<ul style="list-style-type: none"> • Finance • Managing People • Business Growth • Business Plan 	External Exam (1hr, 40m) 40%
Unit 3: Business Plan	Format: Candidates complete one task from a range of tasks released in September each year Synoptic	Controlled Assessment 20%

CAREERS IMPLICATIONS:

In higher education it is an excellent preparation for a wide range of degree courses including Business Studies, Marketing, Law, Economics and Accountancy. Business Studies also prepares Students for most other Degrees as all have the above elements included as core modules. As a course which has a vocational slant, it provides an excellent preparation for immediate entry into the world of work. Whatever your career plans, the subject will suit you if you are looking for a stimulating and challenging course that has relevance to everyday life.



BUSINESS AND COMMUNICATION SYSTEMS

EXAMINATION BOARD: CCEA http://ccea.org.uk/business_comm_systems/

AIMS OF THE COURSE:

- To develop practical ICT skills and Business knowledge, skills and understanding that are useful in a diverse range of employment roles.
- To help Students understand the changing role of ICT in business.
- To help Students gain an understanding of how ICT skills are used to enhance Business activities, particularly through e-commerce.
- To prepare Students for studying Business and ICT at a more advanced level.

OUTLINE OF THE COURSE and ASSESSMENT:

Business and Communication Systems is a practical subject which recognises how ICT has become increasingly important in business. By studying this course Students have the opportunity to develop practical ICT skills in a wide range of computer applications in Business contexts. Furthermore Students study the Business Environment and the affect which advances in ICT have had on it.

Unit Detail	Content	Component Value
Unit 1: ICT Content	<ul style="list-style-type: none"> • Word Processing • Excel Databases • Charts • Email • Internet 	External Computer Based Exam (2 hours) 40%
Unit 2: The Business Environment	<ul style="list-style-type: none"> • Types of Business Ownership • Business Aims, Uncertainty/Risk/ Reward • Communication • Stakeholders • Market Research • Marketing Mix 4P's • Wages & Salaries • Recruitment & Selection • Training • CV's • Interviews 	External Exam (1hr, 40m) 35%
Unit 3: E-Commerce	<ul style="list-style-type: none"> • Role of ICT in the World of Business • Advantages and Disadvantages of E-Business • Effective Business Websites • Design a Website • Legal Implications of E-Commerce 	Controlled Assessment 25%



CHILD DEVELOPMENT

EXAMINATION BOARD: CCEA

http://www.rewardinglearning.org.uk/microsites/home_economics/revisted_gcse_child_development/index.asp

AIMS OF THE COURSE:

This course focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents, and the social and environmental influences affecting family life.

OUTLINE OF THE COURSE and ASSESSMENT

Unit Detail	Content	Component Value
Unit 1: Parenthood, Pregnancy and the Newborn baby	<ul style="list-style-type: none"> • Parental responsibilities • Development of a healthy pregnancy • Stages of labour • Birth • Care of a newborn baby 	External Exam (1hr 15m) 30%
Unit 2: The Development of the Child (0-5yrs)	<ul style="list-style-type: none"> • Dietary needs of the child • Child health and education • Child development – Social, Physical, Intellectual, Emotional • Communication development 	External Exam (1hr 15m) 30%
Unit 3: Investigative Task	Students complete one task from a choice of two. Students use the given task title to choose one issue for further research. They plan and carry out activities to produce an outcome and then evaluate all aspects of the task.	Controlled Assessment 40%

CAREER IMPLICATIONS:

This GCSE has been designed to provide a broad educational basis for either further training, further education or for moving into employment mainly within the Child care sector.

Post 16 pathways include 'A' level Home Economics, Psychology, Sociology and Advanced Health and Social Care.



CONSTRUCTION AND THE BUILT ENVIRONMENT

EXAMINATION BOARD: CCEA <http://ccea.org.uk/construction/>

AIMS OF THE COURSE:

This specification has been developed to give students a realistic understanding and experience of Construction as part of a broad Key Stage 4 programme. It has been designed to enable teachers and students to develop an authentic working relationship with the real world-of-work. It provides opportunities for the application of knowledge, understanding and skills through a range of theoretical and practical contexts. However, the emphasis on the practical will enable the students to have a motivating and enjoyable experience of working in the Construction industry.

OUTLINE OF THE COURSE and ASSESSMENT

Unit Detail	Content	Component Value
Unit 1: Introduction to the Built Environment	What is the built environment? <ul style="list-style-type: none"> • Housing types • Materials in construction • Structural form • Building • Civil Engineering • Building Services • Employment in the Construction Industry 	External Exam (1 hour) 20%
Unit 2: Sustainable Construction	Technology: <ul style="list-style-type: none"> • Foundations • Wall Construction • Insulation • Floors/Roofs/Doors/Windows/Stairs Renewable Energy and Sustainable Construction: <ul style="list-style-type: none"> • Sustainable development • Planning Permission • Location/Design • Insulation in construction • Renewable Energies 	External Exam (1hr 30m) 30%
Unit 3: The Construction Craft Project	This unit allows the opportunity to make practical objects in wood. A 5 page portfolio accompanies the craft project explaining the processes used throughout the practical activities.	Controlled Assessment 25%
Unit 4: Computer Aided Design in Construction	This unit allows the opportunity to design construction details and plans using the most up to date software used in the industry: AutoCAD	Controlled Assessment 25%

CAREER IMPLICATIONS:

This course provides opportunities for progression into Further Education, training and/or employment in the Construction industry. The subject is particularly useful to any student who might be considering a career in any of the following: Architecture; Civil Engineering; Building Control; Architectural Technology; Computer Aided Design; Structural Engineering; Estate Management; Construction Management; Quantity Surveying or Building Services. There are also career prospects in construction crafts such as Joinery, Brickwork, Plastering, Plumbing or Electrical Installation.



DIGITAL TECHNOLOGY

EXAMINATION BOARD: CCEA http://ceea.org.uk/digital_technology/

Students will acquire and apply knowledge and understanding of digital technology in a variety of contexts. They will have an opportunity to develop creative and practical IT skills using a range of software.

The specification aims to help students:

- become independent and discerning users of digital technology;
- acquire creative, problem solving and technical skills;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice;
- develop the skills needed to work collaboratively.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Compulsory Core	Digital Technology	External Exam (1 hr) 30%
Unit 2: Multimedia Unit	Digital Authoring Concepts	External Exam (1hr 30m) 40%
Unit 3: Multimedia Unit	Digital Authoring Practice	Controlled Assessment 30%

CAREER IMPLICATIONS:

Programmer / Systems Analyst / Software Engineer / Computer operator / Technician / Web designer / Multi Media Designer / Consultant / Business Project Management / Network Management / Sales / Technical Support / Games developer / Training / Research / Healthcare Computing Systems /Administration etc.



DRAMA

EXAMINATION BOARD: CCEA <http://ccea.org.uk/drama/>

AIMS OF THE COURSE:

- To develop the knowledge, skills and understanding required for the making and appraising of drama forms;
- To develop the self-confidence required to explore and express ideas through the devising and making of performances;
- To develop the ability to work collaboratively and refine team work skills to achieve shared goals;
- To engage with and develop enjoyment, appreciation and understanding of dramatic texts in performance which will have a positive impact on the study of English/Literature.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Devised Performance	Students will prepare one performance in Year 11: <i>A piece of stimulus material will be used as the starting point of their performance task. Students will then research styles of performance, direct scenes and prepare their performance to show an audience.</i> This will be performed after school to family, friends and staff. The performance will be assessed and recorded on the night for moderation purposes. Students will be required to submit a piece of written work (maximum 2000 words) based on the group's performance process.	Controlled Assessment 25%
Unit 2: Scripted Performance	Students will prepare a performance from a published play. This will be performed to a visiting examiner in Year 12.	Controlled Assessment 35%
Unit 3: Knowledge & Understanding of Drama	Three questions based on the set text: 'Blood Brothers'. Students are encouraged to research, perform and appraise as well as read, watch and analyse. The onus is placed on group work as much of the overall grade is composed from the practical work. (60%	External Exam 40%

N.B. Students who wish to study Drama must have an excellent attendance record in Year 10 as this course depends on effective group work. In addition, students should have achieved at least 60%/a C grade in English by the end of Yr10 in order to manage the written component of this course.

CAREER IMPLICATIONS:

Studying Drama will develop skills that are important if your intention is to be involved with Drama at some professional level, for example, a Performing Arts course at University or a career in theatre. In addition, Drama can also make an enormous contribution to your personal development. In today's world, employers are looking for mature, creative people who can communicate effectively, present ideas with confidence, work on their own initiative and display team spirit – precisely the skills that Drama develops. Students of Drama and Theatre Studies have used their qualification in this subject to apply for courses in Journalism, Teaching, Law, Advertising/Media, PR/Marketing, Business/Charities administrator, Social work and Youth/Community work.



ENGLISH LANGUAGE

EXAMINATION BOARD: CCEA http://ccea.org.uk/english_language/

AIMS OF THE COURSE:

The following excerpt describes the aims of the course, which is designed to encourage Students:

- to demonstrate the skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- to express themselves creatively and imaginatively;
- to become critical readers of a range of texts, including multi-modal texts;
- to use reading to develop their own skills as writers;
- to understand the patterns, structures and conventions of written and spoken English;
- to understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- to select and adapt speech and writing to different situations and audiences.

The skills embedded in the specification are described as follows:

- engaging with, and making fresh connections among, ideas, texts, words and images;
- studying spoken and written language, exploring how language varies;
- expressing ideas and information clearly, precisely and appropriately in spoken and written communication; and
- forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Writing for Purpose and Audience and Reading to access Non-fiction and Media Texts	External Exam (1hr, 45m) 30%
Unit 2 Speaking and Listening	Task 1: Individual Presentation and interaction Task 2: Discussion Task3: Role Play	Internal Assessment 20%
Unit 3 Studying Spoken and Written Language	Task 1: The Study of Spoken Language Task 2: The Study of Written Language	Controlled Assessment 20%
Unit 4:	Personal or Creative Writing and Reading Literary and Non-Fiction Texts	External Exam (1hr, 45m) 30%



ENGLISH LITERATURE

EXAMINATION BOARD: CCEA http://ccea.org.uk/english_literature/

Note: English Literature is a desirable subject for employers as Students gain and develop skills that are advantageous in the world of work. The subject enriches Student learning across the curriculum and encourages Students to communicate effectively; to speak with a widened vocabulary; to write with sophistication and structure and to think critically and creatively.

AIMS OF THE COURSE:

This specification aims to encourage students to:

- become critical readers of prose, drama and poetry;
- develop the ability to analyse the impact of language, structure and form in a range of texts;
- connect ideas, themes and issues in a range of texts;
- explore contexts and experience different times, cultures, viewpoints and situations in texts;
- read for enjoyment and nurture a lifelong love of literature.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1 The Study of Prose	External written examination – For example, 'Of Mice and Men' Students answer two questions; one from Section A and the set question in Section B.	External Exam (1hr, 45m) 30%
Unit 2 The Study of Drama and Poetry	External written examination – For example, 'Philadelphia, Here I Come!' Students answer two questions, one from Section A and one from Section B.	External Exam (2 hours) 50%
Unit 3 The Study of Shakespeare	Controlled assessment – For example, 'Macbeth' Students complete one task: an extended writing question based on a theme.	Controlled Assessment 20%

CAREER IMPLICATIONS:

GCSE English and English Literature are much sought after in the world of work. Our students go on to pursue a wide variety of careers including law, education, advertising, publishing, journalism and in the media generally. The development of the critical faculty, and the ability to analyse and empathise, are vital skills, which are eminently suitable for transference to any number of other disciplines at both primary and post-graduate levels. Increasingly, students are studying English Literature alongside STEM subjects in order to showcase all their skills and to stress to universities and potential employers that they are articulate and confident communicators. The value of English Literature is well respected by potential employers owing to the numerous transferable skills it demonstrates. It is a fantastic asset to have in general.



FOOD AND NUTRITION

EXAMINATION BOARD: CCEA http://ccea.org.uk/food_nutrition/

AIMS OF THE COURSE:

- develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition
- increase their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision making and problem solving
- evaluate decisions so that they develop as informed and discerning consumers
- develop an interest in and appreciation of the diverse range of food now available
- actively engage in studying food and nutrition to develop as effective and independent students

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1 Food and Nutrition		External Exam (2 hours) 50%
Unit 2 Practical Food and Nutrition	<p>Students complete one task that involves the following:</p> <ul style="list-style-type: none"> • Part A: Research and Viewpoints; • Part B: Justification of Choice; • Part C: Planning; • Part D: Practical Activity; and • Part E: Evaluation. <p>Students present the written report on the task in the required format.</p> <p>Teachers mark the task, and CCEA moderate the results.</p>	Controlled assessment 50%

CAREER IMPLICATIONS:

Career choice can be wide and varied but most would involve:

Education and teaching, retail, hospitality and business management, travel, tourism and leisure studies, dietitian, food science and technology



FRENCH

EXAMINATION BOARD: CCEA <http://ccea.org.uk/french/>

AIMS OF THE COURSE: This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of French;
- develop the confidence to communicate effectively in French;
- develop the ability to work independently and with others;
- develop an understanding of French in a variety of contexts;
- develop awareness and understanding of French-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Listening	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; and • answering questions in French. 	<p>External Exam</p> <p>Foundation (35 mins) Higher (45 mins) 25%</p>
Unit 2: Speaking	<p>One teacher-conducted and externally marked speaking examination. There is one tier of entry. Each test includes:</p> <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and a general conversation on two topics, one from each of the other two Contexts for Learning. <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare the first conversation topic in advance from the Context for Learning that we prescribe. Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>External Speaking Exam</p> <p>(7-12 mins + 10m prep) 25%</p>



Unit Detail	Content	Component Value
Unit 3: Reading	<p>External written examination with stimulus material in French There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in Irish; and • translating short sentences from French into English 	<p>External Exam</p> <p>Foundation (50 mins)</p> <p>Higher (1 hour)</p> <p>25%</p>
Unit 4: Writing	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in French (Foundation Tier only); • short phrase/sentence responses in French (both tiers); • short responses in French to one or more pieces of text (Higher Tier only); • translation of short sentences from English into French (both tiers); and • one structured, extended writing task in French from a choice of three (both tiers). 	<p>External Exam</p> <p>Foundation (1 hour)</p> <p>Higher (1hr 15m)</p> <p>25%</p>

CAREER IMPLICATIONS:

More than 220 million people on all five continents speak French and it is the sixth most widely spoken language in the world. The ability to speak French is an advantage when looking for a job. Many multinational companies use French as their working language in sectors such as retail, automotive, luxury goods and aeronautics. As the world's fifth biggest economy, France attracts entrepreneurs, researchers and foreign students. Learning a language and studying another culture broadens the mind and widens horizons. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that employers and universities value highly in a range of Third Level courses, including Law, Education, Media, History etc.



GEOGRAPHY

EXAMINATION BOARD: CCEA <http://ccea.org.uk/geography/>

AIMS OF COURSE:

The course aims to give you an understanding of how the world works. By knowing the land, you will then understand how and why people use the land in the manner they do.

Turn on your TV almost any day and you will see coverage of **events** such as flooding, storms, coastal damage, earthquakes or even tsunamis. **Issues** such as pensions, healthcare provision, climate change, famine, sustainability and global warming also make the news. These events and issues are at the very heart of Geography, its **relevance** in today's society is clear! By studying Geography, you will gain **awareness of your own responsibilities** and how **you can contribute to a future** that is both sustainable and inclusive.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
UNIT 1: Understanding Our Natural World	<ul style="list-style-type: none"> • River Environments • Coastal Environments • Our Changing Weather and Climate • The Restless Earth 	External Exam (1hr 30m) 40%
UNIT 2: Living in Our World	<ul style="list-style-type: none"> • Population and Migration • Changing Urban Areas • Contrasts in World Development • Managing Our Environment 	External Exam (1hr 30m) 40%
UNIT 3: Fieldwork Exam	Students base their answers on their knowledge and experience of fieldwork. Students will undertake a practical field study - the titles change each year e.g. aspects of River characteristics/ erosion. Students must bring a fieldwork statement and table of data to the examination from which they will then address the question paper.	External Exam (1 hour) 20%

CAREER IMPLICATIONS:

Studying Geography provides you with many transferable skills, skills which employers like you to have, such as researching, analysing and selecting relevant information. It can therefore make a helpful contribution to the following career options: Civil Engineering, G.I.S., Law, Accounting, Medicine, Environmental Management, Conservation, Travel Industry, Travel/Tourism, Coastal Management, Town Planning, Teaching, Quantity Surveying, Geology, Architecture, Cartography, Agriculture, Horticulture, Land / Estate / Forestry Management, Meteorology, Leisure and Recreation management, Heritage work, Recycling industries to name but a few.



HEALTH AND SOCIAL CARE

EXAMINATION BOARD: CCEA <http://ccea.org.uk/hsc/>

AIMS OF THE COURSE:

Everyone uses the Health Service at one time or other as well as other social services. This course offers students the opportunity to gain a knowledge and understanding of the health and social care sector including health, social services, early years and children's services. Students also study personal development.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Personal Development, Health and Well-Being	<ul style="list-style-type: none"> • Human growth and development- all life stages- physical, intellectual, social emotional development • Factors affecting growth and development- behavioural, environmental factors etc. • Relationships • Self concept • Major life changes and sources of support 	External Exam 50%
Unit 2: Working in Health & Social Care and Early Years Sectors	<p>Students will complete most of their coursework during school time.</p> <ul style="list-style-type: none"> • Main employment sectors in health and social care • Job roles- qualifications and training needed in this field • Providing Quality care- confidentiality, effective communication • Meeting client needs (infants, children, adults etc) • Accessing services-how patients are referred for care etc, • Barriers to accessing health and social care services 	Controlled Assessment 50%

CAREER IMPLICATIONS:

The qualification is appropriate preparation for students who intend to pursue a career in the Health and Personal Social Services including; Medicine, Nursing, Midwifery, Sports Science, Teaching, Youth work, Social Work, Sociology, Psychology, Occupational Therapy, Speech and Language Therapy, Radiography, Physiotherapy, Criminology, Human Resource management, and Optometry.



HISTORY

EXAMINATION BOARD: CCEA <http://ccea.org.uk/history/>

AIMS OF THE COURSE:

Students need to have shown an interest and aptitude for the subject at KS3. Students must have achieved a minimum of Level 5 in English at KS3. At GCSE they will investigate the lives of people in the past by examining the evidence that survives. They will need to have a sense of enquiry about the people and events that have shaped their world. Successful students must be prepared to read widely and research through the Internet. They will develop an understanding of the actions and motives of people and their societies and the skills to analyse and weigh up the arguments. Communication is very important in History and students develop the ability to express their ideas both orally and in writing.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Section A: Life in Nazi Germany 1933 – 1945. Section B: Northern Ireland and its Neighbours 1920-1949	External Exam (1hr 45m) 60%
Unit 2	Outline Study – International Relations 1945 – 2003	External Exam (1hr 15m) 40%

CAREER IMPLICATIONS:

These skills are considered transferable and are in much demand by employers in a rapidly changing labour market. There is a wide range of careers to which History can make a contribution. Apart from the more obvious choices of teaching, archaeology, and museum work, History is a useful qualification for lawyers, journalists, civil servants, diplomats, researchers, town planners, and tourist and heritage workers, among others.



IRISH

EXAMINATION BOARD: CCEA <http://ccea.org.uk/irish/>

AIMS OF THE COURSE: This course aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Irish;
- develop the confidence to communicate effectively in Irish;
- develop the ability to work independently and with others;
- develop an understanding of Irish in a variety of contexts;
- develop awareness and understanding of Irish-speaking countries and communities;
- take their place as citizens in a multilingual, global society.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Listening	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; and • answering questions in Irish. 	<p>External Exam</p> <p>Foundation (35 mins) Higher (45 mins)</p> <p>25%</p>
Unit 2: Speaking	<p>One teacher-conducted and externally marked speaking examination. There is one tier of entry. Each test includes:</p> <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and a general conversation on two topics, one from each of the other two Contexts for Learning. <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare the first conversation topic in advance from the Context for Learning that we prescribe. Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>External Speaking Exam</p> <p>(7-12 mins + 10m prep)</p> <p>25%</p>



Unit Detail	Content	Component Value
Unit 3: Reading	<p>External written examination with stimulus material in Irish There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in Irish; and • translating short sentences from Irish into English 	<p>External Exam</p> <p>Foundation (50 mins)</p> <p>Higher (1 hour)</p> <p>25%</p>
Unit 4: Writing	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in Irish (Foundation Tier only); • short phrase/sentence responses in Irish (both tiers); • short responses in Irish to one or more pieces of text (Higher Tier only); • translation of short sentences from English into Irish (both tiers); and • one structured, extended writing task in Irish from a choice of three (both tiers). 	<p>External Exam</p> <p>Foundation (1 hour)</p> <p>Higher (1hr 15m)</p> <p>25%</p>

CAREER IMPLICATIONS:

- Irish-medium education (Almost every newly-qualified teacher in Irish has been employed almost immediately). So too has there been a demand for Irish-speaking classroom assistants, youth officers, speech and language therapists and field officers.
- TG4 and BBC have opened up opportunities for Irish speakers in the media, drama, art and design and jobs related to the production of TV and radio programmes.
- Irish has been granted legal standing under both the 1998 Good Friday Agreement and 2006 St Andrew's Agreement, leading to increased provisions and status of the language in the north of Ireland and beyond. It is recognised as an official language of the European Union and as such, many job opportunities are available as translators, legal linguists and other such professions in Brussels and Luxemburg.
- Many students who have studied Irish have found that the skills that they have been able to develop have been particularly useful in many high profile careers, for example, Law, Politics, Business and even in the field of ICT.
- Many students in years gone by have chosen not to study the language further than A Level, but have found the skills and grade picked up studying A Level Irish have been useful in gaining entry to a range of Third Level courses, including Law, Education, Media, History etc.



LEARNING FOR LIFE AND WORK

EXAMINATION BOARD: CCEA <http://ccea.org.uk/llw/>

AIM OF THE COURSE: The aim of this course is to provide students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Local and Global Citizenship	<ul style="list-style-type: none"> • Diversity and Inclusion: challenges and opportunities • Rights and Responsibilities: local and global • Government and civil society; social equality and human rights • Democratic Institutions; promoting inclusion, justice and democracy • Democracy and Active Participation • The role of NGOs 	External Exam 20%
Unit 2: Personal Development	<ul style="list-style-type: none"> • Personal Health and Wellbeing • Emotions and Reactions to life experiences • Personal Safety and Wellbeing • Relationships and Sexuality • Making informed financial decisions 	External Exam 20%
Unit 3: Employability	<ul style="list-style-type: none"> • The Impact of Globalisation on employment • Preparing for Employment: Recruitment and Selection • Rights and Responsibilities of Employers and Employees • Social Responsibility of businesses • Exploring self-employment • Personal Career Management 	External Exam 20%
Unit 4: Controlled Assessment Investigative Task	<p>Students complete one task from a choice of three. The task is an investigation on a topic in one of the following:</p> <ol style="list-style-type: none"> 1. Local and Global Citizenship; 2. Personal Development; or 3. Employability. <p>The task involves the following:</p> <ul style="list-style-type: none"> • Part A: Planning; • Part B: Research; • Part C: Communicating Findings; • Part D: Self-Evaluation; and • Part E: Presentation of Task. <p>Teachers mark the task and CCEA moderate the results.</p>	Controlled Assessment 40%

CAREER IMPLICATIONS: The qualification is appropriate preparation for students who intend to pursue a career in Government, Politics, Charity Director, Charity work, International Relations, Business, Law, Fitness and Well-being, Teaching, Mental health and Social Work.



MATHEMATICS

EXAMINATION BOARD: CCEA <http://ccea.org.uk/mathematics/>

AIMS OF THE COURSE: This course aims to encourage students 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; and
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

OUTLINE OF THE COURSE and ASSESSMENT:

GCSE Mathematics is compulsory. It is designed to promote continuity, coherence and progression within the study of mathematics. It builds on the knowledge, understanding and skills developed within KS3. The subject content is divided into four areas of study:

- using and applying mathematics
- number and algebra shape,
- space and measure
- handling data

Two tiers are available – higher and foundation.

In Year 11, mathematics classes are blocked. **The Students are placed into a suitable group on the basis of their Key Stage 3 exam in Year 10.** One group does GCSE higher level mathematics in Year 11 and then GCSE Further Mathematics in Year 12.

The other groups sit modules of the appropriate GCSE specification in Years 11 and 12. The content of the foundation syllabus is not as intense as the high level. The grades offered at foundation level are C*-G and at high level A*-D. Both tiers are assessed through a modular exam and a completion paper.

Please note: Students who are considering A Level Mathematics **must** sit the M4 and M8 modules of the CCEA specification at the higher tier.



FURTHER MATHEMATICS

EXAMINATION BOARD: CCEA <http://ccea.org.uk/mathematics/>

AIMS OF THE COURSE: Further Mathematics aims to provide:

- a deeper conceptual understanding of pure mathematics, mechanics and statistics in preparation for further and higher studies in mathematics.
- a mathematical foundation for those about to follow higher studies in other subjects in which Mathematics and application of mathematics is important, e.g. science, geography, design and technology.
- an opportunity for those with no specific requirement in mathematics to further their studies in the subject because of its attraction and fascination.

OUTLINE OF THE COURSE and ASSESSMENT:

Further Mathematics is made up of units:

There is one mandatory unit (Unit 1) and three optional units (Units 2, 3, and 4). Students must complete Unit 1 and choose to complete two units from options Unit 2, Unit 3 and Unit 4. Each unit is assessed through a 2 hour written exam worth 50%. Both units are assessed at the end of the year.

Only those students who gain a high result in their summer exam or are recommended by their teacher should consider doing Further Mathematics. Further Mathematics provides a very strong foundation for AS/A Level Mathematics.

Students who wish to study AS/A level Mathematics are strongly encouraged to study Further Mathematics as one of their options.

CAREER IMPLICATIONS:

Mathematics gives the students a wide choice of careers, especially in banking and finance, engineering, pure sciences, statistics and operational research, information technology, medicine and associated sciences and teaching..



MEDIA STUDIES

EXAMINATION BOARD: WJEC EDUQAS

<https://www.eduqas.co.uk/qualifications/media-studies/gcse/>

AIMS OF THE COURSE:

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

OUTLINE OF THE COURSE and ASSESSMENT:

The four key Media concepts will be studied throughout the two-year period using a variety of platforms. The concepts studied will be:

- Media Language
- Media Representation
- Media Industries
- Media Audiences

Unit Detail	Content	Component Value
Unit 1: Industries, Audiences and Representations	Stimuli: Magazines, film and film posters, newspapers, print advertisements, radio and video games	External Exam (1hr 30m) 40%
Unit 2: Media Language, Contexts of the Media and Analysis of Media Products	Stimuli: <ul style="list-style-type: none"> • Crime Drama, Music videos and online media (multiple choice questions; short answer questions and an extended response)	External Exam 30%
Unit 3	Candidates have to produce a conceivable media product. Either, film marketing or a magazine.	Controlled Assessment 30%

CAREER IMPLICATIONS:

This course promotes analysis, critical thinking, creativity and the ability to make decisions; skills which are much sought after at university and in the world of work. Many Media Studies graduates pursue a career in various fields including advertising, business, creative industries, journalism, marketing, filmmaking, publishing, broadcasting, TV, video, multimedia, media research, teaching and speech-writing. However, the skills you will develop can open many other doors. It is a growing industry!



MOTOR VEHICLE AND ROAD USER STUDIES

EXAMINATION BOARD: CCEA <http://ccea.org.uk/mvrus/>

AIMS OF THE COURSE: This course aims to encourage students to:

- develop interest in and appreciation of the motor vehicle;
- develop understanding of the legal liabilities of being a road user;
- develop knowledge and understanding of the responsibilities of vehicle ownership;
- develop a positive and understanding attitude to the use of the road and to other road users;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop respect for the safety of road users;
- learn to act decisively and positively at the scene of a road traffic collision;
- acquire the knowledge and skills needed for the use of a powered vehicle;
- develop understanding of the mathematical, scientific and technological principles of motor vehicles;
- develop knowledge and understanding of routine vehicle maintenance; and
- acquire a range of practical and communication skills appropriate to the subject.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Motor Vehicle and Road User Theory	<ul style="list-style-type: none"> • Vehicle Control and Road User Behaviour • Legal Requirements • Road Transport and its Effects on Society • Motoring Mathematics • Collision Procedures • Motor Vehicle Technology 	<p>External Exam (1hr, 45m)</p> <p>50%</p>
Unit 2: Investigative Study	<ul style="list-style-type: none"> • Students collect data on a moving traffic situation. They may do this in groups. • Students write the investigative study. They must do this individually. • Teachers mark the task and CCEA moderate the results. 	<p>Controlled Assessment</p> <p>25%</p>
Unit 3: Practical Riding Activity	<ul style="list-style-type: none"> • Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft. • Teachers mark the task and CCEA moderate the results. 	<p>Controlled Assessment</p> <p>25%</p>

CAREER OPPORTUNITIES:

Engineering, Automotive Master Mechanic, Avionics, Automotive Technician, Motor Vehicle Operator, Motor Vehicle Light Assembler, Driving Instructor



MUSIC

EXAMINATION BOARD: CCEA <http://ccea.org.uk/music/>

AIMS OF THE COURSE:

GCSE Music is designed to build upon the knowledge and skills developed within Years 8-10, of Listening Composing and Performing.

GCSE Music is excellent for building **Life Skills** such as **Self-Discipline:** private practice, the **Ability to Work with Others:** ensemble performance, **Communication Skills:** evaluation of work and performances, **Presentation Skills:** the ability to perform in front of an audience and be confident, **Creative and Critical Thinking:** composing. All employers look for these skills in job applicants.

OUTLINE OF THE COURSE and ASSESSMENT

Students should be committed to studying one or more musical instruments. Any instrument from the Tin Whistle, to Voice, to Drum Kit is acceptable as a performance option.

If a Student is interested in studying Music and doesn't already play an instrument, he/ she should remember that the GCSE covers two years. With dedication, the required standard could be met. (If Students are still unsure, discuss any queries with the Music teacher.)

As 'ensemble' performance is required, Students are expected, and advised to contribute to some extra-curricular musical activities as these will develop their musical skills and enrich their understanding of music studied in class.

Unit Detail	Content	Component Value
Unit 1: Performing and Appraising	External examination assessed by a visiting examiner. Candidates present one solo and one ensemble performance. Performances last no longer than 6 minutes in total. Candidates discuss and evaluate performances with the visiting examiner. Discussion lasts approximately 3 minutes.	External Exam 35%
Unit 2: Composing	Candidates create two compositions. One is in response to a pre-release stimulus; one is free choice. Teachers mark the compositions and CCEA moderate the results.	Controlled Assessment 30%
Unit 3: Listening and Appraising	Students answer questions based on familiar and unfamiliar music relating to the Areas of Study.	External Exam (1hr 30m) 35%

CAREER IMPLICATIONS:

Performer, Conductor, Composer, Teaching Music. - Instrumental Tutor (private/ peripatetic), Lecturing, Primary/ Secondary Music, Music Production, Sound Engineering, Music Administration, Arts Council: Fundraising and co-ordinating Musical events, Music Industry; Business/ Marketing, Music Therapy, Music Journalism.



PHYSICAL EDUCATION

EXAMINATION BOARD: CCEA http://ccea.org.uk/physical_education/

AIMS OF THE COURSE:

Studying Physical Education will enable students to gain knowledge and understanding of health and performance in physical activities and sports. Students will learn how to evaluate performance, make improvements and be aware of the factors that can affect health and performance.

A unique feature of this qualification is the engagement of Disability NI and the inclusion of sports they recommend. There is also a new activity option of event management, which gives students the opportunity to plan, organise and implement a sporting competition as one of their practical activities.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Factors Underpinning Health and Performance	This component covers the body at work, health and lifestyle decisions, and the active leisure industry. It is a written paper comprising short answer and multi-part questions, all compulsory.	External Paper (1hr, 15m) 25%
Unit 2: Developing Performance	This component covers the developing physical fitness for performance and developing skilled performance. It is a written paper comprising short answer and multi-part questions, all compulsory.	External Paper (1hr 15m) 25%
Unit 3: Individual Performances in Physical Activities and Sports	Students perform THREE physical activities or sports from a list supplied by CCEA. Students are assessed on the quality, efficiency and effectiveness of their performances, and the quality of their analysis and evaluation of their own and others' performances.	Controlled Assessment 50%

CAREER IMPLICATIONS:

The course provides a sound basis for further study of PE or related studies at a more advanced level, including Level 3 and A Level. In addition, it will give a deeper insight into possible career opportunities in a world where the sport and leisure industry is ever growing. A few sports related careers could include education, coaching, psychology, nutrition, bio-mechanics, exercise physiology, podiatry, dietetics, gym/fitness instruction, personal trainer, media, sports management, sports development officers, physiotherapy to name but a few.



RELIGIOUS STUDIES

EXAMINATION BOARD: CCEA http://ccea.org.uk/religious_studies/

AIMS OF THE COURSE:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of Mark's Gospel.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life within though not exclusively from the Roman Catholic tradition.

OUTLINE OF THE COURSE and ASSESSMENT: Of the 9 units on offer our school does the following:

Unit Detail	Content	Component Value
Unit 5: Christianity through a Study of the Gospel of Mark	<ul style="list-style-type: none"> • This unit introduces students to five themes in the life and ministry of Jesus, as portrayed in Mark's Gospel. • Students enhance their knowledge and understanding of, and ability to evaluate, key passages. They should consider these passages both within the religious, political, social and cultural context of Jesus' time, and in terms of how they influence contemporary Christian lifestyle in all its diversity. 	<p>External Exam (1hr 30m)</p> <p>50%</p>
Unit 6: An Introduction to Christian Ethics	<ul style="list-style-type: none"> • This unit introduces students to ethics in the study of religion. • Students explore personal and family issues, matters of life and death, developments in bioethics, contemporary issues in Christianity and modern warfare. 	<p>External Exam (1hr 30m)</p> <p>50%</p>

CAREER IMPLICATIONS:

Religious Studies is an interesting, informative and widely applicable subject which gains access to a whole range of careers – in fact any career that requires detailed reading of complex and sometimes obscure texts, writing in a effective and planned out manner the presentation of material in a clear and sustained way. Skills such as text analysis, sustained reasoned argumentation, developing points for and against a project and effective communication of ideas- both simple and complex are developed in RE. It gives the person a broader curiosity in the world around them, a sense of their place in that world and a set of values and ethical prompts that help in future decisions. As it is compulsory RE provides sound access to any of the other Humanities and of course provides good skill experience to begin KS5 RE.



DOUBLE AWARD SCIENCE

EXAMINATION BOARD: CCEA http://ccea.org.uk/general_science/

AIMS OF THE COURSE:

This aim of the Science option is to encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works. It enables learners to engage with Science and to make informed decisions both about further study in Science and related subjects and about their careers. In addition, the course aims to prepare those interested students for further study of Biology, Chemistry or Physics at A-level.

OUTLINE OF THE COURSE AND ASSESSMENT:

The course follows the modular specification, with three exams at the end of year 11 (one each in Biology, Chemistry and Physics) and three exams at the end of year 12. The exams in year 11 are worth 33% of the final mark and the exams in year 12 are worth 42%. Each class will have three subject teachers, delivering each individual subject. In addition, practical assessment accounts for the final 25% of the qualification. This comprises assessment of practical tasks completed in class time along with written practical exams taken at the end of year 12.

CAREER IMPLICATIONS:

BB grades or higher are required for the study of Science subjects to A-level. Marks for each of the 6 science papers are available at the end of KS4 to help students decide on appropriate subject choices at A-level.

The study of A-level Chemistry is *essential* for students intending to pursue a career in medicine, dentistry, pharmacy, chemical engineering and the biological sciences e.g. biochemistry, biomedical sciences etc. It is also strongly recommended for other scientific disciplines.

A good grade in AS-level Biology is crucial for the study of medicine and A Level Biology is recommended for all medical related degrees, and degrees in environmental biology and biological sciences.

A Physics qualification is essential for many future careers in Science and engineering. It can also help you make progress in other fields that value the demanding skills developed through Physics. Many accountants, bankers and business managers have benefited from studying Physics, as well as astronomers, radiographers, laser technologists, semiconductor technologists, meteorologists, scientific journalists, product marketing engineers and civil engineers!



SINGLE AWARD SCIENCE

EXAMINATION BOARD: CCEA http://ccea.org.uk/general_science/

AIMS OF THE COURSE:

The aim of this Science option is to provide a sound, basic understanding of Science and its applications through the traditional disciplines of Biology, Chemistry & Physics. It aims to allow students to obtain a well-respected qualification in Science at GCSE and meet the aims of the Science Department:

- To develop an interest in, and enjoyment of, the study of Science.
- To encourage an attitude of curiosity, scientific enquiry and an open minded yet critically thoughtful attitude to ideas and evidence.
- To recognise the usefulness and limitations of scientific methods and appreciate their applicability in other disciplines and in everyday life.
- To develop the abilities to perform appropriate experiments having due regard for safety and to observe, record and interpret scientific phenomena.
- To provide learning experiences that challenge Students across the ability range and enable all Students to achieve success.
- To stimulate an interest in and care for the environment and to appreciate that the application of Science can be both beneficial and detrimental to the individual, community and the environment.

OUTLINE OF THE COURSE and ASSESSMENT:

This subject consists of three exam modules covering the three Science subject areas of Biology, Chemistry & Physics. The fourth module comprises practical tasks completed in class time along with a practical exam. The course is delivered by one subject teacher.

One GCSE modular exam is taken in February of year 11, one in November of year 12 and the third in May of year 12. The practical exam is taken in May of year 12. All four modules can be taken at higher or foundation level, with the highest achievable grade at foundation level being a C. Each module, including the practical assessment, is worth 25%. The modules are stand alone units so once completed study of that subject is also completed. The structure of the course allows students to manage their workload over the two years of study and at the same time reach their potential with each module.

N.B. Undertaking this course will rule a candidate out from studying Biology, Chemistry or Physics at A-level. It does, however, allow entry to Applied Science at A-level.



SPANISH

EXAMINATION BOARD: CCEA <http://ccea.org.uk/spanish/>

AIMS OF THE COURSE: This course aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Spanish;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop an understanding of Spanish in a variety of contexts;
- develop awareness and understanding of Spanish-speaking countries and communities;
- take their place as citizens in a multilingual, global society.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Listening	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; and • answering questions in Spanish. 	<p>External Exam</p> <p>Foundation (35 mins) Higher (45 mins)</p> <p>25%</p>
Unit 2: Speaking	<p>One teacher-conducted and externally marked speaking examination. There is one tier of entry. Each test includes:</p> <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and a general conversation on two topics, one from each of the other two Contexts for Learning. <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare the first conversation topic in advance from the Context for Learning that we prescribe. Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>External Speaking Exam</p> <p>(7-12 mins + 10m prep)</p> <p>25%</p>



Unit Detail	Content	Component Value
Unit 3: Reading	<p>External written examination with stimulus material in Spanish There are two tiers of entry: Foundation and Higher</p> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in Spanish; and • translating short sentences from Spanish into English 	<p>External Exam</p> <p>Foundation (50 mins)</p> <p>Higher (1 hour)</p> <p>25%</p>
Unit 4: Writing	<p>There are two tiers of entry: Foundation and Higher</p> <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in Spanish (Foundation Tier only); • short phrase/sentence responses in Spanish (both tiers); • short responses in Spanish to one or more pieces of text (Higher Tier only); • translation of short sentences from English into Spanish (both tiers); and • one structured, extended writing task in Spanish from a choice of three (both tiers). 	<p>External Exam</p> <p>Foundation (1 hour)</p> <p>Higher (1hr 15m)</p> <p>25%</p>

CAREER IMPLICATIONS:

Spanish is becoming of greater importance in Europe, where it is often the foreign language of choice after English. Not surprisingly Spanish is a popular second or third language: with some 400 million speakers. It is an official language on four continents and it is of historical importance elsewhere. The numbers alone make Spanish a good choice for those wanting to learn another tongue. Since Spanish is also a Latin language, you will find that as you study Spanish you will have a better understanding of your native vocabulary. Similarly, both Spanish and English share Indo-European roots, so their grammars are similar. There is perhaps no more effective way to learn English grammar than by studying the grammar of another language, for the study forces you to think about how your own language is structured.



TECHNOLOGY AND DESIGN

EXAMINATION BOARD: CCEA <http://ccea.org.uk/technology/>

AIMS OF THE COURSE:

This course encourages you to be inspired, moved and challenged by following a broad course of study which will include the development of knowledge, understanding and skills related to Technology and Design; **designing, materials, manufacture, electronics, computer control, computer aided design, pneumatics, graphics, mechanisms and robotics**. It will allow you to gain insight into related career sectors such as manufacturing and engineering.

Please note as there is no Foundation Tier in this course and due to its mathematical content, it is essential that students have reached a good level in Maths at KS3.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Technology and Design Core	Students will study materials, manufacturing, electronics, mechanical control systems, computer control systems, pneumatic, robotic control systems.	External Exam (1hr, 30m) 25%
Unit 2: Electronic and Micro-electronic Control Systems	In this unit students will study electronics and microelectronic control systems.	External Exam (1hr 30m) 25%
Unit 3: Design and Manufacture Project	In this unit students will design and manufacture an electronic product	Controlled Assessment 50%

CAREER IMPLICATIONS:

Engineering, Architecture, Naval Architecture, Landscape Architecture, Product Design, Teaching (primary and secondary), Computer Aided Design (CAD), Building and Technology Management, Construction crafts and other construction work, Manufacturing Industries.

Medicine, dentistry, nursing etc. (T&D is excellent for developing both problem solving and fine motor skills which are needed in this field).



LEVEL 2 EXTENDED CERTIFICATE IN APPLIED SCIENCE

EXAMINATION BOARD: OCN NI

<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-applied-science-60311411/>

AIMS OF THE COURSE:

The OCN NI Level 2 Certificate and Level 2 Extended Certificate in Applied Science qualifications will provide learners with the opportunity to develop their knowledge, skills and understanding in a range of key concepts within Biology, Chemistry and Physics and builds upon the Key Stage 3 science curriculum.

The qualification was developed in conjunction with post-primary schools and offers an applied approach to science. They contain mandatory units in Biology, Chemistry and Physics and a range of optional units.

OUTLINE OF THE COURSE and ASSESSMENT:

Learners must successfully complete all **three** mandatory units plus a minimum of 12 credits from any of the optional units in order to obtain a total of 29 credits. The units are internally assessed by the subject teacher and Head of Department. There is no exam component.

Mandatory Units:

- Physical Processes
- Life Processes and Living Things
- Materials and their Chemical Properties

Optional Units:

- Chemical Analysis and Detection
- Exploring our Universe
- Health Science
- Mathematics for Science
- Planning, Conducting and Reporting on Scientific Projects

GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of **two** 'B' grades at GCSE.

CAREER IMPLICATIONS:

This course is vocational and as such is practically based and provides students with the opportunity to gain an appropriate qualification prior to entering employment in a range of possible science based careers.



LEVEL 2 CERTIFICATE IN INFORMATION TECHNOLOGY APPLICATIONS

EXAMINATION BOARD: OCN NI

<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-information-technology-applications/>

Today's work environment depends increasingly on a range of technologies. This course seeks to develop student's knowledge and understanding of the IT sector and is designed to provide learners with the IT skills required to function successfully in the work and wider environment.

AIMS OF THE COURSE:

- Develop skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing employability within the IT sector
- Develop an ability to work autonomously and effectively using IT applications to enhance productivity.
- Enable students to develop knowledge and understanding in specialist areas of Information Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- Encourage progression by assisting in the development of skills, knowledge and understanding that students will need to access further or higher education programmes or occupational training.

OUTLINE OF THE COURSE AND ASSESSMENT:

The award is based on a portfolio of 100% coursework. It will be moderated internally and externally by OCN. In order to achieve a Level 2 Certificate, the student will have had to complete and evidence a portfolio of ICT based tasks. This will be achieved over two years of study within the regular KS4 timetable. The qualification is at Level 2 of the National Qualifications Framework. This makes it equivalent to grade A*-C at GCSE.

ENTRY CRITERIA:

While there are no formal entry requirements this course, a high level of attendance throughout will be essential for success. Absence from classes makes it very difficult for students to complete the course fully as completion of practical tasks are usually scaffolded on previous work.

GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

CAREER IMPLICATIONS:

Programmer/SystemsAnalyst/SoftwareEngineer/Computeroperator/Technician/Webdesigner/MultiMediaDesigner/Consultant/BusinessProjectManagement/NetworkManagement/Sales/TechnicalSupport/Gamesdeveloper/Training/Research/HealthcareComputingSystems/Administration etc.



LEVEL 2 CERTIFICATE IN RELIGIOUS STUDIES

EXAMINATION BOARD: OCN NI

<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-religious-studies-60303414/>

AIMS OF THE COURSE:

- To introduce to the student a range of topical and moral issues within religion today
- Consider a range of religious and moral responses to issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life within though not exclusively from the Roman Catholic tradition.

OUTLINE OF THE COURSE and ASSESSMENT:

Of the 15 units to be completed over two years wholly by portfolio. There is no final written assessment in this course.

If the candidate is successful and it has been confirmed and verified by the awarding body, then the study will receive the equivalent of a B at GCSE RE. The topics covered are:

- Addiction
- Charity and Religious Charities
- Exploring Personal Identity and Faith
- Exploring Religious traditions within own community
- Life and Death Issues
- Life of a famous person of Faith
- Marriage and Divorce
- Prejudice and Discrimination
- World Faith

GRADING:

The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE.

CAREER IMPLICATIONS:

Religious Studies is an interesting, informative and widely applicable subject which gains access to a whole range of careers – in fact any career that requires detailed reading of complex texts, effective writing and the presentation of material in a clear and concise manner. Skills such as text analysis, sustained reasoned argumentation and effective communication of ideas- both simple and complex are developed in RE. It gives the person a broader curiosity of the world around them, a sense of their place in that world and a set of values and ethical prompts that help in future decisions. As it is compulsory RE provides sound access to any of the other Humanities and provides a good skill base to bring forward into other subjects.



LEVEL 2 OCCUPATIONAL STUDIES

EXAMINATION BOARD: CCEA http://ccea.org.uk/occupational_studies/

AIMS OF THE COURSE:

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

KEY FEATURES:

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

Our school offer TWO courses;

1. Business and Services (Contemporary Cuisine and Patisserie and Baking)
2. Technology and Innovation (Bench Joinery and CAD)

GRADING:

The course is 100% portfolio and activity based and the grade boundaries are Pass/Merit/Distinction/Distinction* which are the notional equivalent to A*-C at GCSE.

CAREER IMPLICATIONS:

Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.



BUSINESS AND SERVICES

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
<p>Unit 1: Contemporary Cuisine</p>	<p>This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities. This unit includes:</p> <ul style="list-style-type: none"> • food hygiene and personal hygiene standards for food handlers; • consideration of career opportunities in the catering industry; • consideration of safe use of equipment and other health and safety issues in the catering industry; • preparation, cooking and finishing of four starters, four mains and four desserts; • safe storage of foods and recycling of packaging; • healthy eating alternatives; • consideration of environmental issues in the catering industry; and • a review and evaluation of performance. 	<p>Portfolio Based 100%</p>
<p>Unit 2: Patisserie and Baking</p>	<p>This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities. This unit includes:</p> <ul style="list-style-type: none"> • food hygiene and personal hygiene standards for food handlers; • using equipment safely and considering the health and safety issues in the catering industry; • preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards; • recycling, energy conservation and environmental issues in the catering industry; • employment opportunities in the catering industry; and • a review and evaluation of performance. 	<p>Portfolio Based 100%</p>



TECHNOLOGY AND INNOVATION

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
<p>Unit 1: Bench Joinery</p>	<p>This unit is designed to provide increased vocational skills in bench joinery and associated activities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> • consideration of health and safety issues with respect to workshop activities in bench joinery; • consideration of career opportunities related to working with wood in the construction industry; • an appreciation of environmental issues relating to timber; • the appropriate use of bench joinery hand tools, and basic hand-held power tools; • techniques of cutting, jointing, boring and planning to produce construction related components; • construction of a range of bench joinery models; and • a review and evaluation of performance. 	<p>Practical and Portfolio Based</p> <p>100%</p>
<p>Unit 2: Computer Aided Design</p>	<p>This unit introduces learners to basic skills in the use of an industry standard Computer Aided Design (CAD) drafting package.</p> <p>Learners will also have the option of creating drawings in the disciplines of:</p> <ul style="list-style-type: none"> • engineering (manufacturing); • engineering (electronic layout drawings); • construction (architecture); • construction (joinery component manufacture); • construction (electrical layout drawings); or • any other relevant discipline. <p>This unit includes:</p> <ul style="list-style-type: none"> • consideration of health and safety issues in CAD; • consideration of career opportunities in CAD; • routine drafting techniques in CAD; • creating component drawings in CAD; • consideration of environmental issues in CAD; and • a review and evaluation of performance. 	<p>Portfolio Based</p> <p>100%</p>



THE PRINCES TRUST ACHIEVE PROGRAMME

EXAMINATION BOARD: Prince's Trust

<https://www.princes-trust.org.uk/help-for-young-people/unlock-your-potential/explore-your-potential>

AIMS OF THE COURSE:

The Achieve Programme helps Students at KS4 develop the skills and confidence they need to engage and succeed in education, so they can reach their full potential. It allows Students to improve attainment, attendance and personal and social development.

OUTLINE OF THE COURSE and ASSESSMENT:

There are no examinations on the Achieve Programme. Students work towards a qualification in **Personal Development and Employability Skills**, which is recognised by all UK regulatory authorities in Scotland, England, Wales and Northern Ireland.

The varied Achieve Programme curriculum can cover topics including:

- Skills for School
- Personal and Social Development
- Life Skills
- Active Citizenship
- Enterprise Projects
- Preparation for Work
- Plus enrichment courses in STEM, Literacy, Language and Numeracy, Arts, Sport or Employability

GRADING:

This qualification is 100% centre assessed using portfolios of evidence and graded as Pass or Fail. A Level 2 Certificate 'Pass' grade is the notional equivalent of two grade 'B's at GCSE.

CAREER IMPLICATIONS:

The Achieve Programme helps young people to develop a range of soft skills which helps their employability. For example confidence, communication, team-working, time management skills. These are skills that employers like to see in the workplace.