

DE LA SALLE COLLEGE



KEY STAGE 4 SUBJECT INFORMATION GUIDE 2026/27

Contents Page

Foreword	Page 3
Welcome	Page 4
Labour Market Information: Skills Barometer update summary	Page 5-7
GCSE Art & Design	Page 8
GCSE Business and IT	Page 9
OCN NI Level 2 Certificate Skills for Business	Page 10
GCSE Government and Politics	Page 11
CCEA Level 2 Certificate Preparation for Adult Life	Page 12
GCSE English	Page 13
GCSE English Literature	Page 14
GCSE Drama	Page 15
GCSE Science (Single Award)	Page 16
GCSE Science (Double Award)	Page 17
GCSE Media Studies	Page 18
GCSE Geography	Page 19
OCN NI Level 2 Certificate Reducing Carbon Footprints through Environmental Action	Page 20
GCSE History	Page 21
GCSE Religious Studies	Page 22
OCN NI Level 2 Certificate in Religious Studies	Page 23
OCN NI Level 2 Certificate in Information Technology Applications	Page 24
GCSE Digital Technology: Multimedia	Page 25
GCSE Music	Page 26
GCSE Technology & Design	Page 27
Occupational Studies Level 2 Construction	Page 28
GCSE Spanish	Page 29
OCN NI Level 2 Certificate in Modern Languages: Spanish	Page 30
GCSE Irish	Page 31
OCN NI Level 2 Certificate in Modern Languages: Irish	Page 32
GCSE PE	Page 33
OCN NI Level 2 Certificate in Sport	Page 34
Occupational Studies Level 2 Cuisine & Baking	Page 35
Occupational Studies Level 2 Horticulture	Page 36
GCSE Maths	Page 37
Kings Trust Level 2 Personal Development & Employability	Page 38

FOREWARD

Making the Right Choice

For Year 10 students and their parents this booklet provides important information to help with the decisions about future curriculum choices. For the first time, students are given the opportunity to make subject choices which will impact on their careers and employability.

De La Salle College is at the forefront of curriculum development and intends to engage all our students over a wide range of abilities in a key stage 4 curriculum which meets individual needs. We offer a wide range of GCSE subjects as well as other vocational qualifications and careers education.

It is important that Year 10 students make careful decisions which are informed through discussion with the Careers teacher, subject teachers and with their parents. This booklet can only give a flavour of a course and it is important to talk to the teachers to ensure that the course you are interested in meets your needs for the future.

Once a subject choice is made it is crucial that students commit to this area of study and can meet the coursework requirements and the time to study. Students should consider subjects they are good at and aim to achieve a high grade.

In making a subject choice it is important to consider a future career and not close any doors. This year we have endeavoured to give all our students as much choice as possible alongside the subjects of English, Maths, RE which are compulsory. Students must also participate in non-exam PE, Careers and Preparation for Adult Life classes each week.

Employers are consistently demanding that young people come into the world of work with more skills and this is reflected in subjects studied in Key Stage 3.

Parents, for their part, have a responsibility to support their sons and encourage success. We depend on parents to remind the students about homework and coursework / controlled assessment units. The benefits of education cannot be undermined but attendance at school will be crucial for success. This again is a responsibility that parents must share.

De La Salle can ensure a quality education for its students but there is a clear partnership between the students, their parents and the school. There will be continuing support at school with teacher mentors and advice on study skills and revision classes.

The scope of many of the courses extends beyond the classroom with educational visits and fieldwork to widen the students' educational experiences.

The next two years will be an exciting time of development and opportunity. We want our students to have the highest aspirations and to achieve the best possible results.

Most importantly our young people should develop as people, making the most of their lives and opportunities and aim to use their education to realise their future career.

Mrs C White

Principal

OPTIONS - MAKING THE RIGHT CHOICE

It is options season. Your son is about to embark upon a decision-making process, and they will soon be choosing their GCSE subjects. The material in this booklet is designed to be of use to you when discussing these important decisions.

It is not expected that all Year 10 students will have a confirmed career area prior to making decisions on which GCSE subjects to study. But with the help of you as parents/guardians, students will have an awareness of all the potential options available. Students need to note the specific subjects which could be important in the future and they are encouraged to try and keep as many pathways open to them as possible at this early transitional stage.

Labour Market Information

Labour Market Information provides a detailed understanding of the skill requirements for the Northern Ireland economy up to 2033 with the aim of ensuring that any skills gaps are identified. The latest research has been published in the "Skills Barometer" and this shows where the skills gaps are currently, where they are emerging and where they are likely to emerge over the longer term.

The CEIAG department would advocate that all students should have an awareness of the predicted skill gaps so that career decisions and subject choices could be made in light of the predications.

The full report can be accessed at www.economy-ni.gov.uk/publications/skills-barometer-2023-2033 pages 5 - 7 contain some of infographics summarising the report.

Year 10 students, you have reached a very important stage in your education. Its time to choose the subjects you wish to study for GCSE / Level 2 qualifications. It is vital to choose wisely, so that you don't have any regrets and that you can get the necessary grades for your future career.

How do I choose?

Consider the following:

- Subjects that you enjoy.
- Subjects that you are good at.
- Subjects that you may need for your career.
- What your teachers say.
- What your parents say.

When you have some idea about the subjects you would like to choose you should:

- Read through this booklet.
- Consult with your subject teachers.
- Consult with your Careers teacher.
- Consult with your parents.

Don't worry about what subjects your friends are choosing. This is your future and should be your decision.

Remember, once you begin the course in September you may not change your mind, so careful consideration should be given to your choice of subjects during the weeks ahead.

Good luck.

Mr McAloran

EMPLOYMENT PROJECTIONS

Top 10 growth sectors (2023-2033)



- 1 Health & social work
- 2 Professional, scientific & technical
- 3 Information & communication
- 4 Construction
- 5 Manufacturing
- 6 Restaurants & hotels
- 7 Transport & storage
- 8 Administrative & support services
- 9 Other service activities
- 10 Finance & insurance

Top 10 growth occupations (2023-2033)



- 1 Care workers and home carers
- 2 Other nursing professionals
- 3 Programmers and software development professionals
- 4 Kitchen and catering assistants
- 5 Large goods vehicle drivers
- 6 Teaching assistants
- 7 Chefs
- 8 Electricians and electrical fitters
- 9 Metal working production and maintenance fitters
- 10 Nursing auxiliaries and assistants

There will be growth opportunities for all skills levels across a range of sectors and occupations - the focus will be predominantly on higher level skills.

SUBJECTS IN DEMAND

STEAM related subjects will be in most demand reflecting the anticipated growth in science subjects, technology, engineering, arts, and mathematics. STEAM qualifications will also be demanded by a wider range of sectors across the economy.

More people needed with degrees in:



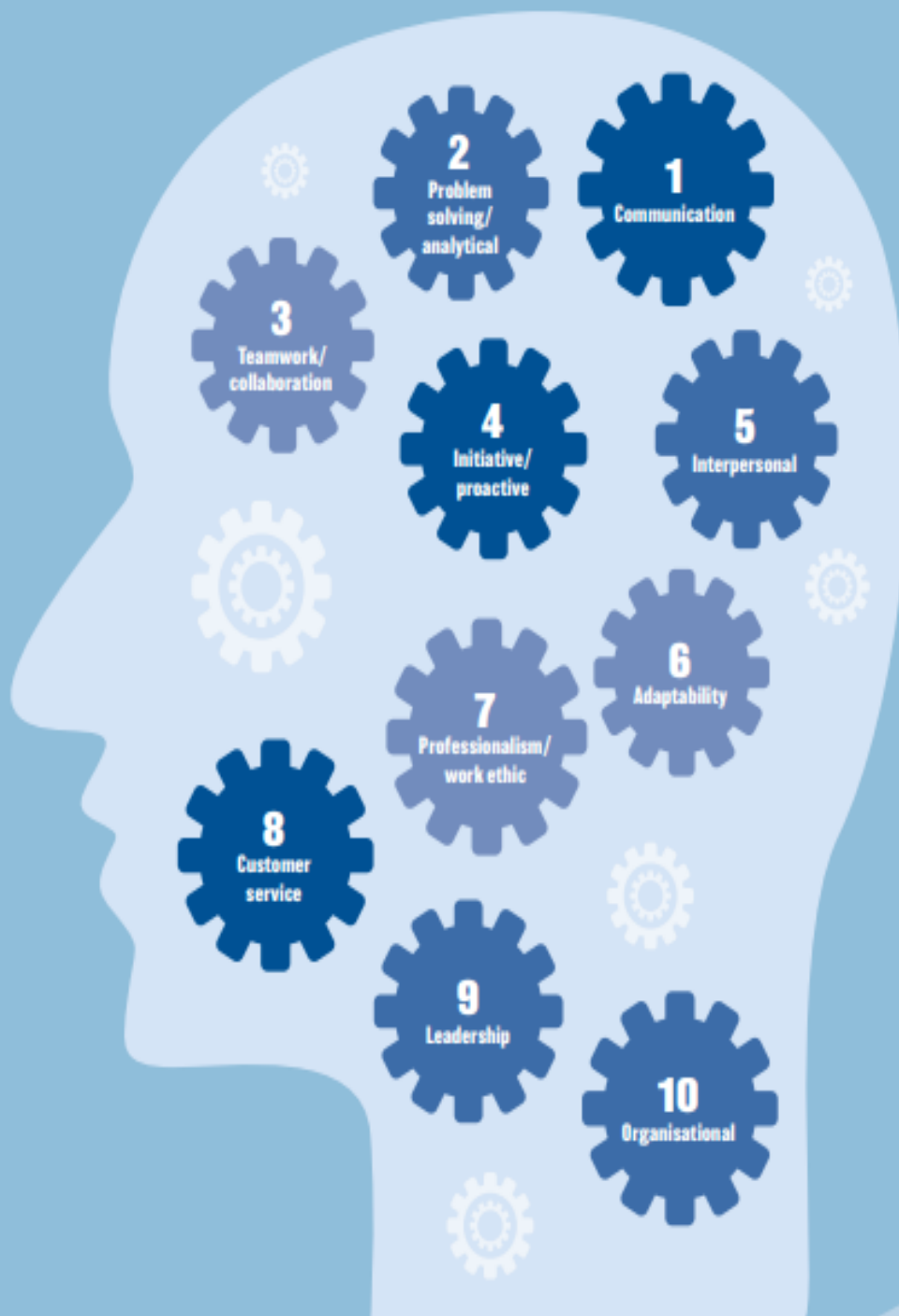
More people needed with foundation degree (or equivalent) in:



WIDER SKILLS REQUIRED

Wider employability skills are essential to securing employment

Employability skills which employers will require:



GCSE ART and DESIGN**AWARDING BODY: CCEA****COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Component 1: Part A: Exploratory Portfolio	Controlled assessment Internally set and assessed Externally moderated	Part A: 25% 50 marks
Part B: Investigating the Creative and Cultural Industries	Internally set and Assessed Teachers set tasks based on examples from a controlled assessment booklet that we provide. Externally moderated	Part B: 35% 70 marks
Component 2: Externally Set Assignment	Controlled assessment Externally set and internally assessed We set a stimulus paper that provides a choice of themed starting points. Externally moderated	40% 80 marks

ASSESSMENT OBJECTIVES**AO1**

Develop ideas through investigations, demonstrating critical understanding of sources.

AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3

Record ideas, observations and insights relevant to intentions as work progresses.

AO4

Present a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

CAREER PROGRESSION

GCSE Art and Design specification develops students' understanding of how meanings, ideas and intentions can be communicated through visual and tactile language. Students learn how to use different media and technologies to realise their intentions. They develop their understanding of the creative and cultural industries, and refine their work through experimentation. This course prepares pupils for Further study in Creative subjects and future careers in film, academia, Architecture, Graphic Design, product design, spatial design, landscape design, mechanical design engineers, publishing, journalism and gallery or museum work, photography, prop design, animation, conservation, web design, fashion and much more.

GCSE Business and Communication Systems

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1: Software Applications for Business</p> <p>Student's complete tasks using a range of software applications in business contexts.</p>	<p>EXTERNAL COMPUTER-BASED EXAMINATION</p> <p>2 HOURS</p>	<p>40% of GCSE</p>
<p>Unit 2: The Business Environment</p> <p>Students gain a broad introduction to the business world. Learn about recruitment, selection, training and marketing. Structured questions link to different roles and how best to communicate messages.</p>	<p>EXTERNAL WRITTEN EXAMINATION</p> <p>1 HOUR</p>	<p>35% of GCSE</p>
<p>Unit 3: Developing Digital Solutions</p> <p>Students project manage and develop a digital solution for a given problem within a business context.</p>	<p>CONTROLLED ASSESSMENT</p>	<p>25% of GCSE</p>

ASSESSMENT CRITERIA

75% Examination.
25% Controlled Assessment
Unit 1 is a computer-based examination and unit 2 is a written examination.

ENTRY REQUIREMENTS

Students should have an interest in studying business and digital technology in a range of contexts. No previous learning requirements are required. However, good literacy and numeracy ability are important to develop skills for higher order analysis and evaluation.

CAREER PROGRESSION

This qualification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have opportunities to use software applications that enhance their skills for communication and problem solving.

Learners will have opportunities to use skills and key information to support further study at AS or A Level or pursue a career within the business sector.

Level 2 Certificate in Skills for Business

**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Guided Learning Hours (GLH)
<p>Business Aims and Objectives This unit will enable the learner to understand the aims and objectives of a business and how they may be used for business improvement.</p>	Internal Assessment	24 GLH 3 Credits
<p>Customer Service for Business This unit will enable the learner to understand good customer service, the importance of effective communication, customer feedback and impact of technology.</p>	Internal Assessment	24 GLH 3 Credits
<p>Understanding Business Structures This unit will enable the learner to understand how and why a business may be established and the types of business structures</p>	Internal Assessment	24 GLH 3 Credits
<p>Market Research and Market Segmentation This unit will enable the learner to understand marketing, market research including market sampling and market segmentation</p>	Internal Assessment	24 GLH 3 Credits
<p>Effective Communication Skills in the Workplace This unit will enable the learner to understand different forms of effective and appropriate communication in the workplace and how it may be used to deal with conflict situations.</p>	Internal Assessment	24 GLH 3 Credits

ASSESSMENT CRITERIA

100% Coursework

ENTRY REQUIREMENTS

There are no formal entry requirements for these qualifications though learners should have good literacy and numeracy skills and have a natural interest in business

CAREER PROGRESSION

The OCN NI qualifications in Business Administration Skills will allow learners to progress from Award to Certificate to Extended Certificate to Diploma in Business Administration Skills and also to:

- Other level 2 vocational qualifications
- Higher level qualifications in a business related area

GCSE GOVERNMENT AND POLITICS

AWARDING BODY: CCEA

COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1: Democracy in Action Students gain an awareness of the basic concepts related to political participation: the importance of elections in a democracy and the different ways in which young people can make their voices heard. The unit seeks to enhance students’ understanding of decision-making and the role of political parties and pressure groups in a democracy. Students explore different views on issues such as education, the economy and immigration, as well as considering the role of the media in reporting political events and influencing public opinion. This unit allows students to appreciate the importance of political participation and how political participation may take different forms</p> <ul style="list-style-type: none"> • Political ideas and concepts • Decision making in a democracy • Elections and voting in a democracy • Political parties in a democracy • Political information in a democracy • Taking action in a democracy 	<p>External Exam</p>	<p>50%</p>
<p>UNIT 2: International Politics in Action In this unit, students gain an awareness of the challenges posed by an increasingly interdependent world. The unit allows students to explore a variety of organisations that operate on a global scale and how they respond to important global issues such as conflict resolution and migration. Students consider the local and national response of governments, individuals and groups to political issues and evaluate the effectiveness of their actions.</p> <ul style="list-style-type: none"> • Interdependence • The European Union • Conflict and its Resolution • Conflict Resolution in Practice—Northern Ireland • Migration 	<p>External Exam</p>	<p>50%</p>

ASSESSMENT CRITERIA

Two external modular exams over Year 11 and 12. Each exam is worth 50% of the final grade. There are three sections: • Section A includes questions that require short answers, recall and definitions. • Section B includes questions on source material. • Section C includes extended, evaluative questions

CAREER PROGRESSION

Students who gain this qualification may be interested in careers in government, law, business, finance, research, journalism, the media, the charity sector, political research, political campaigning or public service. They may also progress to GCE A Level or Level 3 qualifications.

LEVEL 2 PREPARATION FOR ADULT LIFE

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1: Diversity and Social Inclusion	<p>These thirteen modules cover all elements of the statutory requirements for Key Stage 4 Learning for Life and Work.</p> <p>Local and Global Citizenship, Employability and Personal Development are all covered in this course.</p> <p>The pupils will be familiar with many of these issues from Key Stage 3 and will have an opportunity to study them in more depth.</p> <p>This course is 100% coursework and pupils will have time to discuss, debate and evaluate important issues that will impact their lives.</p> <p>This course is ideal for a pupil who can focus on producing high quality pieces of work in class.</p>	100% Coursework
Unit 2: Democracy and Democratic Participation		
Unit 3: Human Rights and Social Responsibility		
Unit 4: Equality and Social Justice		
Unit 5: Preparation for Work		
Unit 6: Business in the Community		
Unit 7: Effective Work Practice		
Unit 8: Globalisation and the Labour Market		
Unit 9: Self-Development		
Unit 10: Roles and Responsibilities of Parents		
Unit 11: Healthy Relationships		
Unit 12: Maintaining Personal Health and Well-Being		
Unit 13: Effective Financial Management		

ASSESSMENT CRITERIA

There are 13 Units in this course with 100% coursework.

CAREER PROGRESSION

Can lead to OCN Level 3 Employment and Professional Development

GCSE ENGLISH

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	External written examination Untiered 1 hour 45 minutes Five tasks	30%
UNIT 2 Speaking and Listening	Controlled assessment Untiered Teacher assessed	20%
UNIT 3 Studying Spoken and Written Language	Controlled assessment Untiered Teacher assessed	20%
UNIT 4 Personal or Creative Writing and Reading Literary and Non-Fiction Texts	External written examination Untiered 1 hour 45 minutes Four tasks	30%

ASSESSMENT CRITERIA

40% Controlled Assessment (2 modules)
60% Examination (2 modules)

CAREER PROGRESSION

A GCSE in English Language helps to:

- develop independent study skills that enable you to prepare for further study or employment;
- develop creative, individual responses to problems; and
- select and adapt speech and writing to different situations and audiences.

GCSE ENGLISH LITERATURE**AWARDING BODY: CCEA****COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 The Study of Prose Year 11	External written examination External written examination 1 hour 45 minutes Students answer two questions, one from Section A on the novel <i>Of Mice and Men</i> (already studied in Year 10) and the set question in Section B.	30%
UNIT 2 The Study of Drama and Poetry Year 12	External written examination 2 hours Students answer two questions, one from Section A on the play <i>An Inspector Calls</i> and one from Section B on Conflict Poetry. Both Section A and B are open book.	50%
UNIT 3 The Study of Shakespeare Year 12	Controlled assessment Untiered Teacher assessed	20%

ASSESSMENT CRITERIA

20% Controlled Assessment (1 module)
80% Examination (2 modules)

CAREER PROGRESSION

A GCSE in English Literature helps you to:

- develop creative, individual responses to problems;
- develop independent study skills that help you prepare for further study or employment and nurture an interest in reading.

GCSE DRAMA**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 Devised Performance	Controlled Assessment In response to a stimulus, students either: <ul style="list-style-type: none"> • devise and present a group performance; or • devise and give a design presentation. All students submit a student log.	25%
UNIT 2 Scripted Performance	Controlled Assessment Using a published play script, students either: <ul style="list-style-type: none"> • present a group performance; or <ul style="list-style-type: none"> • give a design presentation. 	35%
UNIT 3 Knowledge and Understanding of Drama	External written exam on set text (open book) 1hr 30 mins	40%

ASSESSMENT CRITERIA

There are four assessment objectives for this specification. Candidates must:

AO1 create and develop ideas to communicate meaning for theatrical performance;

AO2 apply theatrical skills to realise artistic intentions in live performance;

AO3 demonstrate knowledge and understanding of how drama and theatre is developed and performed; and

AO4 analyse and evaluate their own work and the work of others.

CAREER PROGRESSION

A GCSE in Drama can lead to Level 3 qualification in Drama and Theatre studies. Society and the workplace require confident, effective communicators with the ability to be creative leaders. This Drama qualification affords students the chance to make these aspirations a reality.

GCSE SINGLE AWARD SCIENCE**AWARDING BODY: CCEA****COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 BIOLOGY	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
UNIT 2 CHEMISTRY	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
UNIT 3 PHYSICS	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
UNIT 4: PRACTICAL SKILLS	Practical skills assessment booklet A Foundation and higher tiers: 2 hours Students carry out two pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study. Written examination practical booklet B Foundation tier 1 hour Higher tier 1 hour 15 minutes Students answer compulsory questions that include short responses, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics.	7.5% of GCSE 17.5% of GCSE

ASSESSMENT CRITERIA

25% Practical assessment booklet A and B
75% Examination

ENTRY REQUIREMENTS

Pupils must have achieved at least a grade C in tracking in Science in Year 10.

CAREER PROGRESSION

The Single Award GCSE in Science will develop your knowledge and scientific skill in Science. It will allow progression into Single Award Life and Health Science leading to employment or further and higher education.

GCSE DOUBLE AWARD SCIENCE

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 BIOLOGY 1: Cells, Living Processes and Biodiversity	Written examination- 1 hour Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	11% of GCSE
UNIT 2 CHEMISTRY 1: Structures, Trends, chemical Reactions, Quantitative Chemistry and Analysis	Written examination- 1 hour Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	11% of GCSE
UNIT 3 PHYSICS 1: Motion, Force, Moments, Energy, Density, Kinetic theory, Radioactivity, Nuclear Fission and Fusion	Written examination- 1 hour Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	11% of GCSE
UNIT 4 BIOLOGY 2: Body Systems, Genetics, Microorganisms and Health	Written examination-1 hour 15 minutes Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	14% of GCSE
UNIT 5 CHEMISTRY 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	Written examination-1 hour 15 minutes Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	14% of GCSE
UNIT 6 PHYSICS 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	Written examination-1 hour 15 minutes Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations.	14% of GCSE
UNIT 7: PRACTICAL SKILLS	<u>Practical booklet A</u> :FT and HT : 3 hours Students carry out three pre-release practical tasks for Biology, Chemistry and Physics. <u>Practical booklet B:</u> FT and HT : 30 minutes for each: Biology, Chemistry and Physics) Students answer compulsory questions that include short responses, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics.	7.5% of GCSE 17.5% of GCSE

ASSESSMENT CRITERIA

25% Practical assessment booklet A and B
75% Examination

ENTRY REQUIREMENTS

Pupils must have achieved at least a grade B/C in tracking in Science in Year 10.

CAREER PROGRESSION

The Double Award GCSE in Science will develop your knowledge and scientific skills in Science. It will allow progression into A Level courses including Chemistry, Physics, Biology, Single Award Life and Health Science and double award Life and Health Sciences. This will allow progression to employment within the Science sector or further and higher education.

GCSE MEDIA STUDIES

**AWARDING BODY: EDUQAS
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Component 1: Written examination:</p> <p>Analysis of movie posters, adverts, magazines, films, computer games and newspapers. Exam includes analysis of an unseen resource. Learners take clean</p>	<p>WRITTEN EXAMINATION 1 HR 30 MINS</p>	<p>40% of GCSE</p>
<p>Component 2: Written examination:</p> <p>Analysis of TV shows, music videos and computer games. Exam based on set products and includes analysis of an extract from an audio-visual set product.</p>	<p>WRITTEN EXAMINATION 1 HR 30 MINS</p>	<p>30% of GCSE</p>
<p>Component 3: Non-exam assessment:</p> <p>Individual media production. A range of briefs in four media forms will be set annually.</p>	<p>COURSEWORK</p>	<p>30% of GCSE</p>

Assessment Criteria

30% Coursework/Controlled Assessment (1 module)
70% Examination (2 modules)

ENTRY REQUIREMENTS

Students should have an interest in TV/film, music, reading newspapers, magazines and/or online news and feature articles. They should also be willing to learn new technological skills for creating media products.

CAREER PROGRESSION

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas.

If university isn't for you, there is a huge array of career opportunities in the media. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.

GCSE GEOGRAPHY

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method
Unit 1: Understanding Our Natural World Theme A: River Environments (25%) Theme B: Coastal Environments (25%) Theme C: Our Changing weather and Climate (25%) Theme D: The Restless Earth (25%)	External written examination - 1 hour 30 mins. The examination includes four multi-part questions, one on each theme. Students answer all four questions. Weighting - 40% of overall marks. This exam is taken in May/June of Year 11.
Unit 2: Living in Our World Theme A: Population and Migration (25%) Theme B: Changing Urban Areas (25%) Theme C: Contrasts in World Development (25%) Theme D: Managing Our Environment (25%)	External written examination - 1 hour 30 mins The examination includes four multi-part questions, one on each theme. Students answer all four questions. Weighting 40% of overall marks. This exam is taken in May/June of Year 12
Unit 3: Fieldwork	External written examination 1 hour Students base their answers on their knowledge and experience of fieldwork. Students must bring a fieldwork statement and table of data into the examination. The fieldwork is a river study. Weighting 20%

Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- Fieldwork is assessed through an external examination supported by primary data collection.
- There is one tier of entry for all students.

ENTRY REQUIREMENTS

Students do not need to have reached a particular level of attainment before beginning to study this specification.

CAREER PROGRESSION

Achieving a GCSE in Geography at grades A* - B will provide a sound basis for further study of Geography, for example AS and A Level.

A Levels can then prepare learners to move on to higher education by studying a degree in Geography, for example, or in a related subject such as Environmental Science.

OCN NI LEVEL 2 CERTIFICATE IN REDUCING CARBON FOOTPRINTS THROUGH ENVIRONMENTAL ACTION

AWARDING BODY: OCN NI

COURSE OUTLINE

Module / Unit Description	Assessment Method	
Component 1: Understanding the role of carbon in climate change	Coursework	20%
Component 2: Climate campaigning	Coursework	26.7%
Component 3: Tackling single-use plastic waste	Coursework	26.7%
Component 4: Fast fashion	Coursework	26.7%

Assessment Criteria

100% Coursework

ENTRY REQUIREMENTS

There are no specific entry requirements, but students should have an interest in the world around us and understanding how carbon dioxide emissions has an effect on climate change and how individuals, communities and organisations can contribute to reducing these.

CAREER PROGRESSION

The OCN Level 2 Certificate in reducing carbon footprints through Environmental Action will allow learners to progress to higher level qualifications in the area of environmental conservation and climate change mitigation.

GCSE HISTORY

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1- Modern World Studies in depth. Section A- Life under Nazi Dictatorship, 1933-45 What you will study: Hitler takes political control, 1933-34 Control and opposition Life for workers in Nazi Germany Life for young people in Nazi Germany Life for the Jewish community and minorities in Nazi Germany Germany at War</p> <p>Section B- Local Study Changing Relations: Northern Ireland and its Neighbours What you will study: The O'Neill Years The campaign for civil rights A deteriorating situation- attempt at power-sharing, 1973-74 Changing Republican strategy Changing Relations- towards closer co-operation The Downing Street Declaration, 1993 The Good Friday Agreement, 1998</p>	Written Paper – 1 hour 45 minutes	60% of GCSE
<p>UNIT 2- Outline Study International Relations, 1945-2003 What you will study: Co-operation ends and the Cold War begins Emerging superpower rivalry and its consequences, 1945-49 Flashpoints in Europe and the impact on international relations Flashpoints outside Europe and the impact on international relations The end of the Cold War, 1985-91 New tensions emerge, 1991-2003</p>	Written Paper – 1 hour 15 minutes	40% of GCSE

ASSESSMENT CRITERIA

100% Examination
 Unit 1- 60% of GCSE
 Unit2- 40% of GCSE

ENTRY REQUIREMENTS

Pupils must have shown good progress from years 8-10 in History and followed their class teacher's advice. In addition, pupils must have an excellent profile in Key Stage 3 English Language, as evidenced through their reports, including excellent reading and extended writing skills.

CAREER PROGRESSION

GCSE History could be your first step towards an exciting and demanding career. This GCSE History course provides you with a solid foundation to progress to further study, training or employment in fields such as a Librarian, Journalist, Editor, Teacher, Writer, Lawyer, Politician, Architect and work in the Travel and Tourism industry.

GCSE RELIGIOUS STUDIES

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p><u>Year 11:</u></p> <p><u>Unit 6: An Introduction to Christian Ethics.</u> This unit introduces students to ethics in the study of religion. Students explore personal & family issues, matters of life & death, developments in bioethics, contemporary issues in Christianity and modern warfare.</p>	<p>WRITTEN EXAMINATION 1 HR 30 MINS</p>	<p>50% of GCSE</p>
<p><u>Year 12:</u></p> <p><u>Unit 7: Philosophy of Religion</u> This unit introduces students to philosophical ideas in the study of religion. Students explore issues surrounding the existence of God, the nature of God, how people relate to God and the problem of evil and/or suffering.</p>	<p>WRITTEN EXAMINATION 1 HR 30 MINS</p>	<p>50% of GCSE</p>

ASSESSMENT CRITERIA

100% Examination (2 Units over 2 years)

Year 11 weighting 50% of total marks

Year 12 weighting 50% of total marks

ENTRY REQUIREMENTS

Pupils should have good thinking, problem-solving and critical analysis skills. They should be good at managing information, have good organisational and communication skills and be a keen learner.

CAREER PROGRESSION

This GCSE course provides you with a solid foundation to progress to A' Level Religious Studies which will provide opportunities for future careers such as: teaching, social work, law, youth work, pharmacy and medicine.

OCN NI LEVEL 2 CERTIFICATE IN RELIGIOUS STUDIES

**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description	Assessment Method
<p>Pupils will cover study 9 units of work:</p> <ul style="list-style-type: none"> 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 Reconciliation World Faith 	<p>This new course is assessed entirely through a portfolio of student work that is continuously assessed.</p>

ENTRY REQUIREMENTS

Students do not need to have reached a particular level of attainment before beginning to study this specification.

CAREER PROGRESSION

Pupils will have acquired the skills and capabilities to progress to Level 3 Award at AS level.

OCN NI LEVEL 2 CERTIFICATE IN INFORMATION TECHNOLOGY APPLICATIONS**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1: IT User Fundamentals This unit will enable the learner to use IT systems appropriately.	Coursework	20% of the qualification
Unit 2: Email Software Skills This unit will enable the learner to understand how to use email effectively	Coursework	20% of the qualification
Unit 3: Presentation Software This unit will enable the learner to understand how to use presentation software	Coursework	10% of qualification
Unit 4: Spreadsheet Software This unit will enable the learner to understand how to use spreadsheet software	Coursework	25% of qualification
Unit 5: Database Software This unit will enable the learner to understand and use database software.	Coursework	25% of qualification

ASSESSMENT CRITERIA

Coursework: 100%

ENTRY REQUIREMENTS

Students should have an interest in how computers work. It's aimed to develop pupils with a high level of ICT literacy, enabling them to provide sought after skills in the modern workplace. It is assessed exclusively by coursework.

CAREER PROGRESSION

Students would progress to Btec Level 3 ICT. This course sets students on a pathway towards creative technologies such as web design, game design and graphic design.

GCSE DIGITAL TECHNOLOGY: MULTIMEDIA**AWARDING BODY: CCEA
COURSE OUTLINE**

	Assessment Method and Duration	Weighting (%)
<p>Unit 1: Digital Technology</p> <p>In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.</p>	<p>External written examination</p> <p>1 hour</p>	30% of GCSE
<p>Unit 2: Digital Authoring Concepts</p> <p>In this unit, students develop understanding of the concepts involved in the development of digital systems.</p>	<p>External written examination</p> <p>1 hour 30 mins</p>	40% of GCSE
<p>Unit 3: Digital Authoring Practice</p> <p>In this unit, students design, develop and test digital multimedia systems.</p>	<p>Coursework</p>	30% of GCSE

ASSESSMENT CRITERIA

70% Examination (2 Units)
30% Coursework (1 Unit)

ENTRY REQUIREMENTS

Students should have an interest in how computers work. It's aimed to encourage pupils to create using technology rather than being consumers of technology. It is heavily weighted towards exam assessment and pupils need to be ready for this.

CAREER PROGRESSION

Students would progress to A Level Digital Technologies or a Cambridge Technical in ICT. This course sets students on a pathway towards creative technologies such as web design, game design and graphic design.

GCSE MUSIC**AWARDING BODY: CCEA
COURSE OUTLINE**

Component Description	Assessment Method and Duration	Weighting (%)
<p>Component 1: Performing and Appraising</p> <p>Students present one solo and one ensemble performance. The combined duration of the performances should be no longer than 6 minutes. Students discuss and evaluate performances with the visiting examiner. Discussion lasts approximately 3 minutes.</p>	<p>External examination assessed by a visiting examiner.</p>	<p>Total: 35%</p> <p>Performances: 30%</p> <p>Discussion: 5%</p>
<p>Component 2: Composing</p> <p>Controlled assessment. Students create two compositions. One is in response to a pre-release stimulus and one is free choice.</p>	<p>Controlled Assessment (coursework) Teachers mark the tasks, and CCEA moderate the results.</p>	<p>30%</p>
<p>Component 3: Listening and Appraising</p> <p>External written examination 1 hour 30 minutes Students answer questions based on familiar and unfamiliar music relating to the 4 Areas of Study.</p>	<p>External written examination 1 hour 30 minutes</p>	<p>35%</p>

ASSESSMENT CRITERIA

This is a linear qualification. There are four assessment objectives for this specification. Candidates must:

- AO1** perform with technical control, expression and interpretation;
- AO2** compose and develop musical ideas with technical control and coherence;
- AO3** demonstrate and apply musical knowledge; and
- AO4** use appraising skills to make evaluative and critical judgements about music.

ENTRY REQUIREMENTS

Ideally pupils should have an interest in Music.

CAREER PROGRESSION

Pupils may wish to progress to AS Music.

GCSE TECHNOLOGY AND DESIGN**AWARDING BODY: CCEA****COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1: Technology and Design Core Content	External written examination 1 hour 30 mins Students answer 10 questions from a core area of study.	25% of GCSE
Unit 2: Optional Areas of Study	One of three optional written examinations 1 hour 30 mins Students choose one of three options: A. Electronic and Microelectronic Control Systems; or B. Mechanical and Pneumatic Control Systems; or C. Product Design. (De La Salle) Students should select the option that reflects the area of Technology and Design they have studied.	25% of GCSE
Unit 3: Design and Manufacturing Project	Controlled assessment Students complete a design project comprising a design portfolio and an associated manufacturing task. Teachers mark the design project, and CCEA visit centres to carry out moderation.	50% of GCSE

ASSESSMENT CRITERIA

50% Coursework (1 Unit)
50% Examination (2 Units)

ENTRY REQUIREMENTS

Students **must** have a flair for design and **must be ICT proficient**.
Students must be willing to work after school on coursework.

CAREER PROGRESSION

GCSE Technology and Design can give students a sound foundation for progression to A' Level Technology. Year 12 students can also progress to Level 3 Tech-Level Engineering. There are many career opportunities available having studied Technology and Design. These include: Engineering related careers, Architecture, Product Design, Mechanics and apprenticeships in Electrical, Plumbing, Joinery etc.

LEVEL 2 Occupational Studies (CONSTRUCTION)

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 16: Bench Joinery	Externally set and marked assignment A01: Portfolio A02: Practical Tasks A03: Evaluation	50% of Level 2 Qualification 20% weighting per Unit 60% weighting per Unit 20% weighting per Unit
Unit 18: Carpentry and Joinery	Externally set and marked assignment A01: Portfolio A02: Practical Tasks A03: Evaluation	50% of Level 2 Qualification 20% weighting per Unit 60% weighting per Unit 20% weighting per Unit

ASSESSMENT CRITERIA
100% Coursework (2 Units)

ENTRY REQUIREMENTS
Students **must** have an interest in Joinery/ Manufacturing or pursuing a Construction/ Technology related career. They must have the ability to be tidy workers and work independently

CAREER PROGRESSION

Occupational Studies has focus on Employability and the World of Work.

It is primarily for students who wish to pursue a career in the Construction Industry especially within Carpentry and Joinery

GCSE SPANISH

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1 GCSE: LISTENING 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 Spanish 	<p>Written paper</p> <p>Foundation – 35 minutes</p> <p>Higher – 45 minutes</p>	25%
<p>UNIT 2 GCSE: SPEAKING The test includes:</p> <ul style="list-style-type: none"> • two role-plays • a general conversation based on two topics <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 of the test.</p>	<p>Speaking test conducted by teacher and recorded. The recording is sent to CCEA for marking</p> <p>7 – 10 minutes plus 10 minutes of supervised preparation time</p>	25%
<p>UNIT 3 GCSE: READING 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>Written paper</p> <p>Foundation – 50 minutes</p> <p>Higher – 1 hour</p>	25%
<p>UNIT 4 GCSE: WRITING 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>Written paper</p> <p>Foundation – 1 hour</p> <p>Higher – 1 hour 15 minutes</p>	25%

ASSESSMENT CRITERIA

Listening 25%; Speaking 25%; Reading 25%; Writing 25%

ENTRY REQUIREMENTS

Pupils must have an interest in the language in Key Stage 3 and commitment to learning a new language ‘little but often’.

CAREER PROGRESSION

Students with a GCSE language are in demand. The study of GCSE languages helps you to develop a range of key transferrable skills such as written and spoken communication, listening and reading skills in the TL, organisation and time management. Careers directly linked to languages include interpreter, teacher, translator and journalism.

Level 2 Certificate in Modern Languages (Spanish)

**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description. Students will be able	Assessment Method and Duration	Weighting (%)
<p>Unit 1: Listening: To understand common everyday language spoken in familiar situations. To understand conversations on familiar topics in Spanish.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework Aural examination</p>	25%
<p>Unit 2: Reading: To understand and respond to a variety of routine texts in Spanish. To understand vocabulary from routine topics in Spanish.</p>	<p>Portfolio of evidence Coursework</p>	25%
<p>Unit 3: Speaking: To take part in social and or work interactions in Spanish. To speak and respond appropriately to questions and comments in Spanish. To use common vocabulary in conversations in Spanish.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework Aural examination</p>	25%
<p>Unit 4: Writing: To produce texts for common social and or work purposes in Spanish. To use common grammatical structures.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework</p>	25%

ASSESSMENT CRITERIA

100% Coursework

ENTRY REQUIREMENTS

Pupils must have an interest in the language in Key Stage 3 and commitment to learning a new language 'little but often'.

CAREER PROGRESSION

The OCN NI suite of qualifications in Languages aims to provide an opportunity for accreditation in language skills. Learners benefit from improved communication skills in both vocational and social context and may also expand cultural knowledge. Learning a language also enhances career opportunities.

GCSE IRISH

**AWARDING BODY: CCEA
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1 GCSE: LISTENING 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 Spanish 	<p>Written paper</p> <p>Foundation – 35 minutes</p> <p>Higher – 45 minutes</p>	25%
<p>UNIT 2 GCSE: SPEAKING The test includes:</p> <ul style="list-style-type: none"> • two role-plays • a general conversation based on two topics <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 of the test.</p>	<p>Speaking test conducted by teacher and recorded. The recording is sent to CCEA for marking</p> <p>7 – 10 minutes plus 10 minutes of supervised preparation time</p>	25%
<p>UNIT 3 GCSE: READING 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>Written paper</p> <p>Foundation – 50 minutes</p> <p>Higher – 1 hour</p>	25%
<p>UNIT 4 GCSE: WRITING 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>Written paper</p> <p>Foundation – 1 hour</p> <p>Higher – 1 hour 15 minutes</p>	25%

ASSESSMENT CRITERIA

Listening 25%; Speaking 25%; Reading 25%; Writing 25%

ENTRY REQUIREMENTS

Pupils must have an interest in the language in Key Stage 3 and commitment to learning a new language ‘little but often’.

CAREER PROGRESSION

Students with a GCSE language are in demand. The study of GCSE languages helps you to develop a range of key transferrable skills such as written and spoken communication, listening and reading skills in the TL, organisation and time management. Careers directly linked to languages include interpreter, teacher, translator and journalism.

Level 2 Certificate in Modern Languages (Irish)

**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description. Students will be able	Assessment Method and Duration	Weighting (%)
<p>Unit 1: Listening: To understand common everyday language spoken in familiar situations. To understand conversations on familiar topics in Irish.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework Aural examination</p>	25%
<p>Unit 2: Reading: To understand and respond to a variety of routine texts in Irish. To understand vocabulary from routine topics in Irish.</p>	<p>Portfolio of evidence Coursework</p>	25%
<p>Unit 3: Speaking: To take part in social and or work interactions in Irish. To speak and respond appropriately to questions and comments in Irish. To use common vocabulary in conversations in Irish.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework Aural examination</p>	25%
<p>Unit 4: Writing: To produce texts for common social and or work purposes in Irish. To use common grammatical structures.</p>	<p>Portfolio of evidence Practical demonstration/assignment Coursework</p>	25%

ASSESSMENT CRITERIA

100% Coursework

ENTRY REQUIREMENTS

Pupils must have an interest in the language in Key Stage 3 and commitment to learning a new language 'little but often'.

CAREER PROGRESSION

The OCN NI suite of qualifications in Languages aims to provide an opportunity for accreditation in language skills. Learners benefit from improved communication skills in both vocational and social context and may also expand cultural knowledge. Learning a language also enhances career opportunities.

GCSE PHYSICAL EDUCATION**AWARDING BODY: CCEA****COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Component 1: Factors Underpinning Health and Performance</p> <p>You will study how your body systems work, how to maintain good health and how lifestyle decisions can affect health. You will also study the active leisure industry.</p>	Written Paper – 1hr 15mins	25% of overall qualification
<p>Component 2: Developing Performance</p> <p>You will study physical fitness and its importance for health and for efficient and effective performances in your physical activities and sports. You will learn how to plan effective training programmes to develop physical fitness.</p>	Written Paper – 1hr 15mins	25% of overall qualification
<p>Component 3: Individual Performances in Physical Activities and Sports</p> <p>You must perform three physical activities or sports. An oral assessment also makes up the fourth activity.</p>	Teachers assess students' performances and CCEA moderate the assessment.	50% of overall qualification

ASSESSMENT CRITERIA

50% practical examination
50% written examination

ENTRY REQUIREMENTS

Pupils ideally should be regularly playing two team sports at club and/or county level and have motivation to improve.

CAREER PROGRESSION

Studying Physical Education can lead to careers in leisure or recreation management, sports management, podiatry, physiotherapy, dietetics, sports coaching, professional sports, gym instruction, fitness instruction, personal training and lifeguarding.

OCN NI LEVEL 2 CERTIFICATE IN SPORT**AWARDING BODY: OCN NI
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Applied Fitness Testing This unit will enable the learner to understand how to conduct fitness assessments on individuals.	Internal Assessment (Coursework)	50%
Sports Coaching This unit will enable the learner to understand how to plan, lead and review a sports coaching session.	Internal Assessment (Coursework)	50%

Qualifications Aim

The OCN NI Level 2 qualification in Sport has been designed to provide an introduction to skills and knowledge required for working within the sports and active leisure sectors.

Qualifications Objectives

Learners will have the opportunity to:

- develop skills and knowledge applicable across a range of sports and active leisure activities
- prepare for entry into employment in the sports and active leisure industries
- progress to further/higher education

Students must complete 4 units which are internally assessed. Moderation of student work by examination board occurs at the end of Year 12.

ENTRY REQUIREMENTS

A strong interest in sport or fitness would be desirable.

CAREER PROGRESSION

Studying Physical Education can lead to careers in leisure or recreation management, sports management, podiatry, physiotherapy, dietetics, sports coaching, professional sports, gym instruction, fitness instruction, personal training and lifeguarding.

LEVEL 2 Occupational Studies (CUISINE & BAKING)

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1: CONTEMPORARY CUISINE You will learn 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. You will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. You will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service.</p> <p>TOPICS: 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 4 starters, 4 mains and 4 desserts Safe storage of foods and recycling of packaging Healthy eating alternatives Consideration of environmental issues in the catering industry Review and evaluation of performance</p> <p>Course is delivered in 4 Sections: 1: Health & Safety in Catering; 2: Starters; 3: Mains; 4: Desserts</p>	<p>Internal Controlled Assessment</p> <p>Formal observational assessment by the Teacher of 2 Starters 2 Mains 2 Desserts Each cookery practical will have structured written questions to check the learner's understanding of the content.</p> <p>Photographic evidence of the learner's work is essential</p>	50%
<p>Unit 2: PATISSERIE AND BAKING TOPICS: Food hygiene and personal hygiene standards for food handlers Using equipment safely and considering the health and safety issues in the catering industry Preparation, 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 Review and evaluation of performance</p> <p>Course is delivered in 4 Sections: 1: Health & Safety in Catering 2: Bread and Scones 3: Cakes and Biscuits 4: Pastry Products</p>	<p>Internal Controlled Assessment</p> <p>Formal observational assessment by the Teacher of 2 Breads and Scones 2 Cakes and Biscuits 2 Pastry Products</p>	50%

ASSESSMENT CRITERIA

2 Units Internally Assessed by Centre and externally moderated by CCEA. Photographic evidence of the learner's work is essential to reinforce the teacher's assessment of the student's performance. Pupils can receive Pass, Merit or Distinction.

ENTRY REQUIREMENTS

A genuine interest in food, cookery and nutrition. A good work ethic demonstrated in Key Stage 3. Full adherence to health and hygiene procedures while engaged in practical cookery. Good written and oral communication skills to help you fulfil all aspects of the course. The ability to complete independent research and further reading around the subject area.

CAREER PROGRESSION

This course can lead to careers within the catering/hospitality industry and can lead to courses at post-16 in a relevant subject area.

LEVEL 2 Occupational Studies (Horticulture)

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit 1: <i>Caring for Plants and Flowers</i> You will learn about the knowledge of scientific principles and skills that are necessary for the growth and care of a range of indoor and outdoor plants, cut flower arrangements and outdoor plants in beds, containers and hanging baskets. You will learn how to investigate the care of plants in both the horticultural and floristry industries. A range of flowers and plants and their specific care requirements will be studied. You will be expected to demonstrate knowledge and understanding in handling and caring for a range of specimens grown in container displays and beds as well as presenting and arranging plants for sale. This unit will encourage entrepreneurial activities such as investigating the setting up of a small business for the sale of floral arrangements or containers and hanging baskets.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • consideration of health and safety issues in horticulture and floristry • consideration of career opportunities in horticulture and floristry • identification of plant diseases and pests • growing and caring for plants • production of a floral item suitable for a special occasion • production of an information leaflet for the after-sales care of plants and flowers • consideration of the environmental issues in horticulture and floristry • a review and evaluation of performance 	<p>Internal Controlled Assessment</p> <p>Formal observational assessment by the Teacher of Hanging Basket Container Outdoor Area Pests Weeding Floral Gifts</p> <p>Photographic evidence of the learner's work is essential</p>	<p>50%</p>
<p>Unit 2: <i>Growing Plants in a Sustainable Way</i></p> <p>TOPICS:</p> <ul style="list-style-type: none"> • consideration of health and safety issues in horticulture; • organic and sustainable methods for growing; • various methods that are used to grow plants from seeds, bulbs, corms and tubers; • taking cuttings and establishing plants; • consideration of career opportunities in horticulture; • consideration of environmental issues in horticulture; • a review and evaluation of performance. 	<p>Internal Controlled Assessment</p> <p>Formal observational assessment by the Teacher of Composting Planting seeds, bulbs, corms Plant stall Taking cutting and using rooting medium Plant care leaflet</p>	<p>50%</p>

ASSESSMENT CRITERIA

2 Units Internally Assessed by Centre and externally moderated by CCEA. Photographic evidence of the learner's work is essential to reinforce the teacher's assessment of the student's performance. Pupils can receive Pass, Merit or Distinction.

ENTRY REQUIREMENTS

A good work ethic demonstrated in Key Stage 3. Full adherence to health and safety procedures while engaged in practical work. Good written and oral communication skills to help you fulfil all aspects of the course. The ability to complete independent research and further reading around the subject area.

CAREER PROGRESSION

This course can lead to careers within the horticultural and floristry industry and can lead to courses at post-16 in a relevant subject area.

GCSE Mathematics

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method
2 Tiers of entry: Foundation Tier: Unit M1 or M2 Higher Tier: Unit M3 or M4	External written examination with calculator 1 hour 45 mins External written examination with calculator 2 hours Weighting 45% of overall marks.
Foundation Tier: Unit M5 or M6 Higher Tier: Unit M7 or M8	Two external written examinations: • Paper 1 without calculator 1 hour (27.5%) • Paper 2 with calculator 1 hour (27.5%) Two external written examinations: • Paper 1 without calculator 1 hour 15 mins • Paper 2 with calculator 1 hour 15 mins Weighting 55% of overall marks.

Key features

- There is no controlled assessment
- All pupils have the opportunity to achieve A* - C at GCSE.
- Pupils are entered for the tier best suited to their ability.

ENTRY REQUIREMENTS

This is a core subject and therefore students do not need to have reached a particular level of attainment before beginning to study this specification.

CAREER PROGRESSION

Achieving a GCSE in Mathematics at grade C or above is an essential requirement for entry into many third level courses and is a necessity if progressing to University.

An A grade in GCSE Mathematics will allow a pupil to progress to study A Level Mathematics which is a highly sought after qualification by both employers and Universities.

A Level Mathematics is essential or desirable for a wide range of degree courses including engineering, accountancy, computing, software development, social sciences and business.

LEVEL 2 PERSONAL DEVELOPMENT AND EMPLOYABILITY SKILLS (KING'S TRUST)

**Awarding Body King's Trust (regulated by CCEA)
COURSE OUTLINE**

This course gives learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Develop their English and mathematics skills

Learners must complete 6 Optional Units to achieve a total of 21 Credits

Optional Unit Title	Credit Value
Career Planning	3
Community Project	6
Customer Service	3
Digital Skills	3
Interpersonal and Self Management Skills	3
Managing Money	3
Participating in Exercise	3
Personal Project	3
Planning for Personal Development	3
Practising Leadership Skills	3
Preparing for a Healthy Lifestyle	3
Presentation Skills	3
Teamwork Skills	3
Undertaking an Enterprise Project	6
Work Experience	6

ASSESSMENT METHODS

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally moderated.

EQUIVALENCY

Level 2 Certificate in Personal Development and Employability is the equivalent to one GCSE grade C. The Extended Certificate is equivalent to two GCSE grade Cs.

ENTRY REQUIREMENTS

Students do not need to have reached a particular level of attainment before beginning to study this specification.

CAREER PROGRESSION

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education, apprenticeships and/or employment.