

# DE LA SALLE COLLEGE



## KEY STAGE 4 SUBJECT INFORMATION GUIDE 2024/25

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## 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 learning for 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 or daughter 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 2030 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 here: <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2021-update> 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.

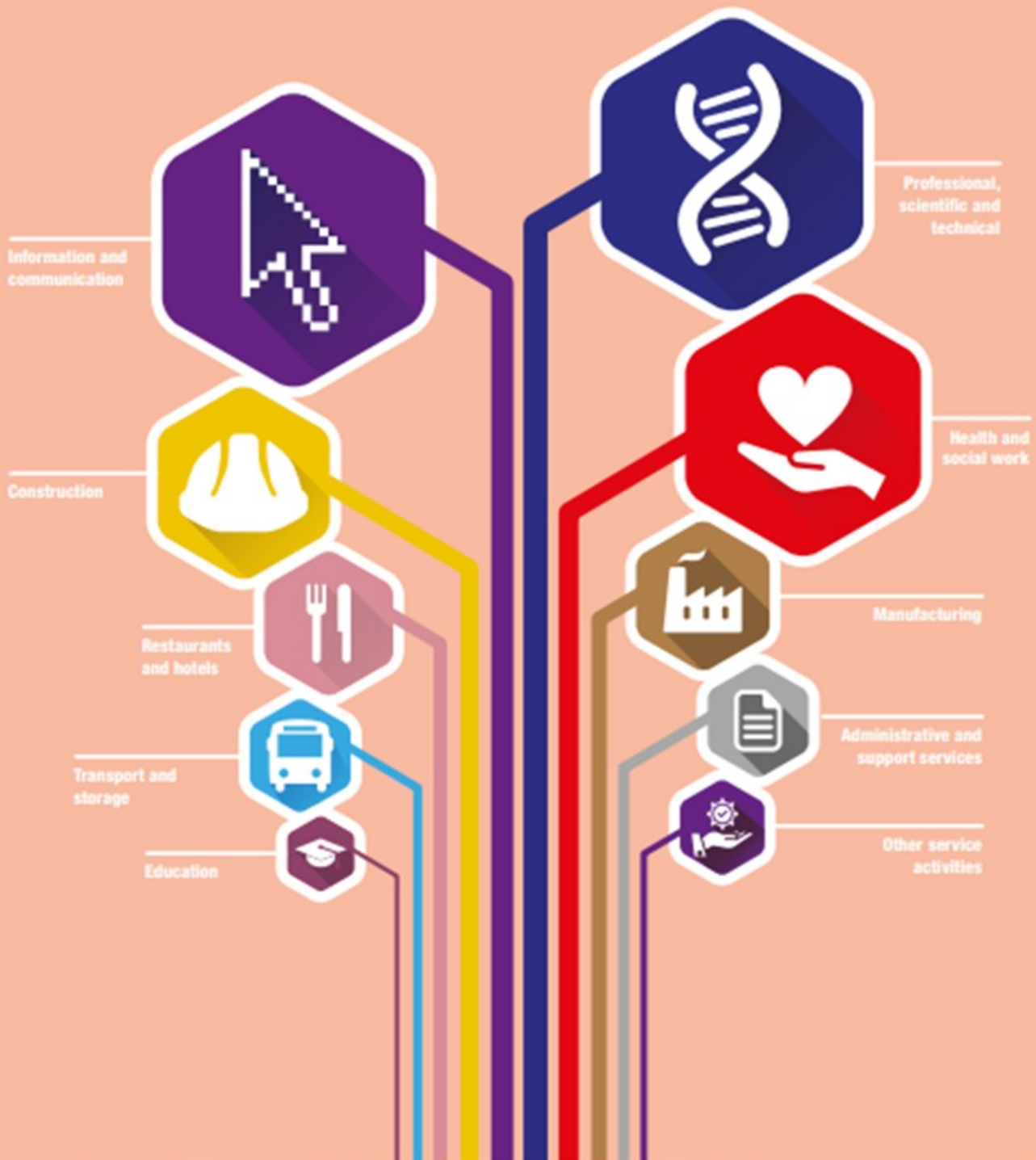
Remember, once you begin the course in September you may not change your mind, so careful consideration should be given to your choice of subjects during the weeks ahead.

Good luck.

Mrs M McAllister

# EMPLOYMENT PROJECTIONS

## Top 10 growth sectors (2020-2030)



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



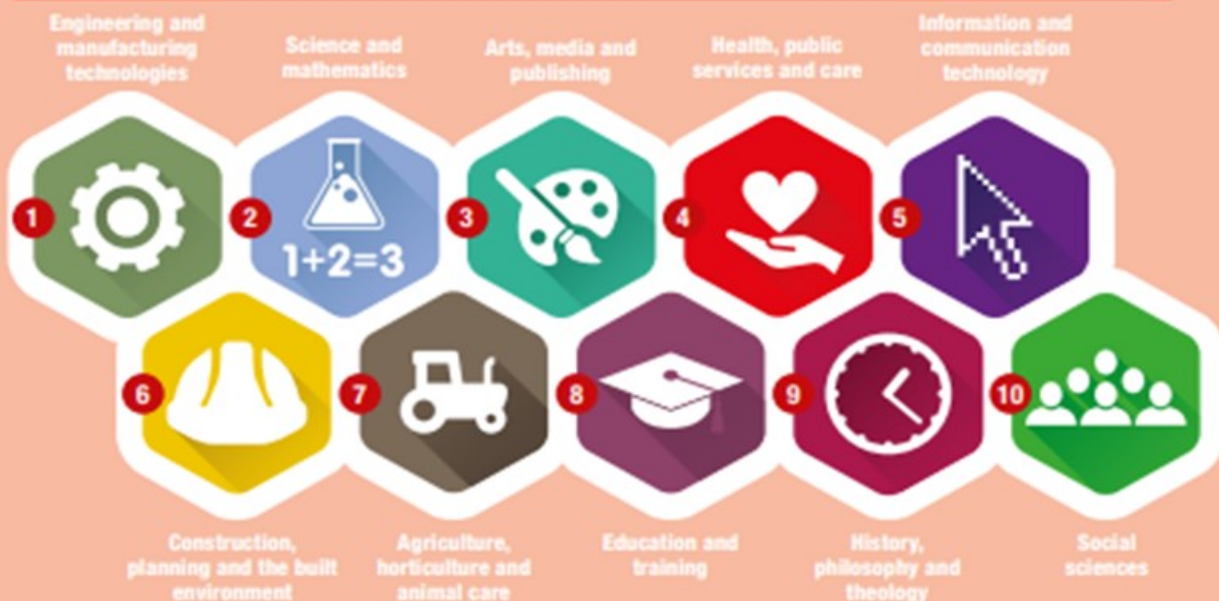
# SUBJECTS IN DEMAND

STEM related subjects will be in most demand reflecting the anticipated growth in the ICT, professional services and advanced manufacturing sectors. STEM qualifications will also be demanded by a wider range of sectors across the economy.

## More people needed with degrees in:



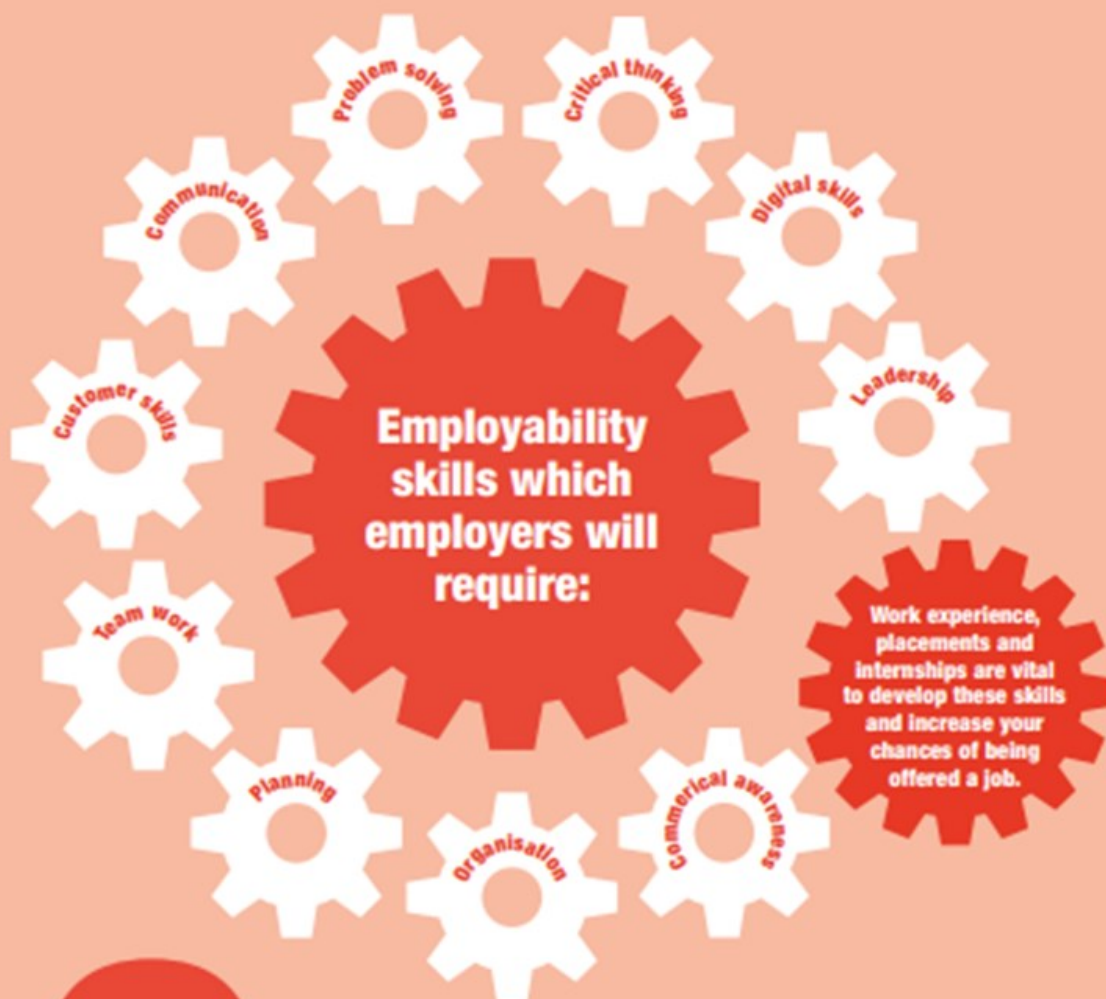
## More people needed with foundation degree level / higher level apprenticeships in:



The subjects are listed in priority order of demand.

# WIDER SKILLS REQUIRED

Wider employability skills are essential  
to securing employment



**Relevant work experience is one of the most important factors looked for in job applicants by employers**

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

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Component 1: Part A: Exploratory Portfolio</b>	Controlled assessment Internally set and assessed Externally moderated	Part A: 25% 50 marks
<b>Part B: Investigating the Creative and Cultural Industries</b>	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
<b>Component 2: Externally Set Assignment</b>	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 PHOTOGRAPHY (Art & Design)****AWARDING BODY: OCR****COURSE OUTLINE**

<b>Module / Unit Description</b>	<b>Assessment Method</b>	<b>Weighting (%)</b>
<p>Component 1: Exploratory Portfolio</p> <p>The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area(s) of study (Photography)</p>	<p>Students develop, explore and record ideas resulting in a Final Photographic Outcome.</p> <p>This specification is 100% non-exam assessment, all components are internally marked and externally moderated by visiting OCR Moderator.</p>	60%
<p>Component 2 Externally Set Assignment</p>	<p>The Externally set task offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli.</p> <p>The Externally set task gives learners an opportunity to provide an extended practical response(s). This will allow learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed</p>	40%

**ASSESSMENT OBJECTIVES**

GCSE Photography develops students' understanding of how meanings, ideas and intentions can be communicated through visual language. GCSE Photography, enables students to develop the conceptual, visual, literary and communication skills necessary for critical thinking and independence of thought.

**CAREER PROGRESSION**

GCSE Photography provides an opportunity for learners to take a personal interest in why Art & Design Photography matters and to be inspired and changed by studying an exciting and stimulating course of study. Learners will have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries.

Studying this also boosts employability prospects, in areas such as film, academia, Architecture, Graphic Design, spatial design, gallery or museum work, photography, animation, conservation, web design, and much more.

**GCSE LEARNING FOR LIFE & WORK**

**AWARDING BODY: CCEA**

**COURSE OUTLINE – 60% Exams / 40% Controlled Assessment**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1: Local and Global Citizenship</b> Diversity and Inclusion Rights and responsibilities Government and civil society Democratic institutions Democracy The Role of NGOs	September – January Year 11  Exam May 2024	20% Modular Exam
<b>UNIT 2: Personal Development</b> Personal Health and well-being Emotions Relationships and sexuality Personal safety Responsible parenting Making informed financial decisions	January – April Year 11  Exam May 2024	20% Modular Exam
<b>UNIT 3: Employability</b> Globalisation Preparing for employment Rights and responsibilities of employers and employees Social responsibility of businesses Self-employment Personal career management	January – April Year 12  Exam May 2025	20% Modular Exam
<b>UNIT 4: Controlled Assessment</b>  Titles change each year. Pupils have an opportunity to carry out research into one area from the Learning for Life and Work Course.	Internal Assessment (coursework)	40%

**ASSESSMENT CRITERIA**

Three modular exams over Year 11 and 12. Each exam is worth 20% of the final grade.

One piece of Controlled Assessment completed in Year 12. This is worth 40% of the final grade.

**CAREER PROGRESSION**

Can lead to A Level RE / Politics / Business  
 Can lead to BTEC Level 3 in Public Services in Year 13

**LEVEL 2 PREPARATION FOR ADULT LIFE**

**AWARDING BODY: CCEA**

**COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1: Diversity and Social Inclusion</b>	<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
<b>Unit 2: Democracy and Democratic Participation</b>		
<b>Unit 3: Human Rights and Social Responsibility</b>		
<b>Unit 4: Equality and Social Justice</b>		
<b>Unit 5: Preparation for Work</b>		
<b>Unit 6: Business in the Community</b>		
<b>Unit 7: Effective Work Practice</b>		
<b>Unit 8: Globalisation and the Labour Market</b>		
<b>Unit 9: Self-Development</b>		
<b>Unit 10: Roles and Responsibilities of Parents</b>		
<b>Unit 11: Healthy Relationships</b>		
<b>Unit 12: Maintaining Personal Health and Well-Being</b>		
<b>Unit 13: Effective Financial Management</b>		

**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 (%)
<b>Unit 1</b> Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	<b>External written examination</b> Untiered 1 hour 45 minutes Five tasks	30%
<b>UNIT 2</b> Speaking and Listening	Controlled assessment Untiered Teacher assessed	20%
<b>UNIT 3</b> Studying Spoken and Written Language	Controlled assessment Untiered Teacher assessed	20%
<b>UNIT 4</b> 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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1</b> The Study of Prose Year 11	<b>External written examination</b> 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%
<b>UNIT 2</b> 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%
<b>UNIT 3</b> 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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1</b> Devised Performance	Controlled Assessment In response to a stimulus, students either: <ul style="list-style-type: none"> <li>• devise and present a group performance; or</li> <li>• devise and give a design presentation.</li> </ul> All students submit a student log.	25%
<b>UNIT 2</b> Scripted Performance	Controlled Assessment Using a published play script, students either: <ul style="list-style-type: none"> <li>• present a group performance;</li> </ul> or <ul style="list-style-type: none"> <li>• give a design presentation.</li> </ul>	35%
<b>UNIT 3</b> 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.

**Level 2 Certificate in Skills for Business**

**AWARDING BODY: OCN NI  
COURSE OUTLINE**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Guided Learning Hours (GLH)</b>
<p><b>Business Aims and Objectives</b> 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><b>Customer Service for Business</b> 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><b>Understanding Business Structures</b> 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><b>Market Research and Market Segmentation</b> 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><b>Effective Communication Skills in the Workplace</b> 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 SINGLE AWARD SCIENCE****AWARDING BODY: CCEA****COURSE OUTLINE**

<b>Module / Unit De-</b>	<b>Assessment Method and Duration</b>	<b>Weighting</b>
<b>Unit 1 BIOLOGY</b>	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
<b>UNIT 2 CHEMISTRY</b>	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
<b>UNIT 3 PHYSICS</b>	Written examination Foundation and Higher Tier Students answer compulsory structured questions that include short responses, extended writing and calculations. 1 hour	25% of GCSE
<b>UNIT 4: PRACTICAL SKILLS</b>	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 (%)
<b>Unit 1</b> 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
<b>UNIT 2</b> 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
<b>UNIT 3</b> 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
<b>UNIT 4</b> 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
<b>UNIT 5</b> 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
<b>UNIT 6</b> 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
<b>UNIT 7: PRACTICAL SKILLS</b>	<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.

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

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1</b> PHYSICAL PROCESSES	Coursework	35%
<b>UNIT 2</b> LIFE PROCESSES AND LIVING THINGS	Coursework	35%
<b>UNIT 3</b> MATERIALS AND THEIR CHEMICAL PROPERTIES	Coursework	30%

**ASSESSMENT CRITERIA**

100% Coursework.

**ENTRY REQUIREMENTS**

Pupils must have achieved satisfactory grades in year 10 in Science, Numeracy, Literacy and Communication

**CAREER PROGRESSION**

These qualifications will enable learners to progress to further qualifications in applied science at a higher level or to study particular aspects of science in greater depth. They also provide learners with the opportunity to acquire knowledge and skills that would support progression to employment within the Science Technology Engineering and Mathematics (STEM) sector.



**GCSE MEDIA STUDIES**

**AWARDING BODY: EDUQAS  
COURSE OUTLINE**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p><b>Component 1: Written examination:</b></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><b>WRITTEN EXAMINATION 1 HR 30 MINS</b></p>	<p><b>40% of GCSE</b></p>
<p><b>Component 2: Written examination:</b></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><b>WRITTEN EXAMINATION 1 HR 30 MINS</b></p>	<p><b>30% of GCSE</b></p>
<p><b>Component 3: Non-exam assessment:</b></p> <p>Individual media production. A range of briefs in four media forms will be set annually.</p>	<p><b>COURSEWORK</b></p>	<p><b>30% of GCSE</b></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
<b>Unit 1:</b> <b>Understanding Our Natural World</b> 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.
<b>Unit 2:</b> <b>Living in Our World</b> 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
<b>Unit 3:</b> <b>Fieldwork</b>	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**

<b>Module / Unit Description</b>	<b>Assessment Method</b>	
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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<p><b>Unit 1- Modern World Studies in depth.</b>  <b>Section A- Life under Nazi Dictatorship, 1933-45</b>  <b>What you will study:</b>  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><b>Section B- Local Study</b>  <b>Changing Relations: Northern Ireland and its Neighbours</b>  <b>What you will study:</b>  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><b>UNIT 2- Outline Study</b>  <b>International Relations, 1945-2003</b>  <b>What you will study:</b>  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</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.

**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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<p><b>Year 11:</b></p> <p><b>Unit 5: Christianity through the Study of the Gospel of Mark.</b></p> <p>This unit introduces students to five themes in the life and ministry of Jesus: The identity of Jesus, Jesus the miracle worker, the teachings of Jesus, the death &amp; resurrection and the nature of discipleship.</p>	1 hour 30 minute external written examination	50% of GCSE
<p><b>Year 12:</b></p> <p><b>Unit 6: An Introduction to Christian Ethics.</b></p> <p>This unit introduces students to ethics in the study of religion. Students explore personal &amp; family issues, matters of life &amp; death, developments in bioethics, contemporary issues in Christianity and modern warfare.</p>	1 hour 30 minute external written examination	50% of GCSE

**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"> <li>Addiction</li> <li>Charity and Religious Charities</li> <li>Exploring Personal Identity and Faith</li> <li>Exploring religious Traditions Within Own Community</li> <li>Life and Death Issues</li> <li>Life of a Famous Person of Faith</li> <li>Marriage and Divorce</li> <li>Prejudice and Reconciliation</li> <li>World Faith</li> </ul>	<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**

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

**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**

	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1: Digital Technology</b>  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.	External written examination  1 hour	30% of GCSE
<b>Unit 2: Digital Authoring Concepts</b>  In this unit, students develop understanding of the concepts involved in the development of digital systems.	External written examination  1 hour 30 mins	40% of GCSE
<b>Unit 3: Digital Authoring Practice</b>  In this unit, students design, develop and test digital multimedia systems.	Coursework	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><b>Component 1: Performing and Appraising</b></p> <p>Students present <b>one</b> solo and <b>one</b> ensemble performance. The combined duration of the performances should be no longer than <b>6 minutes</b>. Students discuss and evaluate performances with the visiting examiner. Discussion lasts approximately <b>3 minutes</b>.</p>	<p>External examination assessed by a visiting examiner.</p>	<p>Total: 35%</p> <p>Performances: 30%</p> <p>Discussion: 5%</p>
<p><b>Component 2: Composing</b></p> <p>Controlled assessment. Students create <b>two</b> 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><b>Component 3: Listening and Appraising</b></p> <p>External written examination <b>1 hour 30 minutes</b> Students answer questions based on familiar and unfamiliar music relating to the 4 Areas of Study.</p>	<p>External written examination <b>1 hour 30 minutes</b></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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1:</b> Technology and Design Core Content	<b>External written examination</b> <b>1 hour 30 mins</b> Students answer 10 questions from a core area of study.	25% of GCSE
<b>Unit 2:</b> Optional Areas of Study	<b>One of three optional written examinations</b> <b>1 hour 30 mins</b> Students choose one of three options: <b>A. Electronic and Microelectronic Control Systems; or</b> <b>B. Mechanical and Pneumatic Control Systems; or</b> <b>C. Product Design. (De La Salle)</b> <b>Students should select the option that reflects the area of Technology and Design they have studied.</b>	25% of GCSE
<b>Unit 3:</b> Design and Manufacturing Project	<b>Controlled assessment</b> 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.

**GCSE MOTOR VEHICLE AND ROAD USER STUDIES**

**AWARDING BODY: CCEA  
COURSE OUTLINE**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Unit 1:</b> Motor Vehicle and Road User Theory	<b>External written examination 1 hour 45 mins</b> <b>Students answer questions on the following areas:</b> <ul style="list-style-type: none"> <li>• Vehicle Control and Road User Behaviour;</li> <li>• Legal Requirements;</li> <li>• Road Transport and Its Effects on Society;</li> <li>• Motoring Mathematics;</li> <li>• Collision Procedures; and</li> <li>• Motor Vehicle Technology.</li> </ul>	50% of GCSE
<b>Unit 2:</b> Investigative Study	<b>Controlled assessment</b> 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.	25% of GCSE
<b>Unit 3:</b> Practical Riding Activity	<b>Controlled assessment</b> Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft. Teachers mark the task, and CCEA moderate the results.	25% of GCSE

**ASSESSMENT CRITERIA**

50% Coursework (2 Units)

50% Examination (1 Unit)

**ENTRY REQUIREMENTS**

Students **must** be Health and Safety conscious.

Students **must** be able to ride a bicycle safely.

**CAREER PROGRESSION**

GCSE Motor Vehicle and Road User Studies prepares students for careers in areas such as Motor Vehicle Maintenance and Repair, Engineering, Insurance, Driving Instruction, Servicing and Technology and Design.

It supports progression to further study, Higher Education, Vocational Training and Employment.

**LEVEL 2 Occupational Studies (CONSTRUCTION)**

**AWARDING BODY: CCEA  
COURSE OUTLINE**

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

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<p><b>Unit 1 GCSE: LISTENING</b> Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> </ul>	<p>Written paper</p> <p>Foundation – 35 minutes</p> <p>Higher – 45 minutes</p>	25%
<p><b>UNIT 2 GCSE: SPEAKING</b> The test includes:</p> <ul style="list-style-type: none"> <li>• two role-plays</li> <li>• a general conversation based on two topics</li> </ul> <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><b>UNIT 3 GCSE: READING</b> Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in Spanish; and</li> <li>• translating short sentences from Spanish into English.</li> </ul>	<p>Written paper</p> <p>Foundation – 50 minutes</p> <p>Higher – 1 hour</p>	25%
<p><b>UNIT 4 GCSE: WRITING</b> Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• a listing and short phrase task in Spanish (Foundation Tier only);</li> <li>• short phrase/sentence responses in Spanish (both tiers);</li> <li>• short responses in Spanish to one or more pieces of text (Higher Tier only);</li> <li>• translation of short sentences from English into Spanish (both tiers); and</li> <li>• one structured, extended writing task in Spanish from a choice of three (both tiers).</li> </ul>	<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**

<b>Module / Unit Description. Students will be able</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<p><b>Unit 1: Listening:</b> 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><b>Unit 2: Reading:</b> 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><b>Unit 3: Speaking:</b> 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><b>Unit 4: Writing:</b> 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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<p><b>Component 1:</b> 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><b>Component 2:</b> 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><b>Component 3:</b> 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**

<b>Module / Unit Description</b>	<b>Assessment Method and Duration</b>	<b>Weighting (%)</b>
<b>Applied Fitness Testing</b> This unit will enable the learner to understand how to conduct fitness assessments on individuals.	Internal Assessment (Coursework)	50%
<b>Sports Coaching</b> 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><b>Unit 1: CONTEMPORARY CUISINE</b>                      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><b>TOPICS:</b>                      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><b>Course is delivered in 4 Sections:</b>                      1: Health &amp; Safety in Catering; 2: Starters; 3: Mains; 4: Desserts</p>	<p>Internal Controlled Assessment</p> <p><b>Formal observational assessment by the Teacher of</b>                      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><b>Component 2: PÂTISSERIE AND BAKING</b>  <b>TOPICS:</b>                      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><b>Course is delivered in 4 Sections:</b>                      1: Health &amp; Safety in Catering                      2: Bread and Scones                      3: Cakes and Biscuits                      4: Pastry Products</p>	<p>Internal Controlled Assessment</p> <p><b>Formal observational assessment by the Teacher of</b>                      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.

**BTEC LEVEL 2 HEALTH AND SOCIAL CARE**

**AWARDING BODY: Pearson**

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Component 1 Human Lifespan Development This unit explores different aspects of growth and development and the factors that can affect this across the life stages. Students will explore the different events that can impact on individuals' physical, intellectual, emotional, and social (PIES) development and how individuals cope with and are supported through changes caused by life events.</p>	Internal assessment	30%
<p>Component 2 Health and Social Care Services and Values This unit explores health and social care services and how they meet the needs of service users. Students will also study the skills, attributes and values required when giving care.</p>	Internal assessment	30%
<p>Component 3 Health and Wellbeing This unit requires learners to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing.</p>	Written examination	40%

**ASSESSMENT CRITERIA**

2x Internal assessments which are externally moderated (2 units= 60%)

**ENTRY REQUIREMENTS**

Students should have an interest in human lifespan development, health and social care services and values, and health and wellbeing. They should also be willing to complete their internal assessments within agreed deadlines and be able to dedicate time to independent revision in preparation for their written examination.

**CAREER PROGRESSION**

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:  
An A-level in Health and Social Care (offered at St Genevieve's).

The study of the BTEC National Extended Certificate in Health and Social Care (offered in De La Salle). This course prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

Possible careers in the Health and Social Care sector include: Nursing e.g. within a hospital setting or within the community, Nutrition specialising in a certain area e.g. Sports Nutrition, Dietetics, Radiology, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Childcare, Support Work and many more.

## 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 (PRINCE'S TRUST)**

**Awarding Body Prince'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

<b>Optional Unit Title</b>	<b>Credit Value</b>
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**

L2 PDE is the equivalent to two GCSEs - BB

**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.