



Key Stage 4 Choices Booklet



The Key Stage 4 Curriculum

Every year the subjects which are available for KS4 will vary slightly. It will depend on the demand for specific subjects and the possible combinations of “choices” available. It is very important that you consider your initial choices carefully, as the final choice sheet will reflect the subjects and blocks suitable for the majority of pupils in the year group.

Everyone will study:

- PSE
- PE (Non exam)
- GCSE English
- GCSE Mathematics
- Science (Single Award, Double Award or Horticulture)
- RE (GCSE RE or OCN RE)

This leaves four “optional” subjects (DA Science will count as one of these, if selected).

The information given in this booklet should help you to make informed decisions about your studies at KS4. Choose subjects that you like and are good at, if you enjoy a subject you will be more likely to achieve well in it. Listen to the advice given by your subject teachers, they can help you to decide if their subject is right for you. You will be making important decisions about the subjects you will study over the next two years– make sure you make the right choices for you!

Please note: whilst every effort will be made to facilitate your choices, they cannot be guaranteed. The Assistant Principal (Curriculum) and the Principal will consider the choices requested by each individual pupil and if necessary further meetings will be organised to guide pupils to select the subjects most appropriate for them. Issues such as timetabling and class sizes may also result in subjects being withdrawn. In this case an alternative subject will be offered.

This booklet contains information on the following qualifications:

Art & Design – GCSE Art & Design

English – GCSE English Language and GCSE English
Literature

French – GCSE French

Geography – GCSE Geography and BTEC Travel & Tourism

History – GCSE History

Home Economics – GCSE Child Development and OS Design
& Creativity (Hospitality and Catering)

ICT/Business – GCSE Digital Technology, GCSE Business and
Communication Systems, ITQ (Level 2)

Learning for Life and Work – GCSE LLW and Prince's Trust
Achieve

Mathematics – GCSE Mathematics

Music – OS Technology & Innovation (Digital Music & Sound
Production)

Physical Education – BTEC Sport and GCSE PE

Religious Studies – GCSE Religious Studies and OCN RE
(Level 2)

Science – Single Award, Double Award, OS Environment &
Society (Horticulture)

Technology & Design – GCSE Technology & Design,
OS Technology & Innovation

Art and Design (CCEA)

- Mr Coyle – Head of Department
- Course Structure – 60% Controlled Assessment, 40% Externally Set Assignment



Part A: 25% – 50 marks

The focus of Part A is to encourage students to develop their ability to experiment in the wide range of disciplines the subject encompasses. Students learn through practical exploration of practitioners, the contexts they work in and the processes they use. Students develop their ideas by responding creatively to others' work. They must explore at least 2 different disciplines but they can explore and combine as many different disciplines as they wish.

They explore the characteristics, properties and effects of different media, materials, techniques, processes and technologies. They experiment with and refine their ideas as their work progresses. They are encouraged to be innovative, creative and reflective in their work. Students record their work in a sketchbook, journal or other form of portfolio as it progresses. Students present a portfolio for assessment that demonstrates learning and progress. Exploration may lead to outcomes; however, the production of final outcomes is not required in this component. Their completed portfolio of experimental work is presented as an outcome for the purpose of assessment.

Part B: 35% – 70 marks

Students complete 1 of the following practical tasks.

1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response.
2. A response to a design brief or visual arts commission.
3. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Students build on the knowledge, skills and confidence gained in Component 1 Part A. They engage with and demonstrate understanding of different roles and opportunities in the creative and cultural industries.

Students must do one of the following as part of this unit before completing the course:

- an investigation into art, craft and design in historical and contemporary contexts, societies and cultures;
- a museum visit, gallery visit or field trip;
- a workshop or workshops with practitioners or industry professionals;
- investigating or engaging with the working practice of practitioners or industry professionals; or
- collaborating on an art, craft or design project, either inside school or in the wider community, as a group or as an individual.

Component 2 is the externally set assignment and makes up 40 percent of the overall marks for the course. CCEA release the stimulus paper at the beginning of January of the examination year and students must complete at least 20 hours of preparatory work in response to the theme.

Students must produce and complete a final outcome based on this preparatory work within a set period of 10 hours. They carry this out under controlled examination conditions and complete it by the date specified.

Students develop ideas in response to the stimulus paper. They investigate the work of artists, craft practitioners and designers and other sources to inspire and inform their creative process.

Post 16 courses it can lead to naming specific A levels/NVQ's

GCE Art and Design
GCE Moving Image Arts
[BTEC Level 3 Diploma/Extended Diploma in Art and Design](#)

Careers it can lead into

- | | | |
|--|---------------------------------------|--|
| ○ Advertising art director | Animator | Antique Dealer |
| ○ Architect | Art editor | Art gallery curator |
| ○ Art therapist | CAD technician | |
| ○ Ceramics designer–maker | Community arts worker | |
| ○ Conservator | Costume designer | |
| ○ Dressmaker | Exhibition designer | |
| ○ Fashion designer | Fine artist | Furniture designer |
| ○ Glass engraver | Glassmaker | Graphic designer |
| ○ Illustrator | Interior designer | Jewellery designer/maker |
| ○ Landscape architect | Make–up artist | Museum curator |
| ○ Photographer | Picture framer | Printing administrator |
| ○ Product designer | Set designer | Sign writer |
| ○ Stonemason | Tattooist | Textile designer |
| ○ Web designer | | |

GCSE English

Head of Department: Mrs S Maguire

Examination Board: CCEA English Language

CCEA English Literature

Outline of CCEA Course Content for GCSE English Language.

Content	Assessment	Weighting
Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	External written examination Untiered 1 hour 40 mins Students respond to five tasks.	30%
Unit 2: Speaking and Listening	Controlled Assessment	20%
Unit 3: Studying Spoken and Written Language	Controlled Assessment	20%
Unit 4: Personal or Creative writing and Reading Literary and Non-Fiction texts	External written examination Untiered 1 hour 40 mins Students respond to five tasks.	30%

All pupils must study English Language.

GCSE English Literature

A group of pupils will study English Literature.



Outline of CCEA Course Content for GCSE English Literature

Content	Assessment	Weighting
Unit 1: The Study of Prose	External written examination Untiered 1 hour 45 mins Students answer two questions, one from Section A and the set question in Section B. Section A is closed book.	30%
Unit 2: The study of Drama and Poetry Anthology	External written examination Untiered 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is open book.	50%
Unit 3: The Study of Shakespeare	Controlled Assessment 2 hours Students complete one task: and extended writing question based on a theme.	20%

Post 16 information

English is an essential qualification for entry to most Further Educational courses and employment. A minimum of a C grade is expected for many Post 16 courses.

Career Prospects

Barrister

Press Officer

Author/Writer

Solicitor

Editorial Assistant

Newspaper Editor

Actor

Public Relations Officer

Journalist

Teacher

Web Author/designer

Librarian

Head of Department: Miss F. Harvey

Course Rationale

Through studying this specification students will:

- improve your communication skills by learning how to express your viewpoint and ask questions
- participate in discussions, debates and interviews
- use mathematical skills to interpret statistical data in French such as diagrams and timetables
- use ICT to present information, for example through PowerPoint presentations
- develop your planning, time–management and self–evaluation skills
- listen to and learn from others through discussion, group work and shared tasks
- present reasons and justify opinions and
- improve your problem–solving ability by considering various approaches and viewpoints to reach a conclusion.

This specification prepares students for the study of French at a more advanced level, for example courses in AS and GCE A–level French. Studying a Modern Language at GCSE level can greatly assist in further study or a career in tourism, broadcasting, marketing, Enterprise, business or teaching.

Unit 1 – Identity, Lifestyle and Culture

Unit 2 – Local, National, International and Global Areas of Interest and

Unit 3 – School Life, Studies and the World of Work

The four units are each worth 25% of the overall GCSE

Unit 1: Listening

This is a written examination lasting approximately 35 minutes in Foundation Tier and 45 minutes in the Higher Tier.

You will answer twelve questions in English and French.

Unit 2: Speaking

You will take part in two role–plays and a general conversation on two topics in French.

The teacher conducts the speaking examination, which lasts 7–12 minutes (plus 10 minutes of role–play preparation time)



Unit 3 Reading

This is a written examination lasting 50 minutes at Foundation Tier and 1 hour at Higher Tier.

You will answer questions in English and in French as well as translating short sentences from French into English.

Unit 4 Writing

This is a written examination lasting 1 hour at Foundation level and 1 hour 15 minutes at Higher Tier.

You will answer four questions including listing (at Foundation Tier) short phrase/sentence responses, translating short sentences and an extended writing task (from a choice of three) in French.

Opportunities for Further Study and Careers:

Communication Support Worker	Language Teacher
Language Proof Reader	Interpreter
Translator	Foreign Correspondent
Customs and Excise Officer Officer	Diplomatic Service
Immigration Officer	European Official
Bilingual Help Desk Operator	Overseas Sales Manager
Recruitment Consultant	Bilingual Secretary
Freight Forwarder	Hotel Manager
Army Military Intelligence	Tourism officer
Tour Manager	Ski Resort Rep
TEFL (Teaching English as a Foreign Language) Tutor	Tourist guide

GCSE Geography (Examination Board CCEA)

Head of Department: Mrs O' Connor

Through studying this specification, students:

- develop knowledge and understanding of geographical concepts and how they affect our changing world;
- begin to appreciate the importance of the location of places and environments, from local to global;
- develop geographical skills and learn how to use appropriate technologies;
- begin to appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- consider how they can contribute to a sustainable and inclusive environment;
- understand the significance of values and attitudes to the development and resolution of issues;
- develop and apply their learning to the real world through fieldwork and other learning outside the classroom; and
- have opportunities to develop as effective and independent learners and as critical thinkers with enquiring minds.

Subject Context:

Unit 1 – Understanding our Natural World

Unit 2 – Living In Our World

Unit 3 – Field Work Exam

Course Overview

Unit 1: A written examination (1 hour 30 mins)

There will be 4 multi-part questions focusing on the following themes:

- River Environments (25%)
- Coastal Environments (25%)
- Our Changing Weather (25%)
- The Restless Earth (Earthquakes) (25%)

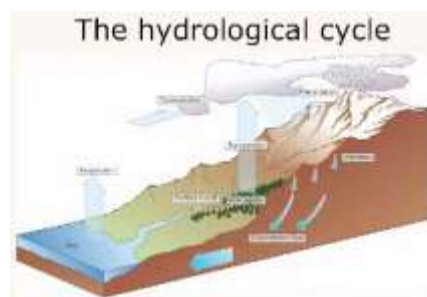
This examination paper is worth 40% of the overall GCSE and is assessed at the end of Year 12.

Unit 2: A written examination (1 hour 30 mins)

There will be 4 multi-part questions focusing on the following themes:

- Population and migration (25%)
- Changing urban areas (25%)
- Contrasts in World Development (25%)
- Managing Our Resources (25%)

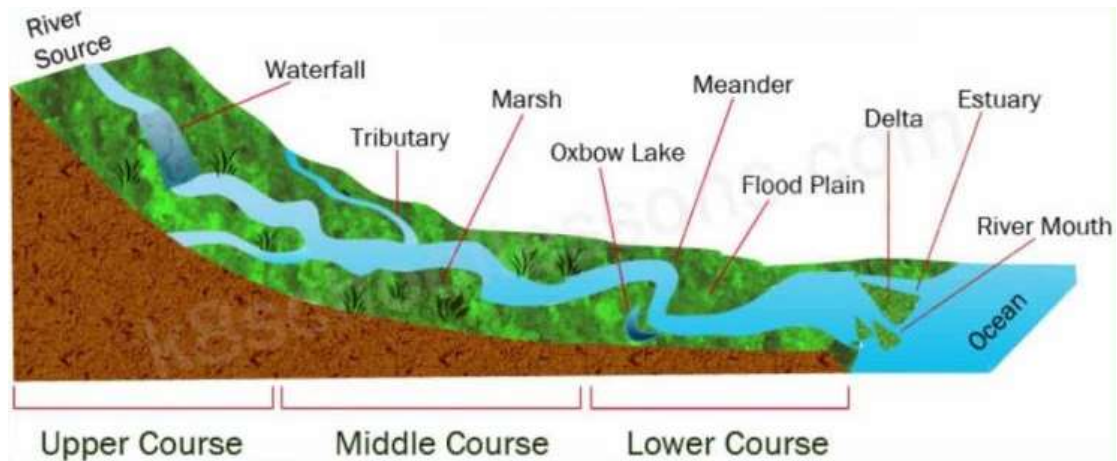
This examination paper is worth 40% of the overall GCSE. One of these units will be assessed at the end of Year 11.



Unit 3: 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.

Worth 20% of overall grade and is assessed at the end of Year 12.



Opportunities for Further Study and Careers:

This specification prepares students for the study of geography at a more advanced level, for example courses in (AS) and GCE A–Level Geography, or Advanced Vocational Certificate in Education (AVCE) in Travel and Tourism.

- Leisure and Tourism
- Landscape Architecture
- Teacher
- Surveying/Architecture
- Town and Country Planning
- Graphic Design
- Human Nutrition
- Air Traffic Controller
- Cartographer
- Countryside Officer/Ranger
- Geologist
- Tourism Information Officer
- Civil Engineer
- Highways Engineer
- Botanist
- Pilot
- Hydrographical Surveyor
- Travel Agent
- Meteorologist
- Marketing
- Navigator
- Environmental Health Officer
- Career in Agriculture/Horticulture (and)
- Archaeologist

BTEC Level 1/Level 2 First Certificate Travel and Tourism:

Head of Department: Mrs U O'Connor



The students who study this course are interested in careers in the travel and tourism industry and develop a range of skills and knowledge relevant to this industry. BTEC Travel and Tourism is designed to provide a degree of vocational education appropriate to the needs of those pupils seeking employment in the Travel and Tourism industry. It will also fully equip pupils for further study in this area, should they wish to continue to study to a higher level.

Pupils will study the Pearson BTEC Certificate in Travel and Tourism Level 1/Level 2. At the end of their course, they will receive one of the following grades: Level 1 Pass, Merit or Distinction, or Level 2 Pass, Merit, Distinction or Distinction*.

The Pearson BTEC Level 1/Level 2 First Certificate:

- has 4 mandatory and 6 optional specialist units
- has 25 per cent of the qualification that is externally assessed (exam sat at the end of Year 11); Pearson sets and marks these assessments.
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First Certificate, Travel and Tourism include two externally-assessed units. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications. The mandatory units include:

- The UK Travel and Tourism Sector (External)
- UK Travel and Tourism Destinations
- International Travel and Tourism Destinations
- Travel and Tourism Business Environments (External)

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations. These include units on:

- Employment in Travel and Tourism
- Hospitality
- Worldwide Tourism
- UK Tourism
- Holiday Representative
- Planning an event

Career opportunities:

1. Holiday representative
2. Tour manager
3. Tourism officer
4. Tourist information centre manager
5. Travel agency manager
6. Event manager
7. Hotel manager
8. Marketing executive
9. Outdoor activities/education manager

HISTORY

Head of Department – Mrs O’Kane



The study of History aims to give pupils the opportunity:

- To develop an interest and enthusiasm for history.
- To understand the significance history has for today’s society and to gain a better understanding of the world that we live in.
- To become aware of how the past has been represented, interpreted and given significance for different reasons and purposes.
- To explore events, individuals and ideologies which have shaped, and continue to shape, human behaviour.
- To develop key skills such as, empathy, critical analysis, decision–making and problem solving, that will equip you for future employment.

Why study History at GCSE?

- *It is interesting and enjoyable.*
- *The subject provides students with a range of skills that employers look for such as the ability to manage information.*
- *Skills used in history can be applied in other subjects and learning areas.*
- *There will be a range of Post 16 opportunities available to a pupil who chooses to study history.*
- *Enables pupils to understand how and why important events have happened and the effect(s) that they have on today.*
- *Provides pupils with opportunities to research and investigate the past, allowing them to become more informed members of society.*

History GCSE Outline – Exam Board: CCEA

The GCSE History will be assessed using two modular papers:

Paper 1(unit one): Section A: Modern World Depth Study

Section B: Local Study **1hr 45 Min Paper**

One Tier Entry **(60%)**

You will learn about:

- Life under Nazi Dictatorship, 1933–1945
- Northern Ireland and its neighbours, 1965–98

Paper 2 (Unit two) : Outline Study

1 hr 15 Mins **One Tier Entry** **(40%)**

You will learn about:

International Relations– 1945–2003

Unit One will be assessed in Yr 11. And Unit Two will be assessed in Yr 12.

Post 16 Links:

A Level study of subjects such as: History, Government and Politics and Sociology.

Third Level Education: History is an important subject in courses such as Law, Government and Politics, Criminology, Journalism and Teaching.

Many employers look favourably on a candidate when they have studied history since they consider the student has gained important life skills.

Career Opportunities in History

- Media
- Politics
- Political research
- Teaching
- Law
- Business
- Civil service
- Tourism
- Journalism
- Social Work
- Publishing
- Broadcasting
- Architecture
- Archaeology
- Historian

GCSE Home Economics: Child Development

Head of Department: Mrs M Mitchell

Examination Board: CEA



This exam offers the unique opportunity to study the physical, social emotional and intellectual development of children from birth up to the age of 5 years. It also allows students to understand pregnancy, birth and postnatal care.

Assessment:

The course is assessed through two written papers and one controlled assessment task.

Unit 1: Parenthood, pregnancy and the Newborn Baby (1 hr 15 minutes Examination 30%)

Includes the following topics: Family and parental responsibilities, reproduction, pregnancy, diet and lifestyle during pregnancy, birth and the new-born baby.

Unit 2: The Development of the Child (0–5 years) (1 Hr 15 minutes Examination 30%)

Includes the following topics: Dietary needs of the Child (0–5), Child health and Education, Child Development (physical, intellectual, social and emotional development of the child up to five years old).

Unit 3 Controlled assessment investigation task (40%)

Students complete **one** task from a choice of two. The task has the following parts:

Part A: Analysis and Justification; Part B: Secondary Research and Analysis of Own Viewpoint; Part C: Conclusions and Evaluation of Parts A and B; Part D: Planning and Outcome; and Part E: Evaluation of Planning and Outcome.

Post 16 Courses: A Level Health and Social Care, NVQ Child Care, Diploma in Play work, CACHE Level 3 Diploma Children's care, learning and development.

Careers opportunities: There are many career opportunities for child development students especially if they continue their studies at University. These include social care assistant, domiciliary care worker, day care/support worker, family support worker, social workers, nursery and early education teachers, teachers, teaching assistants, youth and community worker and recreation therapist.

Occupational Studies Hospitality and Catering

Examination Board: CEA
Head of Department: Mrs M Mitchell



This subject offers the opportunity to:

- Develop the knowledge, understanding and skills needed to undertake work-based tasks
- Actively engage in work based learning
- Reflect on learning
- Develop an appreciation of career opportunities and progression within the Hospitality and Catering sector
- Develop an understanding of health and safety issues and environmental impacts arising from the catering industry

Assessment:

This course is the equivalent to one GCSE. The course is assessed through:

- Practical Assessment – 60%
- Evaluation – 20%
- Knowledge Tests set throughout the year – 20%

Evidence of the above work is collected in a portfolio, which is gathered throughout the year and sent away at the end of the unit.

This course is internally assessed. There are no external exams.

Unit 1: Contemporary Cuisine

Pupils will cook a range of **starters, main courses and desserts.**

Unit 2: Patisserie and Baking

Pupils will cook a range of **bread, scones, biscuits, cakes, and pastry products.**

Post 16 Courses:

A wide range of specialist cookery courses are available to include: NVQ Professional Cookery, NVQ Hospitality Services.

Careers opportunities:

These include:

- Chef
- Cook
- Restaurant/Catering Managers
- Kitchen Assistants
- Food Quality Control
- Teaching

Information & Communication Technology (ICT)

Head of Department: Mrs C Alexander

In today's technological world, ICT is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will end up working with ICT. This qualification will help you to understand more about how and why ICT operates in the way it does.

In studying this course you will:

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

Assessment:

Unit 1 Digital Technology (30%)

External written examination (Year 11 – 1 hour):

- Digital data;
- Software;
- Database applications;
- Spreadsheet applications;
- Computer hardware;
- Network technologies;
- Cyberspace, network security and data transfer;
- Cloud technology;



- Ethical, legal and environmental impact of digital technology on wider society.

Unit 2 Digital Authoring Concepts (40%)

External written examination (Year 12 – 1.5 hours):

- Designing solutions;
- Digital development considerations;
- Multimedia applications;
- Multimedia authoring;
- Database development;
- Testing; and
- Evaluating against user requirements.

Unit 3 Digital Authoring Practise (30%) – Controlled Assessment

- Designing solutions using appropriate tools;
- Building a solution;
- Testing a solution; and
- Evaluating a solution.

Further Study:

GCE Digital Technology

Career Opportunities:

This ICT qualification provides students with the technical knowledge, skills and understanding needed in a world increasingly dominated by the use of ICT systems.

The study of ICT can also lead to careers in:

- ICT Management
- Computer Programming
- Database Management
- Website Design
- Website Management
- Graphic Design



Information & Communication Technology (ICT)

CCEA GCSE Business and Communication Systems



This course emphasises the use of software applications that enhance business activity and communications. It develops skills that are useful in many careers. It reflects the way business is changing because of digital technology.

In studying this course you will:

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis as a future employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further studies.

Assessment: Unit 1 Software Applications for Business (40%)

External computer based examination (Year 11 – 2 hours):

- File management;
- Common software applications tasks;
- Word–processing software;
- Spreadsheet software;
- Database software;
- Presentation software;
- Web authoring software; and
- Email software.

Assessment: Unit 2 The Business Environment (35%)

External written examination (Year 12 – 1 hour):

- Types of business ownership;
- Stakeholders;
- Communications;
- Digital trading;
- Recruitment, selection and training;
- Digital technology for business and customers;
- Marketing;
- Product placement, promotion and price

Unit 3 Developing Digital Solutions (25%)

Controlled Assessment:

- Planning
- Research
- Using software applications; and
- Evaluation.

Career Opportunities:

This Business and ICT qualification provides students with the technical knowledge, skills and understanding needed in a business world increasingly dominated by the use of ICT systems.

Information Technology Qualification (ITQ) (Formally known as CLAiT / CLAiT Plus)



ITQ is a practical based qualification which provides pupils with the opportunity to develop, improve or advance their computer skills.

Suitable for all abilities from computer beginners to confident ICT users, ITQ features clear progression routes and plenty of choice. Those students who successfully complete 4 units (including the compulsory Unit 1) achieve a qualification equivalent to a GCSE Grade B.

Coursework Contribution

Assessment will be taken at different stages throughout the year when it is felt that the pupil has reached a satisfactory level of competence in the requirements of the Unit.

Level of Entry (GCSE Equivalency)

Qualification	Certificate/Diploma	Points Value	Grade Equivalency
ITQ	Certificate	46	B
ITQ	Extended Certificate	92	BB

Level of Expectation

With such a practical course which is heavily coursework based it is **essential** that students attend **all** classes. Whilst this course is entirely computer based, pupils are not expected to have a computer at home.

Further Study

ITQ Level 3

Please note: this course is suitable for those students planning to follow a vocational pathway at Post-16 e.g. Hair & Beauty, Catering, Plumbing, Joinery. It may not be accepted as entry for A Level.

Career Opportunities

Secretarial / Office based employment

Learning for Life and Work

Staff

Mr Donnelly (HOD)



COURSE STRUCTURE. Board CCEA

GCSE Full Course – A*–G

Unit 1: Local and Global Citizenship

External Written Exam: 1 hour (20% of total GCSE grade)

Unit 2: Personal Development

External Written Exam: 1 hour (20% of total GCSE grade)

Unit 3: Employability

External Written Exam: 1 hour (20% of total GCSE grade)

Controlled Assessment Task

Students carry out one task from a choice of three. The task enables students to develop transferable skills and personal capabilities. The task is based on investigating a topic in one of the three units listed above.

Career Prospects

Students who have gained a good grade in GCSE Learning for Life and work have many opportunities at A Level. In recent years pupils who have studied LLW have gone on to follow courses in:

- Law
- Medicine
- The Humanities
- Education
- Accounting

Prince's Trust

Achieve Programme

Two Year Course (Portfolio – No exam)

Qualification: Certificate in Personal Development and Employability

Level 2 – Equivalent to two B Grades at GCSE

Eligibility:

The Prince's Trust Qualification is designed to support pupils who may be at risk of not achieving five GCSEs (including English & Maths).

Pupils complete five units of work:

Year 11:

- **Money Management:**
 - This informative unit introduces many aspects of managing money. It involves group work / discussions concerning banking, debit / credit cards, loans, debt, income and managing home and personal budgets.

- **Teamwork:**
 - This unit involves the class working as a team to improve the local Community Garden / Children's Play Area down in the Diamond Centre, Claudy.

- **Personal Development:**
 - This unit involves pupils developing SMART Targets to develop six key areas – Numeracy, Literacy, ICT, Working with their Hands, Improving their own Learning and Teamwork. We also introduce the sport Bowling in the Diamond Centre to the pupils.



Prince's Trust

Year 12:

- **Work Experience:**
 - This worthwhile unit, involves all pupils completing a one-week work experience with an employer of their choice. They reflect and write up their experiences in a portfolio.
- **Community Project:**
 - All pupils contribute to the highly successful 'Elves Christmas Workshop'. This is a local community event based in Claudy Youth Club for Primary School Pupils and the Public.

Throughout Year 11 and 12, we run a number of stand-alone **Enrichment Workshops Programmes** which are designed to add value to our pupils learning experience. These have included:

- Employability and Personal Development Courses
- Drivers Awareness
- Physical, Mental and Social Health Workshops – Food, Alcohol, One-Punch Campaign and Drugs Awareness.
- Just Us – Citizenship (Identity) Workshops
- Financial / Money Management Teamwork Activities

Topics are designed with the interest of our young people in mind. The topics are chosen to provide a varied and interesting curriculum which engages all learners.

Prospects:

- This qualification provides a foundation for entry into a wide variety of post-16 courses.
- It is recognised as the equivalent to two GCSE Grade B passes by North West Regional College and all Post-16 educational providers.
- It will connect young people with the world of work and equip them with the transferrable skills and knowledge they need to succeed, focusing particularly on literacy, language and numeracy (LLN) and Learning for Life and Work (Personal Development, Citizenship and Employability).

Mathematics Department

Mrs M McCabe (Head of Department)

Overview for CCEA GCSE Mathematics:

- Pupils will complete two units, one in Year 11 (M1–M4) worth 45% and one in year 12 (M5–M8) worth 55%.
- Two tiers of assessment: Foundation (grades C*–G) and Higher (grades A*–E).

The content of each GCSE Mathematics unit relates to:

- number and algebra;
- geometry and measures; and
- statistics and probability.



In studying this course you will:

- develop knowledge, skills and understanding of mathematical methods and concepts;
- acquire and use problem–solving strategies;
- select and apply mathematical techniques and methods in everyday and real–world situations;
- reason mathematically, make deductions and inferences, and draw conclusions;
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context; and
- acquire a foundation appropriate to a further study of mathematics and of other disciplines.

There are eight available units namely:

- Unit M1: Foundation Tier (Max. grade D)
- Unit M2: Foundation Tier (Max. grade C*)
- Unit M5: Foundation Tier Completion Test (Max. grade D)
- Unit M6: Foundation Tier Completion Test (Max. grade C*)
- Unit M3: Higher Tier (Max. grade B)
- Unit M4: Higher Tier (Max. grade A/A*)
- Unit M7: Higher Tier Completion Test (Max. grade B)
- Unit M8: Higher Tier Completion Test (Max. grade A/A*)

The grades that students can achieve depend on the combination of the units that they sit for assessment. A* will only be rewarded when both papers are completed.

Prospects:

Mathematics is an essential qualification for entry to most Further Educational courses and employment. A minimum of a C grade is expected for many courses Post 16. This will provide a sound basis for progression to A-Level Mathematics. Most schools who offer A Level Mathematics would expect students to have attained an A/A* grade in GCSE. This would most likely be achieved following the M4/M8 route.

Future Careers:

- Accounting
- Mathematics teacher
- Statistician
- Research Scientist
- Computer Scientist
- Engineer
- Economist
- Data Analyst



Pupils will be grouped at the beginning of Year 11 according to the results attained in the Year 10 exams.

KS 4 Occupational Studies–Music

Mr G Doherty (Head of Department)

Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

Yr 11–Digital Music Unit and Yr 12–Sound Production Unit

If you have a keen interest in music and like to create your own playlists on your phone or device, then this course could be for you. You do not have to be a musician, you just need to be creative and enthusiastic about music.

In Yr 11, you will explore different music genres ranging from country to dance music. You will continue to learn to use *Garageband* to create and mix your own music. As well as using the loops and recorded sounds, you will learn to use different mixing techniques and effects to produce music of a professional standard.



You do not have to sit a written exam, but you will complete a portfolio of evidence to show your knowledge and skills of *Digital music* and produce your own music track.

In Year 12 you will complete the second unit on *Sound Production*.

You will:

- explore the role of both the club DJ and the radio DJ, identifying styles/structures of different DJs in Northern Ireland and analysing the content of their shows, for example dance or radio shows.
- understand which types of DJs different audiences prefer.
- identify the type of equipment a DJ would use during a live performance.



You will also create your own playlists and learn the art of mixing and DJing.

Pupils will have access to music and equipment, such as DJ decks, to perform a live music show. Learners can record their material and play this to a live audience. This practical unit encourages learners to combine their interest in music and their ability to work in teams. They could also have the opportunity to record their material and have it played as part of the performance.

Physical Education

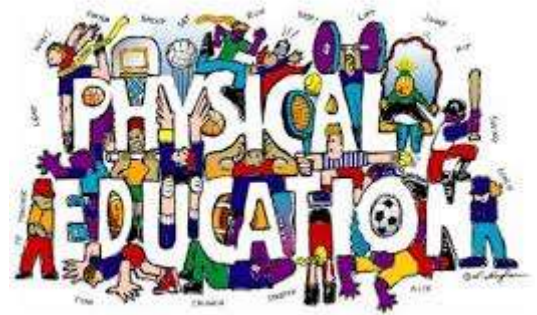
Head of Department – Mrs A Mc Closkey

BTEC First Award in Sport

Examination board – Edexcel

Pupils will study 4 units:

1. Fitness for Sport and Exercise (Assessed using an onscreen test lasting one hour). This is a core unit which must be passed. Worth 25%. Completed in Year 11.
2. Practical Sports Performance (Assessed by series of assignments set by teacher). This is a core unit which must be passed. Worth 25%.
3. Training for Personal Fitness (Assessed by series of assignments set by teacher). Worth 25%.
4. Leading Sports Activities (Assessed by series of assignments set by teacher). Worth 25%.

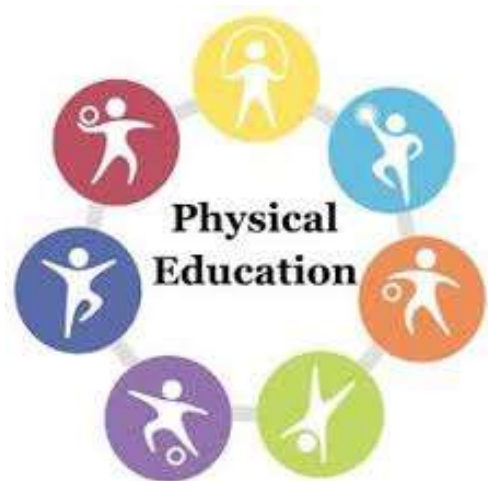


Post 16 prospects

- BTEC Sport and Leisure (NWRC)
- BTEC Sport Science (NWRC)
- BTEC Outdoor Activities (NWRC)

Career opportunities

- PE teaching
- Physiotherapy
- Coaching
- Personal trainer
- Sports nutritionist
- Performance analyst
- Sports journalist
- Sports coaching



Head of Department– A. Mc Closkey

Examination Board: WJEC Eduqas

Pupils will study 2 Units:



Unit 1

Introduction to physical education

- Written examination: 2 hours
- 60% of qualification
- 100 marks

Learners will be assessed through a range of short and extended questions. The questions will be based on audio–visual stimuli and other sources

Unit 2

The active participant in physical education

- Non–exam assessment
- 40% of qualification
- 80 marks

Learners will be assessed in **three** different activities in the role of player/performer in at least **one** individual and **one** team sport (30%).

Learners will also be assessed through an analysis and evaluation of their performance in **one** of their chosen activities (10%).

Grading

GCSE qualifications are reported on a nine–point scale from 1 to 9, where 9 is the highest grade. Neither results not attaining the minimum standard for the award will be reported as U (unclassified).

Post 16 Prospects

A–Level P.E, Health Science (NWRC), Sports Coaching (NWRC), LLS Sports Qualification (based at St. Columb’s College)

Career Opportunities (such as)

- | | |
|-----------------------|---------------------|
| • PE teaching | Physiotherapy |
| • Coaching | Personal trainer |
| • Sports nutritionist | Performance analyst |
| • Sports journalist | Sports coaching |

Religious Studies Department

Mr Donnelly (Head of Department)

COURSE STRUCTURE. Board CCEA

GCSE Full Course – A*–G

GCSE: Consisting of two sections

- Marks Gospel (Year 11) 50%
 - Identity of Jesus
 - Miracle Worker
 - Discipleship
 - Kingdom of God
 - Passion, Death and Resurrection

- Roman Catholic Church (Year 12) 50%
 - Sacraments
 - Furnishings
 - Festivals
 - Contemporary issues

Two examination papers 1 hour 30mins each (Modular Course)



OCN RE

COURSE STRUCTURE

Two-year course looking at all the issues and debates, to prepare pupils for Christian service in local and global context.



1. Addiction

2. Prejudice

YEAR ONE

3. Marriage

4. World Faith

5. Faith

6. Life and Death

YEAR TWO

7. Christian response to Global Issues

8. Life of a Famous Person

This course is coursework based and greatly suits pupils who may struggle in examination conditions.

Career Prospects

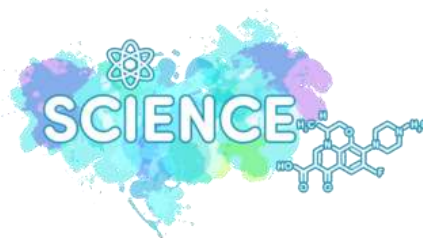
Students who have gained a good grade in GCSE Religious Studies have many opportunities at A Level. In recent years' pupils who have studied RS have gone on to follow courses in:

- Law
- Medicine
- The Humanities
- Education
- Accounting
- It is an essential qualification for teaching in a Catholic School.

Science Department

Ms P Devlin (Head of Department)

Exam Board: CCEA



Science

At either single award or double award. (See specification breakdown)

Double award is only recommended for pupils who have a high aptitude for and a keen interest in continuing to study science post 16. These pupils need to have a high level of competence in literacy and numeracy. Eligibility for a place in a double award class will be on the recommendation of the science department and according to the results attained in the year 10 tracking exams.

There are two tiers of entry:

Single award

Foundation (grades C*–G) and Higher (grades A*–E)

Double award

Foundation (grades C*C*–GG) and Higher (grades A*A*–GG)

Occupational Studies

CCEA

Environment and society

Horticulture: Caring for Plants and Flowers 50%

Horticulture: Growing Plants in a Sustainable Way 50%

Prospects:

In most post 16 schools in Derry area the following are offered:

- A level health and social care
- A level– Biology, Chemistry & Physics
- A level applied science
- Step–up science

In addition, the following are offered:

- Level 3 Diploma/extended diploma in Engineering– NWRC
- Level 3 diploma/extended diploma in applied science (Forensic science)– NWRC
- Level 3 subsidiary/diploma/extended diploma in Health sciences– NWRC
- National Diploma in food technology– Loughry college
- National Diploma in food, Nutrition and health– Loughry college
- City & Guilds level 3 Diploma in Veterinary nursing– Greenmount
- City & Guilds level 2 Diploma in Horticulture– Greenmount

Some careers relating to science

Biochemist	Biology teacher	Biophysicist
Building surveyor	Chemical plant process operator	
Chemist	Chemistry teacher	Dental nurse
Dietician	Doctor	Embalmer
Emergency care assistant (ambulance)		Engineers (all types)
Environmental health officer		Food science
Forensic scientist	Forester	Green keeper
Horticulture & Agriculture		Laboratory technician
Mechanic	Medical physicist	Microbiologist
Nurse	Nutritionist	Optometrist
Pharmacist	Physics teacher	Physiotherapist
Radiographer	Veterinary surgeon	Veterinary nurse

Single award science

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Biology	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tier: 1 hour	25%	November, February and May.
Unit 2: Chemistry	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation & Higher Tier 1 hour	25%	November, February and May.
Unit 3: Physics	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation & Higher Tier: 1 hour	25%	November, February and May.
Unit 4: Practical Skills	Students carry out two pre-release practicals (from two of Biology, Chemistry and Physics) in the final year of study. – Externally marked – Two tiers of entry Time: 2 hours	Booklet A Practical skills assessment 7.5%	Between January and May
	Students answer compulsory structured questions that include short response, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics – Two tiers of entry Time Foundation 1 Hour Higher 1 hour 15 mins	Booklet B External written exam 17.5%	Summer

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment

Double Award Science

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Biology Unit 1: Cells, Living Processes and Biodiversity	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour	11%	Every November, February and Summer
Chemistry Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour	11%	Every November, February and Summer
Physics Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion.	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour	11%	Every November, February and Summer
Biology Unit 2: Body Systems, Genetics, Micro-organisms and Health	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer only
Chemistry Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer only
Physics Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer only
Practical Skills Unit 7 This comprises Unit 7: Biology Unit 7 Chemistry Unit 7 Physics	Students carry out three pre-release practicals (Biology, Chemistry and Physics) in the final year of study. Externally marked. Foundation & Higher tier Time: 3 one hour sessions	Booklet A Practical skills assessment 7.5%	Between January and May
	Students answer compulsory structured questions that include short response, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics Foundation & Higher tier Time: 1 hour 30 min exam. (30 minutes each Biology/Chemistry/Physics)	Booklet B External written exam 17.5%	Summer

Occupational Studies – Environment and society– Horticulture

This subject offers the opportunity to:

- Develop the knowledge, understanding and skills needed to undertake work–based tasks
- Actively engage in work based learning
- Reflect on learning
- Develop an appreciation of career opportunities and progression within the Horticulture sector
- Develop an understanding of health and safety issues and environmental impacts arising from the catering industry

Assessment:

This course is the equivalent to one GCSE. The course is assessed through: Practical Assessment – 60%, Evaluation – 20%, Knowledge Tests set throughout the year – 20%. Evidence of the above work is collected in a portfolio, which is gathered throughout the year and sent away at the end of the unit. This course is internally assessed. There are no external exams.

Horticulture: Caring for plants and flowers

This unit includes:

- 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; and
- a review and evaluation of performance.

Horticulture: Growing Plants in a Sustainable Way

This unit includes:

- 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; and
- a review and evaluation of performance.

The following grades are available at level 2 (equivalent to A*–C in GCSE):

Distinction*	Distinction
Merit	Pass

Technology and Design

Mr. McNutt (Head of Department)

Examining Board: Edexcel

Structure of course: Linear



Design and Technology is an essential part of every pupil's learning experience. The subject encourages creativity and contributes to the personal development of students. It develops thinking and practical skills, preparing pupils for real life 'hands on' learning.

This GCSE is split into 2 units

Unit 1: Design Project Controlled Assessment 50%

Assessed by teacher at the end of year 12. Pupils design (at least 20 A3 pages) and manufacture a product

Unit 2: Resistant Materials 50%

Assessed with exam at the end of year 12. Questions based on design scenarios and knowledge of materials.

Post 16 Pathways

A-Level T&D: Product Design is available at:	Lumen Christi College St. Cecilia's College St. Columb's College
A Level Engineering is available at:	St. Mary's College
BTEC Engineering is available at:	St. Columb's College

Courses available through NWRC

- Training For Success Level 2 in Carpentry and Joinery, Plumbing, Painting and Decorating, Brickwork, Motor Vehicle Maintenance
- Level 2/3 Apprenticeships in Housing, Carpentry and Joinery, Plumbing, Painting and Decorating, Brickwork, Motor Vehicle Maintenance
- Level 3 Technical Apprenticeship in Construction (Civil Engineering)
- BTEC Level 3 Diploma in Construction and the Built Environment
- BTEC Level 2/3 Extended Certificate in Engineering

Careers Pathways

This subject is useful for careers in areas such as construction, design, and engineering. It can also be of benefit when applying for apprenticeships. As a STEM based subject this can be of benefit when applying for any STEM related pathway.

Occupational Studies–Technology in Innovation

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

Occupational Studies is 100% portfolio based. Learners will complete two units over the two year course.

Units offered:

Manufacturing Techniques– Hand fitting:

This unit is designed to give the learner a basic understanding of the practical skills and basic knowledge required in the production of assembled components manufactured from metal.

This unit includes:

- consideration of health and safety issues within the unit;
- consideration of career opportunities available within engineering and/or manufacturing;
- consideration of environmental issues relating to the sourcing of raw materials, manufacture and recycling within the unit;
- selection and use of appropriate hand tools and measuring equipment;
- development of the techniques of measuring, cutting, filing, drilling and threading component parts;
- the use of equipment, for example scribe, punch, dividers and odd–legs to mark out component profiles;
- the manufacture of various parts for assembly to make a finished component;
- the use of measuring equipment, for example ruler, vernier calipers or micrometer, to check sizes of parts;
- joining parts together using rivets and screw threads; and
- a review and evaluation of performance.



Carpentry and Joinery:

- This unit is designed to provide vocational skills in carpentry and joinery. This unit includes:
- consideration of health and safety issues with respect to activities in carpentry and joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of basic carpentry and joinery hand tools and hand-held power tools;
- construction of a range of carpentry and joinery models relating to site-based activities, incorporating a wide range of joints and jointing methods; and
- a review and evaluation of performance.

Post 16 Pathway at NWRC

- Training For Success Level 2 in Carpentry and Joinery, Plumbing, Painting and Decorating, Brickwork, Motor Vehicle Maintenance
- Level 2/3 Apprenticeships in Housing, Carpentry and Joinery, Plumbing, Painting and Decorating, Brickwork, Motor Vehicle Maintenance
- Level 3 Technical Apprenticeship in Construction (Civil Engineering)
- BTEC Level 3 Diploma in Construction and the Built Environment
- BTEC Level 2/3 Extended Certificate in Engineering

A Level Engineering is available at:

St. Mary's College

BTEC Engineering is available at:

St. Columb's College

Careers Pathway

This subject is useful for careers in areas such as Construction, Design, and Engineering. It can also be of benefit when applying for apprenticeships in these fields.