

St. Benedict's College

KEY STAGE 4

SUBJECT CHOICES

Pathway 2

INFORMATION AND GUIDANCE

2020 -2021



St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Principal letter	4
Guidance and Support	5 - 9
Using This Booklet	10 - 11

Core Subjects

English Language	13 - 15
Mathematics	16 - 17
OCN NI Level 2 Certificate in Religious Education	18 – 19
Science/Double - Single Award	20 – 21
Learning for Life and Work	22 - 24

Optional Subjects

Art and Design	26 - 27
Business Communication Systems	28 - 29
Construction and the Build Environment	30 - 31
Geography	32 - 34
History	35 - 36
Child Development	37 - 38
Languages – Irish	39 - 43
Media Studies	44 - 45
Physical Education	46 - 47
Performing Arts	48 – 49

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Outline of Vocational Pathways	50 - 51
Occupational Studies Design & Creativity	52 - 54
Occupational Studies Environment & Society	55 - 56
Occupational Studies Technology and Innovation	57 - 58
Option Choices	59 - 60

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

Dear Parent/Guardian

Your child has reached a key milestone in their educational journey as he/she is about to make the transition from Key Stage 3 to Key Stage 4. At this point, your child needs to choose their GCSE options within the Pathway that is being offered to them.

The College currently offers 3 GCSE Pathways to our Year 11 students. The subjects offered in all Pathways are a mixture of 'academic' and 'vocational' subjects and each pathway contains 'core subjects' and 'optional subjects'.

Pathway 2 10G

Students are offered a mixture of GCSE, BTEC, OCN and Occupational Studies Level 2 courses. (OCN and OS courses are vocational courses but have GCSE equivalency)

This pathway should lead students to A Level study, Post 16 study at a Regional College, Apprenticeship or Employment.

This Options Booklet has been designed to give you and your child an insight in to the curriculum offer available within Pathway 2 – both the core/compulsory and optional subjects.

Please take time to review the information provided and use it to help you and your child choose the three option subjects he/she wants to study alongside the core/compulsory subjects. It is important that your child chooses 2 reserve option subjects as first choices can not always be accommodated.

We recognise that this can be a confusing and challenging time for students and parents so please do not hesitate to contact Miss Hutchinson, Head of Year 10, or Mr Shivers, Assistant Principal, if you require further advice, guidance or support.

Yours faithfully,

Mrs Catriona Mc Ateer (Principal)

GUIDANCE FOR YEAR 10 STUDENTS AND PARENTS

What is GCSE?

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

What is an Occupational Studies qualification?

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

What is an OCN NI qualification?





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

When do I take my GCSE exams?

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

What are Vocational courses?

Vocational courses, are qualifications that:

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

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

Sixteen is an important 'decision making' point in every young person's life. These qualifications provide the stepping stones as you make your decision regarding what you will do at this crucial stage of your life. You may choose to do to a partner College and continue your studies at AS/A2 level in the hope

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

of gaining a place at University/Higher education. Alternatively, you may decide to leave school, take a job, start on a training placement or go to another institute of learning to pursue different courses.

What are controlled assessments?

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

Why are controlled assessments necessary?

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

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





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

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

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

Controlled assessment is to your advantage!






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

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



How do I choose the right subjects?

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

Use the following guidelines to help you make your decisions:









-  The College's subject requirements
-  Subjects that you like
-  Subjects that you are good at
-  Subjects that you may need for your career
-  Subjects that keep your options open

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

-  What your teachers say
-  What parents and friends say

What questions should I ask my teachers?

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





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

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

This booklet is designed to help you understand the courses you will study in Year 11.

1. The Subjects you **MUST** study are The 'Core' Subjects.

The Core Subjects are:






-  English Language
-  Mathematics
-  Religious Education (OCN Level 2 Certificate)
-  Science (Single Award)

Placement in classes for the 'Core' Curriculum

Over the past year, your teachers have been assessing how you have been progressing in these subjects. As the year progresses your teacher will advise you about which level you will study in the core subjects. (Foundation or Higher level)

2. The Subjects you can choose to study are The "Optional Subjects".

The Optional Subjects are:

-  Art and Design
-  Construction
-  Geography
-  History
-  Child Development

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

-  Information Technology Applications (OCN Level 2 Certificate)
-  Learning for Life and Work
-  Languages - Irish
-  Media Studies
-  Physical Education
-  First Award in Performing Arts
-  Occupational Studies Construction
-  Occupational Studies Environment & Society
-  Occupational Studies Design & Creativity

You choose THREE optional subjects, listed above, that you will study alongside the core subjects.







CORE Subjects

ENGLISH LANGUAGE



EXAMINATION BOARD: CCEA

http://ccea.org.uk/english_language/



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

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

The skills embedded in the specification are described as follows:

-  engaging with, and making fresh connections among, ideas, texts, words and images;
-  studying spoken and written language, exploring how language varies;

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

-  expressing ideas and information clearly, precisely and appropriately in spoken and written communication; and
-  forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

OUTLINE OF THE COURSE and ASSESSMENT:

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

CAREER IMPLICATIONS:

GCSE English is much sought after in the world of work. Our students go on to pursue a wide variety of careers including law, education, advertising, publishing, journalism and in the media generally. The development of the critical faculty, and the ability to analyse and empathise, are vital skills, which are eminently suitable for transference to any number of other disciplines at both primary and post-graduate levels.





MATHEMATICS

EXAMINATION BOARD: CCEA

<http://ccea.org.uk/mathematics/>





AIMS OF THE COURSE:

This course aims to encourage students to:

-  develop fluent knowledge, skills and understanding of mathematical methods and concepts;
-  acquire, select and apply mathematical techniques to solve problems;
-  reason mathematically, make deductions and inferences and draw conclusions; and
-  comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

OUTLINE OF THE COURSE and ASSESSMENT:

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

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

Two tiers are available – foundation and higher.

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

The Students are placed into a suitable group on the basis of their Key Stage 3 exam in Year 10.

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

Unit Detail	Content	Component Value
Unit 1	Foundation Tier – 1 hour 45 minutes Higher Tier – 2 hours (June Year 11)	External written examination with calculator 45%
Unit 2	Foundation Tier – 1 hour 10 minutes Higher Tier – 1 hour 15 minutes Foundation Tier – 1 hour 10 minutes Higher Tier – 1 hour 15 minutes (June Year 12)	2 external written examinations • Paper 1 without calculator • Paper 2 with calculator 55%

CAREER IMPLICATIONS:




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

LEVEL 2 CERTIFICATE IN RELIGIOUS STUDIES

EXAMINATION BOARD: OCN NI

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






AIMS OF THE COURSE:

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





OUTLINE OF THE COURSE and ASSESSMENT:

Of the 15 units to be completed over two years wholly by portfolio. There is no final written assessment in this course. If the candidate is successful and it has been confirmed and verified by the awarding body, then the study will receive the equivalent of a B at GCSE RE.

The topics covered are:

-  Addiction
-  Life and Death Issues
-  Charity and Religious Charities
-  Life of a famous person of Faith
-  Exploring Personal Identity and Faith

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

-  Marriage and Divorce
-  Exploring Religious traditions within own community
-  Prejudice and Discrimination
-  World Faith

GRADING:

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

CAREER IMPLICATIONS:

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







SINGLE/DOUBLE AWARD SCIENCE

EXAMINATION BOARD: CCEA

http://ccea.org.uk/general_science/

AIMS OF THE COURSE:

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

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

OUTLINE OF THE COURSE and ASSESSMENT:

10G Pupils can choose to complete Double Award GCSE Science suitability and criteria NEEDS to be discussed and agreed with HOD before acceptance unto course.

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

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

CAREER IMPLICATIONS:

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

LEARNING FOR LIFE AND WORK

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

AIM OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Local and Global Citizenship	<ul style="list-style-type: none">• Diversity and Inclusion: challenges and opportunities• Rights and Responsibilities: local and global• Government and civil society; social equality and human rights• Democratic Institutions; promoting inclusion, justice and democracy• Democracy and Active Participation• The role of NGOs	External Exam 20%
Unit 2: Personal Development	<ul style="list-style-type: none">• Personal Health and Wellbeing• Emotions and Reactions to life experiences• Personal Safety and Wellbeing	External Exam 20%

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<ul style="list-style-type: none"> • Relationships and Sexuality • Making informed financial decisions 	
Unit 3: Employability	<ul style="list-style-type: none"> • The Impact of Globalisation on employment • Preparing for Employment: Recruitment and Selection • Rights and Responsibilities of Employers and Employees • Social Responsibility of businesses • Exploring self-employment • Personal Career Management 	External Exam 20%
Unit 4: Controlled Assessment Investigative Task	<p>Students complete one task from a choice of three. The task is an investigation on a topic in one of the following:</p> <ol style="list-style-type: none"> 1. Local and Global Citizenship; 2. Personal Development; <p>or</p> <ol style="list-style-type: none"> 3. Employability. <p>The task involves the following:</p> <ul style="list-style-type: none"> • Part A: Planning; • Part B: Research; • Part C: Communicating Findings; 	Controlled Assessment 40%

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<ul style="list-style-type: none">• Part D: Self-Evaluation; and• Part E: Presentation of Task. Teachers mark the task and CCEA moderate the results.	
--	--	--

CAREER IMPLICATIONS:

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

Optional Subjects

ART AND DESIGN

EXAMINATION BOARD: CCEA

<http://ccea.org.uk/artanddesign/>

AIM OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

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

Unit Detail	Content	Component Value
Unit 1: Part A: (25%) Unit 1: Part B: (35%) (over 1.5 years from Sept of Year 11 to	The Exploratory Portfolio. Investigating the Creative & Cultural Industries.	Controlled Assessment 60%

St. Benedict's College, Key Stage 4 Subject Choices
 Information Booklet 2020/2021

January of Year 12)		
Unit 2: Working to a Stimulus (From January of Year 12)	Students will creatively investigate and develop ideas in response to a theme set by CCEA. Students will use a wide range of media, materials, processes and techniques to develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D	Externally Set Assignment 40%

CAREER IMPLICATIONS:

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

BUSINESS AND COMMUNICATION SYSTEMS

EXAMINATION BOARD: CCEA

http://ccea.org.uk/business_comm_systems/

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

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

Unit Detail	Content Component	Value
Unit 1: ICT Content	<ul style="list-style-type: none">• Word Processing• Excel Databases• Charts	External Computer Based Exam (2 hours)

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

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

CAREERS IMPLICATIONS:

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

CONSTRUCTION AND THE BUILT ENVIRONMENT

EXAMINATION BOARD: CCEA

<http://ccea.org.uk/construction/>

AIMS OF THE COURSE:

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

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

OUTLINE OF THE COURSE and ASSESSMENT

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

CAREER IMPLICATIONS:

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

GEOGRAPHY

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

AIMS OF COURSE:

The course aims to give you an understanding of how the world works. By knowing the land, you will then understand how and why people use the land in the manner they do. Turn on your TV almost any day and you will see coverage of events such as flooding, storms, coastal damage, earthquakes or even tsunamis. Issues such as pensions, healthcare provision, climate change, famine, sustainability and global warming also make the news. These events and issues are at the very heart of Geography, its relevance in today's society is clear! By studying Geography, you will gain awareness of your own responsibilities and how you can contribute to a future that is both sustainable and inclusive.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
UNIT 1: Understanding Our Natural World	<ul style="list-style-type: none">• River Environments• Coastal Environments• Our Changing Weather and Climate• The Restless Earth	External Exam (1hr 30m) 40%
UNIT 2: Living in Our World	<ul style="list-style-type: none">• Population and Migration• Changing Urban Areas	External Exam (1hr 30m) 40%

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<ul style="list-style-type: none"> • Contrasts in World Development • Managing Our Environment 	
UNIT 3: Fieldwork Exam	Students base their answers on their knowledge and experience of fieldwork. Students will undertake a practical field study - the titles change each year e.g. aspects of River characteristics/ erosion. Students must bring a fieldwork statement and table of data to the examination from which they will then address the question paper.	External Exam (1 hour) 20%

CAREER IMPLICATIONS:

Studying Geography provides you with many transferable skills, skills which employers like you to have, such as researching, analysing and selecting relevant information. It can therefore make a helpful contribution to the following career options: Civil Engineering, G.I.S., Law, Accounting, Medicine, Environmental Management, Conservation, Travel Industry, Travel/Tourism, Coastal Management, Town

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Planning, Teaching, Quantity Surveying, Geology, Architecture, Cartography, Agriculture, Horticulture, Land / Estate / Forestry Management, Meteorology, Leisure and Recreation management, Heritage work, Recycling industries to name but a few.

HISTORY

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

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

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

CAREER IMPLICATIONS:

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

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

CHILD DEVELOPMENT

EXAMINATION BOARD: CCEA

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

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT

Unit Detail	Content	Component Value
UNIT 1: Parenthood, Pregnancy and the Newborn baby	<ul style="list-style-type: none">• Parental responsibilities• Development of a healthy pregnancy• Stages of labour• Birth• Care of a newborn baby	External Exam (1hr 15m) 30%
UNIT 2: The Development of the Child (0- 5yrs)	<ul style="list-style-type: none">• Dietary needs of the child• Child health and education• Child development – Social, Physical,	External Exam (1hr 15m) 30%

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<p>Intellectual, Emotional</p> <ul style="list-style-type: none"> • Communication development 	
<p>UNIT 3: Investigative Task</p>	<p>Students complete one task from a choice of two. Students use the given task title to choose one issue for further research. They plan and carry out activities to produce an outcome and then evaluate all aspects of the task.</p>	<p>Controlled Assessment 40%</p>

CAREER IMPLICATIONS:


This GCSE has been designed to provide a broad educational basis for either further training, further education or for moving into employment mainly within the Child care sector. Post 16 pathways include 'A' level Home Economics, Psychology, Sociology and Advanced Health and Social Care.

IRISH

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

AIMS OF THE COURSE:

This course aims to encourage students to:

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

OUTLINE OF THE COURSE and ASSESSMENT:




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

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	up to 4 minutes. Students prepare the first conversation topic in advance from the Context for Learning that we prescribe. Teachers must record and authenticate all evidence and submit it to us for marking.	
Unit 3: Reading	<p>External written examination with stimulus material in Irish</p> <p>There are two tiers of entry: Foundation and Higher Students answer 12 questions. Four of these are the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in Irish; and • translating short sentences from Irish into English 	<p>External Exam</p> <p>Foundation (50 mins)</p> <p>Higher (1 hour) 25%</p>
Unit 4: Writing	<p>There are two tiers of entry: Foundation and Higher Students answer four questions. One of</p>	<p>External Exam</p> <p>Foundation (1 hour)</p>



	<p>these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in Irish (Foundation Tier only); • short phrase/sentence responses in Irish (both tiers); • short responses in Irish to one or more pieces of text (Higher Tier only); • translation of short sentences from English into Irish (both tiers); and • one structured, extended writing task in Irish from a choice of three (both tiers). 	<p>Higher (1hr 15m) 25%</p>
--	--	-----------------------------

CAREER IMPLICATIONS:

-  Irish-medium education (Almost every newly-qualified teacher in Irish has been employed almost immediately). So too has there been a demand for Irish-speaking classroom assistants, youth officers, speech and language therapists and field officers.
-  TG4 and BBC have opened up opportunities for Irish speakers in the media, drama, art and design and jobs related to the production of TV and radio programmes.
-  Irish has been granted legal standing under both the 1998 Good Friday Agreement and 2006 St Andrew's

St. Benedict's College, Key Stage 4 Subject Choices Information Booklet 2020/2021

Agreement, leading to increased provisions and status of the language in the north of Ireland and beyond. It is recognised as an official language of the European Union and as such, many job opportunities are available as translators, legal linguists and other such professions in Brussels and Luxemburg.

-  Many students who have studied Irish have found that the skills that they have been able to develop have been particularly useful in many high profile careers, for example, Law, Politics, Business and even in the field of ICT.
-  Many students in years gone by have chosen not to study the language further than A Level, but have found the skills and grade picked up studying A Level Irish have been useful in gaining entry to a range of Third Level courses, including Law, Education, Media, History etc.

MEDIA STUDIES

EXAMINATION BOARD: WJEC EDUQAS

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





AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

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

The concepts studied will be:

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

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Unit Detail	Content	Component Value
Unit 1: Industries, Audiences and Representations	Stimuli: Magazines, film and film posters, newspapers, print advertisements, radio and video games	External Exam (1hr 30m) 40%
Unit 2: Media Language, Contexts of the Media and Analysis of Media Products	Stimuli: • Crime Drama, Music videos and online media (multiple choice questions; short answer questions and an extended response)	External Exam 30%
Unit 3	Candidates have to produce a conceivable media product. Either, film marketing or a magazine.	Controlled Assessment 30%

CAREER IMPLICATIONS:

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

PHYSICAL EDUCATION

EXAMINATION BOARD: WJEC EDUQAS

<https://www.eduqas.co.uk/qualifications/physical-education-gcse/>

AIMS OF THE COURSE:

This WJEC GCSE specification in Physical Education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and to enable them to make informed decisions about further learning opportunities and career pathways.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Introduction to Physical Education	Learners will be assessed through a range of short and extended questions. The questions will be based on audiovisual stimuli and other sources.	Written examination: 2 hours 50%
Unit 2: The Active Participant in Physical Education	Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team	Non-exam assessment 50%

	<p>sport and one other.</p> <p>One activity will be a major activity which will have a personal fitness programme linked to it.</p>	
--	--	--

CAREER IMPLICATIONS:

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

First Award in Performing Arts

EXAMINATION BOARD: BTEC

<https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>

AIMS OF THE COURSE:

BTEC Firsts in Performing Arts can help you take your first steps towards a career onstage or behind the scenes. You'll learn essential skills such as acting, dance and musical performance, stage management, production and set design.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Individual Showcase	External Assessment 25%
Unit 2	Preparation, Performance and Production	Internal Assessment 25%
Unit 5	Musical Theatre Skills	External Assessment 50%

CAREER IMPLICATIONS:

To give learners the potential opportunity to progress to employment, or progress within employment in a wide range of job roles across the performing arts sector, including: performing in its various forms; roles in stage management,

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

production and design, construction, and making props and sets; and in related administration and technical roles.

Support progression into specialised level 3 qualifications in Performing Arts, general qualifications in Drama and Theatre Studies, or progression into an apprenticeship.

LEVEL 2 OCCUPATIONAL STUDIES





EXAMINATION BOARD: CCEA

http://ccea.org.uk/occupational_studies/

AIMS OF THE COURSE:

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

KEY FEATURES: The Occupational Studies specification:

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

Our school offer THREE courses;

1. Design and Creativity (Contemporary Cuisine and Patisserie and Baking)

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

2. Environment and Society (Childcare - Play Environment and Physical Care of Babies)

3. Technology and Innovation (Bench Joinery and Carpentry and Joinery)

GRADING:

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

CAREER IMPLICATIONS:

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

Design and Creativity Pathway

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
<p>Unit 1: Contemporary Cuisine</p>	<p>This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> • food hygiene and personal hygiene standards for food 	<p>Portfolio Based 100%</p>

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<p>handlers;</p> <ul style="list-style-type: none"> • consideration of career opportunities in the catering industry; • consideration of safe use of equipment and other health and safety issues in the catering industry; • preparation, cooking and finishing of four starters, four mains and four desserts; • safe storage of foods and recycling of packaging; • healthy eating alternatives; • consideration of environmental issues in the catering industry; <p>and</p> <ul style="list-style-type: none"> • a review and evaluation of performance. 	
<p>Unit 2: Patisserie and Baking</p>	<p>This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the</p>	<p>Portfolio Based 100%</p>

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<p>catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.</p> <p>This unit includes:</p> <ul style="list-style-type: none">• food hygiene and personal hygiene standards for food handlers;• using equipment safely and considering the health and safety issues in the catering industry;• preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;• recycling, energy conservation and environmental issues in the catering industry;• a review and evaluation of performance.	
--	--	--

Environment and Society Pathway

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Child Care Play Environment	<p>This unit includes:</p> <ul style="list-style-type: none"> • Children's physical, linguistic, intellectual, emotional and social development; • The importance of play and children's learning and development; • Books, poems, rhymes and games for the age group of your choice; • Communication difficulties; • Role of the children's care worker in various settings and related career opportunities; • Consideration of health and safety issues within the unit; consideration of environmental issues within the unit and a review and evaluation of performance. 	Portfolio Based 100%
Unit 2: Physical Care of Babies	<p>This unit includes:</p> <ul style="list-style-type: none"> • Consideration of the role of the childcare worker and associated 	Portfolio Based 100%

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

	<p>career opportunities;</p> <ul style="list-style-type: none">• Basic hygiene needs of babies;• Measures to prevent cross infection;• Consideration of the disposal of waste and related environmental impacts when caring for babies;• Products and clothing for babies;• Feeding babies;• Consideration of health and safety issues when caring for babies and a review and evaluation of performance.	
--	--	--

Technology and Innovation Pathway

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Bench Joinery	<p>This unit is designed to provide increased vocational skills in bench joinery and associated activities.</p> <p>This unit includes:</p> <ul style="list-style-type: none"> • consideration of health and safety issues with respect to workshop activities in bench joinery; • consideration of career opportunities related to working with wood in the construction industry; • an appreciation of environmental issues relating to timber; • the appropriate use of bench joinery hand tools, and basic hand-held power tools; • techniques of cutting, jointing, boring and planning to produce construction related components; • construction of a range of bench joinery models; and • a review and evaluation of performance. 	Portfolio Based 100%
Unit 2:	This unit is designed to	Portfolio

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

<p>Carpentry and Joinery</p>	<p>provide vocational skills in carpentry and joinery. This unit includes:</p> <ul style="list-style-type: none">• 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.	<p>Based 100%</p>
-------------------------------------	--	-------------------

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Option Choices - Name: _____ **Class:** 10G

Core Subjects					
English CCEA					
Mathematics CCEA					
OCN NI Level 2 Award in Religious Studies					
Science CCEA					
Learning for Life and Work CCEA					
Optional Subjects GCSE CCEA (except where stated)					
	Choice 1	Choice 2	Choice 3	Res 1	Res 2
Art and Design					
Construction					
Geography					
History					
Double Award Science					

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021

Child Development					
Irish					
Media Studies (EDQUAS)					
Physical Education (WJEC)					
BTEC Level 2					
Performing Arts					
Occupational Studies Level 2					
Construction					
Single Award: Bench Joinery - Carpentry and Joinery					
Environment & Society					
Environment & Society: Childcare - Play Environment and Physical Care of Babies					
Design and Creativity					
Single Award: Contemporary Cuisine - Patisserie and Baking					

St. Benedict's College, Key Stage 4 Subject Choices
Information Booklet 2020/2021