

ST. BENEDICT'S COLLEGE

KEY STAGE 4

OPTIONS & SUBJECT INFORMATION

2022 -2023

Pathway 2



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Principal's Introduction

Dear Parent/Guardian

As a Year 10 student your child has reached a key milestone in their educational journey as he/she is about to make the significant transition from Key Stage 3 to Key Stage 4. For the first time, students are being given the opportunity to make subject choices which will invariably impact on their future careers and employability.

St Benedict's College are proud to offer a wide range of GCSE subjects, academic and vocational qualifications as well as high quality careers guidance to our senior students. We currently offer 3 GCSE Pathways which are designed to engage all of our students, over a wide range of abilities, in a Key Stage 4 Curriculum which meets their individual needs.

The subjects offered in all GCSE Pathways are a mixture of academic and vocational subjects and each pathway contains core/compulsory subjects and optional subjects so that all students are given a degree of choice and every opportunity to achieve the best set of GCSE results possible.

Pathway 2 – 10G

- Students are offered a combination of GCSE, BTEC, OCN and Occupational Studies courses.
- Students study five core/compulsory subjects and three optional subjects.
- This pathway should lead students to A Level study in one of our partner schools, Post 16 study at a Regional College, an apprenticeship or employment.

This Options Booklet has been designed to give you and your child an insight into the curriculum offer within Pathway 1 and a flavour of the subjects delivered. 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 five core/compulsory subjects provided. Subject teachers will have presented their subject offer to your child during teaching time so they should have a good insight in to the detail and demands of the course. If they don't, please encourage them to talk to their teachers and to ask questions to make sure the subject meets their needs and expectations. Please note, it is important that your child chooses 2 reserve option subjects as first choices cannot 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, Mrs Pam Devlin, Head of Careers or Mrs Coulter, Head of Pastoral Care if you require further advice, guidance or support.

Yours faithfully

Catriona McAteer

Mrs Catriona McAteer (Principal)



GUIDANCE FOR YEAR 10 STUDENTS AND PARENTS

What is a 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 are Vocational courses?

Vocational courses, are qualifications that:

- 🔗 relate to work in a particular vocational area, such as Performing Arts, ICT, H.E 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 assessment.

What is an Occupational Studies qualification?

This is a Level 2 qualification closely 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 certificate?

This is a Level 2 qualification, again equivalent to GCSE. The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE. It is 100% portfolio and students submit 15 assignments over 2 years of study.

What is controlled assessment?

Controlled assessment was previously referred to as coursework and is integral to any course of study. 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 the two years of study for KS4 qualifications, teachers will set specific controlled assessments for students to do. Teachers will mark these topics and the marks will go towards students' final results.

Why are controlled assessments necessary?

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

Which skills and abilities are tested through controlled assessments?

Controlled assessments assess a student's ability to research, collect, compare and organise information; work in a group and make accurate records; use powers of observation through laboratory and field work; plan and organise a long piece of work; use apparatus and machinery; communicate – and that means to listen as well as to talk; discuss, investigate, plan and design. These are exactly the vocationally related skills that employers value. Controlled assessments also encourage students to work independently and assist in their preparation for higher level studies, such as A/AS levels.

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;

When do I take my GCSE exams?

The usual age to sit the end-of-course exams is 16, but there are no hard and fast rules. Students can take them 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 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 go to a partner College and continue your studies at AS/A2 level in the hope of gaining a place at University/Higher education. Alternatively, you may decide to leave school, take a job, start on a training placement or go to another institute of learning to pursue different courses.

How do I choose the right subjects?

As 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:

- 👤 Subject requirements
- 👤 Subjects that you like
- 👤 Subjects that you are good at
- 👤 Subjects that you may need for your career
- 👤 Subjects that keep your options open
- 👤 What your teachers say
- 👤 What parents and friends say

What questions should I ask my teachers?

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and courses available. So, before opting for, or committing yourself to any course, make sure that you ask your 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?
- 👤 What percentage of the marks is determined by exam?
- 👤 Is there an oral test?
- 👤 Will I have to gather information for myself and work independently?
- 👤 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.

COMPULSORY SUBJECTS



ENGLISH LANGUAGE

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

AIMS OF THE COURSE:

This course 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;
- ⦿ express themselves creatively and imaginatively;
- ⦿ become critical readers of a range of texts, including multi-modal texts; to use reading to develop their own skills as writers;
- ⦿ understand the patterns, structures and conventions of written and spoken English;
- ⦿ understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- ⦿ select and adapt speech and writing to different situations and audiences.

The skills embedded in the specification are:

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

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Writing for Purpose and Audience and Reading to access Non-fiction and Media Texts	External Exam (1hr, 45m) 30%
Unit 2 Speaking and Listening	Task 1: Individual Presentation and interaction Task 2: Discussion 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%



MATHEMATICS

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

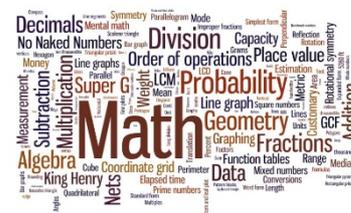
AIMS OF THE COURSE:

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.

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.

The students are placed into a suitable group on the basis of their performance in Year 10. 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 higher 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.

OUTLINE OF THE COURSE and ASSESSMENT:

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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.

OCN 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:

This course aims to:

- ☞ introduce the students to 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:

15 units have 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 student will receive the equivalent of a grade B in 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
- ☞ Marriage and Divorce
- ☞ Exploring Religious traditions within their 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 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.

- 🧑‍🔬 develop an interest in, and enjoyment of, the study of Science.
- 🧑‍🔬 encourage an attitude of curiosity, scientific enquiry and an open minded yet critically thoughtful attitude to ideas and evidence.
- 🧑‍🔬 recognise the usefulness and limitations of scientific methods and appreciate their applicability in other disciplines and in everyday life.
- 🧑‍🔬 develop the abilities to perform appropriate experiments, having due regard for safety and to observe, record and interpret scientific phenomena.
- 🧑‍🔬 provide learning experiences that challenge students across the ability range and enable all students to achieve success.
- 🧑‍🔬 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:

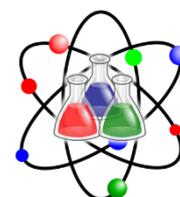
Please note 10G students can choose to study Double Award Science. Suitability needs to be discussed and agreed with the HOD before being accepted onto the course.

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 in each module.

CAREER IMPLICATIONS:

Students who take this course will not be able to study Biology, Chemistry or Physics at A-level in another school. To do this, students need to study Double Award Science. Students who study Single Award Science may study Applied Science at A-level in some partner schools.



OCN LEVEL 2 CERTIFICATE IN EMPLOYABILITY SKILLS

EXAMINATION BOARD: OCN NI <https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-employabilityskills - 603/4360/6>

AIMS OF THE COURSE:

This course is designed to provide learners with a range of employability skills that are key to preparing them for the workplace.

OUTLINE OF THE COURSE and ASSESSMENT:

15 units have 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 student will receive the equivalent of a grade B in GCSE Learning for Life and Work.

This will be the first time the course will be delivered so topics to be covered have not been finalised as yet but they are likely to include topics such as:

- 🔗 Producing a CV
- 🔗 Searching for Employment Opportunities
- 🔗 Applying for Work
- 🔗 Interview Skills
- 🔗 Workplace Relationships
- 🔗 Personal Money Management
- 🔗 Planning and Promoting Self Development in the Workplace
- 🔗 Effective and Safe Use of Online Communication Technologies in the Workplace
- 🔗 Health and Safety in a Working Environment
- 🔗 Undertaking Unpaid Work Opportunities

GRADING:

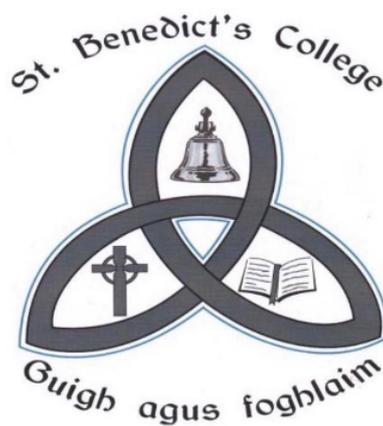
The grade boundaries are Pass/Fail with a Pass being the notional equivalent of a 'B' grade at GCSE Learning for Life and Work.

CAREER IMPLICATIONS:

The objectives of the qualification are to assist learners in acquiring the skills, attributes and behaviours that are needed to enter and succeed in the world of work.



OPTIONAL SUBJECTS



DOUBLE AWARD SCIENCE

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

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE AND ASSESSMENT:

The course follows the modular specification, with three exams at the end of year 11 (one each in Biology, Chemistry and Physics) and three exams at the end of year 12. The exams in year 11 are worth 33% of the final mark and the exams in year 12 are worth 42%.

In addition, practical assessment accounts for the final 25% of the qualification. This comprises assessment of practical tasks completed in class time along with written practical exams taken at the end of year 12.

CAREER IMPLICATIONS:

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

Students who want a career like this, must study Double Award Science.



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.

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.

OUTLINE OF THE COURSE and ASSESSMENT:

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

BUSINESS AND COMMUNICATION SYSTEMS

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

AIMS OF THE COURSE:

This course aims to:

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

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 on it.

OUTLINE OF THE COURSE and ASSESSMENT:

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

CAREER 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 IN THE BUILT ENVIRONMENT

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

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
UNIT 1: An Introduction to the Built Environment.	What is the Built Environment? <ul style="list-style-type: none">• Housing Types• Materials in Construction• Structural Form• Building• Civil Engineering• Building Services• Employment in Construction.	External Exam – (1hr) 20%
UNIT 2: Sustainable Development.	Construction Technology: <ul style="list-style-type: none">• Foundations• Wall Construction• Insulation• Floors/Roofs/Doors/Windows Energy & Sustainable Construction: <ul style="list-style-type: none">• Sustainable Development• Planning Permission• Location/ Design• Insulation in Construction• Renewable Energies.	External Exam – (1hr 30m) 30%
UNIT 3: Construction Craft Project.	This unit allows the opportunity to make practical objects in wood. A 5-page portfolio accompanies the craft project explaining processes used throughout the manufacturing process.	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 students an understanding of how the world works. By knowing the land, students will then understand how and why people use the land in the manner they do. Turn on the 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, students will gain awareness of their own responsibilities and how they can contribute to a future that is both sustainable and inclusive.

OUTLINE OF THE COURSE and ASSESSMENT:

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

CAREER IMPLICATIONS:

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



HISTORY

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

AIMS OF THE COURSE:

At GCSE students 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. Students 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:

Skills developed in History 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.

HOME ECONOMICS – CHILD DEVELOPMENT

EXAMINATION BOARD: CCEA

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

AIMS OF THE COURSE:

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

OUTLINE OF THE COURSE and ASSESSMENT:

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

CAREER IMPLICATIONS:

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



IRISH

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

AIMS OF THE COURSE: This course aims for students to derive enjoyment and benefit from language learning and to provide excellent opportunities for career progression;

In addition, the course aims to:

- 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 an understanding of Irish in a variety of contexts;
- develop awareness and understanding of Irish-speaking countries and communities;

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: Listening	There are two tiers of entry: Foundation and Higher. Students answer 12 questions. Four of these are the same in both tiers. Responses include: <ul style="list-style-type: none"> • selection • gap-filling; • answering questions in English • answering questions in Irish 	External Exam Foundation (35 mins) Higher (45 mins) 25%
Unit 2: Speaking	One teacher-conducted and externally marked speaking examination. There is one tier of entry. Each test includes: <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. Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare the first conversation topic in advance	External Speaking Exam (7-12 mins + 10mins prep) 25%
Unit 3: Reading	There are two tiers of entry: Foundation and Higher. Students answer 12 questions. Four of these are the same in both tiers. Responses include: <ul style="list-style-type: none"> • selection • gap-filling; • answering questions in English • answering questions in Irish; • translating short sentences from Irish into English 	External Exam Foundation (50 mins) Higher (1 hour) 25%
Unit 4: Writing	There are two tiers of entry: Foundation and Higher. Students answer four questions. One of these is the same in both tiers. Responses include: <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). 	External Exam Foundation (1 hour) Higher (1hr 15m) 25%

CAREER IMPLICATIONS:

- 📖 Teaching Irish
- 📖 Roles within Irish-medium education
- 📖 Translator
- 📖 Many students have found Irish useful in many high profile careers, for example, Law, Politics, Business and even in the field of ICT.



MEDIA STUDIES

EXAMINATION BOARD: WJEC EDUQAS <https://www.eduqas.co.uk/qualifications/media-studies/gcse/>

AIMS OF THE COURSE:

The media plays 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 it, suggest that their centrality in contemporary life can only increase.

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

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



OUTLINE OF THE COURSE and ASSESSMENT:

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 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:

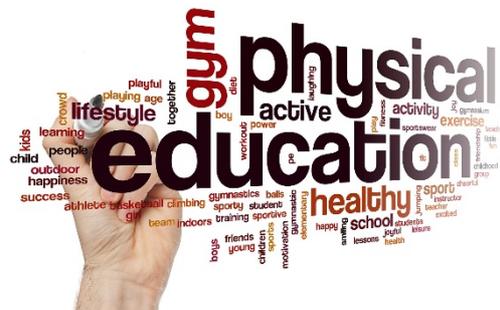
This WJEC GCSE specification in Physical Education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and to enable them to make informed decisions about further learning opportunities and career pathways.

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 sport and one other. One activity will be a major activity which will have a personal fitness programme linked to it.	Non-Exam Assessment 50%

CAREER IMPLICATIONS:

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



HOME ECONOMICS - FOOD AND NUTRITION

EXAMINATION BOARD: CCEA <https://ccea.org.uk/home-economics-food-and-nutrition>

AIMS OF THE COURSE:

The course will encourage students to:

- 🍷 develop knowledge and understanding of the science behind food
- 🍷 develop practical skills in food preparation, cooking and presentation
- 🍷 be aware of food safety
- 🍷 lead healthy lives by learning about food, nutrition and dietary requirements
- 🍷 learn about food science
- 🍷 find out about the agri-food industry in Northern Ireland
- 🍷 discover how food and nutrition affects our health and wellbeing
- 🍷 study how to be an effective consumer

The course also examines food security; ethical farming; sustainability; climate change; food poverty; allergies; obesity; traceability; public health; food waste; and contamination.

OUTLINE OF THE COURSE and ASSESSMENT:

Content	Assessment	Weightings	Availability
Component 1: Food and Nutrition	External written examination (2 hours). The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.	50%	This is a linear qualification. Assessment is available each Summer
Component 2: Practical Food and Nutrition	Controlled assessment. Students complete one task that involves the following: <ul style="list-style-type: none">• Part A: Research and Viewpoints;• Part B: Justification of Choice;• Part C: Planning;• Part D: Practical Activity; and• Part E: Evaluation.	50%	Title of the task will be released on 1 September of the academic year. Assessment is available each Summer.

CAREER IMPLICATIONS:

This GCSE has been designed to provide a broad educational basis for either further training, further education or for moving into employment. This new specification allows pupils to access Post 16 pathways including progress to GCE Nutrition and Food Science and other related courses.



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 students take their first steps towards a career onstage or behind the scenes. Students 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:

The subject gives 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, production and design, construction, and making props and sets; and in related administration and technical roles. It supports progression into specialised level 3 qualifications in Performing Arts, general qualifications in Drama and Theatre Studies, or progression into an apprenticeship.



OCN LEVEL 2 CERTIFICATE IN INFORMATION TECHNOLOGY

APPLICATIONS

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

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

AIMS OF THE COURSE:

This course aims to:

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

OUTLINE OF THE COURSE AND ASSESSMENT:

The award is based on a portfolio of 100% coursework. It will be moderated internally and externally by OCN. In order to achieve a Level 2 Certificate, the student will have had to complete and evidence a portfolio of ICT based tasks. This will be achieved over two years of study within the regular KS4 timetable.

GRADING:

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

CAREER IMPLICATIONS:

This course may allow students to pursue a career as a:

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



LEVEL 2 OCCUPATIONAL STUDIES

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

AIMS OF THESE COURSES:

Occupational Studies encourage 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 specifications:

- ⊗ have an occupational and employability focus;
- ⊗ enable progression to other courses, training and employment;
- ⊗ help 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
- ⊗ emphasise learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

Our school offers **THREE** Occupational Studies Pathways;

1. Construction Pathway (Bench Joinery and Carpentry and Joinery)
2. Design and Creativity Pathway (Contemporary Cuisine - Patisserie and Baking)
3. Business and Services Pathway (Childcare - Play Environment and Physical Care of Babies)

GRADING:

Courses are 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.



OS – CONSTRUCTION PATHWAY
BENCH JOINERY AND CARPENTRY & JOINERY

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: Carpentry and Joinery	<p>This unit is designed to provide vocational skills in carpentry and joinery.</p> <p>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. 	Portfolio Based 100%

OS – DESIGN AND CREATIVITY PATHWAY
CONTEMPORARY CUISINE - PATISSERIE AND BAKING

OUTLINE OF THE COURSE and ASSESSMENT:

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

OS – BUSINESS AND SERVICES PATHWAY

CHILDCARE – PLAY ENVIRONMENT AND PHYSICAL CARE OF BABIES

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 career opportunities;• 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.	Portfolio Based 100%

PATHWAY 2 – OPTIONS FORM

Name: _____

Class: 10G

Core Subjects					
GCSE English Language					
GCSE Mathematics					
OCN NI Level 2 Certificate in Religious Studies					
GCSE Single Award Science					
OCN NI Level 2 Certificate in Employability Skills					
Optional GCSE Subjects					
	Choice 1	Choice 2	Choice 3	Res 1	Res 2
Double Award Science					
Art and Design					
Business & Communication Systems					
T&D – Construction					
Geography					
History					
HE – Child Development					
Irish					
Media Studies					
Physical Education					
HE – Food and Nutrition					
BTEC Level 2					
Performing Arts					
OCN NI Level 2 Certificate					
Information Technology Applications					
Occupational Studies Level 2					
Construction: Pathway					
Bench Joinery - Carpentry and Joinery					
Design and Creativity: Pathway					
Contemporary Cuisine – Patisserie and Baking					
Business and Services: Pathway					
Childcare – Play Environment and Physical Care of Babies					

St. Benedict's College: Key Stage 4 Pathways to Success 2022 – 2024

	Pathway 1 8 GCSEs	Pathway 2 8 GCSE/L2 Blend	Pathway 3 8 GCSE/L2 Blend
CORE	GCSE English Language GCSE English Literature (<i>for some</i>) GCSE Single Award Science GCSE Mathematics GCSE Statistics (<i>for some</i>) GCSE Religious Studies Non-Exam PE Non-Exam Careers	GCSE English Language GCSE Mathematics GCSE Single Award Science OCN NI Level 2 Religious Studies OCN NI Level 2 Employability Skills Non-Exam PE Non-Exam Careers	GCSE English Language or L1/L2 Essential Skills (Communication) GCSE Mathematics or L1/L2 Essential Skills (Application of Number) OCN NI Level 2 Religious Studies OCN NI Level 2 Applied Science OCN NI Level 2 Information Technology Applications Princes Trust – Achieve Programme Non-Exam PE Non-Exam Careers
CHOICES	3 Options	3 Options	2 Options
	<ul style="list-style-type: none"> Art and Design Business Communication Systems Double Award Science (2 GCSEs) Geography History Home Economics: Child Development Home Economics: Food and Nutrition Irish Media Studies Learning for Life and Work Performing Arts (BTEC) Physical Education Technology and Design: Construction in the Built Environment 	<ul style="list-style-type: none"> Art and Design Business Communication Systems Double Award Science (2 GCSEs) Geography History Home Economics: Child Development Home Economics: Food and Nutrition Irish Media Studies Performing Arts (BTEC) Physical Education Technology and Design: Construction in the Built Environment OCN NI Level 2 Information Technology Applications <p>Occupational Studies (OS)</p> <ul style="list-style-type: none"> OS Construction: Bench Joinery – Carpentry & Joinery OS Design and Creativity: Contemporary Cuisine and Patisserie & Baking OS Business and Services: Childcare – Play Environment & Physical Care of Babies 	<ul style="list-style-type: none"> Art and Design Performing Arts (BTEC) Physical Education <p>Occupational Studies (OS)</p> <ul style="list-style-type: none"> OS Construction: Bench Joinery – Carpentry & Joinery OS Design and Creativity: Contemporary Cuisine and Patisserie & Baking OS Business and Services: Childcare – Play Environment & Physical Care of Babies