

St. Benedict's College

KEY STAGE 4

SUBJECT CHOICES

Pathway 1

INFORMATION AND GUIDANCE

2020 -2021



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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 1 10F

Students are offered GCSE and BTEC courses.

This pathway should lead students to A Level study in one of our partner schools or Post 16 study at a Regional College.

This Options Booklet has been designed to give you and your child an insight in to the curriculum offer available within Pathway 1 – 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.

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 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 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 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 is controlled assessment?

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 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

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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
-  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

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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/Literature
-  Mathematics/Statistics
-  Religious Education
-  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:

-  Double Award Science
-  Art and Design
-  Construction
-  Geography
-  History
-  Child Development

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-  Digital Technology
-  Learning for Life and Work
-  Languages - Irish
-  Media Studies
-  Physical Education
-  First Award in Performing Arts

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;

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-  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%

ENGLISH LITERATURE






EXAMINATION BOARD: CCEA

http://ccea.org.uk/english_literature/

Note: English Literature is a desirable subject for employers as Students gain and develop skills that are advantageous in the world of work. The subject enriches Student learning across the curriculum and encourages Students to communicate effectively; to speak with a widened vocabulary; to write with sophistication and structure and to think critically and creatively.

AIMS OF THE COURSE:

This specification aims to encourage students to:

-  become critical readers of prose, drama and poetry;
-  develop the ability to analyse the impact of language, structure and form in a range of texts;
-  connect ideas, themes and issues in a range of texts;
-  explore contexts and experience different times, cultures, viewpoints and situations in texts;
-  read for enjoyment and nurture a lifelong love of literature.

OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1 The Study of Prose	External written examination – For example, 'Of Mice and Men'	External Exam (1hr, 45m) 30%

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	Students answer two questions; one from Section A and the set question in Section B.	
Unit 2 The Study of Drama and Poetry	Section A: An Inspector Calls (1hr) Section B: Poetry Anthology	External Exam (2 hours) 50%
Unit 3 Study of Shakespeare	Controlled assessment – For example, 'Macbeth' Students complete one task: an extended writing question based on a theme.	Controlled Assessment (2 hours) 20%

CAREER IMPLICATIONS:

GCSE English and English Literature are 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

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levels. Increasingly, students are studying English Literature alongside STEM subjects in order to showcase all their skills and to stress to universities and potential employers that they are articulate and confident communicators. The value of English Literature is well respected by potential employers owing to the numerous transferable skills it demonstrates. It is a fantastic asset to have in general.





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.

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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/Statistics 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.

RELIGIOUS STUDIES

EXAMINATION BOARD: CCEA

http://ccea.org.uk/religious_studies/

AIMS OF THE COURSE:

-  Acquire knowledge and develop understanding of the beliefs, values and traditions of Mark's Gospel.
-  Consider religious and other responses to moral 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 9 units on offer our school does the following

Unit	Content	Component Value
Unit 5: Christianity through a Study of the Gospel of Mark	<ul style="list-style-type: none">• This unit introduces students to five themes in the life and ministry of Jesus, as portrayed in Mark's Gospel.• Students enhance their knowledge and understanding of, and ability to evaluate, key passages. They	External Exam (1hr 30m) 50%

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	<p>should consider these passages both within the religious, political, social and cultural context of Jesus' time, and in terms of how they influence contemporary Christian lifestyle in all its diversity.</p>	
<p>Unit 6: An Introduction to Christian Ethics</p>	<ul style="list-style-type: none"> • This unit introduces students to ethics in the study of religion. • Students explore personal and family issues, matters of life and death, developments in bioethics, contemporary issues in Christianity and modern warfare. 	<p>External Exam (1hr 30m) 50%</p>

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 and sometimes obscure texts, writing in an effective and planned out manner the presentation of material in a clear and sustained way. Skills such as text analysis, sustained reasoned argumentation, developing points for and against a project and effective communication of ideas- both simple and complex are developed in RE. It gives the person a broader curiosity in 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.







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. 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:

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.

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:

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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.

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	The Exploratory Portfolio. Investigating the Creative & Cultural Industries.	Controlled Assessment 60%

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of Year 11 to 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.

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.

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OUTLINE OF THE COURSE and ASSESSMENT

Unit Detail	Content	Component Value
Unit 1: 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 the Construction Industry 	External Exam (1 hour) 20%
Unit 2: Sustainable Construction	Technology: <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%

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	<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

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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:

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:

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%

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	<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.

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)

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	<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.

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%

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	<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%

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	<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.	
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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.

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
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<p>Unit 1: Listening</p>	<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>
<p>Unit 2: Speaking</p>	<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. Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare the first conversation topic in 	<p>External Speaking Exam (7-12 mins + 10m prep) 25%</p>

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	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 Foundation (50 mins) Higher (1 hour) 25%</p>
Unit 4: Writing	<p>There are two tiers of entry: Foundation and Higher Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short 	<p>External Exam Foundation (1 hour) Higher (1hr 15m) 25%</p>

	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).	
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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 Agreement, leading to increased provisions and status of the language in the north of Ireland and beyond. It

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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.

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

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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>	
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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,

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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.

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

Core Subjects					
English CCEA					
English Literature CCEA					
Mathematics CCEA					
Religious Education CCEA					
Science (Single Award) CCEA					
Optional Subjects GCSE CCEA (except where stated)					
	Choice 1	Choice 2	Choice 3	Res 1	Res 2
Science (Double Award)					
Art and Design					
Construction					
Geography					
History					
Child Development					
Business Communication Systems					
Learning for Life and Work					
Irish					
Media Studies (WJEC)					
Physical Education (WJEC)					
BTEC Level 2					
Performing Arts					