

## ST. BENEDICT'S COLLEGE

### KEY STAGE 4

## OPTIONS & SUBJECT INFORMATION

2022 – 2023

### Pathway 1



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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 1 – 10F**

- Students are offered a combination of GCSE and BTEC 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 or Post 16 study at a Regional College.

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 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.

## Why do I need to sit GCSEs?

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/](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%



## ENGLISH LITERATURE

Depending on their ability and performance level in English Language some students may be offered the opportunity to study English Literature, to secure an additional GCSE qualification.

EXAMINATION BOARD: CCEA [http://ccea.org.uk/english\\_literature/](http://ccea.org.uk/english_literature/)

### 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.

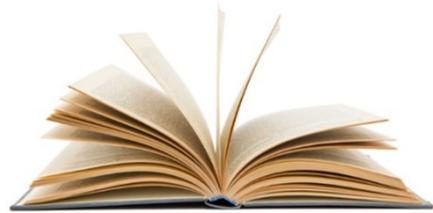
English Literature is a desirable subject for employers as students gain and develop skills that are advantageous in the world of work. The subject enriches student learning across the curriculum and encourages students to communicate effectively; to speak with a widened vocabulary; to write with sophistication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

### 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’. Students answer two questions; one from Section A and the set question in Section B.	External Exam (1hr, 45m) 30%
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. Students go on to pursue a wide variety of careers including law, education, advertising, publishing, journalism and careers 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 post primary and post-graduate 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.





# STATISTICS

Depending on their ability and performance level in Mathematics some students may be offered the opportunity to study Statistics, to secure an additional GCSE qualification.

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

AIMS OF THE COURSE: This course aims to encourage students to:

- develop understanding of the basic concepts of statistical problem-solving;
- develop skills in planning, collecting, processing, analysing and representing data;
- reason, interpret and discuss results and use data to calculate estimates of probability;
- develop understanding of how technology enables us to collect, visualise and analyse large quantities of data to inform decision-making in public, commercial, charitable and academic sectors.

Students apply their knowledge and understanding to planning a statistical enquiry. They also learn to evaluate and interpret the outcomes of the enquiry, which involves thinking critically and choosing an appropriate way to communicate their conclusions.

This qualification builds on the knowledge, understanding and skills developed through the Mathematics and Numeracy Area of Learning.

## OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1	Foundation Tier – 1 hour 30 minutes (June, Year 11)	External written examination <b>with</b> calculator 50%
Unit 2	Foundation Tier – 1 hour 30 minutes (June, Year 12)	External written examination <b>with</b> calculator 50%

## 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.



## RELIGIOUS STUDIES

EXAMINATION BOARD: CCEA [http://ccea.org.uk/religious\\_studies/](http://ccea.org.uk/religious_studies/)

### AIMS OF THE COURSE:

This course aims to allow students to:

- ☞ 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"><li>• This unit introduces students to five themes in the life and ministry of Jesus, as portrayed in Mark's Gospel.</li><li>• Students enhance their knowledge and understanding of, and ability to evaluate, key passages. They 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.</li></ul>	External Exam (1hr 30m) 50%
Unit 6: An Introduction to Christian Ethics	<ul style="list-style-type: none"><li>• This unit introduces students to ethics in the study of religion.</li><li>• Students explore personal and family issues, matters of life and death, developments in bioethics, contemporary issues in Christianity and modern warfare.</li></ul>	External Exam (1hr 30m) 50%

## 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, or 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 student 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/](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:

- 🧑‍🔬 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.

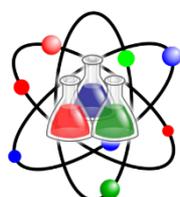
## OUTLINE OF THE COURSE and ASSESSMENT:

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.

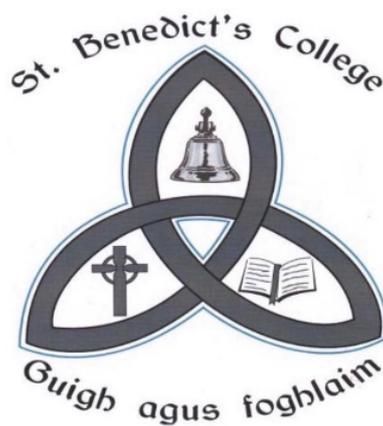
One GCSE modular exam is taken in February of year 11, one in November of year 12 and the third in May of year 12. The practical exam is taken in May of year 12. All four modules can be taken at higher or foundation level, with the highest achievable grade at foundation level being a C. Each module, 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.



# OPTIONAL SUBJECTS



## DOUBLE AWARD SCIENCE

EXAMINATION BOARD: CCEA [http://ccea.org.uk/general\\_science/](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/>

### AIMS 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%

## OTHER SUBJECTS THAT ART AND DESIGN COMPLIMENTS

**Mathematics** – Architecture, 3D Design, Interior Design, Industrial Design, Furniture Design, Product Design, Sign writing

**Construction & Bench Joinery** – Architecture, 3D Design, Interior Design, Industrial Design, Furniture Design, Product Design

**Media Studies** – Film and TV, Advertising, Animation, Stage/Set Design, Costume Design

**Performing Arts** – Fashion and Costume Design, Stage/Set design, Hairdressing and Make-up

**Information and Communication Technology** – Web Design, Games Design, Graphic Design (illustration, animation, Advertising), Cartoons, 3D Design, Industrial Design, Product Design

**Contemporary Cuisine (Patisserie and Baking)** – Creative Cake Design

**Childcare (Play Environment)** – Art Therapy, Nursery



# CONSTRUCTION IN 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.

## OUTLINE OF THE COURSE and ASSESSMENT:

Unit Detail	Content	Component Value
Unit 1: An Introduction to the Built Environment	<b>What is the Built Environment?</b> <ul style="list-style-type: none"><li>• Housing Types</li><li>• Materials in Construction</li><li>• Structural Form</li><li>• Building</li><li>• Civil Engineering</li><li>• Building Services</li><li>• Employment in Construction.</li></ul>	External Exam – (1hr) 20%
Unit 2: Sustainable Development	<b>Construction Technology:</b> <ul style="list-style-type: none"><li>• Foundations</li><li>• Wall Construction</li><li>• Insulation</li><li>• Floors/Roofs/Doors/Windows</li></ul> <b>Energy &amp; Sustainable Construction:</b> <ul style="list-style-type: none"><li>• Sustainable Development</li><li>• Planning Permission</li><li>• Location/ Design</li><li>• Insulation in Construction</li><li>• Renewable Energies.</li></ul>	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"><li>• River Environments</li><li>• Coastal Environments</li><li>• Our Changing Weather and Climate</li><li>• The Restless Earth</li></ul>	External Exam – (1hr 30m) 40%
Unit 2: Living in Our World	<ul style="list-style-type: none"><li>• Population and Migration</li><li>• Changing Urban Areas</li><li>• Contrasts in World Development</li><li>• Managing Our Environment</li></ul>	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.

## CHILD DEVELOPMENT

EXAMINATION BOARD: CCEA

[http://www.rewardinglearning.org.uk/microsites/home\\_economics/revise\\_gcse\\_child\\_development/index.asp](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"><li>• Parental responsibilities</li><li>• Development of a healthy pregnancy</li><li>• Stages of labour</li><li>• Birth</li><li>• Care of a newborn baby</li></ul>	External Exam – (1hr 15m) 30%
Unit 2: The Development of the Child (0-5yrs)	<ul style="list-style-type: none"><li>• Dietary needs of the child</li><li>• Child health and education</li><li>• Child development – Social, Physical, Intellectual, Emotional</li><li>• Communication development</li></ul>	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.



## BUSINESS AND COMMUNICATION SYSTEMS

EXAMINATION BOARD: CCEA [http://ccea.org.uk/business\\_comm\\_systems/](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"><li>● Word Processing</li><li>● Excel Databases</li><li>● Charts</li><li>● Email</li><li>● Internet</li></ul>	External Computer Based Exam – (2 hours) 40%
Unit 2: The Business Environment	<ul style="list-style-type: none"><li>● Types of Business Ownership</li><li>● Business Aims, Uncertainty/Risk/ Reward</li><li>● Communication</li><li>● Stakeholders</li><li>● Market Research</li><li>● Marketing Mix 4P's</li><li>● Wages &amp; Salaries</li><li>● Recruitment &amp; Selection</li><li>● Training</li><li>● CV's</li><li>● Interviews</li></ul>	External Exam – (1hr 40m) 35%
Unit 3: E-Commerce	<ul style="list-style-type: none"><li>● Role of ICT in the World of Business</li><li>● Advantages and Disadvantages of E-Business</li><li>● Effective Business Websites</li><li>● Design a Website</li><li>● Legal Implications of E-Commerce</li></ul>	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"> <li>• Diversity and Inclusion: challenges and opportunities</li> <li>• Rights and Responsibilities: local and global</li> <li>• Government and civil society; social equality and human rights</li> <li>• Democratic Institutions; promoting inclusion, justice and democracy</li> <li>• Democracy and Active Participation</li> <li>• The role of NGOs</li> </ul>	External Exam 20%
Unit 2: Personal Development	<ul style="list-style-type: none"> <li>• Personal Health and Wellbeing</li> <li>• Emotions and Reactions to life experiences</li> <li>• Personal Safety and Wellbeing</li> <li>• Relationships and Sexuality</li> <li>• Making informed financial decisions</li> </ul>	External Exam 20%
Unit 3: Employability	<ul style="list-style-type: none"> <li>• The Impact of Globalisation on employment</li> <li>• Preparing for Employment: Recruitment and Selection</li> <li>• Rights and Responsibilities of Employers and Employees</li> <li>• Social Responsibility of businesses</li> <li>• Exploring self-employment</li> <li>• Personal Career Management</li> </ul>	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"> <li>1. Local and Global Citizenship;</li> <li>2. Personal Development; or</li> <li>3. Employability.</li> </ol> <p>The task involves the following:</p> <ul style="list-style-type: none"> <li>• Part A: Planning;</li> <li>• Part B: Research;</li> <li>• Part C: Communicating Findings;</li> <li>• Part D: Self-Evaluation; and</li> <li>• Part E: Presentation of Task.</li> </ul> <p>Teachers mark the task and CCEA moderate the results.</p>	Controlled Assessment 40%

## CAREER IMPLICATIONS:

The qualification is appropriate preparation for students who intend to pursue a career in Government, Politics, 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 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"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in Irish</li> </ul>	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"> <li>• 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.</li> </ul> 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 Exam (7-12 mins + 10 mins 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"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in Irish;</li> <li>• translating short sentences from Irish into English</li> </ul>	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"> <li>• a listing and short phrase task in Irish (Foundation Tier only);</li> <li>• short phrase/sentence responses in Irish (both tiers);</li> <li>• short responses in Irish to one or more pieces of text (Higher Tier only);</li> <li>• translation of short sentences from English into Irish (both tiers); and</li> <li>• one structured, extended writing task in Irish from a choice of three (both tiers).</li> </ul>	External Exam Foundation (1 hour) Higher (1hr 15m) 25%



# 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.



# 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"><li>• Part A: Research and Viewpoints;</li><li>• Part B: Justification of Choice;</li><li>• Part C: Planning;</li><li>• Part D: Practical Activity; and</li><li>• Part E: Evaluation.</li></ul>	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.



**PATHWAY 1 – OPTIONS FORM**

Name: \_\_\_\_\_

Class: 10F

<b>Core Subjects</b>					
GCSE English Language					
GCSE English Literature					
GCSE Mathematics					
GCSE Statistics					
GCSE Religious Education					
GCSE Single Award Science					
<b>Optional GCSE Subjects</b>					
	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3</b>	<b>Res 1</b>	<b>Res 2</b>
Double Award Science					
Art and Design					
Construction					
Geography					
History					
Child Development					
Business & Communication Systems					
Learning for Life & Work					
Irish					
Media Studies					
Physical Education					
Food & Nutrition					
<b>BTEC Level 2</b>					
Performing Arts					

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