



**Key Stage 4  
Curriculum Booklet  
2024 - 2026**

# The Way Forward

---

Dear Student,

Up until now, the subjects you have followed have been chosen for you. In key stage 4, you will follow a curriculum that includes some subjects that you select, and there is an opportunity to follow new subjects.

You will continue to study the core subjects of English, Mathematics and Science. You can then decide the other subjects that will eventually make up your key stage 4 curriculum. You will be able to choose from within languages, humanities, technology and creative arts.

This booklet is part of the process to help you make sensible and considered decisions. Making your choice is important, and you should make the most of the opportunities available to you to ensure you make the right decisions for you.

We advise you to think very carefully before coming to any final decision about your choices. Remember, a broad and balanced range of subjects will enable you to be more flexible in your career or education path post- 16.

During the options process, you will have the chance to reflect on your successes to date, and the skills you have, and consider your ambitions and career plans. You should discuss your choices with your form tutor, subject teachers and parents/guardians and raise any concerns you may have in coming to a decision.

We look forward to supporting you through the options process.

Mr N Owen  
Principal

Mr R Lay  
Senior Leader: Curriculum

Miss S Smyth  
Head of Careers

Miss A Huey  
Head of Key Stage 4

# Expectations at Key Stage 4

---

Target grades will be set based on your CAT4 scores and the information we have on your performance throughout key stage 3. The targets that are set will be minimum targets for you to achieve in every subject.

To check your progress, teachers will give you a current grade which is the grade you are working at and will be calculated by considering any test scores, standard of class work, home and learning, effort and attitude.

Sixth forms and prospective employers will be looking for you to achieve a grade C in English and Maths to avoid having to resit later. Your aim is for your current grades to be at least on track compared to your target grade throughout key stage 4.

You will also need to familiarise yourself with what is expected from you for each subject. This booklet and the forthcoming events in the college will help you do just that.

## Your Curriculum

Most, but not all, of your time will be spent studying for qualifications in a range of subjects, some compulsory, some you have chosen. You will also have time for core PE. We also want you to continue to engage in extra-curricular activities.

## Independent Learning Opportunities (Homework)

Homework is set on a regular basis in all subjects, but there will be times when an extended piece of work will be set over a period of several weeks. You should plan your time to make sure you do not leave it all to the last minute. We want to encourage everyone to continue with individual hobbies and interests, but you should organise your schoolwork to fit in with these.

# Guidance for choosing your options

Guidance will begin with your class teachers; they will be able to tell you if you are suited to a subject or not. During the Options Day, you will have the opportunity to find out about what is involved in the GCSE courses for each subject. Use your last report and the Parents' Evening to see how you are progressing in a subject.

## Handy hints when choosing

- Gain as much information as you can about the subjects that interest you before you choose.
- Talk to your parents/carers, teachers, form tutor and students in years 10 and 11 about your possible choices and listen to their thoughts and suggestions.
- Think about what you want to do in the future and see if the subjects you are thinking about choosing will help you achieve this.
- Do not choose a subject based on what your friends are choosing. It is your life and your choices, not your friends.
- Do not choose a subject based on how much you like your teacher. Timetables are rewritten every year, so teachers can change.
- You are unlikely to be able to change once you have made your choice so think long and hard before you choose.

## The Key to Success

Over the years, it has been shown again and again that those students who have good attendance, work hard in class, complete home learning on a regular basis and prepare thoroughly achieve their potential.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (D/E)  
5 and above – top of C and above

AWARDING  
4 and above – bottom of C and above

# Careers

---

During years 11 and 12, you will be given time to think about the direction you wish to take e.g. to go to work, to go for job training or to continue in further education. You will be looking at these routes during Careers lessons, and the information provided in this booklet is just the beginning.

All young people should continue in education or training. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- An apprenticeship

## Work Experience Placement

This placement will happen in the summer term of year 11. During this placement, pupils have the chance to sample work environments in the local area, or elsewhere if arrangements can be made.

Placements are organised in partnerships with the Careers department with the assistance, where appropriate, of parents/guardians.

At the end of year 12, all students will produce a progress file folder. This document will contain a personal career plan, curriculum vitae, personal statement and examination results along with details of other achievements and experiences within and beyond school.

# Help and Advice

---

Choosing the right learning pathway is important, and students are encouraged to discuss their skills, qualities and option preferences with their tutors, subject teachers, parents and carers. It is important that students realise that the decisions they make now can help and shape decisions they make in the future. Many students won't know what they want to 'be' or 'do' in the **future**, but they should consider the skills and talents they already must build upon.

- Informed Choices: helps students to choose subjects that work well together and keep options open <https://www.informedchoices.ac.uk/>
- The Source: <https://thesource.me.uk/> or 0800 085 4448
- icanbea... <https://www.icanbea.org.uk/>
- National Careers Service: <https://nationalcareersservice.direct.gov.uk/> or 0800 100 900
- National Apprenticeship Service: <https://www.gov.uk/education/further-and-higher-education-skills-and-vocational-training>
- Learner Support helpline: 0800 121 8989
- Prospects.ac.uk - information about graduate careers, higher apprenticeships, labour market trends: <https://www.prospects.ac.uk/>
- Career Pilot - links school subjects to careers: <https://www.careerpilot.org.uk/>

# Compulsory Core Subjects

---

GCSE English Language

GCSE Mathematics

GCSE or OCN Science

Religious Education (non-examined)

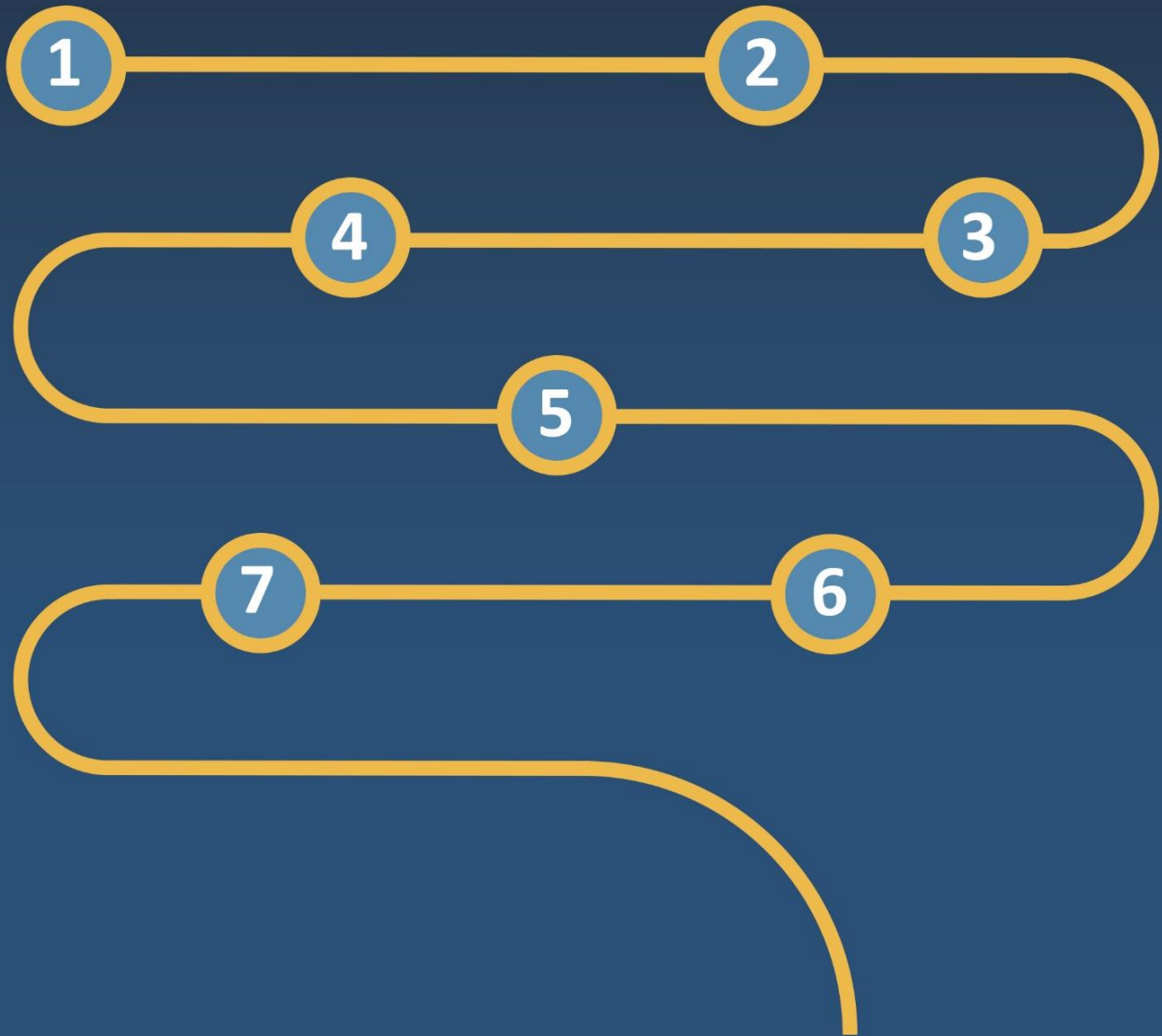
Learning for Life & Work (non-examined)

Careers (non-examined)

Physical Education (non examined)

# The Options Journey

---



Stage 1: Attend the assembly, information evening and carousel day

Stage 2: Study this booklet carefully and use the Google Classroom

Stage 3: Discuss with subject teachers, form tutor, careers teachers and parents

Stage 3: Make initial choices

Stage 4: Complete and submit the online forms

Stage 5: Options blocks will be built to suit year group requirements

Stage 6: Courses finalised

Stage 7: Receive your choices



# Options Pathway

## Eight Qualifications

---

Blue

English Language  
Mathematics  
Double Award Science  
LLW  
Careers  
Non-exam PE  
Non-exam Religious Education

Four other subjects of your choice  
as per your recommended pathway.

# Options Pathway

## Eight Qualifications

---

**Red**



English Language  
Mathematics  
The Sciences (Double or Single  
Award)  
LLW  
Careers  
Non-exam PE  
Non-exam Religious Education

Four other subjects of your choice  
as per your recommended pathway

# Options Pathway

## Eight Qualifications

---

**Green**

```
graph TD; A((Green)) --> B((English Language  
Mathematics  
OCN Science  
OCN Employability  
LLW  
Careers  
Non-exam PE  
Non-exam Religious Education)); B --> C((Four other subjects of your choice));
```

English Language  
Mathematics  
OCN Science  
OCN Employability  
LLW  
Careers  
Non-exam PE  
Non-exam Religious Education

Four other subjects of your choice

# English Language

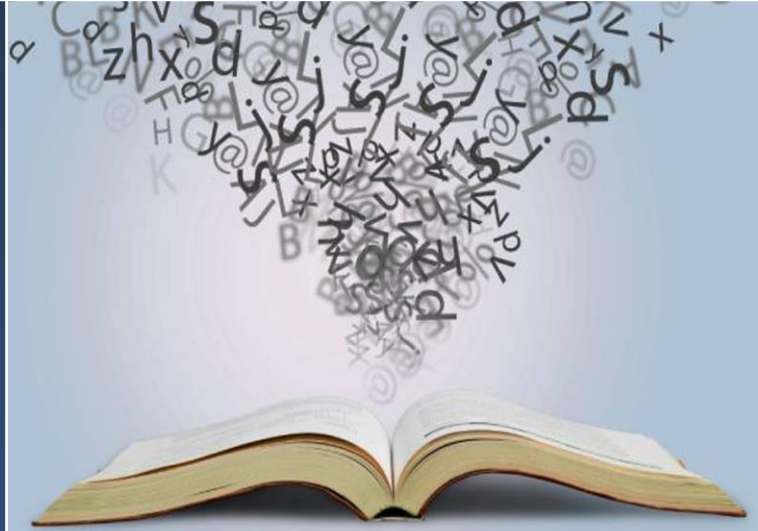
## GCSE

## CCEA

### Course Overview

The aims of this subject are 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;
- 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.



### Course Content

Pupils will:

- study writing for a range of different purposes and for various audiences;
- learn to analyse spoken language;
- be able to adapt their language for different audiences when presenting;
- read a range of literature-based texts, developing skills of analysis; and
- compare literary texts.

### Assessment

**This is a two-year course**

Unit 1	External Examination	1 Hour 45 minutes	30%
Unit 2	Internal Assessment	Speaking and Listening	20%
Unit 3	Written Controlled Assessment	Spoken and Written	20%
Unit 4	External Examination	1 Hour 45 minutes	30%

### Desirable Personal Qualities

The CCEA GCSE English Language specification encourages students to explore and respond, both imaginatively and critically, to a variety of texts.

Students use reading to improve their writing and spoken language skills. They also enhance their understanding of how language variations relate to identity and cultural diversity.

### Career and Further Study Opportunities

A grade C or above is required for most further education courses/university.

# Mathematics

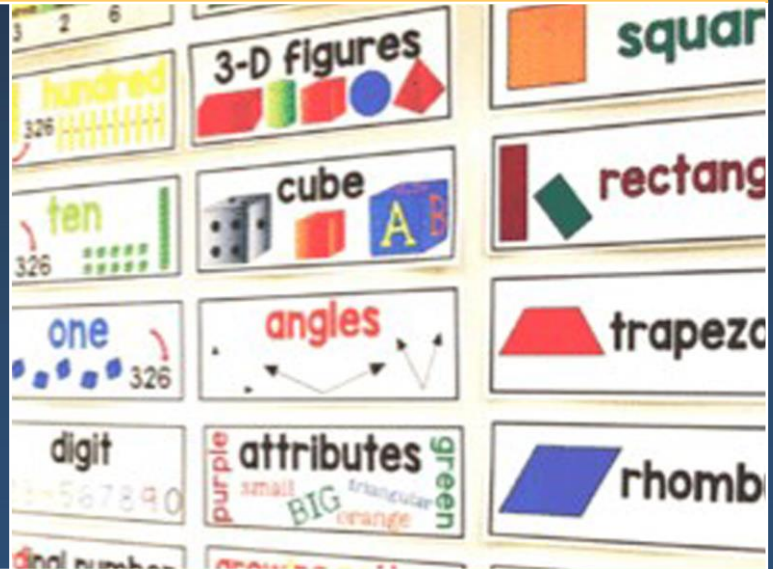
## GCSE

## CCEA

### Course Overview

Mathematics is one of the core subjects in the Northern Ireland Curriculum, and each pupil must study the subject at GCSE.

GCSE Mathematics can be studied at either foundation or higher level.



### Course Content

Subject content covers all aspects of mathematics, such as using and applying mathematics, number, algebra, shape and space, measures and data handling.

### Assessment

One examination paper (M1, M2, M3 or M4) is sat in June of year 11, accounting for 45% of the overall examination credit. The terminal examination (M5, M6, M7 or M8) is sat in June of year 12. The terminal exam accounts for 55% of the final grade.

### Desirable Personal Qualities

Pupils will be able to develop an understanding of the part mathematics plays in the world around them. They will learn to reason logically, to classify, generalise and appreciate patterns and mathematical relationships, interpret, process and represent data and draw logical conclusions, justifying arguments and conclusions.

### Career and Further Study Opportunities

A grade C or above is an essential qualification for most careers and post-16 courses. Mathematical skills are viewed most highly by employers. Mathematics is a strong academic subject acceptable for all courses at third-level education.

Career opportunities include actuarial science, accountancy, architecture, banking, dentistry, engineering, pharmacy, medicine, veterinary science and teaching.



# Science

## Single Award GCSE

## CCEA

### Course Overview

The GCSE Single Award course is made up of Biology, Chemistry, Physics and Practical Skills. Higher tier pupils can achieve an A grade. Foundation pupils can achieve a C\* grade.



### Course Content

In year 11 and in year 12, students will complete units in Biology, Chemistry, Physics and in Practical Skills.

### Assessment

Year 11 pupils will complete one written examination: Biology in February.

In year 12, pupils will complete two written examinations. Physics will be completed in November and Chemistry in May/June. Each examination is one hour long and is worth 25% of the Single Award GCSE.

Year 12 pupils will also sit a practical examination. The practical aspect takes place in March. The written paper takes place in May/June. This paper is two hours in duration.

### Desirable Personal Qualities

Student wishing to study Single Award Science will have an interest in Science. They must be hardworking, motivated, unafraid to ask questions and determined to succeed.

### Career and Further Study Opportunities

This specification offers students the opportunity to be inspired, motivated and challenged by a broad, practical 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. Pupils achieving a B grade or higher in Single Award Science would be eligible to complete Single Award A-level Life and Health Science.

# Options Subjects

---

The next section gives a brief summary of the option subjects and a broad outline of the content. Some subjects will have no controlled assessment tasks whilst in others this rises to 60%.

Please read this section carefully and discuss the contents with your parents and subject teachers.

You will also be able to ask your teachers specific questions during the Options Day and at the Progress and Options Information Evening.



# Agriculture and Land Use

**GCSE**

**CCEA**

## Course Overview

With approximately 75% of Northern Ireland's land being used for agriculture and the future of farming focusing on delivering both food and environmental outcomes in a sustainable way, the GCSE Agriculture and Land Use course sets up the option for those who are interested in gaining further education or employment in the agricultural sector.



## Course Content

GCSE Agriculture and Land Use is divided into three parts:

### Unit 1 - Soils, crops and habitats

In this unit, students gain an understanding of plants and recognise the key role of plants in the food chain. Fieldwork and practical elements are required as part of this unit.

### Unit 2 - Animals on the Land

This unit aims to educate students about the main animal species that are kept commercially in Northern Ireland and particularly focusing on cow, sheep, pig and poultry husbandry, including health, welfare and breeding.

### Unit 3 - Controlled Assessment: Contemporary Issues in Agriculture and Land Use

In this unit students use the skills and knowledge from units 1&2 to carry out a practical investigation and research project.

## Assessment

Unit	% of grade	Type of assessment	Assessment taken
Unit 1	25%	External exam 1hr 15mins	summer year 11
Unit 2	25%	External exam 1hr 15 mins	summer year 12
Unit 3	50%	Controlled assessment	Year 12

## Desirable Personal Qualities

Whilst all knowledge will be taught to the students, the following will enhance their progress:  
Good attendance, good literacy and numeracy skills and attention to detail

## Career and Further Study Opportunities

There is a significant number of opportunities in the agri-food industry including farming, growers, nutritionists, food processing, contractors, agri sales, feed merchants.

# Animal Care & Working in a Care Environment

Occupational Studies Level 2

CCEA

## Course Overview

This course is divided into two units: Animal Care and Working in a Care Environment. The first unit, Animal Care, is suitable for those who wish to gain the basic skills, knowledge and understanding of care and handling of a range of animals and to gain an understanding of working with animals in vocational and environmental settings. The second unit, Working in a Care Environment, is suitable for learners who wish to develop an understanding of working in health and social care and children's and young people's settings.



## Course Content

### Animal Care

Methods of handling, caring for and feeding animals, consideration of safe working practices and health and safety issues surrounding animal care and maintaining animal health.

### Working in a Care Environment

Consideration of health and safety issues in a care environment, the role of the care worker, administering first aid and planning activities.

## Assessment

This course is based 100% on practical assessments. Pupils complete a portfolio which includes a number of practical assessments on the above topics.

## Desirable Personal Qualities

This course would suit pupils who enjoy a more vocational approach to learning.

## Career and Further Study Opportunities

The skills developed in these units will lead pupils into careers which involve working with animals or children.

# Animal Care

**BTEC First Award Level 2**

**Pearson**

## **Course Overview**

This course is aimed at students who have an interest in animals and may wish to forge a career path working in an animal care setting.



## **Course Content**

Pupils will undertake units in animal health, animal handling, animal welfare and animal housing and accommodation.

Pupils will have the opportunity to complete practical work at Laurelview Equestrian Centre and visit establishments such as farms and veterinary clinics.

## **Assessment**

Internal assessment will be carried out by the completion of a number of written tasks. Practical skills will be assessed during practical sessions.

## **Desirable Personal Qualities**

A keen interest in animals both companion and farm.

Access to a companion animal.

Pupils must be diligent and conscientious, with excellent time management skills.

## **Career and Further Study Opportunities**

Post-16 options include:

Level 2 and 3 Animal Care at Northern Regional College

Level 2 Certificate in Veterinary Care Support

Level 3 Diploma in Veterinary Nursing

Foundation and BSC degree in Equine Management

# Art and Design

## GCSE

## CCEA

### Course Overview

This specification develops students' understanding of how meanings, ideas and intentions can be communicated through visual and tactile language. Students learn how to use different media and technologies to realise their intentions. They develop their understanding of the creative and cultural industries and refine work through experimentation. Students become critical thinkers with enquiring minds and increase their confidence in taking artistic risks.



### Course Content

#### Component 1: Controlled Assessment

Students produce two projects as outlined below. Together, these units are worth 60% of their GCSE.

##### PART A – Exploratory Portfolio

Project includes responses to a variety of themes and workshops, worth 25% of component 1.

##### PART B – Investigating the Creative and Cultural Industries

Teacher-set task based upon examples from a controlled assessment booklet provided by CCEA, worth 35% of component 1.

#### Component 2: Externally Set Assignment (Examination)

A stimulus paper set by CCEA (in January of year 12) provides a choice of themed starting points, worth 40% of GCSE grade.

### Assessment

There are four assessment objectives for this specification.

Candidates must:

- develop ideas through investigations; demonstrating critical understanding of sources (AO1);
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes (AO2);
- record ideas, observations and insights relevant to intentions as work progresses (AO3);
- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).

Pupils complete work in portfolios throughout years 11 and 12. In year 12, they complete a 10-hour examination in the classroom and create a final outcome. All work is internally assessed by teaching staff and externally moderated by CCEA.

# Art and Design

**GCSE**

**CCEA**

## **Desirable Personal Qualities**

Creativity, time management skills, organisational skills, research skills, communication, the ability to work independently and an interest in Art and Design are desirable qualities we look for in our students. Additional entry criteria include a B grade in year 10 assessment (64% average)

## **Career and Further Study Opportunities**

GCSE Art and Design is the perfect steppingstone to post-16 courses offered here in Parkhall Integrated College and also into career pathways in the creative industries such as:

Animation	Architecture	Art Therapy	Book Illustration
Ceramics	Fashion Design	Fine Art	Floral Design
Graphic Design	Industrial Design	Photography	Teaching

This list is not exhaustive, and Art can be preparation for any career that requires fine motor skills, an eye for aesthetics and creative thinking. Come create with us.

# Business and Communication Systems

**GCSE**

**CCEA**

## Course Overview

Business and Communication Systems gives students the opportunity to learn about businesses **and**, at the same time, develop ICT skills. It helps students understand the changing role of ICT in business. It also examines how businesses are changing because of ICT, for example, the rise of e-business.



## Course Content

GCSE Business and Communication Systems is divided into three main units:

### Unit 1 – Software Applications for Business

This computer-based unit allows students to develop their skills in file management, word-processing, spreadsheets, databases, presentation software, web design, using the Internet and e-mail.

### Unit 2 – The Business Environment

Business topics include business ownership, stakeholders, communication, digital trading, human resources, implications of digital technology and marketing.

### Unit 3 – Developing Digital Solutions

Students use the skills and knowledge developed in units 1 and 2 to plan and develop a digital solution within a business context.

## Assessment

Unit	Type of Assessment	% of Grade	Assessment Timing
1 – Software Applications for Business	ICT exam (2 hours)	40%	End of year 11
2 – The Business Environment	Written exam (1 hour)	35%	End of year 12
3 – Developing Digital Solutions	Controlled assessment (20 hours)	25%	During year 12

# Business and Communication Systems

**GCSE**

**CCEA**

## **Desirable Personal Qualities**

Whilst all knowledge and skills will be taught to students, the following requirements will enhance their progress:

- Good attendance is required due to the practical nature of the course.
- Good literacy skills.
- Attention to detail will assist in the creation of business documents to ensure accuracy.
- Creativity for designing websites, posters, etc.

## **Career and Further Study Opportunities**

GCSE Business and Communication Systems offers progression into Business Studies or ICT-related courses of study. It is a clear pathway into BTEC Level 3 Business, part of Parkhall Integrated College's sixth-form provision.

Ultimately, Business and Communication Systems lays the foundation for careers in business management, accountancy, banking, marketing, ICT, retail or even running your own business.

# CAD & Electronic Circuit Construction

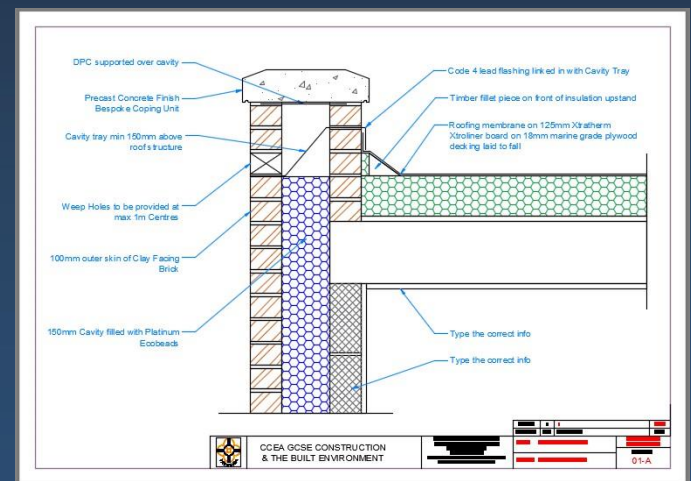
## Occupational Studies Level 2

CCEA

### Course Overview:

This unit is based on the learner developing basic skills in the use of an industrial standard Computer Aided Design (CAD) drafting package. Learners will also have the option of creating drawings in the disciplines of:

- engineering (manufacturing);
- engineering (electronic layout drawings);
- construction (architecture);
- construction (electrical layout drawings);



### Course Content:

This unit includes:

- consideration of health and safety, and issues within Computer Aided Design (CAD);
- consideration of career opportunities within CAD;
- routine drafting techniques within CAD;
- creating component drawings within CAD;
- consideration of environmental issues within CAD.

### Assessment:

This course is 100% practical assessments. Pupils will complete a portfolio of CAD drawings.

**There is no Examination. 100% Coursework**

<b>Qualification Level 2</b>	Distinction*	<b>A*</b>
	Distinction	<b>A</b>
	Merit	<b>B</b>
	Pass	<b>C</b>

### Desirable Personal Qualities:

CAD has proved very popular as it is entirely practical based. This course would suit pupils who enjoy a more vocational approach to learning.

### Career and Further Study Opportunities:

CAD technicians are employed in a broad range of industries including construction, manufacturing and engineering.

You could be working in local government, for the Civil Service, electricity and water supply or the shipbuilding, telecommunications and broadcasting industries.



# CAD & Electronic Circuit Construction

Occupational Studies Level 2

CCEA

## Course Overview

This unit is suitable for those who wish to gain a basic knowledge and understanding of constructing electronic circuits. Pupils will develop skills to identify electronic components and assemble circuits. They will use soldering techniques to build electronic circuits and carry out tests to ensure they operate correctly.



## Course Content

This unit includes:

- consideration of health and safety issues in electronic circuit construction;
- consideration of career opportunities related to electronic circuit construction;
- identification of electronic components and interpretation of electronic circuit diagrams;
- preparation of the work area, materials, tools and equipment;
- construction and assembly of electronic circuits, using discrete components and soldering techniques;
- a review and evaluation of performance.

## Assessment

Practical work counts for 60% of the course.

Knowledge, recall, understanding and evaluating count for 40%.

There is no examination. The result is based 100% on coursework.

<b>Qualification</b> Level 2	<b>Distinction*</b>	<b>A*</b>
	<b>Distinction</b>	<b>A</b>
	<b>Merit</b>	<b>B</b>
	<b>Pass</b>	<b>C</b>

## Desirable Personal Qualities:

This course has proved very popular, as it is entirely practical-based. It would suit pupils who enjoy a more vocational approach to learning.

## Career and Further Study Opportunities

Typical careers could include acoustic consultant, aerospace engineer, broadcast engineer, electrical engineer, electronics engineer, nuclear engineer, sound engineer, special effects technician.

# Carpentry & Bench Joinery

## Occupational Studies Level 2

CCEA

### Course Overview

During this course, pupils will develop their ability to use various woodworking tools, developing skills to complete a variety of projects, including a coffee table and a birdhouse.



### Course Content

Students will learn:

- Health and safety when using basic hand tools.
- The use of basic hand tools and their maintenance.
- Manufacture of joinery components using basic joints to create a range of basic joinery models, including a stool and coffee table.
- The use of basic power tools.
- Craft techniques and associated knowledge.

### Assessment

Practical work counts for 60% of the course.

Knowledge, recall, understanding and evaluating count for 40%.

There is no examination. The result is based 100% on coursework.

	<b>Distinction*</b>	<b>A*</b>
<b>Qualification</b>	<b>Distinction</b>	<b>A</b>
<b>Level 2</b>	<b>Merit</b>	<b>B</b>
	<b>Pass</b>	<b>C</b>

### Desirable Personal Qualities

This course has proved very popular, as it is entirely practical-based. It would suit pupils who enjoy a more vocational approach to learning.

### Career and Further Study Opportunities

Occupational Studies can lead to an NVQ at a technical college or an apprenticeship, which can lead to students becoming trade professionals. Typical careers could include those in the construction industry, for example, carpenter, roofer, joiner, fitter, etc.

# Child Development

**GCSE**

**CCEA**

## Course Overview

This specification focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years.



## Course Content

- Pregnancy, childbirth and caring for a new-born baby;
- The responsibilities involved in parenting and other family roles;
- The social, physical, intellectual, communication and emotional development of small children, including their dietary, health and educational needs.

## Assessment

1. Parenthood, pregnancy and the new-born baby – written paper (1hr 15mins) worth 30% of result in year 11
2. Controlled assessment – investigative task worth 40% of final grade in years 11-12
3. The development of the child (0-5 years) – written paper (1hr 15mins) worth 30% of result in year 12

## Desirable Personal Qualities

An interest in the study of children from birth to early childhood and a high level of independence in writing essays related to the course.

## Career and Further Study Opportunities

Child Development lays the foundation for successful careers in the childcare industry, nursing and social care. It is a beneficial course to continue alongside our key stage 5 BTEC Health and Social Care studies.

# Construction

## GCSE

## CCEA

### Course Overview:

While studying Construction, you will work with your hands and develop practical skills. You will have the satisfaction of producing a functional piece of work from a drawing. You will also learn to use computer-aided design tools and produce solutions to real-life construction problems.



### Course Content:

- Unit 1 – Introduction to the Built Environment (theory)
- Unit 2 – Sustainable Construction (theory)
- Unit 3 – Construction Craft Project (practical)
- Unit 4 – Computer-Aided Design in Construction (AutoCAD)

### Assessment:

Unit 1	Written Exam paper 1 hr	20%	Sit exam May/June Year 11
Unit 2	Written Exam paper 1 hr 30mins	30%	Sit exam May/June Year 12
Unit 3	Controlled Assessment One Craft Project	25%	Completed by April Year 12
Unit 4	Controlled Assessment AutoCAD Portfolio	25%	Completed by April Year 12

### Desirable Personal Qualities:

This course has proved very popular every year with excellent results. This course would suit pupils who want to develop their craft skills, computer-aided design skills and technical skills, as well as knowledge and understanding of the construction industry.

### Career and Further Study Opportunities:

In this course you will gain a comprehensive introduction to the construction industry. You will learn about the main types of construction, related employment and the resources used in the built environment. This can lead to a BTEC – Construction and the Built Environment at Further Education College.

# OCN Art & Design

## Level 2 Certificate

## OCN

### Course Overview

The creative and digital technologies sectors are recognised as growth areas in the economy. The OCN NI Creative Arts and Digital Technologies qualifications have been designed to meet emerging skills requirements in these sectors and to offer a wide range of options mirroring the careers and occupations available in these sectors. These qualifications allow learners to develop skills in a range of vocational areas. Pupils also can enhance their core skills in areas such as career preparation, presentation skills, teamwork and health and safety.



### Course Content

In order to achieve this level 2 qualification, pupils must complete a total of fifteen credits in 120 guided learning hours (two one-hour lessons per week).

Over the two-year course, they will complete five units of work:

- Health and Safety in a Working Environment (year 11)
- Developing Drawing Skills for Painting (year 11)
- Drawing Development Methods and Skills (year 11)
- Life Drawing (year 12)
- Design Project (year 12)

### Assessment

Assessment is continuous throughout the course. Pupils build up a portfolio of evidence through written work, class discussion, practical art work and sketchbooks.

### Desirable Personal Qualities

There are no formal entry requirements for this qualification, but it would be expected that pupils have an interest in this subject, that they are creative and have the necessary communication and ICT skills to be able to complete the assessments at this level.

A strong attendance record is required for a portfolio-based qualification in a practical subject. This subject can be taken in addition to GCSE Art and Design for those very enthusiastic and keen art students.

# Creative Arts and Digital Technologies Art

**Level 2 Certificate**

**OCN**

## **Career and Further Study Opportunities**

The OCN NI Level 2 qualifications in Creative Arts and Digital Technologies enable progression to further OCN NI qualifications, other higher education courses and/or into employment.

Animation

Architecture

Art Therapy

Book Illustration

Ceramics

Fashion Design

Fine Art

Floral Design

Graphic Design

Industrial Design

Photography

Teaching

This list is not exhaustive, and Art can be preparation for any career that requires fine motor skills, an eye for aesthetics and creative thinking. Come create with us.

# Creative Arts and Digital Technologies Media Production

## Level 2 Certificate

## OCN NI

### Course Overview

During this course, pupils will develop practical and theoretical skills in the processes used in media creation. This includes a range of practical units focused on film-making, editing, post-production and health and safety in a media setting. The course will cover skills such as filming, lighting, editing and the use of multimedia technology.



### Course Content

Students will learn:

- The processes used to create media products;
- To use multimedia technology;
- Group-based film production;
- To use media equipment effectively;

### Assessment

This qualification is assessed continually by means of portfolios, practical tasks and interactive assessment tasks. There are no examinations, and all work should be completed during class time. This gives pupils more time to study for their other GCSE subjects, alleviating some of the pressure, especially at exam time.

### Desirable Personal Qualities

An interest in media creation, a willingness to appear on camera, creativity and a practical and logical thought process.

### Career and Further Study Opportunities

The OCN NI Level 2 qualifications in Creative Arts and Digital Technologies enable progression to further OCN NI qualifications, OCR Level 3 Digital Media and/or into employment.

# Drama

GCSE

CCEA

## Course Overview

GCSE Drama is a broad and coherent course that can motivate and inspire students. It encourages them to develop a personal interest in drama and allows them to build and showcase their competence in a range of creative, practical and performance skills.



drama

## Course Content

Unit 1. Devised Performance  
Unit 2. Scripted Performance  
Unit 3. Knowledge and Understanding of Drama

## Assessment

Controlled assessment makes up 60% of the result, while written examination accounts for 40% of the final grade.

## Desirable Personal Qualities

Learners should have a keen interest in all aspects of drama and performing arts. Pupils should be able to demonstrate their confidence in performance and enjoy working as part of a team.

## Career and Further Study Opportunities

This qualification prepares learners for further study in the performing arts, a career in acting or design, or work in a related area such as arts management. Its emphasis on innovation, presentation, collaboration, communication and evaluation makes it relevant to many careers.



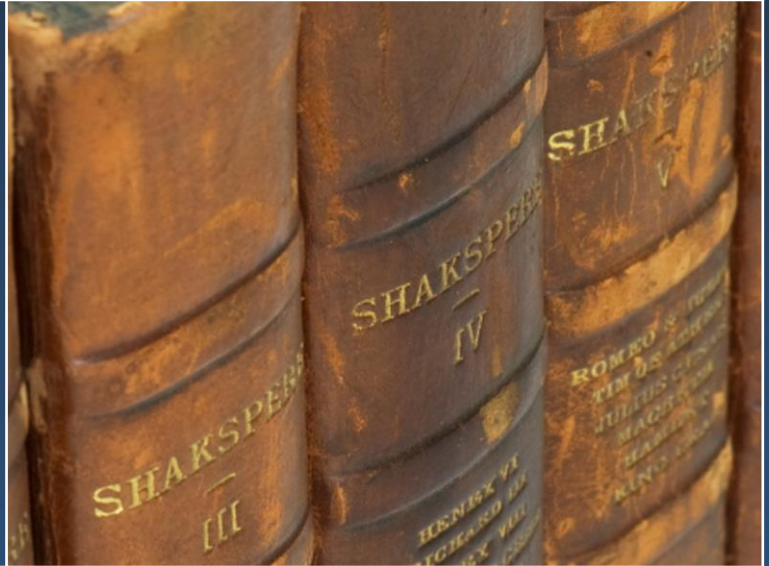
# English Literature

## GCSE

## CCEA

### Course Overview

The CCEA GCSE English Literature specification encourages students to be enthusiastic, independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading, helping to nurture a lifelong love of literature.



### Course Content

The specification has three units:

- **Unit 1: The Study of Prose** – Of Mice and Men by John Steinbeck
- **Unit 2: The Study of Drama and Poetry** – Blood Brothers / Various Poets
- **Unit 3: The Study of Shakespeare** – Macbeth / Romeo and Juliet / The Merchant of Venice

### Assessment

Unit 1: Prose – external written examination (1 hour 45 minutes). Students answer two questions, one from section A and the set question in section B. Section A is closed book. Worth 30% of final result.

Unit 2: The Study of Drama and Poetry External – written examination (2 hours). This is an open-book exam and is worth 50% of the final grade.

Unit 3: The Study of Shakespeare – internal controlled assessment (2 hours). Worth 20%.

### Desirable Personal Qualities

In studying literature we become better thinkers. We learn to see and value the multi-sidedness of situations. This expands our minds and the range of our vision to consider thoughts, feelings and solutions we might otherwise not have appreciated. By examining literature, we develop empathy and a greater understanding of the human condition.

### Career and Further Study Opportunities

As a second GCSE in English this opens opportunities to study at a higher and further level.

# Employability Skills

## Level 2 Certificate

## OCN NI

### Course Overview

OCN Level 2 Certificate in Employability Skills is equivalent to a grade B at GCSE. It prepares pupils as they progress onto the next direction of their career pathway. It involves developing skills most sought after by employers, assists with making decisions and personal budgeting, develops interview skills and techniques and provides pupils with the opportunity to excel in their future.



### Course Content

This course involves the completion of seven units:

- Applying for Work
- Producing a CV
- Interview Skills
- Using Social Media in the Workplace
- Customer Care
- Mental Health, Well-being and Building Resilience
- Personal Money Management

### Assessment

This qualification is entirely portfolio-based. Upon the completion of all seven units of work pupils will earn a grade B equivalent at GCSE level. There are no exams involved with this course.

### Desirable Personal Qualities

To reach their full potential in OCN Employability Skills, pupils should be determined, willing to apply themselves, good ICT skills, motivated, self-aware and eager to carve out a successful career pathway. The course also involves some group work, so pupils should be comfortable working both independently and in a small team.

### Career and Further Study Opportunities

OCN offer a Level 3 course in Employability Skills should pupils wish to continue their studies with us at post-16 level. This course is also entirely portfolio-based. Employability Skills are essential in all areas of work, and so developing these skills with this course will be useful in assisting pupils in obtaining jobs in the future.

# Food and Nutrition (HE)

## GCSE

## CCEA

### Course Overview

Food and Nutrition students learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this, they modify recipes and plan, prepare and cook meals and dishes that reflect current government nutritional guidelines.



### Course Content

The specification allows students to develop knowledge, understanding and skills relating to:

- the nutritional content of foods;
- the nutritional and dietary needs of specific groups and how to cater for them;
- health issues associated with dietary and lifestyle choices;
- factors affecting how we buy food, what we buy and what we waste;
- the importance of food safety;
- the preparation of food, cooking and presentation of dishes.

### Assessment

Component 1: Food and Nutrition (year 12)

External examination (2 hours) – this includes multiple-choice, short and structured questions and extended writing questions and is worth 50% of the final result.

Component 2: Practical Food and Nutrition (year 12)

Controlled assessment involving practical activity and a written element, which are worth 50% of the final grade.

### Desirable Personal Qualities

An interest in the nutritional and dietary needs of the nation. A good range of practical skills. A high level of independence in writing essays related to the course.

### Career and Further Study Opportunities

Food Nutrition lays the foundation for successful careers in catering, food production, food retailing or nutrition. It is a beneficial course to continue alongside our key stage 5 BTEC Health and Social Care studies.

# French

## GCSE

## CCEA

### Course Overview

This is a two-year course with all examinations completed at the end of year 12. You will be developing what you have already learned in years 8-10, through different topics. If you have enjoyed learning French and you have done well in your exams, then GCSE French is suitable for you.



### Course Content

There are three contexts for learning. Context 1 is identity, lifestyle and culture. Context 2 is local, national, international and global areas of interest. Context 3 is school life, studies and the world of work. These contexts extend your work and learning from key stage 3.

### Assessment

Each of the four skills of reading, writing, listening and speaking carry 25% of the total marks. There are two tiers of entry: foundation and higher. The grades attainable are A\* to G.

### Desirable Personal Qualities

Motivated, enthusiastic and independent. Good listening skills and good communication skills.

### Career and Further Study Opportunities

With languages, you can consider careers in travel and tourism, such as working in airports or for airline companies, hotels, tourist information offices, as tourist guides, travel couriers/holiday reps, or in teaching, journalism and bi-lingual translating/secretarial work.



# Geography

GCSE

CCEA

## Course Overview

Geography is a relevant, hands-on subject that helps you to make sense of the world around you. Geographers are able to demonstrate a range of skills including statistical skills, ICT skills (including GIS), and graphical skills. Geography enables you to become globally and environmentally informed and thoughtful, enquiring citizens. It's also really interesting and fun.



## Course Content

### Unit 1 – Understanding our Natural World (40% of final grade).

- *River Environments*: features and processes along our rivers, the causes and solutions of flooding including case studies of the Mississippi River and the Somerset Levels.
- *Coastal Environments*: wave energy and how it is continually changing the shape of our beautiful coastline, new landforms created by this energy, coastal protection and defence methods, including a case study of Newcastle, Co. Down.
- *Our Changing Weather and Climate*: measuring the weather, causes of climate change, the weather systems affecting the British Isles and more extreme global weather systems including a case study of Typhoon Haiyan in The Philippines.
- *The Restless Earth*: basic rock types, the location and causes of earthquakes and volcanoes, a case study of earthquake activity in Tohoku, Japan and super volcanoes in the USA.

### Unit 2 – Living in our World (40% of final grade).

- *Population and Migration*: population changes, population pyramids, the demographic transition model, ageing populations and the effects of migration including a study of Sudanese migrants into Belfast.
- *Changing Urban Areas*: zones of an urban area, inner city issues such as poor housing, traffic and the cultural mix, gentrification and redevelopment of urban areas, including a case study of the Titanic Quarter in Belfast.
- *Contrasts in World Development*: the development gap and the factors contributing to unequal development, the HDI, sustainable solutions to reduce the development gap around the world, such as The Sustainable Development Goals (SDGs), appropriate technology and Fair Trade, globalisation and BRICS countries, as well as a case study of globalisation in India.
- *Managing our Resources*: impacts of our increasing use of resources on the environment, the waste hierarchy, managing waste and resources to protect our environment, including a case study of wind power in NI, the issues caused by mass tourism and a study of its alternative, ecotourism, with a case study focus in Nam Ha, Laos and Vietnam.

# Geography

**GCSE**

**CCEA**

## **Unit 3: Fieldwork (20% of final grade).**

Fieldwork focuses on river environments, a key theme delivered as part of the unit 1 content. This involves a day trip to Magilligan Field Centre to collect data along the Curly Burn river to be consulted back in school. Students will collect, collate, manipulate, describe, explain, evaluate and analyse their data to produce tables and charts demonstrating key river theory. They will be allowed to take some of their data into the written exam to support them. There is no set controlled assessment in the Geography GCSE.

## **Assessment**

Each unit is externally examined by CCEA as a written exam.

In Parkhall Integrated College, we study units 1 and 3 in year 11 to be examined in the summer term. Unit 3, fieldwork, focuses on river environments, a theme of unit 1. This involves a day trip to Magilligan Field Centre to collect data along the Curly Burn river to be analysed for use in the summer exam. We complete our full GCSE by studying unit 2 in year 12 to be examined in the summer term.

## **Desirable Personal Qualities**

A successful geographer is one who enjoys the subject. A successful geographer is also an organised one who enjoys critical thinking, shows empathy for others and enjoys exploring new cultures and destinations across this amazing planet we live on.

*“Geography is not only up-to-date and relevant; it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them.” Michael Palin.*

## **Career and Further Study Opportunities**

The core skills developed throughout the study of Geography (such as decision-making, research techniques, critical thinking and analytical skills) prepare students for work within a wide range of careers, including the travel and tourism industry (offered at post 16 in the college), environmental engineering, architecture, zoology, town-planning, global journalism, teaching, the armed forces, global aid development, business management, economics and politics, construction... the list is extensive, as Geography encompasses the theory and knowledge of many disciplines and careers.

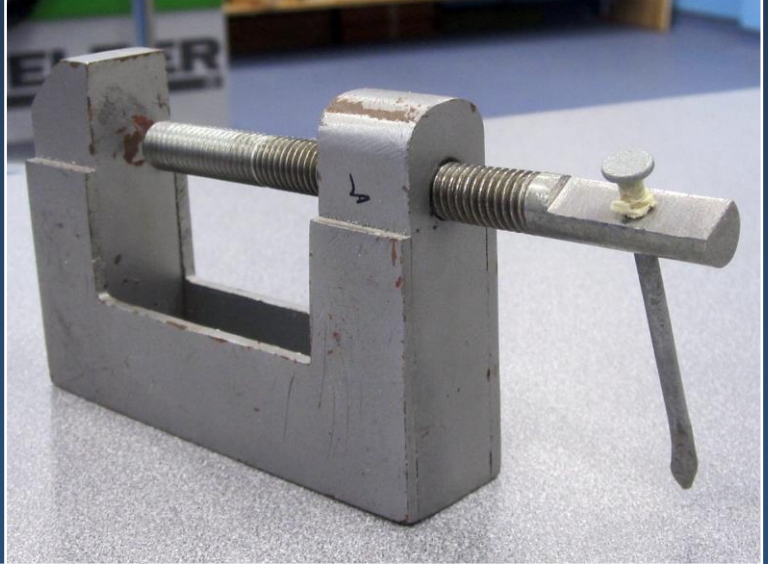
# Hand Fitting

Occupational Studies Level 2

CCEA

## Course Overview

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



## Course Content

Students will learn to:

- select and use appropriate hand tools and measuring equipment;
- measure, cut, file, drill and thread component parts;
- use the scribe, punch, dividers and odd-legs to mark out component profiles;
- manufacture various parts for assembly to make a finished component;
- use the Vernier callipers or micrometre,
- join parts together using rivets and screw threads.

## Assessment

Practical work counts for 60% of the course.

Knowledge, recall, understanding and evaluating count for 40%.

There is no examination. The result is based 100% on coursework.

	<b>Distinction*</b>	<b>A*</b>
<b>Qualification</b>	<b>Distinction</b>	<b>A</b>
<b>Level 2</b>	<b>Merit</b>	<b>B</b>
	<b>Pass</b>	<b>C</b>

## Desirable Personal Qualities

This course has proved very popular, as it is entirely practical-based. It would suit pupils who enjoy a more vocational approach to learning.

## Career and Further Study Opportunities

Occupational Studies can lead to an NVQ at technical college or an apprenticeship, which can lead to students becoming trade professionals. Typical careers could include those within the construction industry, for example, plumbing, heating, and air-conditioning contractors, building exterior contractors, architectural and structural metals manufacturing.



# Health and Social Care

GCSE

CCEA

## Course Overview

GCSE Health and Social Care is examined by CCEA. It consists of two units studied across two years – Year 11 and Year 12.

Unit 1: Personal Development, Health and Well-Being.

Unit 2: Working in the Health, Social Care and Early Years Sectors.



## Course Content

This subject provides opportunities to develop a broad knowledge and understanding of what is required for working in the health, social care and early years sectors. The course focus on a range of topics including human development, factors affecting health, relationships, health and social care services, safeguarding and job roles within the sector.

## Assessment

This course is assessed through:  
An external written exam in Year 11 worth 50% of the GCSE.

A controlled assessment in Year 12 worth 50% of the GCSE.

## Desirable Personal Qualities

To succeed in this subject, pupils should have:  
An interest in the subject, ability to meet deadlines, good attendance, a positive attitude to work and good literacy or the dedication improve upon literacy.

## Career and Further Study Opportunities

This course will provide you with greater knowledge and understanding for our BTEC Health and Social Care at Post-16. This subject can also lead to careers in: childcare, nursing, midwifery, social work, teaching, counselling, domiciliary care and much more.

# History

**GCSE**

**CCEA**

## Course Overview

The CCEA course aims to help students understand the world they live in today.

We want to teach students how various events have actually influenced the lives they currently have.



## Course Content

### Study in Depth One: Life in Nazi Germany

The Rise of Adolf Hitler

Life in Germany under Hitler, life in Germany during WW2 and the Holocaust

### Study in Depth Two: Peace, War And Neutrality, Britain, Northern Ireland and Ireland in the Second World War c1932-c1949

Creation of Northern Ireland and the border

Life in Northern Ireland during WW2 and life in Britain and Ireland after the war

### Outline Study: The Cold War c1945-c1991

Studying tensions in the world since 1945. This will include the Cold War/Vietnam/ Saddam Hussein/The Twin Towers

## Assessment

Examination paper 1 (1 hour 45 minutes) in June of year 11 examines the two studies in depth and is worth 60% of the total marks.

Examination Paper 2 (1 hour 15 minutes) in June of year 12 examines the outline study and is worth 40% of the total marks.

There is no controlled assessment

## Desirable Personal Qualities

We simply ask that you enjoy the subject and are keen to do well. We believe our course is very interesting, and pupils tend to enjoy the way we present it.

## Career and Further Study Opportunities

We are very proud of the fact that we can now offer A-level History in our department. It has also become clear that GCSE History is a great way to obtain one of the five GCSEs that many colleges require. It will also teach you many skills needed in employment.

# ICT (BTEC)

## BTEC

## Edexcel

### Course Overview

Over a two-year course, you will develop a range of practical skills and theoretical knowledge in the areas of web design, digital portfolio creation and aspects of theory in computing. Many students who enjoy and successfully complete this course progress onto a level 3 BTEC ICT course.



### Course Content

This course is taught over three areas:

- The online world.
- Web design.
- Digital portfolio creation.

### Assessment

Screen-based exam questions based on the specification for unit 1: the online world (percentage weighting 25%)  
Internal assessment of two units of work: web design and digital portfolio creation (percentage weighting 75%)

### Desirable Personal Qualities

You will be expected to work hard in school and at home to complete this exciting course.

### Career and Further Study Opportunities

Can lead to further study of

- A levels
- Level 3 BTEC ICT course

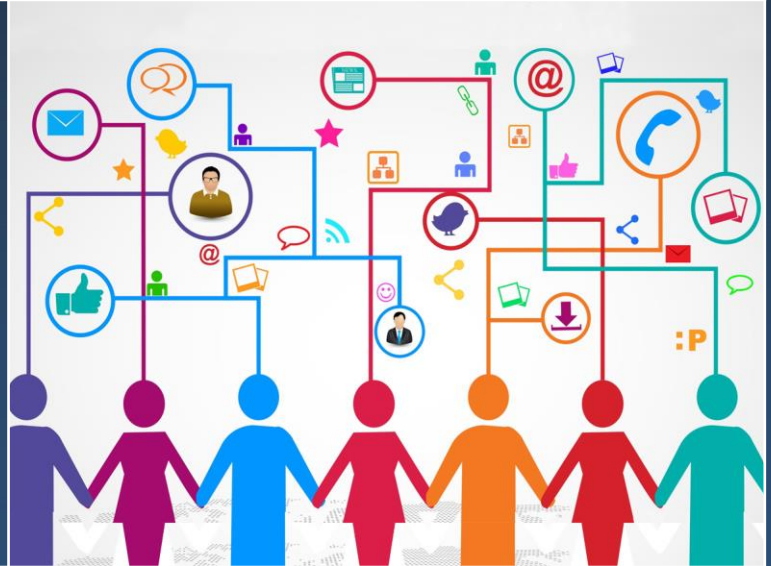
# Media Studies

## GCSE

## AQA

### Course Overview

GCSE Media Studies offers students an interactive and engaging course that aims to broaden students' relationship with media and current world events. Students will cover all aspects of media, including language, representations, industries and audiences, giving students both an overall and in-depth understanding of how media represents the world. New topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content.



### Course Content

The theory element of the course covers the four main areas of media: language, representation, audience and industry. This is studied with both a real-world focus and a detailed study of case-study products. The practical element allows pupils to create their own media product based on six briefs set by AQA. This could be a music video, a magazine spread, video game or podcast.

### Assessment

Two written exams (1 hour 30 minutes each) worth 70% of GCSE final grade  
Non-exam assessment by teachers accounting for 30% of GCSE result

### Desirable Personal Qualities

An interest in media such as television, film or social media, a creative and inquisitive attitude to learning with a keen interest in discussing and sharing ideas.

### Career and Further Study Opportunities

A-level Media Studies, OCR Level 3 Digital Media, Advertising, Media with Education, Game Development, Marketing, Journalism, English and Communication.

# Motor Vehicle and Road User Studies

**GCSE**

**CCEA**

## Course Overview

- Knowledge and understanding of the responsibilities of vehicle ownership;
- A positive and understanding attitude to the use of the road and to other road users;
- An awareness of the interaction of the road user, the environment and the vehicle;
- Respect for the safety of road users;
- The ability to act decisively and positively at the scene of an accident;
- Knowledge and understanding of routine vehicle maintenance



## Course Content

- Vehicle control and road user behaviour
- Legal requirements
- Road transport and its effect on society
- Motoring mathematics
- Accident procedures
- Motor vehicle technology

## Assessment

There are three units

Unit 1 Motor Vehicle and Road User Theory – external exam, 50% weighting

Unit 2 Investigative Study – controlled assessment, 25% weighting

Unit 3 Practical Moped Riding – controlled assessment, 25% weighting

## Desirable Personal Qualities

Ability to control a vehicle necessary (bicycle). Desire to understand modern technology and traffic management. Some minor vehicle maintenance desirable but not essential.

## Career and Further Study Opportunities

Mechanic, transport development, urban planning, driving theory test preparation.

# Moving Image Arts

**GCSE**

**CCEA**

## Course Overview

Moving Image Arts is an art-based film-making course. It features projects which will help you to develop and refine your skills as a filmmaker or animator. Moving Image Arts offers you the unique opportunity to attend film school in school. You will study six set film genres during the course and will be expected to develop knowledge and understanding of film language, visual style and representation in this component.



## Course Content

Year 11 - Complete four controlled skill tasks. These are:

- storyboarding
- camera work
- editing
- postproduction sound and
- stop-motion animation

Year 12 - Students will apply the four skill tasks and create their own final film portfolio.

## Assessment

Year 11 – Complete four controlled skill tasks. No exam in year 11.

Year 11 is worth 20% of the total GCSE.

Year 12 – Students will sit a mock online exam in January and an official online exam in June.

Year 12 is worth 80% of the total GCSE.

The course is 60% coursework and 40% online exam.

## Desirable Personal Qualities

Moving Image Arts will encourage independence, originality and experimentation. Students who choose Moving Image Arts must be willing to learn how to effectively use and manage a camera, editing software and on occasions work at the weekend independently to record their own film or animation. This is a highly rewarding course for the aspiring filmmaker.

## Career and Further Study Opportunities

Students who choose Moving Image Arts can progress to careers in: animation, cinematography, game design, AR design, character development for game design, as a storyboard artist

# Music

## GCSE

## CCEA

### Course Overview

Music GCSE is made up of three components, composition (30%), performing and appraising (35%) and listening and appraising (35%). All three components are based on the same areas of study.



### Course Content

There are four compulsory areas of study: western classical music, film music, musical traditions in Ireland and popular music.

- In composing and appraising, the pupils must compose two pieces of music lasting from three to six minutes. One is the pupil's own choice and one is in response to a stimulus.
- In performance, one solo and one ensemble performance lasting up to six minutes is required from each candidate.
- In listening and appraising, the pupil must complete one written paper based on the areas of study.

### Assessment

- Two compositions worth 30% of the final grade
- Solo and ensemble performance accounting for 35% of the result
- Listening and appraising – one written paper completed in the summer term of year 12 (35%)
- Composition and performances – controlled assessment throughout years 11 and 12

### Desirable Personal Qualities

Pupils wishing to choose this option need to play an instrument at grade 2 standard before starting year 11. They must also have the discipline required to practice regularly and attend weekly lessons.

### Career and Further Study Opportunities

The music industry is the second biggest in the UK. The career options are endless but they include music therapist, disc-jockey, performer, tuner, technician, instrument repair, church musician, music librarian, recording editor, music arranging, film scoring and teaching.

# Office and Retail

## Occupational Studies Level 2

CCEA

### Course Overview

This practical Occupational Studies Office and Retail Course will develop a student's knowledge and skills useful for working in an office environment or a retail environment requiring good customer skills. The knowledge and skills gained are also transferrable to other work areas.



### Course Content

#### Using Office Technology:

- How to use a range of office equipment: telephone, fax, shredder, printer, photocopier, scanner, answering machine.
- Word-processing a range of business documents e.g. letters and displays.
- Spreadsheets
- Health and safety in an office environment.

#### Customer Service:

- What is customer service?
- How to deal with customers
- Creating a positive first impression
- Dealing with different customers' needs
- Improving customer service in an organisation.

You will visit a range of retail outlets and meet the staff, who will give you an insight into their role within the business.



# Office and Retail

## Occupational Studies Level 2

CCEA

### Assessment

This course is assessed by building a portfolio of evidence which will contain the outcomes of the practical assessments designed to show a student's skills and understanding of using office technology and of customer service. The portfolio is assessed throughout the year in school and moderated by CCEA. Pupils can obtain an Occupational Studies Level 2 qualification equivalent to A\*-C at GCSE as follows:

Distinction*	A*
Distinction	A
Merit	B
Pass	C

### Desirable Personal Qualities

Whilst all knowledge and skills will be taught to students, the following requirements will enhance their progress:

- Good attendance is required, as this course is continuously assessed in class.
- A willingness to use new equipment.
- Attention to detail will assist in the creation of business documents to ensure accuracy.
- Good communication skills.

### Career and Further Study Opportunities

This office course is suitable for those students who wish to gain knowledge and understanding of administration practice, together with the skills necessary to pursue careers as secretaries, administrators, receptionists and call-centre staff.

The Customer Service (Retail) course is suitable for those students who wish to gain knowledge and understanding of dealing with customers together with the skills necessary to pursue careers in a retail environment or indeed any work environment in which there is interaction with customers.

Occupational Studies courses can lead to NVQ courses.

# Patisserie and Contemporary Cuisine (Food Prep)

Occupational Studies Level 2

CCEA

## Course Overview

This course is divided into two units: Patisserie and Baking, and Contemporary Cuisine. The units provide learners with some of the basic baking principles required by pastry chefs and the basic principles of preparing and cooking a range of starters, main courses and desserts in the catering industry.



## Course Content

### Unit 1: Patisserie and Baking (September-January)

Preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards

### Unit 2: Contemporary Cuisine (January-May)

Preparing, cooking and finishing four starters, four mains and four desserts.

## Assessment

This course has 100% practical assessments, with pupils completing a portfolio of a range of cooking skills used to make various dishes.

## Desirable Personal Qualities

A high level of skill in cooking and presenting food for catering standards.

## Career and Further Study Opportunities

Food Preparation lays the foundation for successful careers in catering, food production and food retailing.

# Performance Skills (DJ)

## Level 2 Certificate

CCEA

### Course Overview

A course of study based on this specification aims to allow the learner to develop skills in the entertainment industry and to give the learner the opportunity to perform in front of an audience.



### Course Content

The key features of a course of study based on this specification include:

- researching jobs within the entertainment industry;
- developing skills in a range of areas within the industry;
- practising and rehearsing; and
- final performance.

#### Unit 1 - Working in the Performance Arts Industry

This unit aims to provide learners with knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

#### Unit 2 - Develop Technique for Performance

This unit is an opportunity to develop the practical skills required for your chosen art form.

#### Unit 3 – Rehearse and Perform

This unit develops the understanding and effectiveness of rehearsal processes and performance skills and discipline.

### Assessment

Learners must complete a portfolio of evidence showing evidence for all three units.

In the portfolio of evidence the learner may include testimonials from friends, colleagues, teachers, tutors and assessors can also be used in the final two units. All units are internally assessed and externally moderated.

### Desirable Personal Qualities

You will be expected to work hard in school and have good attendance to complete this interesting course.

### Career and Further Study Opportunities

This Performance Skills Certificate Level 2 allows the learner to progress to a higher qualification in the entertainment industry. This qualification is endorsed by the Creative and Cultural Sector Skills Council.

# Politics

## GCSE

## CCEA

### Course Overview

GCSE politics is an excellent course to study along with GCSE History. It will use many of the same skills.

It can also be studied as a lone subject and is an excellent foundation for sixth-form study.



### Course Content

Students consider different political parties' policies, citizens' rights and responsibilities, and the role of the media. They also explore organisations that operate globally and their responses to issues such as conflict resolution and migration. They gain insight into the political process and how government decisions really affect us.

Students develop skills useful in any context, from analysing data and problem-solving to taking part in debates and justifying their views.

The two modules are:

Unit 1: Democracy in Action

Unit 2: International Politics in Action

[This link](#) explains the specification in detail.

### Assessment

The course has two modules. This has the advantage of being able to sit an exam in year 11 to complete half of the qualification.

### Desirable Personal Qualities

You will be expected to work hard in school and have good attendance to complete this interesting course.

### Career and Further Study Opportunities

Students who gain this qualification may be interested in careers in the civil service, law, business, journalism, the media, the charity sector, retail, political campaigning or public service. They may also progress to our A level in Government and Politics.

# Preparation for Adult Life

## Certificate Level 2

## CCEA

### Course Overview

Preparation for Adult Life creates a specific space to think through major decisions and their implications and provides practical tools for thinking independently, making informed choices and acting responsibly in today's world. It helps us answer questions, such as: What is fair? What are my rights and responsibilities? What is my attitude to others who are different? How can I look after my own well-being? How should I deal with relationships? How can I cope with the stress of my life? How is the workplace changing? What job will make the best of my strengths? What are the growth sectors in our economy?



### Course Content

Preparing for Adult Life is a straight-talking, forward-thinking subject which pupils find informative, thought-provoking and achievable. The course uses a variety of teaching methods, including individual research, group work, extensive use of ICT and visiting speakers to study thirteen units:

#### Citizenship

- Unit 1: Diversity and Social Inclusion
- Unit 2: Democracy and Democratic Participation
- Unit 3: Human Rights and Social Responsibility
- Unit 4: Equality and Social Justice

#### Employability

- Unit 5: Preparation for Work
- Unit 6: Business in the Community
- Unit 7: Effective Work Practice
- Unit 8: Globalisation and the Labour Market

#### Personal and Social Development

- Unit 9: Self-Development
- Unit 10: Roles and Responsibilities of Parents
- Unit 11: Healthy Relationships
- Unit 12: Maintaining Personal Health and Well-Being
- Unit 13: Effective Financial Management

### Assessment

This course is based on continuous assessment, with all units carrying equal weight. Each unit has a portfolio of work, and all thirteen must be completed to achieve a level 2, which is equivalent to a GCSE grade B.

### Career and Further Study Opportunities

Preparation for Adult Life complements the work carried out in other subjects e.g. unit 10, Roles and Responsibilities of Parents, ties in with Child Development and Care.

# Public Services

**BTEC First Award Level 2**

**Pearson**

## Course Overview

The aim of BTEC Public Services is to inspire learners to consider a career in the public service sector, to develop skills in the public service sector, to provide opportunities for the development of transferable skills which provide a platform for success both within the public services and elsewhere and to give learners the potential opportunity to enter employment within a wide range of job roles. You will study the work of the emergency services, armed services, local councils and government, among others.



## Course Content

We will study four equally weighted (25% each) units of work over this two-year course:

- Unit 1 – The Role and Work of the Public Services
- Unit 2 – Working Skills in the Public Service Sector
- Unit 3 – Employment in the Public Services
- Unit 4 – Public Services and Community Protection

## Assessment

Unit 1 is externally assessed in a one-hour examination, which is completed at the end of year 11. Units 2-4 are internally assessed assignment-based tasks.

Grades	GCSE Equivalents
Level 2 – Distinction*	A*
Level 2 – Distinction	A
Level 2 – Merit	B
Level 2 – Pass	C

## Desirable Personal Qualities

The ideal candidates to study BTEC Public Services are motivated to achieve their potential, are hardworking and apply themselves to all tasks. It is all important to have good time management skills to ensure assignments are completed on time. This is an ideal course to boost your employment opportunities to broaden your knowledge of public service job roles if you are committed to trying your best at all times.

## Career and Further Study Opportunities

This course supports progression into a more specialised level-3 vocational (in sixth form/at NRC/Belfast Met) or an academic course (A level) or into an apprenticeship.

BTEC Public Services prepares you for a job role in many popular sectors in NI and beyond, such as the armed forces, emergency services, local authority, Civil Service or government roles. It also provides insight into the application process for jobs.

# Religious Education

## GCSE

## CCEA

### Course Overview

GCSE Religious Education challenges students to examine their own values and attitudes, whilst respecting the beliefs of others. It helps young people to develop their views and opinions in a wide range of topical issues. The GCSE course builds on much of the work covered in junior school.



### Course Content

The syllabus is relevant and interesting, comprising two main units of study:

#### A Study of the Gospel of Matthew

This unit begins with a study of the background to Matthew's Gospel. The identity of Jesus is examined through his birth, baptism, temptations and other key events. Pupils then discover more about Jesus through his role as miracle worker by examining some of his miracles and then his teachings through a number of parables. His death and resurrection are looked at before the final section, which examines the role of Christian discipleship.

#### An Introduction to Christian Ethics

This unit involves a great deal of discussion of moral issues that surround us in the 21<sup>st</sup> century. Pupils have a great opportunity to voice their own opinion and viewpoints before examining the biblical and church teaching. Topics that are examined include personal and family issues, matters of life and death, developments in bioethics, contemporary Christianity and modern warfare.

### Assessment

There are two externally assessed exam papers, one on each unit, each lasting 1 hour 30 minutes. The first is at the end of year 11, and the second is at the end of year 12.

### Desirable Personal Qualities

If you have worked well at KS3 RE and achieved good results, then GCSE RE could be for you. If you are committed to studying and hard work and have a desire to succeed, then you are capable of achieving an A\* to C grade at GCSE.

### Career and Further Study Opportunities

Religious Education is not a subject that is only to be followed if you are considering a career within a church setting or education. GCSE RE can be useful for a wide range of career paths. Pupils have completed GCSE RE and followed careers into administration, the army, counselling, journalism, religious ministry, nursing, social work, teaching (nursery to secondary level), youth and community work, amongst others. Furthermore, pupils who wish to study RE at A level, would be at an advantage if they have studied GCSE RE.

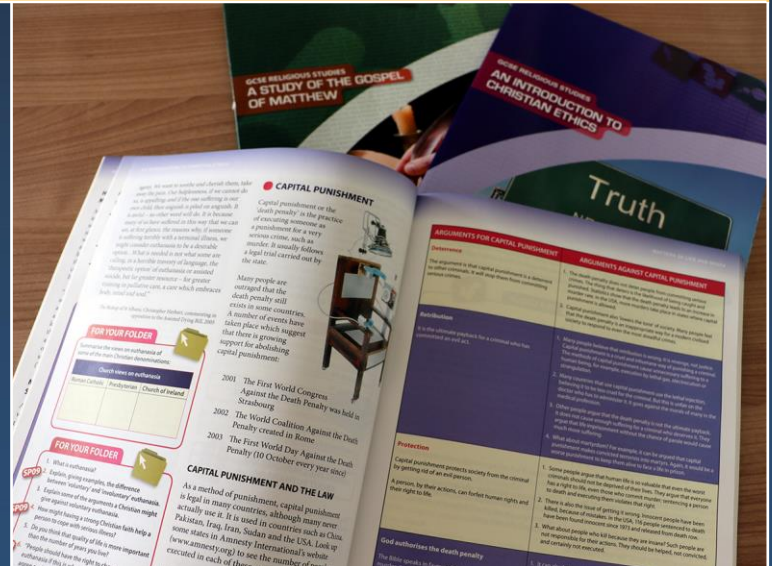
# Religious Studies

## Level 2 Certificate

## OCN

### Course Overview

The OCN NI Level 2 Certificate in Religious Studies is designed for learners who wish to develop knowledge and understanding in religious studies in order to recognise religious choices people make based around faith practices within different religions in today's society. It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity as they are applied in everyday life situations.



### Course Content

The syllabus is relevant and interesting, comprising nine units of study. The course is targeted at learners who are interested in exploring issues such as addiction, charity and religious charities, personal identity and faith, religious traditions within one's own community, life and death issues, the life of a famous person of faith, marriage and divorce, prejudice and reconciliation and world faith.

### Assessment

The course is continuously assessed through the completion of a portfolio. There is no final examination and no coursework. Grading for these qualifications is pass/fail, with a pass being the equivalent to grade B.

### Desirable Personal Qualities

If you have worked well at KS3 RE and have a desire to learn more about faith and moral ethics, then this is a suitable course to choose. All learners must be motivated and engaged to complete the qualification successfully.

### Career and Further Study Opportunities

The OCN NI Level 2 Certificate in Religious Studies can enable learners to progress to further Religious Study qualifications and/or further learning in this area or into employment.



# BTEC Sport

**BTEC**

**Pearson**

## Course Overview

BTEC First Award In Sport has been developed to give learners a stimulating and engaging introduction into the world of sport. Learners can gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise and health-related activities.



## Course Content

There are four units in this two-year course. Three are compulsory, and one is optional.

### Compulsory

Unit 1. Fitness for Sport and Exercise (theory and practical application of the science of sport, components of fitness, principles of training and fitness-testing methods). Assessed via an external online one-hour exam.

Unit 2. Practical Sports Performance (understanding, demonstrating and analysing rules, tactics and techniques as well as reviewing performance levels). Assignment-based.

Unit 3. Training of Personal Fitness (undertaking a personal fitness programme, investigating exercise adherence factors and strategies and reviewing the exercise programme). Exercise programme and assignment-based.

### Optional

Unit 5. The Sports Performer in Action (sports physiology, short and long-term responses by the body to exercise, the body's energy systems). Assignment-based.

## Assessment

Four units in total. One is an online exam. The other three are assessed by means of coursework (25% each) comprising practical sessions, videos, photo evidence, witness statements, diary entries, exercise and fitness programmes.

## Desirable Personal Qualities

- Genuine interest in sport and the sporting world
- Ability to undertake practical sessions
- Ability to interpret data
- Hardworking and willing to undertake work at home

## Career and Further Study Opportunities

The concerns about the health and fitness of society are likely to result in more jobs being created in the health and leisure industry. Careers include: sport science, coaching, health and fitness instruction, teaching, leisure management, sports therapy and the armed forces.

# OS Sport

## Occupational Studies Level 2

## CCEA

### Course Overview

This course focuses on two units: the running of a sport and leisure event and the leadership skills required to lead a sporting activity.



### Course Content

#### Running a leisure event

Pupils will learn how to plan, run and evaluate a successful event. This unit will require a learner to work as a team member, take on a number of roles, demonstrate good communication skills, meet deadlines and take responsibility for a variety of tasks.

#### Sports leadership

Pupils will learn how to lead a sports session. They will then plan, run and evaluate the session. The unit will concentrate on health and safety, developing good communication skills, planning a session, equipment knowledge, fair play and rules of the activity and evaluating a session.

This unit is a very practical and independently designed unit. You must be prepared to coach your peers and other year groups on your own.

### Assessment

Portfolio/evidence-based assessment: practical assignments, observations, tests, daily records and oral questioning. There are 100 marks available per unit. Pupils can obtain an Occupational Studies Level 2, which is equivalent to a grade in the A-C range at GCSE

Distinction*	180–200 marks (A*)
Distinction	160–179 marks (A)
Merit	140–159 marks (B)
Pass	120–139 marks (C)

### Desirable Personal Qualities

Pupils who wish to take this course must have a genuine interest in sport and the sporting world, the ability to undertake practical sessions, both as a participant and as a leader. Students should be hardworking and willing to contribute to class discussions and group work and be able to interpret data. Students will also be required to present in front of their peers.

### Career and Further Study Opportunities

This course is suitable for those interested in working in the sports sector, as a coach, fitness or gym instructor.

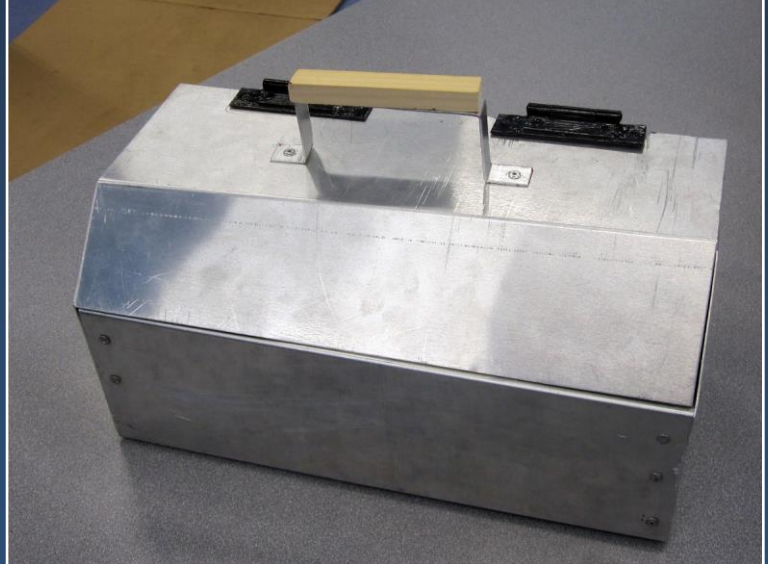
# Sheet Metal

## Occupational Studies Level 2

CCEA

### Course Overview

This unit is designed to give pupils a basic understanding of the practical skills and knowledge required in the fabrication of assembled components manufactured from sheet metal. Students will gain experience and an opportunity to demonstrate the ability to cut, form and join sheet metal to fabricate simple items. Pupils will manufacture a toolbox.



### Course Content

Students will learn to:

- select and use appropriate marking out equipment and hand tools;
- measure, mark out, cut, fold and join together component parts;
- use the scribe, punch, divider or callipers, to mark out component profiles;
- assemble various parts to make a finished component;
- join parts together using rivets, hinges and welding.

### Assessment

Practical work counts for 60% of the course.

Knowledge, recall, understanding and evaluating count for 40%.

There is no examination. The result is based 100% on coursework.

<b>Qualification</b> Level 2	<b>Distinction*</b>	<b>A*</b>
	<b>Distinction</b>	<b>A</b>
	<b>Merit</b>	<b>B</b>
	<b>Pass</b>	<b>C</b>

### Desirable Personal Qualities

This course has proved very popular, as it is entirely practical-based. It would suit pupils who enjoy a more vocational approach to learning.

### Career and Further Study Opportunities

Occupational Studies can lead to an NVQ at technical college or an apprenticeship, which can lead to students becoming trade professionals. Typical careers could include those within the construction industry, for example, plumbing, heating, and air-conditioning contractors, building exterior contractors, architectural and structural metals manufacturing.

# Spanish

## GCSE

## CCEA

### Course Overview

This is a two-year course with all examinations completed at the end of year 12. You will be developing what you have already learned in years 8-10, through different topics. If you have enjoyed learning Spanish and you have done well in your exams, then GCSE Spanish is suitable for you.



### Course Content

There are three contexts for learning. Context 1 is identity, lifestyle and culture. Context 2 is local, national, international and global areas of interest. Context 3 is school life, studies and the world of work. These contexts extend your work and learning from key stage 3.

### Assessment

Each of the four skills of reading, writing, listening and speaking carry 25% of the total marks. There are two tiers of entry: foundation and higher. The grades attainable are A\* to G.

### Desirable Personal Qualities

Motivated, enthusiastic and independent. Good listening skills and good communication skills.

### Career and Further Study Opportunities

With languages, you can consider careers in travel and tourism, such as working in airports or for airline companies, hotels, tourist information offices, as tourist guides, travel couriers/holiday reps, or in teaching, journalism and bi-lingual translating/secretarial work.

# Spanish

## OCN Level 2

## OCN

### Course Overview

This is a two-year course with no terminal exams, as your work is assessed on completion of set tasks carried out over the course of the two years. Your portfolio is based on the continuous assessment of classwork and tasks.



### Course Content

There are five tasks per skill, and the skills are reading, writing, speaking and listening. There are three themes of learning: identity and culture, current and future study and employment and local, national, international and global areas of interest.

### Assessment

This is entirely portfolio-based and consists of continuous assessment across the two years of the course. A pass at level 2 is equivalent to a grade B at GCSE.

### Desirable Personal Qualities

Pupils should be motivated, enthusiastic and independent with good listening skills and good communication skills.

### Career and Further Study Opportunities

With languages, you can consider careers in travel and tourism, such as working in airports or for airline companies, hotels, tourist information offices, as tourist guides, travel couriers/holiday reps, or in teaching, journalism and bi-lingual translating/secretarial work.

# Travel & Tourism

**BTEC Level 1/2 First Award**

**Pearson**

## Course Overview

The BTEC Travel and Tourism qualification is an introduction into the dynamic nature of the tourism industry. The qualification allows students to look at the theory behind the industry that is the third largest employment sector in the UK. This course grows in popularity every year because of its exciting content, development of life/employability skills and the combination of exam and portfolio work. Studying Travel and Tourism in Northern Ireland allows us to explore the amazing opportunities that we offer travellers with our scenic beauty, TV and film locations and welcoming hospitality.



## Course Content

The BTEC Level 1/2 First Award in Travel and Tourism is taught over 120 guided learning hours (GLH). It has three core/mandatory units and one optional unit. The core units are:

- Unit 1. The UK Travel and Tourism Sector  
This unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.
- Unit 2. UK Travel and Tourism Destinations  
This unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.
- Unit 3. The Travel and Tourism Customer Experience  
This unit investigates the definition of customer service and what the main aims of customer service are. This may differ, depending on the size and type of the travel and tourism organisation. Students will look at different types of customers, both internal and external to travel and tourism organisations.

The optional unit is:

- Unit 4. International Travel and Tourism Destinations  
This unit encourages students to locate numerous international holiday destinations and their gateways. They will also be asked to investigate natural features, local attractions, accommodation and transport options to suit a variety of customers in various holiday destinations. This unit is particularly relevant for anyone who wishes to work in retail travel or tour operations and will broaden your knowledge should you wish to work overseas, perhaps as a holiday representative or flying the world as cabin crew.

# Travel & Tourism

**BTEC Level 1/Level 2 First Award**

**Pearson**

## **Assessment**

The mandatory unit 1 is externally assessed by the exam board, using an exam taken in January of year 11. You will also complete the optional unit 4 in year 11. These two units are led Mrs Feeney.

The remaining two mandatory portfolio units 2 and 3 are completed in year 12 with Mrs McKee. Students who are successful achieve the equivalent of a full GCSE, graded as level 2 distinction\*, level 2 distinction, level 2 merit, level 2 pass, level 1 and unclassified.

## **Desirable Personal Qualities**

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The course engages learners to take responsibility for their own learning and helps them develop skills that are essential for the modern-day workplace. This course requires the student to be organised and self-motivated and is taught using a wide range of teaching strategies, including project work, group tasks, individual and group presentations and, of course, visits to travel and tourism attractions, events and organisations.

## **Career and Further Study Opportunities**

The BTEC Level 1/Level 2 First Award in Travel and Tourism provides the skills, knowledge and understanding for Level 2 learners to progress to:

- Level 3 qualifications, such as Level 3 Travel and Tourism in the sixth form of Parkhall Integrated College or other A levels;
- Apprenticeships offered within the industry or linked industries such as hospitality, sport and business or the possibility of going straight into employment in the sector itself or linked sectors.

*"I don't know exactly when travel will return. Nor do I know how quickly that will happen. But what I do know is that the day is coming. There are the 'would be' backpackers and gap year travellers. There are the people who have excess money in the bank because they couldn't spend their disposable income on their holidays. There are the people who are desperate to visit Disneyworld or the Eiffel Tower or the Great Barrier Reef. I am sure that when travel returns, it will be BIG."*

Dr Hayley Stainton on why 2021 is the best time to start studying Travel and Tourism.

# Vocational Skills in Business Enterprise

Level 2 Certificate

OCN NI

## Course Overview

The OCN NI qualifications in Vocational Skills at Level 2 are designed to provide learners with skills and knowledge required for working in a range of sector areas including business. During this course, pupils will learn how to develop a business idea by setting up and running their own business. Students will have the opportunity to learn about the business world while developing enterprising and practical skills such as communication, teamwork and problem-solving. Overall, pupils will learn about business by doing business.



## Course Content

To achieve this qualification, learners must complete five units (thirteen credits):

### Taking Part in an Enterprise Project

This unit will enable learners to undertake an enterprise project, including developing product ideas, advertising, selling and costing.

### Creating and Developing Business Ideas

This unit will enable the learner to understand how to develop a business idea.

### Understanding Marketing

This unit will enable the learner to understand the principles and concepts of marketing.

### Teamwork Skills in Practice

This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.

### Health and Safety in a Working Environment

This unit will equip learners with an understanding of health and safety requirements in business.

## Assessment

Assessment for OCN NI Level 2 Certificate in Business Enterprise is building a portfolio of work which should be completed during class time. There are no examinations. This gives pupils more time to study for their other GCSE subjects, alleviating some of the pressure, especially at exam time. The course is assessed in school and moderated by OCN.

This qualification equates to a grade B at GCSE.



# Vocational Skills in Business Enterprise

**Level 2 Certificate**

**OCN NI**

## **Desirable Personal Qualities**

Whilst all knowledge and skills will be taught to students, the following requirements will enhance their progress:

- Good attendance is required, as this course is continuously assessed in class.
- A willingness to run a Young Enterprise business.
- The ability to work as part of a team.
- Enterprising skills.

## **Career and Further Study Opportunities**

The OCN NI Level 2 qualifications in Vocational Skills enable progression to further OCN NI qualifications and/or into employment.

# Web Development and Graphic Design

## Occupational Studies

## CCEA

### Course Overview

During this course, pupils will develop their ICT skills in a creative and exciting way to create their own website and to use digital cameras and software to create dynamic images for a variety of purposes.



### Course Content

#### Website Development

- Section 1 Planning for developing a website.
- Section 2 Creating a website.
- Section 3 Publishing and content-managing a website.

#### Graphic Design

- Section 1 Planning for a graphic design project.
- Section 2 Producing a graphic design project, based on a client brief.
- Section 3 Presenting the final graphic design project.

### Assessment

This course is 100% practical. Pupils will create a website and a range of enhanced digital images. The pupil's portfolio of evidence illustrating the process of creating a website and the graphic design process will be assessed.

### Desirable Personal Qualities

You will be expected to work hard in school and have good attendance to complete this exciting course.

### Career and Further Study Opportunities

This course could lead to further study in web development and graphic design at the NRC and could lead to the following career paths:

- Website designer
- Graphic designer
- Photographer

