



# St Ciaran's College

*Coláiste Naomh Ciarán*



## KS4 Curriculum

2021/22





# Year 10 Options 2021

Dear Year 10 Pupil and Parent,

This booklet has been designed to help you choose your options for Key Stage 4, and will build on the work you have completed during careers lessons in year 10. Options time is often a period when students feel worried about the decisions they have to make. This is perfectly normal. Do not panic, make sure you avail of all the help at hand. Many people will offer advice and information about which subjects to choose, from careers advisers, subject teachers and careers teachers to friends and family members. Listen carefully, do your own research and choose options that interest and motivate you. Remember, there are lots of exciting opportunities ahead, it is up to you to make the most of these.

Some useful websites when conducting your research.

[www.nidirect.gov.uk/campaigns/11-19-your-learning-and-career-options](http://www.nidirect.gov.uk/campaigns/11-19-your-learning-and-career-options)

[www.careerpilot.org.uk/information/gcse/choosing-your-gcse](http://www.careerpilot.org.uk/information/gcse/choosing-your-gcse)

[www.studential.com/GCSE/choosing-your-GCSE-subject-options](http://www.studential.com/GCSE/choosing-your-GCSE-subject-options)

## Careers Service NI

Our school Career Advisor is Charlene Miller. Careers Advisors are employed by the Department of Economy and are available to offer impartial advice to all students in St. Ciaran's College. To book an appointment with the advisor please contact the Careers Department or alternatively:

Careers Service Omagh  
Department for the Economy  
JABO Omagh  
7 Mountjoy Road  
Omagh, BT79 7BB  
Tel: 028 6634 3245

Mr McManus will be available throughout this process to offer additional advice and support.



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## Agriculture and Land Use

The CCEA GCSE Agriculture and Land Use specification supports students' development as individuals and skilled contributors to the land-based industries.

This applied qualification appeals to young people from the agricultural sector and to those who are interested in working in the wider land-based and environmental industries.



### Content/Assessment

This specification is unitised, so it's possible to take part of the assessment at the end of the first year of study.

The specification has three units:

- Unit 1: Soils, Crops and Habitats
- Unit 2: Animals on the Land
- Unit 3: Controlled Assessment – Contemporary Issues in Agriculture and Land Use

### Skills Developed

Students develop their scientific knowledge in relevant, enjoyable and work-related contexts. It gives students further opportunities to achieve their potential and develop skills for life.

These skills include:

- application of number;
- communication;
- improving their own learning and performance;
- ICT;
- problem-solving; and
- working with others.

Students develop core knowledge about the land-based and environmental sector and the skills required to work in it. They also develop skills to make informed decisions about further learning opportunities and career choices in this sector.

### Career Pathways

Examples of some careers that a GCSE Agriculture and Land Use student could pursue :

Farmer, grower, food processor, conservation worker, agricultural contractor, feed merchant, agri-sales, agricultural engineer or agronomist

**For more information visit :**

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-agriculture-and-land-use-2019>



## Art and Design

GCSE Art and Design develops students' understanding of how meanings, ideas and intentions can be communicated through visual and tactile language. Students will learn how to use different media and technologies to realise their intentions. They will develop their understanding of the creative and cultural industries, and refine their work through experimentation. Students will have the opportunity to develop their critical understanding through a range of investigative, analytical and experimental skills. They will develop and refine their ideas with increasing independence.



### Content/Assessment

The specification has two components:

- **Component 1: 60%**  
Part A: Exploratory Portfolio  
Part B: Understanding the Creative and Cultural Industries
- **Component 2: Externally Set Assignment 40%**

### Skills Developed

GCSE Art & Design gives students opportunities to achieve their potential and develop skills for life. By studying GCSE Art & Design, students become critical thinkers with enquiring minds and increase their confidence in taking artistic risks. The course focuses on drawing, emphasising that it is an essential part of the creative process in all art, craft and design disciplines. As well as exploring many artistic skills and processes, students develop their knowledge and understanding of historical and contemporary contexts, societies and cultures. The broad and flexible content gives students the freedom to pursue a range of creative pathways.

### Career Pathways

Teaching, Educational Advisor, Art Therapy, Graphic Design, Fashion Designer, Milliner, Fashion Buyer, Advertising, Photographer, Interior Design, Beauty Therapy, Hairdressing, Ceramist, Jewellery Designer, Web Page Designer, Landscape Gardener, Occupational Therapy, Cartography, Archaeology, Furniture Designer, Scientific Illustrator, Architecture, Architectural Technician, Retail, Weaver, Film and Theatre Design, Journalism, Performing Arts, Exhibition Organisers, Window Display, Product Design, Sales, Choreography, Acting, Marketing, Lighting, Community Artist etc.

For more information visit: [www.ccea.org.uk/gcse-art-and-design](http://www.ccea.org.uk/gcse-art-and-design)



## BTEC LEVEL 2 Sport

The BTEC Level 2 specification offers opportunities to develop a healthy, active lifestyle and explore a range of physical activities.

Students explore the active leisure industry, physical fitness, practical activities and sports.



### Content/Assessment

The specification has four units, two units are completed in Year 11 and two units are completed in Year 12:

- Unit 1: Fitness for sport and exercise (online exam)
- Unit 2: Practical performance in sport (practical & portfolio)
- Unit 3: Applying the principles of personal training (portfolio)
- Unit 6: Leading sports activities (practical & portfolio)

### Skills Developed

Students will develop many skills including communication, leadership, teamwork and problem solving.

### Career Pathways

Career opportunities in sport related careers, teaching, physiotherapy, sports coaching, psychology, nutrition, sports science and personal training.

For more information visit

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936603\\_BTECFIRST\\_CEC\\_L12\\_SPORT\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936603_BTECFIRST_CEC_L12_SPORT_Iss3.pdf)





## Business Studies

The CCEA GCSE Business Studies specification encourages students to investigate how businesses start up. They explore the resources, marketing and finance that businesses need and the challenges they face.

They understand the role of human resources, the recruitment and selection process, and the value of employee training and motivation.

Important new topics include the role of social enterprise, e-business and m-business. Students discover how businesses can use electronic and mobile technology in different ways.



### Content/Assessment

Assessment is through two written exams, each worth 40% of the final mark, and a controlled assessment unit worth 20%.

The specification has three units:

- Unit 1: Starting a Business
- Unit 2: Developing a Business
- Unit 3: Planning a Business

### Skills Developed

This qualification links to the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT, as there are opportunities for group discussions and creating and interpreting charts and financial information. Students undertake online and offline research. It links into the Thinking Skills and Personal Capabilities, as students develop the skills of Self-Management, Working with Others and Problem Solving through group and individual work, for example in carrying out the controlled assessment task.

### Career Pathways

Accountancy, Law, Communications, Advertising and Marketing, Property Investment, Teaching, Business Management, Research, Human Resources, Travel and Tourism.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-business-studies-2017>



## Child Development

The CCEA GCSE Home Economics: Child Development specification is a broad, coherent course on the development of babies and small children (0–5 years).



### Content/Assessment

There are two written exams, each worth 30% of the overall mark, and one controlled assessment task, worth 40%.

This specification is unitised, so it's possible to take part of the assessment at the end of the first year of study. The specification has three units:

- Unit 1: Parenthood, Pregnancy and the Newborn Baby
- Unit 2: The Development of the Child (0-5 Years)
- Unit 3: Investigation Task

### Skills Developed

Students develop the knowledge, understanding and skills (including practical skills) required for working in the area of child development. The course also prepares them for progression to further study of child development or other related qualifications.

Students will also acquire knowledge, understanding and skills that will be valuable in adult life.

### Career Pathways

This course prepares students for further study in child health or education, or the world of work.

For more information visit

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-child-development-2017>





## Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.



### Content/Assessment

Written exam: 2 hours, worth 50% of GCSE covering core technical principles, specialist technical principles and designing and making principles. In addition: at least 15% of the exam will assess maths and at least 10% of the exam will assess science.

Non-exam assessment (NEA): 30–35 hours approx. worth 50% of GCSE where pupils will produce a prototype and a portfolio of evidence.

### Skills Developed

Pupils will learn about the design process from idea conception to realisation; graphic and communication skills; new and emerging technologies; health and safety act; manufacturing processes; and practical skills using a range of hand and machine tools.

### Career Pathways

Teaching, architectural design, automotive design, constructional technologies, furniture design, work in the engineering sector including biomedical engineering, product design.

**For more information visit**

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>



## Digital Technology (Multimedia)

This subject was previously called GCSE ICT. The CCEA GCSE Digital Technology specification is unique in the UK. Students who choose Route A: Multimedia in this subject will achieve the qualification of GCSE Digital Technology (Multimedia).



Through studying this subject students will acquire and apply knowledge and understanding of digital technology in a variety of contexts. They will develop creative and practical digital technology skills, using a range of generic software such as MS Office and web design. Students will explore the legal, social, economic, ethical and environmental impact of digital technology.

### Content/Assessment

- Unit 1: Digital Technology - 30% exam (this unit can be completed at the end of Year 11)
- Unit 2: Digital Authoring Concepts - 40% exam
- Unit 3: Digital Authoring Practice - 30% Controlled Assessment (students will design, develop and test a website and a database)

### Skills Developed

This qualification gives students opportunities to develop transferable skills for further study, in the workplace and for life. These include computational thinking, problem-solving and creativity. Students also develop skills that will help them to effectively manage information, work independently and work with others.

### Career Pathways

Most occupations require ICT and digital technology skills.

- Website Design
- Interactive Multimedia Design
- Teaching
- Network Administration
- Systems Analyst / Data Science
- Computer Games Developers
- ICT Support

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-digital-technology-2017>

Through studying this subject students will acquire and apply knowledge and understanding of digital technology in a variety of contexts. They will develop creative and practical digital technology skills in an object-oriented environment. Students will explore the legal, social, economic, ethical and environmental impact of digital technology.

- Unit 1: Digital Technology - 30% exam (this unit can be completed at the end of Year 11)
- Unit 4: Digital Development Concepts - 40% exam
- Unit 5: Digital Development Practice - 30% Controlled Assessment (students will design, develop and test a coded digital system using a programming language such as Python or C#)

This qualification gives students opportunities to develop transferable skills for further study, in the workplace and for life. These include computational thinking, problem-solving and creativity. Students also develop skills that will help them to effectively manage information, work independently and work with others. The primary focus of this qualification is to develop programming and coding skills.

Digital Technology (Programming) is useful for any Computer Science career.

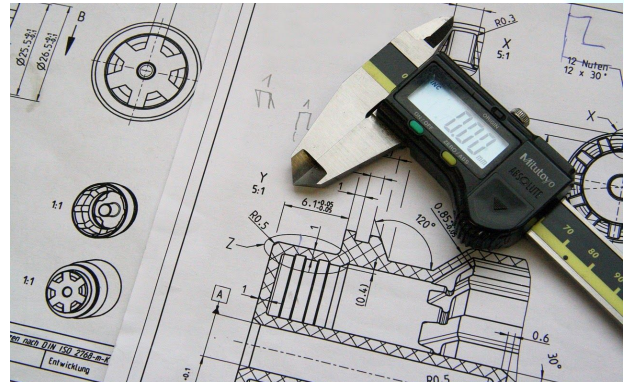
- Teaching
- Computer Games
- Software Development
- Programming

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# Engineering and Manufacturing

Engineering and manufacturing aims to encourage students to: understand the contribution that engineering and manufacturing makes to society and the economy; develop and use a range of transferable skills when designing and making engineered and manufactured products, to enable them to become effective and independent learners; apply their knowledge and understanding of engineering and manufacturing using problem-solving skills; and actively engage in engineering and manufacturing processes.



## Content/Assessment

Unit 1: Design 25% Controlled Assessment of a Design portfolio, where pupils complete one task in response to a design brief

Unit 2: Production 25% Externally assessed practical examination lasting 3 hours where pupils manufacture products from working drawings

Unit 3: Materials, processes and systems 50% External written examination lasting 2 hours

## Skills Developed

Pupils will develop many skills including learning about new and emerging technologies; hand and machine tools used in manufacture, designing within constraints, reading working drawings, and producing prototypes from a range of materials.

## Career Pathways

Mechanical engineer, electrical engineer, structural engineer, project manager, construction engineer, civil engineer, chemical engineer and aerospace engineering.

**For more information visit**

[https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Engineering%20and%20Manufacturing%20\(2017\)/GCSE%20Engineering%20and%20Manufacturing%20\(2017\)-specification-Standard\\_1.pdf](https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Engineering%20and%20Manufacturing%20(2017)/GCSE%20Engineering%20and%20Manufacturing%20(2017)-specification-Standard_1.pdf)



## English

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



### Content/Assessment

The specification has four units:

- Unit 1: Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts
- Unit 2: Speaking and Listening
- Unit 3: Studying Spoken and Written Language
- Unit 4: Personal or Creative Writing and Reading Literary and Non-fiction Texts

### Skills Developed

This specification supports the Northern Ireland Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life.

These skills include functional and creative writing, reading and evaluating the written word, and using the spoken word to communicate precisely and effectively. Students also develop skills that will help them to manage information effectively, work independently and work with others.

### Career Pathways

Journalism, Media, Broadcasting, Publishing and Advertising, Education, Law and Politics  
Accountancy, Research, Marketing and Human Resources, Travel and Tourism, Medicine and Nursing.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-english-language-2017>



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.



The specification has three units:

- Unit 1: The Study of Prose
- Unit 2: The Study of Drama and Poetry
- Unit 3: The Study of Shakespeare

This specification supports the Northern Ireland Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life. These skills include reading and evaluating the written word across various genres, conveying personal interpretations through cogent organisation of ideas and well-constructed arguments. Students also develop skills that will help them to manage information effectively, work independently and work with others.

Journalism, Media, Broadcasting, Publishing and Advertising,  
Education,  
Law and Politics,  
Accountancy, Research, Marketing and Human Resources,  
Travel and Tourism,  
Medicine and Nursing.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-english-literature-2017>





## Food and Nutrition

The CCEA GCSE Home Economics: Food and Nutrition specification encourages students to develop knowledge and understanding of the science behind food. This GCSE Home Economics: Food and Nutrition specification includes topics such as food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, and food safety. Students develop practical skills in food preparation, cooking and presentation.



### Content/Assessment

This specification is a linear qualification: students take all the assessment at the end of the course.

The specification has two units:

- Unit 1: Food and Nutrition -External written examination 2 hours 50%
- Unit 2: Practical Food and Nutrition- Controlled Assessment Task 50%

### Skills Developed

Students will have the opportunity to develop their communication, self-management and problem-solving skills. They will gather the viewpoints of others for analysis in the assessment task, discuss a range of strategies to avoid food waste, and learn how to plan, modify and make meals for different groups of people with specific nutritional and dietary needs.

### Career Pathways

Home Economics lays the foundation for careers in Nursing, Teaching, Nutritionist, Dietetics, Food Product Development/Food Technologist, Quality Assurance, Catering, Hospitality, Environmental Health, Consumer Studies, Physiotherapy, Sports Nutrition and Sports Therapy, Medicine.

For more information visit

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-food-and-nutrition-2017>



## French

French students will learn to understand and respond to spoken language (Listening), communicate and interact effectively in speech (Speaking), understand and respond to different types of written language (Reading), and communicate in writing (Writing).

"You can never understand one language until you understand at least two." Geoffrey Willans



### Content/Assessment

The CCEA GCSE in French has four units or skill areas that will be examined at the end of Year 12. Each unit is worth 25% each. There is no controlled assessment in GCSE French.

- Unit 1: Listening
- Unit 2: Speaking
- Unit 3: Reading
- Unit 4: Writing

### Skills Developed

GCSE French students will develop knowledge of and an enthusiasm for the French language, develop the confidence to communicate effectively in French, develop the ability to work independently and with others, develop awareness and understanding of French-speaking countries and take their place as citizens in a multilingual, global society.

### Career Pathways

Business and Banking.  
Journalism, Media, Broadcasting  
Education  
Law and Politics  
Translation and Interpreting

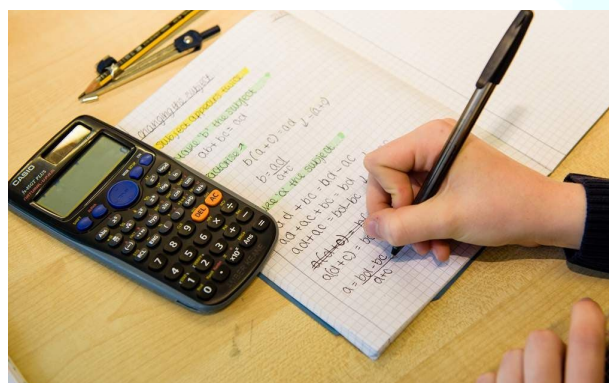
For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-french-2017>



## Further Mathematics

**Note:** This subject is offered to the students selected to undertake the accelerated program in Mathematics.

The CCEA GCSE Further Mathematics specification encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations while encouraging attention to detail.



### Content/Assessment

This course is studied in Year 12 and is examined by 3 exams:

- Unit 1 - Pure Mathematics 50%
- Unit 2 - Mechanics - 25%
- Unit 3 - Statistics - 25%

### Skills Developed

You will learn to communicate in a logical and coherent manner, by using appropriate mathematical language and notation with confidence. You may have the opportunity to make effective use of information and communication technology in a wide range of contexts to access, manage, select and present mathematical information. You will apply and evaluate a range of approaches to solve problems in familiar and novel contexts.

### Career Pathways

Actuary, Engineering - all types, Accountancy, Statistics, Medicine - doctor, nurse, vet, Business and Finance, Natural Science, Computing, Pharmacy, Architecture, Mathematics, Mathematical Sciences

**For more information visit:**

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-further-mathematics-2017>



## Geography

Geography helps us make sense of the world we live in. Geography is a vital subject in the 21st century. Studying Geography will enable students to develop their knowledge and understanding of geographical concepts, their responsibilities as global citizens and an awareness of other people's views of the world, and its environments, societies and cultures. By studying Geography, students develop as effective and independent learners and as critical thinkers with enquiring minds.



### Content/Assessment

Unit 1: Understanding Our Natural World - 4 themes of physical geography: river environments, coastal environments, changing weather and climate and the restless earth. Assessment - 1 ½ hour written exam worth 40% of overall GCSE qualification.

Unit 2: Living in Our World - 4 themes of human geography: population and migration, changing urban areas, contrasts in world development and managing our environment. Assessment - 1 ½ hour written exam worth 40% of overall GCSE qualification.

Unit 3: Fieldwork - you will collect geographical data first hand, create and submit a word-processed fieldwork statement and a table of data. Assessment - 1 hour written exam, 20% of overall GCSE qualification.

### Skills Developed

Geography gives students opportunities to develop skills, such as working with others, managing information and problem solving, which are useful across the school curriculum and highly sought after by universities and employers. Students develop map skills, including coordinates, grid references and scale. They also identify, collect and evaluate evidence and present their findings.

Geography combines well with science subjects such as Biology, Chemistry and Physics, and with Mathematics, Business Studies, Environmental Technology and Economics. Students can develop their skills in Communication, Using Mathematics and Using ICT.

### Career Pathways

Studying Geography can prepare students for a range of careers including urban planning, cartography, GIS applications, climate change, ecotourism, water supply, environmental management, weather forecasting, research, journalism, landscape architecture, surveying, photography and teaching.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-geography-2017>



## History

The CCEA GCSE History specification provides opportunities to study topics like Hitler's dictatorship, the Cuban Missile Crisis and Northern Ireland's civil unrest.

Students consider the relevance of the past and gain a deeper understanding of the present. They learn to balance factual content with developing conceptual understanding and historical skills.



### Content/Assessment

There is one paper to complete at the end of Year 11 for Unit 1 worth 60% and another paper at the end of year 12 worth the remaining 40%. There is no controlled assessment in this subject.

- Unit 1: Modern World Studies in Depth
  - Life in Nazi Germany, 1933–45
  - Local Study: Changing Relations: Northern Ireland and its Neighbours, 1965–98
- Unit 2: Outline Study
  - International Relations, 1945–2003

### Skills Developed

Students develop transferable skills useful for further study and in the workplace. These include researching and organising information, analysing and weighing up evidence, and developing a coherent argument.

### Career Pathways

- Journalism, Media, Broadcasting, Publishing and Advertising
- Education
- Law and Politics
- Accountancy, Research, Marketing and, Human Resources
- Travel and Tourism
- Archaeology
- Medicine and Nursing

For more information visit [ccea.org.uk/history](https://ccea.org.uk/history)



## Irish

Irish students will learn to understand and respond to spoken language (Listening), communicate and interact effectively in speech (Speaking), understand and respond to different types of written language (Reading), and communicate in writing (Writing).

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela.



### Content/Assessment

The CCEA GCSE in Irish has four units or skill areas that will be examined at the end of Year 12. Each unit is worth 25% each. There is no controlled assessment in GCSE Irish.

- Unit 1: Listening
- Unit 2: Speaking
- Unit 3: Reading
- Unit 4: Writing

### Skills Developed

GCSE Irish students will develop knowledge of and an enthusiasm for the Irish language, develop the confidence to communicate effectively in Irish, develop the ability to work independently and with others, develop awareness and understanding of Irish-speaking and Gaeltacht communities and take their place as citizens in a multilingual, global society.

### Career Pathways

Journalism, Media, Broadcasting  
Education  
Law and Politics  
Translation and Interpreting  
Tourism

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-irish-2017>





# Learning for Life and Work

The CCEA GCSE LLW specification engages students to explore social, personal, economic and employment issues. Topics include diversity and inclusion, social responsibility, human rights and entrepreneurship.

The specification helps students to understand the connections between local, national and global issues. They develop confidence in thinking independently by critically challenging accepted views and assumptions. They also make informed decisions and take appropriate action.



## Content/Assessment

The specification has four units:

- Unit 1: Local and Global Citizenship - written examination (20%)
- Unit 2: Personal Development - written examination (20%)
- Unit 3: Employability - written examination (20%)
- Unit 4: Controlled Assessment Task - based on one area of study - internally assessed and externally moderated (40%)

## Skills Developed

Students have the opportunities to develop transferable skills such as creative thinking, analytical problem solving and effective teamwork. Communication skills (oral and written) and ICT skills are developed alongside working with others and decision making skills.

## Career Pathways

Studying GCSE LLW can lead to careers in Banking, Retail, Research, Human Resources, Health and Social Care, Youth Work, Working with Charities, Small business and self-employment as an entrepreneur.

For more information visit

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-learning-life-and-work-2017>



## Mathematics

The study of mathematics at Key Stage 4 is compulsory for all pupils. The course is unitised and assessed by exam only.

Modules that students study are dependent upon their chosen pathway.



Content/Assessment		
Pathway	Modules studied	Maximum grade achievable
1	Year 11: M2, M3 or M4 (weighting 45% Calculator paper) Year 12: M6, M7 or M8 (weighting 55% 2 papers 1 calculator, 1 non-calculator at same sitting)	Higher M4/M8 - A* Higher M3/M7 - B Foundation M2/M6 - C*
	Accelerated Program ( <b><i>Students selected by Mathematics department based on performance</i></b> ) Year 11: M4 and M8 Year 12: students study GCSE Further Mathematics	A* A*
2	Year 11 M2 (weighting 45%) Year 12 M6 (weighting 55% 2 papers 1 calculator, 1 non-calculator at same sitting)	Foundation M2/M6 - C*
3	Year 11 M1 (weighting 45%) Year 12 M6 (weighting 55% 2 papers 1 calculator, 1 non-calculator at same sitting) or OCN Essential Skills Application of Number Level 1 qualification may be offered	Foundation M1/M6 - C or Pass in OCN Application of Number Level 1

Skills Developed
Students develop a host of skills including problem-solving, logic and reasoning, and comprehending, interpreting and communicating mathematical information in a variety of forms appropriate to the information and context.

Career Pathways
A grade 'C' or above at GCSE is essential for many careers. Some of the options include: Engineering, Medicine, Insurance, Banking, Health Service, Teaching, Psychology and IT.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-mathematics-2017>



## Music

The CCEA GCSE Music specification is for everyone who loves music: composing, playing an instrument, listening to music, or using music technology. It encourages students to develop their musical potential by focusing on performing, composing and listening. Students can explore a range of music, including classical, pop, film, and traditional Irish music. This deepens their appreciation of the diverse heritage of music and promotes their personal, social, intellectual and cultural development.



### Content/Assessment

This specification is a linear qualification: students take all the assessment at the end of the course. The specification has three components:

- Component 1: Performing and Appraising (35%)
- Component 2: Composing (30%)
- Component 3: Listening and Appraising (35%)

### Skills Developed

Students prepare pieces for solo and ensemble performances. They discuss and appraise both their performances and those of others. Students compose music, developing their skills in creating and developing musical ideas, using musical resources, structure, harmony, texture, rhythm, timbre, and music technology. Students develop their understanding of the relationship between music and its contexts. They listen to familiar and unfamiliar music by a range of composers.

Students also develop the Cross-Curricular Skills of Communication, Using ICT and Using Mathematics. They utilise the Thinking Skills and Personal Capabilities of Self-Management, Working with Others, and Problem Solving.

### Career Pathways

Sound Engineer, Music Therapy, Arts Management, Journalism, Teaching, Law, Professional Musician, Media, Composer

For more information visit: <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-music-2017>

## OCN IT Applications

The OCN NI Level 2 Certificate in Information Technology Applications is designed to provide learners with the IT skills required to function successfully in the work and wider environment.

It is a vocational qualification which is the equivalent to a grade B at GCSE.



### Content/Assessment

This course is 100% coursework - there are no exams.

Units studied are:

- Email Software Skills
- Database Software
- Word Processing Software
- Using the Internet

### Skills Developed

This qualification gives students opportunities to develop transferable skills for life and in the workplace. These include effectively managing information, working independently and with others, problem-solving and creativity.

### Career Pathways

Most occupations require IT skills.

- Administration and Office Work
- Web Communications
- Digital Communications
- IT Support
- Database Administration
- Network Administration

For more information visit

<https://www.ocnni.org.uk/media/3393/specification-ocn-ni-l2-award-certificate-in-it-applications.pdf>



## OS Bench Joinery/Carpentry and Joinery

Occupational Studies in bench joinery and carpentry is a vocational subject. If you prefer a hands-on approach: this industry-based subject will provide you with a taste of working life, outside school. So if you're tired of learning from textbooks and are eager to pursue a practical subject, this may be a great option for you to consider.



### Content/Assessment

#### Year 11 Bench Joinery

- One practical task (Internally assessed)
- One portfolio (Internally assessed)

#### Year 12 Carpentry and joinery

- One practical task (Internally assessed)
- One portfolio (Internally assessed)

### Skills Developed

Learners will develop the following skills:: understand the implications of the Health and Safety at Work Act (HASAWA) 1974; select appropriate Personal Protective Equipment (PPE) for example, safety boots or goggles; demonstrate safe use of basic hand and electrical tools; and produce high quality wooden products.

### Career Pathways

Builders' Merchant, Building Control Officer, Building Services Engineer, Carpenter/Joiner, Ceiling Fixer, Civil Engineer Technician, Kitchen Fitter, Painter and Decorator, Plasterer, Plumber, Quantity Surveyor, Roofer, Scaffolder, Window Fitter, Surveyor Traffic Engineer.

**For more information visit:**

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20282013%29-specification-Standard\\_8.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20282013%29-specification-Standard_8.pdf)





## OS Horticulture: Caring for Plants and Flowers/ Growing Plants in a Sustainable Way

The content of these units should allow learners to develop a basic understanding of plants and how to grow and care for them in a sustainable way, using organic methods wherever possible and use scientific principles and skills that are necessary for the growth and care of a range of indoor and outdoor plants.



### Content/Assessment

The units include :

- consideration of health and safety issues in horticulture and floristry;
- consideration of career opportunities in horticulture and floristry;
- identification of plant diseases and pests;
- production of a floral item suitable for a special occasion;
- production of an information leaflet for the after-sales care of plants and flowers;
- consideration of the environmental issues in horticulture and floristry
- organic and sustainable methods for growing;
- various methods that are used to grow plants from seeds, bulbs, corms and tubers;
- taking cuttings and establishing plants and care of plants;
- a review and evaluation of performance.

Learners will complete four assessment tasks in each unit. Practical activities are the focus of each unit.

### Skills Developed

Learners will develop their organisational and practical skills, They will be encouraged to develop their entrepreneurial skills through activities. They will develop their knowledge of scientific principles and skills that are necessary for the growth and care of plants in horticultural and floristry industries.

### Career Pathways

These units are suitable for those who have an interest in pursuing a career in horticulture or floristry.

For more information visit

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_12.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_12.pdf)





## OS Computer Aided Design/Digital Imaging

Computer Aided Design introduces learners to basic skills in the use of an industry standard Computer Aided Design (CAD) drafting package.

Digital Imaging will develop skills in creating digital images using a variety of applications.



### Content/Assessment

In Year 11, students will carry out practical CAD activities and will be assessed on the quality of their demonstrated skills and final drawing, including the accuracy of lines joining at corners and the components drawn. In Year 12, students will edit photographs and produce digital designs for print, screen and the internet. These are industry standard skills in photography and digital design.

### Skills Developed

- Consideration of health and safety issues in CAD and Digital Imaging
- Consideration of career opportunities in CAD and digital Imaging
- Routine drafting techniques in CAD
- Creating component drawings in CAD
- Consideration of environmental issues in CAD and Digital Imaging
- Explore Photographic Techniques
- Present a Photography Project

### Career Pathways

Design technician, Architectural technician, Graphic designer, Product designer, Engineering or industrial designer, Building technician, Architecture, Mechanical drafting, Civil construction, Fashion Design, Interior and Exterior Design, Game Design, Advertising art director, Film/video editor, Magazine features editor, Medical illustrator, Photographer, Press photographer and Television camera operator.

**For more information visit**

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_7.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_7.pdf)



## OS Contemporary Cuisine/Patisserie and Baking

The two units provide learners with some of the basic cooking and baking principles required by cooks and chefs in the catering industry when preparing and cooking a range of dishes.



### Content/Assessment

- Food hygiene and personal hygiene standards for food handlers;
- Consideration of career opportunities in the catering industry;
- Consideration of safe use of equipment and other health and safety issues in the catering industry;
- Preparation, cooking and finishing of four starters, four mains and four desserts;
- Safe storage of foods and recycling of packaging;
- Healthy eating alternatives;
- Preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;
- Energy conservation and environmental issues in the catering industry;
- A review and evaluation of performance.

There will be formal observational assessment of two products from each of Sections 2, 3 and 4. Each section will have structured written questions to check the learner's understanding of the content.

### Skills Developed

Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service.

### Career Pathways

These units offer an opportunity to understand the scope of the catering industry, including career opportunities.

**For more information visit**

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_6.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_6.pdf)



# OS Office

## Procedures/Using Office Technology

Modern Office Procedures provides learners with knowledge and understanding of administration practice. Using Office Technology provides learners with the opportunity to use a range of technological equipment found in the modern office.



### Content/Assessment

This course is 100% coursework - there are no exams. Each unit is worth 50%.

For the Using Office Technology coursework students will be required to:

- Identify and show the purpose of major items of office equipment (e.g. scanner, printer, email)
- Use a photocopier safely and effectively
- Use a computer to produce documents such as spreadsheets and word processing documents

For the Modern Office Procedures coursework students will be required to:

- Handle mail and manual and electronic diary entries
- Find and store routine documents in paper-based systems and in computer systems handle

### Skills Developed

Communication, organisation, planning, problem-solving, proofreading skills, producing documents to the highest standard to meet agreed specifications and using technology in a simulated modern business environment.

### Career Pathways

Secretary, Administrator, Receptionist, Call Centre Personnel, Office Work.

For more information visit

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_10.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_10.pdf)



## OS Physical Care of Babies/The Play Environment

The two units are suitable to learners who are interested in working with children in a childcare environment. It focuses on the importance of play, children's development and an understanding of the physical care needs of babies.



### Content/Assessment

Both units are portfolio based, one portfolio is completed each year.

- Unit 1: Childcare: The Play Environment
- Unit 13: The Physical Care of Babies

### Skills Developed

These units give learners the opportunity to identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. They gain an insight into the role of and skills required of children's care workers in a range of settings. The course also prepares them for progression to further study of child development or other related qualifications.

### Career Pathways

This course offers an opportunity to understand the range of the childcare settings, including career opportunities. It prepares students for further study in child health or education, or the world of work.

**For more information visit**

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_10.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_10.pdf)



## OS Sports Leadership/ Running a Leisure Event

The two units are suitable for learners who are interested in working in the sports sector. Learners will develop the basic skills required to lead a sports session and run a leisure event.



### Content/Assessment

Both units are portfolio based, one portfolio is completed each year.

- Section 1: Planning the Sports Session / leisure event
- Section 2: Running the Sports Session / leisure event
- Section 3: Evaluating the Sports Session / leisure event

### Skills Developed

These units give students the opportunity to develop their organisational, motivational, leadership and communication skills.

### Career Pathways

These units offer an opportunity to understand the scope of the leisure industry, including career opportunities.

**For more information visit**

[https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard\\_12.pdf](https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_12.pdf)





## Physical Education

GCSE Physical Education offers students the opportunity to explore health, the active leisure industry, physical fitness, activities and sports through academic and physical challenges.

Students need to have a strong baseline level of fitness and play at least one sport inside and outside of school. It is strongly recommended that PE students should also study Double Award Science to support the anatomy and physiology content of the course.



### Content/Assessment

This specification is a linear qualification: students take all the assessments in Year 12.

The specification has three components:

- Component 1: Factors Underpinning Health and Performance (exam)
- Component 2: Developing Performance (exam)
- Component 3: Individual Performances in Physical Activities (practical moderation)

### Skills Developed

Students will have opportunities to develop skills for life. These skills include communication, using mathematics, working with others, problem solving, managing information and being creative. Physical activity promotes mental and social wellbeing and develops self-esteem, creative thinking and interpersonal skills.

### Career Pathways

Career opportunities in areas such as recreation and leisure, education, event management and health and wellbeing.

For more information visit

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-physical-education-2017>





## Personal Development and Employability Skills (Princes Trust)

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. The qualification gives learners the opportunity to engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment



### Content/Assessment

This qualification is a level 2 qualification and requires the completion of 7 units, ranging from Career Planning, Work Experience, Digital Skills, Managing Money, Teamwork Skills, Interpersonal and Self Management Skills and Participating in Exercise.

All units are portfolio based and are 100% centre assessed. Portfolios of evidence are graded as pass or fail. The portfolios are internally assessed and externally moderated.

### Skills Developed

The Personal Development and Employability Skills qualification helps develop a range of skills from teamwork, leadership, communication and digital skills.

### Career Pathways

These units offer learners the opportunity of preparing themselves for progression into further education programmes, apprenticeships or other work based learning.

**For more information visit**

<https://www.princes-trust.org.uk/about-the-trust/qualifications/personal-development-employability>



## Religious Study

Religious Studies enables you to explore religious beliefs and gain a greater understanding of different cultures, not just where you live, but in the wider world. It gives you the opportunity to engage in a wide range of moral and social issues that impact all our lives.



### Content/Assessment

Students can choose between two pathways.

- Option 1 - is the CCEA GCSE route and assessment is based on two external written exams each worth 50%. These exams are based on the following units;  
Unit 5: Christianity through a Study of the Gospel of Mark (Completed in Yr 11)  
Unit 6: An Introduction to Christian Ethics (Completed in Yr 12)
- Option 2 - is the OCN NI Level 2 Certificate where learners complete nine units of work. Assessment is continuous and based on building up a portfolio of work on each unit. This qualification has been awarded points which equates to a Grade B at GCSE.

### Skills Developed

Religious Studies encourages students to develop an enquiring, critical and reflective approach. RE helps students to develop skills that are useful in the workplace and in future study. These include developing an enquiring, critical and reflective approach. Pupils are required to communicate feelings and viewpoints in a logical and coherent manner, for eg on the abortion debate. They will make oral and written summaries, reports and presentations, taking account of audience and purpose.

### Career Pathways

Students can have a variety of careers, for example in, law, journalism, sales and marketing. The RE course is particularly suitable for those pupils who are interested in careers that help others; Teaching and education, Medicine, Nursing, Psychology, Alternative careers in healthcare, Social work, Youth work, Community work, Counselling, Emergency services, Public service, Charity careers and Law.

For more information visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-religious-studies-2017>  
<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-religious-studies-60303414/>

## Science (Double Award)

The CCEA GCSE Double Award Science specification is a broad and coherent course that develops students' knowledge and understanding of the material, physical and living worlds. Students gain two GCSEs for completing Double Award Science. There are two tiers of entry - foundation and higher tier. Practical science is a key part of this specification; students carry out 18 prescribed practicals during the course.



### Content/Assessment

This specification is unitised, with some units available in November, February and Summer, so it's possible to take part of the assessment before the end of the course.

The specification has seven units:

- Biology Unit B1: Cells, Living Processes and Biodiversity
- Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
- Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
- Biology Unit B2: Body Systems, Genetics, Microorganisms and Health
- Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry
- Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
- Unit 7: Practical Skills

### Skills Developed

This specification gives students further opportunities to develop skills for life, including : using mathematics; communication; practical, skills, enquiry and problem-solving skills and understanding in laboratory, and working with others. Students develop the ability to evaluate claims based on science, both qualitatively and quantitatively, by critically analysing the methodology, evidence and conclusions. They also develop their awareness of risk and the ability to assess potential risk and potential benefits.

### Career Pathways

With this qualification, students that studied at higher tier may choose to progress to study A-level Biology, Chemistry, Physics. A snapshot of careers that use Science is : Medicine, Dentistry, Pharmacy, Veterinary Medicine, the different branches of Engineering, Optometry, Nutrition, Dietetics, Physiotherapy, Nursing, Teaching, Environmental Science, Quantity Surveying and Architecture.

For more information visit :

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-science-double-award-2017>



## Science (Single Award)

The CCEA GCSE Single Award Science specification introduces key aspects of science and its methodology. It gives students an overview of topics such as cells, atomic structure and waves.

This broad, practical course can help students appreciate the value of science while preparing them for related vocational studies or the world of work.



### Content/Assessment

This specification is unitised, with some units available in November, February and Summer, so it's possible to take part of the assessment before the end of the course.

The specification has four units:

- Unit 1: Biology
- Unit 2: Chemistry
- Unit 3: Physics
- Unit 4: Practical Skills

### Skills Developed

This specification supports the Northern Ireland Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life. These skills include:

- using mathematics;
- communication;
- working with others.

Students develop the ability to evaluate claims based on science, by critically analysing the methodology, evidence and conclusions.

They also have the opportunity to develop their practical skills.

### Career Pathways

The Single Award Science course provides a meaningful, relevant programme of study to equip students for vocational studies in science or entry into the world of work. It does not provide the breadth of knowledge needed to progress to A-level Science.

Some career areas that use Science are in Nursing and Health Care, Agri-Food industry, Automotive Industry, Emergency Services

For more information visit :

<https://ccea.org.uk/key-stage-4/qcse/subjects/qcse-science-single-award-2017>





[www.stciaransballygawley.org](http://www.stciaransballygawley.org)