



Belfast Model  
School for Girls  
ACHIEVEMENT FOR ALL

# Key Stage 4

Pathways To Success





# Introduction to Key Stage 4

Our focus at Key Stage 4 is to offer a curriculum for students which will equip them with the qualifications, skills and experiences required to progress onto a wide range of opportunities at Post 16.

Key Stage 4 is an exciting time for students. This is the first time that there will be an element of choice in what they will study. It is also the first time that courses will inevitably lead to public examinations.

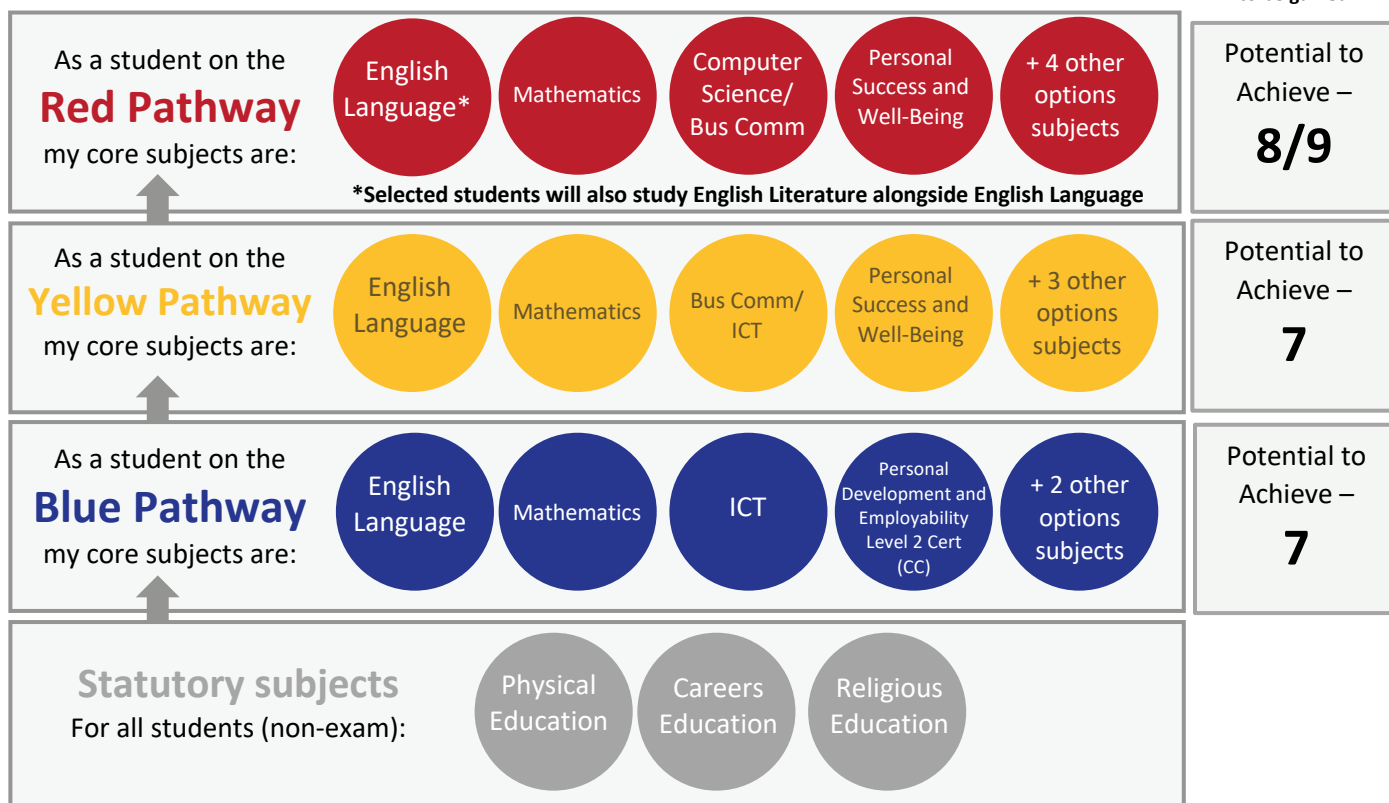
We hope that this information will help your child to make an informed and guided choice at this stage of their learning journey. We want all students to find enjoyment in their Key Stage 4 studies and to reach their full potential.

The KS4 curriculum on offer for students at Belfast Model School for Girls is flexible and tailored to very effectively meet the individual needs, abilities and career aspirations of students. It has been designed to create maximum opportunity for each student to be the very best that they can be.

Each student will be allocated to a KS4 pathway best suited to them. School attendance, aptitude and attitude to school work as well as current academic progress will help us to form a better understanding of your child as a learner. This will assist us in allocating them to the most suitable KS4 pathway, one that will maximise their chances of success. Each pathway is slightly different, but each offers a curriculum that is broad and balanced, as well as being challenging and achievable.

Each pathway is identified by one of our school colours, as detailed below:

Number of qualifications to be gained





# KS4 Pathway Progression Routes

## Combined Learning Pathway to reach **NEW** Horizons

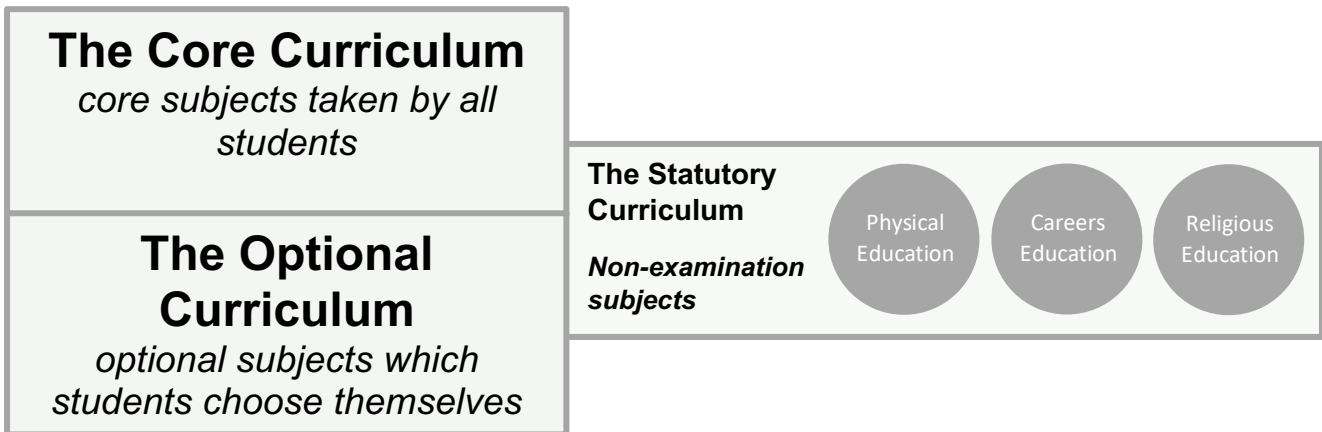
	14-16 years old - statutory in Post Primary	16-18(19) years old: Range of Providers	18+ years old: Range of Providers
Red Pathway	Potential to Achieve <span style="font-size: 2em; font-weight: bold;">8</span> Level 2 Qualifications	Post Primary School 3 x Level 3 Qualifications A-Level    BTEC CTEC	University/ Higher Education
Yellow Pathway	Potential to Achieve <span style="font-size: 2em; font-weight: bold;">7</span> Level 2 Qualifications	Further Education (FE) Training Organisation (TO) NVQ    CITY & GUILDS	Further Education (FE) Training/ Apprenticeships
Blue Pathway	Potential to Achieve <span style="font-size: 2em; font-weight: bold;">7</span> Level 2 Qualifications	OCN    A-Level    BTEC CTEC Employment	Employment

\*Access to a particular provider/course will be dependent upon applicants successfully meeting entry criteria.



# The Key Stage 4 Curriculum

The KS4 Curriculum is comprised of the core curriculum, the statutory curriculum (non-examination subjects), plus the optional curriculum.



In this booklet you will find important information relating to core and optional subjects, as well as important points to note pertaining to KS4. Please do take time to read through everything carefully.

## What types of qualifications can I study?

In Year 11 and Year 12 students have the opportunity to study GCSE and/or equivalent Level 1/2 qualifications:

### General Certificate of Education (GCSE)

GCSE qualifications that follow CCEA Northern Ireland examination board specifications are graded on an A\*-G scale. GCSE qualifications that follow England / Wales examination board specifications are graded on a numerical 9-1 scale. Information regarding which examination board specification each GCSE subject follows, can be found in the subject specific section of the booklet.

### Other equivalent Level 1/2 qualifications

A range of equivalent Level 1/2 qualifications are also offered as part of the KS4 curriculum.

These include CCEA NI examination board Occupational Studies (OS), BTEC, CACHE and WJEC Vocational Awards qualifications; which are all graded using levels, and OCN, King's Trust examination board specifications which are graded at a B or Fail.

Further information regarding these qualifications can be found in the subject specific section of the booklet.





## What does a Level 1/2 Pass mean?

Level 2 passes provide the platform for progression to further Level 3 study at Post 16 in the Post-Primary setting or Further Education college. At GCSE, Level 2 passes range from A\*- C / 9-4. Employers, training organisations, universities and colleges treat Level 2 passes (grades A\*- C / 9-4) as 'good' passes.

Level 1 passes provide the platform for progression to further Level 2 study at Further Education colleges or training organisations. Level 1 passes at GCSE level range from D-G / 3-1

Both Level 1 and Level 2 passes can provide a pathway to employment once KS4 study is complete, and beyond.

The table below shows the equivalencies between all of the qualifications offered as part of the KS4 curriculum.

GCSE POINTS	9	8	7	6	5	4	3	2	1
GCSE/L2 CACHE GRADES	A*	A		B	C*	C	D	E	F/G
OCC STUDIES/ WJEC TECH AWARD	L2 Dist*	L2 Dist		L2 Merit		L2 Pass	L1 Dist	L1 Merit	L1 Pass
BTEC	L2 Dist*	L2 Dist		L2 Merit		L2 Pass	L1 Pass		
OCN/KINGS TRUST	L2 Pass						Fail		

## Additional Information

### GCSE English Literature

This subject is taught alongside English Language. The decision regarding those students who will be successful in studying English Literature is made using academic performance data and in consultation with the Leader of Learning, English.

### GCSE Mathematics

Students have the opportunity to study a combination of modules within GCSE Mathematics which will determine the GCSE grade awarded at the end of the course:

The decision regarding which modules students will study is made using academic performance data and in consultation with the Leader of Learning, Mathematics and class teachers. In Year 11 students will be entered for M2/M3 or M4 and in Year 12 M6/M7 or M8. Students will always be entered for the module which provides the best opportunity to achieve the highest possible grade.

### Information Communication Technology (ICT)

A qualification in ICT is a compulsory element of the KS4 curriculum. In order to maximise success for all students the following qualifications are available to each pathway.

Red Pathway	Yellow Pathway	Blue Pathway
Computer Science or Business Communication	Business Communication or OCN IT	OCN IT

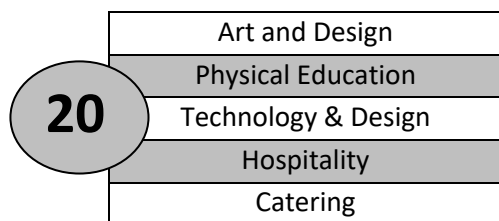
The decision regarding which course a students will follow in the red and yellow pathways is made using academic performance data and in consultation with the Leader of Learning, Digital Technologies. Further detailed information regarding each ICT course can be found in the subject specific section of this booklet.

Further detailed information regarding each of these subjects can be found in the subject specific section of this booklet.



## Class sizes

Department of Education regulations state a maximum number of students in the following Practical Subjects:



## Please note:

If a situation arises where there are more students choosing to study a subject than places available due to DENI/class size regulation and/or classroom accommodation, selection criteria may have to be applied. If too few students want to study a particular course it may not be viable in terms of allocation of resources. If this situation arises we will communicate this information to students at the earliest point possible.

## CCEA Level 1/2 Occupational Studies Courses

In Belfast Model School for Girls, it is possible for students to opt to study a maximum of 2 Occupational Courses as part of their GCSE programme. When choosing which Occupational Course(s) to study it is important to remember that a **maximum of 1 course may be studied from within each occupational area.**

The information below outlines the course possibilities from within each area and the specific Unit combinations.

Further details of unit content can be found on individual subject content pages in this booklet.

### Students should Select 1 COURSE FROM EACH AREA

Please note that as Contemporary Cuisine and Patisserie and Baking belongs to two areas, it must only be chosen **once.**

Business and Services	Design and Creativity	Environment and Society
Course 1 Childcare: The Play Environment The Physical Care of Babies	Course 1: Contemporary Cuisine Patisserie and Baking	<b>Course 1:</b> Working in a Care Environment Reminiscence with individuals in a Care Environment

**Red** pathway can choose **one** Occupational Studies course.

**Yellow** and **Blue** can choose **two** Occupational Studies



**X****Finally...reasons not to choose a subject**

- X You like the teacher who taught you at Key Stage 3
- X You think it will be easy
- X Your parents want you to do it but you don't – come to a decision together
- X Your friend is doing it
- X It sounds good but you don't know anything about it

**Please think carefully about the choices you need to make.**

**!**

Try to keep the following points in mind

Which career path do I want to follow?

Which subjects do I like best?

What am I good at?

What are my strengths?

Consider how you are doing in the subject: -

- Choose subjects you enjoy and do well in.
- Consider your Year 10 subject progress and achievements so far; how are you progressing in certain subjects compared to others?
- If you already study the subject, ask your teacher about what grade you might hope to achieve at GCSE level.
- Think about what you want to do when you eventually leave school – find out what qualifications will be most useful to you for your future career.
- Consult the NI Skills Barometer booklet, available on our school website, below the KS4 Curriculum Guide 2023. It identifies where the skill gaps will be over the next ten years in Northern Ireland. It highlights the types of subjects and jobs that will be in demand.
- Consider whether you prefer coursework based subjects or exam based subjects.
- Discuss possible choices with your parents/guardians.
- Find out as much as you can about subjects before making your final decision. Read carefully how a subject is assessed to consider if this type of assessment will suit your learning style – particularly if the subject is new to you.
- Talk to older students about their experiences on different courses – did they make the correct choices? If not, why not?
- Ask for advice in school if there is something you are unsure about.

*This will be the first time you have chosen subjects to study and so you need to think carefully about your choices. The information in this booklet and on the school website is to assist you in the process of choosing the most suitable courses for you.*

**Please note:**

**Every attempt will be made to accommodate students' first subject preferences. However, it may not always be possible due to matters beyond our control. Therefore, it is important to give careful consideration when choosing 2nd and 3rd preference subjects.**



# Contents

## Core Subjects

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English Language (CCEA) (GCSE)  
Mathematics (CCEA) (GCSE)  
ICT (OCN) (Level 2) or Business & Communication Systems (CCEA) (GCSE) or Computer Science (OCR) (GCSE)  
Personal Development and Employability (King's Trust) (Level 2)  
**OR** Personal Success and Well-being (OCN) (Level 2)  
English Literature (CCEA) (GCSE) \*Red Pathway Groups only

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## Optional Subjects

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Art, Craft & Design (AQA) (GCSE)  
Business Studies (PEARSON BTEC) (Level 2)  
Child Development & Care (NCFE CACHE) (Technical Award Level 2)  
Construction (CCEA) (GCSE)  
Contemporary Crafts (CCEA) (GCSE)  
Drama (CCEA) (GCSE)  
French (CCEA) (GCSE)  
Geography (CCEA) (GCSE)  
Government and Politics (CCEA) (GCSE)  
Health and Social Care (CCEA) (GCSE)  
History (CCEA) (GCSE)  
Home Economics: Food & Nutrition (CCEA) (GCSE)  
Leisure, Travel & Tourism (CCEA) (GCSE)  
Music (WJEC Eduqas) (GCSE)  
Performing Arts (WJEC Voc Award)  
Religious Studies (CCEA) (GCSE)  
Religious Studies (OCN) (Level 2)  
Single Award Science (CCEA) (GCSE)  
Double Award Science (CCEA) (GCSE)  
Sociology (WJEC Eduqas) (GCSE)  
Spanish (CCEA) (GCSE)  
Sport (PEARSON BTEC) (Level 1/2)

### Occupational Studies Courses (CCEA) (Level 1/2)

#### **Business and Services**

##### **Course 1:**

Childcare: The Play Environment  
The Physical Care of Babies

#### **Design and Creativity**

##### **Course 1:**

Contemporary Cuisine  
Patisserie and Baking

#### **Environment and Society**

##### **Course 1:**

Working in Care Environment  
Reminiscence with individuals in a Care Environment

# Compulsory Subjects

## English Language

Leader of Learning // Mrs C Green

Examination Board & Syllabus //  
CCEA GCSE English Language  
QAN CODE: 603/1346/8

### How is the subject assessed?

#### Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts (30%)

- External written examination
- Untiered
- 1 hour 45 minutes
- Students to respond to five tasks

#### Unit 2: Speaking and Listening (20%)

- Controlled assessment
- Untiered
- Teachers assess the tasks and CCEA moderate the outcomes

#### Unit 3: Studying Spoken and Written Language (20%)

- Controlled assessment
- Untiered
- Teachers assess the tasks and CCEA moderate the outcomes

#### Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts (30%)

- External written examination
- Untiered
- 1 hour 45 minutes
- Students to respond to four tasks

### Requirements of the Course:

English Language is a compulsory subject.

### Additional Information

This course develops key analytical and communication skills to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.



# English Literature

Leader of Learning // Mrs C Green

Examination Board & Syllabus //

CCEA GCSE English Language

QAN CODE: 603/0784/5

## How is the subject assessed?

### Unit 1: The Study of Prose (30%)

- External written examination
- Untiered
- 1 hour 45 minutes
- Students to respond to two tasks

### Unit 2: The Study of Drama and Poetry (50%)

- External written examination
- Untiered
- 2 hours
- Students to respond to two tasks from Section A and one from Section B

### Unit 3: The Study of Shakespeare (20%)

- Controlled assessment
- Untiered
- 2 hours
- Teachers assess the tasks and CCEA moderate the outcomes

## Requirements of the course:

The English Literature specification encourages enjoyment of all aspects of English: reading, writing, speaking and listening, and the study of literary and media texts. Students will explore and respond, both imaginatively and critically, to a variety of texts across different platforms and genres. They also practise the core skills of effective communication.

The CCEA GCSE English Literature qualification is designed to be compatible with CCEA GCSE English Language.

## Additional Information

This course encourages students to become critical readers of prose, drama and poetry. It develops a student's ability to analyse the impact of language, structure and form in a range of texts and develops a student's intellectual, spiritual and moral capacity as they explore contexts and experience different times, cultures, viewpoints and situations in literature.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

*\*The decision regarding those students who will be successful in studying English Literature is made using academic performance data and in consultation with Mrs Green, Leader of Learning, English.*

# Mathematics

Leader of Learning // Mrs L Watson

Examination Board & Syllabus //

CCEA GCSE Mathematics

QAN CODE: 603/1688/3

## How the subject is assessed?

### Students must complete two modules:

One module will be completed in Year 11 – M2, M3 or M4

- Each module consists of a calculator paper

Second module will be completed in Year 12 – M6, M7 or M8

- Each module consists of a calculator and a non-calculator paper

## Requirements of the Course:

The content of each module relates to:

- Numbers
- Algebra
- Shape, space and measures
- Handling data

Students must:

- Recall and use their knowledge of the course content;
- Select and apply mathematical methods in and range of contexts;
- Interpret and analyse problems and generate strategies to solve them

## Additional information

In May/June of Year 12 students may have the opportunity to improve their grade by either re-sitting a module or attempting a higher module. This is decided on a case by case basis, in collaboration with students and parents.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# Information Technology Applications

Leader of Learning // Ms T McCracken

Examination Board & Syllabus //

OCN NI Certificate (Level 2) in Information Technology Applications

QAN CODE: 601/8497/8

## How the subject is assessed?

This subject is made up of 4 Units, which are all coursework based and are internally assessed; and externally moderated

- Website Software
- Digital Imaging
- IT User Fundamentals
- Word Processing

## Requirements of the Course:

This course is designed to suit all levels of ability and students are provided with skills in a wide range of software applications.

Students will be required to plan, design and create an interactive website. Students will be encouraged to develop their coding skills through html for an identified audience.

Students will be required to conduct detailed research and explore developments and procedures for the safe use of IT equipment, and the maintenance of hardware and software.

Students will create an interactive multimedia presentation for a given scenario. Emphasis will be place on design and use of advanced features.

Students will develop a digital imaging portfolio for a given scenario, placing emphasis on creative products and developing a transferrable skillset for image manipulation software.

## Additional Information

This is a vocational course.

This course is awarded as Merit (equivalent GCSE grade B) or Fail (U)

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.

# Computer Science

Leader of Learning // Mr C Patterson

Examination Board & Syllabus //

OCR GCSE Computer Science (9-1)

QAN CODE: 601/8355/X

## How the subject is assessed?

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## Requirements of the Course:

### Component 01: Computer systems (50% weighting)

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 02: Computational thinking, algorithms and programming (50% weighting)

Students apply knowledge and understanding gained in component 01. They develop skills and understanding I computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

## Additional Information

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

*\*The decision regarding those students who will be successful in studying Computer Science is made using academic performance data and in consultation with Ms McCracken, Leader of Learning, Digital Technologies.*



# Business and Communication Systems

Leader of Learning // Ms T McCracken

Examination Board & Syllabus //  
CCEA GCSE Business and Communication Systems  
QUAN CODE: 603/1314/6

## How the subject is assessed?

GCSE in Business and Communication Systems is engaging in the study of business and digital technology to develop critical thinking and knowledge of business using software applications. It encourages an understanding of the role of digital technologies in business and economic activities. Students will also analyse problems and use software applications to develop digital solutions to enhance business activities.

## Requirements of the Course:

### Unit 1: Software Applications for Business (40% weighting)

Software applications play a vital role in business, add value by increasing efficiency and enhance the ways in which businesses communicate with their stakeholders. In this unit, students learn about relevant functions in software applications and develop their skills in using them in business contexts, with a focus on word processing, spreadsheets, databases, presentations, web authorising, web browsing, internet searching and email software.

**Note:** This is an external computer-based examination where students complete tasks using a range of software applications.

### Unit 2: The Business Environment (35% weighting)

In this unit, students gain a broad introduction to the business world, by focusing on recruitment, selection, training and marketing, as well as the implications of digital technology for business. Students consider different roles, including stakeholders and customers, as well as how best to communicate a message and learn about types of businesses, digital trading, recruitment and marketing within this unit.

**Note:** This is an external written examination with structured questions.

### Unit 3: Developing Digital Solutions (25% weighting)

This unit is a controlled assessment where students project manage and develop a digital solution for a given problem within a business context. Students will use the skills they have developed in Units 1 and 2 to plan and develop their solution which will test their understanding of Gantt charts, complete a research plan and use software to develop a digital solution.

## Additional Information

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

*\*The decision regarding those students who will be successful in studying Business and Communication Systems is made using academic performance data and in consultation with Ms McCracken, Leader of Learning, Business and Communication Systems.*

# Personal Development and Employability (PDE)

Leader of Learning // Mr P Murray

Examination Board & Syllabus // The King's Trust Level 2 Certificate  
QAN CODE: 603/ 7675/2 – L2 Certificate

## What is this subject about?

The Qualification in Personal Development and Employability is designed to prepare students for life beyond school. It focuses on aspects of Personal Development such as: dealing with stress, personal planning and managing time effectively. Students will be introduced to a range of methods for understanding, recognising and dealing with stress including meditation, visualisation and breathing techniques. Students will also engage in a range of units to prepare them for the world of work such as: Teamwork, Career Planning and Work Experience in conjunction with their Career's Education Programme.

## How is the subject assessed?

This two-year course is assessed continuously throughout the two years through the portfolios of evidence students complete for each unit. Students will usually complete between 6 and 13 units and portfolios of evidence to obtain the qualification. The portfolios of evidence are Internally Assessed by the class teacher before being Externally Assessed by The Prince's Trust Qualifications Team.

## Requirements for the Course:

As this is a continuously assessed course, excellent attendance is required throughout the two years to ensure that the necessary credits are achieved to obtain the qualification.

## GCSE Equivalency:

### ***This Qualification has GCSE Equivalency.***

Although most students in our school successfully complete the Qualification at Level 2, the Qualification is also available at level 1.

Level 2 Certificate = 2 GCSEs at grade C (CC)

## Additional Information:

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.

# Personal Success and Well-being (PSW) - Level 2 Certificate

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Leader of Learning // Mr P Murray  
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Examination Board & Syllabus //  
OCN NI Level 2 Certificate  
QAN CODE: 601/3261/9  
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## **What is this subject about?**

The Qualification in Personal Success and Well-being is designed to prepare and equip students for a successful life beyond school. It gives students the opportunity to deepen their knowledge and understanding around relevant personal, social health and well-being issues such as: improving confidence and self-esteem, personal motivation, healthy and unhealthy lifestyles, relationships, peer pressure, bullying, cyberbullying, equality, diversity, prejudice and discrimination.

## **How is the subject assessed?**

This two-year course is assessed continuously throughout the two years through the portfolios of evidence students complete for each unit. Students will gain credits for each unit completed successfully, which contribute toward the 13 credits required to obtain the overall qualification at the end of Year 12 which is equivalent to a grade B at GCSE.

Students usually complete 9 units and portfolios of evidence to obtain the required 13 credits.

All evidence will be internally assessed by qualified centre assessors and internally verified by the approved centres

## **Requirements for the Course:**

As this is a continuously assessed course, excellent attendance is required throughout the two years to ensure that the necessary credits are achieved to obtain the qualification.

## **GCSE Equivalency:**

***This Qualification has GCSE Equivalency.***

Level 2 Qualification = 1 Grade B at GCSE.

## **Additional Information:**

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.



# Optional Subjects

## Art and Design

Leader of Learning // Mrs F Ward

Examination Board & Syllabus //  
AQA GCSE Art, Craft & Design  
QAN CODE: 601/8088/2

### How the subject is assessed?

**Component 1:** Portfolio (60%)

**Component 2:** Externally Set Assignment (40%)

Students will explore a range of media: e.g., drawing, painting, photography, sculpture, textiles, fashion, ceramics, digital art, jewellery making etc.

Students will be encouraged to work in the medium and technique they like best in the Externally Set Assignment in Year 12.

### Requirements of the Course:

#### Year 11

**Component 1:** A portfolio of practical work based on a set theme covering all 4 assessment objectives. This portfolio must evidence the journey taken from an initial starting point to the development of a final piece and will consist of work completed in class and at home.

#### Year 12

Complete Component 1 in Autumn term  
Externally Set Assignment – This will commence the first week of January and will include:

- Preparatory work
- 10 hours in a controlled to make a final piece to a set brief.

### Additional Information

- Students should enjoy working in a practical manner.
- Good attendance is essential.
- Students must be prepared to work outside class time and take responsibility for their own work.
- This course prepares students for progression to A-Level Art, Craft & Design Study.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

## Business Studies

Leader of Learning // Mrs N Gault

Examination Board & Syllabus //  
Pearson BTEC Level 1/Level 2 First Award in Business  
QAN CODE: 600/4786/0

### How is the subject assessed?

Four units are studied over two years;

**Internal:** Three of the units are assignments which are completed within school and marked by the teacher.

These units are:

- Introduction to Business
- Enterprise in the Business World
- Recruitment, Selection and Employment

**External:** One unit is assessed by examination.

This unit is:

- Finance for Business

Final grades awarded are:

Grade	Equivalent to
Distinction	Grade A
Merit	Grade B
Pass	Grade C
Level 1	Grade D

This grade is worth one GCSE.

### Additional Information:

Successful completion of this course at KS4 level can lead to the opportunity to progress to the BTEC Level 3 National Extended Certificate in Business. Alternatively, employment opportunities exist in customer facing roles in retail and across the wider business sector.

Further information can be found at [www.edexcel.org.uk](http://www.edexcel.org.uk)

## Child Development & Care

Leader of Learning // Mrs L Booth

Examination Board & Syllabus // NCFE CACHE Level 2  
Technical Award in Child Development and Care in the Early  
Years  
QAN CODE: 603/7012/9

### How is the subject assessed?

The qualification has 2 assessments:

One externally-set, and externally marked (50%)

- Written exam

One externally-set, internally marked and externally moderated (50%)

- Synoptic project

### Requirements of the Course:

This course is an equivalent to a GCSE grade A\* - D.

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 9 content areas:

- Child Development
- Care routines, play activities to support the child
- Roles and responsibilities within the early years setting
- The importance of observations in early years childcare
- Planning in early years childcare
- Factors that influence the child's development
- Early Years provision
- Legislation, policies and procedures in the early years
- Expectations of the early years practitioner

### Additional Information

This course will provide learners with the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings, for example: Day Care and Nursery schools.

Upon successful completion learners will be able to progress to study Early Years' qualifications in Post 16 as part of the Advanced Level programme.

Further information can be found at [www.cache.org.uk](http://www.cache.org.uk)

# Construction

Leader of Learning: // Mr N Adams

Examination Board & Syllabus //  
CCEA GCSE Construction and the Built Environment  
QAN CODE: 60/3137/29

## How the subject is assessed?

The GCSE grade will be awarded as a result of studying/completing four modules.

Unit 1: Introduction to the Built Environment.

Unit 2: Sustainable Construction.

Unit 3: The Construction Craft Project.

Unit 4: Computer Aided Design in Construction.

## Assessment is in four parts:

(1) A written examination worth 20% of the total marks covering, Unit 1: Introduction to the Built Environment

(2) A written examination worth 30% of the total marks covering, Unit 2: Sustainable Construction

(3) A workshop based controlled assessment worth 25% of the total marks covering, Unit 3: The Construction Craft Project

(4) A practical based controlled assessment worth 25% of the total marks covering, Unit 4: CAD in Construction.

## Requirements of the Course:

This specification aims to encourage students to:

- develop a core knowledge of the construction industry;
- apply their developing knowledge in relevant, enjoyable and work-related contexts;
- investigate opportunities to progress into further education, training or employment in the construction industry;
- develop and practise the key transferable skills that are important in working life;

The course aims, where possible to give students “real world” experience through visits where they can see the theory put into practice. They will also get to meet professional female construction workers who follow careers in surveying, architecture, quantity surveying, engineering as well as the various trades.

## Additional Information:

Careers that are related to this subject:

Architect	Quantity Surveyor	Civil Engineer	Structural Engineer
Surveyor	Electrical Engineer	Landscape Architect	Various Trades

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# Contemporary Crafts

Leader of Learning // Mrs F Ward

Examination Board & Syllabus //  
CCEA GCSE Contemporary Crafts  
QAN CODE: 603/1947/1

## How the subject is assessed?

**Component 1:** Making: Exploring Materials, Techniques and Processes (60%)

**Component 2:** Working to a Brief (40%)

Students will work in two craft areas:

- Ceramics (using clay)
- Textiles (using fabrics)

## Requirements of the Course:

### Year 11

**Component 1:** Portfolio of practical work

Learning file containing:

- Investigation of relevant crafts people or designers
- Knowledge of Health and Safety
- Careers in the Creative Industries

### Year 12

Complete Component 1 in Autumn term

Working to a brief – Spring Term

- Preparatory work
- 10 hours to make final craft piece
- Written evaluation

## Additional Information

- Students should enjoy practical work and making craft objects
- Good attendance is essential
- Students must be prepared to work outside class time
- Marked A\* - G

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.



# Drama

Leader of Learning // Mrs N Speirs

Examination Board & Syllabus //  
CCEA GCSE Drama  
QAN CODE: 603/1199/X

## How the subject is assessed?

**Component 1 (25%)** – Practical – Devised Performance (15%) and accompanying Student Log (10%)

**Component 2 (35%)** – Practical – Scripted Performance

**Component 3 (40%)** – External written examination – Knowledge and Understanding of Drama

## Requirements of the Course:

**All pupils will be required to perform in front of an audience**

### Component 1 – Devised Performance

Devising is the creation of a new piece of work for the stage. All drama is created through the devising process. All devising begins with a blank sheet of paper or an empty space and by the end of the Devising Process and rehearsals a piece of Drama is created. You must work in a group of between two and six. The performance should last at least 10 minutes for smaller groups and no more than 30 minutes for larger groups.

### Component 2 – Scripted Performance

You will read and explore a range of published play scripts and in groups of between two and six you will choose one of these scripts from which to perform an extract. The performance should last at least 10 minutes for smaller groups and no more than 30 minutes for larger groups.

### Component 3 – Knowledge and Understanding of Drama

You will study the play “Blood Brothers” by Willy Russell, exploring the play in performance using a range of rehearsal ideas and Drama Strategies.

## Additional Information

The study of Drama allows all students to build their confidence and knowledge as well as develop their speaking and listening skills. Drama encourages students to explore and take risks as well as developing a sense of responsibility thereby becoming independent learners.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# French

Leader of Learning // Mrs L Hughes

Examination Board & Syllabus //  
CCEA GCSE French  
QAN CODE: 603/1066/2

## How the subject is assessed?

French will be assessed through four units:

- Listening (25%)
- Reading (25%)
- Writing (25%)
- Speaking (25%)

The Listening, Reading and Writing examinations may be assessed at either Foundation or Higher Level and your level of entry will be agreed between yourself and your teacher.

There is only one tier of entry for Speaking and this will include two role-plays and a general conversation on two topics.

## Requirements of the Course

### How do you know if you are capable of GCSE French?

- You will have displayed an interest and love for this subject during your KS3 studies and you will have attained sound Year 10 French assessment results.
- You will be ready and willing to work hard from the beginning of the GCSE course, attending every day and applying maximum effort in class to learn the new material.
- You will understand that time needs to be set aside at home for extra consolidation of class work as well as completing homework to the best of your ability.
- You will have a positive attitude and give it your best shot!

## Additional Information

The main topics covered in GCSE French are: your life, family, home and interests; your lifestyle and attitudes to the environment and global issues; your school and career aspirations. All of these topics will also be related to young people in French speaking countries.

Studying a language at GCSE level is exciting and interesting! In the multi-cultural world in which we live it makes sense to study a second European language. Many employers value a language qualification as well as the transferable skills that are naturally developed through language learning, such as listening, speaking and problem-solving skills as well as working with others and appreciating different cultures and traditions.

Successful completion of this course can enable progression to study at Post 16 as part of the Advanced Level programme.

# Geography

Leader of Learning // Mrs S Woods-McAdam

Examination Board & Syllabus //  
CCEA GCSE Geography  
QAN CODE: 603/1080/7

## How the subject is assessed?

GCSE Geography is assessed by three modular examinations.

**Module 1** looks at the Natural World. You will complete the study of The Restless Earth begun in Year 10 and then progress to study Rivers, Coasts and Weather in Year 11. These are examined at the end of Year 11 and comprise 40% of the total marks for the GCSE.

**Module 2** looks at the Human World and you will study Population, Urban Environments, Development and Managing Resources. This is examined at the end of Year 12 and comprises 40% of the total marks for the GCSE.

**Module 3** is Fieldwork. You will conduct a study outside of the classroom, produce results which will be used during a one-hour examination. This is worth 20% of the GCSE and may be completed at the end of Year 11.

## Requirements of the Course:

This course is open to everyone who is interested in the world around them and the people who live in it.

If you are interested in how the world was formed, why it rains or how we will cope with global warming in the future, we will study and investigate these in Physical Geography. If you are more of a people person and interested in issues of migration, pollution or tourism, then we also cover that in Human Geography.

You will be willing to take part in a field trip to gather data for the fieldwork module.

## Additional Information:

Geography is a valued subject by both employers and universities. Having a GCSE in Geography shows that you can think for yourself, communicate well and work with data using Mathematics and ICT.

Geography can lead you along many career paths including:

Social worker	Travel Agent	Pilot
Housing officer	News researcher	Cartographer
Estate Agent	Weather presenter	Teacher
Civil Engineer	Disaster manager	Tour Guide

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# Government and Politics

Leader of Learning // Mrs L Johnston

Examination Board & Syllabus //  
CCEA GCSE Government and Politics  
QAN CODE: 603/1180/0

## How the subject is assessed?

**Two external, written examinations papers.**

**Paper 1:** is worth 50% of the total marks.

This is assessed at the end of Year 11. There is one opportunity to repeat this unit at the end of Year 12.

**Paper2:** worth 50% of the total marks.

This unit is assessed at the end of Year 12.

## Requirements of the Course:

**The GCSE Government and Politics course consists of two units:**

**Unit 1** – Democracy in Action

*Political Ideas, Decision making in a Democracy, Elections, Political Parties, Information, Media, Taking action in a Democracy*

**Unit 2** – International Politics in Action

*Interdependence, The European Union, Conflict and its resolution, Northern Ireland, Migration, Human Rights.*

## Additional Information:

- The study of GCSE Government & Politics offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3. It is an engaging and highly relevant specification that enhances students' understanding of political issues and the impact of politics on their everyday lives.
- Students considering choosing Government and Politics at GCSE level must have a genuine interest in this subject.
- A positive attitude and willingness to work hard both in class and at home is the key to success in GCSE Government and Politics. Good attendance at school is vital.
- Good results in Key Stage 3 assessments, especially **History and English**, provide a sound basis for study and success at GCSE Level
- Government and Politics is recognised by employers and colleges of further education as an academic subject which promotes the development of transferable skills.
- Successful completion of this course at KS4 can lead to the further study of Government & Politics at Advanced Level

Full details of the GCSE Government and Politics syllabus can be found in the Government and Politics Microsite on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk)

# Health and Social Care

Leader of Learning // Miss C Henning

Examination Board & Syllabus //  
CCEA GCSE Health and Social Care  
QAN CODE: 603/1385/7

## How the subject is assessed?

**One external written examination - based on Unit 1** is worth 50% of the total marks.

**One controlled writing assessment – based on Unit 2** is worth 50% of the total marks.

### The GCSE Health and Social Care consists of two units:

**Unit 1** – Personal Development, Health and Well-being - In this unit, students investigate human development throughout the life stages. They also investigate factors affecting health and well-being, including relationships and the impact of major life changes.

**Unit 2** – Working in the Health and Social Care and Early Years' sectors - In this unit, students develop their understanding of the world of work in the health, social care and early years' sectors and how the needs of different service user groups are met. Students learn about a range of job roles in health, social care and early years services and how practitioners apply the values of care.

### Requirements of the Course:

Excellent attendance is vital to prepare for the controlled assessment as well as developing key knowledge in preparation for the written exams.

You must be able to demonstrate the use of good written communication throughout your coursework and examination.

### Additional Information:

This is an ideal course for students who have interest in or who are keen to potentially pursue a career in the area of health and social care and/or the early years' sector. The course aims to draw together areas of knowledge, skills and understanding related to these sectors; increase understanding of these sectors as well as personal development across age groups, by investigating and evaluating a range of services and organisations; it will examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture. It also aims to develop skills, aptitudes and values for employment in the health, social care and early years' sectors.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# History

Leader of Learning // Mrs L Johnston

Examination Board & Syllabus //  
CCEA GCSE History  
QAN CODE: 603/0772/9

## How the subject is assessed?

**Two external, written examination papers.**

**Paper 1:** is worth 60% of the total marks.

This is assessed at the end of Year 11. There is one opportunity to repeat this unit at the end of Year 12.

**Paper 2:** is worth 40% of the total marks.

This unit is assessed at the end of Year 12.

## Requirements of the Course:

**The GCSE History course consists of two units**

**Unit 1** – Study in Depth

Section A: Life in Nazi Germany 1933 – 1945

Section B: Changing Relations, Northern Ireland and its Neighbours 1920 – 1949

**Unit 2** – Outline Study

International Relations 1945 – 2003

## Additional Information:

- Students considering choosing History at GCSE level must have a genuine interest in this subject.
- A positive attitude and willingness to work hard both in class and at home is the key to success in GCSE History. Good attendance at school is vital.
- Good results in Key Stage 3 assessments provide a sound basis for continued study and success at GCSE Level
- History is recognised by employers and colleges of further education as an academic subject which promotes the development of transferable skills.
- Full details of the GCSE History syllabus can be found in the History Microsite on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk)
- Successful completion of the GCSE History course provides a good foundation for the further study of History at GCE Advanced Level.

# Home Economics: Food and Nutrition

Leader of Learning // Mrs C Farrington

Examination Board & Syllabus //  
CCEA GCSE Home Economics: Food and Nutrition  
QAN CODE: 603/0739/0.

## How the subject is assessed?

This course is assessed through a combination of a controlled assessment and one external examination. The controlled assessment title will be released at the beginning of Year 12 and will include research work and practical cooking.

## Course structure

Component 1: Food and Nutrition (50%)  
Component 2: Practical Food and Nutrition – external written examination (50%)

## Requirements of the Course:

There are no formal requirements for this course however, an interest in, experience or enjoyment of food and cooking are excellent starting points. Sound ICT skills will help support the completion of coursework.

## Course content includes:

Component 1: Food and Nutrition – an interesting unit where students learn about all aspects of food including where food comes from and an understanding of the importance of good nutrition. They will also explore food safety, food waste and food presentation.  
Unit 2: Practical Food and Nutrition - In this unit, students carry out a task that develops unique transferable skills. They research the given task title and various viewpoints on it. They choose and justify a practical activity using a range of criteria. They complete the practical activity in a single session and evaluate all parts of the task.

## Additional Information:

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# Leisure, Travel & Tourism

Leader of Learning // Mrs S Woods-McAdam

Examination Board & Syllabus //  
CCEA GCSE Leisure, Travel & Tourism  
QAN CODE: 603/1243/9

## How the subject is assessed?

GCSE Leisure, Travel and Tourism comprises three units:

### Unit 1: Understanding the Leisure, Travel and Tourism Industry

- External written examination (40%)

### Unit 2: Promoting and sustaining the Leisure, Travel and Tourism Industry

- External written examination (40%)

### Unit 3: Working in the Leisure, Travel and Tourism Industry

- Set controlled assessment tasks (20%)

The qualification is graded from A\* - G.

## Requirements of the Course:

There are no formal requirements for this course however, prior knowledge of day trips and family holidays is useful.

ICT is used throughout the course and access to a computer at home for research and the production of coursework is advisable. You will have the opportunity to learn and develop a range of ICT skills.

You must demonstrate the use of good quality written communication throughout your coursework and examination.

Excellent attendance is essential due to the high level of examination content associated with this course.

## Additional Information:

The leisure, travel and tourism industry is one of the fastest growing industries in the world. It covers a whole spectrum of activities, from visiting a tourist attraction and going to a health club to eating in a restaurant or travelling abroad. GCSE Leisure, Travel and Tourism gives students a broad knowledge and understanding of the leisure, travel and tourism industries in the UK.

This qualification prepares you for further training, further education or for moving into employment mainly within the leisure, travel or tourism industries. Many students with a GCSE in Leisure, Travel and Tourism go on to complete A-Levels or BTECs. Some go on to study an NVQ in Travel Services or in Sport, Recreation and Aviation Studies (Cabin Crew).

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.



# Music

Leader of Learning // Mrs R Ashe

Examination Board & Syllabus //

Eduqas GCSE (9-1) Music

QAN CODE: 601/8131/X

## How the subject is assessed?

### Performance (30%)

- Solo performance (15%) – optional. You can do two group performances.
- Ensemble (group) performance (15%)

### Composition (30%)

- Composition 1 - free subject matter (15%)
- Composition 2 - in response to a set brief (15%)

### Areas of Study (40%)

- 1 hour 15 minutes written and listening examination in May/June of Year 12

## Requirements of the Course:

### Performance

Students should be approximately grade 3 on their instrument or voice, or have attended an extra-curricular Music activity e.g. guitar club. This is not essential, so please seek the advice of your Music teacher.

Students may have to attend lessons outside the classroom in their agreed performance instrument or voice. These will be paid for by parents/guardians.

### Composition

Students will have to complete their homework in the Music Department at lunch time and after school, as the majority of this is saved in the Music/ICT room.

### Areas of Study

Students will study two Set Works from four areas of study. These are:

- Musical forms and devices (Badinerie by JS Bach)
- Music for Ensemble
- Film Music
- Popular Music (Africa by Toto)

This paper is designed to test students' listening and appraising skills. It will test their knowledge of the Set Works through analysis. It will also require good memorisation skills.

### Additional Information

Students should have developed a good level of musicality in Key Stage 3. This has been tested using the Bentley Test at the beginning of Year 8, Year 9 and Year 10.

Students must be willing to sing or play an instrument to fulfil the Performance requirements of this course. Their performances will be recorded in the Recording Studio and sent to the Moderator.

Students will be required to sing in choir or participate in concert band or rock band as appropriate.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

# Performing Arts

Leader of Learning // Mrs R Ashe

Examination Board & Syllabus //

WJEC Level 1/2 Vocational Award in Performing Arts

- Are you someone who enjoys performing?
- Do you enjoy being on the stage?
- Do you enjoy singing, dancing or acting?
- Are you eager to about the Performing Arts industry?

Well then, Performing Arts is for you.

## How the subject is assessed?

### Compulsory Units:

**Unit 1: Performing (30%)** – Internally assessed –

To perform a solo or group performance of an existing work.

**Unit 2: Creating (30%)** – Internally assessed – To create a

performance and perform in a group or individually.

**Unit 3: Performing Arts in Practice (40%)** -Externally

assessed. To undertake a series of tasks in various areas of the performing arts industry.

## Requirements of the Course:

- Excellent attendance
- Should enjoy performing in front of an audience
- Should be able to work as part of a team
- Some previous experience in at least one performance discipline (music, dance, drama, musical theatre.)
- Should enjoy portfolio work

**\*Audition required assessing skill level before entry to the class.**

## Additional Information

This is a Level 2 + Level 1 qualification, which is the equivalent of a GCSE. Your marks will be distinction, merit or pass, which are equivalent to GCSE grades A\* - E.

Successful completion of this Level 2 Performing Arts and a C in English GCSE can lead to Performing Arts at advanced level.

## Religious Studies

Leader of Learning // Mrs L Dalzell

Examination Board & Syllabus //  
CCEA GCSE Religious Studies  
QAN CODE: 603/1248/8

### How the subject is assessed?

Religious Studies GCSE is assessed over 2 years:

#### Unit 1 (50%)

- Christianity through a study of Matthew's Gospel – will be examined at the end of Year 11
- One examination paper lasting 1 hour 30 minutes

#### Unit 2 (50%)

- Christian Ethics (Morality) – This will be examined at the end of Year 12
- One examination paper lasting 1 hour 30 minutes

There is a single tier of entry for all students – Grades A\* - G.

No coursework or controlled assignments.

### Requirements of the Course:

The Religious Studies course requires students to have a good standard of English and an interest in the subject.

Students are challenged to reflect on and develop their own values, opinions and attitudes on contemporary issues and encouraged to respect the values and opinions of others.

### Additional Information

Religious Studies would be of general interest as topics which are explored include: forgiveness, use of money, end times, relationships, crime and punishment, abortion, equality and bioethics.

It would be especially interesting for those considering a career in Teaching, Child Care, Social Work, looking after the elderly, Nursing, Youth work and Charity work.

It is a course for students interested in people and which equips you for life in the modern world.

Successful completion of this course can enable progression to study on Advanced Level/Level 3 qualification at Post 16 as part of the Advanced Level programme.

## Religious Studies (OCN)

Leader of Learning // Mrs L Dalzell

Examination Board & Syllabus //  
OCN NI Certificate Level 2 in Religious Studies  
QAN CODE: 603/0341/4

### How the subject is assessed?

This subject is made up of 9 Units, which are all coursework based and are internally assessed. These units include:

- Addiction
- Marriage and Divorce
- Life and Death issues
- A World Faith
- Charities
- Religious Traditions
- Personal Faith and Identity
- Prejudice and Reconciliation
- People of Faith

### Requirements of the Course:

This course is designed to provide students with an opportunity to develop an awareness and understanding of different religious beliefs, cultural diversity and moral issues. Students will be required to complete a variety of Coursework tasks to produce a portfolio of evidence which covers each of the 9 units of study.

### Additional Information

Religious Studies would be of general interest as topics which are explored include: Addiction, Identity and Personal faith, Capital Punishment, Prejudice and Reconciliation.

It would be especially interesting for those considering a career in Teaching, Child Care, Social Work, Care of the Elderly, Nursing, Youth work and Charity work.

It is a course for students interested in people and which equips you for life in the modern world.

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.

## Single Award Science

Leader of Learning // Mrs L Murphy

Examination Board & Syllabus //  
CCEA Single Award Science  
QAN CODE: 603/1246/4

### How the subject is assessed?

Single Award Science is assessed over the two years of the course by three external module examinations and a Practical Skills Assessment.

- Biology (25%)
- Chemistry (25%)
- Physics (25%)
- Practical Skills & Practical Examination (25%)

There are no terminal examinations.

### Requirements of the Course:

This course is designed to suit all abilities and there are assessments and course materials to suit all.

The course is open to all who have successfully completed the KS3 Science course.

Single Award Science is an ideal qualification for students thinking about a possible STEM career such as teaching or nursing where a Science GCSE is usually compulsory.

### Additional Information

Successful students will have a broad and balanced knowledge of the Science required for today's life and work.

This qualification can prepare students for careers in Manufacturing; Aerospace, Textile, Plastics and Food Technology. It also prepares students for entry to the following services; Nursing/Care Assistant, Veterinary Nursing, Laboratory Assistant and Dental Nurse.

Successful completion of this course at KS4 level can lead to studying Life and Health Sciences at Advanced Level and the progression onto Science based level 3 courses. **Please note: KS4 single award science is not an adequate basis for studying pure sciences at Advanced Level.**

## Double Award Science

Leader of Learning // Mrs L Murphy

Examination Board & Syllabus //  
CCEA Double Award Science  
QAN CODE: 603/1374/2

### How the subject is assessed?

Double Award Science is assessed in Year 11 by three GCSE module examinations taken in November, February and May. In Year 12 four further examinations are taken in June, one of which is a practical examination. There are also Practical Assessments, completed and submitted in class towards the end of Year 12.

- Year 11 Module Exams (33%)
- Year 12 Terminal Exams (42%)
- Practical Exam (17.5%)
- Practical Assessment (7.5%)

### Requirements of the Course:

This is a more demanding Science course, designed for those who have performed well in KS3 Science and hope to follow a career in Science, Technology, Engineering or Maths (STEM).

You should be consistently scoring in the top third of your year group in Science.

Double Award Science is sufficient preparation for all Science A-Levels and this supports further scientific study at university or college or in the workplace.

### Additional Information

Successful students will have a broad and balanced knowledge of the Science required for today's life and work. Successful completion of this course at KS4 level can lead to studying Sciences at Advanced Level and the progression onto Science based courses such as Nursing, Biomedical Sciences and Marine Biology.

This qualification can prepare students for careers in manufacturing; Aerospace, Textiles, Plastics and Good Technology. It also prepares students for entry to the following services; Health and Social Care, Veterinary Nursing, Laboratory Assistant and Dental Nursing.

# Sport

Leader of Learning // Mrs J Doherty-Clarke

Examination Board & Syllabus //  
Pearson BTEC Tech Sport Level 1/2 in Sport  
QAN CODE: 603/7068/3

## How the subject is assessed?

### Component 1: Preparing Participants to take part in Sport and Physical Activity

- Controlled Assessment
- 60 marks

### Component 2: Taking part and improving other participants sporting performance

- Controlled Assessment
- 60 marks

### Component 3: Developing fitness to improve other participant's performance in Sport and Physical Activity

- Examination
- 1.5 hours
- 60 marks

## Requirements of the Course:

All Sports students should have an interest for sporting activity and the desire to improve their knowledge and understanding in sport and fitness, and how to apply these to increase participation for others in sport and physical activity. There is an expectation that Sports students will commit to extra-curricular clubs during this two-year course, in order to apply learning in the sporting context.

## Additional Information

This course will enable you to explore different types of participants and their needs in order to gain an understanding of how to increase participation and also to develop your knowledge and understanding of anatomy and physiology. If you enjoyed all aspects of Key Stage 3 PE and would like to develop your knowledge and understanding of key areas of sports this is the course for you!

Studying this course will help you gain confidence and provide you with a sound basis for improving your leadership skills. It will also support study of the Level 3 OCR Cambridge Technical in Sport as part of an Advanced Level programme at Post 16.

# Occupational Studies – Childcare: Play

## Environment and The Physical Care of Babies (Business and Services)

Leader of Learning // Mrs L Booth

Examination Board & Syllabus //  
CCEA-Occupational Studies/Business and Services  
QAN CODE: 600/8774/2

## How the subject is assessed?

This course is assessed through the continuous competition of portfolio-based over the two years. Students will be assessed on mainly practical activities related to childcare and Early Years (worth 60% of the overall GCSE) as well as some knowledge assessments and evaluations.

## Course Structure:

**Year 11:** Physical Care of Babies unit (50%)

**Year 12:** The Play Environment unit (50%)

There is no external examination.

## Requirements of the Course:

There are no formal requirements for this course however an interest in young children and their holistic development would be beneficial. Good attendance is vital as a range of practical skills and knowledge will be assessed in lessons throughout the duration of the course.

## Course Content Includes:

There are 2 units to be completed over Year 11 and Year 12

**Unit 1:** The Physical Care of Babies – you will learn how to care for a young child including how to:

- Bath a baby
- Sterilize bottles and make formula feeds
- Put a baby to sleep safely
- Provide a balanced diet for children

**Unit 2:** The Play Environment – you will learn how to encourage and support children's learning through:

- Designing appropriate children's games
- Setting up a book corner
- Making a visual aid, for example puppets, to support talking and listening

## Additional Information:

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.



## Occupational Studies - Contemporary Cuisine, Patisserie and Baking (Design and Creativity)

Leader of Learning // Mrs C Farrington

Examination Board & Syllabus //

CCEA

QAN CODE: 600/8186/7

### How the subject is assessed?

This course is assessed through continuous completion of portfolio-based work over the two years. Students will be assessed mainly on practical cooking tasks (worth 60% of the overall GCSE) as well as some knowledge tests and evaluations.

### Course structure:

**Year 11:** Contemporary Cuisine unit (50%)

**Year 12:** Patisserie and Baking unit (50%)

There is no external examination.

### Requirements for the Course:

There are no formal requirements for this course however, an interest in, experience or enjoyment of food and cooking are excellent starting points. Good attendance is vital as a range of practical skills and knowledge will be assessed in lessons throughout the duration of the course.

### Course content includes:

**Contemporary Cuisine:** This unit, completed in Year 11, focuses on learning about health and safety and how to make a delicious menu of starters, mains and desserts to restaurant standard. Students will have the opportunity to develop a range of advanced food preparation and cooking skills and experience cooking famous dishes from across the world.

**Patisserie and Baking:** This unit, completed in Year 12, also covers extended knowledge of health and safety and as well as patisserie and baking theory. Students will take on the role of a pastry chef to make a delicious range of bread, pastry and dessert products that challenges their ability to practise these skills.

### Additional Information:

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.

## Occupational Studies - Care

**Environment: Reminiscence with individuals in a Care Environment (Environment and Society)**

CCEA Occupational Studies

### How the subject will be assessed?

This course is assessed through continuous completion of portfolio-based work over two years. Students will be assessed on mainly practical activities related to health and social care environments (worth 60% of the overall GCSE) as well as a range of knowledge tests and evaluations.

### Course Structure:

**Year 11:** Reminiscence with Individuals in a Care Environment (50%)

**Y12:** Working in a Care Environment (50%)

There is no external examination.

### Requirements for the course:

There are no formal requirements for this course however, this course is suitable for learners who wish to develop an understanding of working in health, social care and children's and young people's settings with particular focus on reminiscence. Good attendance is vital due to the nature of this continually assessed course.

### Course content includes:

#### Reminiscence with Individuals in a Care Environment:

This unit, completed in Year 11 includes consideration of the role of the social care worker as well as consideration of the Northern Ireland Social Care Council (NISCC) Code of Practice for Social Care Workers. Students will have an opportunity to research career opportunities within health and social care and health and safety and environmental issues within health and social care. A key focus of the unit is on methods of communication and communication difficulties and practical reminiscence work with individuals in a care environment. Reflection and evaluation of own practical assessments will enable students to review their own performance.

#### Working in a Care Environment:

This unit, completed in Year 12 considers health and safety and environmental issues in a care environment as well the role of the care worker in different care settings. Students will also have an opportunity to research career opportunities within health and social care. Practical based activities will enable students to learn how to administer first aid and to plan suitable activities for clients in a care environment which they will evaluate based on own performance.

### Additional information:

Gaining this qualification can assist students in achieving 5 A\*-C GCSE/Level 2 equivalent qualifications that is often expected for moving into Further Education, training or employment.