

Cullybackey College



Key Stage 4

Curriculum Booklet

2014 - 2016

'Creating Opportunities for Success'

Introduction

Year 10 students have reached a very important milestone in their educational career as they come to the end of their time at Key Stage 3. In September, they will enter Key Stage 4 to embark on a two year GCSE programme which will be examined during both years via Controlled Assessments, Modules and Completion exams at the end of Year 12.

As a result we have set aside two meetings to inform and assist parents and students as they consider future study options. The aim of the first meeting, **Thursday 13 March 2014 at 7.00pm**, is to help you understand the Key Stage 4 curriculum which is delivered through **Learning Areas**. Pupils will also study '**Learning for Life and Work**' which includes: Personal Development, Citizenship and Education for Employability.

The emphasis in the Revised Curriculum is on the **Development of Skills and Personal Capabilities**, in particular: Managing Information, Thinking, Problem Solving, Decision Making, Creativity, Self Management, Working with Others, Using Communication, Using ICT and Using Mathematics. The Curriculum Aim is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. There will be an emphasis on **Assessment for Learning**, giving pupils advice and direction on how to improve personal skills and attainment through assessment.

The second meeting, **Thursday 20 March 2014 at 3.45pm**, will give parents the opportunity to speak to their children's teachers and learn what progress has been made, while receiving information about individual courses and subjects. In addition careers staff will be available to advise on appropriate subjects which should be considered when thinking about a particular career.

May we take a moment to explain some of the terms used in this booklet? The '**Core Learning Areas**' is made up of those subjects which all pupils must study. Six of these subjects will be assessed; that is the pupils will be prepared for GCSE or other examinations which will be taken in a modular fashion or at the end of Year 12. The other two, PE and Careers, enhance the curriculum being followed. '**Optional Learning Areas**' are available to broaden the pupils' educational experience and opportunities. Pupils will be able to choose subjects from the Optional Learning Areas which are suited to their individual interests.

It is our desire to offer each pupil the most appropriate range of subjects and opportunities in a context which is most likely to help each one achieve the highest possible success. To this end we have organised the curriculum in such a way that **pupils can choose one of two alternative routes – general or vocational** – and it is our hope that attendance at the two evenings will provide you with the information you need to make the most appropriate choices for the future.

General and Vocational Routes

The first choice to be made is which route should be followed during the two years of Key Stage 4 study – general or vocational.

Routes:

- The **general** route means that all the student's educational experiences and instruction will be school based.
- The **vocational** route means that students will spend four days in school and one at the Northern Regional College.

Qualifications:

The route chosen will have implications for the qualifications which can be gained. The qualifications can be divided into three categories: Entry Level, Level 1 and Level 2 as outlined in the table below. There will also be other subjects for which there may not be a formal qualification but which enhance the educational experience.

Level	Qualification
Level 2	GCSE grades A* - C; Key Skills Level 2
Level 1	GCSE grades D – G; Key Skills Level 1
Entry Level	Entry Level Qualification

Decisions! Decisions! Decisions!

Up until now, you have had many subjects on your timetable. You are now going to be asked to make choices about what subjects you would like to study for GCSE. This is to allow you to concentrate on a smaller number of subjects and to learn a lot more about them. It is at this stage that Personal Career Planning must be reflected upon as GCSE choices could have an impact on your future choices for A Levels, BTecs or University courses.

You must ask yourself the following questions before making an informed decision:-

1. What subjects do I enjoy?

- You will perform best and achieve the best result if you enjoy the subject as this will encourage you to work hard and be determined to succeed.

2. What subjects do I perform best in?

- The subject that you are performing well in will be matched with your ability to do that subject. Therefore, you must have an interest in that subject, enjoy it and are likely to do well in it.

3. What subjects do I need for my chosen Career?

- You may not need any particular subjects for further study. Most employers expect to see passes at C grade or above for English and Maths. However, most FE Colleges and Universities expect a good GCSE profile, this means having a good range of subjects with the best possible grades. It is worthwhile to spend some time now, looking at the University profiles to ensure that you are making the right choices to allow for university entry.

4. What Careers are available with my Choices?

- Choosing your subjects will narrow your future career choices in some way, however, it is possible to choose a combination of subjects, which will allow for a range of career choices.

For further guidance talk to your careers teachers, subject teachers, parents and if necessary book an appointment with the school's careers advisor, who will be present at both Consultation Evenings.

Careers Service NI

Cullybackey College Careers Advisor: **Mrs Caroline Donaghy**

The Careers Service visits our school on a weekly basis and you are welcome to arrange an appointment to meet with her. She will be speaking to all Year 10 classes prior to making final choices.

General Information

The following guidelines are **very** general and **subject to change**. Each institution is different and therefore requirements may vary.

Teacher Training in Scotland – Pupils who wish to follow a teacher training course in Scotland you must pass GCSE English Literature at a grade C or above.

Medicine Courses – Pupils who wish to follow a Medical course must have GCSE Double Award Science at a grade CC or above.

Irish Universities – Pupils who wish to attend Irish Universities maybe required to have a GCSE in a modern Language at a grade C or above.

Nursing – Pupils who wish to follow a career in Nursing maybe required to have GCSE Maths at a B grade.

Useful websites:

<http://jed.c2kni.net>

www.careersbox.co.uk

www.futuremorph.org/11-13/careers-advice

www.nidirect.gov.uk/careers

www.prospects.ac.uk

Examination Boards:

www.ccea.org.uk

Northern Ireland Council for the Curriculum,
Examinations and Assessment (CCEA)

www.ocr.org.uk

Oxford, Cambridge, Recognition (OCR)

www.aqa.org.uk

Assessment and Qualifications Alliance (AQA)

www.wjec.co.uk

The Welsh Joint Education Committee (WJEC)

Local Universities:

www.qub.ac.uk

Queens University Belfast

www.ulster.ac.uk

Ulster University

www.ucas.com

University Applications

Where your subjects might lead you:

Most Careers expect you to have a good GCSE profile to include at least 4 GCSE grades at Grade C and above including English and Mathematics. The following table highlights possible Career pathways for the subjects on offer at GCSE level.

Subject	Potential Careers
Art	Animator, Costume Designer, Fashion/Clothing Designer, Fine Artist, Florist, Jeweller, Stage/Set Designer, Interior Design, Creative Industries and Retail.
Business and Communication Systems	Administration, Civil Service, Health Service, Financial services and Accounting.
Business Studies	Secretarial, Banking, Accounting, Human Resource Management, e-Business, Estate Agency, Public Relations, Insurance, Marketing and Advertising.
Childcare	Nursing, Play Therapist, Psychologist, Special Needs Assistant, Classroom Assistant, Nanny, Health Support Worker, Social worker and Care Assistant.
Construction	Architecture, Surveying, Estate Management and Building Surveyor.
Engineering	Aerospace, <u>Agricultural</u> , <u>Biomedical</u> , <u>Chemical</u> , <u>Civil</u> , <u>Computer Hardware</u> , <u>Electrical</u> and Electronics, <u>Environmental</u> , Industrial, Materials, <u>Mechanical</u> Mining and Geological, Nuclear, Petroleum, Mechanical, Electrical and Design Engineer.
English	Advertising, TV, Film, Nursing, Teaching, Retail, Writer, Printer, Technician, Information Scientist, Journalist, Librarian, Market Research Executive, Public Relations Officer, Publishing Editor, School Teacher, Solicitor, Technical Author, Journalist, Newspaper/ Magazine Editor, Writer, Barrister, Solicitor, Civil Servant, Politician, Management Consultant, Hairdresser, Electrician, Plumber, Police Officer, Bricklayer, Architect and Engineer.
English Literature	Writer, Advertising, TV, Film, Journalism, Solicitor, Civil Servant, Politician and Management Consultant,
French	Air Traffic Controller, EU Official, Importer/ Exporter, Tourist Guide, Translator, Bi –Lingual Secretary, Employment in a range of firms with European connections or in Europe itself.
Geography	Conservation Officer, Geologist, Surveyor, Town Planner, Transport Planner, Business, Commerce, Agriculture and Horticulture.
History	Archaeologist, Conservator, Museum Attendant, Researcher, Tourist Guide, Solicitor, Barrister and Politician.

Home Economics	Chef, Cook, Waiter/ress, Chef de Partie, Kitchen Supervisor, Hotels, Bistros, restaurants, Cruise Liners and Environmental Health.
Hospitality	Kitchen Supervisor, Hotels, Bistros, restaurants and Cruise Liners.
ICT	ICT Technician, Web Designer, Computer Games Developer, Software Developer, Network Engineer, Systems Analyst, Database Administrator, Cartographer, Media Researcher, Data entry Clerk, Teacher, Secretary and Retail.
Learning for Life and Work	All Career choices are viable with LLW as this focuses on Employability skills, Personal Development and Citizenship.
Maths	Bank/Building Society Customer Adviser, Civil Engineering, Financial Adviser/ Planner, Private/ Practice Accountant, Hairdresser, Bricklayer, Plumber, Joiner and Engineering.
Motor Vehicle Studies	Motor Mechanics
Music	TV, Music Technologist, Live Music Performer, Peripatetic or Classroom Teaching, Music Publisher, Music Manager, Radio, Entertainer and Music Therapist.
PE	Leisure Centre Attendant, Sports Coach, Sports Development Officer, Teacher, Instructor, Pool Attendant, Barrister, Economist, Legal Executive, Occupational Psychologist, Police Officer, Political Researcher, Prison Officer and Social Worker.
Performing Arts	Actor, Performer, Dancer, Director, Choreographer, Musician and Singer
Religious Education	Barrister, Community Support Worker, Counsellor, Prison Officer, Religious leader, Social Worker, Teacher and Youth/Community Worker.
Science	Architect, Beauty Therapist, Biochemist, Building Control Surveyor, Chemist, Conservation Officer/ Restorer, Dietician, Forensic Scientist, Healthcare Assistant, Marine Biologist, Meteorologist, Pharmacist, Research Scientist, School Teacher, Veterinary Surgeon/ Nurse, Environmental Health, Nursing, Midwifery and Criminologist.
Technology	Joiner/ Carpenter, Ceramic/ Pottery Maker, Landscape Architect, Model Maker, Product Designer, Shop-fitter, Special Effects Technician, Textile Designer. A good background for Construction, Engineering and Built Environment.

How do you Choose?

To do this effectively you will have to ask yourself a lot of questions which you will have to answer. For example

Getting to know yourself

In School

Consider which subjects you enjoy and which subjects you are best at. Use the following list to help you think about what things you like doing at school.

- Project work
- Working with numbers
- Writing essays and assignments
- Laboratory work
- Learning languages
- Using computers
- Designing and drawing
- Playing sports
- Performing
- Making things
- Working with others
- Meeting deadlines
- Anything else?

In your spare time

When you are not in school, how do you spend your spare time?

- Reading
- Playing sports or exercising
- Writing
- Playing computer games or using the Internet
- Building or repairing things
- Acting, singing, dancing or playing musical instruments
- Designing and making things
- Budgeting your money
- Going out with friends or attending youth clubs
- Organising things
- Being outdoors
- Anything else?

What type of person are you?

Now that you have thought a little more about what you enjoy doing at school and in your spare time, you may have more of an idea about what subjects would be best for you. For instance, if you are:

- Creative, you will like subjects that give you the opportunity to create and design things
- Good with written words, you may enjoy subjects with a lot of written work
- Confident when talking with others, subjects with oral work, such as languages, will suit you
- Good with computers, find out what subjects will give you the chance to use ICT in your studies
- Sporty, you may be able to take PE for GCSE
- Good with your figures, science and maths-based subjects will probably suit you
- Practical, find out which subjects will give you a chance to do plenty of 'hands-on' work
- A sociable-type of person, you will enjoy subjects where you have a chance to work with others in a team
- Good at organising and meeting deadlines, courses that include project work will suit you

Some other skills which you may want to focus on are:

- Researching
- Analysing
- Observing
- Measuring
- Selecting Materials
- Setting up for Experiments
- Caring for the Environment
- Understanding yourself and others
- Using languages
- Developing Theories
- Performing
- Working Independently

Six logical steps to making a decision

- 1. Get the question clear**
What are you being asked to decide?
Why are you being asked this?
- 2. Think about your goals**
What is the most important thing you want to achieve?
Do you have any other goals?
How important are they?
- 3. Find out the facts**
What are your options?
Where can you find out more about them?
- 4. Weigh them up**
Do any of your options help you to achieve your goals?
Are some options better than others at achieving your goals?
- 5. Make the decision**
Which options let you achieve your most important goals?
Is one option starting to come out on top?
- 6. Check the results**
Does the decision look right?
Does the decision feel right?
If things change, how and when can you change your decision?

Influences

Although subject choice is your decision, you will have many pressures influencing your decision. Some important influences may come from areas, which you are not aware of. For example, your parents, your friends or the community in which you live. There are many unspoken views in some of these things.

- How boys and girls behave and stereotypes.
- What jobs boys and girls should aim to do
- What they are capable of
- What sort of lives they should lead

Here are some views of parents and friends:

“Dad says I must do ICT”

“I would like to do Art but my friends will laugh at me”

“All my friends have chosen History – I will be on my own”

“Girls don’t do Design Technology. Do they?”

“I would like to do Geography, but I do not like the teacher”

“I want to do Music and Art but I can’t as they are in the same option group”

Finally, please take some time to reflect upon who you are and what you enjoy. You must choose subjects that you are going to get pleasure from and may be beneficial to your chosen career. Most importantly, you must be happy studying these subjects to allow you to achieve your goals and future aspirations.

CORE LEARNING AREAS

ASSESSED

English - GCSE
- Essential Skills Communication & Media

English Literature or Media Studies – GCSE

Maths - GCSE

Science - GCSE - Double Award
- GCSE - Single Award

Learning for Life and Work - GCSE
- Employability Skills

Religious Studies - GCSE (Short Course)
- Entry Level

NON-ASSESSED

Physical Education

Careers

ENGLISH LANGUAGE

LEVEL:

GCSE

EXAMINATION BOARD:

CCEA

TIERS: (Tiers available with possible grades)

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

Pupils will be assessed in:

- Speaking and Listening - internally controlled assessment (20%)
- Reading and Writing - internally controlled assessment (40%)
two external examinations (40%)

COURSE OUTLINE:

Candidates will study a range of literary, non-fiction and multi-modal texts while developing their own skills in personal, functional and creative writing. They will also study spoken language and participate in various speaking and listening tasks requiring skills of presentation, discussion and role-play.

Controlled assessment tasks must be completed independently by pupils within a set time and under formal supervision.

The study of English provides the basis for effective communication and understanding in many real-life contexts. It promotes the development of skills required for students to become confident, effective and involved citizens.

ENGLISH LITERATURE

LEVEL:
GCSE

EXAMINATION BOARD:
CCEA

TIERS: (Tiers available with possible grades)
Foundation Tier - Grades C, D, E, F or G
Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

Pupils will be assessed in:

- The Study of Prose - by closed book external examination (25%)
- The Study of Drama and Poetry - by open book external examination (50%)
- The Study of Linked Texts - internally controlled assessment (25%)

COURSE OUTLINE:

Candidates will study two set texts - one Prose and one Drama - and one themed Poetry anthology. Pupils will develop the ability to respond critically and imaginatively to all literary genres.

Two further linked heritage texts must be analysed and compared for the controlled assessment task.

Controlled assessment tasks must be completed independently by pupils within a set time and under formal supervision.

The study of English Literature at **GCSE** prepares pupils for further study of literature at Key Stage 5 and in third level education. It develops skills of critical analysis which can be used in many other subject areas.

ENGLISH - MEDIA STUDIES

LEVEL:
GCSE

EXAMINATION BOARD:
WJEC

TIERS: (Tiers available with possible grades)
One Tier - Possible Grades A* - G

ASSESSMENT: (Coursework, number of examination papers etc.)
Pupils will be assessed through:

- Controlled Assessment - 60%
Textual investigations and media production
- External Examination - 40%
Investigating and Planning

COURSE OUTLINE:

Candidates will develop knowledge and skills to help them understand the fast changing world of the modern media.

- Media texts: genre, narrative and representation
- Media organisations
- Media audiences and users

ENGLISH - ESSENTIAL SKILLS COMMUNICATION

LEVEL:

Level 1 (equivalent to Grade D at GCSE)

Level 2 (equivalent to Grade B at GCSE)

EXAMINATION BOARD:

CCEA

COURSE OUTLINE:

Learners must:

- Produce a portfolio of evidence based on one or more **Action-based Activities (ABA)**. The evidence must meet the required standard at either Level 1 or Level 2.
- Obtain a pass mark of at least 70% in a Level 1 or Level 2 **Desk-top task**. However, students taking a Level 2 Desk-top Task who achieve between 50% - 69% will be awarded a Level 1.

An **ABA** is a project undertaken by a student which can be based on an individual topic of interest. The completed portfolio is sent away to be marked by CCEA.

The **Desk-top Task** is an external examination paper set by CCEA, undertaken by the students only when their teacher feels they have reached the required standard in reading and writing skills. If a student fails to reach the standard in that examination, they can attempt another Desk-top Task, on a different topic, at a later date.

Why choose Essential Skills?

This qualification is offered for pupils who would experience difficulty with the demands of GCSE. It forms a key part of all post-16 College, community and work-based learning provision in Northern Ireland, including apprenticeships and work preparation courses.

Students in Year 11 work towards achieving Level 1 in Communication and move onto Level 2 in Year 12.

Essential Skills is a national qualification, recognised by employers and Further Education Colleges.

Pupils will be advised whether this course would be more suited to them depending on their Key Stage 3 results.

MATHEMATICS

LEVEL:

GCSE (2 Tier Modular)

EXAMINATION BOARD:

CCEA

LEVEL:

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A*, A, B, C or D

ASSESSMENT:

All levels - This course comprises of one module examination (45%) and a completion examination (55%).

The completion examinations consist of two papers – one non-calculator paper and one calculator paper. The module examination is a calculator paper.

COURSE OUTLINE:

This compulsory course covers the five elements of Mathematics – process, number, shape and space, algebra and data handling. It builds on topics covered at KS3. The level of examination is matched to the ability level of the pupil. Currently pupils take the module examination at the end of Year 11 and the completion examination is taken at the end of Year 12.

SCIENCE DOUBLE AWARD (MODULAR)

- worth two accreditations, ie a double grade

LEVEL:

GCSE

EXAMINATION BOARD:

CCEA

TIERS: (Tiers available with possible grades)

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

Controlled Assessment 25%

Module Tests 33% (Year11) (three)

Terminal Papers 42%

COURSE OUTLINE:

This course meets the requirements of Northern Ireland GCSE regulations and subject criteria for Science.

The Biology course involves:

- Year 11 – Living Processes and Biodiversity
- Year 12 – Body Systems, Genetics, Micro-organisms and Health

The Chemistry course involves:

- Year 11 – Structures, Trends and Chemical Reactions
- Year 12 – Further Chemical Reactions, Organic and Materials

The Physics course involves:

- Year 11 – Force & Motion, Energy, Movements and Radioactivity
- Year 12 – Waves, Sound & Light, Electricity and the Earth & Universe

SCIENCE SINGLE AWARD (MODULAR)

LEVEL:
GCSE

EXAMINATION BOARD:
CCEA

TIERS: (Tiers available with possible grades)
Grades C, D, E, F, G

ASSESSMENT: (Coursework, number of examination papers etc.)
Three Module Tests (75%) completed over years 11 and 12
Controlled Assessment 25%

COURSE OUTLINE:

This course meets the requirements of Northern Ireland GCSE regulations and subject criteria for Science.

The three modules are:-

- Biology Unit
- Chemistry Unit
 - ♦ Materials and their Management
 - ♦ Chemical Patterns and our Environment
- Physics Unit
 - ♦ Electricity, Waves and Communications
 - ♦ Fossil Fuels, Road Transport & Safety, Radioactivity and Earth in Space

LEARNING FOR LIFE AND WORK

LEVEL:
GCSE

EXAMINATION BOARD:
NICCEA (Northern Ireland Council for Curriculum, Examinations and Assessment)

TIERS: (Tiers available with possible grades)
The full range of GCSE grades (A* - G) is available on a single tier.

ASSESSMENT: (Coursework, number of examination papers etc.)
Three external examinations, one for each of the three modules 40%
Two Controlled Assessments 30% each 60%

COURSE OUTLINE:
This modular specification has been designed to address the proposed Northern Ireland Key Stage 4 Curriculum requirements for:

- Local and Global Citizenship
- Personal Development
- Employability

and in addition the specification makes a substantial contribution to the development of the Key Skills.

Through the study of real life situations and scenarios, students are provided with opportunities to explore and express their own values and attitudes concerning human rights, social and economic responsibilities and develop an appreciation of the needs and perspectives of others. The specification is designed to enable students to develop their understanding of the challenges and opportunities of cultural, political, economic, personal and social issues in contemporary society and the skills associated with critical evaluation, choices, informed decision-making and action.

LEARNING FOR LIFE AND WORK - EMPLOYABILITY SKILLS

LEVEL:

Qualification: Level 1 & Level 2

EXAMINATION BOARD:

CCEA

ASSESSMENT: (Coursework, number of examination papers etc.)

Pupils complete Level 1 in Year 11 and Level 2 in Year 12

COURSE OUTLINE:

The purpose of this qualification is to prepare for employment in a broad occupational area.

This qualification is designed to recognise achievement of units and full qualifications that deal with the various different skills and characteristics needed to gain employment or retrain it and continue Personal Development.

Key Stage 4 pupils will study one of the following three courses in Religious Studies ~

- 1) Option Group - AQA Full Course GCSE
 - 2) AQA Short Course GCSE
 - 3) Entry Level Certificate
-

1) *AQA Full Course GCSE*

LEVEL:

GCSE (Full Course)

EXAMINATION BOARD:

AQA

TIERS: (Tiers available with possible grades)

The full range of GCSE grades A*- G is available on a single tier of assessment

ASSESSMENT:

2 Examinations at the end of Year 12

Paper 1 – 1½ hours - 50%

Paper 2 – 1½ hours - 50%

COURSE OUTLINE:

- Unit 5 - St Mark's Gospel
 - ♦ Background to Mark's Gospel
 - ♦ Jesus Ministry
 - ♦ Jesus suffering, death and resurrection
 - ♦ The person of Jesus
 - ♦ Jesus relationships with others
 - ♦ Discipleship

- Unit 2 - Christian Ethics
 - ♦ The Right to Life (Abortion/Euthanasia)
 - ♦ The use of Medical Technology (Fertility Treatment/Gene Therapy & Genetic Engineering/Cloning)

 - ♦ Personal Responsibility (Sexual Relationships/Drugs)
 - ♦ Social Responsibility (Marriage/Prejudice & Discrimination)
 - ♦ Global Concerns (The Environment & World Poverty)
 - ♦ Conflict (War & Peace and Crime & Punishment)

2) AQA Short Course GCSE

LEVEL:

GCSE (Short Course)

EXAMINATION BOARD:

AQA

TIERS: (Tiers available with possible grades)

The full range of GCSE grades A*-G is available on a single tier of assessment.

ASSESSMENT: (Coursework, number of examination papers etc.)

1 examination at the end of Year 12

1½ hour Paper - 100%

COURSE OUTLINE:

- Unit 2 - Christian Ethics
 - ♦ The Right to Life (Abortion/Euthanasia)
 - ♦ The use of Medical Technology (Fertility Treatment/Gene Therapy & Genetic Engineering/Cloning)
 - ♦ Personal Responsibility (Sexual Relationships/Drugs)
 - ♦ Social Responsibility (Marriage/Prejudice & Discrimination)
 - ♦ Global Concerns (The Environment & World Poverty)
 - ♦ Conflict (War & Peace and Crime & Punishment)

3) Entry Level Certificate

LEVEL:

Entry Level Certificate

EXAMINATION BOARD:

CCEA

TIERS: (Tiers available with possible grades)

Results will be reported on 3 levels

- Level 1 (30%-59%)
- Level 2 (60%-74%)
- Level 3 (75%+)

ASSESSMENT: (Coursework, number of examination papers etc.)

The assessment component is made up of -

Coursework - 4 assessments each worth 20% of the overall mark

- Oral assessment
- An investigative study
- Creative/Imaginative work
- Structured questions

EXAMINATIONS:

One internal exam worth 10%

One external exam worth 10%

COURSE OUTLINE:

Pupils will be required to study the following 2 options outlined in the syllabus.

- Jesus and the Foundation of Christianity - This section studies the life of Jesus and the relevance of his message for Christians today.
- Christian Practice and Morality - This section studies Christianity as a living faith, and pupils will study a range of relevant issues and varying Christian attitudes to them. These include relationships, marriage, abortion, addiction, work, leisure and the work of Christian individuals.

PHYSICAL EDUCATION

In Key Stage 4, Physical Education continues to be a compulsory subject in the timetable. Therefore, all pupils will have P.E. on their timetable while those who choose to study GCSE P.E. will get their practical GCSE classes as well. The P.E. Department also continues to provide opportunities for team competition in Year 11.

CAREERS

Towards the end of year ten, pupils are introduced to subject choices and made aware of the relationship between subject choices and their career prospects. All Year 11 and Year 12 classes have one period of Careers per week to assist them in choosing a suitable career. Pupils have the opportunity of hearing a wide variety of talks from visiting speakers and visiting local industries and training establishments. The school maintains close links with industry, Further Education Colleges, Grammar Schools and Training Organisations

Classroom activities are enhanced by a Careers convention, which make pupils aware of opportunities which exist. Each pupil is interviewed on a number of occasions by Careers teachers and by a Careers Officer from the Department of Education and Learning.

Work experience in Year 11 enables pupils to sample their chosen area of work and to gain valuable first-hand experience of the world of work. A record card, showing a pupils' achievements of both an academic and social nature is closely monitored. This is a valuable asset when moving on, whether straight into Employment, going directly to Grammar School or Further Education College to gain additional qualifications, or to an Apprenticeship Training Programme.

OPTIONAL LEARNING AREAS

Art & Design

Business Studies

Carpentry & Joinery (Occupational Studies)

Child Development

Construction

Engineering

French

Geography

History

Hospitality

ICT

Motor Vehicle & Road User Studies

Music

Performing Arts

Physical Education

Religious Studies

ART & DESIGN

LEVEL:
GCSE

EXAMINATION BOARD:
AQA

TIERS: (Tiers available with possible grades)
One Tier A* to G

ASSESSMENT: (Coursework, number of examination papers etc.)
Coursework 60% - Externally Moderated
Externally Set Assignment 40% - Externally Moderated

Candidates will have the examination paper some weeks prior to the examination in order to prepare for it. The 10 hour examination will be supervised by the candidates' Art teacher in the Art Room.

COURSE OUTLINE:

The candidate's teacher will ensure all Assessment Objectives are met throughout the delivery of the course. Work will consist of Thematic Projects, which pupils will have already experienced at Key Stage 3. Media, materials and processes used, will be of the pupil's own choice. Pupils will complete 2 units of coursework, which must be from the areas of Fine Art, Graphic Design, Textiles and/or Three Dimensional Design. The work of Artists/Designers/Craftworkers/Cultures both past and present will be studied, where they are relevant to the work of the candidate.

A set theme will be given for the timed exam, where pupils will develop ideas, leading to a final study.

BUSINESS STUDIES

LEVEL:
GCSE

EXAMINATION BOARD:
NICCEA

TIERS:
One tier of entry (allowing candidates to access all grades A* - G)

ASSESSMENT:		
Year 11 - Unit 1	Business Start Up - Business Start Up Production Marketing	External Written Exam – 35%
Year 12 - Unit 2	Business Development - Finance Managing People Business Growth Business Plan	External Written Exam – 40%
Year 12 - Controlled Assessment - 25%		

COURSE OUTLINE:

GCSE Business Studies helps pupils understand more about how and why businesses operate in the way they do. Pupils will be able to relate what they study to every day activities, such as buying and selling goods. It will also help them to understand the business news reported in the media. As well as developing students' knowledge and understanding of the world of business, this course helps pupils develop a range of skills e.g.

- decision making
- interpreting and managing information and
- devising solutions to problems

Pupils will be encouraged to develop an understanding of the following areas:

Business Start Up – Business Ownership, Sources of Finance, Mission Statements, Stakeholders, Resources of Business and The Importance of Enterprise.

Production – Types of Production, Methods of Production, Quality and Health and Safety.

Marketing – Market Research and the Marketing Mix.

Finance – Cash Flow Forecasts, Ratios and Break-even.

Managing People – Recruitment, Selection, Training, Motivation and Appraisal.

Business Growth – Business Success or Failure, Business Growth, International Business, E-Commerce and Business Planning.

CARPENTRY AND JOINERY

LEVEL:

Occupational Studies

EXAMINATION BOARD:

CCEA

TIERS: (tiers available with possible grades)

CCEA First Skills Certificate at levels 1 & 2, Level 1 (equivalent to GCSE 'D') and Level 2 (equivalent to GCSE 'B')

ASSESSMENT

The evidence required by the occupational units will be assessed through an appropriate mixture of assessment methods with the main focus on practical work. Knowledge requirements that are not clearly addressed through the performance evidence provided by the learner can be assessed through oral or written questioning. Witness statements, personal portfolios and "My Records" will be used where appropriate. In addition to any written work, learners may also present photographs and video evidence.

COURSE OUTLINE:

CARPENTRY AND JOINERY 1 (Year 11)

This unit is designed to provide vocational skills in carpentry and joinery. The content of this unit includes:

- Health and safety with respect to workshop activities;
- The appropriate use of basic carpentry and joinery hand tools; and
- Construction of a range of carpentry and joinery models incorporating a wide range of joints and jointing methods.

CARPENTRY AND JOINERY 2 (Year 12)

This unit is designed to provide increased vocational skills in carpentry and joinery and associated activities. The content of this unit includes:

- Health and safety with respect to workshop activities;
- The appropriate use of an increased number of carpentry and joinery hand tools, and basic hand held power tools;
- Basic techniques of cutting, jointing, boring, and planning to produce construction related components; and
- Construction of a range of carpentry and joinery models.

CHILD DEVELOPMENT

LEVEL:
GCSE

EXAMINATION BOARD:
CCEA

TIERS: (Tiers available with possible grades)
There is only one tier of entry which covers A*-G grades.

ASSESSMENT: (Coursework, number of examination papers etc.)

Unit 1	Parenthood, Pregnancy and Childbirth	20%	external assessment
Unit 2	Child Development (0-5 years)	20%	external assessment
Unit 3	Controlled assessment	Investigation Task	40%
Unit 4	Controlled assessment	Short Task	20%

COURSE OUTLINE:

The Child Development course focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of 5 years.

The content is contained within 4 units:

- Unit 1 Parenthood, Pregnancy and Childbirth
- Unit 2 Child Development (0-5 years)
- Unit 3 Controlled Assessment Investigation Task
- Unit 4 Controlled Assessment Short Task

Through studying this course students will develop a knowledge of:

- Parenthood, Pregnancy and Childbirth
- The needs of young children
- Social and environmental influences which affect family life
- The importance of a healthy lifestyle
- Practical home economics skills
- Human needs in a multicultural society
- Relevant technological and scientific developments

CONSTRUCTION

LEVEL:
GCSE

EXAMINATION BOARD:
NICCEA

TIERS:
The full range of GCSE grades A* -G is available on a single tier of assessment

ASSESSMENT:

Unit 1	Employment in the Construction Industry	30%	Work related Assignments
Unit 2	Construction Technology	40%	External examination
Unit 3	Computer Aided Design	30%	Work-related assignments

COURSE OUTLINE:

Unit 1

This unit gives the students the opportunity to examine the exciting variety of careers within the Construction industry. Pupils will present a portfolio which will include their observations about craft and technical careers in the Construction industry. Students will design and make a wood based product which will reflect hand skills and finish to a high standard.

Unit 2

This unit gives students an opportunity to investigate the buildings in their local area and to begin to examine the structural form and elements used in a range of types of low rise buildings. Through this investigation students can also look at the changes in the construction methods over the past decades. Energy conservation will be an important feature of the study of this unit. Students will complete a **1½ hour external examination**.

Unit 3

This unit allows the students to get involved in the creative and practical activity of designing aspects of a building. Students will use computers and the AutoCAD program to draw different aspects of a low rise building eg. Doors (**lower case 'd'**), windows chimney, foundation detail etc. Students will combine all these drawings into a portfolio which will contribute to their final drawing of a house.

ENGINEERING

EXAMINATION BOARD:
CCEA

This GCSE specification builds on the knowledge, skills and understanding learned through the Northern Ireland Key Stage 3 Curriculum of Study for Technology and Design. The specification aims to encourage students to:

- Actively engage in the engineering progress.
- Develop and use a range of transferable skills when designing and making engineering products.
- Develop applied engineering skills as a foundation for future learning and progression.

The GCSE Engineering consists of three units:

Content	Assessment	Weighting
Unit 1: Engineering Design and Graphical Communication	Controlled assessment Time: 25 Hours Students produce a portfolio which uses the design process to solve an engineering problem.	30%
Unit 2: Engineering Production	Controlled assessment Time: 25 hours Students make an engineered product which uses various types of metals.	30%
Unit 3: Engineering Technology	Externally assessed Two 1 hour examinations Paper 1 <ul style="list-style-type: none">• Impact of technology in engineering.• Knowledge of tools and processes. Paper 2 <ul style="list-style-type: none">• Based on pre-release materials. Students are tested on research of a specified product.	40%

Should this subject be over-subscribed criteria will be set and used to determine class placements. Should numbers allow, any student not placed in Engineering will be offered Construction.

FRENCH

(It is important to realise that some universities require a pass at GCSE Level in a Foreign Language to be considered for acceptance on their courses).

LEVEL:
GCSE

EXAMINATION BOARD:
AQA

TIERS: (Tiers available with possible grades)

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

Pupils will be assessed in Listening, Speaking, Reading and Writing

Unit 1 Listening - Examination - 20%

Unit 2 Reading - Examination - 20%

Unit 3 Speaking - Controlled Assessment (Internally Assessed) - 30%
(2 tasks submitted for marking)

Unit 4 Writing - Controlled Assessment (Externally Assessed) - 30%
(2 tasks submitted for marking)

COURSE OUTLINE:

Lifestyle Health

- Healthy and unhealthy lifestyles and their consequence
- Relationships and Choices
- Relationships with family and friends
 - Future plans regarding marriage/partnership
 - Social issues and equality

Leisure Free Time and the Media

- Shopping, money, fashions and trends
- Advantages and disadvantages of new technology
- Holidays
- Plans, preferences, experiences
- What to see and getting around

Home and Environment Home and Local Areas

- Special occasions celebrated in the home
 - Home, town, neighbourhood and region, where it is and what it is like
- Environment
- Current problems facing the planet
 - Being environmentally friendly within the home and local area

Work and Education School/College and Future Plans

- What school/college is like
 - Pressure and problems
- Current and Future Jobs
- Looking for and getting a job
 - Advantages and disadvantages of different jobs

GEOGRAPHY

LEVEL:
GCSE

EXAMINATION BOARD:
NICCEA

TIERS: (Tiers available with possible grades)

Foundation Tier - Grades C, D, E, F or G
Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

There are two examination papers based on two units of work studied over the two years of the course:

Paper 1 called UNIT 1	Physical Geography
Paper 2 called UNIT 2	Human Geography

A field work project worth 25% is the third component. This is a controlled assessment which must be completed in school.

COURSE OUTLINE:

UNIT 1 'Understanding our Natural World'
This is a study of rivers, coasts, weather, climate, rocks, earthquakes and volcanoes.

UNIT 2 'Living in our World'
This is a study of where people live, settlements, urbanisation, world development, resources, waste management and tourism.

FIELDWORK

This study involves collecting primary data outside of school (at a local river or in Ballymena town centre), analysing the data and creating a written account of the findings. The focus of the study changes each year as the tasks are set by the examination board. The study will be carried out in Year 11.

HISTORY

LEVEL:

GCSE

EXAMINATION BOARD:

NICCEA

TIERS: (Tiers available with possible grades)

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A*, A, B, C or D

ASSESSMENT: (Coursework, number of examination papers etc.)

Paper 1 - 2 hour Exam - 50%

Questions will be of the short answer and structured type

Exam can be taken at end of Year 11 or Year 12

Paper 2 - 1½ hour Exam - 25 %

One question based on source material

One question of the structured type

Exam at end of Year 12

Controlled Assessment 25% - One assignment related to source based material.

(Completed in September and October during Year 12)

COURSE OUTLINE:

Candidates will study

1. Germany -1918-1939 (in depth)
2. The threat, affects and consequences of the outbreak of World War Two in Britain, Northern Ireland and the Irish Free State/EIRE in the period leading up to, during and after the Second World War.
3. Super Power Relations 1945-1985

VOCATIONAL HISTORY - (11A5 ONLY)

LEVEL:

Entry Level

EXAMINATION BOARD:

NICCEA

TIERS: (Tiers available with possible grades)

Single Tier

Award of Grades:-

Students gaining above 210 marks - Pass Grade(A) - Distinction

Students gaining above 168 marks - Pass Grade (B) - Merit

Students gaining above 84 marks - Pass Grade (C) - Pass

ASSESSMENT: (Coursework, number of examination papers etc.)

Unit One - Study in Depth

Unit Two - Outline/Thematic study

Unit Three - A further study in depth or outline/thematic study

Unit Four - Two historical investigations

There are fourteen assessment tasks, seven of which are externally set, teacher marked and externally moderated, and seven of which are internally set, internally marked and externally moderated.

COURSE OUTLINE:

Unit One - Hitler's Germany 1933-45

Unit Two - Super Power Relations 1945-85

Unit Three - Peace, War and Neutrality 1935-49

Unit Four - Local study of Cullybackey, including visual presentation and interview.

HOSPITALITY

LEVEL:
GCSE

EXAMINATION BOARD:
CCEA

TIERS: (Tiers available with possible grades)
There is only one tier of entry which covers A*-G grades.

ASSESSMENT: (Coursework, number of examination papers etc.)

- Unit 1 Hospitality Industry - 20% External Assessment
- Unit 2 Reception and Accommodation - 20% External Assessment
- Unit 3 Food and Drink - 60%
 - 3 Controlled assessment tasks- a log book - 24%
 - a meal assignment - 12%
 - a function assignment - 24 %

COURSE OUTLINE:

The hospitality course content is contained within 3 units:

- Unit 1 The Hospitality Industry
- Unit 2 Reception and Accommodation
- Unit 3 Food and Drink

Through studying **hospitality (capital 'H')** students gain knowledge of the hospitality industry and the skills for working in it. Students will investigate the different products and services available to customers, and the career opportunities in the industry. Students will explain customer care and customer needs, including healthy eating and special diets.

The important activities associated with reception and accommodation are explored including payment and dealing with different needs and tastes of customers. Students will also plan, cost, prepare and cook meals and then with other students organise a function.

ICT

LEVEL:
GCSE

EXAMINATION BOARD:
NICCEA (Northern Ireland Council for Curriculum, Examinations and Assessment)

TIERS: (Tiers available with possible grades)
A* to G

ASSESSMENT: (Coursework, number of examination papers etc.)

External Exam (2 hours)	40%
Tools and Applications	30%
Visual Communications Technology	30%

COURSE OUTLINE:

The course covers

- Understanding ICT Systems in Everyday Life and its Implications for Individuals, Organisations, Society and the Wider World
- Knowledge of ICT Components
- Hardware
- Software
- Data and Information
- Digital Communication Methods
- Application of ICT

Practical elements of the course will cover:

- Communication Software
- Information Handling
- Spreadsheet Package
- Visual Communication Technology
- Using Graphics
- Using Digital Video and Sound
- Games Technology
- Using Multimedia Assets

There will be CCEA set assignments covering the practical elements, making up 60% of the final mark.

VOCATIONAL ICT – (11A5 ONLY)

LEVEL:

Vocational

ASSESSMENT: (Coursework, number of examination papers etc.)

- Portfolios of work showcasing the skills which have been acquired.

COURSE OUTLINE:

All pupils will follow a programme, which covers the practical use of ICT in

- Communication
- Use of the Internet
- Information Handling
- Spreadsheets and Charts
- Desk Top Publishing
- Multimedia Presentations

MOTOR VEHICLE AND ROAD USER STUDIES

LEVEL:

GCSE

EXAMINATION BOARD:

CCEA

TIERS:

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*.

ASSESSMENT:

Unit 1

Motor Vehicle and Road User Theory	External Written Exam	40%
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Unit 2

Investigative Study	Controlled Assessment	30%
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Unit 3

Practical Riding Activity	Controlled Assessment	30%
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COURSE OUTLINE:

The subject content is organised into six sections.

- Vehicle Control and Road User Behaviour
- Legal Requirements
- Road Transport and its Effect on Society
- Motoring Mathematics
- Accident Procedures
- Motor Vehicle Technology

MUSIC

LEVEL:

GCSE

EXAMINATION BOARD:

NICCEA

TIERS: (Tiers available with possible grades)

Possible Grades A* - G

ASSESSMENT: (Coursework, number of examination papers etc.)

The course includes three compulsory components:

- Composing and Appraising
- Performing and Appraising
- Listening and Appraising

At the end of a 2 year course the candidate will be expected to:-

Compose - 2 contrasting musical pieces lasting in total between 3 and 6 minutes, keeping a compositional log for each. This will be assessed internally by the teacher and moderated externally - 30%

Perform 1 solo and 1 ensemble piece on an instrument of their choice (including voice) lasting up to 5 minutes each, followed by a discussion on each performance with the visiting assessor. This will be assessed and recorded by the visiting assessor. (35%)

Complete 1 examination of aural perception which comprises of 2 parts -
Part 1 is based on the core area of study -
REPEATED PATTERSON IN MUSIC - One of the questions in this part relates to the impact of music on work and leisure.

Part 2 is based on the optional areas of study -
MUSICAL TRADITIONS IN IRELAND
INCIDENTAL MUSIC
VOCAL MUSIC

Both parts 1 and 2 include questions on familiar and unfamiliar music.

The total listening time for each part of the assessment unit is approximately 45 minutes. There is an interval of approx. 30 minutes between part 1 and part 2 (35%).

PERFORMING ARTS

LEVEL:
GCSE

EXAMINATION BOARD:
AQA

ASSESSMENT:

Assessment by portfolio and external assessment is designed to give credit for what a candidate can do, and so emphasises the vocational aspects. The externally assessed performance unit is worth 40% of the mark and internal portfolio assessment is worth 60% of the mark. There is no formal written exam. The final performance showcase will be assessed by the teacher and externally moderated.

COURSE OUTLINE:

In Unit One we explore a variety of communication and performance skills, as well as developing our knowledge and understanding of Performance Art. Students will learn and develop the appropriate skills and techniques used in presentations and performances. This will allow them to understand the social contribution made by the Performing Arts and Entertainment Industry, both locally and nationally. They will participate in the processes of planning, rehearsing, performing, and evaluating their own work and that of others.

The work done during both Unit 1 and 2 will provide students with the fundamental skills, knowledge and understanding which they will then fully utilise in Unit 2. The Showcase Performance Exam will demonstrate their ability to carry out a variety of practical responsibilities, showcasing their acquired skills.

This will include:

- Planning, Researching, Rehearsing and Performing
- Contributing to the work of the group in developing ideas and working as part of the production team (production meetings)
- Rehearsing effectively
- Exposure to technical production or design areas (stage management, make-up, costume design, lighting technician, sound technician, house management, etc)
- Self and Peer Evaluations on the performance process
- Putting together evidence in a portfolio over the two years which will include research work, reflective writing on creative learning process, photographs, designs, workshops taken (whether in school or out), evaluations of briefs, self and peer evaluations of each performance brief, etc. This portfolio is the accumulated course work over the two year period and is worth 60% of the mark.
- Workshops given by professionals in the field of Performance Art
- Attending live performances

PHYSICAL EDUCATION

LEVEL:
GCSE

EXAMINATION BOARD:
AQA

TIERS:
The full range of G.C.S.E. grades (A* - G) is available.

ASSESSMENT: (Coursework, number of examination papers etc.)

- **Written examination** (externally set and marked) 1½ hours - **40%** of the overall qualification.
- **Controlled Assessment** - performance in 4 physical activities - **60%** of the overall qualification.

COURSE OUTLINE:

Knowledge and Understanding for the Active Participant.

The Active Participant takes, as its focus, the securing of the knowledge and understanding needed for the candidate to take responsibility for his/her own physical growth and development as part of a personal healthy active lifestyle.

Roles of the Active Participant.

Students should develop knowledge and understanding of the following roles. Player/Performer, Organiser, Leader/Coach, Official. Practical assessment can be completed using a combination of these roles, in accordance with the requirements of the course.

Pupils entering this course should be able to:

Display a competent level of skilled participation in a range of physical activities.
Have **good** literacy and Numeracy skills.
Show the commitment necessary to improve personal performance and fitness levels.
Work to deadlines for each of the elements in the course.

Pupils entering this course should be able to:

Display a competent level of skilled participation in a range of physical activities.
Show the commitment necessary to improve personal performance and fitness levels.
Work to deadlines for each of the elements in the course.

It is essential that pupils entering this course are aware that the demands of this course will be neither more nor less than those required for other GCSE options.

The ability to perform only in the practical element will NOT be sufficient to ensure a successful outcome.