

# **OMAGH HIGH SCHOOL**



## **KEY STAGE 4 GCSE & PRINCE'S TRUST CURRICULUM 2023-2025**

<b>Contents</b>	<b>Page No</b>
A Message for Parents	<b>3</b>
Advice to Pupils	<b>3</b>
Key Stage 4 Curriculum – Core and Option Subjects	<b>4</b>
Agriculture and Land Use	<b>5</b>
Art & Design	<b>6</b>
Business and Communications Systems	<b>7</b>
Digital Technology	<b>8</b>
Drama	<b>9</b>
English	<b>10</b>
English Language	<b>11</b>
English Literature	<b>12</b>
French	<b>13</b>
Further Mathematics	<b>14</b>
Geography	<b>15</b>
Health & Social Care	<b>16</b>
History	<b>17</b>
Home Economics: Child Development	<b>18</b>
Home Economics: Food and Nutrition	<b>19</b>
Hospitality	<b>20</b>
Journalism	<b>21</b>
Learning for Life & Work/Preparation for Adult Life	<b>22</b>
Mathematics	<b>23</b>
Motor Vehicle and Road User Studies	<b>24</b>
Music	<b>25</b>
Occupational Studies	<b>26</b>
Physical Education	<b>27</b>
Prince’s Trust Qualification	<b>28</b>
Religious Studies	<b>29</b>
Science (Double Award)	<b>30</b>
Science (Single Award)	<b>31</b>
Technology & Design	<b>32</b>
Option Sheet for Key Stage 4/GCSE September 2023	<b>33</b>

## **A MESSAGE FOR PARENTS**

Here at Omagh High we offer a variety of courses and qualifications to suit pupils of all abilities. Whilst the majority of pupils will follow GCSE courses, some subjects are also offered at Essential Skills Levels 1 & 2 and Occupational Studies Levels 1 & 2.

A number of pupils will also be given the opportunity to follow the Prince's Trust Qualification Programme. This programme is offered to some students in Years 11 & 12 who feel that studying a full range of GCSE subjects may not be appropriate for them.

Omagh High School staff are committed to helping their pupils to succeed. That means that they will expect your son/daughter to:

- Complete all homeworks on time
- Meet coursework deadlines
- Develop study skills
- Plan a revision programme and stick to it
- Keep absences to a minimum.

Future employers will expect self discipline. In the not too distant future your son/daughter will be entering a competitive world where qualifications, proven skills and a willingness to work hard and to learn are all valued. We do our best to prepare our pupils for that world of work but **need your full support in** ensuring that we achieve our goal.

## **ADVICE TO PUPILS**

1. When choosing your options/subjects for Key Stage 4 think of:
  - how interested you are in it
  - how well you do in it
  - how it will help you in the future.
2. If you have any questions, talk to your careers teacher and the subject teachers.

## THE KEY STAGE 4 CURRICULUM – CORE AND OPTION SUBJECTS

Omagh High School aims that all pupils leave with academic qualifications. Our pupils are encouraged to do as many qualifications as possible.

- All pupils study the core subjects listed below.
- Pupils should choose **three** GCSE subjects from the Options list below **or** The Prince’s Trust Qualification.
- Option choices should be entered on the Option sheet at the back of this booklet and returned to Ms Smith by **Tuesday 21 February 2023**.

CORE SUBJECTS	GCSE OPTIONS (Choose 3 plus 1 Reserve) <u>or</u> THE PRINCE’S TRUST QUALIFICATION
ENGLISH/ENGLISH LANGUAGE/ ENGLISH LITERATURE  MATHEMATICS  DOUBLE AWARD SCIENCE Or SINGLE AWARD SCIENCE along with CCEA (LEVEL 1 or LEVEL 2) OCCUPATIONAL STUDIES QUALIFICATION  RELIGIOUS STUDIES  GAMES  LEARNING FOR LIFE & WORK (LLW) Or PREPARATION FOR ADULT LIFE (PAL) including <ul style="list-style-type: none"> <li>• Personal Development</li> <li>• Citizenship</li> <li>• Learning for Work</li> </ul>	AGRICULTURE AND LAND USE  ART & DESIGN  BUSINESS & COMMUNICATIONS SYSTEMS  DIGITAL TECHNOLOGY  DRAMA  FRENCH  FURTHER MATHEMATICS  GEOGRAPHY  HEALTH & SOCIAL CARE  HISTORY  HOME ECONOMICS – CHILD DEVELOPMENT HOME ECONOMICS – FOOD AND NUTRITION  HOSPITALITY  JOURNALISM  MOTOR VEHICLE & ROAD USER STUDIES  MUSIC  PHYSICAL EDUCATION  PRINCE’S TRUST QUALIFICATION  TECHNOLOGY & DESIGN

## AGRICULTURE AND LAND USE

NI has a strong rural tradition where almost 75% of land is used for agricultural purposes. The agri-food industry contributes hugely to the local economy representing employment for around 50,000 people in farms and factories and the agri-food sector.

This science based GCSE accredited by CCEA and has been developed for the NI market in response to demand from schools.

It is designed to appeal not only to young people from the changing agricultural sector, but also those who are interested in working within the wider land-based and environmental industries.

Units	Content	Percentage assessment weighting
<b>Unit 1 Soils, Crops and Habitats</b>	Conditions for healthy plant growth, crop management, biodiversity on farms, care and management of the countryside.	25% (One external written examination including structured and extended writing at the end of Year 11)  Duration 1 hour 15 minutes
<b>Unit 2 Animals on the Land</b>	Animal welfare, reproduction and nutrition, animal production systems from “field to fork”, farm economics, health and safety, pollution and farm waste.	25% (One external written examination including structured and extended writing at the end of Year 12)  Duration 1 hour 15 minutes
<b>Unit 3 Controlled Assessment Contemporary Issues in Agriculture and Land Use</b>	Students complete two controlled assessment tasks:  - Practical investigation task (20%) - Research project (30%)  Teachers mark the tasks and CCEA moderate the results.	50% (work completed throughout Year 11 & 12)

This course encourages self-reliance. Students source and summarise relevant information, evaluate its quality and present it in a formal setting. They are given the opportunity to design and plan an experimental investigation based on realistic scenarios.

### Progression/Possible Careers

Students develop an awareness and understanding of a range of careers available to them within the land-based and environmental industries. A GCSE in Agriculture and Land Use allows progression to Further Education, training or employment.

Possible careers include farm manager, health and safety officer, shepherd, machinery technician, food production, horticulturalist and wildlife officer.

## ART AND DESIGN

The GCSE in Art and Design allows students to actively engage in the creative process of art, craft and design and to develop as effective and independent learners. It will enable students to acquire the knowledge and technical skills through working in a broad range of media, techniques and processes. This course allows progression to employment in the creative industries and to further training in Art and Design.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/ Weightings
<p><b>Component 1</b></p> <p><b>Part A: Exploratory Portfolio</b></p> <p><b>Part B: Investigating the Creative and Cultural Industries</b></p>	<p>To encourage students to develop their ability to experiment in at least two disciplines. Students learn through practical exploration of the processes and contexts of practitioners. Students respond creatively to the work of others and develop their ideas.</p> <p>Students complete one of the following practical tasks from the controlled assessment booklet:</p> <ol style="list-style-type: none"> <li>1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response.</li> <li>2. A response to a design brief or visual arts commission.</li> <li>3. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.</li> </ol>	<p>60% of total marks</p> <p>Part A: 25% 50 marks</p> <p>Part B: 35% 70 marks</p> <p>Both parts Externally moderated</p>
<p><b>Component 2: Externally Set Assignment</b></p>	<p>Component 2 is the externally set assignment and makes up 40% of the overall marks for the course.</p> <p>The stimulus paper is released in early January of the examination year and students must complete a minimum of 20 hours of preparatory work in response to the theme.</p> <p>Students must produce and complete a final outcome based on this preparatory work within a set period of 10 hours.</p>	<p>Controlled assessment</p> <p>80 marks 40%</p> <p>Externally moderated</p>

### Progression/Possible Careers

A GCSE in Art and Design provides progression to further study in the field of Art and Design.

Types of careers that students pursue in the Art and Design sector include: Animator, Beautician/Hairdressing, Ceramic designer, Community arts worker, Exhibition designer, Fashion designer, Fine artist, Furniture restoration, Games designer, Graphic designer, Illustrator, Interior designer, Jewellery designer, Make-up Artist, Museum/Gallery conservation/curator, Photographer, Press photographer, Print maker, Production designer for theatre, television/film, Teaching art and design, Textile designer, Web designer.

## BUSINESS AND COMMUNICATION SYSTEMS

**This specification aims to encourage students to:**

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis as a future employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further study.

**The table below summarises the structure of this GCSE course.**

Units	Content	Assessment/ Weightings
<b>Unit 1: Software Applications for Business</b>	In this unit, students learn about relevant functions in software applications and develop their skills in using them in business contexts. When using software applications, students should be aware of standard ways of working and best practice approaches.	40% External computer-based examination 2 hours Students complete tasks using a range of software applications.
<b>Unit 2: The Business Environment</b>	In this unit, students gain a broad introduction to the business world. They learn about 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. They look at all these factors in the context of the changing nature of business today.	35% External written examination 1 hour Structured questions
<b>Unit 3: Developing Digital Solutions</b>	In this unit, students use the skills they have developed in Units 1 and 2 to plan and develop a digital solution for a business. This unit is synoptic; it tests students' understanding of the connections between the different elements of the subject.	25% Controlled Assessment Students project, manage and develop a digital solution for a given problem within a business context.

**Students must take at least 40% of the assessment (based in unit weightings) at the end of the course as terminal assessment. The terminal assessment weighting for this GCSE course is 60 % (Units 2 and 3).**

### **Progression/Possible Careers**

This course helps students develop practical ICT and business skills that are useful in a diverse range of employment roles. It also prepares students for studying business and ICT at a more advanced level and for administrative, financial, secretarial and business related courses and careers.

## DIGITAL TECHNOLOGY

This specification aims to encourage students to:

- become independent and discerning users of digital technology;
- acquire and apply knowledge and understanding of digital technology in a range of contexts;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice;
- develop the skills needed to work collaboratively.

The qualification they achieve is either:

- GCSE Digital Technology (Multimedia) – Route A      **or**
- GCSE Digital Technology (Programming) – Route B

The tables below summarise the structure of this GCSE course.

Route A Multimedia Units	Content	Assessment/Weightings
<b>Unit 1: Digital Technology (Compulsory Core)</b>	In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.	30% External written examination 1 hour
<b>Unit 2: Digital Authoring Concepts</b>	In this unit, students gain an understanding of the concepts in the development of digital systems. They enhance the knowledge and skills developed in Unit 1.	40% External written examination 1 hour 30 mins
<b>Unit 3: Digital Authoring Practice</b>	In this unit, students design, develop and test digital multimedia systems.	30% Controlled Assessment

Route B Programming Units	Content	Assessment/Weightings
<b>Unit 1: Digital Technology (Compulsory Core)</b>	In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.	30% External written examination 1 hour
<b>Unit 4: Digital Development Concepts</b>	In this unit, students analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions.	40% External written examination 1 hour 30 mins
<b>Unit 5: Digital Development Practice</b>	In this unit, students design, develop and test coded solutions when creating digital systems. Students must use one of the following languages in their completed solution: Python, Java or C#.	30% Controlled Assessment

Students must take at least 40% of the assessment (based in unit weightings) at the end of the course as terminal assessment.

### Progression/Possible Careers

Digital/ICT qualifications provide students with the technical knowledge, skills and understanding needed in a world increasingly dominated by the use of digital/ICT systems. The study of digital/ICT courses can also lead to careers in digital/ICT management as well as people management, computer programming, database management, website design, website management, software engineer or graphic design. It also prepares students for studying digital/ICT courses at a more advanced level.



## DRAMA

“*All the world’s a stage.*” No matter what career path you choose you will need to use your initiative, be creative, communicate, problem solve and be an effective team player. CCEA GCSE Drama gives you the opportunity to develop all these skills through both practical and theory based assessments. If you enjoy studying backstage but shy away from the spotlight, there is still the opportunity for you to excel in Drama through the flexible design Controlled Assessment activities.

Component	Content	Assessment/Weighting
<p><b>Component 1:</b></p> <p><b>Devised Performance</b></p> <p>Candidates choose from either a performance or design pathway.</p>	<p>Following a <b>performance</b> pathway candidate are assessed on <b>acting</b>.</p> <p>Candidates following a design pathway choose one of the following design disciplines:</p> <ul style="list-style-type: none"> <li>• costume;</li> <li>• lighting;</li> <li>• multimedia (use of image, sound, text and/or video);</li> <li>• set; or</li> <li>• sound.</li> </ul> <p><b>Pre-release material</b></p> <p>Pre-release stimulus material is issued in November of the first year of study.</p> <p>Candidates select a stimulus from a list which includes theme, target audience and artistic influences.</p> <p>Candidates must work in groups of between two and six to develop a range of ideas drawn from research, including style and genre, the work of theatre practitioners and current professional practice.</p> <p><b>Developing the performance/design presentation</b></p> <p>Performance candidates should refine their ideas and shape their work until they have compiled the final material for the devised performance.</p> <p>Design candidates should refine their ideas into a final product to support the devised performance.</p> <p><b>Timings</b></p> <p>Performance candidates perform their devised performance for a minimum of 10 minutes for a group of two and a maximum of 30 minutes for a group of six. Each performance candidate must perform for a minimum of five minutes.</p> <p>The presentation given by a design candidate should last between five and seven minutes.</p>	<p><b>Total: 25%</b></p> <p><b>Controlled assessment</b></p> <p>In response to a stimulus, students either: (15%)</p> <ul style="list-style-type: none"> <li>• present a group performance; or</li> <li>• give a performance design presentation (for example staging, lighting design or costume).</li> </ul> <p><b>Student log</b></p> <p>All students submit a student log which is a record of rehearsals, ideas and decision making. (10%)</p>
<p><b>Component 2:</b></p> <p><b>Scripted Performance</b></p>	<p>This is structured in the same way as Component 1 except the performance is to be taken from a published play.</p> <p>Rather than working with pre-release material pupils work in groups to choose a published play script different from the one for component 3 and perform scenes which will be assessed by their teacher and a visiting CCEA moderator.</p>	<p><b>Total: 35%</b></p> <p><b>Controlled assessment</b></p> <p>Using a play script, students either:</p> <ul style="list-style-type: none"> <li>• present a group performance; or</li> <li>• give a design presentation. (for example staging, lighting design or costume).</li> </ul>
<p><b>Component 3:</b></p> <p><b>Knowledge and Understanding of Drama</b></p>	<p>Students study <b>Blood Brothers by Willy Russell</b>.</p> <p>As well as developing understanding of the text and elements such as the playwright’s use of language, style and genre, they consider contexts and aspects of performance, production and design.</p>	<p><b>Total: 40%</b></p> <p>External written examination 1 hour 30 mins</p> <p>Students answer three questions using one set text. Open book exam.</p>

### Progression/Possible Careers

Pupils who study GCSE CCEA Drama may go on to study Drama and Theatre/Performing Arts or progress to apprenticeship courses which offer practical theatre experience such as costume or sound and lighting design. Pupils who study GCSE Drama develop their ability to use their initiative, build team work, communication skills and improve on self-management and creative skills. It is therefore an excellent subject to develop skills which will assist pupils to progress regardless of the career path they choose.

Careers with a direct link to Drama - Actor, costume/set designer, make-up artist, teacher, community worker, drama therapist, lighting technician, sound technician, voice coach, director, lawyer.

## ENGLISH

A range of non GCSE English examinations is offered in Years 11 and 12.

Course	Content	Coursework/ Controlled Assessment	Exam
OCN NI Entry Level Certificate in Communication	Reading, Writing and Talking and Listening through the study of Prose, Poetry, Drama and Media texts		100%
OCN NI Essential Skills Communication Levels 1 & 2	Develops Communication Skills enabling increasing independence and clarity in writing. Promotes talking and listening and develops understanding and knowledge of reading.		100%

### Skills developed through the study of English

Effective Oral Communication Skills  
Team Work  
Time Management  
Reading Skills  
Writing Skills  
Understanding and Evaluation  
Review, Analyse, Entertain and Inform

### Possible Careers

The study of English is essential for all careers.

## ENGLISH LANGUAGE

GCSE English Language builds on the knowledge, understanding and skills developed through the statutory requirements for Language and Literacy: English with Media Education at Key Stage 3 in the Northern Ireland Curriculum.

Units	Content	Assessment/Weightings
<b>Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts</b>	In this unit, students engage with writing and reading tasks. There are two sections in the examination paper. <b>Section A</b> is writing and there is one task. <b>Section B</b> is reading and there are four tasks.	External written examination Untiered 1 hour 45 minutes Students respond to five tasks <b>30%</b>
<b>Unit 2: Speaking and Listening</b>	In this unit, students are assessed in <b>three</b> controlled assessment tasks: an individual presentation and interaction, a discussion and a role play.	Controlled Assessment Untiered Teachers assess the tasks, and CCEA moderate the outcomes <b>20%</b>
<b>Unit 3: Studying Spoken and Written Language</b>	In this unit, students complete <b>two</b> controlled assessment tasks. In The Study of Spoken Language, they complete one written response that enables them to investigate the characteristics of, and influences on, the use of <b>two</b> pieces of spoken language.  In The Study of Written Language, students complete <b>one</b> written response that enables them to demonstrate knowledge of characters, themes or genre in a literary text or texts.	Controlled Assessment Untiered Teachers assess the tasks, and CCEA moderate the outcomes <b>20%</b>
<b>Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts</b>	In this unit, students engage with writing and reading. There are <b>two</b> sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are <b>four</b> tasks	External written examination Untiered 1 hour 45 minutes Students respond to five tasks <b>30%</b>

**Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment**

### Progression/Possible Careers

A grade 'C' or above in GCSE English Language is a requirement for access to most third level courses of study and employment.

## ENGLISH LITERATURE

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment

Units	Content	Assessment/Weightings
<b>Unit 1: The Study of Prose</b>	<p>In this section, students explore and respond to a modern novel they have studied</p> <p>Students communicate their knowledge and understanding of the novel</p>	<p>External written examination</p> <p>1 hour 45 minutes</p> <p>Students answer two questions, one from Section A the set question in Section B</p> <p>Section B is closed book</p> <p><b>30%</b></p>
<b>Unit 2: The Study of Drama and Poetry</b>	<p>In this section, students explore and respond to a play they have studied. Students communicate their knowledge and understanding of a play by a modern dramatist</p> <p>In this section, students explore and respond to a collection of poems they have studied. Students learn to analyse, evaluate, and compare and contrast</p>	<p>External written examination</p> <p>2 hours</p> <p>Students answer two questions, one from section A and one from section B</p> <p>Section A is open book</p> <p>Section B is open book</p> <p><b>50%</b></p>
<b>Unit 3: The Study of Shakespeare</b>	<p>In this unit, students explore and respond to a Shakespeare play they have studied</p> <p>Students communicate their knowledge and understanding of the play</p>	<p>Controlled Assessment</p> <p>2 hours</p> <p>Students complete one task: an extended writing question based on a theme</p> <p>Teachers mark the tasks, CCEA moderate the outcomes</p> <p><b>20%</b></p>

**Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment**

### Progression/Possible Careers

Pupils who study GCSE CCEA English Literature may go on to study English Literature at AS/A Level

Teacher, Journalist, Solicitor, Writer.

## FRENCH

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identity, Lifestyle and Culture
- Context for Learning 2: Local, National, International and Global Areas of Interest
- Context for Learning 3: School Life, Studies and the World of Work

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Unit 1: Listening</b>	External written examination with stimulus material in French.  Responses include: <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in French.</li> </ul>	<b>25%</b> Students answer 12 questions. Four of these are the same in both tiers. <ul style="list-style-type: none"> <li>• Foundation (35 mins approx.)</li> <li>• Higher (45 mins approx.)</li> </ul>
<b>Unit 2: Speaking</b>	One teacher-facilitated and externally marked speaking examination.  Each test includes: <ul style="list-style-type: none"> <li>• two role plays (each up to 2 minutes) from one Context for Learning; and</li> <li>• a general conversation on two topics (each up to 4 minutes) from the other two Contexts for Learning.</li> </ul> Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.	<b>25%</b>  One tier of entry.  The test lasts 7-12 minutes, plus 10 minutes of supervised preparation time.
<b>Unit 3: Reading</b>	External written examination with stimulus material in French.  Responses include: <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in French;</li> <li>• translating short sentences from French into English.</li> </ul>	<b>25%</b> Students answer 12 questions. Four of these are the same in both tiers. <ul style="list-style-type: none"> <li>• Foundation (50 mins);</li> <li>• Higher (60 mins).</li> </ul>
<b>Unit 4: Writing</b>	External written examination  Responses include: <ul style="list-style-type: none"> <li>• a listing task (Foundation Tier only);</li> <li>• short phrase/sentence responses in French (both tiers);</li> <li>• short responses in French to one or more pieces of text (Higher Tier only);</li> <li>• a short translation from English into French (both tiers);</li> <li>• one structured, extended writing task in French from a choice of three (both tiers).</li> </ul>	<b>25%</b>  Students answer four questions. One of these is the same in both tiers. <ul style="list-style-type: none"> <li>• Foundation (1 hour);</li> <li>• Higher (1 hour 15 mins).</li> </ul>

**Students must take at least 40 per cent of the assessment (based on unit weightings) at the end of the course as terminal assessment.**

### Progression/Possible Careers

Studying French at GCSE enables students to broaden their Key Stage 4 education and provides a progression to GCE French. Knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.

## FURTHER MATHEMATICS

GCSE Further Mathematics will be taught as a separate subject in Years 11 and 12.

This specification consists of four units and students must complete the mandatory unit (Unit 1) and 2 of the 3 optional units (Units 2, 3,4)

Pupils must meet the following criteria in order to be permitted to follow the Further Mathematics GCSE course.

- Have shown a commitment to Mathematics in KS3
- Assessments at end of KS3 must indicate that the pupil is capable of taking Modules M4 and M8 at GCSE Mathematics and obtaining a grade A/A\*.

The table below summarises the structure of this GCSE Further Mathematics Course.

Units	Assessment	Weighting
<b>Unit 1: Pure Mathematics (Mandatory)</b>	Written examination in the form of a single question-and-answer booklet that includes a formula sheet.  2 hours	50%
<b>Unit 2: Mechanics (Optional)</b>	Written examination in the form of a single question-and-answer booklet that includes a formula sheet.  1 hour.	25%
<b>Unit 3: Statistics (Optional)</b>	Written examination in the form of a single question-and-answer booklet that includes a formula sheet.  1 hour.	25%
<b>Unit 4: Discrete and Decision Mathematics (Optional)</b>	Written examination in the form of a single question-and-answer booklet that includes a formula sheet.  1 hour.	25%

**Students must take at least 40 per cent of the assessment at the end of the course as terminal assessment.**

### Progression/Possible Careers

Further Mathematics is a suitable choice for students who wish to further their study of Mathematics at AS/A2 level and have a related career in mind such as Accountant, Computer Programmers, Engineering, Market Research, Teaching, Banking and Finance, Statistician, Actuary, Economist, Quantity Surveyor etc.

## GEOGRAPHY

By studying Geography, you will develop as an effective and independent learner and as a critical thinker with an enquiring mind. You will gain knowledge and understanding of geographical concepts such as sustainable development and interdependence and how these concepts affect our changing world. Geography will help you develop as a global citizen able to recognise how you can contribute to a future that is sustainable and inclusive.

Geography is not just a classroom subject: you will have opportunities to develop and apply your learning to the real world through participation in fieldwork and other learning outside the classroom.

The table below summarises the structure of the CCEA GCSE course.

Units	Content	Assessment/ Weightings
<b>Unit 1: Understanding Our Natural World</b>	Theme A: River Environments (25%) Theme B: Coastal Environments (25%) Theme C: Our Changing Weather and Climate (25%) Theme D: The Restless Earth (25%)	40%  External written Examination  1 hour 30 mins
<b>Unit 2: Living in Our World</b>	Theme A: Population and Migration (25%) Theme B: Changing Urban Areas (25%) Theme C: Contrasts in World Development (25%) Theme D: Managing Our Environment (25%)	40%  External written examination  1 hour 30 mins
<b>Unit 3: Fieldwork</b>	Students base their answers on their knowledge and experience of fieldwork.  Students must bring a fieldwork statement and table of data to the exam.	20%  External written examination  1 hour

### Progression/Possible Careers

This qualification will help you gain valuable skills that can help lead to further study at Advanced level.

Studying Geography can lead to a wide range of careers such as urban planning, cartography, GIS applications, climatology, hydrography, environmental management, weather forecasting, research, journalism, landscape architecture, surveying, aerial photography and teaching.

## HEALTH & SOCIAL CARE

The GCSE in Health and Social Care has been designed to prepare students for progression to employment and/or further training in the health, social care and early years' sectors through the development of knowledge, skills and understanding needed for work in these sectors.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Unit 1</b>  <b>Personal Development, Health and Well-Being</b>	<ul style="list-style-type: none"> <li>• Human Development</li> <li>• Factors affecting health and well being</li> <li>• Relationships</li> <li>• Self-concept</li> <li>• Major life changes and source of support</li> </ul>	External written examination (Year 11)  1 hour 30 minutes 100 marks 50%  Students answer three questions that require short responses and extended writing
<b>Unit 2</b>  <b>Working in the Health, Social Care and Early Years Sectors</b>	<ul style="list-style-type: none"> <li>• Identifying and meeting the needs of service users</li> <li>• Provision of integrated health and social care services and of early years services</li> <li>• Assessing health, social care and early years services and barriers to access</li> <li>• Job roles of practitioners</li> <li>• Values of care</li> <li>• Safeguarding</li> </ul>	Controlled assessment (Year 12)  100 marks 50%  Students complete the controlled assessment

### Progression/Possible Careers

It enables students to broaden their Key Stage 4 education and provides a progression to BTEC Level 3 Health and Social Care.

It gives students an insight into health, social care and early years sectors by providing a foundation for vocational training and employment.

Examples of employment to which a GCSE in Health and Social Care candidate might progress include: Nursery Nurse, Care Assistant, Childminder, Pre-school/Nursery School Assistant.

A GCSE in Health and Social Care could contribute towards meeting the entry requirements for training for nursing and professions such as occupational therapy, physiotherapy, pharmacy for example.



## HISTORY

GCSE History offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3. It is a stimulating and relevant specification that will ensure students enjoy studying History. Popular periods of study and issues are covered that enhance students' understanding of the modern world. It balances depth and range of factual content with developing students' conceptual understanding and historical skills, including the use of historical sources and interpretations.

Units:	Content:	Assessment/Weightings
<b>Unit 1:</b> <b>Section A: Modern World Studies in Depth</b>  <b>Section B: Local Study</b>	Option 1: Life in Nazi Germany, 1933–45 or Option 2: Life in the United States of America, 1920–33  Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–49 or Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98	<b>Section A:</b> Students answer five questions. The paper includes short response questions, structured questions and an essay question. 60%  <b>Section B:</b> Students answer six questions. The paper includes source-based questions, short response questions and an essay question. 40%
<b>Unit 2: Outline Study</b>	International Relations, 1945–2003	External written examination 1 hour 15 minutes. Students answer six questions. The paper includes source-based questions, a structured question and an essay question. 40% Students must take at least 40 per cent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

### Skills developed through the study of History:

- The ability to analyse and evaluate evidence
- How to use evidence to argue a case
- How to select and organise key facts
- The ability to understand different points of view and work with others
- Problem solving and critical thinking skills
- Literacy and communication skills

### Progression/Possible Careers:

GCSE History includes an appropriate body of knowledge that promotes understanding and develops skills that will provide a basis for progression directly into employment, to the further study of History at advanced level or to vocational training.

- Marketing
- Leisure Management
- Art Restoration
- Retail Management
- Local Government
- Fashion Design
- Accountancy
- Media Work
- Interior Design
- Archaeology
- Teaching
- Social Work
- Banking
- Building Restoration
- Law
- Tourism
- Economist
- Psychology
- Nursing
- Environmental Officer
- Conservation Work
- Journalism
- Police
- Architecture
- Armed Services
- Publishing
- Museum Work
- Civil Service
- Public Relations
- Personnel

## HOME ECONOMICS: CHILD DEVELOPMENT

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

The course is divided into two learning and teaching units. Assessment takes the form of TWO written exam papers (60%) and ONE controlled assessment. (40%).

Units	Content	Assessment/Weightings
<b>Unit 1:</b>  <b>Parenthood, Pregnancy and New Born Baby</b>	<ul style="list-style-type: none"> <li>• The Family and Parenthood responsibilities</li> <li>• Reproduction</li> <li>• Pregnancy</li> <li>• Diet and lifestyle in pregnancy</li> <li>• Birth</li> <li>• The new born baby</li> <li>• Feeding the new born baby</li> </ul>	External assessment 30% 1 hour 15 mins examination
<b>Unit 2</b>  <b>The Development of the Child (0-5 years)</b>	<ul style="list-style-type: none"> <li>• Dietary Needs of the child</li> <li>• Child Health and Education</li> <li>• Physical development of the child up to five years' old</li> <li>• Intellectual development of the child up to five years' old</li> <li>• The social development of a child up to five years</li> <li>• Development of Communication</li> <li>• The emotional development of a child up to five years</li> </ul>	External assessment 30% 1 hour 15 mins examination  Short answer, structured and extended response questions that require extended writing are included.
<b>Unit 3</b>  <b>Controlled Assessment</b>	Investigation Task	Internal assessment 40%

### Progression/Possible Careers

This GCSE Home Economics: Child Development course based on these specifications will provide a suitable basis for further study at a higher level by offering progression to academic and vocational courses including AS and A2 Health and Social Care, Child Care, Learning and Development, Early Years Diploma (Nursery Nursing) and Early Childhood Studies degree courses.

This course also offers a basis for those seeking employment in a wide range of childcare settings e.g. crèches, playschools, nursery assistants and child-minders.

## HOME ECONOMICS: FOOD AND NUTRITION

This subject aims to encourage students to develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition; increase their knowledge and understanding of relevant technological and scientific developments; examine issues that affect the quality of human life, including an appreciation of diversity; and develop an interest in and appreciation of the diverse range of food now available.

This is a linear qualification, which means that students take all assessments at the end of the course. It is assessed through one written examination paper and one controlled assessment task.

Component	Content	Assessment/Weightings
<b>Component 1: Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Food provenance</li> <li>• Food processing and production</li> <li>• Food and nutrition for good health</li> <li>• Energy and nutrients</li> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Fibre</li> <li>• Water</li> <li>• Nutritional and dietary needs</li> <li>• Priority health issues</li> <li>• Being an effective consumer when shopping for food</li> <li>• Factors affecting food choice</li> <li>• Food safety</li> <li>• Resource management</li> <li>• Food preparation, cooking and presentation skills</li> </ul>	<p>External written examination.</p> <p>Theory taught throughout Years 11 &amp; 12.</p> <p>Exam taken in Year 12. 2 hours 120 marks</p> <p>The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing. (worth 50% of GCSE)</p>
<b>Component 2: Practical Food and Nutrition</b>	<p><i>Practical food and nutrition</i></p> <ul style="list-style-type: none"> <li>• Part A: Research and viewpoints</li> <li>• Part B: Justification of choice</li> <li>• Part C: Planning</li> <li>• Part D: Practical activity</li> <li>• Part E: Evaluation</li> </ul>	<p>Controlled assessment completed in Year 12.</p> <p>120 marks</p> <p>Students complete one task and present the written report on the task in the required format. (worth 50% of GCSE)</p>

### Progression/Possible Careers

This subject allows students to progress to GCE (A Level) Nutrition and Food Science and other related courses at Further Education.

Studying GCSE Food and Nutrition can lead to careers such as professional cookery, hospitality, catering, healthcare, nutrition, food science, food safety, dietetics and environmental health.

## HOSPITALITY

Through studying a GCSE in Hospitality, students develop a broad knowledge and understanding of the hospitality industry.

The course is divided into three units. The content of each unit and the learning outcomes appear in the table below.

Units	Content	Assessment/Weightings
<b>Unit 1</b> <b>The Hospitality Industry</b>	Students develop understanding of and acquire knowledge about the diversity of the hospitality industry. They explore the place of the hospitality industry in the economy and investigate careers and job roles. They study promoting healthy eating, health and safety at work and first aid.	<b>External assessment- 25%</b> (compulsory) Single tier  Format: <b>1 hour examination</b>
<b>Unit 2</b> <b>Hospitality and the Customer</b>	Students investigate the different types of customers and how the hospitality industry can meet their needs through providing products and services. They learn about the importance of customer care standards and procedures and how these should be monitored. Students also explore the importance of effective communication, marketing and promotions.	<b>External assessment- 25%</b> (compulsory) Single tier  Format: <b>1 hour examination</b>
<b>Unit 3</b> <b>Food and Beverage Preparation and Service</b>	This is a practical unit. Students develop skills in preparing and serving food and beverages.  Individually, they demonstrate skills in presenting a range of dishes for the portfolio.  They experience team working in the planning and delivery of a function or event.  Students have opportunities to develop thinking, problem solving, decision-making and self-management skills. They also have opportunities to be creative, work with others and manage information.	<b>Internal assessment 50%</b> (compulsory)  <b>Format:</b> Students must: • produce a <b>portfolio of three tasks; (30%)</b> and • contribute to planning and carrying out an <b>event or function. (20%)</b>

### Progression/Possible Careers

Students develop the core skills required for working in the hospitality industry and transferable skills that are important in working life.

This specification provides opportunities for students to progress into further education, training and/or employment in the hospitality industry. Many students with a qualification in GCSE Hospitality go on to have successful careers as chefs, waiters, front office managers, events managers and/or account managers.

## JOURNALISM

Units	Content	Assessment/Weightings
<b>Unit 1: Cross-Platform Research Portfolio</b>	<p><b>Task 1:</b> Students research and write a local print news story, including an original photograph</p> <p><b>Task 2:</b> Students research and write an online story, including vox pops and/or interview excerpts</p>	<p><b>Controlled assessment</b></p> <p>Teachers mark the portfolio and CCEA moderate the results</p> <p><b>25%</b></p> <p>Summer from 2018</p>
<b>Unit 2: Radio and Review Portfolio</b>	<p><b>Task 1:</b> Students write a radio news script in response to stimulus we provide</p> <p><b>Task 2:</b> Students research and compile a press pack and write a film review. Teachers mark the portfolio and we moderate the results</p>	<p><b>Controlled assessment</b></p> <p>Teachers mark the portfolio and CCEA moderate the results</p> <p><b>25%</b></p> <p>Summer from 2018</p>
<b>Unit 3: Industry, Theory and Practice</b>	<p><b>Section A:</b> Law, Industry and Cross-Platform Conventions</p> <p><b>Section B:</b> Sub-Editing, Editing and Public Relations</p> <p><b>Section C:</b> Journalism Analysis</p> <p><b>Section D:</b> Newsroom Task Students will receive a pre-release in February for this section.</p>	<p><b>External online Examination</b></p> <p><b>2 hours (plus screen break: 15 mins)</b></p> <p><b>Part 1: (1 hour 30 mins)</b> (Screen break: 15 mins)</p> <p><b>Part 2: (30 mins)</b></p> <p><b>50%</b></p> <p>Summer from 2019</p>

**Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment.**

### Progression/Possible Careers

A GCSE in Journalism enables students to broaden Key Stage 4 education and provides a progression to GCE Journalism/Media Studies.

It provides a strong grounding in the development of research, writing and analytical skills, offering a solid basis for further study in a range of subjects,

It emphasises a practical and applied approach to learning about journalism enabling students to have a motivating and engaging experience when developing new skills and knowledge.

It gives students opportunities to apply their knowledge, understanding and skills in a variety of work-related contexts, exploring and presenting stories, issues and debates that are important to them.

It maximises the use of technology, enabling students to carry out and present their work using a range of different digital platforms, including an online examination,

Examples of employment for a Journalism student could include: newspaper/broadcast journalist, teacher, solicitor, psychologist, social worker, writer.

## LEARNING FOR LIFE AND WORK (LLW)/PREPARATION FOR ADULT LIFE (PAL)

Both the GCSE in LLW and the PAL qualification have been designed to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

The table below summarises the structure of these two courses.

Units	Content		Assessment/Weightings
	GCSE LLW	PAL Qualification	
<b>Local and Global Citizenship</b>	<ul style="list-style-type: none"> <li>Diversity and inclusion: challenges and opportunities</li> <li>Rights and responsibilities: local and global issues</li> <li>Government and civil society: social equality and human rights</li> <li>Democratic institutions: promoting inclusion, justice and democracy</li> <li>Democracy and active participation</li> <li>The role of NGOs</li> </ul>	<ul style="list-style-type: none"> <li>Diversity and Social Inclusion</li> <li>Democracy and Democratic Participation</li> <li>Human Rights and Social Responsibility</li> <li>Equality and Social Justice</li> </ul>	<p><b>GCSE LLW</b></p> <p>External written examination 60 marks 20% 1 hour The written paper includes short structured questions and extended writing questions.</p> <p><b>PAL Qualification</b></p> <p>Portfolio of Evidence</p>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>Personal health and well-being</li> <li>Emotions and reactions to life experiences</li> <li>Personal safety and well-being</li> <li>Relationships and sexuality</li> <li>Responsible parenting</li> <li>Making informed financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>Self-Development</li> <li>Roles and Responsibilities of parents</li> <li>Healthy Relationships</li> <li>Maintaining Personal Health and Well-Being</li> <li>Effective Financial Management</li> </ul>	<p><b>GCSE LLW</b></p> <p>External written examination 60 marks 20% 1 hour The written paper includes short structured questions and extended writing questions.</p> <p><b>PAL Qualification</b></p> <p>Portfolio of Evidence</p>
<b>Employability</b>	<ul style="list-style-type: none"> <li>The impact of globalisation on employment</li> <li>Preparing for employment: recruitment and selection</li> <li>Rights and responsibilities of employers and employees</li> <li>Social responsibility of Businesses</li> <li>Exploring Self-employment</li> <li>Personal career management</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for work</li> <li>Business in the Community</li> <li>Effective Work Practice</li> <li>Globalisation and the Labour Market</li> </ul>	<p><b>GCSE LLW</b></p> <p>External written examination 60 marks 20% 1 hour The written paper includes short structured questions and extended writing questions.</p> <p><b>PAL Qualification</b></p> <p>Portfolio of Evidence</p>
<b>Controlled Assessment Task (Investigation)</b>	<p>Students complete <b>one</b> task from a choice of three. The task is based on investigating a topic in one of the following units:</p> <ol style="list-style-type: none"> <li>Local and Global Citizenship;</li> <li>Personal Development; or</li> <li>Employability.</li> </ol>		<p><b>GCSE LLW</b></p> <p>Controlled assessment 100 marks Students must complete the controlled assessment and submit it in the final year of the course.</p>

### Progression/Possible Careers

This specification enables students to develop a broad understanding of a range of personal, social, economic and employment issues that are relevant to further study at GCE level in, for example, Business Studies, Health and Social Care, and Economics which are linked to careers in the Civil Service, Government, Politics, Health and Social Care, Travel and Tourism Sectors.

## MATHEMATICS

All pupils must study Mathematics in Years 11 and 12 and will be entered for the option best suited to their learning style and ability.

Most pupils will follow the GCSE course. Pupils for whom GCSE is not the most suitable way forward will be entered for Essential Skills in Application of Number during the Key Stage 4 programme of study.

Course	Content	Assessment
<b>Essential Skills in Application of Number Level 1 &amp; Level 2</b> <b>Entry Level 1,2,3 also available</b>	There are three components: Representing; Calculating; and Interpreting in relation to Number, Measures, Shape, Space and Data Handling.	An end-test which is externally set and externally marked by OCN. The test is <ul style="list-style-type: none"> <li>• Scenario-based</li> <li>• Paper-based</li> <li>• Available at various stages throughout the academic year</li> </ul>

GCSE Units	Content	Assessment/Weightings
<b>Foundation Tier Option 1</b> <b>M1 and M5 Combination.</b>	Unit M1 – External written examination with Calculator. Unit M5 – Two external written examinations. Paper 1 without calculator. Paper 2 with calculator.	45% 55% Grades D -G
<b>Foundation Tier Option 2</b> <b>M2 and M6 Combination.</b>	Unit M2 – External written examination with Calculator. Unit M6 – Two external written examinations. Paper 1 without calculator. Paper 2 with calculator.	45% 55% Grades C* - G
<b>Higher Tier Option 1</b> <b>M3 and M7 Combination.</b>	Unit M3 – External written examination with Calculator. Unit M7 – Two external written examinations. Paper 1 without calculator. Paper 2 with calculator.	45% 55% Grades B - E
<b>Higher Tier Option 2</b> <b>M4 and M8 Combination.</b>	Unit M4 – External written examination with Calculator. Unit M8 – Two external written examinations. Paper 1 without calculator. Paper 2 with calculator.	45% 55% Grades A* - D

**Students must take at least 40% of the assessment (based in unit weightings) at the end of the course as terminal assessment.**

### Progression/Possible Careers

It enables students to demonstrate their full potential in developing their mathematical knowledge and provides a progression to GCSE/GCE Mathematics.

Possible careers include Accountancy, Banking, Sales, Teaching, Market Research, Statistician, Stockbrokers, Engineering, Administration etc.

## MOTOR VEHICLE AND ROAD USER STUDIES

Motor Vehicle and Road Users Studies helps you to develop as an informed and responsible road user. It provides you with the opportunity to progress to vocational training and employment. It also helps you to prepare for driver training and the driving test.

### Aims of the course

- Develop interest in and appreciation of the motor vehicle.
- Develop understanding of the legal liabilities of being a road user.
- Develop knowledge and understanding of the responsibilities of vehicle ownership.
- Develop a positive and understanding attitude to the use of the road and to other road users.
- Develop awareness of the interaction of the road user, the environment and the vehicle.
- Learn to act decisively and positively at the scene of a road traffic collision.
- Acquire the knowledge and skills needed for the use of a powered vehicle.
- Understand the mathematical, scientific and technological principles of motor vehicles.
- Develop knowledge and understanding of routine vehicle maintenance
- Acquire a range of practical and communication skills appropriate to the subject.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Unit 1: Motor Vehicle and Road User Theory</b>	<ul style="list-style-type: none"> <li>• Vehicle control and road user behaviour.</li> <li>• Road transport and its effect on society.</li> <li>• Legal requirements for the road user.</li> <li>• Motoring mathematics.</li> <li>• Post-accident procedure.</li> <li>• Motor Vehicle technology.</li> </ul>	External written examination  Time 1hr 45 mins  Weighting: 50%
<b>Unit 2: Investigative study</b>	<ul style="list-style-type: none"> <li>• Students collect data on a moving traffic situation and complete an investigative study.</li> </ul>	Controlled Assessment  Weighting: 25%
<b>Unit 3: Practical riding</b>	<ul style="list-style-type: none"> <li>• Students carry out a moped riding activity to demonstrate skills of vehicle control and road safety.</li> </ul>	Weighting: 25%

### Progression/Possible Careers

This subject provides a useful background for those wishing to gain entry into mechanical engineering courses, vocational training, and vehicle maintenance courses.

Examples of employment to which a GCSE in Motor Vehicle and Road Users Studies candidate might progress include: motor vehicle maintenance and repair, insurance, driving instruction and mechanical engineering.



## MUSIC

GCSE Music has been designed to prepare students for progression to employment and/or further training and to develop the knowledge, understanding and skills needed to communicate effectively as musicians. The course will develop listening, composing and performing skills.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Component 1: Performing and Appraising</b>	<ul style="list-style-type: none"> <li>• Students present one solo and one ensemble performance.</li> <li>• Performances last no longer than 6 minutes in total.</li> <li>• Students discuss and evaluate performances with the visiting examiner.</li> </ul>	Total: 35% of overall grade  Performance: 30%  Discussion: 5%
<b>Component 2: Composing</b>	<ul style="list-style-type: none"> <li>• This component takes the form of a Controlled Assessment.</li> <li>• Students create two compositions.</li> <li>• The Music Teacher will mark the tasks and these will be sent for moderation.</li> </ul>	Controlled assessment  30% of overall grade
<b>Component 3: Listening and Appraising</b>	<ul style="list-style-type: none"> <li>• Written examination lasting 1hr 30 mins.</li> <li>• Students answer questions based on familiar and unfamiliar music relating to the Areas of Study.</li> <li>• Areas of Study include: Western Classical Music 1600 – 1910, Film Music, Musical Traditions in Ireland and Popular Music 1980 – present day.</li> </ul>	35% of overall grade

**It is advisable that students possess some skills in vocal or instrumental performance. (Grade 3 minimum)**

### **Progression/ Possible Careers**

This course enables students to broaden their Key Stage 4 education and provides a progression to GCE Music. This may also enable a progression to study music at University or as part of a Further Education Course.

It gives students an insight into the music industry, through developing their knowledge of music technologies and a wide variety of musical genres.

This course allows pupils to develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers. These careers include: Music Teacher, Music Therapist, Professional Performer, Film/TV Composer, Conductor, Music Producer, Tour Manager and Music Journalist.

## OCCUPATIONAL STUDIES QUALIFICATION

The Occupational Studies Qualification at Levels 1 and 2 is available in school for students in Years 11 and 12 who undertake Single Award Science and is equivalent to 1 GCSE Grade D-G at Level 1 (graded Merit or Pass) or 1 GCSE Grade A\*-C at Level 2 (graded Distinction\*, Distinction, Merit or Pass).

The Occupational Studies qualification:

- focuses on occupations and employability;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement;
- emphasizes learning by doing, which helps learners to develop the transferable skills needed in a changing and dynamic working environment;
- is work-related learning so is practical and skills-based with an emphasis on 'hands on' experiences.
- is 100% teacher assessed and externally moderated;
- offers progression to National Vocational Qualifications (NVQ) at Entry Level or Levels 1, 2 or 3 Apprenticeships/Employment

Occupational Studies is structured under general occupational areas and includes a range of optional units. Learners will complete **two** units from one of the occupational area to achieve the qualification as shown in the **three** examples below:

<b>Business and Services</b>	<b>Construction</b>	<b>Environment and Society</b>
Contemporary Cuisine Patisserie and Baking	Bench Joinery Carpentry and Joinery	Running a Leisure Event Sports Leadership

# PHYSICAL EDUCATION

This specification aims to encourage students to:

- develop an appreciation of physical education in a wide range of contexts;
- develop theoretical knowledge and understanding of health and performance to evaluate and improve health and performances in physical activities and sports;
- understand how the physiological and psychological state affects health and performances in physical activities and sports;
- perform efficiently, effectively and consistently in different physical activities and sports by developing their physical fitness, skills and techniques;
- select and use strategies, tactics and/or compositional ideas;
- develop their ability to analyse, evaluate and implement safe, appropriate and effective plans to improve health and performances in physical activities and sports;
- develop knowledge and understanding of the active leisure industry and how it contributes to developing good health and outstanding physical performance;
- develop knowledge and understanding of successful event management and be able to plan active leisure events.

Components	Content	Assessment/Weightings
<b>Component 1: Factors Underpinning Health</b>	<p>Component 1: Factors Underpinning Health This component is organised into the following three sections:</p> <p>1 The body and mind at work 2 Health and lifestyle decisions 3 The active leisure industry</p>	<p>External written examination</p> <p>1 hour 15 mins 25%</p> <p>Students answer short response questions and questions that require extended writing.</p>
<b>Component 2: Factors Underpinning Performance</b>	<p>Component 2: Factors Underpinning Performance This component is organised into the following two sections:</p> <p>1 Developing physical fitness for performance 2 Developing skilled performance</p>	<p>External written examination</p> <p>1 hour 15 mins 25%</p> <p>Students answer short response questions and questions that require extended writing.</p>
<b>Component 3: Individual Performances in Physical Activities and Sports</b>	<p>Component 3(a) Students are assessed on their ability to perform efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities or sports and to consistently maintain appropriate fitness levels, desirable attitudes, behaviour and the rules of their physical activities or sports.</p> <p>Students must perform three activities or sports from the list supplied.</p> <p>Component 3(b) Students are assessed on their ability to analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities or sports in conjunction with fitness levels, attitudes, behaviour and compliance to the rules of their physical activities or sports.</p>	<p>Controlled Assessment 50%</p> <p>(a) Students are assessed on the quality, efficiency and effectiveness of their performances in physical activities and sports.</p> <p>For one physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as an event manager</p> <p>(b) Students are assessed on their quality of their analysis and evaluation of their own and others' performances.</p> <p>Students observe a performance from one of their physical activities or sports from (a).</p>

## Progression/Possible Careers

- Further/higher education courses
- Sports therapy
- Fitness instruction
- Sports Coaching
- Youth Work
- Armed Forces
- Physiotherapy
- PE teaching
- Sports Development
- Exercise science
- Sports Massage
- Outdoor Pursuits

## PRINCE'S TRUST QUALIFICATION

Omagh High School offers the Prince's Trust Qualification to some students in Years 11 & 12 who feel that studying a full range of GCSE subjects may not be appropriate for them.

### Why Choose the Prince's Trust Qualification?

- Provides an alternative to choosing 3 GCSE option subjects.
- Opportunity to gain the Prince's Trust Level 2 Personal Development and Employability Skills Diploma – equivalent of 4 GCSEs at Grades BBBB.
- Pupils still study core curriculum of school subjects at GCSE, Essential Skills and/or Entry Level.

Units	Content	Assessment
<b><u>Year 11</u></b>  <b>Prince's Trust Personal Development and Employability Skills Qualification</b>	<ul style="list-style-type: none"> <li>• Teamwork Skills</li> <li>• Money Matters</li> <li>• Community Impact</li> <li>• Presentation Skills</li> <li>• Digital Skills</li> <li>• Enterprise Project</li> </ul>	No external examinations.  Continuous internal assessment. Externally accredited.
<b><u>Year 12</u></b>  <b>Prince's Trust Personal Development and Employability Skills Diploma</b>	<ul style="list-style-type: none"> <li>• Wellbeing – Healthy Eating</li> <li>• Wellbeing – Physical Activity</li> <li>• Wellbeing – Health and Wellbeing</li> <li>• Customer Experience</li> <li>• Preparing for the world of work</li> <li>• Experiencing the world of work</li> </ul>	No external examinations.  Continuous, internal assessment. Externally accredited.

### Progression/Possible Careers

Both qualifications are recognised on the National Qualifications Framework and allow pupils to progress to further education courses, apprenticeships and/or employment

It enables students to broaden their Key Stage 4 education, in a more vocational manner.

It gives students an insight into a range of possible career paths while gaining invaluable experience in a work place setting. This allows the development of interpersonal skills that can be used in many other areas of life.

## RELIGIOUS STUDIES

Religious Studies is a compulsory subject at KS4

Three examinations are offered in this subject. All pupils will complete either GCSE Short Course or Full Course in Religious Studies or OCN Award Level 2 in Religious Studies. In order to complete a GCSE Full Course in Religious Studies students attend an after-school class in Year 11.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Unit 6</b> <b>(GCSE Short Course)</b>  <b>An introduction to Christian Ethics</b>	<ul style="list-style-type: none"> <li>• Personal and family Issues</li> <li>• Matters of Life and Death</li> <li>• Developments in bioethics</li> <li>• Contemporary issues in Christianity</li> <li>• Modern Warfare</li> </ul>	External examination:  One - 1 hour 30 minute paper to be completed at the end of year 12
<b>Unit 7</b> <b>(GCSE Full Course)</b>  <b>Pupils complete the short course unit &amp; one other unit</b>  <b>An introduction to Philosophy of Religion</b>	<ul style="list-style-type: none"> <li>• The existence of God</li> <li>• The Nature of God</li> <li>• The problem of evil and suffering</li> <li>• Experiencing God</li> <li>• Life after death</li> </ul>	External examination:  Two 1 hour 30 minute papers will be completed One - Year 11 One – Year 12

The table below summarises the structure of the OCN course.

Units	Content	Assessment/Weightings
Marriage and divorce	Christian teaching on marriage and divorce.	Coursework to be completed throughout the 2 years.
Prejudice and Reconciliation	Christian teaching on Prejudice and religious conflict	
Life of a famous Person of Faith	Life of a famous Christian – influence of their religious beliefs	
Life and Death issues	Abortion, Euthanasia and Capital punishment	

### SKILLS DEVELOPED THROUGH THE STUDY OF RELIGIOUS STUDIES:

- Managing information
- Working with others
- Using ICT
- Analytical thinking
- Self-management and evaluation
- Oral Skills (e.g. discussion / debate)
- Essay writing
- Problem solving
- Communication

### Progression/Possible Careers

GCSE Religious Studies provides a sound basis for further study at AS and A2 level and links to a range of careers including:

- Office administration
- Counselling / Medical profession)
- Youth work
- Minister
- Lawyer
- Non-government organisations
- Work with charities
- Civil service
- Caring Professions (e.g. Teaching/Social Work )

## DOUBLE AWARD SCIENCE

This specification offers students the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight and experience of how science works. It enables students to engage with science and to make informed choices both about further study in science and related subjects and their careers.

### Key Features

- Two tiers of assessment: Foundation (Grades BC\* - GG) Higher (Grades A\*A\* - DE)
- It is a unitised specification that includes seven units
- Students may retake each unit once

Units/Content	Assessment/Weighting
<b>Unit B1</b> - Cells, Living Processes and Biodiversity <b>Unit C1</b> - Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis <b>Unit P1</b> - Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion  These units are taught and examined throughout <b>Year 11</b> (Examinations take place in November, February and May)	33%  (3 external written examinations worth 11% each)  Duration - 1 hour each
<b>Unit B2</b> - Body Systems, Genetics, Microorganisms and Health <b>Unit C2</b> - Further Chemical reactions, Rates and Equilibrium and Organic Chemistry <b>Unit P2</b> - Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics These units are taught and examined in Summer of <b>Year 12</b>	42%  (3 external written examinations worth 14% each)  Duration - 1 ¼ hours each
<b>Practical Skills Unit</b> Booklet A - completion of three externally marked pre-release practical tasks Booklet B - external written examination (three 30 minute papers)	7.5% 1 hour each 17.5% - 30 mins each

### Progression/Possible Careers

This course prepares students for the study of science-related subjects to a more advanced level, for example, A Level Life and Health Sciences, Physics, Chemistry and Biology.

For those progressing directly into employment, a GCSE in Double Award Science is relevant not only to the fields of science and engineering, but also to areas of commerce and public service that value problem-solving and practical skills.

#### Professional Area

Medical

#### Careers

Doctor, Nurse, Physiotherapist, Radiographer, Ophthalmologist, Dietician, Dentist

Animal Welfare

Vet, Farmer, Farm Advisory Officer, Fisheries and River Authority Officer

Engineering

Mechanical, Electrical, Civil, Aeronautical

Teaching

Science, PE, HE, Geography, ICT

Technical

Town Planner, Public Health Inspector, Forensic Science (PSNI), Army, Navy, Air Force, Food Scientist

Caring

Social Worker, Psychologist

## SINGLE AWARD SCIENCE

This specification offers students the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight and experience of how science works.

Grades available C\* - G at Foundation Tier

Units	Content	Assessment/Weightings
<b>Unit 1 Biology</b>	Cells, Food and Diet, Chromosomes and Genes, Co-ordination and Control, Reproductive System, Variation and Adaptation, Diseases and Body Defences, Photosynthesis and Ecological Relationships.	75% of total marks  (3 external written examinations worth 25% -sat throughout Year 11 and 12)  Duration -1 hour each  (Students can re-sit each unit once.)
<b>Unit 2 Chemistry</b>	Acids, Bases and Salts, Elements, Compounds and Mixtures, Atomic Structure and Periodic Table, Bonding, Materials, Symbols, Formulae and Equations, Qualitative Analysis, Metals and the Reactivity Series, Rates of Reaction, Organic Chemistry.	
<b>Unit 3 - Physics</b>	Electrical Circuits, Household Electricity, Energy, Electricity Generation, Heat Transfer, Waves, Road Transport and Safety, Radioactivity, Earth in Space.	
<b>Unit 4 Practical Skills Unit</b>	<b>Booklet A</b> - completion of two externally marked pre-release practical tasks <b>Booklet B</b> - external written examination	

### Progression/Possible Careers

Students achieving a GCSE in Single Award Science can progress to further education training or employment. It enables students to engage with science and to make informed choices both about further study in science and related subjects and their careers.

**Please note that an award in this science subject alone will not be sufficient to progress to A level in Life and Health Sciences, Chemistry, Physics or Biology.**

**A GCSE pass is a passport into hundreds of jobs!! Below you will find areas where Science has been most useful.**

Area	Jobs
Medical	Nursing Assistant
Childcare	Play School, Nursery and Classroom Assistant
Animal Welfare	Veterinary Nursing, Dog Warden, Animal Shelter Attendant
Agriculture	Farming
Horticulture	Gardener, Landscape Designer
Engineering	Electrician, Plumber, Mechanic, Welder
Food	Chef, Cook, Waiter / Waitress
Hair and Beauty	Hairdresser / Therapist
Sport	Coach
Electrical	Electrician
Car /Tractor Maintenance	Mechanic

## TECHNOLOGY & DESIGN

Technology and Design allows you to learn about designing and making things. It also provides a good foundation if you would like to study Technology and Design related subjects at a more advanced level.

### Why study Technology and Design?

- You get to make your own products in wood/metal/plastic.
- You get to work with tools and machines.
- You get to use graphics and CAD to communicate design ideas.
- You get to make links between products and the impact they have on daily life.
- You get to develop your decision making skills.
- You gain an insight into related sectors such as manufacturing/engineering and the career paths they offer.

The table below summarises the structure of this GCSE course.

Units	Content	Assessment/Weightings
<b>Unit 1: Technology and Design Core</b>	<ul style="list-style-type: none"><li>• Manufacturing</li><li>• Electronics</li><li>• Mechanical control systems</li><li>• Computer control systems</li><li>• Pneumatic control systems</li></ul>	External written examination at the end of Year 11  Time 1hr 30 mins  Weighting: 25%
<b>Unit 2: Product design</b>	<ul style="list-style-type: none"><li>• Designing and innovation</li><li>• Materials, components and fabrication</li><li>• Manufacturing practices</li><li>• Social responsibility of product design and market influences</li></ul>	External written examination at the end of Year 12  Time 1hr 30 mins  Weighting: 25%
<b>Unit 3: Design Project</b>	<ul style="list-style-type: none"><li>• This unit enables you to demonstrate your ability to design and manufacture a product.</li></ul>	You will complete a design and manufacture assignment which is set by CCEA.  Weighting: 50 %

### Progression/Possible Careers

This course provides progress onto GCE Technology and Design as well as various Engineering/Construction based courses at the SWC.

Examples of employment to which a GCSE in Technology and Design candidate might progress include: Product design, Teaching, Model making, Prosthetics, Graphic design, Interior design, Shop fitter, CAD/CAM, Construction, Engineering (all areas), Medical technology, Set design.



## OPTION SHEET FOR KEY STAGE 4 CURRICULUM

NAME ..... CLASS .....

1. Please choose **THREE** subjects from the list of subject options.

1.	
2.	
3.	

2. In case we are unable to accommodate you in **all** your preferences, please choose **ONE** reserve subject as well.

<b>Reserve Subject</b>	
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**OR**

If you wish to follow the Prince's Trust Qualification, please indicate by ticking the box below:

<b>The Prince's Trust Qualification</b>	<b>Please tick (✓)</b>

**PLEASE NOTE:** We try to allocate to pupils the subjects of their choice, but classes have to be viable and timetabling and staffing limitations can affect the allocation of subject choices.

**Signature of Approval** ..... Parent/Guardian

**Please detach this sheet and return to Ms Smith by Tuesday 21 February 2023.**