

# St Patrick's College Ballymena



## Year 10 Options

Information for pupils and parents

## INTRODUCTION

Deciding which subjects to study at GCSE level is an important decision for a young person. GCSE choices can help inform the pathway taken and the subjects chosen at post-16 level and even beyond, when the young person takes decisions about further or higher education at the age of eighteen.

Throughout their tailored careers classes, guidance interviews, Career Planning workshop and information given during each curriculum subject, the child, in consultation with their parents/guardians, has been prepared to make an informed choice of subjects for Years 11 and 12.

At the Options Day, we encourage you to take the time to speak with the teachers of the subjects you will be studying, and those you are interested in studying, at GCSE level, in order to find out as much as you can about the range of subjects available, and so make the choices which best suit you, your needs and your hopes and ambitions for the future.



# WHO IS INVOLVED?

## The Child

At the centre of this process is the child. You must make the decisions which best suit you and your ambitions for the future. It is important that you choose carefully, and for the right reasons.

1. You should look closely at the subjects you like. You need to be comfortable with the subjects you will be studying. You should also focus on the subjects you are good at. If you have been doing well in a subject so far, you should continue to do well, as long as you continue to work hard in it.

You should not choose a subject simply because your friends are choosing it. You must look at what subject choices meet your needs, rather than which classes allow you to be with your friends.

2. Subjects you will need for your career- Find out as much as you can about the subjects you are interested in. This booklet outlines the future growth industries in the NI Employment Sector. Those students wishing to progress onto university, are advised to choose Path One only. Remember that the teachers are here to give you the information you need, and that you can continue to seek advice from teachers over the coming weeks, as you finalise your choices.



## The Parents/Guardians

You are the people who know your children best. You know about their strengths and talents. You know about their dreams and ambitions. While the young people will seek advice from their teachers about their subject choices, they will also rely heavily on you to give them advice about the decisions they need to make.

Please use your child's report, teacher comments and this booklet as opportunities to find out more about any subjects your child has expressed an interest in. You may already have a good idea of the career path your child wishes to pursue in the future. If this is the case, you will be able to find out which of the subject choices available provide the best grounding for this path.

On the other hand, if your child is unsure about their plans for the future, you can find out about the career paths offered by the different subjects your child is interested in, and offer him or her guidance on which of these subjects may offer the best preparation for the future.

Remember that this is only a part of this process, rather than the end of it, and that we are available to offer further advice and support in the decision-making process over the coming weeks.



## The Teachers

The teachers are familiar with your child's ability and performance in school. They can offer advice on whether a particular course is suited to your child's strengths and talents. They can also give you and your child more detail on what is involved in their subject at GCSE level, and how it is different from what your child may have been studying over the last three years.

Teachers will also be able to advise you of the career paths offered by their subjects, to help your child decide whether this subject may help them achieve their ambitions for the future.

Please try to make sure you speak to the teachers of all the subjects your child is thinking of choosing, as well as the other subjects, such as English, Mathematics, Science, LLW and RE, which all pupils study in Years 11 and 12.

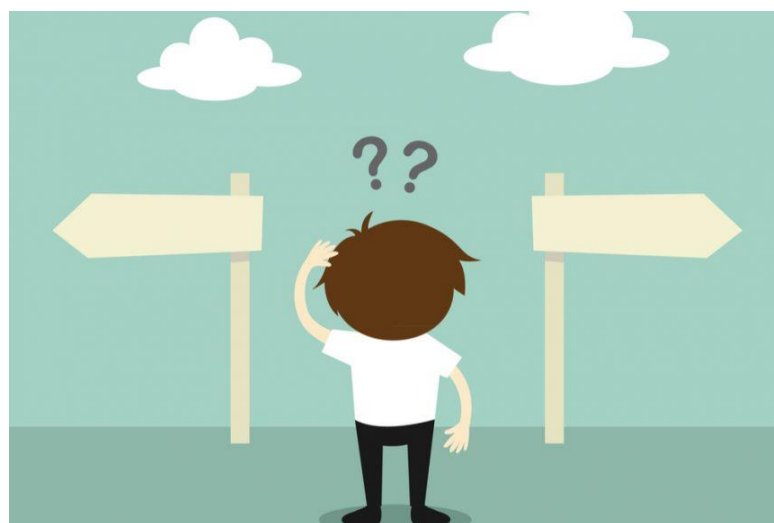


## The School

We will do our utmost to meet the needs of every individual child, and to provide them with an education which meets their needs, allows them to focus on their strengths and enables them to achieve their ambitions.

We will arrange the options in a way which meets the needs of the vast majority of pupils. To ensure this we will, if necessary, re-arrange the subjects in the option blocks during the coming weeks, to improve the choice available to as many of our pupils as possible.

We will make pupils and parents aware of the restrictions placed on the options by the availability of staff and accommodation.



## Careers Information Service

Careers support is available in school throughout Years 10 to 14, to give pupils advice regarding careers, entrance requirements, career plans and the options available to children at 16.

In addition to the support from careers teachers in schools, careers advisers from the Department for the Economy's Careers Service, provide careers information, advice and guidance about GCSE subject choices. This help is normally delivered through class talks, group work and individual interviews. However, things will be a bit different again this year due to the COVID-19 pandemic.

### **How can the Careers Service further help you and your parents?**

There are several ways to contact a careers adviser including:

- online web chat [www.nidirect.gov.uk/services/chat-with-a-careers-adviser](http://www.nidirect.gov.uk/services/chat-with-a-careers-adviser)
- telephone 0300 200 7820
- email Careers Service by completing the online form at Ask Careers [https://dttselfserve.nidirect.gov.uk/Careers\\_Service/TellUs#/Ask\\_careers](https://dttselfserve.nidirect.gov.uk/Careers_Service/TellUs#/Ask_careers)

### Social Media

Follow the Careers Service on:

- Twitter - @economy\_ni
- Facebook - @SkillstoSucceedni,
- Instagram - @Economy\_NI
- LinkedIn - Department for the Economy NI



# THE CURRICULUM

## Exam Boards

It is very important to stress that *all* GCSEs are of equal value. Subjects are offered by a number of different examination boards: Northern Ireland's CCEA, as well as a number of English and Welsh examination boards (AQA, EdExcel, OCR and WJEC).

For each subject we make a choice from the different syllabuses available from the examination boards. We choose the courses which are most relevant to our pupils; which cater best for the levels and needs of our pupils, and which give our pupils the best opportunities for success.

## Course Structures

The make-up of courses can be very different. Some courses are modular. This means that the pupils sit a number of tests during the two years, which count towards the final GCSE grade. Courses structured in this way help the pupils to build up marks over the two years, so that they are not intimidated by the final examinations, as they have already completed a large part of the course.

Other courses include Controlled Assessment, a supervised task completed under teacher supervision in the classroom. Most courses also include examinations at the end of the two years.

## Levels of Entry

Some subjects have only one level of entry, with all pupils taking the same exam papers. Other subjects have two levels of entry, Foundation and Higher. The Foundation level usually allows the pupil to achieve at grades C-G, while the Higher level offers grades A\*-E.



A decision is made, in consultation with the pupil and their parents, in Year 12 about which level of entry will best suit the ability and needs of the individual pupil. This decision takes into account the pupil's performance in classwork, coursework, class tests and Summer and Mock GCSE examinations.

## STUDYING FOR GCSE

### What is required of the pupil?

Taking a subject at GCSE level is a *two year commitment*. The work starts at the beginning of Year 11, not in the weeks before the final examinations.

Good attendance is important. There is a very clear link between poor attendance and poor performance at GCSE level. It will be difficult for you to catch up on work missed when you have been off school.

It is vital that you keep on top of your work and do not allow it to pile up. Controlled Assessment should always be completed and handed in on time, as it becomes very difficult for you to deal with a lot of overdue assignments if you have missed deadlines. You should also always prepare well for tests, so that the results give an accurate indication of your ability and progress.

You should develop good habits of work and study. GCSE studies require a minimum commitment of around fifteen hours a week. Try to complete your work in a quiet area. You should not work in front of the TV, for example. As well as completing your written work, Google Classroom is used to set and submit tasks, it is important that you take time to study using textbooks and other resources that have been provided.

### What is required of the parent/guardian?

Please ensure that your child has good attendance. Don't condone your child being absent for feeble excuses.

If medical or dental appointments have to be made during the school day, please try to make them for early in the morning or late in the afternoon, so that your child misses as little of the school day as possible.

Look at your child's Student Planner regularly. The Planner is an excellent means of communication between school and home. Check their work is recorded, and is done in time.

Your child should be studying for fifteen hours a week in Years 11 and 12. Provide a suitable place for them to study, where they have space and can work in peace and quiet.

Your child may have a part-time job during their GCSE studies. Don't let part-time jobs become full-time. While we all know the demands a young person can put on our pocket, and also that a part-time job gives them some independence, unfortunately some employers exploit this by getting them to work long and late hours, leaving them unfit for school and school work. While they will have a few pounds in their pockets, they may seriously damage their chance of doing their best in their examinations, affecting their career opportunities for a lifetime.

## PATHS OF STUDY IN YEARS 11 AND 12

<u>Path One</u>	
English Language	5 periods
English Literature	2 periods
Mathematics	5 periods
Science (Double Award)	7 periods
Religious Education	4 periods
Option 1	4 periods
Option 2	4 periods
Option 3	4 periods
Physical Education	1 period
Careers	1 period
LLW GCSE	2 periods
PSE	1 period

<u>Path Two</u>	
English Language	5 periods
Mathematics	5 periods
Science (Single Award)	5 periods
Religious Education	5 periods
Prince's Trust Programme	4 periods
Option 1	4 periods
Option 2	4 periods
Option 3	4 periods
Physical Education	1 period
Careers	1 period
PSE	2 periods

<u>Path Three</u>	
English Language	5 periods
Mathematics	5 periods
Science (single award)	4 periods
Religious Education	4 periods
Occupational Studies (NRC)	8 periods
Prince's Trust Programme	4 periods
Option 3	4 periods
Physical Education	1 period
Careers	1 period
PSE	2 periods

**Path One** involves studying ten subjects at GCSE level. The subjects on offer include a mix of General subjects (English Language, English Literature, Mathematics, Double Award Science, Learning for Life and works, Religious Studies) plus three optional subjects (these include Applied subjects, such as Construction or ICT, which are more vocational in nature, and are particularly suitable for young people who anticipate following careers paths which involve those subjects and skills).

**Path Two** involves studying nine subjects at GCSE level. The subjects on offer include a mix of General subjects (English Language, Mathematics, Single Award Science, Prince's Trust, Religious Studies) plus three optional subjects (these include Applied subjects, such as Construction or ICT, which are more vocational in nature, and are particularly suitable for young people who anticipate following careers paths which involve those subjects and skills).

**Path Three** involves the pupils attending the Northern Regional College each Friday to take an Occupational Studies course (equivalent to two GCSE qualifications). In school you will take five GCSE/Applied subjects: - English Language, Mathematics, Applied Science, Applied Religious Studies, and Prince's Trust (equivalent to two GCSE qualifications) This path is most suitable for pupils who would struggle with the full range of eight or nine GCSE subjects, and who would be more interested in following a vocational career path.

Those students who wish to progress onto university are advised to choose Path One.

# OPTIONAL SUBJECTS

Art & Design

Business & Communication Systems

Child Development

Construction and the Built Environment

French

History

Health & Social Care

Home Economics

BTEC ICT

Irish

Motor Vehicle and Road User Studies

Moving Image Arts

Music

BTEC Performing Arts

BTEC Sport / Physical Education

Polish

BTEC Travel and Tourism

# INFORMATION ON SUBJECTS

## Compulsory Subjects

### ENGLISH:

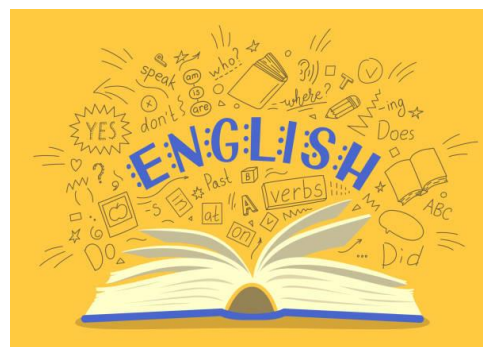
Pupils continue to develop the skills they have worked on in Key Stage Three, in the areas of Reading, Writing and Talking & Listening. The course is assessed through Controlled Assessment and two exam papers taken at the end of Year 12. Students studying Path One will also study GCSE English Literature. A good GCSE in English is an essential requirement for every job, as it demonstrates an ability to communicate well, orally and in writing.

Content: Unit 1	Content Summary:	Assessment:	Weightings
Section A: Writing for Audience and Purpose.	Pupils write in a persuasive style for a particular audience.	External Written Assessment 1 Hour 45 mins	30 %
Section B: Reading to Access Non Fiction and Media Texts.	Pupils read a range of non-fiction texts and analyse how writers use language to achieve a particular purpose.		
Skills developed: <ul style="list-style-type: none"> <li>• The knowledge to understand when to use an appropriate writing form, depending on audience and purpose.</li> <li>• An ability to select vocabulary and techniques to persuade and/or inform the reader.</li> <li>• An ability to recognise the effects of language choices and develop interpretations of writers' ideas.</li> <li>• Confidence when explaining and evaluating how writers use linguistic, grammatical and structural features to influence the reader.</li> </ul>			
Content: Unit 2	Content Summary:	Assessment:	Weightings
Speaking and Listening	Individual presentation Group interaction Role play	A range of formative tasks are carried out across the two years of the course. Teacher marked and CCEA moderation	20 %
Skills developed: <ul style="list-style-type: none"> <li>• An ability to:</li> <li>• communicate clearly and effectively</li> <li>• present information and ideas</li> <li>• interact with others</li> <li>• express ideas clearly, accurately and appropriately</li> <li>• listen and respond to others' ideas and perspectives</li> <li>• create and sustain different roles from a range of real-life contexts</li> <li>• experiment with language to engage the audience.</li> </ul>			

Content: Unit 3	Content Summary:	Assessment:	Weightings
Studying Spoken and Written Language and Writing Creatively	Two essays – one based on Of Mice and Men and one a response to two pieces of spoken language on a given theme.	Two pieces of Controlled Assessment. Internally marked and externally moderated	20%
Skills developed: An ability to: <ul style="list-style-type: none"> <li>understand the characteristics of spoken language</li> <li>understand how language varies in different contexts</li> <li>read and understand texts</li> <li>explain and evaluate how writers use linguistic and presentational features to sustain the reader's interest</li> </ul>			
Content: Unit 4	Content Summary:	Assessment:	Weightings
The Study of Written Language and Writing Creatively	Section A: Pupils have option of writing a creative essay based on a picture or producing a piece of personal writing Section B: Pupils analyse a range of fiction and non-fiction texts/	External Written Assessment 1 Hour 45 mins	30%
Skills developed: An ability to: <ul style="list-style-type: none"> <li>write clearly and fluently (as well as imaginatively, if appropriate)</li> <li>organise ideas to support coherence</li> <li>use an appropriate writing form</li> <li>select vocabulary appropriate to the task to engage the reader</li> <li>use a range of sentence structures for effect</li> </ul>			

**Career Pathways:**

Journalism and publishing  
 Education and training  
 Counselling and social services  
 Marketing sales and advertising  
 Management



## OCN NI LEVEL 2 CERTIFICATE IN ESSENTIALS SKILLS

COMMUNICATION MODE	SKILLS DEVELOPED	ASSESSMENT
<p><b>1. Speaking &amp; Listening</b>            Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations. Controlled assessment Internally set, internally marked and internally verified by the centre. Externally moderated by OCN NI.</p>	<p>a) Consider complex information            b) Present information and ideas clearly and persuasively to others            c) Use an image to support discussion            d) Make significant contributions to discussions, taking a range of roles and helping to move discussions forward</p>	<p>Controlled assessment Internally set, internally marked and internally verified by the centre.</p> <p>Minimum of <u>two tasks</u> which must include one <u>informal discussion</u> and one <u>formal presentation</u>.</p> <p>Externally moderated by OCN NI.</p>
<p><b>2. Reading</b>            Select, read understand and compare texts and use them to gather information, ideas, arguments and opinions</p>	<p>a) Select and use different types of texts to obtain and utilize relevant information            b) Read and summarise information/ideas from different sources            c) Identify the purposes of texts and comment on how meaning is conveyed            d) Detect point of view, implicit meaning and/or bias            e) Analyse texts in relation to audience needs and consider suitable responses in two or more texts.</p>	<p><u>Section A Reading: 25 Marks</u> Tasks: 8-10 questions on 2 texts</p> <p><u>Section B Writing: 25 Marks</u> Tasks: 2 written pieces</p> <p>Externally set and externally marked exam</p> <p>One combined reading and writing paper.</p>
<p><b>3. Writing</b>            Write a range of texts including extended written documents, communicating information, ideas and opinions effectively and persuasively.</p>	<p>a) Present information/ideas logically and persuasively            b) Present information on complex subjects clearly and concisely            c) Use a range of writing styles for different purposes            d) Use a range of sentence structures, including complex sentences, and paragraphs            e) Punctuate written text accurately</p>	
<p>Communication enables progression to other recognised qualifications at level 2 and above.            This qualification will assist learners gain entry to employment.            The qualification is targeted at learners who:</p> <ul style="list-style-type: none"> <li>• wish to develop further skills in literacy ✓</li> <li>• wish to progress in education, training and/or employment ✓</li> <li>• wish to improve their personal development and life skills ✓</li> </ul> <p>Essential Skills Communication Level 2 has two components:</p> <ul style="list-style-type: none"> <li>• Speaking and Listening, Reading and Writing</li> </ul>		



## ENGLISH LITERATURE

Content: Unit 1	Content Summary:	Assessment:	Weightings
Unit 1: The Study of Prose Of Mice and Men  Unseen Prose	Students answer two questions, one from Section A and the set question in Section B. Section A is closed book	External written examination 1 hour 45 mins	30%
Skills developed An ability to: <ul style="list-style-type: none"> <li>• read and understand a novel</li> <li>• respond to the novel critically and imaginatively</li> <li>• select and evaluate relevant textual material</li> <li>• explain and evaluate how the author uses narrative techniques, language, structure and form to present ideas, themes, characters and settings.</li> </ul>			
Content: Unit 2	Content Summary:	Assessment:	Weightings
The Study of Drama and Poetry  Blood Brothers  'Identity' poetry anthology	Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is open book.	External written examination 2 hours	50 %
Skills developed An ability to: <ul style="list-style-type: none"> <li>• read and understand a play</li> <li>• select and evaluate relevant textual material</li> <li>• explain and evaluate how the dramatist uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings</li> <li>• read and understand an anthology of poems</li> <li>• explain and evaluate the ways in which the poets express meaning and achieve effects</li> <li>• make comparisons and explain links between the poems</li> <li>• relate the poems to their social, cultural and historical contexts</li> </ul>			
Content: Unit 3	Content Summary:	Assessment:	Weightings
The Study of Shakespeare	Students complete one task: an extended writing question based on a set theme.	Controlled assessment 2 hours	20%
Skills developed An ability to: <ul style="list-style-type: none"> <li>• read and understand a Shakespeare play</li> <li>• explain and evaluate how the dramatist uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings</li> <li>• relate the play to its social, cultural and historical contexts</li> </ul>			

## MATHEMATICS:



GCSE Mathematics continues many of the topics covered in Key Stage Three and helps the pupils to develop further skills in these areas. In addition, a small number of new areas are explored in Years 11 and 12 which help develop fluent knowledge, skills and understanding of mathematical methods and concepts. Pupils are asked to acquire, select and apply mathematical techniques to solve problems. They are required to reason mathematically, make deductions and inferences, and draw conclusions. Pupils are encouraged to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. A good GCSE grade in Mathematics is considered essential for many career paths, as well as for most higher education courses. Maths also provides young people with many of the skills they will need in their daily lives, including in the area of financial management.

CCEA Mathematics KS4			
Content:	Content Summary:	Assessment:	Weightings
<p>The specification has eight units, four at Foundation Tier and four at Higher Tier:</p> <p>Unit M1: Foundation Tier</p> <p>Unit M5: Foundation Tier Completion Test</p> <p>Unit M2: Foundation Tier</p> <p>Unit M6: Foundation Tier Completion Test</p> <p>Unit M3: Higher Tier</p> <p>Unit M7: Higher Tier Completion Test</p> <p>Unit M4: Higher Tier</p> <p>Unit M8: Higher Tier Completion Test.</p> <p>Pupils must take two units, one from M1-M4 and one from M5-M8.</p>	<p>This specification aims to:</p> <p>develop fluent knowledge, skills and understanding of mathematical methods and concepts;</p> <p>acquire, select and apply mathematical techniques to solve problems;</p> <p>reason mathematically, make deductions and inferences and draw conclusions;</p> <p>comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</p>	<p>The areas of Maths studied are:</p> <p>Number</p> <p>Algebra</p> <p>Geometry and Measure</p> <p>Handling Data</p> <p>The course is assessed at Higher Tier or Foundation Tier with written papers and there is no controlled assessment. Performance in assessments will be used to determine the Tier of entry and the corresponding module examination. Pupils will sit one exam in year 11 and one in year 12.</p>	<p>Pupils take:</p> <p>M1-M4 worth 45% of the qualification and a Completion Paper</p> <p>M5-M8 worth 55% of the qualification.</p> <p><u>Career Pathways</u></p> <ul style="list-style-type: none"> <li>• accountancy</li> <li>• banking and finance</li> <li>• management</li> <li>• environmental sciences</li> <li>• construction</li> <li>• engineering and manufacturing</li> <li>• medical technology</li> <li>• science and research</li> </ul>
<p>All pupils study Mathematics for 5 years. The emphasis of the course is on developing Mathematics knowledge and skills which will help pupils in problem solving activities. A wide variety of teaching strategies are used to promote learning and pupils understanding of mathematical concepts. In the Mathematics department pupils are encouraged to apply their mathematics to everyday situations and develop an understanding of the contribution Mathematics makes to their subjects. All pupils in year 11 and 12 study GCSE Mathematics and are currently following the CCEA Two Tier Modular examinations.</p>			

### SINGLE AWARD SCIENCE:

We offer a combined Science course, at Single Award which includes modules studying Biology, Physics and Chemistry. The course involves modular tests and a practical exam. Single Award Science does not have a terminal examination at the end of the two years. GCSE Science is considered essential for many of the caring professions, including Nursing, as well as in a wide range of other career paths, including Sports Science courses and jobs involving laboratory work. Please note that any student wishing to study a Science subject at 'A' Level needs to study Double Award Science.

Content:	Assessment:	Weightings
Unit 1 Biology	External written examination	25%
Unit 2 Chemistry	External written examination	25%
Unit 3 Physics	External written examination	25%
Unit 4 Practical Skills	Externally marked practical and external written examinations	25%

#### Career Pathways:

Applied science  
Environmental sustainability  
Sports and exercise sciences  
Countryside and environmental management  
Agriculture  
Horticulture  
Animal care  
Horse management  
Beauty therapy  
Applied science/pharmaceutical science  
Health and social care  
Sports and exercise sciences  
Engineering

## DOUBLE AWARD SCIENCE:

This course is equivalent to 2 GCSE grades. Like Single Award Science it contains modules studying Biology, Chemistry and Physics. There are also practical exams to be completed as well. It covers a wider range of topics in additional depth, and would be an essential subject for any young person wishing to study a Science subject at A level. Career paths open to a young person with Double Award GCSE Science are similar to those mentioned in single award Science above, but having a double GCSE in Science would increase a candidate's suitability for many of these courses and careers.

Content	Assessment	Weighting
Biology B1 Cells, Living processes and Biodiversity	External written examination	11%
Chemistry C1 Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	External written examination	11%
Physics P1 Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	External written examination	11%
Biology B2 Body systems, Genetics, Microorganisms and Health	External written examination	14%
Chemistry C2 Further chemical reactions, Rates and equilibrium, Calculations and Organic chemistry	External written examination	14%
Physics P2 Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	External written examination	14%
Unit 7 Practical skills	3 Externally marked practicals and 3 external written examinations	25%



## RELIGIOUS EDUCATION:

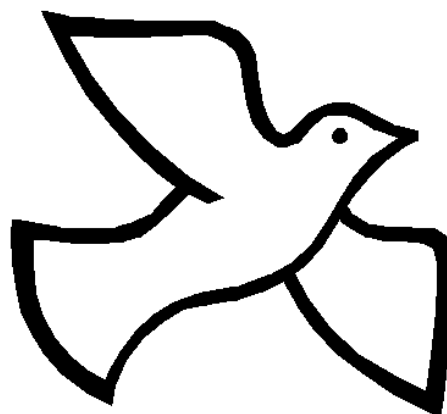
Our GCSE Religious Education course introduces students to Christian belief and practise, focusing on the Catholic Church and ethics within the study of religion. Students explore personal and family issues, matters of life and death, bio-ethics, contemporary issues in Christianity and modern warfare. Pupils taking GCSE full course will study two units and complete two external written examinations, one on each of the chosen units, The Catholic Church and Christian Ethics. Each written examination is worth 50%. There is no Controlled Assessment.

The specification aims to encourage pupils to adopt an enquiring, critical and reflective approach to the study of religion; reflect on and develop their own values, opinions and attitudes in light of their learning.

Content:	Content Summary:	Assessment:	Weightings
Year 11-Unit 2A The Christian Church with a focus on the Catholic Church	This unit introduces students to Christian belief and practice, focusing on the Catholic Church.	1 ½ hr exam	50%
Year 12- Unit 6 An Introduction to Christian Ethics	This unit introduces students to ethics in the study of religion. Students explore personal and family issues, matters of life and death, developments in bioethics, contemporary issues in Christianity and modern warfare.	1 ½ hr exam	50%

### Career Pathways:

Advice worker  
Archivist  
Charity fundraiser  
Charity officer  
Civil Service administrator  
Community development worker  
Editorial assistant  
Equality, diversity and inclusion officer  
Mediator  
Newspaper journalist  
Policy officer  
Solicitor  
Teacher  
Youth worker



## OCN NI LEVEL 2 CERTIFICATE IN RELIGIOUS STUDIES

Some Pupils will also study OCN NI Level 2 Certificate in Religious Studies. This is a continuous assessment course where pupils will complete a portfolio of work to gain their qualification. The course aims to encourage pupils to adopt an enquiring, critical and reflective approach to the study of religion, examine their own faith practices and those of others in the context of the units provided.

1. Addiction L2 1 Credit
2. Charity and Religious Charities L2 1 Credit
3. Exploring Personal Identity and Faith L2 2 Credits
4. Exploring Religious Traditions within Own Community L2 2 Credits
5. Life and Death Issues L2 2 Credits
6. Life of a Famous Person of Faith L2 2 Credits
7. Marriage and Divorce L2 2 Credits
8. Prejudice and Reconciliation L2 2 Credits
9. World Faith L2 1 Credit

In order to achieve the Level 2 Certificate learners must complete all units for a total of 15 credits. This qualification has been awarded points which equates to a Grade B at GCSE.

### Career Pathways:

Counselling and social services  
Marketing  
Aid worker  
Child care  
Retail sales and customer service  
Education and training  
Medicine and nursing  
Service sector roles

## LEARNING FOR LIFE & WORK:

This course seeks to equip pupils with many of the skills which become necessary as they move into adulthood. The course has three parts. Employability encourages young people to consider their future seriously, and to look at what skills they need to equip themselves with in order to help them in their search for a satisfying career when they have completed their education. Personal Development encourages the young person to reflect on the ways in which their lives change as they develop and move into adulthood. Finally, Citizenship encourages young people to consider their role as a citizen in a democracy, looking at the rights we all enjoy, as well as our responsibilities as members of society. The course is modular and comprises two controlled assessments and three exams. The course builds on thinking skill, personal capabilities, and cross curricular skills which would suit any career pathway.

Content:	Content Summary:	Assessment:	Weightings
Unit 1: Local and Global Citizenship	This unit covers: diversity and inclusion; rights and responsibilities; government and civil society; democratic institutions; democracy and active participation; and the role of NGOs.	External written examination 1 hour	20%
Unit 2: Personal Development	This unit covers: personal health and well-being; emotions and reactions to life experiences; relationships and sexuality; personal safety and well-being; responsible parenting; and • making informed financial decisions.	External written examination 1 hour	20%
Unit 3: Employability	This unit covers: the impact of globalisation on employment; preparing for employment; rights and responsibilities of employers and employees; social responsibility of businesses; exploring self-employment; and personal career management.	External written examination 1 hour	20%
Unit 4: Investigation (Controlled Assessment Task)	Students complete one task from a choice of three. The task involves the following: Planning, Research, Communicating Findings, Self-Evaluation and Presentation of Task	Controlled assessment	40%
<p>It provides a number of key benefits to students, including:</p> <ul style="list-style-type: none"> <li>• investigating cultural diversity and inclusion;</li> <li>• learning the importance of human rights in society;</li> <li>• living a healthy lifestyle and developing a positive concept of self;</li> <li>• exploring parenting and personal finance, which equips students with life management tools;</li> <li>• preparing them for future employment by exploring the processes and skills involved in finding a job; and</li> <li>• investigating a topic for their controlled assessment task, which will include planning, researching, communicating findings, self-evaluation and presentation of the task.</li> </ul>			

## OCCUPATIONAL STUDIES:

Occupational studies are vocational based qualifications, developed by CCEA, focused on providing learners with hands-on practical experience and skills required for the world of work. Learners will have the opportunity to study these qualifications at the Northern Regional College Farm Lodge and Trostan Avenue campuses in Ballymena, - and will be taught by highly qualified and industry experience lecturers within fully equipped industry standard workshops, restaurants and hair and beauty salons. There are six individual qualifications awarded at Level 1 and 2. Each qualification relates to a general occupational area and includes the following range of pathways and optional units.

Pathway 1. Business Services
· Optional unit 1 - Facial Skincare
· Optional unit 2 - Manicure & Nail Art
· Optional unit 3 - Customer Service
· Optional unit 4 - Food Contemporary Cuisine
Pathway 2. Construction
· Optional unit 1 - Brick/Blockwork
· Optional unit 2 - Hard Landscaping
· Optional unit 3 - Bench Joinery
· Optional unit 4 - Carpentry & Joinery
Pathway 3. Creativity and Design
· Optional unit 1 - Food Specialised Crafts
· Optional unit 2 - Food & Drink
· Optional unit 3 - Patisserie & Baking
· Optional unit 4 - Styling Using Blow Drying Techniques
· Optional unit 5 - Hairstyling On Long Hair
Pathway 4. Engineering
· Optional unit 1 - Manufacturing Techniques –Hand Fitting
· Optional unit 2 - Manufacturing Techniques – Sheet Metal
· Optional unit 3 - Basic Fast Fit Operations
· Optional unit 4 - Vehicle Technician Operations
· Optional unit 5 - Plumbing
· Optional unit 6 - Electrical Wiring and Installation
· Optional unit 7 - Vehicle Servicing and Valeting Operations
Pathway 5. Environment and Society
· Optional unit 1 - Working in Tourism
· Optional unit 2 - Running a Leisure Event
· Optional unit 3 - Sports Leadership



Pathway 6. Technology and Innovation
· Optional unit 1 - Bench Joinery
· Optional unit 2 - Carpentry & Joinery
· Optional unit 3 - Manufacturing Techniques – Hand Fitting
· Optional unit 4 - Manufacturing Techniques – Sheet Metal
· Optional unit 5 - Sound Production
· Optional unit 6 - Digital Imaging

Learners must complete TWO units (worth 50%) from the same occupational pathway area to achieve a qualification but cannot study the same unit twice.

\* Units are dependent on viable numbers and subject to resource availability at time of expression of interest. They may also not be available to study at all campuses.

#### Benefits of studying Occupational Studies at Northern Regional College

- Focus on occupation and employability.
- Enable progression to other courses at the College, training and employment.
- Develop knowledge and transferable skills within subject area needed in a changing and dynamic working environment.
- Use of industry standard equipment and facilities.
- No examinations - increase level of achievement where students flourish in practical related assignments/coursework.
- Opportunity to be taught in classes with students from all sections of the community.



## PRINCE'S TRUST

Prince's Trust PDE



Prince's Trust  
Northern Ireland

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners:

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

This can be studied at Entry Level, Level one or Level two. We study the course at Level two.

Content	Content Summary	Assessment	Weightings
Money Management	This particular unit helps pupils with managing money.	Portfolio work IV EV	Level one
Physical Activity	We take part in exercise and look at the benefits of physical activity.	Portfolio work IV EV	Level one
Digital skills	This helps students with various computer skills we also look at safety online.	Portfolio work completed on the computer IV EV	Level two
Presentation skills	Students focus on a topic of their choice to produce a presentation and accompanying resources.	Portfolio and a presentation IV EV	Level two
Career planning	Students look at career options and also go through the process of applying for a job.	Portfolio Application form CV Letter to an employer IV EV	Level two
Preparing for the world of work	Students take part in activities to prepare them for the world of work.	Portfolio IV EV	Level two



## PHYSICAL EDUCATION:

All pupils take part in timetabled PE each week. We feel that this is important for them for a number of reasons: the activities they take part in give them a worthwhile break from their classroom studies, as well as helping them in their general health and fitness. Many of our students develop an interest in a particular sport, arising from their engagement with that sport during timetabled PE. This often leads to them taking up that sport as part of a school team or with a local team. Most importantly, through timetabled PE, we try to engender what we hope will be an ongoing commitment on the part of the pupils to their own health and physical wellbeing.

## CAREERS/CEAIG:

All pupils receive discreet timetabled CEAIG lessons in Years 10-14, to help them look at the pathways available to them, to enable them to make informed choices about their futures and to assist them through the process of applications, for jobs or for courses in further or higher education.

Pupils will also have access to interviews and guidance with Careers specialists and the Department for the Economy Careers Adviser.

Pupils will also complete:

A Work Experience programme

A CV

A Personal Statement and Pupil Progress Folder

Preparation for GCSE Post 16 Options



## Optional Subjects

(Note – all courses are GCSE courses, with the exception of BTEC First Certificates, which are the *equivalent* of GCSE.)

## ART & DESIGN:

Many of the skills developed in the first three years are taken further in the GCSE course, where pupils experience a range of two and three dimensional work, building up a portfolio as they go along. Pupils also have a two-day examination in Year 12. A good qualification in GCSE Art is essential for progression to A level Art (which is part of the range of courses available in Sixth Form at St Patrick's), and can then lead to the study of different areas of Art & Design in further and higher education, with careers opportunities including graphic design, multimedia and web-based design, museum and gallery work, as well as self-employment as a professional artist.

Content:	Content Summary:	Assessment:	Weightings
Component 1A	Exploratory Portfolio. Students build upon their skills from Key Stage 3, exploring mark making, drawing, printing and clay work. There will be opportunities for a Visiting Artist Workshop.	Portfolio	25 %
Component 1B	Visual Arts Commission. Students will interpret a brief in a personal way to develop a body of work that will result in a final outcome. Students will have the opportunity to work with a range of media, materials and techniques.	Portfolio	35%
Component 2	Students will be given an externally set assignment by CCEA which they will have to research and develop through a project into a final outcome. The final outcome must be completed within exam conditions in the art rooms.	Externally Set Assignment	40%
Skills developed: <ul style="list-style-type: none"> <li>• Exploring a range of materials, techniques and processes including; drawing, painting, clay, batik, mixed media.</li> <li>• Creative and critical thinking skills</li> <li>• Developing understanding of professional practice through researching and analysing artist's work.</li> <li>• Confidence to express thoughts and feelings in visual forms.</li> <li>• Managing time and workload to meet deadlines.</li> </ul>			

### Career pathways:

Graphic design  
 Fashion styling  
 Art and design  
 printmaking  
 Media  
 Performing arts  
 Photography  
 Fine art  
 Beauty therapy  
 Hairdressing  
 Professional cookery



## BUSINESS & COMMUNICATIONS SYSTEMS:

This course combines a mix of business theory with practical ICT skills. Its aim is to equip young people to work in the business environment and use ICT tools to assist in that role. The Controlled Assessment element of this subject focusses exclusively on E-Commerce which is a fast developing aspect in the world of business. Consequently, this is a most useful qualification for almost any type of job whether it is office-based or more “hands on”. Pupils will develop their skills in using a range of the standard office software applications - word-processing, desktop publishing, spreadsheet, presentation and database management. Students will also gain the experience of developing a basic E-Commerce website using a Website editing application.

Naturally a large part of the student’s lessons will be based in the computer suite where they will develop their ICT skills but there is also a significant amount of time spent in the classroom developing their business knowledge and understanding. This balance helps to prepare learners for further study in either an advanced business or ICT course.

Content:	Content Summary:	Assessment:	Weightings
Unit 1 - Software Applications	<ul style="list-style-type: none"> <li>• File Management</li> <li>• Word Processing</li> <li>• Spreadsheets</li> <li>• Databases</li> <li>• Presentation</li> <li>• Email</li> <li>• Web Authoring</li> <li>• Desktop Publishing</li> </ul>	External Practical Assessment  2 Hours	40 %
Unit 2 – The Business Environment	<ul style="list-style-type: none"> <li>• Business Ownership</li> <li>• Stakeholders</li> <li>• Digital Trading</li> <li>• Communication</li> <li>• Recruitment &amp; Selection</li> <li>• Training</li> <li>• Marketing</li> </ul>	External Written Theory Assessment  1 hour	35%
Controlled Assessment  Unit 3 – Developing Digital Solutions	Develop a digital solution for a business eg an ecommerce website	Internal Assessment  Completed Year 12  20 hours	25%

### Career pathways:

Accounting  
 business  
 Business administration and office skills  
 Enterprise and entrepreneurship  
 Information technology  
 Hospitality  
 Travel and tourism



## CHILD DEVELOPMENT:

Child Development studies the development of a child from conception, through to birth, and on to the early years of a child's life. The course develops an understanding of pregnancy, the needs of a child and the responsibilities of being a parent. The importance of a healthy lifestyle is an integral part of this course. GCSE Child Development is an effective preparation for many of the aspects of A Level Health & Social Care, as well as for other courses related to Early Years development, such as Childcare. It is also very useful for any young person considering a career in the caring professions, particularly nursing/midwifery and any course involving the care of young people.

Content:	Content Summary:	Assessment:	Weightings
Unit 1 (Year 11) Parenthood, pregnancy & the newborn baby	In this unit, students learn about parental responsibilities, the development of a healthy pregnancy, the stages of labour, birth, and the care of a newborn baby.	External written examination 1 hour 15 mins 75 marks The paper includes multiple-choice, short and structured questions, and questions requiring extended writing	30%
Unit 2 (Year 12) The development of the child (0-5)	In this unit, students learn about the needs of a child and the importance of all aspects of a child's health and development from 0–5 years.	External written examination 1 hour 15 mins 75 marks The paper includes multiple-choice, short and structured questions, and questions requiring extended writing	30%
Unit 3 Controlled Assessment	Controlled assessment 100 marks Students complete one task from a choice of two.	The task has the following parts: • Part A: Analysis and Justification; • Part B: Secondary Research and Analysis of Own Viewpoint; • Part C: Conclusions and Evaluation of Parts A and B; • Part D: Planning and Outcome; and • Part E: Evaluation of Planning and Outcome. Students present the written report on the task in the required format. Teachers mark the task, and we moderate the work	

### Career Pathways:

Early years teacher.  
Education consultant.  
Education mental health practitioner.  
Family support worker.  
Health play specialist.  
Learning mentor.  
Play therapist.  
Primary school teacher.





## CONSTRUCTION AND THE BUILT ENVIRONMENT:

This is a vocational course which gives pupils hands-on experience in planning and making items. The young people will have the opportunity to use Computer-Aided Design (CAD) software to design their piece of furniture. They will then use this plan as the basis for making their piece. Other skills developed as part of the course include the ability to read and understand architectural plans, such as those used in the construction industry. This course is useful for any young person planning a career path in the construction industry, in areas such as plumbing, electrical work, joinery or bricklaying. It gives them a feel for the kind of training they would undergo in post-16 courses. It also helps them develop their ICT skills.

Content:	Content Summary:	Assessment:	Weightings
Unit 1: Introduction to the Built Environment	In this unit, students develop understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.	External written examination  1hour	20%
Unit 2: Sustainable Construction	In this unit, students interpret the pre-release drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.	External written examination  1hour 30mins	30%
Unit 3: The Construction Craft Project	In this unit, using the A3 drawings that CCEA provide, students must complete a woodwork based project.	Controlled assessment	25%
Unit 4: Computer Aided Design in Construction	In this unit, students develop understanding and a working knowledge of computer aided design (CAD) in the construction industry. They must produce a portfolio of work under controlled conditions, including working drawings for a domestic building and one detail drawing.	Controlled assessment.	25%
<b>Skills developed</b> <ul style="list-style-type: none"> <li>• develop a broad background knowledge and core knowledge of the construction industry;</li> <li>• apply their developing knowledge in relevant, enjoyable and work-related contexts for craft products and computer aided design(CAD)projects;</li> <li>• investigate opportunities to progress into further education, training or employment in the construction industry;</li> <li>• experience success when applying their knowledge in work-related contexts;</li> <li>• develop and practise the key transferable skills that are important in working life;</li> <li>• develop knowledge of the materials and sustainable methods used in domestic and commercial construction.</li> </ul>			

### Career pathways:

Graphic design  
 Fashion styling  
 Art and design  
 Media  
 Engineering  
 Photography  
 Construction and building services  
 Motor vehicle – technology and repairs







## FRENCH:

GCSE French takes the skills worked on in Years 8-10, and further develops them, to enhance and encourage the young person's communication skills. Their linguistic skills are also developed, as is their awareness of and sensitivity towards other cultures. Alongside the language skills, the pupils also develop their knowledge of French culture and society. As with other modern languages, a GCSE qualification in French greatly enhances the young person's flexibility in relation to their job prospects, giving them increased mobility in the increasingly international society we live in.

Content:	Weightings
Listening	20 %
Reading	20 %
Speaking	30 %
Writing	30 %

### Speaking – Internally assessed

Marks awarded for (i) Communication (ii) Range and Accuracy (iii) Pronunciation and Intonation (iv) Interaction and Fluency

Students submit two tasks for moderation. Each task should last between 4 and 6 minutes

### Writing – externally assessed

Marks awarded for (i) Content (ii) Range of Language (iii) Accuracy

Students submit two tasks (600 words) for marking by AQA.

### Career Pathways:

Translator  
Interpreter. ...  
Publishing (editor) ...  
Publishing (proofreader) ...  
Tour guide. ...  
Resort staff. ...  
Flight attendant. ...  
Diplomat.

## Health & Social Care

This course aims to encourage students to develop their interest in health, social care and early years. Draw together areas of knowledge, skills and understanding related to the health, social care and early years sectors.

develop higher order thinking skills. Increase their understanding of the health, social care and early years sectors to develop as effective and independent learners. Understand aspects of personal development and the health, social care and early years sectors by investigating and evaluating a range of services and organisations. Examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture. Develop skills, aptitudes and values for employment in the health, social care and early years sectors; and develop a critical and analytical approach to decision making and problem solving.

Content	Content Summary:	Assessment:	Weightings
Unit 1: Personal Development, Health and Well-Being	In this unit, students investigate human development throughout the life stages. They also investigate factors affecting health and well-being, including relationships and the impact of major life changes.	External written examination 1 hour 30 mins 100 marks Students answer three questions that require short responses and extended writing.	50%
Unit 2: Working in the Health, Social Care and Early Years Sectors	In this unit, students develop their understanding of the world of work in the health, social care and early years sectors and how the needs of different service user groups are met. Students learn about a range of job roles in health, social care and early years services and how practitioners apply the values of care.	Controlled assessment 100 marks Students complete the controlled assessment task. Teach	50%



**Health and social care**

## HISTORY:

GCSE History enables us to study peoples, societies and events, in order to help us use the past to make sense of the present. Pupils will have the opportunity to look at events in Irish history from 1920 to 1949, and reflect on how those events have helped shape modern-day attitudes within Northern Ireland. They will also have the opportunity to study Nazi Germany from 1933 to 1945 and developments in International Relationships between 1945 and 2003. GCSE History is an effective preparation for further study in History at A level, and also develops the skills of managing information, decision-making and communication which can be useful in a wide variety of career paths.

Content:	Content Summary:	Assessment:	Weightings
Unit 1 - Modern World Studies in Depth	<ul style="list-style-type: none"> <li>Life in Nazi Germany 1933-1945</li> <li>Changing Relations: Northern Ireland and its Neighbours 1920-1949</li> </ul>	External Written Assessment in Summer of Year 11 (1 hour 45 mins)	60 %
Unit 2 - Outline Study	International Relations, 1945-2003: <ul style="list-style-type: none"> <li>Origins of the Cold War</li> <li>Superpower rivalries</li> <li>Flashpoints in Europe</li> <li>Flashpoints outside Europe</li> <li>The end of the Cold War</li> <li>The War on Terror</li> </ul>	External Written Examination in Summer of Year 12 (1 hour 15 mins)	40%

### Skills developed:

#### GCSE History aims

- 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.

History helps students to develop a sense of social responsibility. It also helps develop students' communication, analytical and problem-solving skills. History students will develop their ability to reach supported conclusions, based on the evaluation and analysis of a range of evidence. They will also develop their knowledge about the people, events and circumstances which have contributed to the society in which we live.

### Career pathways:

law

journalism and publishing

marketing, sales and advertising

arts

crafts and design

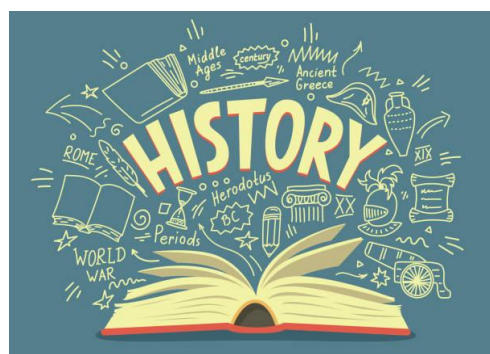
broadcast media and performing arts

leisure, sport and tourism

education and training

legal services

uniformed public services



## HOME ECONOMICS:

Pupils choosing this course develop an understanding of the relationship between nutrition, food choice, diet and health. They also gain skills in the planning and preparation of nutritious and tasty meals. Cooking is an integral part of the course. Career paths include further developing cookery skills at further education level, to work in the catering industry, as well as opportunities in the food technology industry. Many of the skills developed as part of this course also transfer well to the study of A level Health & Social Care, which can be studied in Year 13 in St Patrick's.

Content:	Content Summary:	Assessment:	Weightings
Component 1: Food and Nutrition	In this Unit students learn about the nutritional content of foods and how to meet the nutritional needs of different groups of people. They will also study how to be an effective consumer in relation to food choice, safety and resource management.	External written exam 2 hours 120 marks The paper includes multiple choice, short and extended writing questions	50%
Component 2: Practical Food and Nutrition	In this Unit students research a given task. They then choose and justify a three course meal using a range of criteria before completing their practical activity and evaluating their work.	Controlled Assessment 120 marks	50%

### Skills developed:

Students develop knowledge, understanding and skills relating to the

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

Students also have the opportunity to

- § develop confidence in demonstrating practical food skills
- § carry out research into current issues relating to food, the environment and consumer behaviour

### Career Pathways:

agriculture  
catering and hospitality  
environmental health  
leisure and tourism  
retail sales and customer service  
manufacturing  
dietary needs



## ICT:

Information and Creative Technologies (ICT) is concerned with the creation, storing, processing and presentation of information in a variety of electronic forms. Pupils will develop a range of skills in their use of computers, including the use of databases, the construction and management of web pages, desk-top publishing and image processing. The course is very useful for pupils who wish to progress to further study, such as A level ICT (which is available in our Sixth Form), and there is a wide range of career paths for young people who have studied GCSE ICT, both within the computing industry and in many other areas of work in which the use of ICT is widespread.

Content:	Content Summary:	Assessment:	Weightings
Unit 1 The Online World	Communication Real-time information Commerce Government Education VLE Business Entertainment Download services	External onscreen assessment lasting 1 hour	25 %
Unit 3 Digital Portfolio	Design a digital portfolio. Create & test a digital Portfolio. Review the digital Portfolio.	This Unit will be assessed by a series of internally assessed tasks.	25%
Unit 13 Website development	Understand the uses and features of a website. Design a website. Develop & test a website. Review the finished website.	This Unit will be assessed by a series of internally assessed tasks.	50%

Skills developed: Information Communications Technology (ICT) is concerned with the creation, storing, processing and presentation of information in a variety of electronic forms. Pupils will develop a range of skills in their use of computers, including the use of databases, the construction and management of web pages, desk-top publishing and image processing. The course is very useful for pupils who wish to progress to further study, such as A level ICT (which is available in our Sixth Form), and there is a wide range of career paths for young people who have studied GCSE ICT, both within the computing industry and in many other areas of work in which the use of ICT is widespread.

## ICT

construction and the built environment  
electrical engineering  
applied science  
computer science  
computer aided design  
computer programming  
computer aided engineering  
engineering  
information technology







## MOTOR VEHICLE AND ROAD USER STUDIES:

One of the main aims of this course is to prepare young people to become better informed and more responsible road users. Pupils will study how various systems within cars (the engine, suspension and braking systems, for example) work. They will also find out about the legal responsibilities of different road users, the importance of safety on the road, and how to show consideration for other road users. Pupils will also develop an understanding of routine vehicle maintenance, as well as taking a basic competence test in the operation of a motor scooter. The course is particularly suited to young people who wish to take courses in vehicle maintenance at post-16 level, and who wish to follow career paths in the motor industry, whether in sales or maintenance.

Content:	Content Summary:	Assessment:	Weightings
Unit 1 Examination	<ul style="list-style-type: none"> <li>• Road User Behaviour</li> <li>• Legal Requirements</li> <li>• The Road User and the Environment</li> <li>• Motoring Maths</li> <li>• Accident Procedures</li> <li>• Mechanical Systems</li> </ul>	External Written Assessment 1 Hour 45 mins	50 %
Unit 2 Controlled Assessment	Investigative Study into speeding in the local area	Controlled Assessment: four part written assignment	25%
Unit 3 Practical Moped Riding Skills	Practical training in moped riding within marked area of school playground	Controlled Assessment: practical assessment of moped riding skills	25%
<b>Skills developed:</b> <ul style="list-style-type: none"> <li>• to develop the young person as an individual;</li> <li>• to develop the young person as a contributor to society; and</li> <li>• to develop the young person as a contributor to the economy and environment</li> </ul>			

### **Career Pathways:**

**Car detailer**  
**Car rental agent**  
**Tyre technician**  
**Vehicle inspector**  
**Auto instructor**  
**Auto body repair technician**  
**Auto mechanic**  
**Auto electrician**  
**Tow truck driver**  
**Car salesperson**  
**Auto sales manager**  
**Auto engineer**  
**Process engineer**



### Moving Image Arts:

This course to help students develop a critical understanding of film language, narrative, representation and audience in both theory and practice. Investigate and research the work of others, demonstrating the ability to analyse and evaluate creative purpose. Acquire knowledge and understanding of moving image genres and contexts. Develop ideas through investigating and experimenting with film-making techniques and processes. Develop the ability to manage resources, processes and equipment at the different stages of moving image production. Create their own complete moving image products. Develop creativity, teamwork, and problem-solving skills. Demonstrate enterprise and initiative in making their own films. Develop technical competence in using film-making techniques; and evaluate the effectiveness of their own practice as film-makers.

Content:	Content Summary:	Assessment:	Weightings:
Component 1: Critical Understanding of Creative and Technical Moving Image Production	The examination is divided into three sections: Section A: Film Language, Genre and Representation assesses candidates' knowledge and understanding of film language (including narrative), genre and representation. Section B: Creative Production, Management and Industry Contexts assesses candidates' knowledge and understanding of industry contexts. It also assesses candidates' ability to apply their knowledge and understanding of creative production and production management practices in response to previously unseen scenarios and creative tasks relating to film production Section C: Comparative Analysis contains one question, which requires an extended writing response. The question assesses candidates' ability to compare and contrast the different use of techniques in a specific area of film language in two unrelated and previously unseen film sequences	Compulsory online examination 1 hour 30 mins The examination features: a range of previously unseen audio and visual stimuli and short film sequences; questions that assess knowledge and understanding of film language, practices, techniques and contexts; scenario-based questions that assess creative and production management skills; and questions that assess analysis and evaluation of film language, audience and purpose.	40%



<p>Component 2: Acquisition of Skills in Moving Image Production</p>	<p>This component aims to enable students to develop five core skills of film production:</p> <ul style="list-style-type: none"> <li>• storyboarding;</li> <li>• camera;</li> <li>• editing;</li> <li>• postproduction sound; and</li> <li>• animation.</li> </ul> <p>Students must apply these core skills in these four tasks.</p>	<p>Compulsory controlled assessment tasks Students complete four tasks specified in the Component 2 Task Booklet: storyboarding; camera and editing; sound; and animation.</p>	<p>20%</p>
<p>Component 3: Planning and Making a Moving Image Product</p>	<p>The assessment will give students the opportunity to create their own research analysis and production portfolio, including one complete short genre film with associated creative and organisational preproduction and production materials</p>	<p>Compulsory controlled assessment portfolio Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs that we provide. The portfolio must feature: a research analysis; preproduction material; a completed moving image product; and an evaluation.</p>	<p>40%</p>



## MUSIC:

This course is based on three main areas within the study of music: Listening, Composition and Performance. It is useful when choosing this course to be able to play a musical instrument. GCSE Music is useful for young people considering further study in the area of Music or the Performing Arts.

### BTEC MUSIC (Level 2 Tech Award in Music Practice)

Content:	Content Summary:	Assessment:	Weightings:
COMPONENT 1- EXPLORING MUSIC PRODUCTS AND STYLES	Through focused listening and music-making activities, you will explore a variety of musical styles and understand the key stylistic features of different genres of music.	Internally Assessed: Written Portfolio	30%
COMPONENT 2 – MUSIC SKILLS DEVELOPMENT	You will explore personal and professional techniques for musicians and how musicians share their music with others	Internally Assessed: Written Portfolio	30%
COMPONENT 3 – RESPONDING TO A COMMERCIAL MUSIC BRIEF	You will learn how to respond to a commercial music brief, by selecting and applying musical skills in response to a brief, presenting a final musical product, and commenting on the creative process and outcome.	Externally Assessed: Written Assessment	40%

#### Skills Developed:

- You will develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.
- Perform stylistically accurate cover versions.
- Create original music using e;

#### Career Pathways:

Music Producer.  
Recording Engineer.  
Artist Manager.  
Tour Manager.  
Booking Agent.  
Music Publicist.  
Composer.  
Music Arranger.



## PERFORMING ARTS:

Performing Arts covers a wide range of disciplines including music, drama, dance and production skills. The BTEC has been designed primarily for young people who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study. The units cover areas such as how to develop your skills as a performer, how to produce a performance and how to plan for an event. This course is ideally suited to anyone who has an interest in performing, and can lead on to other courses in Performing Arts, such as A Level Performing Arts, offered here in St Patrick's.

Component title	Level	How assessed
Exploring the Performing Arts	1/2	Internal
Developing Skills and Techniques in the Performing Arts	1/2	Internal
Responding to a Brief	1/2	Synoptic External

### Career Pathways:

music  
music technology  
performing arts  
media  
dance



## PHYSICAL EDUCATION:

Taken in addition to the periods of non-exam PE, GCSE PE mixes theory and practical work to give pupils an understanding of the importance of lifestyle in promoting good health, and also in the gaining and maintenance of physical fitness. The course encourages active learning and shows the pupils how to analyse their own performance in the practical parts of the course, as well as that of others. GCSE PE is a good preparation for the BTEC Extended Certificate in Sport which we offer in Year 13, as well as for a range of other courses.

Career opportunities are widespread in the health, fitness and leisure industries, and the course is also useful for those who wish to study for a degree in Sports Studies or Sports Sciences in the future.

We currently offer two courses at GCSE, the choice of these options depends on numbers and the practical ability of the students. The department will choose the most suitable option for the group which will enable all students to achieve the best grade.

### OPTION 1

#### WJEC/Eduqas- GCSE PE

Content:	Content Summary:	Assessment:	Weightings
Component 1-  Theory knowledge and understanding	Health, fitness and well being  Diet, nutrition and physical activity  Components of fitness  Methods of training  Principles of training and exercising	External Written Assessment 2hrs	60 %
Component 2-  Practical component	The active participant in physical education	This component is internally assessed and externally moderated. Learners will be assessed in three different activities in the role of performer in at least one individual and one team sport. Learners will be further assessed through a written analysis and evaluation of their personal performance in one of their chosen activities.	40%

OPTION 2  
Level 2 BTEC SPORT

Content:	Content summary:	Assessment:
Unit 1 Fitness for Sport and Exercise	Components of physical fitness  Components of skill-related fitness  Principles of training  Fitness testing, training and methods of training  Interpretation of fitness test results	1hr 15min Online exam
Unit 2 Practical Performance in Sport	Study two sports: Rules, regulations and scoring systems Observe your performance in these sports Analyse your performance in these sports	Written assessment and practical performance review.
Unit 3 Applying the Principles of Personal Training	Design a personal fitness training programme Learn about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training Implement a self-designed personal fitness training programme to achieve own goals and objectives. Review a personal fitness training programme.	Written assessment
Unit 6 Leading Sports Activities	Learn about the attributes associated with successful sports leadership Undertake the planning and leading of sports activities Review the planning and leading of sports activities	Written assessment

Unit 1&2 are taught in year 11. Unit 3&6 are taught in Year 12  
Each unit is equally weighted.

Career Pathways:

leisure  
sport and tourism  
construction  
education and training  
armed forces  
security and uniformed services  
management, as well as animals, agriculture, plants and land



## POLISH:

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

GCSE Polish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Content:	Content Summary:	Assessment:	Weightings
Theme 1: Identity and culture	Topic 1: Me, my family and friends, relationships with family and friends. Marriage/partnership. Topic 2: Technology in everyday life. Social media. Mobile technology. Topic 3: Free-time activities. Music. Cinema and TV. Food and eating out. Sport.	Paper 1, listening: Written exam: Foundation Tier - 35 minutes  Higher Tier - 45 minutes	25% of GCSE
Theme 2: Local, national, international and global areas of interest	Topic 4: Customs and festivals in Poland Theme 2: Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Charity/voluntary work. Healthy/unhealthy living. Topic 3: Global issues The environment. Poverty/homelessness.	Paper 2, speaking: Speaking exam: 7–9 minutes + preparation time 10–12 minutes	25% of GCSE
Theme 3: Current and future study and employment	Topic 4: Travel and tourism Theme 3: Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	Paper 3, Reading: Written exam: Foundation Tier – 45 minutes, Higher Tier – 1 hour	25% of GCSE
		Paper 4. Writing: Written exam: Foundation Tier -1 hour Higher Tier -1 hour 15 minutes	25% of GCSE

### Skills developed:

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Polish is spoken.

### Career pathways:

law

finance

business administration

sales and marketing

public services, transport

tourism and hospitality

international aid.

speaking foreign languages is also useful if want to work abroad e.g. childminder



## Travel and Tourism:

This will introduce learners to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.

Content:	Content summary:	Assessment:
Unit 1 UK travel and tourism sector	In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport	Externally assessed 1hr 15min exam
Unit 2 UK travel and tourism destinations	This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes. Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types. You will also be introduced to reference materials and various sources of information to enable you to draw together your knowledge of the tourist destinations in order to successfully plan UK holidays for different types of customers using a range of sources.	Internally Assessed: Written Portfolio
Unit 3 the travel and tourism customer experience	In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation. You will look at different types of customers, both internal and external to travel and tourism organisations. Internal customers are important – a happy workforce will want to keep the external customers happy. Determining what a customer needs may depend on what products and services are available, which is why all travel and tourism organisations will investigate their customer needs first. It is also important to recognise where the customer needs come from and often these can be unstated, which can make it difficult to find out exactly what the customer wants. One thing all travel and tourism organisations hope for is that they will meet and exceed every customer’s needs and expectations. Finally, you will consider the importance of customer service to travel and tourism organisations and understand the impacts of getting customer service right or, in some cases, wrong.	Internally Assessed: Written Portfolio
Unit 6 factors affecting worldwide travel and tourism	In this unit you will study climatic conditions that affect travel and tourism around the world. You will develop an awareness of varying climatic conditions in different parts of the world. You will gain knowledge of monsoons, dry and wet seasons and hurricane seasons that influence the timing of travel and holidays. You will also learn where and when snowfall results in the availability of winter-sports holidays.	Internally Assessed: Written Portfolio

	<p>You will identify time zones, calculate worldwide time differences and examine the effect these can have on visitors travelling across time zones. You will learn how different countries control visitor numbers through visa requirements. In addition you will learn the causes and symptoms of some major diseases and the precautions visitors need to take to avoid becoming unwell.</p> <p>You will research major emergency situations and the impact they have had on international destinations and the visitors to them.</p>	
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Career Pathways:

leisure

sport and tourism

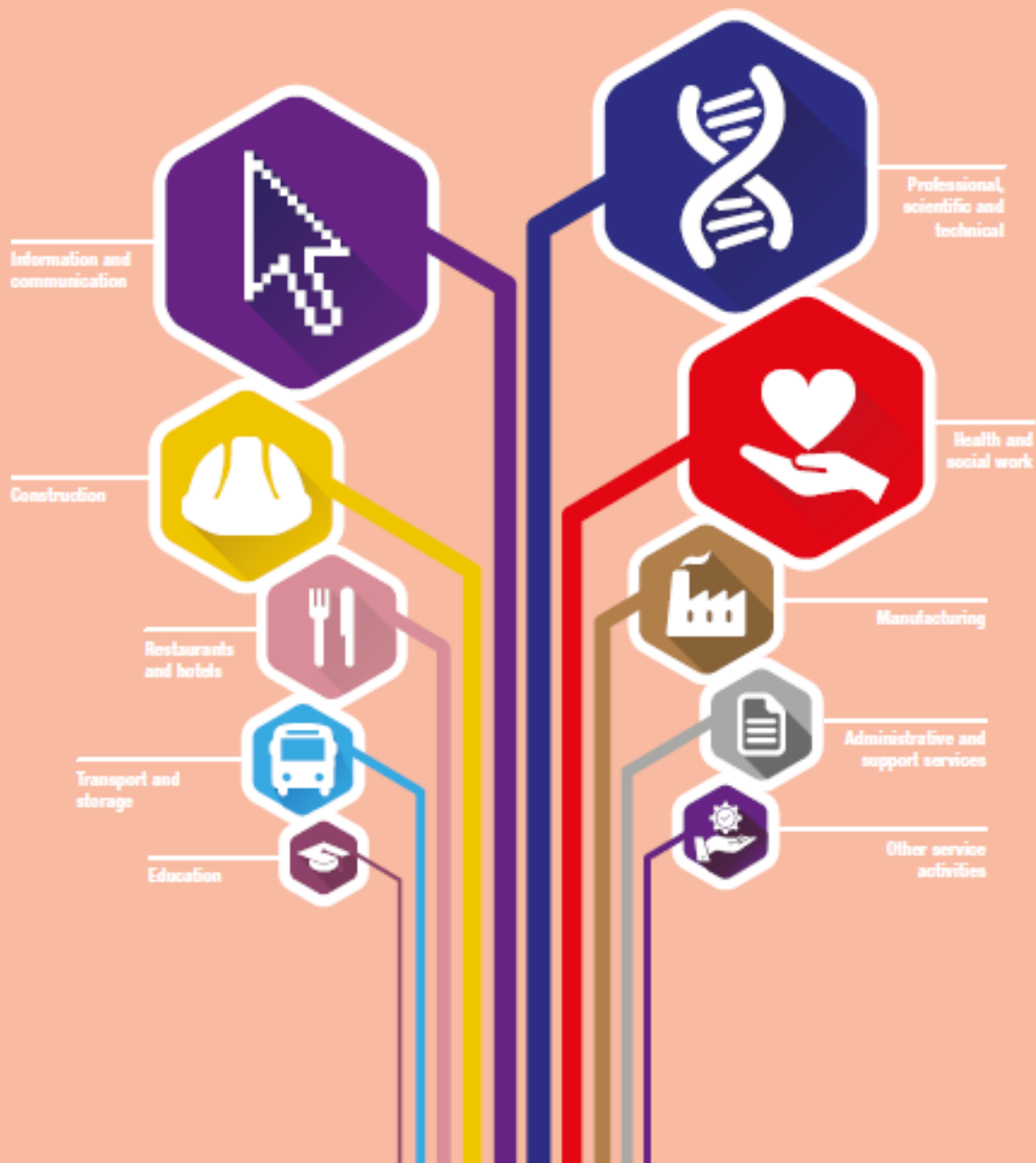
education and training





# EMPLOYMENT PROJECTIONS

## Top 10 growth sectors (2020-2030)



**There will be growth opportunities for all skills levels across a range of sectors - the focus will be predominantly on higher level skills.**

## Useful Links

<https://www.nidirect.gov.uk/campaigns/careers>

<https://www.nidirect.gov.uk/articles/subject-choices-year-10>

<https://www.nidirect.gov.uk/articles/helping-young-people-career-choices>

<https://www.nidirect.gov.uk/publications/guides-help-career-planning>

<https://www.nidirect.gov.uk/articles/skills-demand>

