

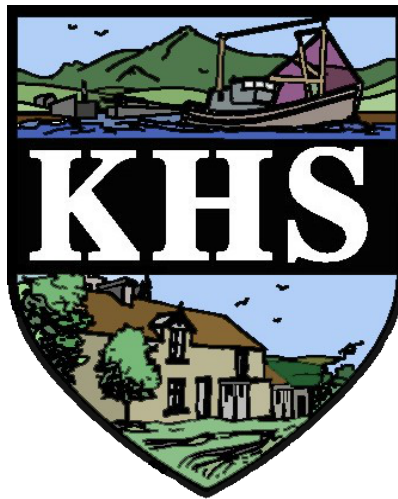
Kilkeel High School

Creating Opportunity • Realising Potential • Developing Individuals



Key Stage 4 Curriculum

2023-2025



Creating Opportunity • Realising Potential • Developing Individuals

NOTES FROM OUR PRINCIPAL



Dear Parent/Guardian,

This Booklet has been compiled in order to help all our Year 10 pupils make the transition from Key Stage 3 to Key Stage 4 as smoothly as possible. It is a time when difficulties can arise but we are hopeful that, when all the details are considered carefully, your son/daughter will heed the relevant advice and choose subject areas which are of interest to him/her and which will provide a sound base for choices after GCSE.

The Key Stage 4 curriculum offered is based on the Northern Ireland Entitlement Framework Curriculum and will ensure progression from KS3 studies through to a link with post-16 studies, whether at 'A', 'AS' or Applied GCE level, or with the world of work. We also try to provide a range of appropriate qualifications for pupils according to their individual needs and abilities; for the majority of them their work will be recognised at the end of the two-year KS 4 through GCSE or equivalent qualifications.

In preparation for KS 4 and in line with the Entitlement Framework, all our Year 10 pupils are in the process of choosing and prioritising the subjects they would like to study from the full list offered in Year 11. In addition, all students have also had the choice of taking the new Occupational Studies' courses offered in conjunction with Newry and Kilkeel College on the Kilkeel campus. These prioritised choices will be arranged in a series of Option blocks from which our pupils must make final choices; together with the Core curriculum these subjects will comprise the pupils' individual curriculum throughout KS 4 up to GCSE (or equivalent) level. Please note: a class will only go ahead if there are enough pupils interested to make it viable.

The Careers' Programme in Year 10 will have helped raise the pupils' awareness of opportunities available. Pupils have been advised that before final choices are selected they should talk to you, their teachers, Form Tutor and friends. They have also been cautiously advised to pursue subjects in which they are interested and have experienced some success. It is often dangerous to select courses based solely on a definite career idea at this stage.

Please read the following pages carefully and discuss them with your child. If you require further or additional information you will have the opportunity to meet with staff on at the Year 10 Parents' Meeting. In the meantime if you wish further clarification, please contact us.

Yours faithfully,

V Coert

Principal



Dear Student,

This Key Stage 4 Booklet has been specially compiled to help you as you transfer from Key Stage 3 to Key Stage 4 and begin preparations for your GCSE examinations. In the process you will have to make some important decisions about your subject choices/preferences for Years 11 and 12. Already from your Year 10 Careers' Programme and various booklets from the Careers' Service, your knowledge and understanding about possible career choices were increased; in the next few weeks you will have to make up your mind and give us some indication of the subjects which would be suitable for you.

In this Booklet you will find:

- Information telling you what you must do and where you have a choice
- A plan of the curriculum and (later a Subject Choices' Sheet)
- Descriptions of all the subjects which we offer at Key Stage 4

Some "DO'S" and "DO NOT'S"

DO

- Read through the Booklet carefully and discuss with your parents, teachers, Careers' staff, Form Tutor and friends. If there are areas which you do not understand, please see your Form Tutor. If he/she is unable to help you, he/she will direct you to someone who can
- Choose subjects that you enjoy and in which you have had some success
- Think carefully about possible career options and Sixth-Form subjects

BE CAREFUL

Choosing a subject that fits your idea of a 'glamorous' career may be dangerous; it may be a subject which you find difficult and in which you are not really interested. If this particular subject is a requirement for the career you think you might like, then that career is possibly not the best choice for you.

DO NOT

- Choose subjects because your friends are choosing them or because you think you may have a particular teacher for that subject.

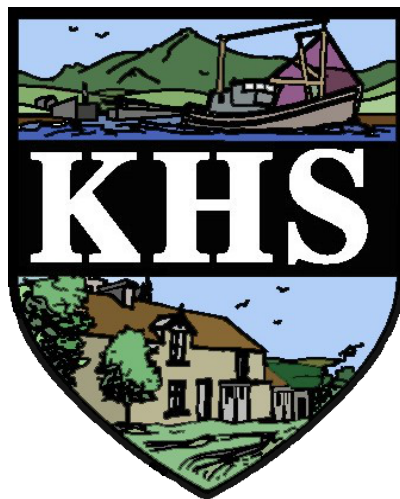
REMEMBER

You are the person who will have to do the studying and **NOT** your parents or friends! The decisions you are about to make are important; please choose **with care**.

Yours faithfully,

V Coert

Principal



Careers' Advice

HOW DO I CHOOSE MY SUBJECTS?



1. Choose Subjects Which You Like

You will be studying subjects in considerable depth: therefore, it is only sensible to choose subjects which you will enjoy.

2. Choose Subjects Which You Are Good At

Your school reports will provide a good guide. Nearly everyone performs better when he/she is doing something he/she enjoys and is good at. You should take this into account, but always keep in mind your preferred course or career when you leave school.

3. Find What Studying The Subject Really Involves

There are big differences between Key Stage 3 and GCSE. Look carefully at the subject information in this booklet – look at the way it's taught and assessed. If projects are your forte, for example, a predominantly coursework based GCSE might be a good option. Talk to your current teachers for an honest, informed assessment of your potential in individual subjects.

With new subjects check out whether they share any similarities with other subjects, or with extracurricular activities you currently like. Talk to year 11/12 students about their experiences.

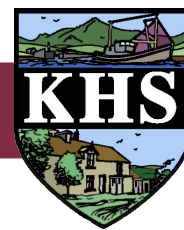
4. Check Your Combination of Subjects

Ensure that the combination of subjects you choose meets the requirements of any careers or courses that you are considering. You can do this and still keep your options open – very few careers or courses specify more than one or two subjects within the overall requirements.

5. Choose Subjects Which You Will Need For Your Career

If you know what you want to do there is no problem. If you have not yet decided on a career, you should try to keep your options open.

WHAT'S ESSENTIAL, PREFERRED & USEFUL?



Bear in mind that some careers and courses need particular 'A' levels. What you choose at GCSE does to a certain degree determine what you do at A-level.

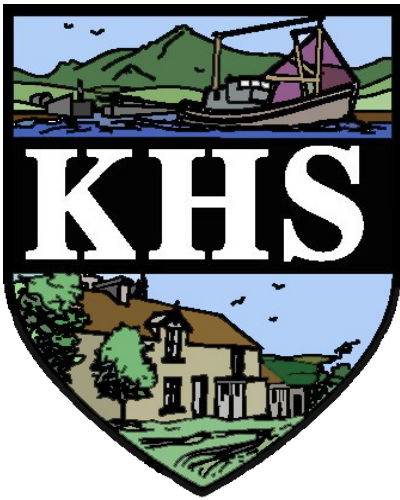
The most common careers are listed below in relation to subjects needed; if you are interested in other careers or if you need more guidance, please speak to the Careers' teachers or the Careers' Advisor.

- Engineering/Technology requires Maths and Physics.
- Medicine requires Chemistry, plus at least one other science – preferably Biology.
- Health care professions such as physiotherapy look for Biology.
- For many degrees like English, French, Maths you will normally need an A level in this subject.
- For others like law, psychology, or economics, no prior knowledge is required, though it's useful to study a similar subject to show your aptitudes and interest.
- For many careers or courses, no subjects are specifically required but some subjects could be useful.
- Vocationally linked 'A' levels in subjects like Business Studies are not required for careers or courses in that area, but can be a useful way of testing out and demonstrating an interest without totally committing yourself to one occupational area.

Useful Websites

Check out the prospectus on the following sites.

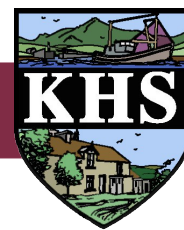
- Queen's University, Belfast – www.qub.ac.uk
- University of Ulster – www.ulster.ac.uk
- Stranmillis University College – www.stran.ac.uk
- Agricultural College (Greenmount and Loughry.) – www.cafre.ac.uk
- Southern Regional College (Newry Tech) – www.src.ac.uk
- South Eastern Regional College (East Down Institute) – www.serc.ac.uk
- Good advice can be found at www.careersserviceni.com



**QUEEN'S
UNIVERSITY
BELFAST**

A Guide to NI University Courses

Queens University, Belfast



QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Medicine/Dentistry	All Science Subjects Are Recommended	Chemistry plus at least one from: - Biology - Maths - Physics If Biology is not offered at A2, it must be an AS	AAA + A(AS)
Pharmacy/ Pharmaceutical Sciences	Biology	Chemistry plus at least one from: - Biology - Maths - Physics If Biology is not offered at A2, it must be an AS	AAB - BBB
Engineering (All Disciplines)	Mathematics Physics	Maths and one science subject (Physics preferred)	AAB - BBB (Depending on type)
Architecture	Maths, a broad spread of scientific creative and language-based subjects is desirable	No specific subjects. If you do not offer Art at GCSE or A Level, you may be invited for a portfolio interview	AAB
Structural Engineering with Architecture	Physics (Grade B)	Maths and at least one from Biology, Chemistry, Geography, ICT, Physics or Software Systems Development	AAB
Actuarial Science	English, Maths (B)	Maths	A*AA or AAA+ A(AS)
Agricultural Technology	Maths, Chemistry (If not offered at A Level)	Biology or Chemistry	ABB - BBB

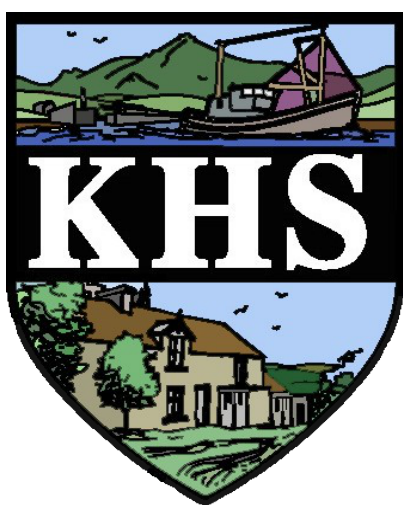
QUEEN'S UNIVERSITY, BELFAST COURSE GUIDE



QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Chemistry	Maths, Chemistry, and another Science	Chemistry and a Science	BBB
Computing and Information Technology	Maths	Maths or Science Preferred but not Essential	ABB or BBB (with a Science)
Computer Science	Maths	Maths or Software Systems Development (preferred). If not a Science may be offered	BBB ABB (with a Science)
Finance	Maths (B)	Maths	ABB
Human Biology	Biology, Chemistry, Maths	Biology & Chemistry	ABB
Physics	Maths, Physics	Maths & Physics	BBB
Food Quality, Safety and Nutrition/Food Science and Food Security	Biology, Chemistry, Mathematics	Biology or Chemistry (Preferably Both)	ABB – BBB
Linguistics	English	English	ABB
Marine Biology	Biology, Chemistry, Maths	Biology	BBB
Nursing	English, Maths One Science	One Science Preferred but not Compulsory	BBC (Where Science is not Offered) / BCC
Software Engineering	Maths	Maths (Preferred) or Chemistry, Physics, Technology, Software/Computing	BBB (with A Level Maths) ABB (with Chemistry, Physics or Technology)



QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Product Design Engineering	Physics (C) for those not offering A Level Physics	Maths and 1 subject from Science (Physics Preferred), Further Maths or Technology	BBB
Zoology	Maths, Chemistry	Biology, Geography, Maths, Physics – Chemistry beyond GCSE is preferable but not essential	BBB
Environmental Biology / Biological Sciences / Biochemistry	Maths, Chemistry	Biology, Geography, Maths, Physics – Chemistry beyond GCSE is preferable but not essential	BBB



A Guide to NI University Courses

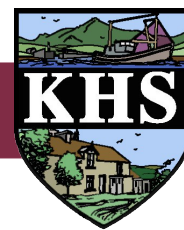
Ulster University

ULSTER UNIVERSITY COURSE GUIDE



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Accounting	Maths (Min B)	Maths (Preferred)	AAB – ABB (without A Level Maths) ABB–BBB (with A Level Maths)
Animation		Art and Design or Technology	BCC – BBB
Architectural Technology & Management		To Include 1 From Maths/Chemistry/Biology/Physics/Technology	BBC
Architecture	Art & Physics		BBB
Biomedical Engineering	Chemistry, Biology and Physics	To Include 1 From Physics/Maths/Chemistry/Technology/Biology	BBB
Biomedical Sciences	Chemistry	Two Science Subjects (see prospectus for details)	BBB
Construction Engineering and Management	Maths and Physics	To Include 1 From Physics/Maths/Technology/Chemistry/ICT/Business Studies/Geography	BBB
Civil Engineering	Physics B for those who have not offered A Level Physics	Maths and 1 From Physics/Technology/Chemistry/Biology/Geography	BBB
Computer Engineering	Maths	One from Physics, Maths, Chemistry, Technology and Design	BBB

ULSTER UNIVERSITY COURSE GUIDE



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Computer Science	Maths	Applicants with one of the following will receive an offer for lower grades: Mathematics, Physics, Chemistry	BBB
Dietetics	Maths and Chemistry	Two Science subjects from Chemistry/Physics/Maths/Biology/HE/ (Chemistry preferred)	BBB
Electronic Engineering	Maths (Grade A if Technology only offered at A Level)	Maths or one from Physics/Chemistry/Technology	BBB
Engineering (all disciplines)/Energy	Maths (Grade A if Technology only offered at A Level)	Maths or one from Physics/Chemistry/Biology/Technology	BBB
Environmental Health	Maths	Grade A in one of the following: Maths, Physics, Geography, Chemistry, Biology or Home Economics	ABC
Environmental Science/Studies	Maths	Grade A in one of the following: Maths, Physics, Geography, Chemistry, Biology or Home Economics	BCC-CCD
Food and Nutrition		At least one Science subject (HE/Maths/Geography/Biology/ICT counted as Science subjects)	CCC
Health Physiology	Maths & Physics	Grade B in one of the following: Biology, Chemistry, Maths or Physic	BBC

ULSTER UNIVERSITY COURSE GUIDE



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Human Nutrition		Two Science subjects (See Prospectus for details)	BCC
Information Technologies	Maths	Applicants with one of the following will receive an offer for lower grades: Maths, Physics, Chemistry	BBB
Nursing (Adult)	Maths and minimum of Single Award Science	No specific subjects	BBC
Optometry		Two Science subjects (A Grade) from Biology/Chemistry/Physics/Maths	AAB
Pharmacy	Chemistry	Chemistry and one from Maths/Biology/Physics	AAB
Sport, Physical Activity and Health	Maths and a Science	One of Biology, Chemistry, Maths, Psychology or Sports Studies	BBC – BBB
Physiotherapy/ Podiatry		Minimum of one Science or Maths	BBB
Radiography/ Radiotherapy	Maths, Physics and Biology or Chemistry	One subject from Biology, Maths, Chemistry or Physics	BBB
Speech and Language Therapy	At least one Science	One subject from English, Maths, one Science, one Foreign Language, Geography, Psychology/ Health and Social Care	BBB
Sports Coaching		Maths and one Science	NA



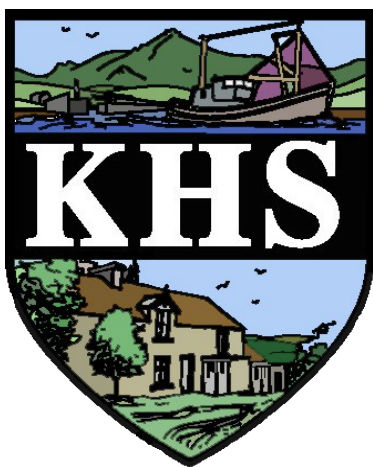
UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Sports and Exercise Sciences	At least one Science	To include an A Grade from Biology/ Chemistry/Maths/ Sports Studies/ Physics/Psychology	AAB
Stratified Medicine	Maths & Biology	Two Science subjects (See prospectus for details)	BBB
Technology with Design		To include one from Maths/Physics/ Chemistry/Biology/ Technology	BBB

The Following Courses Will Require An A Level In The Subject Specified:

Geography/English/French/History etc.

The Following Courses Have No Specific A Level Requirements

Law/Building Surveying/Social Work/Psychology/Business Management/Business Studies/Media Studies/Journalism/Consumer Studies/Occupational Therapy/Criminology/Hotel and Tourism/Marketing/Sociology/Economics/Human Resources/Leisure and Events Management

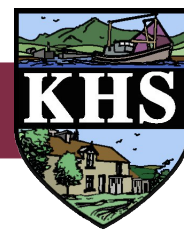


STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

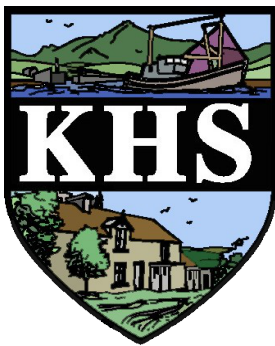
A Guide to NI University Courses

Stranmillis University College

STRANMILLIS COURSE GUIDE



Stranmillis Course	GCSE Requirements	A Level Requirements	2019 Tariff
BEd (Hons) Primary	Minimum C in Maths, English & Science	At least one subject from: Art, English, Geography, History, Maths, Music, Physical Education, Religious Studies, Science	AAB
BEd (Hons) Post Primary Business and Enterprise	Minimum C in Maths & English	Business Studies	BBC
BEd (Hons) Post Primary Mathematics and Science	Minimum C in Maths, English and B in Science	Maths and Physics or Chemistry and Biology	BCC
BEd (Hons) Post Primary Religious Studies	Minimum C in Maths & English	Religious Studies	ABB
BEd (Hons) Post Primary Technology & Design	Minimum C in Maths & English	Technology or Art or Physics	BCC
BEd (Hons) Early Childhood Studies	Minimum C in Maths & English	Curriculum Subjects or Psychology or Health & Social Care	BBB
BEd (Hons) Physical Activity and Sport	Minimum C in Maths, English & Science	Sports Studies/ Biology/HE	BCC



A Guide to NI College Courses

SRC / SERC



GCSE Requirements

Applicant GCSE grades are scored for entry to Further Education courses in Regional Colleges such as the Southern Regional College (SRC) and South Eastern Regional College (SERC).

The SRC will expect you to gain 15 points from at least 4 GCSE / Level 2 subjects, including a Grade C at English and Mathematics, to get into a further education course, for example, a BTEC Level 3 Extended Diploma. Achieving lower points than required means you must start a course at Level 2 – this is the same level as GCSE.

Students hoping to gain a place on the Apprenticeships courses (Level 2 or Level 3) must meet the GCSE entry requirements for that sector. The requirements for the trades of electrical or plumbing are detailed below.

- Level 2 Plumbing and Heating – 16 points at GCSE Level including GCSE English and Mathematics at a minimum Grade D.
- Level 3 Electrotechnical (Electrical Installation) – 16 points at GCSE or higher. GCSE English and Mathematics Grade C is a requirement.

Again, achieving lower points than required means you must start a course at Level 2.

High competition for places on trade apprenticeships can result in applicants with the minimum points and grades not achieving a place on the course.

GCSE Grades Point Score

Grade	Points
A*	6
A	5
B	4
C	3
D	2
E-G	1

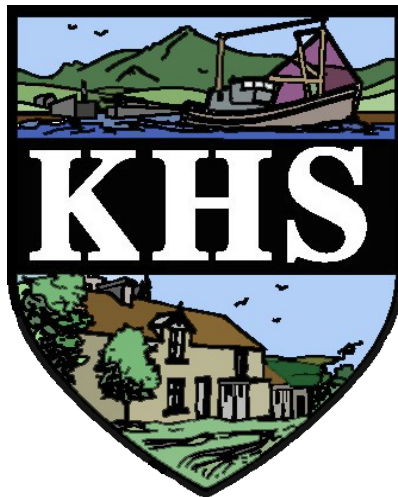
GCSE Grades Point Score for English Language & Mathematics

Grade	Points
A*	7
A	6
B	5
C	4

Occupational Studies

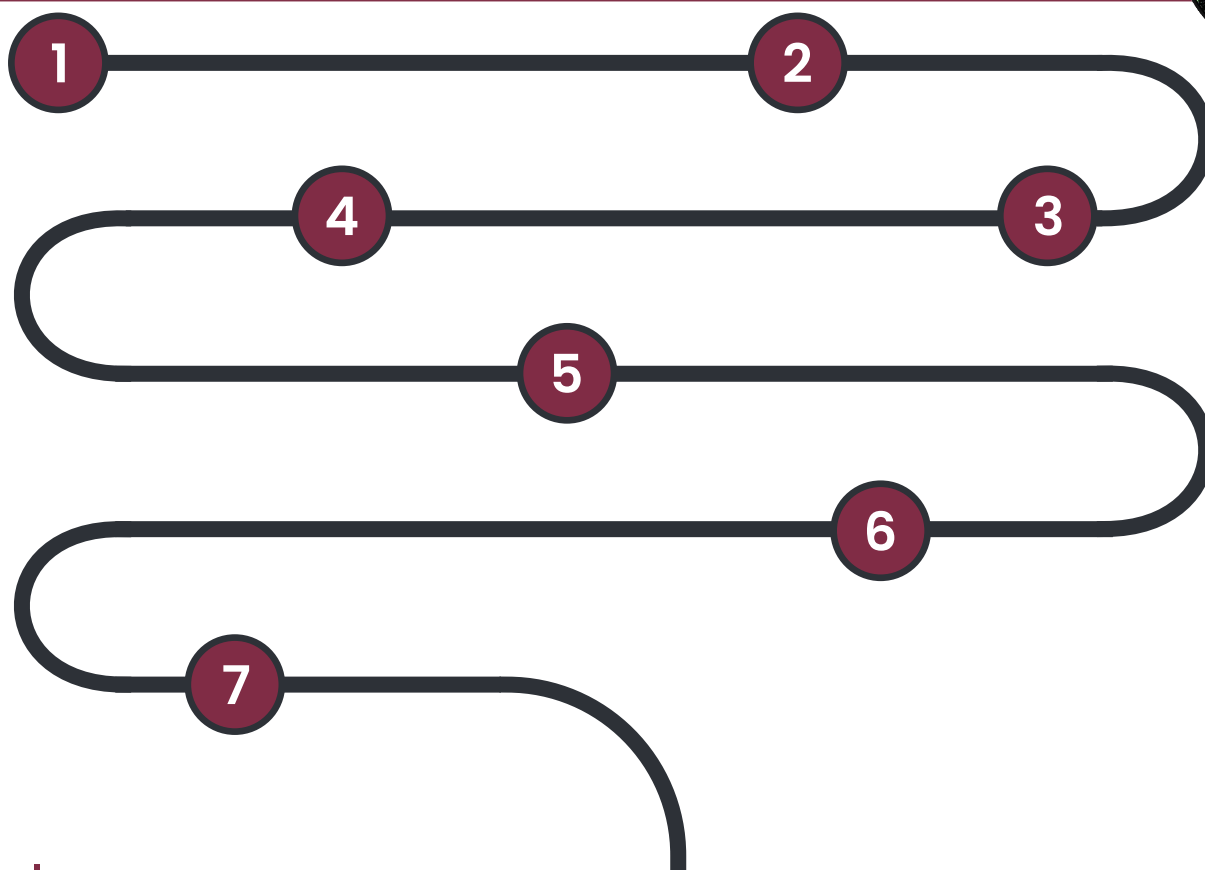
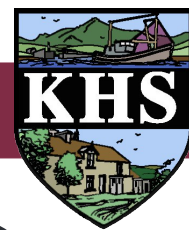
Points

Double Award L2	6
Single Award L2	3
Double Award L1	2
Double Award L1	1



The Choice Process

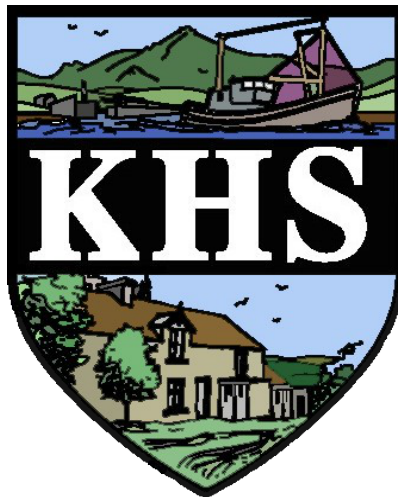
THE PROCESS



- Stage 1 Study This Booklet Carefully and use the Google Classroom
- Stage 2 Discuss with Subject Teachers, Form Tutor, Careers' Staff and Parents
- Stage 3 Make Initial Choices
- Stage 4 Complete Choice Forms (there may be multiple forms as option blocks are trialled)
- Stage 5 Return Final Choice Form
- Stage 6 If there are any changes after the final form is returned, these need to be agreed with Mr. Kincaid or Mr. Pobloth and will only be possible if there is room in the class(es).
- Stage 7 All Forms are Processed and Courses Finalised

KEY PERSONNEL (IF YOU NEED FURTHER ASSISTANCE)

Mr. Kincaid	Curriculum Vice-Principal
Mrs. Stevenson	Head of Careers/Senior Teacher (KS5)
Mr. Pobloth	Senior Leader (KS4)
Mrs. Campbell	Head of Year 10
Mrs. McAtee	Pastoral Vice-Principal
Mr. Coert	Principal



Year 11 Curriculum



Year 11 Curriculum

In order to fulfil as far as possible the requirements of the ENTITLEMENT FRAMEWORK CURRICULUM all pupils, according to the individual ability, will study the core curriculum and, in addition, make choices from the subjects in order.

CORE CURRICULUM from:

*English, *English Literature (English Sets 1-3) *Mathematics, *Science, *Religious Studies,
*French/Learning for Life and Work, Careers, Citizenship, Personal Development, PE/Games

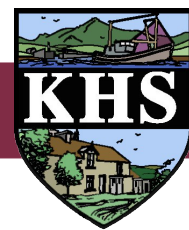
OPTIONAL SUBJECTS:

General Learning Areas	Subjects
Mathematics	*Further Maths
Science & Technology	*Biology *Chemistry *Physics *Single Award Science *Digital Technology *Construction & the Built Environment *Technology & Design *Agriculture & Land Use
Environment & Society	*Geography *History *Child Development *Food & Nutrition *Road Traffic & Motor Vehicle Studies *Business & Communication Systems *Leisure, Travel & Tourism +Occupational Studies +Prince's Trust Achieve Programme *Agriculture and Land Use
Languages	*French +French DELF *Spanish
The Arts	*Art & Design *Music *Moving Image Arts
Physical Education	*Sport/PE
Religious Education	*Religious Studies

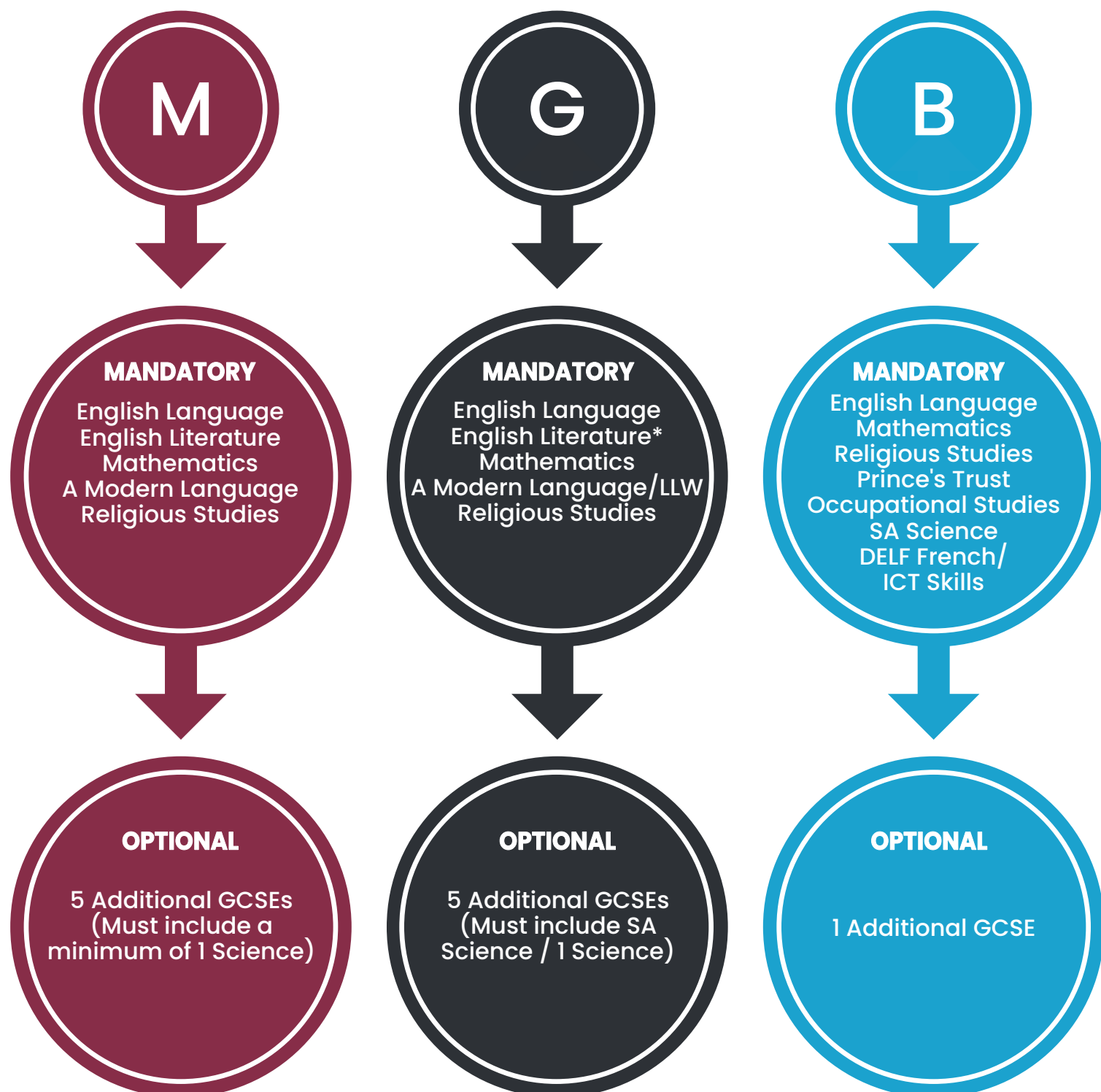
* GCSE

+ GCSE Equivalence

PATHWAYS

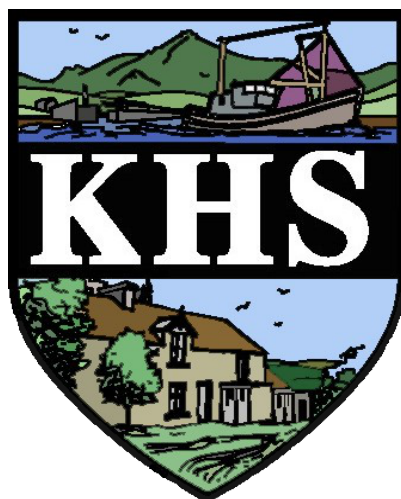


In order to aid you in choosing your GCSE options, we have organised the options choices into three pathways. M - Maroon, G - Grey, B - Blue



Relevant pathways are marked on the subject descriptions on the following pages.

*Depending on English Set



Subject Information

GCSE AGRICULTURE AND LAND USE



Examination Board: CCEA

M

G

B

Overview

This course does not provide adequate preparation for the study of Biology, Chemistry or Physics at 'A' level.

The subject content in this course is based on 2 modules each worth 20%

The Controlled Assessment includes a practical investigation worth 20% and a research project worth 40%

The course does not have a higher or foundation option and so grades will be A* to G. Science results from year 10 will be used to identify those students who would be most suited to study this GCSE.

This course is subject to change

Unit	Content	Assessment
1. Soils, Crops & Habitats	<ul style="list-style-type: none">• Composition of Soils• Horticulture• Plant Biology• Crop Production• Care and Management of the Countryside.• Renewable Energy and Climate Change.• Careers	20% of Final Mark An external examination in June 1hr 15 mins
2. Animals and Land Use	<ul style="list-style-type: none">• Livestock Farming• Breeding and Reproduction• Health and Welfare• Nutrition• Food Production and Food Processing• Farm Economics• Farm Health and Safety	20% of Final Mark An external examination in June 1hr 15 mins
3. Contemporary Issues in Agriculture and Land Use	Two controlled Assessment tasks into topics relevant to contemporary issues in Agriculture and Land Use. Tasks are selected from a choice of tasks provided by CCEA.	60% of Final Mark Practical investigation worth 20% (2000 words) Research project worth 40% (3000 words)

Careers

Farming or continued study at diploma or HND Level.
Farmers, growers, food processing, conservation, contractors, feed merchants, agricultural engineers, agri-sales.

Overview

Art and Design offers a unique experience at GCSE allowing students to take on a refreshing and enjoyable course of study. The creative industries are thriving in Northern Ireland at present and continue to grow. There are many career opportunities within the realms of Art and Design. The subject also develops a wide range of transferable skills that are desirable in a range of workplaces. Creativity is one of the top attributes that employers look for.

Why study Art and Design?

Core Knowledge and understanding

You will explore and develop understanding of:

- How artists, craftspeople or designers, contemporary and historical and from a range of periods, societies and culture approach their work
- How to communicate meanings, ideas and intentions in your artwork; and
- The creative and cultural industries.

Core Skills

You will:

- Develop your ideas through investigating images and artists;
- Learn how to use different media, materials, techniques, processes and technologies to create art and design;
- Refine your work through experimentation; and
- Organise your work as it progresses and use specialist art vocabulary.

Unit	Content	Assessment
Component 1 Part A: Exploratory Portfolio	<p>You will experiment in some of the following disciplines:</p> <p>Fine Art–Drawing and Painting/Fine Art–Sculpture/Fine Art–Printmaking/Textiles/Ceramics/Graphic Design/Photography/Moving Image or Animation/Digital Media/3D Design</p> <p>You must explore at least two disciplines.</p> <p>You will explore the processes and contexts of practitioners.</p> <p>Throughout Part A you will learn how to use the formal visual elements of Art and Design, including: Colour/Line/Shape/Form/Texture/Tone/Pattern.</p>	<p>Controlled Assessment (Part A & B)</p> <p>Portfolio of Experimental Work</p> <p>Teacher assessed, moderated by CCEA 50 Marks (25% of overall grade)</p>



Unit	Content	Assessment
Component 1 Part B: Investigating the Creative and Cultural Industries	<p>You will complete one practical task, set by your teacher. You will build on the knowledge and skills gained in Part A.</p> <p>You will learn about the different roles and work practices used in the production of art, craft and design in the creative and cultural industries. This may include practical opportunities, for example workshops, museum visits, gallery visits or collaborating on a project. You will document your research and use drawing to support the development of your work.</p> <p>You will produce an outcome.</p>	<p>Personal Outcome or Design Solution</p> <p>Teacher assessed, moderated by CCEA 70 Marks (35% of Overall Grade)</p> <p>(Component 1, Part A and Part B = 60% of Overall Grade)</p>
Component 2 Externally Set Assignment	<p>You will complete work in response to a stimulus paper CCEA will release in January of Year 12.</p> <p>You will complete at least 20 hours of preparatory work in response to the theme in the paper.</p> <p>You will also produce and complete a final outcome based on your preparatory work within a set period of 10 hours under exam conditions.</p>	<p>Controlled Assessment</p> <p>Preparatory Work & a Final Outcome</p> <p>Teacher assessed, moderated by CCEA 80 Marks (40% of Overall Grade)</p>

Careers

Animator, Architect, Careers in Art Galleries / Museums, Art Therapist, Display / Window Dresser, Exhibition Designer, Fashion Designer, Fine Artist, Ceramicist, Florist, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Landscape Designer, Make-Up Artist, Package Designer, Painter & Decorator, Photographer, Costume / Set Designer, Teacher, Advertising, Model Maker, Toy Designer, Shoe Designer, Jewellery Maker, Web Designer, Nursery School / Early Years Teacher, Traditional Crafts Worker, Visual Effects Designer, Textile Designer, Cartoonist, Cinematographer, Film Producer, Apps Designer

Overview

There are four main areas of study in this course:

- Living Organisms and Life Processes
- Body Systems
- Genetics
- Micro-Organisms & Health

Many topics in this course develop the ideas and concepts studied during Years 8 – 10.

Topical issues addressed include:

- Pollution, global warming, recycling
- Genetic engineering, embryo transplants, stem cells in medicine
- Diet, fitness, drugs and disease.

Experimental work is likely to involve enzymes, food tests, heart and kidney dissections and fieldwork. NB: You cannot choose Biology and Single Award Science.

Unit	Content	Assessment
1. Cells, Living Processes & Biodiversity	This unit deals with cells, photosynthesis and plants, nutrition and health, enzymes and digestion, breathing and the respiratory system, nervous system and hormones, and ecological relationships and energy flow.	35% of Final Grade Written Examination – End of Year 11
2. Body Systems, Genetics, Micro-Organisms and Health	This unit deals with osmosis and plant transport, genome, DNA and genetics, reproduction, contraception and fertility, applied genetics, variation and natural selection, the circulatory system, health, disease and defence mechanisms	40% of Final Grade Written Examination – End of Year 12
3. Practical Skills	The following skills are assessed: <ul style="list-style-type: none"> • Planning and carrying out an investigation. • Analysing experimental data. • Drawing conclusions from an experiment. 	25% of Final Grade 2 Practicals Written Examination

Careers

Biochemist, Biology Teacher, Botanist, Dietician, Optometrist, Doctor, Ecologist, Environmental Health Officer, Environmental Scientist, Health Care Assistant, Careers in Horticulture, Laboratory Technician, Landscape Architect, Marine Biologist, Microbiologist, Careers in the Ambulance Service, Nutritionist, Pathologist, Pharmacist, Physiotherapist, Radiographer, Veterinary Nurse, Veterinary Surgeon, Zoo Keeper, Zoologist, Biotechnologist, Beauty Therapist, Nurse, Careers in Forestry, Careers in Agriculture and Oceanography.

GCSE BUSINESS & COMMUNICATION SYSTEMS



Examination Board: CCEA

M

G

Overview

Through studying GCSE Business and Communication Systems, students:

- Gain business knowledge, understanding and skills;
- Gain practical ICT skills; and
- Gain an understanding of how ICT skills are used to enhance business activities, particularly through e-commerce.

This course is very relevant to today's business world. It helps students understand the changing role of ICT in business and economic activities. It also helps students understand the ways in which market environments are changing because of ICT, for example the rise of e-business. 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.

Unit	Content	Assessment
Theme 1 – Use of ICT	In this theme, pupils will study and gain practical skills in; Word-Processing, Spreadsheets, Charts, Databases, Presentations and Using the Internet and Email. Through this theme, pupils will be equipped to deal with scenarios that businesses face on a daily basis. The final exam is a case study where pupils are asked to put the skills gained into practical use to help a business become more effective and efficient.	External Computer Based Exam (2 Hours) 40% of Final GCSE Mark
Theme 2 – The Business Environment	In this theme, pupils will study a range of aspects all businesses must consider including: Business Activity, Types of Business Ownership, Aims of Business, The Role of the Social Enterprise, Uncertainty, Risk, Reward and Change, Stakeholders, Customers, Communication, Business Ethics and Social Responsibility, Marketing, Market Research, Methods: Primary/Field and Secondary/Desk, Competition, Marketing Mix, Remuneration, Recruitment and Selection and Training	External Exam (1 Hour) 35% of Final GCSE Mark



Unit	Content	Assessment
Theme 3 – E-Commerce	In this theme, pupils will investigate the importance of E-Commerce to a business and how this can impact on their performance. Pupils will study the: Role of ICT, Advantages and Disadvantages of E-Business, Effective Business Websites, Legal Implications of E-Business and Web Design. Pupils will complete this as a controlled assessment.	Controlled Assessment 25% of Final GCSE Mark 30 Hours to Complete

Careers

Accountant, Actuary, Administrative Assistant, Careers in Advertising, Bank Manager/ Officer, Building Society Manager/Clerk, Business Manager, Distribution/Logistics, Administrator, Economist, Careers in Insurance, Investment Analyst, Local Government, Clerical Officer/Assistant, Local Environment Manager, Market Researcher, Careers in Marketing, Retail Manager, Financial Adviser, Civil Service Administrative, Civil Service Executive Officer, Hotel Manager, Quantity Surveyor, Management Consultant, Systems Analyst, Human Resources Officer, Business Development Adviser, TV/Film/Video Producer, Theatre Manager, Buyer/Purchasing Officer, Credit Manager/Controller, Charities Fundraiser/Appeals Manager, Company/Chartered Secretary.

Overview

The course is broadly divided into the following main sections:

- Structures
- Trends
- Chemical Reactions
- Analysis
- Organic Chemistry
- Materials

The topics covered at GCSE add to some of the ideas and concepts introduced at Key Stage 3. For Example:

- States of matter
- Material
- Chemical Reactions
- Earth Resources
- Acids and Bases
- Human Impact on the Environment

Other ideas and concepts will be new. These include:

- Organic Chemistry
- Electrochemistry
- Kinetics
- Thermodynamics

A considerable amount of the course is dedicated to experimental work. GCSE Chemistry is highly recommended for those students who wish to pursue AS Level Chemistry and A2 Level Chemistry. NB. You cannot choose Chemistry and Single Award Science.

Unit	Content	Assessment
1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	In this unit you will examine atomic structure, as well as bonding and larger structures. The main features of the Periodic Table are highlighted. You will use formulae, balanced symbol equations, ionic equations and observations to examine the chemistry of metals and metal compounds with acids. You are introduced to simple quantitative mass calculations. You will also experience tests for positive and negative ions and investigate solubility, experimentally and quantitatively.	35% of Final Grade Written Exam at the end of Year 11

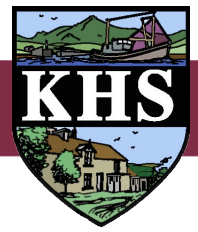


Unit	Content	Assessment
2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	This unit contains sections on the reactivity series of metals and water. It also examines chemical change in terms of types of reactions and chemical equilibrium. Organic chemistry focuses simply on four different homologous series, and titrations are included.	40% of Final Grade Written Exam at the end of Year 12
3: Practical Skills	Two practical examinations and one written examination. Both are externally marked	25% of Final Grade

Careers

Agricultural Scientist, Chemist, Biochemist Laboratory Technician, Environmental Health Officer, Scenes of Crime Officer, Biotechnologist, Chemical Engineer, Pharmacist, Pharmacologist, Pharmacy Technician, Photographic Technician, Forensic Scientist, Industrial Chemist, Materials Scientist/Technologist, Chemistry Teacher, Art Restorer, Metallurgist, Nature Conservationist, Research Scientist, Oceanographer, Scientific Archaeologist, Water Technologist, Careers in Food, Science and Technology, Animal Technician, Chemical Plant Process Operator

GCSE CONSTRUCTION & BUILD ENVIRONMENT



Examination Board: CCEA

M

G

Overview

The CCEA GCSE Construction and the Built Environment specification features up-to-date content that reflects modern-day practices in the construction industry.

It encourages students to develop their knowledge of the industry, which they then apply in relevant and work-related contexts.

Students learn to interpret drawings of domestic buildings and explore the materials and sustainable methods used in domestic and commercial construction. The specification also helps students to appreciate the importance of health and safety in the construction industry.

To enhance their practical skills, students complete a craft project based on woodwork, brickwork or block-work. They also develop their computer-aided design knowledge, understanding and skills by producing a portfolio of work.

This qualification builds on the knowledge, understanding and skills developed through the Science and Technology Area of Learning.

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

The specification has four units:

- Unit 1: Introduction to the Built Environment
- Unit 2: Sustainable Construction
- Unit 3: The Construction Craft Project
- Unit 4: Computer Aided Design in Construction

Unit	Content	Assessment
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 Exam 1 Hour 20% of overall GCSE, Examined in Year 11
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 Exam 1 Hour 30 Minutes 30% of overall GCSE, Examined in Year 12



Unit	Content	Assessment
3: The Construction Craft Project	<p>In this unit, using the A3 drawings that we provide, students must complete a project based on one of the following crafts:</p> <ul style="list-style-type: none"> • Woodwork; <p>Or</p> <ul style="list-style-type: none"> • Brickwork or Blockwork 	<p>Controlled Assessment</p> <p>Making task completed in workshop</p> <p>Teacher assessed, moderated by CCEA</p> <p>80 Marks (25% of overall GCSE)</p>
4: Computer Aided Design in Construction	<p>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.</p>	<p>Controlled Assessment</p> <p>Drawing task on AutoCAD</p> <p>Teacher assessed, moderated by CCEA</p> <p>100 Marks (25% of overall GCSE)</p>

Careers

Animator, Architect, Careers in Art Galleries / Museums, Art Therapist, Display / Window Dresser, Exhibition Designer, Fashion Designer, Fine Artist, Ceramicist, Florist, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Landscape Designer, Make-Up Artist, Package Designer, Painter & Decorator, Photographer, Costume / Set Designer, Teacher, Advertising, Model Maker, Toy Designer, Shoe Designer, Jewellery Maker, Web Designer, Nursery School / Early Years Teacher, Traditional Crafts Worker, Visual Effects Designer, Textile Designer, Cartoonist, Cinematographer, Film Producer, Apps Designer

GCSE DIGITAL TECHNOLOGY (MULTIMEDIA)



Examination Board: CCEA

M

G

Overview

The course gives students a real, in-depth understanding of how both ICT and computer technology works. This course will give you an insight into what goes on 'behind the scenes', including some programming and mathematical concepts used, which many students find absorbing. The course provides excellent preparation for higher study and employment in the IT industry.

The course will develop critical thinking, analysis and problem-solving skills through the study of database development, network design and cyber security. The course offers students a fun and interesting way to develop these skills, by providing both theory and development skills being assessed through the course.

Unit	Content	Assessment
1: Understanding Computer Science	<p>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.</p> <p>This external assessment will take the form of a paper-based examination.</p>	<p>External Written Paper</p> <p>1 Hour</p> <p>30% of Final Mark</p> <p>End of Year 11</p>
2: Digital Authoring Concepts	<p>In this unit, students gain an understanding of the concepts in the development of digital systems.</p> <ul style="list-style-type: none">• Designing Solutions• Digital Development considerations• Multimedia Applications• Multimedia Authoring• Database Development• Testing• Evaluation	<p>External Written Paper</p> <p>1 Hour 30 Minutes</p> <p>40% of Final Mark</p> <p>End of Year 12</p>
3: Digital Authoring Practice	<p>In this unit, students design, develop and test digital multimedia systems</p> <ul style="list-style-type: none">• Design of Solution• Building a Solution• Testing a Solution• Evaluation of Solution	<p>Controlled Assessment Task – Changed Yearly</p> <p>30% of Final Mark</p> <p>End of Year 12</p>



Technical Manager, Information Technology Manager, Systems Development Manager, Computer Operator, Network Manager, User Support Manager, Technical Support Manager, Project Manager, Systems Analyst, Business Analyst, Help Desk Supervisor, Help Desk Operator, Information Technology Trainer, User Support Analyst, Technical Support Officer, Database Administrator, Network and Communications Analyst, Network and Communications Support Officer, Web Designer, Web Analyst, Graphic Designer, Software Engineer, Telecommunications Engineer, Sales Consultant, ICT Teacher/Lecturer, Systems Integrator, Network Administrator, Systems Operator

Unit	Content	Assessment
1	<ul style="list-style-type: none"> • Writing for Purposes and Audience • Reading to Access Non-Fiction and Media Texts 	<p>30% of Final Mark</p> <p>1 Hour 45 Minute Exam</p>
2	<ul style="list-style-type: none"> • Speaking and Listening – You will be assessed in three activities: <ul style="list-style-type: none"> • An Individual Presentation to the class followed by questions • A Group Discussion • A Role Play 	<p>20% of Final Mark</p>
3	<ul style="list-style-type: none"> • Studying Spoken Language – 10% – you will investigate our real-life use of spoken language e.g analyse the language a coach uses in a halftime talk to a winning team, compared to the language he would use to a losing team or analyse Barack Obama’s language in two different speeches to two different audiences. • Studying Written Language – 10% – you will analyse the way the writer has used language for effect to present a character or a theme in one text (we can choose a novel or a play to study) 	<p>Controlled Assessment</p> <p>20% of Final Mark</p>
4	<ul style="list-style-type: none"> • Personal or Creative Writing – you will have a choice of either style of writing • Reading Literary and Non-Fiction Texts – this tests your reading of both fiction and non-fiction texts 	<p>30% of Final Mark</p> <p>1 Hour 45 Minute Exam</p>

Careers

Careers in Advertising, Cinema Manager TV/Film/Video Director, Editor – Books/Magazines/Newspapers, Disc Jockey, Entertainment Manager, Film/TV Camera Operator, TV Floor Manager, Journalist, Careers in Marketing, Media Consultant, Photo Journalist, Radio/TV Presenter, Press Officer, TV /Film/Video/Radio Producer, Public Relations Officer, Publicist, Researcher, Music Group Manager, Scriptwriter, Sound Recordist, Studio Manager, Careers in the Theatre, Video/Film Editor, Careers in the Recording Industry, Web Site Manager, Broadcast Engineer, Printer, Production Assistant, Writer, Market Researcher

Unit	Content	Assessment
1: The Study of Prose	<p>Section A: You study one novel and answer one question on it. 1 hour</p> <p>Text – <i>Lord of the Flies</i> You may not bring the novel into the exam.</p> <p>Section B: Unseen Prose Analyse and evaluate an unseen nineteenth-century prose extract. 45 mins</p>	<p>1 Hour 45 Minute Exam</p> <p>30% of Final Mark</p>
2: The Study of Drama & Poetry	<p>Section A – Drama: You study one play and answer one question on it from a choice of two.</p> <ul style="list-style-type: none"> • 1 Hour • Open Book • Text: <i>An Inspector Calls</i> <p>Section B – Poetry: You study a selection of poems and answer one essay question on them.</p> <ul style="list-style-type: none"> • 1 Hour • Open Book • Text: <i>An Inspector Calls</i> 	<p>2 Hour Exam</p> <p>50% of Final Mark</p>
3: Study of Shakespeare	<p>Students complete one task – an extended writing question based on a theme – Conflict or Love</p>	<p>Controlled Assessment</p> <p>2 Hours</p> <p>20% of Final Mark</p>

Careers

Barrister, Solicitor, Actor, Copy Writer, Author/Writer, Journalist Editor, Book Publishing, Researcher, Secretary, Public Relations Officer, Script Writer, English Teacher, Technical Writer, Press Officer, Teacher of English as an Additional Language, Editorial Assistant, Personal Assistant, Web Author/Designer, Newspaper Editor, Newspaper Sub Editor, Librarian, Information Officer, Actor, Drama Teacher, Drama Therapist, Nursery School/ Early Years Teacher, Primary School Teacher

GCSE FURTHER MATHEMATICS



Examination Board: CCEA

M

Overview

GCSE Further Mathematics involves studying mathematics at a level beyond GCSE Higher Tier. It can act as a stepping stone that gives you a sound basis for studying GCE Mathematics, introducing some of the mechanics and statistics topics that appear at AS/A2 level.

This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.

- It caters for students who require knowledge of mathematics beyond GCSE Higher Tier Mathematics and who are capable of working beyond the limits of the GCSE Mathematics specification.
- It is designed to broaden the experience of students whose mathematical ability is above average and who:
 - Will follow mathematical courses at AS/A Level
 - Will follow other courses at AS/A Level that require mathematics beyond GCSE Higher Tier; or would like to extend their knowledge of mathematics.
- Further Mathematics can also help you progress to other studies that require mathematical knowledge and skills, for example higher level science, geography, technology or business
- The scheme of assessment comprises of three written papers
- The grades available are A* – G.

Unit	Content	Assessment
1: Pure Mathematics	In this unit, students investigate algebra, trigonometry, differentiation, integration, logarithms, matrices and quadratic inequalities	External Exam 50% of Final Mark
2: Mechanics	In this unit, students explore kinematics, vectors, forces, Newton's Laws of Motion and moments	External Exam 25% of Final Mark
3: Statistics	In this unit, students investigate central tendency and dispersion, probability, the binomial and normal distributions and bivariate analysis	External Exam 25% of Final Mark

Careers

Accountant, Actuary, Astronomer, Architect, Bank Manager/Officer, Careers in Retail, Logistics, Economist, Factory Manager, Investment Analyst, Market Research Executive, Accountancy, Technician, Marketing Manager, Medical Researcher, Meteorologist, Production Manager, Shop Keeper, Statistician, Surveyor, Computer Programmer, Quantity Surveyor, Building Society Manager/Clerk, Systems Analyst, Operational Researcher, Chartered Engineer, Insurance, Teacher, Engineering, Financial Adviser

Overview

Geography helps you to develop a wide range of vital skills. It covers topics that can lead not only to subject specific careers but furthermore, the knowledge and skills can be successfully applied to other jobs in the modern world. Many of the skills learnt will help your studies in other subjects and will also be of use in later life in the sixth form, college or at work.

What Are These Skills?

- Location finding & spatial awareness
- Statistical understanding
- Diagram, map, graph and model construction
- Data gathering
- Analysis, problem solving and decision making
- Global Information Systems
- Recognition of moral and ethical issues

The following was taken from an article which appeared in the Guardian newspaper:
"The evidence and statistics shows that students who study geography through their school lives become some of the most employable people in society."

Geography gives you an insight into the processes and features that make up the environment around us. Having that sort of knowledge opens doors into many careers and, you never know, it may even impress your mates!

Unit	Content	Assessment
1: Understanding Our Natural World	<p>River Environments What processes produced our local rivers? What shapes them now, and how can we manage them for the benefit of all?</p> <p>Coastal Environments Kilkeel's coastline is receding? Why is that, what effect will it have on us and is there anything we can do about it?</p> <p>Changing Weather and Climate Ever wondered how weather forecasters know what storms are ahead or why turning up the heat in your house could affect the lives of polar bears?</p> <p>The Restless Earth We live on a thin, moving shell that covers a fire beneath. How do we survive in a world where even rock can shatter?</p>	<p>1 Hour 30 Minute Exam</p> <p>End of Year 11</p> <p>40% of Final Grade</p>



Unit	Content	Assessment
2: Living in Our World	<p>Population and Migration Your generation are now more likely to live to 100 years old. How will people cope? Engage in an informed understanding as to why people migrate and the global consequences?</p> <p>Changing Urban Areas Is city life all that it is made out to be? How do we cope with increasing city size and what problems do planners face?</p> <p>Contrasts in World Development Can you change the lives of others for the better? What is the development gap and what can all of us do to narrow it?</p> <p>Managing our Environment Is there enough earth to support us all? Picture a future when everything in your house is either reduced, reused or recycled and where renewable energy use is normal.</p>	<p>1 Hour 30 Minute Exam</p> <p>End of Year 12</p> <p>40% of Final Grade</p>

Unit	Content	Assessment
3: Fieldwork	This involves a day of outdoor work on a local issue	<p>1 Hour Exam</p> <p>20% of Final Grade</p>

Careers

Air Traffic Controller, Cartographer, Countryside Officer/Ranger, Driver/Chauffeur, Geologist, Highways Engineer, Hydrographic, Surveyor, Land Manager, Landscape, Architect, Oceanographer, Property Developer, Land Surveyor, Tourist Information Officer, Town Planner, Transport Manager, Travel Agent, Weather Forecaster/Meteorologist, Careers in the Armed Services, Civil Engineer, Foreign/Travel Correspondent, Geography Teacher, Navigator, Pilot, Market Researcher, Environmental Health Officer, Careers in Agriculture/Horticulture, Airline Flight Attendant/Cabin Crew, Archaeologist, Ecologist, Zoologist, Botanist, Careers in Airports

Overview

This course enables you to study the social, physical, intellectual, communication and emotional development of young children from conception to the age of five years. This subject can provide a strong basis for those seeking employment in a wide range of childcare settings.

- You will learn about babies and young children and how they develop.
- You will take part in discussions and present your ideas and views to the group.
- You will work independently on controlled assessment and be given responsibility for setting your own targets and meeting deadlines.
- You will hear from outside speakers who will share their experiences with you.
- When possible the experience of a 'virtual baby'.

Unit	Content	Assessment
1: Parenthood, Pregnancy and the Newborn Baby	The family and parental responsibilities Reproduction Pregnancy Diet and lifestyle during pregnancy Birth The newborn baby Feeding the newborn baby	External Written Examination 1 Hour 15 Minutes 30% of Final Mark
2: The Development of the Child (0-5 Years)	Dietary needs of the child (0-5 years) Child health and education Child development Social development Physical development Intellectual development Communication development Emotional development	External Written Examination 1 Hour 15 Minutes 30% of Final Mark
3: Investigation Task	The Investigation task has the following parts: <ul style="list-style-type: none"> • 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. 	40% of Final Mark

Careers

Educational Psychologist, Careers in the Ambulance Service, Au-pair/Parent's Help, Dietician, Nurse, Health & Safety Officer, Health Visitor, Midwife, Nanny, Nursery Nurse, Occupational Therapist, Playgroup Manager/Assistant, Reflexologist, Manager of Volunteers, Charity Worker, Religious Ministry, Youth Worker, Social Worker, Teacher, Dentist, Doctor, Dental Hygienist, Careers Adviser, Radiographer, Physiotherapist, Pharmacist, Medical Technical Officer, Health Education Officer, Care Manager/Assistant

Overview

This course enables you to take part in a range of fun and interesting activities related to diet and health and being an effective consumer when shopping for food. You will complete one written paper (2 hours) and one controlled assessment (50%).

Throughout the course, you will develop knowledge and understanding of:

- More advanced practical and food handling skills including the modification of recipes. Students will need to plan, prepare and cook meals and dishes that reflect current government nutritional guidelines.
- Diet and health – how to eat for health and avoid disease.
- The nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people.
- How to be an effective consumer in relation to food choice, food safety and managing resources.

Unit	Content	Assessment
1: Food & Nutrition	<p>You will study:</p> <ul style="list-style-type: none"> • Food provenance • Food processing and production • Food and nutrition for good health • Energy and nutrients • Macronutrients • Micronutrients • Fibre • Water • Nutritional and dietary needs • Priority health issues • Being an effective consumer when shopping for food • Factors affecting food choice • Food safety • Resource management • Food preparation, cooking and presentation skills. 	<p>2 Hour Exam</p> <p>The paper includes multiple-choice, short and structural questions and questions requiring extended writing.</p> <p>50% of Final Mark</p>
2: Practical Food & Nutrition	<p>Students will complete one task that involves the following:</p> <p>Part A – Research and Viewpoints; Part B – Justification of Choice; Part C – Planning; Part D – Practical Activity; and Part E – Evaluation</p>	<p>50% of Final Mark</p>

Careers

Careers with Ministry of Agriculture, Fisheries & Food Nutritionist, Caterer, Baker, Publican, Butcher, Waiter, Chef/Cook, Confectioner, Consumer Adviser, Dietician, Home Care Organiser, Fishmonger, Food Shop Retailer, Food Writer/Photographer, Health Promotion Officer, Trading Standards Officer, Environmental Health Officer, Home Economist, Fast Food Operative, Restaurant Manager, Demonstrator, Teacher in Food Technology/Catering/Hospitality, Careers in Food Manufacturing, Food Guide Inspectors. Food Scientist, Microbiologist, Technical Brewer.

Overview

This specification aims to encourage students to:

- Be enthusiastic about studying History
- Develop as effective learners with enquiring minds
- Develop the ability to ask relevant and significant questions about the past, to investigate issues critically and to make valid historical claims using a range of sources
- Develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes; and
- Develop the ability to effectively communicate historical knowledge and understanding in a range of ways, argue a case, make substantiated judgements and reach substantiated conclusions.

Unit	Content	Assessment
Modern World Studies In Depth	<p>Section A: Life in Germany 1933–1945</p> <p>The focus of this study is on the impact of the Nazi dictatorship on people's lives in Germany.</p> <p>Students answer 5 questions. The paper includes short response questions, structured questions and an essay question</p> <p>Section B: Changing Relations – Northern Ireland and its Neighbours</p> <p>The focus of this study is on the changing relationship between Northern Ireland, Southern Ireland and Great Britain following the partition of Ireland. Students examine the changing relationships against the backdrop of peace, war and neutrality. They also explore the significant impact of World War II on relations between Northern Ireland and its neighbours.</p> <p>Students answer six questions. The paper includes short response question and an essay question.</p>	<p>External Written Exam</p> <p>1 Hour 45 Minute Exam</p> <p>60% of Final Grade</p>



Unit	Content	Assessment
Modern World Studies In Depth	<p>International Relations 1945 – 2003 The focus of this study is on the significant events and developments associated with the Cold War and the new 'war on terror.' Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror.'</p> <p>Students answer six questions. The paper includes source-based questions, a structured question and an essay question.</p>	<p>External Written Exam</p> <p>1 Hour 15 Minute Exam</p> <p>40% of Final Grade</p>

Careers

Archaeologist, Archivist, Museum/ Art Gallery Conservator, Museum Curator/Keeper, Art Gallery Keeper, Researcher for TV/Film/Other Media, Art/Antiques Restorer, Costume Designer for TV/Film/Theatre, Set Designer for TV/Film/Theatre, Museum Attendant, Genealogist, Historical Writer/Editor, Journalist, Advocate, Barrister, Legal Executive, Solicitor, Make-up Artist, Tour Guide, Tourism Officer, Town Planner, Careers in Historic Buildings/Monuments, Antiques Dealer, Teacher, Professional Historian, Museum Education Officer, Actor, Careers in the Diplomatic Service

Overview

Learning for life and work can cover topics such as:

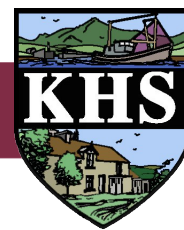
- Diversity, social inclusion, rights and responsibilities
- The role of government and non-governmental organisations in protecting people's rights
- Democratic institutions and processes
- How to maximise physical and mental health and well-being
- Relationships and sexuality
- How to be a discerning consumer
- The impact of globalisation on employment
- Recruitment and selection procedures
- Self-employment
- The work environment
- Businesses' social responsibility.

Unit	Content	Assessment
Unit 1: Local & Global Citizenship	Students investigate cultural diversity and the challenges and opportunities this brings to our society. They examine the role of non-governmental organisations (NGOs) and democratic institutions, explaining how they contribute to an inclusive society.	Written Exam Worth 20% 1 Hour
Unit 2: Personal Development	Students analyse how diet, exercise and emotional health affect personal well-being. They also explore parenting and personal finance issues.	Written Exam Worth 20% 1 Hour
Unit 3: Employability	Students explore the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employees and employers, and investigate how globalisation impacts employment.	Written Exam Worth 20% 1 Hour
Unit 4: Controlled Assessment (Investigation)	Students complete one task from a choice of three. The task is an investigation on a topic relating to one of the other units.	Controlled Assessment Worth 20%

Careers

Learning for Life and Work combines well with Business Studies, Economics, Mathematics, Geography and Digital Technology. Students can develop their skills in Communication, Using Mathematics and Using ICT. You will develop skills which are relevant to life and work.

GCSE LEISURE, TRAVEL & TOURISM



Examination Board: CCEA

M

G

Overview

The leisure, travel & tourism industry is a major sector of economic growth, not just in Northern Ireland, but also globally. We all take part in leisure, travel and tourism activities whether it's going to the cinema, gaming at home or taking an exotic holiday. Studying leisure, travel & tourism, provides the opportunity to develop the knowledge and skills required by this growing sector of the economy. Leisure, travel & tourism is a dynamic and fascinating area of study. It will be a new subject for all students. GCSE Leisure, Travel & Tourism combines well with other subjects such as Geography & Business Studies.

GCSE Leisure, Travel and Tourism gives students the opportunity to follow a vocationally related course of study. The content relates directly to the leisure, travel and tourism industry. It provides opportunities to explore the employment opportunities available in the industry. It also looks at the qualifications and training required to work in the industry and provides an insight into the skills and personal qualities you need to gain employment in this major growth sector.

Unit	Content	Assessment
Understanding the Leisure, Travel & Tourism Industry	Students explore the important part that leisure, travel & tourism plays in today's society as it continues to be a growth area in the UK economy. Students investigate the range of activities for people to enjoy in their leisure time. They identify organisations that people use for leisure, travel & tourism purposes, as well as the facilities and attractions that appeal to visitors.	Written Exam (1hour 30mins) Questions include resource material i.e photographs, data, models, diagrams, and text. Each question includes some elements of extended writing. Worth 40%
Promoting and Sustaining the Leisure, Travel and Tourism Industry	Students explore how organisations use techniques and materials to promote products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods the industry uses to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, health risks, and precautions and emergencies.	Written Exam (1hour 30mins) Questions include resource material i.e photographs, data, models, diagrams, and text. Each question includes some elements of extended writing. Worth 40%



Unit	Content	Assessment
Working in the Leisure, Travel and Tourism Industry	Students explore the importance of customer service in the industry. They research and explore the employment opportunities available in the industry. They also develop knowledge of the entry qualifications required to work in the industry as well as gaining an insight into job roles and responsibilities and skills and personal qualities needed to gain employment in the sector.	Controlled Assessment Students produce a portfolio of work based on tasks set by CCEA. Worth 20%

Careers

Administrative Assistant, Careers in Advertising, Careers in Marketing, Retail Manager, Financial Adviser, Civil Service Administrative, Civil Service Executive Officer, Hotel Manager, Management Consultant, Human Resources Officer, Business Development Adviser, TV/Film/Video Producer, Buyer/Purchasing Officer, Charities Fundraiser/ Appeals Manager, Countryside Officer/Ranger, Driver/Chauffeur, Tourist Information Officer, Travel Agent, Foreign/Travel Correspondent, Market Researcher, Careers in Agriculture/Horticulture, Airline Flight Attendant/Cabin Crew, Careers in Airports

Overview

This GCSE is a two year unitised course providing a sound basis for progression to employment and further education, particularly GCE AS/A2 Mathematics.

The content of each GCSE Mathematics unit relates to:

- Number and Algebra
- Geometry and Measures
- Handling Data

The units all provide opportunities for students to develop and apply their mathematical skills to real-life contexts.

There are eight units available (see below). The grades that you can achieve depend on the units that you sit for assessment. You will sit two units: one from M1, M2, M3 and M4 and one from M5, M6, M7 and M8. Units M1, M2, M3 and M4 will be worth 45% each while Units M5, M6, M7 and M8 will be worth 55% each.

Unit Tests Worth 45%

There is a choice of 4 units aimed at different levels:

Unit	Target Grades	Timing
M4 (Higher)	A* - C	2 hrs
M3 (Higher)	B - E	2 hrs
M2 (Foundation)	C - F	1 hr 45 mins
M1 (Foundation)	D - G	1 hr 45 mins

Each of these units will be assessed by an external written test with a calculator

Unit Tests Worth 55%

Unit	Target Grades	Timing
M8 (Higher)	A* - C	2 papers each 1 hour 15 minutes
M7 (Higher)	B - E	2 papers each 1 hour 15 minutes
M6 (Foundation)	C - F	2 papers each 1 hour 10 minutes
M5 (Foundation)	D - G	2 papers each 1 hour 10 minutes

Each of these units will be assessed by an external written test consisting of two papers: one paper with a calculator and one without a calculator.

Careers

Accountant, Actuary, Astronomer, Architect, Bank Manager/Officer, Careers in Retail, Logistics, Economist, Factory Manager, Investment Analyst, Market Research Executive, Accountancy, Technician, Marketing Manager, Medical Researcher, Meteorologist, Production Manager, Statistician, Surveyor, Computer Programmer, Quantity Surveyor, Building Society Manager/Clerk, Systems Analyst, Operational Researcher, Chartered Engineer, Insurance, Teacher, Engineering, Craftsperson, Financial Adviser.

Overview

What will I gain from learning French?

You will develop knowledge of and enthusiasm for language learning skills through opportunities for the practical use of French, develop the confidence to communicate effectively in French and take your place as a citizen in a multilingual, global society.

What will I study?

The topics arise from three Contexts for Learning

From Context 1: Identity, Lifestyle & Culture

- Myself, my family, relationships & choices
- Social media & new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

From Context 2: Local, National, International and Global Areas of Interest

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

From Context 3: School Life, Studies and the World of Work

- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

Unit	Content	Assessment
1: Listening	External listening examination in May/June of Year 12	25% of Final Mark – Foundation or Higher Tier
2: Speaking	You will complete two role-plays and a general conversation on two topics in French. CCEA will mark it.	Teacher-conducted speaking exam 25% of Final Mark
3: Reading	External reading examination in May/June of Year 12	25% of Final Mark – Foundation or Higher Tier
4: Writing	External written examination: 4 questions, including writing lists or phrases, translating short sentences and one longer task (from a choice of 3) in French	25% of Final Mark – Foundation or Higher Tier

Careers

As well as traditional language-based careers, such as travel, tourism, hospitality, customs, teaching, translating, diplomatic service, business, journalism, many Modern Languages' students go on to work in science, engineering, medical careers, retail or personnel management, sales and marketing, financial work, law, public relations, management services or computing.– being able to speak a foreign language opens lots of careers to you! You will have many transferable skills!

GCSE MODERN LANGUAGES: FRENCH (DEL F)



Examination Board: French Ministry of Education

B

Overview

You will develop knowledge of and enthusiasm for languages learning skills through opportunities for the practical use of French, develop the confidence to communicate effectively in French and take your place as a citizen in a multilingual, global society. Many employers look for job applicants to be able to speak a second language, especially after Brexit as local companies continue to develop trade links with other countries. DELF (Diplôme d'Etudes en Langue Française) is a French language diploma issued by the French Ministry of Education.

Why is it interesting to me?

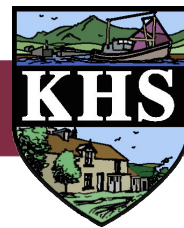
- It officially validates your French learning and constitutes a recognition of your school background in French language.
- DELF is calibrated according to the Common European Framework of Reference for Languages and is therefore recognized worldwide.
- Moreover, DELF allows you to study, work and immigrate in a French-speaking country.

Unit	Content	Assessment
A1	<p>The A1 DELF level recognises basic knowledge of French, showing that you can interact in a simple way: about yourself and your immediate environment. Topics include:</p> <ul style="list-style-type: none">• Your family• Your friends• Your town <p>You have already been introduced to these at KS3)</p> <p>You would be assessed in the following:</p> <ul style="list-style-type: none">• Reading• Listening• Writing• Speaking. <p>Each unit is marked out of 25. You only need an overall 50% to pass and get the A1 DELF diploma.</p>	25% of Final Mark – Foundation or Higher Tier
A2	<p>When unit A1 is completed successfully students can progress to the A2 level. This develops all the skills to a slightly higher level. A2 level is recognised as equivalent to a full GCSE.</p>	Teacher-conducted speaking exam 25% of Final Mark

Careers

As well as traditional language-based careers, such as travel, tourism, hospitality, customs, teaching, translating, diplomatic service, business, journalism, many Modern Languages' students go on to work in science, engineering, medical careers, retail or personnel management, sales and marketing, financial work, law, public relations, management services or computing.– being able to speak a foreign language opens lots of careers to you! You will have many transferable skills!

GCSE MODERN LANGUAGES: SPANISH



Examination Board: CCEA

M

G

Overview

You will develop knowledge of and enthusiasm for language learning skills through opportunities for the practical use of Spanish, develop the confidence to communicate effectively in Spanish and take your place as a citizen in a multilingual, global society. All GCSE subjects are challenging but if you enjoy and understand French, you will find Spanish easier to grasp. You will benefit from lots of individual attention and don't forget that South America is one of the world's expanding economies!

From Context 1: Identity, Lifestyle & Culture

- Myself, my family, relationships & choices
- Social media & new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

From Context 2: Local, National, International and Global Areas of Interest

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

From Context 3: School Life, Studies and the World of Work

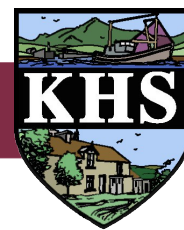
- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

Unit	Content	Assessment
Listening	External listening examination in June of Year 12	25% of Final Mark - Foundation or Higher Tier
Speaking	You will complete two role-plays and a general conversation on two topics in Spanish. CCEA will mark it.	Teacher conducted speaking examination. 25% of Final Mark
Reading	External reading examination in May/June of Year 12.	25% of Final Mark - Foundation or Higher Tier
Writing	External written examination. You will answer 4 questions, including writing lists or phrases, translating short sentences and one longer task (from a choice of 3) in Spanish.	25% of Final Mark - Foundation or Higher Tier

Careers

As well as traditional language-based careers, such as travel, tourism, hospitality, customs, teaching, translating, diplomatic service, business, journalism, many Modern Languages' students go on to work in science, engineering, medical careers, retail or personnel management, sales and marketing, financial work, law, public relations, management services or computing. – being able to speak a foreign language opens lots of careers to you! You will have *many* transferable skills!

GCSE MOTOR VEHICLE & ROAD USER STUDIES



Examination Board: CCEA

M

G

B

Overview

The motor industry is one of the largest sectors of employment in the United Kingdom. It is thought that there are around 900,000 people employed in the industry, of whom 330,000 are in vehicle design and manufacture, 525,000 in the retail motor industry engaged in buying and selling of vehicles and over 50,000 in motor sport activity.

Motor Vehicle & Road User Studies is a recognised GCSE course which, after two years of study, leads to graded assessments in three different areas.

Unit	Content	Assessment
1: Motor Vehicle and Road User Studies Theory	<p>A. Vehicle Control and Road User Behaviour (weather conditions/physical and mental fitness of the driver/causes and prevention of road accidents/the Highway Code)</p> <p>B. Legal Requirements (Motor Insurance/documentation)</p> <p>C. The History of Road Transport (historic view of vehicle development/motoring laws/social and environmental factors)</p> <p>D. Motoring Mathematics (vehicle purchase/ running and standing cost calculations)</p> <p>E. Accident Procedures (precautions/post-accident procedures/ first aid procedures)</p> <p>F. Motor Vehicle Technology (the workings of all vehicle systems: engine/lubrication/cooling/exhaust/transmission/ electrical/braking/steering/suspension)</p>	<p>50% of Final Mark</p> <p>One Exam</p> <p>1 hour 45 minute at the end of Year 12</p>

GCSE MOTOR VEHICLE & ROAD USER STUDIES



Unit	Content	Assessment
2: Moped Riding	You will be learning to ride a 49cc moped (on school grounds only). The practice lesson will prepare you for your final practical test. It consists of three parts: carrying out a prescribed set of maintenance checks, a riding skills test (slalom, figure 8, emergency stop), and a moped riding test in simulated traffic situations.	25% of Final Mark
3: Investigative Study	You will be conducting a traffic survey focussing on one particular area of road user behaviour (e.g adherence to speed limits, roundabout behaviour, parking)	25% of Final Mark

Careers

Each sector of the motor industry has its own particular requirements but in general there are three levels of entry into the industry:

- Graduate level. A degree is a necessary requirement if you are to reach the top in the design, development and manufacture of vehicles
- Technician level or equivalent, corresponding to direct entry at the age of around 18. This is a common point of entry for people wanting a commercial, sales or marketing career, as well as those interested in a technician career concerned with vehicle design, development and the proving of the car
- Craft level at the age of 16. This is the usual point of entry for those wishing to become mechanics, turners, fitters or specialists in any of the many other craft-based skills

GCSE MOVING IMAGE ARTS



Examination Board: CCEA

M

G

B

Overview

The CCEA GCSE Moving Image Arts specification is unique in the UK, giving students the opportunity to develop audiovisual literacy and creativity through hands-on learning in the craft of moving image arts. The creative industries are thriving in Northern Ireland and this course could be a stepping stone into a career in that area.

- Students develop a broad critical understanding of film language, narrative, representation and audience in both theory and practice.
- They investigate films from a variety of genres and contexts, demonstrating the ability to analyse and evaluate creative purpose.
- They also experiment with a range of film-making techniques including animation, and create their own complete moving image portfolios.

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

Unit	Content	Assessment
Component 1: Critical Understanding of Creative Technical Moving Image Production	A: Film Language, Genre and Representation B: Creative Production, Management and Industry Contexts assesses candidates' knowledge and understanding of industry contexts. C: Comparative Analysis looks at comparing and contrasting the different use of techniques in film language.	Compulsory online examination 1 Hour 30 Minutes 40% of Overall Grade
Component 2: Acquisition of Skills in Moving Image Production	This component aims to enable students to develop five core skills of film production: storyboarding, camera, editing, postproduction sound and animation. Students must apply these core skills in the four tasks Set by CCEA.	Compulsory Online examination 1 Hour 30 Minutes 40% of Overall Grade
Component 3: Planning and Making a Moving Image Product	This component aims to extend students' skills to create a complete film production. Students will produce their own research analysis and production portfolio, including one complete short genre film with associated creative and organisational preproduction and production materials.	Compulsory Controlled Assessment Portfolio 40% of Overall Grade

Careers

Animator, Architect, Careers in Art Galleries/Museums, Art Therapist, Display/Window Dresser, Exhibition Designer, Fashion Designer, Fine Artist, Ceramicist, Florist, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Landscape Designer, Make-Up Artist, Package Designer, Painter & Decorator, Photographer, Costume/Set Designer, Teacher, Advertising, Model Maker, Toy Designer, Shoe Designer, Jewellery Maker, Web Designer, Nursery School/Early Years Teacher, Traditional Crafts Worker, Visual Effects Designer, Textile Designer, Cartoonist, Cinematographer, Film Producer, Apps Designer

Overview

Music is an excellent course for GCSE and can be divided into the main areas of listening, composing, performing and appraising. Throughout the course students are encouraged to actively develop their own musical interests and skills including the ability to create / perform music individually and in groups. Music helps students develop many transferable skills that are essential and sought after by employers in all sectors of society / industry.

Unit	Content	Assessment
1: Performing and Appraising	You have to perform two pieces of Music; 1 as a solo performance and 1 as an ensemble/group performance. This also includes a short discussion with the visiting assessor about the performance and the pieces chosen (worth 5% of the marks)	Practical Assessment 35% of Final Mark
2: Composing and Appraising	You have to compose 2 pieces of Music. One composition will use a set stimulus (e.g a series of notes) while the second is completely free composition. This controlled assessment task is internally assessed by your Music teacher and externally moderated.	Controlled Assessment 30% of Final Mark
3: Listening and Appraising	This part of the examination consists of 1 ½ hour written / listening exam which takes place in the Music Room. The exam focuses on 4 Areas of Study: <ol style="list-style-type: none"> 1. Western Classical Music 2. Film Music 3. Music Traditions in Ireland 4. Popular (Pop) Music 	Listening/Written Exam 35% of Final Mark

Careers

Radio Studio Manager, Disc Jockey, Television/Radio Presenter, Television/Radio Researcher, Videotape Editor, Stagehand/Roadie, Music Teacher/Coach, Music Therapist, Music Instrument Maker/Repairer, Radio Producer, Musician, Singer, Composer, Piano Tuner/Technician, Orchestra Secretary, Music Retailer, Music Librarian, Music Publisher, Conductor, Careers in the Recording Industry, Actor, Music Critic, Floor/Stage Manager, Nursery School/Early Years Teacher, Primary School Teacher, Manager/ Administrator - Orchestra/Opera/Ballet Company, Music System/Electronic Instrument/Studio Equipment Designer

"It's wrongly assumed that when it comes to jobs, music students are confined to their field of study. In reality, music students go on to do a wide range of jobs in a variety of different industries." Quote from The Guardian Newspaper

THE CREATIVE INDUSTRIES ARE ONE OF THE FASTEST GROWING INDUSTRIES IN N. IRELAND!

NUMERACY (ESSENTIAL SKILLS)



Examination Board: CCEA

B

Overview

Essential Skills are nationally accredited qualifications. At Entry Level the qualification provides you with the knowledge, skills and understanding you need to get you started in the world of work.

Completion of the Entry Level Qualification will allow progression to Essential Skills Application of Number at Levels 1 and 2.

You will complete 7 topics in all:

1. Using whole numbers
2. Using fractions
3. Using decimals
4. Using common measures
5. Using shape and space
6. Using data
7. Using a calculator

Throughout the course you will be taught to present and explain results that meet the intended purpose using appropriate numbers, diagrams, charts and symbols.

Assessment

The qualification is assessed in two short tasks:

- A tutor-learner interview; and
- A learner answer booklet for the learner to complete.

OCCUPATIONAL STUDIES: DESIGN & CREATIVITY



Examination Board: CCEA

G

B

Overview

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it is vital that we are able to transfer and adapt knowledge and skills throughout our careers. To foster these abilities, Occupational Studies allows learners to learn for work, through work and about work and provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment. At KHS we are proud to offer a wide range of modules covering five of six potential pathways under the banner of Occupational Studies. This is a Double Award Subject in that it will offer 2 BTEC qualifications. One will be completed in year 11 and the other in year 12, each under a different pathway. To achieve a qualification, learners must take two units per year from one of the occupational areas. A final grade for the year will be based on the combined scores of the two units. Each unit is marked out of 100, so therefore the final result will be a score out of 200. Grade boundaries for Levels 1 and 2 are divided up into Pass, Merit and Distinction with A * award for the top students (see below):

LEVEL 2

Distinction* = 180-200 marks

Distinction = 160-179 marks

Merit = 140-159 marks

Pass = 120-139 marks

LEVEL 1

Distinction = 100-119 marks

Merit = 80-99 marks

Pass = 40-79 marks

Level 2 is equivalent to GCSE grades A*- C / Level 1 is equivalent to GCSE grades D-G.

Unit	Content	Assessment
Patisserie and Baking	<p>Develop basic baking principles required by pastry chefs in catering industry. Students learn about handling food & working safely in the kitchen.</p> <p>Section 1: Health & safety in catering.</p> <p>Section 2: Bread & scones: prepare, bake and finish 4 different products e.g. wheaten bread, cherry scones</p> <p>Section 3: Cakes & biscuits: prepare, bake & decorate four different cake and biscuit products e.g. carrot cake, shortbread.</p> <p>Section 4: Pastry products: prepare, bake and finish four different products, i.e fruit tartlets, chocolate éclairs.</p>	<p>All assessment within the classroom</p> <ul style="list-style-type: none"> • Formal observational assessment of 2 products from each section • Knowledge developed is assessed • Evaluation of student performance
Specialised Crafts	<p>With a focus on fabric printing, pupils will have the opportunity to experiment with a range of printing techniques. Students work to a design brief and will create and exhibit a craft item for their final piece.</p> <p>Section 1: Health & Safety in the workshop.</p> <p>Section 2: Research & Practise Craft Techniques in chosen area of expertise (decided by teacher)</p> <p>Section 3: Develop skills in Relation to Chosen Craft.</p> <p>Section 4: Peer & Self-Evaluation of the work completed by the pupil and others in the class.</p>	<p>All assessment within the classroom</p> <ul style="list-style-type: none"> • Formal observational assessment of 2 products from each section • Knowledge developed is assessed • Evaluation of student performance



Examination Board: CCEA

G

B

Overview

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Merit = 140-159 marks
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LEVEL 1

Distinction = 100-119 marks
Merit = 80-99 marks
Pass = 40-79 marks

Level 2 is equivalent to GCSE grades A*- C / Level 1 is equivalent to GCSE grades D-G.

Unit	Content	Assessment
Running a Leisure Event	Students will investigate the wide variety of leisure events which take place in Northern Ireland and will have the opportunity to plan a leisure event. They will consider the type of event they wish to plan, take into consideration the customer type, the resources required for the event and all the relevant Health & safety issues. The work falls under the following headings: <ul style="list-style-type: none"> • Planning the Event • Running the Event • Evaluating the Event 	All assessment is undertaken within the classroom environment <ul style="list-style-type: none"> • Formal observational assessment • Knowledge developed is assessed • Evaluation of student performance
Working in Tourism	Designed for students who are interested in working in the tourism industry. This unit focuses on developing teamwork as they plan, develop and deliver tourism products or services to meet set objectives. Students will also gain an understanding of how and why organisations promote their products and services and the methods they employ. The work falls under the following headings: <ul style="list-style-type: none"> • Teamwork in Tourism • Provide Tourism Information, advice and assistance to visitors • Promote your Area 	All assessment is undertaken within the classroom environment <ul style="list-style-type: none"> • Formal observational assessment • Knowledge developed is assessed • Evaluation of student performance



Examination Board: CCEA

G

B

Overview

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it is vital that we are able to transfer and adapt knowledge and skills throughout our careers. To foster these abilities, Occupational Studies allows learners to learn for work, through work and about work and provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment. At KHS we are proud to offer a wide range of modules covering five of six potential pathways under the banner of Occupational Studies. This is a Double Award Subject in that it will offer 2 BTEC qualifications. One will be completed in year 11 and the other in year 12, each under a different pathway. To achieve a qualification, learners must take two units per year from one of the occupational areas. A final grade for the year will be based on the combined scores of the two units. Each unit is marked out of 100, so therefore the final result will be a score out of 200. Grade boundaries for Levels 1 and 2 are divided up into Pass, Merit and Distinction with A * award for the top students (see below):

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LEVEL 1

Distinction = 100-119 marks

Merit = 80-99 marks

Pass = 40-79 marks

Level 2 is equivalent to GCSE grades A*- C / Level 1 is equivalent to GCSE grades D-G.

Unit	Content	Assessment
Bench Joinery	<p>This unit is designed to provide students the opportunity to develop skills in bench joinery and other associated activities. Most of the work associated with this unit is practically based. This unit also considers:</p> <ul style="list-style-type: none"> • Health and safety issues • Career opportunities within the construction industry • The appropriate use of both hand and power tools • Techniques of cutting, jointing, boring & planning to produce construction related components • Construction of a range of bench joinery models • A review and evaluation of performance. <p>The main project: produce a piece of household furniture.</p>	<p>All assessment within the classroom</p> <ul style="list-style-type: none"> • Formal observational assessment • Knowledge developed is assessed • Evaluation of student performance
Computer Aided Design	<p>This unit introduces learners to basic skills in the use of an industry standard Computer Aided Design (CAD). From this they produce a set of drawings, to industry standard of a simple two storey building. This unit also includes:</p> <ul style="list-style-type: none"> • Consideration of health and safety issues in CAD; • Consideration of career opportunities in CAD; • Routine drafting techniques in CAD; • Creating component drawings in CAD; • Consideration of environmental issues in CAD; and • Review and evaluation of performance. 	<p>All assessment within the classroom</p> <ul style="list-style-type: none"> • Formal observational assessment • Knowledge developed is assessed • Evaluation of student performance

Overview

The AIM of the course:

- To provide opportunities for you to become more effective participants in physical activity
- To enable you to observe, analyse, evaluate your own and the performance of others
- To develop knowledge and understanding of the factors, principles and methods of safe and effective practice
- To promote a healthy lifestyle and enable you to plan for such
- To develop your ability to plan and organise fitness sessions that are sport specific
- To develop social skills and good personal qualities through a variety of situations and challenges
- To make you aware of career opportunities relating to physical education, sport and leisure industry
- To help you to achieve a recognised certificate of achievement i.e. a pass at GCSE level

Activity timetable:

Year 11

Sept/Oct: Hockey
Oct/Nov: Basketball
Jan/Feb: Football
Mar/Apr/May: Athletics/Cross-Country

Year 12

Sept: Orienteering (compact course)
Oct/Nov: Circuits
Dec – April: Recap on assessed sports

Unit	Content	Assessment
Practical Activities	<ul style="list-style-type: none"> • Hockey/Basketball/Football/Athletics Fitness Tests/Cross-Country • Orienteering • External sport – you can be assessed in one activity/sport which you do outside school <p>YOU WILL BE ASSESSED IN 3 OF THE ABOVE ACTIVITIES</p> <ul style="list-style-type: none"> • Also self-analysis in one of the sports chosen above, comparing your performance to that of a high class performer, analysing strengths, weaknesses, the components of fitness which help you, as well as your sportsmanship & knowledge of the rules & tactics in the sport. 	50% of Final Grade



Unit	Content	Assessment
Theory	<p>Factors underpinning Health & Performance</p> <ol style="list-style-type: none"> The Body of Work <ul style="list-style-type: none"> The Skeletal system Muscular system Cardiovascular system Respiratory system Digestive system Nervous system Health & Lifestyle decisions <ul style="list-style-type: none"> Mental health Social health Physical health (exercise, nutrition, sleep, tobacco & illegal drugs, alcohol) Planning for physical health The Active Leisure Industry <ul style="list-style-type: none"> The concept of Leisure Structure of the active leisure industry Event management 	<p>25% of Final Grade</p> <p>1 Hour 15 Minute Written Exam</p>
Theory	<ol style="list-style-type: none"> Developing Physical Fitness for Performance <ul style="list-style-type: none"> Physical fitness Principles of training Methods of training Assessment of physical fitness Planning & evaluating training programmes Planning & evaluating training sessions Developing skilled performance <ul style="list-style-type: none"> Skilled performance Factors underpinning the learning of skills for sports 	<p>25% of Final Grade</p> <p>1 Hour 15 Minute Written Exam</p>

Careers

Leisure/Sports Centre Manager, Leisure/Sports Centre Assistant, Physiotherapist, Physiotherapy Assistant, Remedial Gymnast, Professional Sports Person, Sports Instructor/Coach, PE Teacher, Stunt Performer, Health & Fitness Instructor, Children's Holiday Representative, Outdoor Pursuits Instructor, Army Officer, Army Serviceman/woman, Royal Navy Officer, Royal Navy Rating, Royal Air Force Officer, Royal Air Force Airman/woman, Royal Marines Officer, Royal Marine, Swimming Pool Attendant/Lifeguard, Sales Person – Sports Shop, Police Officer, Diver, Sports Journalist, Sports Scientist, Sports Commentator, PE Instructor – Armed Services, Youth Worker

Overview

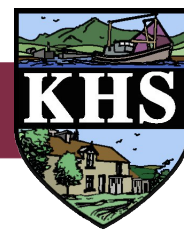
All three separate sciences taken together at Key Stage 4 represent a balanced science course. You cannot choose Physics and Single Award Science.

There are six main areas of study in this course:

- Forces
- Radioactivity
- Electricity and Magnetism
- Energy
- Waves, Sound and Light
- Space Physics

In Physics you will look at how things work, from the very largest stars and black holes to incredibly small particles that cannot be seen even with the most powerful microscopes.

Unit	Content	Assessment
P1: Forces, Energy and Radioactivity	The first part of this module builds on the Physics of forces and motion you studied at the start of Year 10 with practical work on Newton's laws. The mathematical content continues into the energy topic, with calculations on energy use and efficiency. This develops on previous work you did on renewable energy resources in Key Stage 3. Radioactivity, the final unit, contains little mathematical content with the focus instead on explanations. From medical uses to the cores of stars, radioactivity, its uses and dangers are examined in this topic that is unrelated to your previous work in Science in KHS.	37.5% of Final Grade
P2: Waves, Electricity and Earth in Space	The waves, sound and light unit is a continuation of work you did last year. In Physics we often study how things work and then explore applications and uses. This is true for lenses – their properties are studied and these are used to understand their applications in correcting eye defects and also in magnifying lenses, projectors and cameras. The unit on electricity makes advances on the Year 10 topic with your practical skills and logical thinking being developed. The abstract world of electromagnetism is studied in motors and generators before the focus moves on to the physics of the largest objects in the universe: from our Sun to planets other stars that are impossible to reach in our lifetimes.	37.5% of Final Grade



Unit	Content	Assessment
P3: Practical Skills	Pupils complete two practicals in class and a one hour examination. The understanding of accuracy, reliability and a fair test are all checked.	25% of Final Grade

Careers

Aeronautical Engineer, Architect, Astronomer, Astrophysicist, Automobile Engineer, Surveyor, Civil Engineer, Cyberneticist, Electrical Engineer, Flight Engineer, Forensic Scientist, Laboratory Technician, Land Surveyor, Materials Scientist/Technologist, Medicine, Meteorologist, Mining Engineer, Motor Mechanic, Nuclear Scientist, Radiographer, Research Physicist, Structural Engineer, Physics Teacher, Marine Engineer, Optometrist, Patent Agent, Orthotist/Prosthetist, Medical Technical Officer, Veterinary Medicine

Overview

The Prince's Trust Achieve programme is developed and managed by The Prince's Trust, a national youth charity that supports young people aged 11 to 30 to enable them to achieve their potential.

The Trust's Achieve programme gives young people the practical support needed to help-develop self-esteem and the necessary life skills for their future. 96% of the young people who completed the Achieve programme in 2016 progressed into further education, employment or training.

The Achieve programme is designed for young people who are facing challenges in education, supporting them to learn new skills, develop confidence and to engage them in learning so that they can reach their full potential.

The programme is delivered by staff within the school who have been trained by The Prince's Trust.

While completing the programme young people have the opportunity to take part in a wide variety of activities related to Personal and Social Development, Life Skills, Active Citizenship, Enterprise and Preparation for Work.

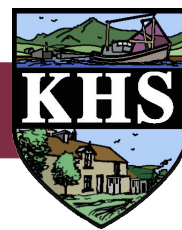
The Prince's Trust Qualification in Personal Development and Employability Skills can be achieved at Entry Level 3, Level 1 or Level 2 and at three different sizes (Award, Certificate or Diploma). Over the course of the programme, young people will be encouraged to work towards a qualification.

Assessment

In Northern Ireland, the Level 1 & Level 2 Certificate qualification has GCSE equivalency.

- Level 2 is equivalent to 2 GCSEs at Grade B.
- Level 1 is equivalent to 2 GCSEs at Grade D or below.

GCSE RELIGIOUS STUDIES



Examination Board: CCEA

M

G

B

Overview

Religious Studies at KHS will help deepen your knowledge and understanding of the Bible while also giving you the opportunity to reflect on your own personal beliefs and values in light of some of the most controversial ethical issues. GCSE Religious Studies enables you to develop an interest in and enthusiasm for the Bible, and relate what it says to the wider world. You will be encouraged to look at the Bible and ask the question, "Is this relevant to me?" and "How are we to understand this book in the 21st Century?" In doing so, you will not only gain a greater understanding of yourself and what you believe, but also how the message of Christianity crosses cultural divides and is relevant locally in Kilkeel and Mourne, nationally in Ireland and internationally all around the world.

In KHS, there are 2 options when it comes to choosing RS. You can choose to take the Full Course option, which will give you a full GCSE after two years of study. Alternatively, if you do not choose Full Course, you still have to study RE but you will be entered for a Short Course. As the name suggests, Full Course gives you a full GCSE and Short Course is a shorter version of the Full GCSE, therefore, it is only considered half of a GCSE.

- Those who choose Full Course will follow CCEA's Specification and study 2 Units over 2 years
- Short Course will follow CCEA's Specification and study 1 unit (Christian Ethics) unit over two years.

Unit	Full Course Content	Assessment
1: The Gospel of Matthew	You will consider the ministry, work and life of Jesus and His relevance today through a Study of the Gospel of Matthew	End of Year 11 50% of Final Mark 1 and 1/2 Hour Exam
2: Christian Ethics	You will explore REAL LIFE issues such as abortion, euthanasia, human sexuality, marriage and divorce, war and peace, capital punishment, medical ethics and many others	End of Year 12 50% of Final Mark 1 and 1/2 Hour Exam

Unit	Short Course Content	Assessment
1: Christian Ethics	You will explore REAL LIFE issues such as abortion, euthanasia, human sexuality, marriage and divorce, war and peace, capital punishment, medical ethics and many others	End of Year 12 100% of Final Mark 1 and 1/2 Hour Exam

Careers

Law, Solicitor, Social Work, Medicine, Journalism & Broadcasting, Counsellor, Publishing, Radio, Television, Film, Ministry, Education, Health and Welfare Ministries, Missionary, Social Services, Minister/Pastor/Priest, Youth Work, Church Work, Business or Marketing, Psychology, Chaplaincy, Foreign service (i.e., diplomatic corps), Health Care (e.g., chaplaincy), Police Service, Fire Service, Paramedic, Politics, Historian, Event Planning, Writer, Charity Work, Hospitality, the Service Industry, Museums and the Arts

GCSE SCIENCE SINGLE AWARD



Examination Board: CCEA

G

B

Overview

This course does not provide adequate preparation for the study of Biology, Chemistry or Physics at 'A' level.

The subject content in this course is based on 3 modules within the separate areas of Biology, Chemistry and Physics.

The Controlled Assessment and the Physics module count as the terminal assessment.

The course is examined at Foundation level which permits grades G – C. Depending on the cohort, the Higher level may also be available, allowing grades C – A*.

Unit	Content	Assessment
1: Biology	Food health and diet, the circulatory System, DNA and genetics, reproduction, the nervous System, diseases as well as human activity and its effects on the environment.	February of Year 11 25% of Final Mark
2: Chemistry	Acids and indigestion, the Periodic Table, bonding, volcanoes and earthquakes, materials and their uses, reactivity series, rates of reaction and forensics.	November of Year 12 25% of Final Mark
3: Physics	Electricity, light and sound waves, communications, energy, heat transfer, road transport and safety, forces, radioactivity and space.	May of Year 12 25% of Final Mark
4: Practical Skills	Two practical tasks and a short examination.	25% of Final Mark

Careers

Medical secretary, dental nurse, situations where Science is preferred not required.

Overview

Technology and Design is about solving real life problems. It involves you in being creative through the use of a range of materials in order to design and realise solutions.

This course offers the opportunity to develop a range of skills through the design and making of a project that is chosen by you in response to a theme set by the examining body (AQA). The course is useful for those who are considering a career in any form of design or engineering field.

Unit	Content	Assessment
1: Written Paper	This is assessed via a 2 hour examination which looks at the materials, tools, processes used in the commercial design of products. It also considers environmental issues and sustainable design	End of Year 12 50% of Final Mark
2: Controlled Assessment	This forms a major part of the course and involves you in designing and making your own unique project in response to a theme set by the examining body. This is a challenging, but very rewarding process which involves being creative, problem solving, time management and the development of a range of practical and design skills. It is this activity that students who have studied the subject in the past seem to enjoy most. Some examples of the work past students have produced can be found in the image gallery of the school website.	Controlled Assessment 50% of Final Mark

Careers

Product Designer, Design Assistant, Retail Display Assistant, Model Maker, Fashion Designer, Landscape Architect, Jewellery Designer, Textile Designer, Wood Carver, Landscape Gardener, Metal Engraver, Potter, Glassmaker, Construction Craftsperson, Construction Technician, Shop Fitter, Engineering Technician, Chartered Engineer, Engineering Craftsperson, Cartographer, Orthotist/Prosthetist, Dressmaker, Design and Technology Teacher, Craft Designer, Blacksmith, Primary Teacher, Occupational Therapist, Interior Designer, Special Effects Designer, Graphic Designer, Dental Technician, Set Designer, Costume Designer

Overview

At Key Stage 4, you should be more responsible for your own activity programmes and seek opportunities to continue these outside the school environment. The Programme of Study for Key Stage 4 also provides for the progressive development of particular skill activities and personal qualities.

You will not be expected to study all parts of the Programme of study. During the two years you will study a Health-Related Physical Education, Athletics, Cross-country and participate in various House matches in team sports. You will then choose three from the remaining six elements of the programme, which can reasonably be offered by the school. Each of the following elements will be allocated equal time.

The complete two-year course is outlined below:

COMPULSORY:

- Health-related Physical Education
- Athletics
- Cross-country
- House Matches in Team Sports

OPTIONAL:

- Dance
- Games 1 – Football
- Games 2 – Hockey
- Games 3 – Basketball
- Leisure Activities (including volleyball, dodgeball, badminton)
- Swimming