



**Shimna Integrated
College**

**GCSE Options
Booklet**

2026

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YEAR 10 GCSE OPTIONS PROCESS

Stage 1: Preparation - week beginning 5 January 2026

Pastoral Care lessons in term 2 are tailored to support students with their GCSE choices and subject teachers will be sharing details of what GCSE study in their subject looks like during our Careers Week commencing 2 March.

Stage 2: Student Interviews & Advice - week beginning 9 March 2026

Each Year 10 student will meet with a senior member of staff for an individual progress interview. They will have the opportunity to discuss their progress, identify their strengths and areas for improvement, and agree strategies to help achieve their targets. Students will also discuss their GCSE statutory curriculum and get advice and support on choosing the right pathway and optional subjects. Students do not need to make final decisions on subjects during the interview.

Stage 3: Parent / Carer Information - week beginning 16 March 2026

Year 10 written reports will be issued to parents and carers week commencing **16 March 2026**. On **Monday 23 March 2026** there will be an opportunity to meet with your child's subject teachers online to discuss their progress and areas of focus. The meetings will take place via School Cloud between 4:30 pm and 6:30 pm. This will also be an opportunity to discuss your child's suitability for GCSE study in each of their subjects. Further details on booking your appointments will be communicated **at the beginning of March**.

To support students in making their choices, we will be holding a Subject Fair on **Thursday 12 March from 2:30 - 3:30pm**. Parents and carers are invited to attend with their child. This event will provide an excellent opportunity to see all the subjects on offer and discuss details with subject teachers and ask questions. There will also be a short information session for parents / carers on the Options Process and the statutory curriculum at GCSE.

Stage 4: Choosing GCSE subjects - week beginning 23 March 2026

All Year 10 students will receive an email to their school email account with the link to the GCSE subject choice form. This must be submitted by the deadline of 4.00pm on **Friday 27 March 2026**. We will communicate, in writing, each student's full GCSE curriculum in the summer term.

If a student wishes to discuss / amend their subject choices after this point, they should see Miss Conn. Please be aware that any changes in the later stages of the year will be timetable permitting and there may not be the same level of flexibility at this time. **All optional subjects are dependent on student demand and staffing.**

GCSE CORE CURRICULUM AT SHIMNA

GCSE English Language

All students study GCSE English Language as part of their core curriculum. This course is a mixture of examinations and coursework.

GCSE Mathematics

All students study GCSE Mathematics as part of their core curriculum. Students will study either the foundation tier modules or the higher tier modules and will be grouped in classes accordingly. The groupings are based on their progress in Mathematics at KS3 and their Year 10 Summer Examinations. This course is fully examination based. Some students will have the opportunity to study GCSE Further Mathematics in addition to GCSE Mathematics. This is an extra subject and does not take up one of the optional choices. Further Maths will be discussed during the student's one-to-one interview and communicated to parents / carers. There will also be the opportunity to discuss this option during the parent / carer's consultation.

GCSE Double Award Science / OCN Applied Science

All students study a Level 2 Science qualification as part of their core curriculum. Students will study either the GCSE Double Award Science course at foundation tier or higher tier, or the OCN Applied Science course. Students will be grouped in classes accordingly. The Double Award course is fully exam based and the OCN course is fully portfolio based. The groupings are based on progress in Science at KS3 and Year 10 Summer Examinations. There will be the opportunity to discuss the options during the parent / carer consultations. Students will also discuss this option during their one-to-one interview.

GCSE English Literature or King's Trust

All students study either GCSE English Literature or King's Trust. These lessons are timetabled at the same time. Students will study either English Literature or King's Trust based on their teacher's recommendation from the progress made in KS3 English.

GCSE Modern Language or CCEA Occupational Studies

Most students will select a GCSE Modern Language from French, German, Irish or Spanish. This is part of the core curriculum. Some students will be recommended for CCEA Occupational studies in place of a GCSE Modern Language. There will be the opportunity to discuss this during the parent / carer consultation. Students will also discuss this option during their one-to-one interview.

Optional Subjects

All students select **three optional subjects** from the GCSE Options Booklet pages 15 - 29. This is where students select the subjects that they enjoy and can achieve success in. There are plenty of options and lots of variety of subjects and courses. Students should take their time and make this decision carefully. Make use of their one-to-one interview, parent / carer consultation, Subject Fair, information in the written report, and this booklet to make an informed decision. **All optional subjects are dependent on student demand and staffing availability.**

Reserve Subjects

Students must select reserve optional subjects in case there is a clash on the timetable amongst their main choices

CORE SUBJECTS

ENGLISH LANGUAGE

ENGLISH LITERATURE

Examination Board – CCEA

All students study English Language. Students will study either English Language or King's Trust based on the English department's recommendation.

WHY STUDY ENGLISH AND ENGLISH LITERATURE?

In what other subject would you have the opportunity to write about your favourite bands, films, YouTube heroes, and even the best and worst moments of your life? The English classroom is a place where you can be whisked away to sunny California to experience the life of a ranch worker one moment, and then find yourself in the middle of a war zone the next.

In English, you can spend whole lessons discussing (and listening to others) how you could make the world a better place or exploring what it means to be the hero in your own story. It is a subject that encourages creativity, empathy, debate, and self-expression.

This course makes learning enjoyable and builds your confidence, skills, and understanding, helping you to achieve the very best GCSE grades you are capable of.

COURSE OUTLINE

English Language is assessed through two examinations, which are worth 60% of your final mark. The remaining 40% comes from controlled assessment: two written tasks and three speaking and listening tasks.

English Literature is assessed through two examinations, which are worth 80% of your final mark. The remaining 20% comes from a written controlled assessment based on the study of Shakespeare and other literary texts.

FUTURE CAREER LINKS

Your choice of career is endless, some of the most popular routes for students who study English are:

- Teaching
- Arts Administrator
- Journalism
- Law
- Marketing and Advertising
- Public Relations
- Writer
- Actor
- Librarian
- Editor

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

HOW TO FIND OUT MORE:

Please ask **Noreen Doran**

Email: ndoran492@c2ken.net

KING'S TRUST- PERSONAL DEVELOPMENT AND EMPLOYABILITY SKILLS

Examination Board – King's Trust

Students who do not study English Literature will study King's Trust.

To achieve The Extended Certificate in King's Trust, learners must complete **9 Booklets across both years**. The King's Trust qualification is designed to support a balanced curriculum by helping learners develop practical skills, alongside developing as an individual and as a contributor to society.

It aims to empower individuals to reach their full potential and manage personal and social issues that may impact their physical and mental health. The programme helps students build skills such as confidence, resilience, emotional understanding, and healthy lifestyle awareness.

For each unit in King's Trust booklets are uploaded electronically onto the Google classroom. **Students type all booklets. All classes are based in a computer room to facilitate this.** All student feedback is given in the form of Google classroom comments for corrections. The entire final award is based on completion of all booklets.

There are no external examinations. This qualification is equivalent to two GCSE grade C's.

YR11

Units completed:

- Community Impact
- Wellbeing
- Digital skills
- Physical Activity
- Teamwork

YR12

Units completed:

- Enterprise
- Presentation skills
- Sustainability
- Career Planning

WHERE MAY THIS SUBJECT LEAD ME?

Learners achieving a Level 2 qualification will be equipped to progress to courses at Post-16, for example competence-based training programmes, such as apprenticeships, manufacturing, design.

For more information, please contact **Catriona O'Neill**.

Email: coneill400@c2ken.net

MATHEMATICS

Examination Board – CCEA

AIMS OF THE COURSE

The aims of the course are to enable students to develop their mathematical knowledge and skills, and to use mathematics with confidence. The course will prepare students for more advanced work in mathematics and will also encourage them to apply mathematics to everyday situations.

ATTRACTIONS OF THE COURSE

The GCSE course builds on and develops the work students have already done in years 8-10. Mathematics is a satisfying subject in its own right, and also contributes to achievement in many other subjects, including technology, science and geography. Mathematics is essential for many careers and keen mathematicians can explore career options in finance, research, engineering, medicine, computers, science, administration, teaching and many other areas. Mathematics is also essential for organising your own life.

KEY FEATURES

The following are important features of the specification:

- Students should develop fluent knowledge, skills and understanding of mathematical methods and concepts
- It should encourage students to acquire, select and apply mathematical techniques to solve problems
- Students are encouraged to reason mathematically, make deductions and draw conclusions
- It gives students the appropriate mathematical skills knowledge and understanding to help them progress to further academic and vocational study and to employment.

COMMITMENT NECESSARY

Students will need to commit themselves to completing the regular homework which is essential to the development and reinforcement of mathematical concepts. Mathematical curiosity and the enjoyment of challenging yourself are also important.

ASSESSMENT

There are two tiers of entry for Mathematics: higher and foundation. Each tier offers a choice of units that are suited to a wide range of abilities and enable students to demonstrate achievement.

At foundation tier, students can achieve a Level 1 and Level 2 Certificate in Functional Mathematics as well as a grade in GCSE Mathematics.

The assessment model enables students to monitor their progress and offers opportunities to improve their results. Each assessment unit gives students enough time to consider various problem-solving strategies and to decide on the best approach.

The course is assessed through three written examination papers. The written papers will assess Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures, and Handling Data. They will include both non calculator and calculator questions.

To find out more, please ask **Irene Mathieu**
Email: imathieu872@c2ken.net

FURTHER MATHS

Examination Board - CCEA

Students will be recommended to study GCSE Further Maths as an extra subject in addition to GCSE Mathematics. This does not take up one of the optional subject choices.

INTRODUCTION

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

Further mathematics can also help students progress to other studies, for example higher level science, computer programming, geography, technology, finance or business

AIMS

The course will enable students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend their knowledge and capabilities to allow progression to higher level study.

ATTRACTIONS

For those students who enjoy mathematics and are prepared to work very hard, this subject provides an opportunity to broaden their experience in the field, improve logical thought, challenge the mind, and provide the foundation to continue their mathematical studies to A level. A level mathematics is desirable for entry to many degree courses including medicine, engineering, architecture, computer science, actuarial science, mathematics, finance and business.

COMMITMENT NECESSARY

This subject requires a significant level of dedication and hard work throughout years 11 and 12 in addition to talent in mathematics. Students will study for their GCSE Mathematics in year 11 and then GCSE Further Mathematics in year 12, with each will be examined at the end of the respective year. The two courses are studied in a reduced time which, in addition to the challenging content, requires a high level of commitment. **Students who take on GCSE Further Mathematics will be studying for an extra GCSE compared to their counterparts.**

CONTENT

The course is divided into three units. Unit 1 covers pure mathematics where students are introduced to new areas such as calculus, matrices and logarithms. Unit 2 covers applications where concepts involving forces; Newton's Laws and moments are explored. Unit 3 is a statistics module where concepts such as the binomial and normal distributions are explored.

ASSESSMENT

The assessment will comprise three written papers:

- Unit 1: Pure Mathematics – external written exam worth 50%, duration 2 hours.
- Unit 2: Mechanics – external written exam worth 25%, duration 1 hour.
- Unit 3: Statistics – external written exam worth 25%, duration 1 hour.

For more information, please contact **Irene Mathieu**.

Email: imathieu872@c2ken.net

SCIENCE

Examination Board – CCEA

Students will be recommended for Double Award Science or OCN Applied Science by their Science teacher.

Most students study GCSE Double Award Science worth two GCSEs. A small number of students will complete the OCN Level 2 Extended Certificate in Applied Science based on their teacher's recommendation in consultation with parents/carers. This qualification is equivalent to two C grades at GCSE.

CCEA DOUBLE AWARD

Science is a powerful and rewarding way to explore, understand and control the world and the Universe we live in. We all live in a civilisation built with science – phones and computers, healthcare, building materials and the rest. That is why **Science at Shimna is part of the core curriculum, and every student studies for a double award** – which means you get 6 hours of science on your timetable.

What are lessons like? Quite similar to what you are used to in Y10, except you will move between specialist teachers for Biology, Chemistry and Physics and the content goes up a level, because this is GCSE. There will be theory and practical lessons, quizzes, discussions, demonstrations and more.

Is it useful? This is an excellent qualification for careers in healthcare, beauty therapy, construction trades, working with animals or ICT. It is also good for science A levels in Biology Chemistry and Physics.

Is it fun? Gives you the opportunity to express your own views and learn about yourself, the world around you and beyond and why things happen.

What will be expected? A determination to work hard in class and complete practical assessments and homework tasks on time. A willingness to express opinions and to be prepared to listen to others.

CONTENT

YEAR 11 – Units 1, 2 & 3

Biology Unit B1: Cells, Living Processes and Biodiversity

Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

Physics Unit P1: Motion, Forces, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

One theory unit taken in February, other two in May, each worth 11%

YEAR 12 – Units 4, 5, 6 & 7

Biology Unit B2: Body Systems, Genetics, Microorganisms and Health

Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

Practical Skills: Students develop their practical skills throughout all 6 theory units. This involves using equipment to set up experiments, taking measurements, handling data, plotting graphs and drawing conclusions.

Theory units 4,5,6 each worth 14% taken at end of year 12. Unit 7 is practical skills worth 25%. This is assessed by coursework completed in January of year 12 (7.5%) and practical skills exams taken in summer (17.5%)

OCN NI LEVEL 2 EXTENDED CERTIFICATE IN APPLIED SCIENCE

This qualification provides the opportunity to develop knowledge, skills and understanding in a range of key concepts within Biology, Chemistry and Physics and builds upon the Key Stage 3 science curriculum. They contain units in Biology, Chemistry and Physics. Students must successfully complete all units to achieve this qualification. This course does not have any written examinations and is portfolio based.

To find out more, please ask: [S McCormick](#),

Email: smccormick249@c2ken.net,

FRENCH

Examination Board – CCEA

WHY STUDY FRENCH?

French can take you places: Europe, Canada, the Caribbean and Africa. As an official language of the Olympic Games, it opens doors to sporting events worldwide, as well as to the worlds of art, music, dance, fashion, cuisine and cinema. Furthermore, French can help you improve your vocabulary range in English. Did you know that some 40% to 50% of English vocabulary has a French origin? **This makes French a great language choice!**

The aim of the GCSE course is to further develop your ability to understand and communicate creatively in a variety of everyday situations in a country where French is used, as well as broadening your understanding of francophone culture. Class activities will concentrate on developing listening, speaking, reading, writing and translating skills at a level appropriate to your ability.

CULTURAL AWARENESS

To enable you to further **develop your cultural awareness, you will have the opportunity to write to a French-speaking pen pal** in one of our partner schools and we hope you will also have the option of visiting France on a school trip to experience first-hand the many delights of the country and of course its stunningly beautiful scenery.

HOW WILL CHOOSING FRENCH AT GCSE LEVEL IMPROVE MY CHILD'S EMPLOYMENT PROSPECTS?

Language learning boosts brain power and improves your memory, as well as helping develop other strong cognitive skills such as multitasking, mental flexibility and problem-solving. The ability to communicate in more than one language gives you a real competitive edge in the job market. **Multilingual employees have the advantage of seeing the world from different viewpoints**, thus enhancing their ability to **communicate in today's globally connected world**. As well as having increased job opportunities, **speaking another language can increase your salary potential**.

Language skills can be used in almost any career, and particularly in businesses which trade internationally. You may or may not fancy working overseas, however, businesses in the UK & Ireland also have a need for linguists across many industry sectors. Some knowledge of **French can even be helpful when looking for summer jobs, particularly in tourism**.

Did you know that **French is a facilitating subject**? Facilitating subjects are those most commonly required or preferred by universities to get on to a range of degree courses. Many of the top universities will ask you to have at least one A-level in a facilitating subject when you apply. **This makes French a great choice in keeping your options open and helping you to get where you want to go!**

COURSE CONTENT

GCSE French builds on what you have already learnt in Years 8-10, so starting with three years of subject knowledge already under your belt, **makes French a very savvy GCSE choice!**

During the course you will cover a range of topics across three themes. These are:

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

ASSESSMENT

The course is assessed at the end of Year 12 through final examinations in four key skill areas. The weighting of these skills is as follows: listening- 25%, speaking- 25%, reading- 25% and writing- 25%. Two tiers of entry are available: foundation and higher.

For more information, please contact **Lauren McGreevy**

Email: lmcgreevy509@c2ken.net

GERMAN

Examination Board - AQA

AIMS OF THE COURSE

As part of the course, you will build on what you have already learnt, enabling you to cope in everyday situations in the countries where German is spoken. In addition, you will learn about and come to understand aspects of everyday life in Germany, Switzerland, and Austria.

WHY STUDY GERMAN? HOW WILL IT HELP MY FUTURE CAREER?

Learning a language is always a satisfying challenge. There are many German words which are similar to English words, and this makes learning easier. Our comfortable class sizes mean that you can easily get the support or extension work you need to achieve your full potential.

We have run many successful German residential trips, including visits to Freiburg, Munich, Berlin, and Bielefeld. Our last trip was to Boppard and Cologne in Germany in June 2025.

We are very proud to have been awarded the status of being the only PASCH in Northern Ireland and work closely with the Goethe Institut in both Dublin and London to arrange funded trips and visits to partner schools in Ireland and German events as well as offering the chance to apply for summer courses in Germany for our GCSE students.

German is considered by all universities to be a sound basis for further academic study. **There are also many jobs in which being able to speak German is directly of a great help**, e.g. engineering, retail and manufacturing. There are also many other jobs in which German may improve your career prospects, for example in banking, accounting, the diplomatic service, publishing, the media, travel and tourism, the car industry and information technology.

Content

During the course you will cover a range of themes and modules.

These are:

Identity and Culture, Local/National/International/Global Areas of Interest, and Current/Future Study/Employment.

Key topics include family, technology, hobbies, travel, school life, and environmental issues.

ASSESSMENT

We follow the specification for the AQA exam board. Language learning is divided into four skill areas: listening, speaking, reading and writing. Each skill is worth 25% of your final grade. For GCSE, the skills will be assessed by final examination in year 12.

For more information, please ask **Grace Susay**

Email: gsusay356@c2ken.net

IRISH

Examination Board – CCEA

AIMS OF THE COURSE

The aim of GCSE Irish is to enable students to learn Irish in an enjoyable manner allowing them to communicate with others about everyday situations. The course will also provide opportunities to reflect on and explore the cultures of Ireland and the relationship of the Irish language to all our communities. It is an aim of the course that students come to understand the richness of the language and that languages, whether they are widely spoken or otherwise, are for EVERYONE.

ATTRactions OF THE STUDYING IRISH

- Irish is spoken increasingly throughout the whole of Ireland and beyond, with new books, newspapers, magazines, radio and television programmes, internet sites appearing all the time.
- Websites such as Google / Facebook and Wikipedia, to name a few, have an Irish version and offices in Ireland which again enhances the availability of the language, not to mention a lot more jobs for Irish speakers in ICT. The recent census showed us that less than 2.5% of Irish speakers were unemployed in Northern Ireland, less than half of the overall unemployment rate which stands at 8%.
- The Identity and Language Act 2022, recognises Irish as an official language of Northern Ireland with the creation of an Irish language office and officer and £4million investment in jobs and opportunities for Irish speakers. Irish is also recognised as an official language of the European Union meaning there is constant demand for translators with Irish and another EU language.
- The Irish language and remnants of the Irish language are all around us and it gives us a sense of belonging and achievement to have the skills to be able to read and understand names, place-names and so on.
- Gaeltacht trips, trips to Donegal, Irish language competitions, St. Patrick's Day celebrations all contribute to the vitality of the course and exposure to the language and other Irish speakers of all ages and backgrounds.
- Irish is an advantage in careers such as tourism, the media, teaching, research, the world of finance and in the administration of the arts. Even Oxford and Cambridge acknowledge Irish at A-level as an accepted entry subject. There are Irish language departments in universities all over the world, Spain, America, Australia and Japan to name a few.
- Studying and speaking Irish is an easy way to make valuable contacts locally, nationally and beyond, which as anyone will tell you can sometimes make the difference between getting where you want to go or not.

COMMITMENT NECESSARY

GCSE Irish can be very easy if you are willing simply to make an effort. Students will be expected to make an effort to speak in Irish as much as possible, asking questions, talking to someone else or simply having a bit of craic. They must have the commitment to learn vocabulary, to complete homework on time and especially to participate in class.

CONTENT

During the course students will cover a range of topics. They will learn how to speak about; myself, my family and others, hobbies, my area, travel and tourism, school and careers.

ASSESSMENT / EXAMS

As it has been since Yr 8 students will be assessed on the four main skill areas: listening, speaking, reading and writing. The speaking involves an oral exam on the topic of your choice along with a couple of role-plays. The written exam entails a few short sentences to translate and a longer piece of writing on a certain topic. The reading and listening exams are exactly like you've been used to up until now.

EXTRA-CURRICULAR / AN GHAELTACHT

The Irish department facilitates trips to the Donegal Gaeltacht where students can spend 3 parent-free weeks, meeting friends from all over the country, staying with a local family, improving their Irish and generally having great craic. There are also trips to various universities throughout Ireland where you get to meet the students and lecturers. We also strive to go to Donegal for a weekend during the year to get a taste of Gaeltacht life.

For more information, speak to **Robbie Keenan**.
Email: rkeen823@c2ken.net

SPANISH

Examination Board – CCEA

WHY STUDY SPANISH?

- **Spanish is the most popular language amongst UK adults.**
- 580 million people speak Spanish worldwide.
- Spanish is the official language in 21 countries.
- The British Council identified Spanish as being the most important language for Britons to master as Brexit approaches.
- A report by MPS has estimated that poor language skills in the workforce costs the UK £50 billion a year.
- Learning Spanish can boost your employment prospects.
- Your holiday experiences will be enhanced by speaking Spanish as you will be able to communicate with more people.
- It will give you a greater understanding and appreciation of the food, music, art, film and culture of Spain and Spanish-speaking countries. Latin music in particular has become very popular.
- **It is fun, sounds beautiful and as a phonetic language it is relatively easy to learn (with some hard work and determination!).**
- Speaking another language is good for the brain!

WHAT ARE THE AIMS OF THE COURSE?

The aim of the CCEA GCSE Spanish course is to enjoy learning another language and be inspired. In following the course students will:

- Improve their linguistic knowledge, understanding and skills which form a suitable basis for further learning and career opportunities.
- develop knowledge of and an enthusiasm for language learning skills;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop awareness and understanding of Spanish-speaking countries and communities.

WHAT ARE THE KEY FEATURES OF THE COURSE?

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.

ARE THERE ANY TRIPS TO SPAIN?

Yes, we have recently visited the beautiful cities of Valencia and Barcelona in Spain where we went on many trips, got to speak Spanish, eat Spanish food and met Spanish students of a similar age in a Spanish school. There are also opportunities in class to write to a Spanish pen-pal and work with our Spanish assistant from Spain.

WHAT ARE THE COMMITMENTS NECESSARY?

You will be expected to use Spanish as much as possible in class, join in all activities and to learn vocabulary on a regular basis and to complete homework on time.

WHAT IS THE CONTENT OF THE COURSE?

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

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

HOW WILL STUDENTS BE ASSESSED?

For the CCEA course each of the four skills, listening, speaking, reading and writing will be assessed separately at the end of year 12 in the following way:

Listening - External written examination with stimulus material in Spanish 25%. There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.).

Speaking - One teacher-conducted and externally marked speaking examination 25%.

Reading - External written examination with stimulus material in Spanish 25%. There are two tiers of entry: Foundation (50 mins) and Higher (1 hour).

Writing - External written examination 25%. There are two tiers of entry: Foundation (1 hour) and Higher (1 hour 15 mins).

HOW TO FIND OUT MORE:

Please speak to **Grace Susay**

Email: gsusay356@c2ken.net

You can also find further details about the new GCSE course online at www.ccea.org.uk

OCCUPATIONAL STUDIES - TOUR GUIDING AND MANAGING A LEISURE EVENT

Students who do not undertake GCSE Modern Language will study this course.

Examination Board – CCEA

The Occupational Studies specifications are designed to be accessible to a wide range of learners, allowing learners to apply their knowledge in practical, work-related situations and contexts. They emphasise learning by doing, which helps learners to develop important transferable skills and facilitates learning with an occupational and employability. To achieve an award in Occupational Studies, learners must complete **two units**. One is completed in year 11 and one in year 12.

Depending on their performance in the written and practical assessments, learners can achieve an award at

1. NQF Level 2 (the same level as a GCSE at A*–C)
2. NQF Level 1 (the same level as a GCSE at D–G)

For each unit in Occupational Studies, teachers set practical assignments which are uploaded electronically onto the Google classroom.

Students can type or handwrite tasks. All classes are based in a computer room to facilitate this.

The entire final award is based on completion of both units. **There are no external examinations. This evidence is all gathered into learner portfolios**, and the entire final award is based on evidence.

YR11 Tour Guiding

- Research into the tourism sector in Northern Ireland
- Creating a careers leaflet about tourism and tour guiding
- Developing an appreciation of environmental issues relating to tourism
- Using map skills to arrange a tour of Newcastle
- Creating an itinerary for a day trip to Newcastle Co. Down
- Presenting their itinerary
- Completing a risk assessment and considering of health and safety issues with respect to the tour of Newcastle
- Researching career opportunities related to working within the tourism industry
- A review and evaluation of their performance.

YR12 Managing a Leisure Event

- Teaching students how to play 3 different sports
- Learning about a variety of sports and skills developed through physical activity
- Organising and setting up the event in the sports hall
- Working as part of a team to plan fun sporting activities for KS3 students
- Completing a risk assessment and considering of health and safety issues with respect to event
- Creating a contingency plan
- Considering a range of career opportunities related to sports and leisure events
- A review and evaluation of their own performance

WHERE MAY THIS SUBJECT LEAD ME?

Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16.

For more information, please contact **Catriona O'Neill**

Email: coneill400@c2ken.net

OPTIONAL SUBJECTS

ART AND DESIGN

Examination board – CCEA

This specification has been revised for first teaching from September 2017. For full details of the new specification, please visit:

http://www.rewardinglearning.org.uk/microsites/artanddesign/revised_gcse/index.asp

Art and Design offers the opportunity to develop **creative thinking** and **imagination** as well as **practical skills**. During the two year GCSE course, students will be encouraged to engage with a wide range of media, techniques and processes.

The GCSE qualification in Art and Design can lead to related employment or further study at AS and A Level Art and Design or Higher Education Courses.

YOU WILL LEARN HOW TO:

- **Express** and **record** personal **ideas** and **observations** in a wide range of media;
- Explore possibilities through **observation, analysis** and **experimentation**;
- **Investigate** the world of Art, Craft and Design and relate it to your work;
- Produce and present your **Final Outcome** and **Exploratory Portfolio** for assessment.

COURSEWORK consists of two components:

- **Component 1** consists of **part A** and **part B**.
- **Component 2** consists of one externally set assignment which includes a final outcome completed in a 10 hour supervised exam period.

Throughout Year 11, students complete **Component 1 part A** entitled the **Exploratory Portfolio**. Students demonstrate understanding of the formal visual elements by exploring media, techniques and processes in at least **two** disciplines. This part contributes **25%** of the total course marks.

Towards the end of year 11 students begin **Component 1 part B** entitled **Investigating the Creative and Cultural Industries**. Students complete **one** practical task which will be completed by December of year 12. This part contributes **35%** of the total course marks.

In January of Year 12, the externally set assignment is released, entitled **Component 2: Working to a Stimulus**. The exam unit contributes **40%** of the total course marks.

At the end of the 2 year course, all students will edit and display their work in preparation for the arrival of the visiting moderator. All work is marked by the class teacher and marks are then verified by a moderator.

GCSE Art and Design requires **commitment, enthusiasm** and **hard work**. Time is limited on the course so in order to be successful, students must invest a considerable amount of time each week continuing their work at home.

GCSE Art and Design may be useful for some of the following creative careers:

Architect, Art Curator, Ceramicist, Fashion Designer, Film Producer, Fine Artist, Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Photographer, Product Designer, Shoe Designer, Stage Designer, Teacher of Art & Design and Textile Designer to name just a few.

To find out more about this course please speak to **Melanie Skelcher**

Email: mskelcher030@c2ken.net

BUSINESS & COMMUNICATION SYSTEMS

Examination Board - CCEA

THEMES - There are three themes to the course:

- Use of ICT;
- The Business Environment;
- E-Commerce

KEY FEATURES

- Emphasises practical ICT skills that enhance business activity
- Develops skills that are useful in a wide range of job roles
- Reflects market changes, for example the rise of e-business
- A chance to learn about business ideas while developing ICT skills

COMMITMENT NECESSARY

An interest in finding out about business, as well as a willingness to work hard in class and complete all homework.

CONTENT

USE OF ICT – You will be studying programs designed to help with:

- word-processing
- spreadsheets
- databases
- presentations
- web design

THE BUSINESS ENVIRONMENT – You will study topics such as:

- communication
- marketing
- business ethics
- training, and many more.

E-COMMERCE – This involves looking at:

- the role of IT
- the advantages of e-business
- effective web sites
- the legal implications of e-business

ASSESSMENT

Paper 1	External computer-based exam	2 Hours	40%
Paper 2	External written exam paper	1 Hour	35%
Paper 3	Controlled assessment task		25%

CAREER PROGRESSION

This course gives you a good grounding in **preparing you for the world of work**. It also helps you to develop a range of skills which you will find are extremely valuable across a range of A Levels, but are particularly relevant to A Levels in **Business** and **ICT**.

To find out more about this course please speak to **Darryl Nesbitt**

Email: dnesbitt901@c2ken.net

DIGITAL TECHNOLOGY/APPLIED ICT

OPTION 1 – CCEA GCSE DIGITAL TECHNOLOGY

Digital Technology is concerned with the **handling of information** (which may consist of text, numbers, graphics, sound and other signals) and involves creating, accessing, storing, organising, processing, presenting, communicating and transmitting information in a **variety of electronic forms**.

ATTRACTIONS OF THE COURSE

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This qualification is available as:
 - GCSE Digital Technology (Multimedia), a digital authoring qualification focusing on multimedia; and
 - GCSE Digital Technology (Programming), a digital development qualification focusing on programming.

COMMITMENT NECESSARY

Students should be interested in computers, how they work and how they can be used effectively. Practical work is an important part of the GCSE course as controlled assessment accounts for 30% of the marks. Students should be prepared to complete all assignments (both homework and coursework) and ensure that they are handed in on time.

CONTENT

All students study **Unit 1: Digital Technology**. They then choose either the **multimedia route** or the **programming route** and study the relevant two units for their chosen route. Year 10 ICT teachers will recommend the best pathway.

- Students cannot combine units from each route; they can only be entered for Units 1, 2 and 3 or Units 1, 4 and 5.
- The content relates directly to current software development trends and the study of digital technology based systems.
- The content is well balanced between knowledge and application.
- The specification develops practical skills using a range of generic software or in an object-oriented environment.

ASSESSMENT

Unit 1: Digital Technology

External Exam 30%

Unit 2 or 4: Digital Authoring Concepts or Digital Development Concepts

External Exam 40% at the end of the course

Unit 3 or 5: Digital Authoring Practice or Digital Development Practice

Controlled assessment 30%

To find out more about this course, please ask **Irene Mathieu**

Email: imathieu872@c2ken.net

DIGITAL TECHNOLOGY/APPLIED ICT

OPTION 2 - OCN NI LEVEL 2 CERTIFICATE IN INFORMATION TECHNOLOGY APPLICATIONS

Examination Board – OCN

Today's work environment depends increasingly on a range of technologies. This qualification is designed to provide students with the IT skills required to function successfully in work and the wider environment. Students must complete all units to achieve this qualification. This course does not have any written examinations and is portfolio based.

ATTRactions OF THE COURSE

The OCN NI Level 2 Certificate in Information Technology Applications offers practical, employer-focused skills in digital productivity, data handling and communication. It builds confidence with industry-standard software, supports progression to further study or employment, and suits learners seeking flexible, recognised qualifications with real-world relevance across education, training and modern workplaces.

COMMITMENT NECESSARY

Students should be interested in using computer skills in real life scenarios. The course is entirely portfolio-based, with most of the work taking place during class time. Students should be prepared to complete all assignments (both homework and coursework) and ensure that they are handed in on time.

CONTENT/ASSESSMENT

All students complete a range of individual digital modules to build up the 15 credits required to achieve a Pass.

To find out more about this course, please ask **Sarah Samuel**
Email: ssamuel278@c2ken.net

DESIGN AND TECHNOLOGY

Examination Board - CCEA

Engineering/Design plays a key role in today's society, because designers figure out how things work and find practical uses for scientific discoveries. Engineers/designers are the unsung heroes of innovation because they are the people who are instrumental in making those innovations available to the world.

GCSE Technology and Design.

COURSE OUTLINE

GCSE in Engineering is split into three different units:

Unit 1 Technology and Design Core

Unit 2 Mechanical and Pneumatic control systems

Unit 3 Design and manufacturing project

Through these three units, you will develop and manufacturing skills which can be used for future study after GCSE and for vocational training and employment. Through the design and manufacturing coursework, you will learn problem solving, computer skills through research, CAD, and traditional hand drawing skills and CAM manufacturing processes.

Students who choose engineering should enjoy project work, practical work and creative thinking. They should also be prepared to work at their maths and English skills in order to do well.

WHERE MAY THIS SUBJECT LEAD ME?

Careers in engineering include apprenticeships, engineering degrees at university, mechanics, manufacturing, design, engineering technician, ICT technician etc.

For more information, please contact **Campbell Mayers**.

Email: cmayers065@c2ken.net

DRAMA

Examination Board – CCEA

You will have the opportunity to:

- develop your **interest** in drama;
- actively engage in the **process** of drama;
- **work creatively with the others** in your group;
- develop your practical, creative and **performance skills**;
- explore how drama can engage with **social issues**;
- prepare for further study and/or a **career** in drama.

Your work in drama class will lead up to **two performance tasks** in controlled conditions, and performed for moderation. One will be a scripted performance, and one may be improvised, devised, a dance drama, a mime or involve you in a design support role (costume, set, lighting or multimedia).

You will also study **one drama script** and sit **one exam**.

Component 1: Devised Performance (Controlled Assessment)	In response to a stimulus, students either : • devise and present a group performance; or • devise and give a design presentation. All students submit a student log.	Total: 25% 15% 10%
Component 2: Scripted Performance (Controlled Assessment)	Using a published play script, students either : • present a group performance; or • give a design presentation.	Total: 35%
Component 3: Knowledge and Understanding of Drama	External written examination (open book) 1 hour 30 mins Students answer three questions using one set text.	Total: 40%

Both the theoretical and practical elements of this course will develop you as:

- a **critical thinker** with an enquiring mind
- a confident **communicator**
- an **independent** and **reflective** learner
- a **problem solver**
- a **creative thinker** who is able to create and develop ideas

Students of Drama can go on to secure careers in acting for film, tv and theatre; broadcast journalism; choreography; cinematography; drama therapy; set design; teaching; TV production; youth and community work and much more.

For more information, please speak with **Sarah Quigley**

Email: squigley399@c2ken.net

FOOD AND NUTRITION

Examination Board – CCEA

The subject content is an extension of that studied at Key Stage 3, but with a greater emphasis on Food and Nutrition. Year 11 and 12 students receive cookery demonstrations from Skilled NI and the Livestock and Meat Commission. This helps with the development of their practical skills and provides inspiration for their coursework task.

AIMS OF THE COURSE:

GCSE Food and Nutrition is a very relevant and interesting subject which aims to give students the opportunity to recall, select and communicate their knowledge and understanding of a range of contexts. Students will be able to apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. Students will analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions.

COURSE CONTENT:

- Food Provenance
- Food processing and Production
- Food and Nutrition for Good Health
- Energy and Nutrients
- Macronutrients
- Micronutrients
- Nutrition and dietary needs of individual
- Priority Health Issues
- Food preparation and cooking
- Developing recipes and meals creatively
- Being an effective consumer
- Factors affecting food choice
- Food safety
- Resource Management

ATTRACTIONS OF THE COURSE:

At Key Stage 4, Food and Nutrition involves students in the study of nutrition, food choice, diet and health within the context of healthy eating. It encourages knowledge and understanding of current nutritional advice, the nutritional needs throughout the life cycle and of diet-related conditions. The course seeks to encourage students to think critically, make informed choices as consumers, develop practical food skills and manage resources.

COMMITMENT:

It needs to be recognised that this is not a 'cooking' subject. Therefore, commitment is required to complete all theory work, and investigations, work independently and as part of a group. It is necessary to have a positive and determined attitude to work hard and complete assessments, classwork and homework tasks on time. A good standard of written communication and cooking is required.

ASSESSMENT - 50% exam, 50% coursework (17% cooking and 33% theory)

Component 1 – Food and Nutrition Examination

One 2-hour exam paper in year 12 worth 50%. This written paper includes multiple-choice, short and structured questions and questions requiring extended writing.

Component 2 – Practical Food and Nutrition Controlled Assessment

One task in year 12 worth 50% overall. This task is broken down into 33% theory and 17% cooking. Students are required to research, plan, justify, prepare and evaluate at least three dishes relating to a specific task. Students must prepare the three dishes in 3 hours' maximum under exam conditions and produce a 3500-word written report to support.

CAREER OPPORTUNITIES

- Dietician
- Nutritionist
- New Product Development Officer
- Marketer
- Hospitality or Retail Manager
- Environmental Health Officer
- Quality Assurance Manager
- Counsellor
- Social Worker
- Nurse

For more information, contact **Rebecca Murphy** Email: rmurphy973@c2ken.net or **Abbie Forsythe** Email: aforsythe816@c2ken.net

GEOGRAPHY

Examination Board – CCEA

WHY STUDY GEOGRAPHY?

Geography helps you to make sense of the world around you. It is interesting, relevant, hands-on and fun! The course allows you to explore some of the biggest issues facing the world today and helps you to understand the social, economic and physical processes that shape our planet.

Geography is a very practical subject with lots of ways to learn, including modern computer-based mapping (GIS), traditional map skills, photograph interpretation, fieldwork and investigations outside the classroom, as well as presentations, role-play and debates.

You will also develop strong literacy skills through report writing and extended answers, alongside important numeracy skills, such as interpreting data and creating graphs.

ATTRACTIONS OF THE COURSE

Geography works well alongside science, humanities and creative subjects at GCSE and beyond. It helps to develop a wide range of valuable skills that are highly regarded by colleges, universities and employers.

The close connection between Geography and the world around us opens the door to many exciting career pathways, including work with aid or development agencies, environmental and conservation organisations, the Census office, town planning, meteorology and careers in tourism and recreation.

Statistics show that geographers are among the most employable graduates. This is because Geography develops skills such as problem-solving, decision-making, teamwork, communication and independent thinking.

If you are interested in a future career that involves travel, Geography will not disappoint – geographers really can work anywhere in the world!

You will build on the geographical knowledge and skills learned in Key Stage 3, developing a deeper understanding of both physical and human environments.

Fieldwork provides many opportunities to practice decision-making, enquiry and presentation skills. These are important life skills that support success across a wide range of post-16 courses and careers.

You can sit Units 1 and 3 at the end of Year 11, meaning that 60% of the GCSE is completed by the end of Year 11.

COMMITMENT NECESSARY

A willingness to work hard in class and do all homework and catch up on both in the event of absence. To be present for the fieldwork and all coursework sessions.

CONTENT

The CCEA specification will cover the following:

Paper 1: Understanding Our Natural World (40%)

Theme A – River Environments
Theme B – Coastal Environments
Theme C – Our Changing Weather and Climate
Theme D – The Restless Earth

Paper 2: Living in Our World (40%)

Theme A – Population and migration
Theme B – Changing Urban Areas
Theme C – Contrasts in World Development
Theme D – Managing Our Environment

Paper 3 (20%) – A fieldwork investigation on a selected topic which will be examined through this written paper.

GCSE GEOGRAPHY SNAPSHOT

https://ccea.org.uk/downloads/docs/Support/General/2019/Snapshot_19.pdf

For more information, speak to **Joanne Anderson**.

Email: janderson636@c2ken.net

HISTORY

Examination board - CCEA

COURSE CONTENT

Life in Nazi Germany 1933 - 1945

- Hitler Consolidates his power 1933-4 – from Chancellor to Fuhrer in 18 months
- Control of Opposition – setting up a police state, the role of the SS and labour camps, propaganda and censorship
- Life in Germany for Workers, Youth, Women & Jews
- Life in Germany at war – the impact on ordinary people as well as Workers, Women, Youths, Churches and Jews

Changing Relationships: Britain, Northern Ireland and Ireland 1965-98

- The O'Neill Years
- Civil Rights campaign
- Deteriorating situation, 1969 = the Troubles
- Re-emergence of paramilitary groups
- Direct Rule
- Search for a Solution, 1973-4
- Moves towards closer co-operation
- The Good Friday Agreement, 1998

International Relations, 1945-2003

- Co-operation ends & Cold War begins
- Emerging superpower rivalry & its consequences, 1945-49
- Flashpoints in Europe & the impact on international relations
- Flashpoints outside of Europe & the impact on international relations

End of the Cold War, 1985-91

- New tensions emerge, 1991-2003

THE ATTRACTIONS OF THE COURSE

The study of the 'troubles' is of interest to many of our students as it gives them a better awareness and understanding of current events in politics and society within Northern Ireland today. Our GCSE students have enjoyed a visit to Stormont and the murals in West and East Belfast.

The problem solving and interpretation skills which are developed during the two years studying history will attract and benefit any student considering A' level history or careers in law, medicine, media, politics and industry.

COMMITMENT NECESSARY

A willingness to work hard in class, to do all homework and to catch up on both in the event of any absence. An enthusiasm for studying history is desirable.

ASSESSMENT

There are two examination papers to be completed at the end of year 12.

Paper one is a 1 hour 45 minute exam covering the Nazi Germany and Ireland units of study. Worth 60% of the GCSE.

Paper two is a 1 hour 15 minute exam that looks at source and extended writing skills covering the International Relations, 1945-2003 unit of study. Worth 40% of the GCSE.

There is no coursework.

To find out more, please talk to **Jo Rodgers** jrogers515@shimna.newcastle.ni.sch.uk

MOVING IMAGE ARTS

Examination Board – CCEA

Why Study Moving Image Arts?

Do you have a passion for film? Have you ever wanted to make your own, but didn't know where to start? Or have you ever wondered how films develop from a raw idea into a finished, polished production? If the answer to any of these questions is **yes**, then Moving Image Arts could be the subject for you!

This course helps you develop an understanding of film language, and the techniques filmmakers use to engage and manipulate audiences. You will also study the various stages of the film production process and, finally, put all this knowledge into practice by creating your own film.

Not only is Moving Image Arts an enjoyable and creative subject, but it is also an excellent addition to any combination of courses. It equips you with a versatile skill set through both practical and theoretical work.

Course Outline

Component 1: Critical Understanding of Creative and Technical Moving Image Production (Online Exam – 40%)

Component 2: Acquisition of Skills in Moving Image Production (20%)

This component develops four core filmmaking skills:

- Storyboarding
- Camera work and editing
- Post-production sound
- Animation
-

Component 3: Planning and Making a Moving Image Product (40%)

In this unit, you will devise, plan, make, and edit your own film. Your portfolio will include:

- A Research Analysis Essay (including a synopsis) and Evaluation
- Screenplay and Storyboard, Shot list, Shooting Schedule, and Director's Notebook with evidence of production research, design development, and production management
- A 2-minute narrative film (or 40–60 seconds if animated)

Should I Study Moving Image Arts?

Students who succeed in this course are usually passionate about film, television, and video games. A strong imagination is essential, as filmmaking is all about storytelling. Good literacy skills are important, as you will write your own screenplay and analyse films by other directors. Confidence with technology is also helpful. While some work is independent, you will often collaborate as part of a team, so teamwork and communication skills are essential.

Future Career Links

Studying Moving Image Arts opens up a wide range of career opportunities. Some popular paths include:

- Filmmaker
- Editor
- Teaching
- Journalism
- Marketing and Advertising
- Public Relations

For more information, please ask **Noreen Doran** Email: ndoran492@c2ken.net

MUSIC

Examination Board - CCEA

AIMS AND KEY FEATURES OF THE COURSE

- Engage actively in studying music
- Develop the knowledge, understanding and skills needed to communicate effectively as musicians
- Performing skills, individually and in a group to communicate musically with fluency and control
- Composing skills to organise musical ideas and make use of appropriate resources
- To make music both individually and in groups
- To develop a life-long interest in music
- To progress to further study – e.g., AS, A2 qualifications, and/or to follow a music-related career.
- To develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, and emotional and cultural development.

ASSESSMENTS

Composing and Appraising 30% - Candidates must create two compositions. One is in response to a pre-release stimulus. They must be completed under informal supervision by March/April of Year 12. These are marked by the teacher and sent to CCEA for moderation.

Performing and Appraising 35% - Candidates must prepare one solo and one ensemble performance and perform these to a visiting examiner during April/May of Year 12. Each candidate will also have a discussion of their performance with the visiting examiner and this is worth 5% of the total marks. There is no minimum standard for performance, but the higher the standard the more marks available.

Listening and Appraising 35% - This comprises of an External written examination lasting 1 hour 30 mins. Students answer questions on both familiar and unfamiliar music.

There are 4 compulsory Areas of Study:

- Western Classical Music 1600 - 1910
- Film Music
- Musical Traditions of Ireland
- Popular Music 1980 – present day

Students must be committed to listening to a variety of music which may be unfamiliar to them. They must also be committed to carrying out a lot of work after class time. For example, instrumental practice, attendance at band and/or choir, writing of compositions, listening to music etc. Lessons with a private tutor are beneficial but not compulsory.

WHY STUDY MUSIC?

If you play an instrument or sing this is a perfect choice. Studying music can give you a great mix of social, technical, and business skills which will prepare you for the world of employment.

Careers Music graduates have a wide range of career options available to them both inside and outside the industry. For example, performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. There are also more jobs than ever in music business related areas, such as, careers in digital marketing, social media, PR, and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

For more information, please see **Orla Fitzpatrick**

Email: ofitzpatrick063@c2ken.net

OCCUPATIONAL STUDIES - CARPENTRY AND JOINERY

Examination Board – CCEA

The Occupational Studies specifications are designed to be accessible to a wide range of learners to help to raise levels of achievement, allowing learners to apply their knowledge in practical, work-related situations and contexts. They emphasise learning by doing, which helps learners to develop important transferable skills and facilitates learning with an occupational and employability focus at Key Stage 4 and beyond. They are flexible enough to meet specific industries' needs while providing a coherent and balanced qualification and enable progression to other courses and to training and employment.

To achieve an award in Occupational Studies, learners must complete **two units**. One is completed in year 11 and one in year 12.

Depending on their performance in the assessment, learners can achieve an award at

3. NQF Level 2 (the same level as a GCSE at A*–C)
4. NQF Level 1 (the same level as a GCSE at D–G)

For each unit in Occupational Studies, tutors set practical assignments that give learners both the opportunity to produce and test the range of skills described in the specification. The tasks can allow them to show evidence of their learning in a variety of ways. This evidence is gathered into learner portfolios that show how the learners have met the requirements of the specification, and the entire final award is based on this evidence. There are no external examinations.

YR11 BENCH JOINERY

This unit is designed to provide increased vocational skills in bench joinery and associated activities. This unit includes:

- consideration of health and safety issues with respect to workshop activities in bench joinery
- consideration of career opportunities related to working with wood in the construction industry
- an appreciation of environmental issues relating to timber
- the appropriate use of bench joinery hand tools, and basic hand-held power tools
- techniques of cutting, jointing, boring and planning to produce construction related components
- construction of a range of bench joinery models
- a review and evaluation of performance.

YR12 CARPENTRY AND JOINERY

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

- consideration of health and safety issues with respect to activities in carpentry and joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of basic carpentry and joinery hand tools and hand-held power tools;
- construction of a range of carpentry and joinery models relating to site-based activities, incorporating a wide range of joints and jointing methods; and
- a review and evaluation of performance.

WHERE MAY THIS SUBJECT LEAD ME?

Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at Post-16, for example competence-based training programmes, such as apprenticeships, manufacturing, design.

For more information, please contact [Campbell Mayers](#).

Email: cmayers065@c2ken.net

PHYSICAL EDUCATION

Examination Board – CCEA

AIMS

- To provide students with the opportunity to study both the practical and theoretical aspects of physical education.
- To foster enjoyment in physical activity.
- To enable students to become more effective participants in sport.

ATTRactions OF THE COURSE:

There are many key attractions to the course:

- The opportunity to do an additional three hours of physical education a week.
- The chance to improve and develop your skills to a very high level in three activity areas.
- Students will have the opportunity to participate in two activities at Tollymore Mountain Centre.
- In year 11 an orienteering residential is offered, which is followed up with an inter school orienteering competition.
- Hillwalking is organised in year 12 which provides the students with the opportunity to complete an overnight expedition, where they will camp out.
- Students will have the opportunity to learn how to complete fitness assessments and write appropriate fitness plans to improve muscular, cardiovascular and flexibility fitness.
- Students will have the opportunity to organise a sporting event e.g. an inter class or school tournament or competition.
- The opportunity to gain knowledge on how the body works and responds to physical activity.

COMMITMENT NECESSARY:

- You must be able and willing to take part in a wide range of sports.
- You must enjoy sport and all physical activity.
- You must love the outdoors and the physical and mental challenges that developing your sporting skills will bring.
- You do not necessarily have to be a superstar, but you must be able to participate efficiently in at least 3 sports.
- A dislike of physical activity and a poor attendance through junior school P.E lessons is not the desired criteria.
- You must be willing to develop your skills in a range of sports and outdoor activities.

CONTENT

Within the theory element of the course, students will study:

- **The Body at Work** (skeletal, muscular, cardiovascular, respiratory, digestive and nervous systems)
- **Health and Lifestyle Decisions** (physical, mental and social health and Lifestyle)
- **The Active Leisure Industry** (leisure industry, event management and competitions)
- **Developing Performance** (developing physical fitness and skills)

During the two years of study, students are assessed in three of their chosen sports, chosen from below:

Amateur Boxing	Diving	Ice Hockey	Rowing or Sculling
Archery	Equestrian: Dressage/Games	Ice Skating	Rugby Union
Association Football	Equestrian: Show Jumping/Working Hunter	Lifesaving	Sailing
Athletics	Event Management	Martial Art: Fencing	Skiing
Badminton	Fitness Testing	Martial Art: Judo	Squash
Basketball	Gaelic Football	Martial Art: Ju-Jitsu	Swimming
Boccia	Golf	Martial Art: Karate	Table Tennis
Camogie	Gymnastics	Martial Art: Taekwon-do	Tennis
Canoeing/Kayaking	Handball	Netball	Trampolining
Cricket	Hillwalking	Orienteering	Volleyball
Cross Country	Hockey	Personal Survival Swimming	Waterpolo
			Weightlifting
Cycling	Hurling	Rock Climbing	Wheelchair Basketball
Dance			Wheelchair Rugby

ASSESSMENT

- At the end of the two years the marks gained for practical skills and analysing performance will count for 50% of the overall mark.
- Two examination papers, worth 50%.

CAREER OPPORTUNITIES

- Through active leisure industry unit will become aware of career opportunities relating to physical education, sport and the leisure industry.

To find out more, please talk to [Barry Dagen](#) or [Jacinta Doyle](#).

Email: bdagen319@c2ken.net, jdoyle479@c2ken.net

RELIGIOUS STUDIES

CCEA Units 6 & 7- An Introduction to Christian Ethics and The Philosophy of Religion

WHAT IS THIS PHILOSOPHY AND ETHICS STUFF THEN?

Philosophy is the study of thought. It asks the macro (big) questions about life, our origins and our purpose. In this unit you learn how to question everything and try to use logic to construct responses to these questions.

Ethics is the study of morality (deciding between right and wrong). The unit looks at various sensitive, controversial and current issues such as abortion, the death penalty and social justice. We will look at both religious and non-religious on each issue, attempting to draw individual conclusions in an academic manner.

WHAT TOPICS WILL WE COVER?

INTRODUCTION TO CHRISTIAN ETHICS – Year 11 (Assessed by exam)

- **Personal and Family Issues** (Sexual Ethics, Marriage and Divorce)
- **Matters of Life and Death** (Abortion, Euthanasia, Crime and Punishment, The Death Penalty)
- **Bioethics** (IVF, Surrogacy, Designer Babies)
- **Equality and Justice** (Social Justice, Racism and Discrimination, Poverty)
- **Modern Warfare** (Pacifism, War, Nuclear Deterrence)

INTRODUCTION TO PHILOSOPHY OF RELIGION – Year 12 (Assessed by exam)

- **The Existence of God** (Terminology, Traditional Arguments for God's existence, Creation Narratives, Scientific Views)
- **The Nature of God** (Describing God, How Different Religious Traditions View God)
- **The Problem of Evil** (Types of Evil and Suffering, Challenges of Evil, Religious Responses)
- **Experiencing God** (Holy Books, Teachings, Experience and Worship, Revelation, Miracles)
- **Life and Death** (Different Beliefs about the Afterlife, and Are Near Death Experiences Real?)

HOW WILL IT DEVELOP ME AS A STUDENT?

By choosing this GCSE, you will develop critical thinking skills. You will gain an ability to approach a controversial or all-encompassing question in a rational and academic way. You will have the opportunity to formulate opinions on the big issues and be given the chance to analyse and debate, developing your skills of building and sustaining a coherent, persuasive argument. Plus, I guarantee that you will find the variety of topics and viewpoints fascinating.

IS IT USEFUL? WHERE CAN I GO WITH IT?

GCSE Religious Studies is a versatile qualification that can lead in many diverse directions. The ethical topics are ideal for pathways involving medical care, the legal profession and finance; the development of arguments is ideally suited to literary fields including English, History, Politics, Psychology and Sociology. The ability to ask and answer questions is necessary for an aspiring journalist or writer. And, of course, there is a lovely A Level in Religious Studies.

WHAT WILL A TYPICAL LESSON LOOK LIKE?

There will be lots of debates, discussions, controversial opinions, research and case studies. Also expect plenty of reading and a fair bit of writing. You will need perseverance and resilience as you are looking to improve your skills with every argument that you develop. I expect students to be aware of what is happening in the world, reading newspapers and journals, watching the news and good quality documentaries on TV.

WANT TO KNOW MORE?

Of course you do! Just come and speak to **Letitia Kerr** in P45.

Email lkerr613@c2ken.net