

St. Colm's High School



Year 10 Options Information

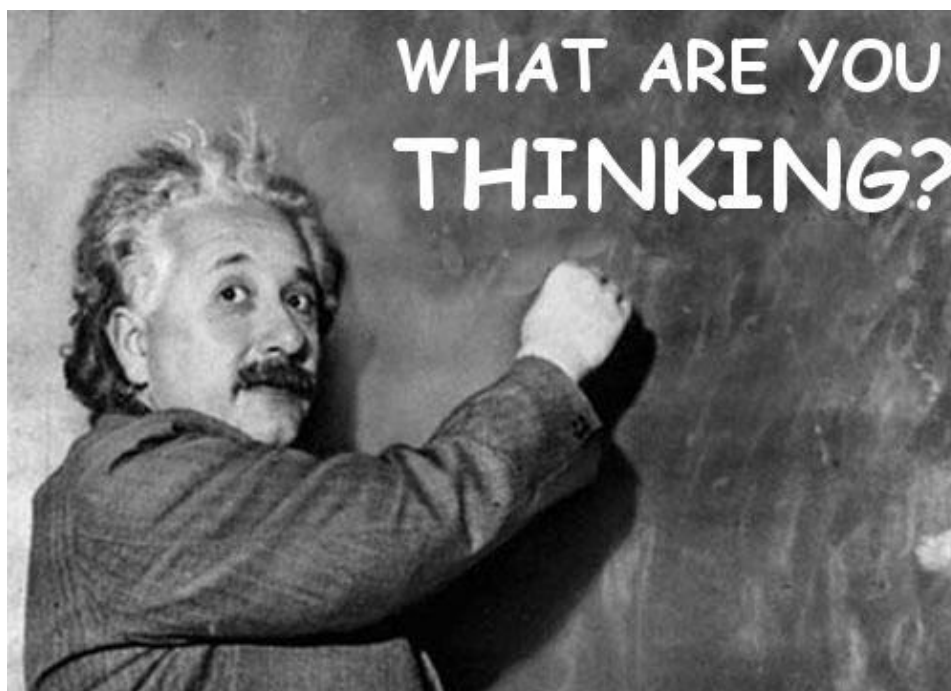


2026

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Introduction

This may be the first time that your child will have taken an important decision which will affect their future. It is important for them to know that they are not on their own and that there is a wide range of people within the school they can discuss their career pathways and subject choices with. These include:

- The Head of Careers
- Form Class / Careers Teacher
- Year Head
- Careers Service N.I Adviser
- Subject Teachers

In employability lessons your son/daughter has had the opportunity to develop a career plan which has included identifying:

- Their skills
- Their qualities
- Their learning style
- What subjects they are good at
- What subjects they enjoy
- The job family that they are suited to
- Job research – requirements for certain jobs.

The purpose of these learning opportunities is to help each pupil to make informed subject choices for GCSE and identify where their employability strengths lie.

To best support your son/daughter in this important transition period we recommend **that you discuss with your son/daughter their career plan and assist him/her in making appropriate choices.**

To further assist you, we have included information on:

- ❖ Labour Market Information
- ❖ Useful websites
- ❖ Key School Contacts

Remember the teachers are there to help. **Think, Discuss, and Decide!**

Labour Market Information (LMI)

In the current economic climate, it is more important than ever that young people make their career choices wisely. While it's important to study subjects that they enjoy, it's also prudent to have one eye to the career opportunities which lie ahead.

LMI is the data about jobs that can be used to support career decision making, leading to informed, appropriate and achievable career choices. It helps individuals determine which occupations suit their aptitudes and interests, where the jobs are, and which occupations have the best prospects.

What does LMI cover?

- Skills and entry requirements
- Options with your subjects/qualifications
- How easy/difficult it is to enter an occupation
- The size and nature of industries within Northern Ireland
- Employment trends
- Occupational areas
- Vacancies that employers find hard to fill
- Where vacancies are advertised

One of the best sources of LMI is Sector Skills Councils. Sector Skills Councils (SSCs) are groups of employers representing their employment area. They provide information on future employment opportunities within their job sector. The websites for the SSCs are included in the “Useful Websites” section.

**Career Choices are Life Choices
Take them Seriously...
Do it Right!**



STEM (Science Technology Engineering and Maths)

While there will be job opportunities across all occupational areas in Northern Ireland, particular growth is expected in occupations relating to Science, Technology, Engineering and Maths (STEM). This includes Computer Science and creative industries.

What do STEM related areas include?

- Environmental engineering
- Agri-food
- Computer science
- Renewable energy
- Advanced engineering
- Biomedical science

It is hoped that high tech exporting companies will lead in the growth of the Northern Ireland economy. A greater emphasis will therefore be placed on sector specific skills and qualifications.

It is a government target to increase by 25% the numbers of students, at graduate and postgraduate level studying STEM subjects by 2027.

Key School Contacts

Head of Careers: Mrs Martin-Higgins

Year Head: Mr Grego

Form Teachers: 10S Mrs Barry

10T Mr McCann

10C Mr Ferris

10O Ms McKenna

10L Ms Kerr

10M Ms Poland

Careers Service N.I Adviser: Colin.murphy@economy-ni.gov.uk

At home I can get information on subject choices and specific jobs from:

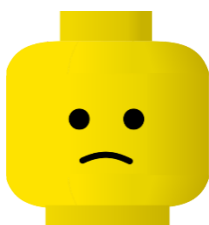
www.nidirect.gov.uk/careers

www.nidirect.gov.uk/articles/subject-choices-year-10

At school I can get information from:

JED software / www.investigatecareers.com

Choosing a Subject



Bad Reasons for Choosing a Subject

You think it will be easy

Your friend is doing the subject

You haven't researched your options properly

Someone else thinks it's a good idea

You really like the teacher who takes the class



Good Reasons for Choosing a Subject

You have a career plan and need to study specific subjects

You are good at the subject

You think you will enjoy the subject

You will have the option to progress with this subject in Key Stage 5

Your research shows that you will be interested in this subject and it will motivate you.

It sounds trendy or cool

Qualifications

GCSE

GCSE stands for General Certificate of Secondary Education. GCSE's are highly valued by schools, colleges and employers. This qualification mainly involves studying the theory of a subject, combined with some investigation work and in some subjects, practical work. Leads to A-Levels

BTEC

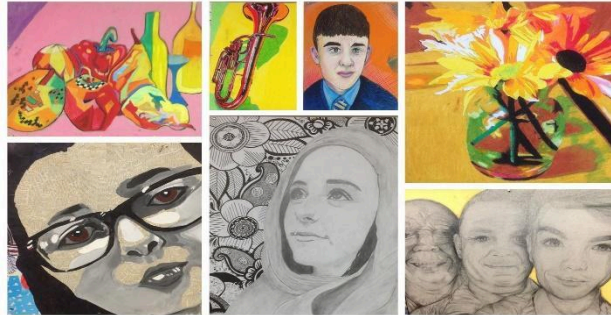
A BTEC is a vocational qualification that helps you learn about a particular job or area of work. It is equivalent to a GCSE and is assessed mostly through coursework.

Level 2 Qualifications

These qualifications have been designed to provide a more 'hands-on' approach to learning. They focus on occupational skill. A

Level 2 Qualifications These qualifications have been designed to provide a more hands-on approach to learning. They focus on occupationally related knowledge, understanding and skill. Again they are equivalent to a GCSE.

GCSE Art



GCSE Fine Art Past Pupil Artwork

CONTENT:

Pupils will follow the Fine Art discipline under this Edexcel Art and Design Title.

The course has **2 Units:**

Unit 1: The Portfolio:

Pupils choose their own theme and work in a wide range of disciplines including; painting, drawing, printmaking, graphic design, photography etc...

Pupils will complete a sketchbook incorporating their research, drawings, studies etc as well as 2 final pieces for this Unit.

Unit 2: Externally Set Assignment:

Pupils are given a theme by the Exam Board and are asked to complete a project in a selected timeframe. Pupils are required to produce preparatory studies under Controlled Assessment conditions. They must also produce a final piece in 10 hours under teacher supervision.

ASSESSMENT:

Unit 1: The Core Portfolio = 60%

Unit 2: Externally Set Assignment = 40%

This course is **100% coursework based** with **NO FINAL WRITTEN EXAM.**

All coursework is internally marked and then moderated by a visiting moderator.

Moderation occurs in May or June of Year 12.

CAREER PATHWAYS:

Recent figures have indicated that the **Creative Industries make more than £20 billion a year for our economy. It is currently the fastest growing job sector in the country,** particularly in the areas of software and electronic publishing and advertising.

Future Career Pathways include; Advertising, Architecture, Arts & Antiques, Computer Game Design, Crafts, Electronic Publishing, Fashion Design, Graphic Design, Illustration, Website Design, Film, Television & Radio, Theatre Design, Product Design, Animation, Teaching...and many more

GCSE Business Communication Studies

This is a 2 year course and equivalent to 1 GCSE. Grades A*-G

Students who study GCSE Business Studies learn how the world of business works and its relevance to modern day society.

Assessment Structure

Year 11 Unit 1 | Starting a Business – Exam 40%

Year 12 Unit 2 | Developing a Business – Exam 40%

Year 12 Unit 3 | Planning a Business – Controlled Assessment 20%

Year 11

Unit 1 - Starting a Business

Topics Include:

Entrepreneurs
Key Characteristics of Entrepreneurs
Business Resources
Business Ownership
The Public Sector
The role of Social Enterprise
Business Location
Business aims and objectives
E-business
Marketing and Market Research
The Marketing Mix (4P's)

Year 12

Unit 2 - Developing a Business

Topics Include:

Recruitment
Selection
Appraisal
Training
Motivation
Business Success or Failure
Business Growth
Internal/External Sources of Finance
Cash Flow Forecasts
Financial Statements
Ratios

Unit 3 - Planning a Business - Controlled Assessment

Students complete the following:

- **Booklet A:** Planning and research
- **Booklet B:** Communicate Findings.

Teachers mark the task, and CCEA moderate the results.

Career Pathways/Further Study- Students can progress to study LIBF Banking & Finance at KS5, Accountancy, Law, Human Resources, International Marketing, Teaching, Public Relations,

GCSE CHILD DEVELOPMENT

CONTENT:

GCSE Child development is a two-year course and is equivalent to 1 GCSE. It is the study of how children grow and develop.

Students will:

- Discover what parenthood entails and the responsibilities it brings.
- Understand what pregnancy is
- Know the importance of a healthy diet and lifestyle during pregnancy.
- Be familiar with the birth
- Understand how a child develops physically, intellectually, emotionally and socially.
- Be familiar with the various types of childcare provision
- Know the importance of safety inside and outside the home

There is **1 piece of written controlled assessment** required, worth **40%** of the final GCSE.

- Students will carry out a task that develops unique transferable skills. Students will use the given task title to choose one issue for further research. They will plan and carry out activities to produce an outcome and then evaluate all aspects of the task.

ASSESSMENT:

There are two written examination papers totaling **60%** of the final GCSE

- **Written Paper 1** (*worth 30%*) This is a one hour 15-minute paper which includes multiple-choice, short and structured questions, and questions requiring extended writing. This is completed in **Year 11**.
- **Written Paper 2** (*worth 30%*) This is also a one hour 15-minute paper and it includes multiple-choice, short and structured questions, and questions requiring extended writing. This exam is completed in **Year 12**.

CAREER PATHWAYS:

This subject has some overlap with the **GCE in Health and Social Care** and CACHE Level 3 Diploma in Children's Care, Learning and Development. It would form an excellent basis for moving onto further study in. Paediatric nursing, teaching, classroom assistant, social worker, childminder, playgroup Leader, midwife, child psychologist, play therapist and family support worker

GCSE Construction & the Built Environment

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 blockwork. 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.

ASSESSMENT:

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 (1 hour exam worth 20%)**
- **Unit 2: Sustainable Construction (1 hour 30 mins exam worth 30%)**
- **Unit 3: The Construction Craft Project (practical project worth 25%)**
- **Unit 4: Computer Aided Design in Construction (IT portfolio worth 25%)**

CAREER PATHWAYS:

This course helps prepare students for the study of technology and design related courses at a more advanced level, for example BTEC Nationals in Construction, Engineering and/or Manufacturing. It also prepares them to make informed decisions about further learning opportunities and career choices. Some examples of careers follow:

Quantity Surveyor Civil Engineer Mechanical Engineer Auto Engineer
 Engineer Bricklayer Plumber Electrical Engineer

GCSE SCIENCE DOUBLE AWARD

CONTENT:

GCSE Double Award science is a two year course and is equivalent to 2 GCSEs. Please note that choosing to study Double Award Science **DOES NOT** take up 2 of your options, as all pupils do single award science in Key Stage 4 as a minimum.

There will be two tiers of entry:

- Higher tier allowing access to A* to D/E grades.
- Foundation tier allowing access to C to G grades.

The Specification is divided into 6 units. Each year students will study one unit of Biology, Chemistry and Physics. The content of each unit is briefly outlined below:

Subject	Unit	Unit Content
Year 11 Biology	B1	Cells, Living Processes and Biodiversity
Year 11 Chemistry	C1	Structures, Trends and Chemical Reactions
Year 11 Physics	P1	Force and Motion, Energy, Moments, and Radioactivity
Year 12 Biology	B2	Body Systems, Genetics, Microorganisms and Health

Year 12 Chemistry	C2	Further Chemical Reactions and Organic Chemistry
Year 12 Physics	P2	Waves, Sound and Light, Electricity, and the Earth and Universe

ASSESSMENT:

Year 11	3 Module exams (Oct, Feb and May)	3 x 11% = 33%
Year 12	3 Terminal papers	3 x 14% = 42%
Year 12	Practical assessment	25%

CAREER PATHWAYS:

Studying Double Award Science provides a strong foundation for a wide range of future careers in science and health-related fields. It is an excellent choice for students considering further study in science at Post-16 level. A GCSE Science qualification is often a key requirement for many career paths, whether academic or vocational. Professions in healthcare, engineering, education, sports science, horticulture, and the pharmaceutical sector frequently require at least one STEM GCSE alongside Mathematics. The opportunities available are extensive and cannot all be covered in this short overview.

GCSE DRAMA



CONTENT:

GCSE Drama and Performing Arts involves participation in a development of acting, improvisation, mime, technical skills and dance drama.

We have a history of a high pass rate in Drama at St. Colm's.

Candidates will be expected to keep a notebook of learning experiences.

Drama gives pupils the opportunity to experience:

- *working in groups/pairs;*
- *lighting – learning how to light scenes of a play;*
- *sound (audio/visual) – using music to enhance performance;*
- *attending performances in local theatres;*
- *performing in front of audiences;*
- *voice exercises;*
- *how to present yourself;*
- *costume – colour, style, material;*

ASSESSMENT:

DRAMA:

- (i) Practical (Coursework) - 60%

Candidates are required to plan, rehearse and evaluate several practical assessments in a minimum of three areas.

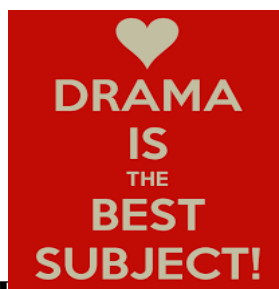
- (ii) Written - 40%

The 1 ½ hour written examination will be based on one set text (Blood Brothers by Willy Russell).

CAREER PATHWAYS:

Actor/actress, Stage manager, Arts administrator, Drama teacher, Drama therapist, Television production assistant, Radio presenter, Youth & community worker, Personnel manager, Social worker, Journalist, Marketing manager, Charities administrator ...and many more!!!

GCSE Drama **Rewarding, Exciting, Stimulating, Fun**



GCSE ENGLISH

CONTENT:

This course is made up of four units:

- **Unit 1 - Exam. 1 hr 45 mins**
Writing for Purpose and Audience / Reading to Access Non-Fiction and Media Texts.
 - **Section A** of the exam will require students to **write** a persuasive writing essay on a specified topic. .
 - **Section B** will test pupils' **reading** skills, requiring them to complete four reading tasks based on short non-fiction texts.
- **Unit 2 - Speaking and Listening (3 Tasks)**
 - In this unit, student will complete three Speaking and Listening tasks; one individual presentation, one group discussion and one role-play.
- **Unit 3 - Controlled Assessment (2 Tasks)**
 - Students will have two pieces of Controlled Assessment :
 - **The Study of Spoken Language** – students will complete an analysis of two speeches they have heard.
 - **The Study of Written Language** – students will complete an analysis based on an aspect of a novel/short story they have studied.
- **Unit 4 – Exam. 1 hr 45 mins.**
Personal or Creative Writing and Reading Literary and Non-fiction Texts.

3Section A of the exam will require students to write a creative / personal essay on a specified topic.

Section B will test pupils' reading skills, requiring them to complete three reading tasks based on short literary texts.

ASSESSMENT:

- Unit 1 Exam = 60%
- Unit 2 Speaking and Listening = 20%
- Unit 3 Controlled Assessment = 20%

CAREER PATHWAYS:

English could lead to a variety of careers such as Teaching, Journalism, Web Design, Law, Acting, Television Presenting, Writing, Advertising, Film ... and many more!!!

GCSE ENGLISH LITERATURE

GCSE English Literature is a two year course which encourages students to be enthusiastic, independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading, helping to nurture a lifelong love of literature.

CONTENT

Students' will develop their knowledge and understanding of a range of poetry, prose and drama, including texts by local and modern writers. Students will explore the impact of language, structure and form in the texts. Connecting the texts' ideas, themes and issues is another key focus.

ASSESSMENT

The qualification involves two exam units and one controlled assessment piece:

Unit 1 The Study of Prose – 1 hour 45 mins exam (30%)

Unit 2 The Study of Poetry and Drama – 2 hours exam (50%)

Unit 3 The Study of Shakespeare - Controlled Assessment (20%)

CAREER PATHWAYS

Students who study English Literature will develop skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers.

- It can help to lead you to a degree in Law, the Arts, Education, Humanities, Business, Media and Communication.
- If you are interested in a career in Journalism and the Media, a qualification in GCSE English Literature is a good basis for further training in these areas.
- Many English Literature students go into jobs in general management, human resources, research and marketing, and the public services.

GCSE DIGITAL TECHNOLOGY

Content:

Students acquire and apply knowledge and understanding of digital technology in a variety of contexts. They also develop creative and practical digital technology skills, either using a range of generic software or in an object-oriented environment. They explore the legal, social, economic, ethical and environmental impact of digital technology. This qualification also helps them to develop transferable skills such as creative problem-solving and teamwork.

Assessment:

The specification has 3 units in St Colms:

- **Unit 1: Digital Technology**
 - 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.
- **Unit 2: Digital Authoring Concepts**
- In this unit, students develop understanding of the concepts involved in the development of digital systems
- **Unit 3: Digital Authoring Practice**
 - In this unit, students design, develop and test digital multimedia systems

Content		Assessment	Weightings	Availability
Compulsory core unit	Unit 1: Digital Technology	External written examination 1 hour	30%	Summer from 2018
	Unit 2: Digital Authoring Concepts	External written examination 1 hour 30 mins	40%	Summer form 2019
	Unit 3: Digital Authoring Practice	Controlled Assessment	30%	Summer form 2019

Career Pathways:

With this qualification, students may choose to progress to our GCE Digital Technology, GCE Software Systems Development or a related qualification. This GCSE also helps to equip students for a career in a multitude of industries, such as digital media, mobile development, cybersecurity, cloud computing and managing big data.

GCSE Further Mathematics

Further Mathematics GCSE is designed to broaden the experience of students whose mathematical ability is **above average** and who would like to:

- study mathematical courses at AS/A level,
- study other courses at AS/A level that require mathematics beyond GCSE Higher Tier,
- or extend their knowledge of mathematics.

This course encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations.

Students choosing to study GCSE Further Mathematics will be required to cover the content of GCSE Mathematics specification at Higher Tier in year 11, including all the content of units M4 and M8. The Further Mathematics course will be covered in year 12.

CONTENT:

Students will be entered for CCEA GCSE Further Mathematics at the end of year 12. The specification has four units. Students must complete Unit 1 and two of the three other units.

Content	Assessment	Weightings
Unit 1: Pure Mathematics (Mandatory)	External written examination in the form of a single question-and answer booklet that includes a formula sheet 2 hours	50%
Unit 2: Mechanics (Optional)	External written examination in the form of a single question-and answer booklet that includes a formula sheet 1 hour	25%
Unit 3: Statistics (Optional)	External written examination in the form of a single question-and answer booklet that includes a formula sheet 1 hour	25%
Unit 4: Discrete and Decision Mathematics (Optional)	External written examination in the form of a single question-and answer booklet 1 hour	25%

CAREER PATHWAYS

Studying Further Mathematics presents opportunities for higher studies in mathematics and/or studies such as science, geography, technology or business. This is often the first step into a rewarding career within fields such as computing, business & finance and even within the healthcare field.

GCSE GEOGRAPHY

The world in which we live is likely to change dramatically in the next 50 years. Geography explains these changes. It is a subject about now and the future.

CONTENT: At GCSE we study topics that directly relate to life in the 21st century:

Unit 1- Understanding our Natural World

- **The Restless Earth** –Why did the Indian Ocean earthquake in 2004 cause such destruction?
- **River Environments** – Why are floods becoming more common?
- **Coastal Environments** – How do we protect Newcastle County Down from sea erosion?
- **Our Changing Weather and Climate**– What are the consequences of climate change? What are the causes of climate change?

Unit 2- Living in our World

- **Population and Migration**– Why are people migrating to Ireland? What are the challenges faced by refugees?
- **Changing Urban Areas** – How has Titanic Quarter helped to regenerate Belfast?
- **Contrasts in World Development**– Why are some countries rich and others poor? How has globalization helped India?
- **Managing Our Environment** – What are the benefits and problems of solar energy? How can ecotourism help protect the environment?

ASSESSMENT:

Paper 1 – 1 hour 30 mins – 40% of final grade. This paper tests Unit 1.

Paper 2 – 1 hour 30 mins – 40% of final grade. This paper tests Unit 2.

Paper 3 – 1 hour – 20% of final grade. This paper tests your knowledge of fieldwork skills.

CAREER PATHWAYS:

Geography helps develop the skills that employers are looking for e.g. – good communication skills, problem solving, spatial awareness, environmental concern, computer literacy, tolerance of different values and attitudes.

Geography students could follow a career in Geographic Information Systems. Other jobs that Geography is valuable for include - lawyers, social workers, meteorologists, town planners, surveyors, landscape architects, civil engineers, travel and tourism industry workers, civil service jobs, teachers and cartographers.

OCN NI Level 2 Certificate in Environmental Action

The world in which we live is experiencing a climate emergency. This subject will help you to understand how climate change could alter the world and how we can reduce it.



Content

Unit 1 - In this unit you will learn how **climate change** will affect different countries, environments, and humans. You will learn how to reduce climate change.

Unit 2 - You will learn how **plastic pollution** affects the environment. You will learn how we can tackle the problem of single use plastic.

Unit 3 - You will learn how **fast fashion** clothing is made and how this affects the people and countries who make it. You will learn environmentally friendly ways of reducing clothing waste.

Unit 4 - You will learn about different **ecosystems** e.g. tropical rainforests, oceans, woodlands. You will learn how we can protect different habitats.

ASSESSMENT:

This course is **100% coursework** based. There is no final written exam.
All coursework is assessed and internally moderated before final moderation by a visiting moderator.
Moderation occurs in May/June at the end of Year 12.

The Qualification achieved is a LEVEL 2. This is equivalent to a GCSE

Career Pathway

The shift to a greener economy is well underway. Industries such as fashion, finance, technology and transport will need increasing numbers of employees with green skills.

You could progress to a higher qualification in environmental conservation. This could lead to jobs such as conservation officer, recycling officer, education officer, sustainability consultant, environmental health practitioner, environmental charity worker, and energy consultant. These are just some of the 'green' jobs available. This is a growth sector, and many new types of careers will emerge soon.

GCSE GOVERNMENT AND POLITICS

Have you ever wondered how laws are made and how this may impact you? Have you ever thought about making a difference in the lives of others? Do you want to not only learn about the past, but help shape the future? Then GCSE Government and Politics is the course for you!

Studying Government and Politics for GCSE helps pupils gain an understanding of local and international political structures and concepts.

Government and Politics will not only help broaden your knowledge, but will also help develop important skills which employers value including:

- Literacy
- Good communication skills
- Research skills
- Critical thinking
- Problem solving
- The ability to organise and present information in a clear and logical way
- The ability to understand and respect different points of view

CONTENT:

Content	Percentage Mark	Examined
Unit 1- Democracy in Action • Political ideas and concepts • Decision-making in a democracy • Elections and voting in a democracy • Political parties in a democracy • Taking action in a democracy	50%	At the end of Year 11 1 x 1hr 30 m exam
Unit 2- International Politics in Action • Interdependence • The European Union • Conflict and its resolution • Conflict resolution in practice – Northern Ireland • Migration	50%	At the end of Year 12 1 x 1hr 30 m exam

ASSESSMENT:

There is one level of entry available with grades awarded from A* - G. Unit 1 is examined at the end of Year 11 and is worth 50% of the total marks. Unit 2 is examined at the end of Year 12 and is worth 50% of the total marks.

CAREER PATHWAYS:

Politics can lead to a variety of different careers including jobs in teaching, universities, the civil service, law, journalism, media, tourism, film, the museum service, and politics

GCSE HISTORY

Studying History for GCSE helps us to understand the past and also helps us to gain a greater understanding of the world we live in today through examining events in Ireland, Europe and the World in recent decades. History helps to develop important skills which employers value including:

- Literacy
- Good communication skills
- Research skills
- The ability to organise and present information
- The ability to understand and respect different points of view

CONTENT:

- (a) Unit 1:
- (i) Life in Nazi Germany 1933 – 1945: Deals with life under Nazi rule in Germany in the years before and during the Second World War.
- (ii) Northern Ireland 1965 – 1998: Deals with the period of major change from the 1960s to the Good Friday Agreement.
- (b) Unit 2:
- International Relations 1945 – 2003: Deals with the rivalry between America and Russia during the Cold War and the new ‘war on terror’.

ASSESSMENT:

Content	Percentage Mark	Examined
Unit 1 Modern World Study in Depth: Germany 1933 – 1945 Local Study: Northern Ireland 1965 – 1998	60% [30%]+[30%]	At the end of Year 11
Unit 2 Outline Study International Relations 1945 – 2003	40%	At the end of Year 12

There is one level of entry available with grades awarded from A* - G. Unit 1 is examined at the end of Year 11 and is worth 60% of the total marks. Unit 2 is examined at the end of Year 12 and is worth 40% of the total marks.

CAREER PATHWAYS:

History can lead to a variety of different careers including jobs in teaching, universities, the civil service, law, journalism, media, tourism, film, the museum service, and politics.

GCSE Health & Social Care

CONTENT:

GCSE Health & Social Care is a two-year course and is equivalent to 1 GCSE.

GCSE Health and Social Care involve the study of human development across a range of life stages. Students will investigate factors affecting health and well-being and will learn about core values of care that are essential when working in health, social care and early years' settings. During the two years you will study many topics, such as:

- Human development from birth to later adulthood
- Factors that affect health and well-being
- Types of relationships and how they impact self-concept
- Major life changes and transitions (e.g., puberty, illness, bereavement)
- Self-concept

This course provides an excellent foundation for further study. It can lead to **A-Level Health & Social Care, Child Development**, or other Level 3 courses in health, childcare, and social care. It also supports career pathways in nursing, midwifery, social work, early years, and other caring professions.

Assessment is split evenly between exam and controlled assessment, each worth 50% of the final grade.

Unit Title	Assessment Weighting	Nature of Assessment
1. Personal Development, Health and Well-Being	50%	External written examination
2. Working in the Health, Social Care and Early Years Sectors	50%	Controlled assessment

CAREER PATHWAYS:

Nursing, Social Work, Teaching, Occupational Therapy, Speech Therapy and similar careers.

OCN NI Level 2 Certificate in Information Technology Applications:

CONTENT

Today's work environment depends increasingly on a range of technologies. The OCN NI Level 2 Certificate in Information Technology Applications are designed to provide learners with the IT skills required to function successfully in the work and wider environment.

Unit 1: Word Processing Software (4 credits)

This unit will enable the learner to understand how to use word processing software. Pupils will learn to enter and combine text and other forms of information and create and modify layout and structures for word processing documents. They will be able to format and present documents.

Unit 2: Using the Internet (4 credits)

This unit will enable the learner to use the internet, using browser tools and software. Pupils will learn to connect to the Internet, use browser software to navigate webpages effectively and to search for information from the Internet.

Unit 3: Spreadsheet Software 4 credits

This unit will enable the learner to understand how to use spreadsheet software. Pupils will learn to use a spreadsheet to enter, edit and organise data and use appropriate formulas and data analysis tools. They will also be able to select and use tools and techniques to present and format spreadsheet information.

Unit 4: IT User Fundamentals 3 credits

This unit will enable the learner to use IT systems appropriately. Pupils will learn to use IT systems to meet a variety of needs and manage information storage and retrieval. Pupils will follow and understand the need for safety and security practices.

ASSESSMENT

No written examination. The course is internally assessed and verified and externally moderated. All units take the form of set assignments completed mainly on computer. Units will be graded pass or fail. A pass is recognised as the equivalent to a grade B at GCSE.

CAREER PATHWAYS:

The OCN NI Level 2 certificate in Information Technology Applications qualification enables progression to the Level 3 Information in Technology Applications qualifications and/or further learning in this area or into employment. The course is designed to accredit a broad range of IT skills so that the learner will be prepared for the needs of the IT based workplace in a comprehensive mann

GCSE IRISH

CONTENT

If you choose to study Irish you will continue to build upon the Irish that you have learned in years 8-10 and will develop the skills of **LISTENING, SPEAKING, READING and WRITING**. You will be able to communicate well in a variety of situations and for various reasons, in the Irish language, and also understand the Irish culture better.

You will study a variety of topics some of which you will already be familiar with e.g. Myself and family, holidays, school life, daily routine, health etc.

Students who work hard, attend school regularly and keep themselves motivated will find Irish enjoyable and will be well prepared for all assessments. You also have the advantage of being able to go to the Gaeltacht to practice your Irish.

ASSESSMENT:

We have a choice of two courses:

GCSE Irish

Speaking 25% Writing 25% Listening 25% Reading 25% - exams

Level 2 Certificate in Irish

Speaking, Listening, Reading, Writing and Cultural Heritage units – Assessments carried out over the 2 years. No exam. GCSE Equivalent



CAREER PATHWAYS:

Employers value people who can communicate in more than one language.

Being able to speak another language shows employers/universities that you have good communication skills i.e. you can speak articulately, have the ability to listen to others, can understand information that you read and can write for a variety of purposes, also that you have good problem solving skills. If you can do this in Irish, then they'll know that you can do the same and better in English!!

There are many jobs throughout Ireland where Irish is required e.g. Media – T.V/radio presenter, technical jobs in media, journalism etc., tourism, catering, secretaries, classroom assistants, teachers, domestic/caretaking staff in Irish medium schools, local, national and international government work. There are also many local businesses and community groups who need people who can speak Irish.

A GCSE or a Level 2 in Irish will make you more employable!

GCSE LEARNING FOR LIFE & WORK

This core GCSE subject plays a vital role in preparing you, our pupils for adult life. It helps you to develop as an individual and as a contributor to society, the economy and the environment.

It builds on the knowledge and skills which you have obtained in the Key Stage 3 curriculum, and progresses with a worthwhile and meaningful course which will equip you with the necessary skills to think independently, make informed decisions and take appropriate action in relation to Personal, Social and Economic development and provides you with the necessary skills for Employment.

CONTENT:

The GCSE is taught in 4 units of learning:

Citizenship	Diversity, Inclusion, Human Rights, Democracy, Northern Ireland Assembly.	20%
Personal Development	Health, Relationships, Parenting, Financial Responsibility, Managing Risk.	20%
Employability	Recruitment, Employee Rights & Responsibilities, Impact of Globalisation on Employment, Owning your own business, Trade Unions, Business and Social Awareness.	20%
Application of learning.	Pupils produce 1 researched Controlled Assessment Task which will be based on a topic from the above units.	40%

ASSESSMENT:

Assessment is carried out in 3 short written exams, and in 1 controlled assessment task.

CAREER PATHWAYS:

GCSE Learning for Life and Work will provide you with the skills you require to think independently, make informed decisions and take appropriate action when faced with personal, social, economic and employment issues. LLW will deliver the skills and qualities which will help to prepare you for adult working life, no matter which career pathway you choose to follow.

Kings Trust Level 2 Achieve Programme

The new Achieve Programme is designed to help you succeed through relevant, engaging and informative learning. It connects young people with the World of Work and equips you with the transferrable skills and knowledge you need to succeed. It focuses on Literacy, Language, Numeracy, Science Technology, Engineering and Maths (STEM).

What's involved?

You will explore the following:

Personal and Social Development-interacting and communicating with others.

Life Skills- Managing Money and being healthy and safe.

You will complete the following portfolios over the two-year period. All portfolios have a practical element to them.

- **Undertaking an Enterprise Project** which develops business and entrepreneur skills.
- **Preparing for a Healthy Active Lifestyle** including planning, preparation and cooking of a Health meal.
- **Managing Money** which looks at Budgeting and taking care of your money.
- **Preparation for Work** which includes Work Experience, Health and Safety at Work, Employment Law, Practical Placement.
- **Career Planning** including the completion of a CV and Personal Statement, Application forms and participation in the Mock Interview programme.

**Qualification achieved LEVEL 2 which is the equivalent to 1
GRADE C at GCSE**



GCSE MATHEMATICS

CONTENT:

Pupils will study the GCSE offered by CCEA. This is a two year modular examination.

There are two tiers of assessment, Foundation (Grades C- G) and Higher (Grades A*-D).

Content is dependent on Tier of entry.

The GCSE Mathematics specification encourages students to develop fluent knowledge, skills and understanding in applying mathematical methods and concepts. It enables students to reason mathematically, draw conclusions and make deductions and inferences. Students learn how to comprehend, interpret and communicate mathematical information in a variety of appropriate forms.

The specification has two tiers: Foundation and Higher. Each tier offers students a choice of units suited to a range of abilities, allowing them to demonstrate achievement. The assessment model enables students to monitor their progress and offers opportunities to improve their results. Students also have the opportunity to achieve a recognition of achievement in Functional Mathematics.

ASSESSMENT:

The GCSE Mathematics is unitised, so it's possible to take part of the assessment before the end of the course.

The specification has eight units, four at Foundation Tier and four at Higher Tier:

- **Unit M1: Foundation Tier**
- **Unit M5: Foundation Tier Completion Test**
- **Unit M2: Foundation Tier**
- **Unit M6: Foundation Tier Completion Test**
- **Unit M3: Higher Tier**
- **Unit M7: Higher Tier Completion Test**
- **Unit M4: Higher Tier**
- **Unit M8: Higher Tier Completion Test.**

Students complete one option from the two available at either Foundation or Higher Tier. They must take two units, one of which must be a completion test.

CAREER PATHWAYS:

Mathematics is needed for every job and everyday life.

Some examples of the various career paths are:

Teaching, statistician, banking, accountancy, engineering, insurance, architecture, interior design and landscape gardening, medicine, ICT, graphic design.....and many more.

MEDIA STUDIES

WJEC/Eduqas specification is designed to introduce students to the key concepts for studying media - **media language, representation, media industries and media audiences** – in relation to examples from a wide range of media forms. Enables

students to question and explore in a critical way aspects of the media that may seem familiar and straightforward from their existing experience.

This course recognises the cross-media, multi-platform nature of the **contemporary media** and the centrality of **online and social media platforms** in distributing, accessing and participating in the media.

Learning about the media involves both **exploring and making media products**.

Students will create a media production for an intended audience, applying and developing their knowledge and understanding of key concepts.

Assessment

Unit 1: Exploring the Media Written exam: 1 hour 30 minutes 40% of qualification	Section A: Exploring Media Language and Representations – advertising, marketing, magazines and newspapers Section B: Exploring Media Industries and Audiences – film, newspapers, radio and video games
Unit 2: Understanding TV and Film Written exam: 1 hour 30 Minutes 30% of qualification	Section A: Television – crime drama (industries, audiences and contexts) Section B: Music (videos and websites) – (industries, audiences and contexts)
Unit 3: Creating Media Non-exam assessment 30% of qualification	• Individual research and planning resulting in the student's own media production. • Applies the knowledge and understanding of media language and representation

Career Pathways

Presenter, advertising media buyer, copywriter, media researcher, broadcast journalist, writer, social media manager, TV/Film producer, PR consultant, web content manager, photographer, editorial assistant, teacher.

MUSIC TECHNOLOGY

OCN Level 2 Certificate in Music Technology



CONTENT:

Level 2 Music Technology is open to those students who are interested in performing as part of a band and recording their own band in the Recording Studio. You will also learn how to DJ, record a radio show or podcast and create a dance track.

A good level of musical ability and keen interest in music is essential.
Please speak to Mrs Smyth for advice before choosing this option.

ASSESSMENT:

Below is a breakdown of the course content and marks:

Unit	Title	Assessment Weighting	Nature of Assessment
1	Set up and operate audio/MIDI sequencing software.	25%	Internally Assessed/Externally Moderated
2	Create Music using audio/MIDI sequencing software.	25%	
3	Multi Track Audio Recording.	25%	
4	Using DJ Skills	25%	

CAREER PATHWAYS:

DJ, Musician, Sound Engineer, Music Journalist, Music Teacher, Peripatetic Music Tutor, Stage Manager plus many more.

This is a very interesting course for students who enjoy all aspects of Music performance.

OCN NI LEVEL TWO CERTIFICATE IN RELIGIOUS STUDIES

CONTENT:

In studying this course you will:

- develop your interest in and enthusiasm for the study of religion and relate this to the world around you
- reflect on and develop your own values, opinions and attitudes
- engage with fundamental questions related to beliefs

The units we will be studying are:

Addiction
Charity and Religious Charities
Exploring Personal Identity and Faith
Exploring Religious traditions within our own community
Life and death issues
The life of a famous person of faith
Marriage and Divorce
Prejudice and Discrimination
World Faith

ASSESSMENT:

This course is **100% coursework** based with no final written exam.
All coursework is assessed and internally moderated before final moderation by a visiting moderator.
Moderation occurs in June at the end of Year 12.

The Qualification achieved is a LEVEL 2 this is equivalent to GRADE B at GCSE

CCEA GCSE IN RELIGIOUS STUDIES

CONTENT

In this course you will study:

Year 11 Mark's Gospel

- The Identity of Jesus
- Jesus' Miracles
- Jesus' Teachings
- Jesus' Death and Resurrection
- Christian Discipleship

Year 12 Christian Ethics

- Personal and Family Issues
- Matters of Life and Death
- Developments in Bioethics

- Contemporary Issues in Christianity
- Modern Warfare

ASSESSMENT:

Two external written examinations, one on each of students' chosen units, lasting 1 hour 30 mins each.

CAREER PATHWAYS:

In R.E. we prefer to call Career Pathways, Vocations. Vocations are using your talents and abilities in a job or profession that makes you and others happy, fulfilled and cared for.

These include the Vocations of: Medicine, Nursing, Care work, Teaching, Law, being a good Mother and or Father, Home Help, Registered Charities, International Charities, Industry, Church Ministry, Youth Work, Ambulance work, Missionary Work, Banking (Ethics), to mention but a few.

GCSE SCIENCE **(SINGLE AWARD)**

CONTENT:

GCSE Single Award science is a two year course that combines the study of three sciences and allows candidates to be award a single GCSE.

This course provides an understanding of key scientific concepts, equipping students with practical skills and a broad overview of biology, chemistry and physics.

There will be two tiers of entry:

- Higher tier allowing to A* to D/E grades.
- Foundation tier allowing access to C to G grades.

The Specification is split into the three basic sciences as follows:

Subject	Unit	Unit Content
Biology	Unit 1	Staying Alive and Human Activity and Health

Chemistry	Unit 2	Chemical Patterns and Materials and their Management.
Physics	Unit 3	Electricity, Waves, Communications, Road Safety, Radioactivity and Earth and Space.

ASSESSMENT:

There will be 3 module exams spread throughout the two years of study. The course also includes a practical exam which is split into two parts, completion of a practical to assess skills and a theory paper.

Module exams	3 x 25% = 75%
Practical assessment	25%

Module test dates will normally be February, May and November

CAREER PATHWAYS:

A basic science qualification is essential for many career pathways. It is a useful qualification for those interested in pursuing a vocational science related careers in health care, engineering, construction, horticulture, sports science, or beauty industry to name a few.

It is also a useful qualification to for those wishing to pursue further study in the life and health science, nursing, or education sectors

OCN NI LEVEL TWO CERTIFICATE IN APPLIED SCIENCE

CONTENT:

The units we will be studying are:

Life processes and living things

In this unit you will learn about the structure and organization of living things, you will develop an understanding of genetics and how that leads to evolutionary change. You shall also develop an appreciation of the environment and how living things coexist in their habitat.

Materials and their chemical properties.

In this unit you shall discover that atoms are the building blocks of all substances on Earth. You shall learn about their structure and how they bond to each other to make all the materials around us. You shall learn about the properties of the different types of atoms and how this relates to their position on the periodic table. You shall learn about the different types of chemical reactions and what effects the speed of a reaction.

Physical processes

In this unit you will learn about the different types of energy and how one form of energy is transformed into other forms of energy in everyday appliances. You shall learn about thermal energy and how homes are designed to save energy and minimize heat loss. You shall study electrical circuits, forces and motion and radiation.

ASSESSMENT:

This course is **100% coursework** based with no final written exam.

All coursework is assessed and internally moderated before final moderation by a visiting moderator.

Moderation occurs in June at the end of Year 12.

The Qualification achieved is a LEVEL 2 this is equivalent to GRADE C at GCSE

CAREER PATHWAYS:

This course provides a vocational level 2 science qualification that allows students to follow a STEM career pathway that is not wholly academic and is more accessible to some students. A vocational science career pathway may lead to careers in health care, construction and engineering, horticulture, the agri-food sector, manufacturing and much more.

GCSE SPANISH

CONTENT:

Pupils will study the Spanish GCSE offered by the CCEA examinations board.
Pupils will have covered most of the topics at a basic level already in KS3.
GCSE will allow them to further develop the knowledge and skills which they have already acquired in KS3 and to do so in a fun and varied way.

ASSESSMENT:

There are two tiers of Assessment:

Foundation (Maximum Grade C)

Higher (Maximum Grade A*)

There are 4 units of assessment which assess:

1. **LISTENING.**
2. **SPEAKING.**
3. **READING.**
4. **WRITING.**

Unit	Method of Assessment	Weighting
1. Listening	Examination.	25%
2. Reading	Examination.	25%
3. Speaking	Oral examination.	25%
4. Writing	Examination.	25%

CAREER PATHWAYS:

Besides the obvious benefits of learning Spanish for the purposes of travel and communicating while on holiday in Spain or Spanish-speaking countries, pupils should also recognise the career benefits of having a second language. There are many jobs nowadays which offer an opportunity to use Spanish in the workplace. Careers which use languages include Hotel Management, Tour Guide, Resort Representative, Bilingual Secretary, Interpreter, Journalist, Airport Staff, Airline Cabin Crew, Teacher and careers in Business and Industry amongst others.

Employers value people who can communicate in more than one language. This makes Spanish a practical and very useful subject to consider at GCSE!



SPORTS STUDIES



STUDYING SPORTS STUDIES

OCN NI Level 2 Extended Certificate in Sport (equivalent to 2 GCSE's at Grade B) & OCN NI Certificate in Sport (equivalent to 1 GCSE at Grade B). The Physical Education Programme promotes students' physical, mental and spiritual development and helps prepare them for adulthood. It equips them with the knowledge, understanding and skills to make informed and responsible decisions as contributors to society, the economy and the environment. The subject aims to provide a solid foundation of skills that are relevant for further study at A Level and entry to University.

CONTENT AND ASSESSMENT:

Assessment Methods: All units are assessed via course work. There are no Examinations at present. All units will be internally and externally moderated. Units are graded as Pass/Fail

Examples of the Units covered include:

Fitness For Sport and Exercise
Developing Exercise Programmes
Sports Coaching
Applied Fitness Testing
Anatomy and Physiology
The Impact of Exercise on the Body

PRACTICAL ACTIVITIES: Individual and team performances in a wide range of physical activities. Students are expected to participate fully in a variety of sporting activities and training methods.

CAREER PATHWAYS:

- Sports Coaching
- Physiotherapist
- P.E. Teacher
- Sports Marketing e.g. Advertising, Research, etc
- Sports and Leisure Industry
- Personal Trainer
- Sports Journalism

GCSE Arabic

For a native speaker of Arabic who is also mastering English, the GCSE Arabic exam is often a very positive experience. It uses **Modern Standard Arabic (MSA)**, so while the formal grammar might feel different from your daily dialect, the vocabulary and logic will be very familiar. This qualification is offered as an **independent study**

route. To support you, the school provides a dedicated preparation pack containing everything you need to practice, revise, and succeed independently.

CONTENT:

There are two entry levels for this exam in the EDEXCEL Exam Board

Foundation Tier (Grades 1-5) equivalent to GCSE Grades C* - G	Higher Tier (Grades 4 – 9) equivalent to GCSE Grades A* - C
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Content	Assessment	Weighting	
Paper 1: Listening and understanding in Arabic.	External written examination in response to an audio recording. Foundation – 35mins. Higher – 45mins.	25%	
Paper 2: Speaking in Arabic.	Three speaking tasks internally administered and externally assessed. Foundation – 7 to 9 mins. Higher - 10 to 12 mins.	25%	
Paper 3: Reading and understanding in Arabic.	External written examination. Foundation – 50mins. Higher - 1hr5mins.	25%	
Paper 4: Writing in Arabic.	External written examination. Foundation – 1hr20mins. Higher - 1hr 25mins.	25%	

Questions across all four language skills are set in common contexts, addressing five relevant contemporary and cultural themes related to Arabic speaking countries.

Identity and culture	Local area, holiday, travel	School	Future aspirations, study and work	International and global dimension
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CAREER PATHWAYS:

- **Master "Translation" Skills:** The qualification recognises your ability to move ideas between different languages—a high-level skill that is incredibly useful for careers in international business, law, or medicine.

LEVEL 2 – OCCUPATIONAL STUDIES

DESIGN & CREATIVITY:

Contemporary Cuisine & Patisserie & Baking

CONTENT:

Both units will provide learners with some of the basic cooking principles required by chefs in the catering industry when preparing and cooking a range of dishes.

Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will select and use

appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.

Breakdown of what is included in each unit:

Contemporary Cuisine	Patisserie & Baking
Students will prepare, cook and finish four starters, four main courses and 4 desserts. Students will have the opportunity to prepare and cook soup, Caesar salad, chicken curry, cheesecake etc	Students will prepare and bake bread, scones, cakes, biscuits and pastry products. Students will have the opportunity to bake bread using yeast, profiteroles, flakemeal biscuits, cupcakes etc

ASSESSMENT:

- Formal observation will be carried out on two finished dishes from starters, mains and desserts in the Contemporary Cuisine unit. From Patisserie & Baking formal observation will be carried out on 2 finished products from scones, cakes, biscuits and pastry products
- Structured knowledge papers for each unit will test the learner's understanding of the health and safety, personal hygiene and safety, cooking methods, food spoilage and wastage and importance of healthy eating.
- Web quest knowledge on careers in the Catering industry
- Careers leaflet on 3 chosen workers within the Food industry

CAREER PATHWAYS:

Chef,
Catering,
Sales and Marketing,
Hotel Work,
Tourism.

LEVEL 2 - OCCUPATIONAL STUDIES
BUSINESS SERVICES
USING OFFICE EQUIPMENT / WORKING IN AN
OFFICE

CONTENT:

This unit is suitable for those who wish to gain a basic knowledge and understanding of administration practice. It is concerned primarily with learning how to operate and take care of office equipment. The learner will learn how to prepare, and photocopy basic documents. They will develop their proofreading skills and be encouraged to take pride in their work ensuring all documents are produced to the highest quality and meet agreed specifications. Learners will be made aware of the health and safety

issues involved in using equipment and the need to use resources efficiently. Learners will also develop/enhance their IT skills within the office setting.

There are three sections in this unit:

Unit 1: Section 1: Identify and show the purpose of major items of office equipment.

Section 2: Use photocopier safely and effectively.

Section 3: Use a keyboard to produce text.

Unit 2: Section 1: Working as part of the office team.

Section 2: How to organise your own work.

Section 3: Health, safety and security in the office.

ASSESSMENT:

Assessment for this unit should as far as is practicable take place in a realistic working

environment. Learners will demonstrate their competence in producing a variety of word

processed documents example of which might include a memo, a letter and a notice.

They will also provide evidence of their ability to create and update both a spreadsheet

and database document. All documents must be produced following specified guidelines

and be of acceptable business standards i.e. accurate in detail and of a high standard in presentation. Learners will also demonstrate their competence in operating a photocopier to produce single and multiple copies of one sided and two sided documents. The importance of a safe working environment particularly when using machinery should be assessed by teacher observation and appropriate records maintained. Samples of learners' work products i.e. the required printouts of information will be the main method of assessment for this unit together with records of teacher observations. To show

knowledge and understanding of specific areas oral and written questions may be used and witness testimonies from third parties such as the school secretary are also effective

means of assessment.

CAREER PATHWAYS:

This qualification will develop the skills necessary to pursue careers as secretaries, administrators, receptionists and call centre personnel

LEVEL 2 – OCCUPATIONAL STUDIES

Business Services:

The Physical Care of Babies / The Play Environment

CONTENT:

Both units will introduce learners to working with children in a childcare environment. It focuses on the importance of play and children's development. It also helps learners to develop an understanding of the physical care needs of babies. Learners will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. It is suitable for those who would like to work with children in the future.

Breakdown of what is included in each unit:

Physical Care of Babies	Play Environment
Students will learn how to care for babies' physical needs, including feeding, bathing, nappy changing, hygiene, and safety. It focuses on keeping babies healthy and safe while developing practical skills for everyday care.	Students will learn about creating safe and fun play environments that help children learn and develop. It covers choosing activities like games, rhymes, and role play, adapting them for different needs, and making sure the play area is safe and inclusive.

ASSESSMENT:

- Formal observation for the '**Physical care of babies**' will be carried out on three practical assessments including the hygiene of a baby; demonstrating an ability to effectively bath a baby, being able to feed a baby by successfully making a bottle/meal and finally being able to dress and put a baby to bed in a safe and suitable manner.
- Formal observation for the '**Play environment**' will be carried out on three practical assessments including planning and creating a game for a suitable age group, planning and setting up a book corner, planning and creating a visual aid for reading.
- Structured knowledge papers for each unit will test the learner's understanding of health and safety, hygiene of a baby, environmental issues, dressing and equipment and feeding, developing social, intellectual and emotional well-being in a child through play, reading development and role play scenarios.

CAREER PATHWAYS:

Nursery Assistant
Learning Support Assistant
Playgroup leader
Play therapist / Child Minder

LEVEL 2 - OCCUPATIONAL STUDIES
Creative Styling Using Blow-Drying Techniques

Content

This unit is designed to provide learners with a basic understanding of blow-drying techniques within hairdressing. It will provide learners with an opportunity to learn how to carry out a client consultation, and to provide suitable advice and guidance on

hair design. Learners will develop knowledge and skill in a range of hairstyling techniques on both long and short hair. Learners will acquire experience in the use of a range of styling tools, brushes and styling products, and will create a range of hairstyles. They will also gain an understanding of the importance of health and safety within the industry. Learners will develop an understanding of the range of careers within the hairdressing industry.

This unit includes:

- consideration of health and safety issues within hairdressing;
- communicating with clients;
- preparation of work area and clients;
- styling and blow-drying techniques for short and long hair;
- consideration of career opportunities within hairdressing;
- consideration of environmental issues within hairdressing;
- a review and evaluation of performance.

Assessment

Evidence of skills will be demonstrated through practical tasks. Two assessments are required which should include two different styles, one for long straight hair and one for short hair with volume or body. The assessments must involve client consultations and the use of the correct tools and brushes for styles. Practical demonstrations can be supported by oral and/or written questioning to ensure the learner has full knowledge and understanding of how to prepare the hair using the blow-dry techniques that need to be used. It is extremely important that all relevant Personal Protective Equipment (PPE) is worn during the styling process and health and safety regulations are followed at all times during practical assessments. In addition learners should be encouraged to consider environmental issues, choosing to use fair trade and organic products, where possible.

Careers

Hair & Beauty Industries

LEVEL 2 - OCCUPATIONAL STUDIES

Engineering and Engineering Services

Vehicle Servicing and Valeting Operations

Content

This unit covers two topics, vehicle servicing and vehicle valeting, both of which are common and can be linked to popular everyday jobs/tasks in modern garages today.

The

idea of this unit is to introduce learners to the correct procedures and the importance of

carrying out regular servicing and valeting of vehicles.
Learners will also gain knowledge and understanding of health, safety and environmental legislation in the workplace and other skills associated with working in a garage.
The physical resources needed to support the delivery and assessment of this unit should normally be of industry standard. Staff delivering the programme and conducting the assessment should be fully familiar with current practice and standards in the sector.

Assessment

This unit is divided into four sections

Section 1 Health, safety and environmental legislation.

Learners should work in a way which minimises the risk of:

- i. damage to other vehicle systems;
- ii. damage to the other components;
- iii. contact with leakage; and
- iv. contact with hazardous substances.

Section 2 Terminology, components and materials.

Understand and use specialist vocabulary relating to servicing and valeting techniques, components and materials.

Section 3 Tools and equipment.

An understanding of the use of tools and equipment relating to vehicle servicing and valeting techniques e.g. main tools and equipment for specific tasks (spanners, socket sets, wheel brace, screwdrivers, hammers, pliers and self-locking grips, torque wrench, trolley jack, axle stands, vehicle hoist, power washer unit, bucket, sponge, cloths, chamois, vacuum, upholstery cleaner).

Section 4 Practical tasks.

Carry out vehicle service to include the following areas; wheels and tyres, engine oil and filter, air filters, fuel filters (petrol or diesel spark plugs, alternator belt, hoses, coolant, brake linings, and lighting systems.

Careers

This unit will give learners a good grounding in this subject and is suitable for those who may be interested in pursuing careers as vehicle fitters, motor mechanics or vehicle valeters.

LEVEL 2 - OCCUPATIONAL STUDIES

Bench Joinery

Content

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.

Assessment

Section 1 Health and Safety, Basic Hand Tools and Safety of Hand-Held Power Tools

Section 2 Craft Techniques

Section 3 Manufacture of Joinery Components Using Basic Joints

The importance of a safe working environment and a clean and tidy work area will be assessed. Students will have to demonstrate careful use of all tools, particularly sharp tools, should be taken into consideration. Special attention will be given to the safe use of hand-held power tools. Learners will be encouraged to clean, maintain and correctly store all tools they use in the workshop.

Practical occupational tasks selected should reflect the breadth of opportunity, which will allow learners to be stretched and challenged when demonstrating their skills in line with this specification...

Exemplar Assessment The following example is for a coffee table.

- interpret drawing and prepare a cutting list;
- prepare the workshop and select tools;
- mark out all materials;
- cut timber for legs to length with a minimum of waste;
- mark out mortise and tenon joints;
- cut joints; • assemble legs; • cut centre rail to length;
- assemble base of table with dry timber wedges; • assemble completed table using adhesive, screws and wooden wedges; • sand completed model; ; • evaluate their own performance in the practical activity; and • carry out an end-of-unit evaluation

Careers

Joiner , Construction Industry, Carpentry

Useful Websites

Pupil's Name: _____

Class: _____

STEM	www.activate.co.uk www.e4s.co.uk	www.futuremorph.org www.stemnet.org.uk www.mathscareers.org.uk
Leisure	www.leisurejobs.com	www.skillsactive.com
Plumbing & Electrical	www.summitskills.org.uk www.ett-ni.org	www.pmst.co.uk www.ani.ac.uk
Business and IT	www.e-skills.com www.bringitonni.info	www.momentumni.org
Construction Industry	www.constructionskillsni.org.uk www.bconstructive.co.uk www.citbni.org.uk	www.buildingservicejobs.co.uk www.jobsinsurveying.co.uk
Creative and Cultural	www.ccskills.org.uk	www.creative-choices.co.uk
Creative Media	www.skillset.org	www.bigambition.co.uk
Energy and Utility Skills	www.euskills.co.uk	
Environment and Land-Based	www.lantra.co.uk www.afuturein.com www.animal-jobs.co.uk	www.enviromentaljobs.co.uk www.environmentjob.co.uk www.greenjobs.co.uk
Facilities Management,	www.assetskills.org www.rics.org	www.cih.org www.bifm.org.uk
Fashion and Textiles	www.skillfast-uk.org	www.canucutit.co.uk
Financial Services	www.fssc.org.uk	
Food and Drink Manufacturing	www.improve-skills.co.uk	www.caterer.com
Health Sector	www.hscni.net www.skillsforhealth.org.uk www.dhsspsni.gov.uk	www.stepintothenhhs.nhs.uk www.jobs.nhs.uk
Hospitality, Travel and Tourism	www.people1st.co.uk	www.uksp.co.uk
Justice Sector	www.skillsforjustice.com/careers	www.irecruit.nicsrecruitment.gov.uk
Lifelong Learning	www.lluk.org	
Logistics Sector	www.skillsforlogistics.org	www.deliveringyourfuture.co.uk
Northern Ireland Civil Service	www.nicsrecruitment.gov.uk	www.direct.gov.uk
Passenger Transport	www.goskills.org	www.careersinpassangertransport.org
Process and Manufacturing	www.proskills.co.uk	www.prospect4u.co.uk
Retail	www.skillsmartretail.com	
Science Based Industries	www.cogent-ssc.com www.semta.org.uk	www.etcni.org.uk
Social Care and Children	www.nisc.info/careers	www.egsa.org.uk
Automotive Skills	www.motor.org.uk/careers	
General careers	www.sectorcareersinfo.co.uk www.careersserviceni.com www.jed.co.uk	www.jobs.ac.uk

Step 1: Put the subjects in this box, in order of Preference i.e.: 1 – 6

**This subject will count as two of your options*

Step 2: Now put the Occupational Areas, in order of preference i.e.: 1 - 2

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Art & Design			ICT
Business Communication Studies			Irish
Child Development			Media Studies
Construction			Politics
Digital Technology			Music Technology
Double Award Science			Religious Education
Drama			Spanish
English Literature		Double	Award Sports Studies*
Geography		Single	Award Sports Studies
History			Environmental Action
Health & Social Care			Statistics
Additional Maths			
Occupational Areas			Preference 1-2
Area 1: Design & Creativity			
Area 2: Business & Services			

Step 3: Only complete this section if you wish to follow the Vocational Pathway and go to Workforce or People First.

Vocational Pathway Only*	Preference 1
Workforce	
People First	

Student Signature: _____

