



**GCSE Options Booklet  
for  
Sept 2022**

<b>Name:</b>	
<b>Form Class :</b>	

*Creating Opportunities for Success*

# CULLYBACKEY COLLEGE

**Principal: Mr D Donaldson, B.Ed., M.Ed, P.Q.H.**

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## GCSE Options

Dear Parent,

Today we have distributed the GCSE Option booklets to Year 10 students. Our Year 10 students are about to reach a very important milestone in their educational career as they complete Key Stage 3 and begin their GCSE courses.

**All students in Year 11 will take a course in English, Maths and Science.**

Either GCSE English Language or Essential Skills: Communication; GCSE Mathematics or Essential Skills: Application of Number; GCSE Double Award Science or GCSE Single Award Science or Essential Skills: Science. Final decisions concerning the particular course that your child will take will depend on their examination results throughout Year 10 and the YELLIS test (to be taken in June 2022). Therefore, it is extremely important that your child continues to work hard and improve their examination and test results through their remaining time in Year 10.

A second vocational pathway will be offered to a small selection of students who might find the more traditional curriculum to be challenging.

Please read this information carefully and I will be in touch to ask students to tell me what subjects they are starting to think about and the information from this will be used to build the option blocks. I will then explain the final stage of the process where students can make the final choices about what subjects they will take next year.

Yours faithfully,

Mr T Manson  
Vice Principal

## Information about Courses

In September 2017, NEW GCSEs began in Northern Ireland. These courses have more emphasis on the final exam, less coursework (or controlled assessment) and no tiers of entry.

As a result, many schools are offering alternative courses that allow students who might struggle with examinations, to achieve good grades. Parents and employers need to be aware that these courses are **alternatives** to traditional GCSE courses but that they are not worth less than a GCSE. The courses have a direct **equivalence** with the GCSE grade. The courses are in no way inferior to the more traditional GCSE and in many ways give our students the possibility of gaining a better grade.

Some of the different qualifications and courses that are **equivalent** to a GCSE course are:

- Prince's Trust Award in Leadership (this is equivalent to 2 GCSE pass grades)
- Cambridge Technical Certificate (Level 2) in IT (this is equivalent to 1 GCSE pass grade)
- BTEC First in Agriculture (this is equivalent to 2 GCSE pass grades)
- Level 2 Occupational Studies in Carpentry (this is equivalent to 1 GCSE pass grade)

At present the Level 2 Essential Skills courses do not have a direct GCSE equivalence. However, there are moves to make this the case. Many Higher Education courses (at NRC) will accept the Essential Skills qualification as the standard Literacy and Numeracy qualification and it means that students will not have to redo this as part of their HE course or Apprenticeship.

Some universities will accept a Level 2 pass in Essential Skills as a pass for English and Mathematics requirement for entrance into degree courses.

# What subjects should I choose?

## Making the best decision

Up until now, you have had many subjects on your timetable. You are now going to be asked to make choices about what subjects you would like to study for GCSE. This is to allow you to concentrate on a few subjects and to learn a lot more about them. It is at this stage that Personal Career Planning must be reflected upon as GCSE choices could have an impact on your future choices for A Levels, BTecs or University courses.

You must ask yourself the following questions before making an informed decision:-

**1. What subjects do I enjoy?**

- You will perform best and achieve the best result if you enjoy the subject as this will encourage you to work hard and be determined to succeed.

**2. What subjects do I perform best in?**

- The subject that you are performing well in will be matched with your ability to do that subject. Therefore, you must have an interest in that subject, enjoy it and are likely to do well in it.

**3. What subjects do I need for my chosen Career?**

- You may not need any particular subjects for further study. Most employers expect to see passes at C grade or above for English and Maths. However, most FE Colleges and Universities expect a good GCSE profile, this means having a good range of subjects with the best possible grades. It is worthwhile to spend some time now looking at the University profiles to ensure that you are making the right choices to allow for university entry.

**4. What Careers are available with my Choices?**

- Choosing your three subjects will narrow your future careers choices in some way, however, it is possible to choose a combination of subjects, which will allow for a range of career choices.

For further guidance talk to your careers teachers, subject teachers, parents and if necessary book an appointment with the school's careers advisor.

## General Information

The following guidelines are **very** general and **subject to change**. Each institution is different and therefore requirements may vary.

**Teacher Training in Scotland** – Pupils who wish to follow a teacher training course in Scotland you must pass GCSE English Literature at a grade C or above.

**Medicine Courses** – Pupils who wish to follow a Medical course must have GCSE Double Award Science at a grade CC or above.

**Irish Universities** – Pupils who wish to attend Irish Universities might need to have a GCSE in a modern Language at a grade C or above.

**Nursing** – Pupils who wish to follow a career in Nursing might need to have GCSE Maths at a B grade.

### Useful websites:

<http://jed.c2kni.net>

[www.careersbox.co.uk](http://www.careersbox.co.uk)

[www.futuremorph.org/11-13/careers-advice](http://www.futuremorph.org/11-13/careers-advice)

[www.nidirect.gov.uk/careers](http://www.nidirect.gov.uk/careers)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

### Examination Boards:

[www.ccea.org.uk](http://www.ccea.org.uk)

Northern Ireland Council for the Curriculum,  
Examinations and Assessment (CCEA)  
Oxford, Cambridge, Recognition (OCR)

[www.ocr.org.uk](http://www.ocr.org.uk)

### Local Universities:

[www.qub.ac.uk](http://www.qub.ac.uk)

Queens University Belfast

[www.ulster.ac.uk](http://www.ulster.ac.uk)

Ulster University

[www.ucas.com](http://www.ucas.com)

University Applications

*If you require any further information or help in relation to Careers – please contact Mrs Wilkinson, Head of Careers.*

## Where might subjects lead you?

Most Careers expect you to have a good GCSE profile to include at least 5 GCSE grades at Grade C and above including English Language and Mathematics. The following table highlights possible Career pathways for the subjects on offer at GCSE level.

<b><u>Subject</u></b>	<b><u>Potential Careers</u></b>
Art	Fashion designer, Fashion Buyer, Textile Designer, Textile Artist, Animator, Architect, Concept artist, Set designer, Costume designer, Video game designer, Web design, Cartoonist, Make-up artist, Illustrator, Fine artist, Curator, Art teacher, Art historian.
Business Studies	Secretarial, Banking, Accounting, Human Resource Management, e-Business, Estate Agency, Public Relations, Insurance, Marketing and Advertising.
Child Development	Nursing, Play Therapist, Psychologist, Special Needs Assistant, Classroom Assistant, Nanny, Health Support Worker, Social worker and Care Assistant.
Construction	Architecture, Surveying, Estate Management and Building Surveyor.
Engineering	Aerospace, <u>Agricultural</u> , <u>Biomedical</u> , <u>Chemical</u> , <u>Civil</u> , <u>Computer Hardware</u> , <u>Electrical</u> and Electronics, <u>Environmental</u> , Industrial, Materials, <u>Mechanical</u> Mining and Geological, Nuclear, Petroleum, Mechanical, Electrical and Design Engineer.
English	Advertising, TV, Film, Nursing, Teaching, Retail, Writer, Printer, Technician, Information Scientist, Journalist, Librarian, Market Research Executive, Public Relations Officer, Publishing Editor, School Teacher, Solicitor, Technical Author, Journalist, Newspaper/ Magazine Editor, Writer, Barrister, Solicitor, Civil Servant, Politician, Management Consultant, Hairdresser, Electrician, Plumber, Police Officer, Bricklayer, Architect and Engineer.
English Literature	Writer, Advertising, TV, Film, Journalism, Solicitor, Civil Servant, Politician and Management Consultant,
French	Air Traffic Controller, EU Official, Importer/ Exporter, Tourist Guide, Translator, Bi -Lingual Secretary, Employment in a range of firms with European connections or in Europe itself.
Geography	Conservation Officer, Geologist, Surveyor, Town Planner, Transport Planner, Business, Commerce, Agriculture and Horticulture.
History	Archaeologist, Conservator, Museum Attendant, Researcher, Tourist Guide, Solicitor, Barrister and Politician.

Hospitality	Kitchen Supervisor, Hotels, Bistros, restaurants and Cruise Liners.
ICT	Archivist, Cartographer, Computer games developer, Computer games tester, Computer service and repair technician, Database administrator, Data entry clerk, E-learning developer, Forensic computer analyst, Helpdesk professional, Indexer, Information scientist, IT project manager, IT security coordinator, IT support technician, IT trainer, Librarian, Library assistant, Measurement and control technician, Media researcher, Network engineer, Network manager, Office equipment service technician, Operational researcher, Pre-press operator, Security service personnel, Software Developer, Systems analyst, Teacher, Technical architect or IT systems architect, Technical author, Telephonist-switchboard operator, Web content manager, Web designer, Web developer, Web editor
Learning for Life and Work/ Prince's Trust	All Career choices are viable with LLW as this focuses on Employability skills, Personal Development and Citizenship.
Maths	Bank/Building Society Customer Adviser, Civil Engineering, Financial Adviser/ Planner, Private/ Practice Accountant, Hairdresser, Bricklayer, Plumber, Joiner and Engineering.
Motor Vehicle Studies	Studying this subject prepares students to progress to higher education, vocational training or employment in, for example, mechanics, car sales, car insurance, driving instruction, road safety education, traffic police, car bodywork, and design and technology.
Music	TV, Music Technologist, Live Music Performer, Peripatetic or Classroom Teaching, Music Publisher, Music Manager, Radio, Entertainer and Music Therapist.
Spanish	Hotel manager, Spy, Foreign Office Official, Ambassador, Football Interpreter, Air Traffic Controller, EU Official, Importer/ Exporter, Tourist Guide, Translator, Player Liaison Officer, Video Game Tester, Bi -Lingual Secretary, Employment in a range of firms with European connections or in Europe or South America.
Sport	Leisure Centre Attendant, Sports Coach, Sports Development Officer, Teacher, Instructor, Pool Attendant, Barrister, Economist, Legal Executive, Occupational Psychologist, Police Officer, Political Researcher, Prison Officer and Social Worker.

Drama	Arts Officer, Communications (media work; television; radio; film), Actor, Stage Manager, Lighting Designer, Costume Designer, Sound Technician, Writer, Journalist, Dancer, Director, Producer, Camera Worker, Choreographer, Musician, Set Designer, PR (Public Relations), Entrepreneur, Manager, Childcare Worker, Social Worker, Teacher, Workshop Coordinator, Make-Up & Beauty, Counsellor, Photographer, Visual Artist,
Religious Education	Barrister, Community Support Worker, Counsellor, Prison Officer, Religious leader, Social Worker, Teacher and Youth/Community Worker.
Science	Architect, Beauty Therapist, Biochemist, Building Control Surveyor, Chemist, Conservation Officer/ Restorer, Dietician, Forensic Scientist, Healthcare Assistant, Marine Biologist, Meteorologist, Pharmacist, Research Scientist, School Teacher, Veterinary Surgeon/ Nurse, Environmental Health, Nursing, Midwifery and Criminologist.
Technology courses	Joiner/ Carpenter, Ceramic/ Pottery Maker, Landscape Architect, Model Maker, Product Designer, Shop-fitter, Special Effects Technician, Textile Designer. A good background for Construction, Engineering and Built Environment.



# How do you Choose?

To do this effectively you will have to ask yourself a lot of questions which you will have to answer.

## 1. Getting to know yourself

### In School

Consider which subjects you enjoy and which subjects you are best at. Use the following list to help you think about what things you like doing at school.

- Project work
- Working with numbers
- Writing essays and assignments
- Laboratory work
- Learning languages
- Using computers
- Designing and drawing
- Playing sports
- Performing
- Making things
- Working with others
- Meeting deadlines
- Anything else?

### In your spare time

When you are not in school, how do you spend your spare time?

- Reading
- Playing sports or exercising
- Writing
- Playing computer games or using the Internet
- Building or repairing things
- Acting, singing, dancing or playing musical instruments
- Designing and making things
- Budgeting your money
- Going out with friends or attending youth clubs
- Organising things
- Being outdoors

## What type of person are you?

Now that you have thought a little more about what you enjoy doing at school and in your spare time, you may have more of an idea about what subjects would be best for you. For instance, if you are:

- Creative, you will like subjects that give you the opportunity to create and design things
- Good with written words, you may enjoy subjects with a lot of written work
- Confident when talking with others, subjects with oral work, such as languages, will suit you
- Good with computers, find out what subjects will give you the chance to use ICT in your studies
- Sporty: you may be able to take Sports Studies next year.
- Good with your figures, science and maths-based subjects will probably suit you
- Practical, find out which subjects will give you a chance to do plenty of 'hands-on' work
- A sociable-type of person, you will enjoy subjects where you have a chance to work with others in a team
- Good at organising and meeting deadlines, courses that include project work will suit you

Some other skills which you may want to focus on are:

- Researching
- Analysing
- Observing
- Measuring
- Selecting Materials
- Setting up for Experiments
- Caring for the Environment
- Understanding yourself and others
- Using languages
- Developing Theories
- Performing
- Working Independently

## Six logical steps to making a decision

- 1. Get the question clear**  
What are you being asked to decide?  
Why are you being asked this?
- 2. Think about your goals**  
What is the most important thing you want to achieve?  
Do you have any other goals?  
How important are they?
- 3. Find out the facts**  
What are your options?  
Where can you find out more about them?
- 4. Weigh them up**  
Do any of your options help you to achieve your goals?  
Are some options better than others at achieving your goals?
- 5. Make the decision**  
Which options let you achieve your most important goals?  
Is one option starting to come out on top?
- 6. Check the results**  
Does the decision look right?  
Does the decision feel right?  
If things change, how and when can you change your decision?

## Influences

Although subject choice is your decision, you will have many pressures influencing your decision. Some important influences may come from areas, which you are not aware of. For example, your parents, your friends or the community in which you live. There are many unspoken views in some of these things.

- How boys and girls behave and stereotypes.
- What jobs boys and girls should aim to do
- What they are capable of
- What sort of lives they should lead

***Finally, please take some time to reflect upon who you are and what you enjoy. You must choose subjects that you are going to get pleasure from and may be beneficial to your chosen career. Most importantly, you must be happy studying these subjects to allow you to achieve your goals and future aspirations.***

# Core Subjects

## GCSE English Language

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

### COURSE CONTENT:

Students will study a range of literary, non-fiction and multi-modal texts while developing their own skills in personal, functional and creative writing. They will also study spoken language and participate in various speaking and listening tasks requiring skills of presentation, discussion and role-play.

### CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

Pupils will be assessed in:

- **UNIT 1 Speaking and Listening** - internally controlled assessment (20%)
- **UNIT 3 Studying Spoken and Written Language** - internally controlled assessment 2 tasks (20%)

### EXAMINATION DETAILS:

#### UNIT 1

**WRITING FOR PURPOSE AND AUDIENCE AND READING TO ACCESS NON-FICTION AND MEDIA TEXTS**

YEAR 11 (30%)

#### UNIT 4

**PERSONAL OR CREATIVE WRITING AND READING LITERARY AND NON-FICTION TEXTS**

YEAR 12 (30%)

**There are no Tiers of entry in GCSE English**

### CAREER OPPORTUNITES

The study of English provides the basis for effective communication and understanding in many real-life contexts. It promotes the development of skills required for students to become confident, effective and involved citizens.

Pupils are enabled to:

- develop independent study skills that enable students to prepare for further study or employment;
- develop creative, individual responses to problems; and
- select and adapt speech and writing to different situations and audiences

GCSE English is required to access most A level or equivalent courses. Achieving this qualification opens doors to a wide range of career options including:

Journalism, Publishing, TV and Radio, Management, Social work, Nursing, Youth work, Administration, Civil Service, Health Service, Local government, Police / Armed Forces and Teaching.

### HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C McNeill

## Essential Skills: Communication (English)

<b>EXAM BOARD:</b>	OCN (NI)
<b>LEVEL:</b>	Level 1 & Level 2

### COURSE CONTENT:

- **Component 1: Speaking and Listening**  
Learners must take full part in formal and informal discussions, and make effective presentations
- **Component 2: Reading and Writing**  
One external examination available at a chosen time in the school year.

### CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

Pupils will be assessed in:

- **Speaking and Listening** – participation in Group discussions and Individual Presentations

### EXAMINATION DETAILS:

#### Level 1 Examination (1 hour 30 minutes)

**Part One** - Read and understand a range of straightforward texts.

**Part Two** - Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for purpose and audience.

#### Level 2 Examination (1 hour 45 minutes)

**Part One** - Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.

**Part Two** - Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively

### CAREER OPPORTUNITIES

The study of any English qualification provides the basis for effective communication and understanding in many real-life contexts. It promotes the development of skills required for students to become confident, effective and involved citizens.

#### Why study Essential Skills?

This qualification is offered for pupils who would experience difficulty with the demands of GCSE. It forms a key part of all post-16 College, community and work-based learning provision in Northern Ireland, including apprenticeships and work preparation courses. Students in Year 11 work towards achieving Level 1 in Communication and move onto Level 2 in Year 12.

Essential Skills is a national qualification, recognised by employers and Further Education Colleges.

### HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C McNeill

# GCSE Mathematics

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

Mathematics at GCSE provides pupils with the ability and confidence to handle application of all aspects of Mathematics - Number, Data Handling, Algebra, Shape, Space and Measure in everyday life.

Mathematics equips students with tools that they will require for any job. These tools include problem-solving skills, logical reasoning, and the ability to think in abstract ways. Mathematics, therefore, is a creative discipline. Mathematics provides a powerful means of communication in terms of representation, explanation and prediction. Mathematics is a very important subject as a 'C' grade at GCSE is necessary for almost every pathway beyond fifth form irrespective if that is looking for employment or continuing further in education. Throughout history, mathematics has shaped the way we view the world and remains as important today. Many life stages and skills require a solid grasp of mathematics, from entering university to balancing a household budget, applying for a home loan, or assessing a possible business opportunity. When students eventually leave education and seek out a career, they will inescapably need to use the mathematical skills and strategies they have mastered at school. They will quickly realise that many careers require a solid understanding of mathematics.

Pupils take GCSE Mathematics with CCEA, the Northern Ireland Examination Board at either Foundation or Higher level, appropriate to the pupils level of ability. The examination consists of a Module exam (45%) at the end of Year 11 and a completion paper (55%) at the end of Year 12.

**Higher level pupils sit either paper T3 or T4 at the end of Year 11 and T6 at the end of Year 12.**

**Foundation level pupils sit either paper T1 or T2 at the end of Year 11 and T5 at the end of Year 12.**

## **EXAMINATION DETAILS:**

### **LEVEL:**

Foundation Tier - Grades C, D, E, F or G

Higher Tier - Grades A\*, A, B, C or D

### **ASSESSMENT:**

All levels - This course comprises of one module examination (45%) and a completion examination (55%).

The completion examinations consist of two papers – one non-calculator paper and one calculator paper. The module examination is a calculator paper.

## **CAREER OPPORTUNITIES**

Accountant, Actuary, Architect, Auditor, Builder, Catering Manager, Civil Servant, Electrician, Economist, Financial Advisor, Post Office/Bank Cashier, Manager, Quantity Surveyor, Investment Analyst, Plumber, Joiner, Hairdresser.

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs S Wright

## Essential Skills: Application of Number (Mathematics)

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	Level 1 and 2

### **COURSE CONTENT:**

The study of Mathematics provides pupils with the ability and confidence to handle application of all aspects of Mathematics - Number, Data Handling, Algebra, Shape, Space and Measure in everyday life.

Mathematics equips students with tools that they will require for any job. These tools include problem-solving skills, logical reasoning, and the ability to think in abstract ways. Mathematics, therefore, is a creative discipline. Mathematics also provides a powerful means of communication in terms of representation, explanation and prediction. Mathematics is a very important subject at GCSE equivalent level and is necessary for almost every pathway beyond fifth form irrespective if that is looking for employment or continuing further in education. Throughout history, mathematics has shaped the way we view the world and remains as important today. Many life stages and skills require a solid grasp of mathematics, from balancing a household budget, to applying for a home loan, or assessing a possible business opportunity. When students eventually leave education and seek out a career, they will inescapably need to use the mathematical skills and strategies they have mastered at school. They will quickly realise that many careers require a solid understanding of mathematics.

### **Why study Essential Skills?**

This qualification is offered for pupils who would experience difficulty with the demands of GCSE. It forms a key part of all post-16 College, community and work-based learning provision in Northern Ireland, including apprenticeships and work preparation courses.

Pupils take Essential Skills Level 1 and 2 Application of Number with CCEA, the Northern Ireland Examination Board.

Students in Year 11 work towards achieving Level 1 in Application of Number and move onto Level 2 in Year 12.

Essential Skills is a national qualification, recognised by employers and Further Education Colleges.

### **EXAMINATION DETAILS:**

#### **LEVEL:**

Level 1 equivalent to E grade GCSE

Level 2 equivalent to C grade GCSE

#### **ASSESSMENT:**

Each level of this course comprises of one terminal examination paper with calculator.

### **CAREER OPPORTUNITES**

The study of any Mathematics qualification provides the basis for effective mathematical skills and understanding in many real-life contexts. It promotes the development of skills required for students to become confident, effective and involved citizens.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs S Wright

## GCSE Double Award Science

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

### COURSE CONTENT:

#### Year 11

Biology – Living Processes and Biodiversity

Chemistry – Structures, Trends and Chemical Reactions

Physics – Forces & Motion, Energy, Movement & Radioactivity

#### Year 12

Biology – Body Systems, Genetics, Microorganisms and Health

Chemistry – Further Chemical Reactions, Organic Materials

Physics – Waves, Sound & Light, Electricity, Earth & Universe

#### Practical Skills

Practical work and written examination

### EXAMINATION DETAILS:

Modular Examinations in Year 11 – 33%

Terminal papers – 42%

Practical Skills – experiment 7.5%, written examination 17.5%

### CAREER OPPORTUNITIES

Studying Double Award Science provides a solid foundation for a variety of science or science related A Levels, including Applied Science

### HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs J McDonald



## GCSE Single Award Science

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

### **COURSE CONTENT:**

#### **Three modules completed over Years 11 and 12**

Unit 1: Biology – Living Processes, Genetics, Microorganisms and Health

Unit 2: Chemistry – Materials, Chemical Patterns and our Environment

Unit 3: Physics – Electricity, Waves, Communications, Radioactivity

Unit 4: Practical skills – Assessment and written examination

### **EXAMINATION DETAILS:**

Modular Examinations throughout Years 11 and 12 – 75%

Unit 4 Practical Skills: Assessment 7.5%

Written examination 17.5%

### **CAREER OPPORTUNITES**

Studying Single Award Science provides a solid foundation for various careers, such as hairdressing, beauty therapy, plumbing and joinery.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs J McDonald

## Essential Skills: Applied Science

<b>EXAM BOARD:</b>	OCN NI
<b>LEVEL:</b>	Level 2 Certificate (Equivalent to 1 GCSE)

### **COURSE CONTENT:**

#### **Three units of work completed over Years 11 and 12**

Unit 1: Biology – Life Processes and Living Things

Unit 2: Chemistry – Materials and their Chemical Properties

Unit 3: Physics – Physical Processes

### **EXAMINATION DETAILS:**

Three portfolios of work are produced over the two years. There are no written examinations.

### **CAREER OPPORTUNITES**

Studying Level 2 Applied Science provides a solid foundation for various careers, such as hairdressing, beauty therapy, plumbing and joinery.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs J McDonald

## Prince's Trust XL Programme

<b>EXAM BOARD:</b>	Prince's Trust
<b>LEVEL:</b>	Level 2 (equivalent to 2 GCSEs)

### **COURSE CONTENT:**

This course will be completed by pupils who are not completing Double Award Science.

Pupils will study a variety of modules within the two year course. These will include:

- Presentation Skills
- Participating in Sport
- Work Experience
- Digital Skills
- Undertaking an Enterprise Project

The Prince's Trust programme aims to engage the young people in a range of activities which are designed to develop their personal and social skills. These activities will also allow them to find out more about their local community, practise new skills; including teamwork, budgeting and leadership. Pupils will be encouraged to think about their future employment and identify their strengths and interests through work experience. They will participate in a range of enrichment projects which appeal to their personal interests.

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

Pupils will complete three coursework units in year 11 and three coursework units in year 12.

### **EXAMINATION DETAILS:**

This qualification is entirely coursework based.

### **CAREER OPPORTUNITES**

Prince's Trust will contribute to all career opportunities as it is fundamental in the development of the pupil as an individual within society.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs K Armstrong

## GCSE Religious Studies (Full Course)

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full Course

### **COURSE CONTENT:**

#### **Yr 11 - An Introduction to Christian Ethics**

This unit introduce students to ethics in the study of religion. Students explore personal and family issues, matters of life and death, developments in bioethics, contemporary issues in Christianity and modern warfare.

#### **Yr 12 – Christianity through a Study of the Gospel of Mark**

This unit introduces students to a number of themes in the life and ministry of Jesus, as portrayed in Mark's Gospel. Students enhance their knowledge and understanding of, and ability to evaluate, key passages. They should consider these passages both within the religious, political, social and cultural context of Jesus' time, and in terms of how they influence contemporary Christian lifestyle in all its diversity.

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

No coursework/controlled assessment

### **EXAMINATION DETAILS:**

- 1 examination at the end of Year 11
- 1 examination at the end of Year 12
- Each paper - 1 ½ hours

### **CAREER OPPORTUNITES**

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. These skills are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs P Roulston

## Essential Skills: Religious Studies

<b>EXAM BOARD:</b>	OCN NI
<b>LEVEL:</b>	Level 2 Certificate – Equivalent to a GCSE Grade B

### **COURSE CONTENT:**

In order to achieve the Level 2 Certificate learners must complete all of the following units:

- Addiction
- Charity and Religious Charities
- Exploring Personal Identity and Faith
- Exploring Religious Traditions within Own Community
- Life and Death Issues
- Life of a Famous Person of Faith
- Marriage and Divorce
- Prejudice and Reconciliation

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

Continuous assessment of learners will build up a portfolio of evidence. Learners will be motivated and engaged to successfully complete the qualification.

### **EXAMINATION DETAILS:**

No exams

### **CAREER OPPORTUNITES**

The OCN NI Level 2 Certificate in Religious Studies is designed for learners to develop knowledge and understanding in religious studies in order to make sense of religious choices people make in today's society. It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity. From the Level 2 Certificate learners can progress to further Religious Study qualifications and/or further learning in this area or into employment.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs P Roulston

## Option Subjects

### GCSE Art & Design

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

#### **COURSE CONTENT:**

GCSE Art and Design is a 2 year course in which you will have the opportunity to explore a range of themes using a variety of different materials.

It is a mainly coursework based subject, which gives you the opportunity to work hard throughout the year to secure your grade.

GCSE Art and Design will enable you to create personal, unique art work of a high standard.

How can you tell if you are suited to the subject?

- Can you draw and paint to a good standard? (refer to your assessment marks)
- Can you work well to deadlines and commit to producing high quality homework EACH WEEK?
- Are you a creative thinker and independent learner?

#### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

The course comprises of 2 Units.

Unit 1: Sept of yr 11 to Christmas of yr 12

This unit contains 2 projects and accounts for 60% of your marks

#### **EXAMINATION DETAILS:**

Unit 2: Jan – May of yr 12

This unit is worth 40% of your marks. A paper is set by the exam board offering a theme which is used as a starting point for your project. The final piece is produced at the end of the course in exam conditions.

There is NO written exam or revision for this subject. You choose what to create in the exam and can produce a mock up before hand to refer to in the exam.

#### **CAREER OPPORTUNITES**

There are lots of career opportunities within the Creative Industries, this is an industry which is growing in N Ireland.

Below are just some career paths available to students with GCSE Art & Design: Fashion designer, Fashion Buyer, Textile Designer, Textile Artist, Animator, Architect, Concept artist, Set designer, Costume designer, Video game designer, Web design, Cartoonist, Make up artist, Illustrator, Fine artist, Curator, Art teacher, Art historian.

#### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs C Slack

## BTEC L2 Extended certificate in Agriculture

<b>EXAM BOARD:</b>	Edexcel Pearson
<b>LEVEL:</b>	BTEC Level 2 extended certificate (equivalent to 2 GCSEs)

### **COURSE CONTENT:**

- Agriculture Industry and organisations.
- Introduction to Animal and Plant Husbandry.
- Farm Animal Production.
- Grass and Forage crop Production.

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

The course comprises of 3 Modules of Assessment throughout the 2 years . This is a coursework based subject, supported with practical tasks, which must be completed on the student's farm. The student must have access to a farm to complete the practical tasks.

### **EXAMINATION DETAILS:**

No exam

### **CAREER OPPORTUNITES**

There are lots of career opportunities with progression to a career in farm Management, Farm support services, farm supplies, Livestock Husbandry, Food Nutrition and Agrochemical and Fertiliser sectors.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs J Robinson

# BTEC First Level 2 in Business

<b>EXAM BOARD:</b>	Edexcel Pearson
<b>LEVEL:</b>	BTEC First (Level 2 – equivalent to 1 GCSE)

## **COURSE CONTENT:**

Do you want to be the next Alan Sugar?  
Fancy yourself as the head of a successful business?  
Got some great ideas for new products or services?  
Maybe you want to work for a large company by working in marketing or management?

### **Business Studies will help you develop the transferrable skills that employers want!**

In every job you will need to work with people and budgets. Business Studies will give you the skills needed to successfully do that.

The department offers a vocationally based level 2 qualification, which is assessed through a mix of coursework and examination. This course, known as BTEC Business, is equivalent to one GCSE at grade A\* – C.

#### **Year 11 – Two Units**

- Unit 1 – Introduction to Business (coursework)
- Unit 6 - Recruitment, Selection and Employment (coursework)

#### **Year 12 – Two Units**

- Unit 2 Finance in Business (examination)
- Unit 3 Enterprise in the Business World (coursework)

## **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

Coursework is worth 75% of the total marks and is split into three separate units. The pupils investigate real businesses, producing assessments covering a range of styles including business reports, business presentations, guidebooks, leaflets and role playing exercises.

## **EXAMINATION DETAILS:**

There is one on-line computer based examination worth 25% of the total marks. Pupils will complete the examination in January of Year 12 and there are resit opportunities. The overall grades available are Distinction\*, Distinction, Merit and Pass.

## **CAREER OPPORTUNITIES**

Business Studies is relevant to every job. It is useful if you want to be an entrepreneur and set up your own business or to help run a family business. Other careers include Accountancy, Advertising, Banking/Investment/Financial Services, Management, HR/Personnel, Management Consultancy, Public Relations and Retail Management.

Many of our 6<sup>th</sup> form pupils who study Business Studies to A Level have progressed to a wide range of degree courses including Human Resources, Accounting, Marketing, Law and Teaching.

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs P Surgenor



## Occupational Studies Cert in Carpentry & Joinery

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	Occupational Studies - GCSE Full course equivalent

### **COURSE CONTENT:**

The course covers the theory and knowledge required to take the students up to a standard that would be appropriate for a building site.

The theory covers the legal aspects of site carpentry, the safety requirements and equipment, prevention of injury strategies, the name and working practice of all basic equipment (both hand held and portable electrical) used, timber identification and environmental implications associated with the use of timber and the development of hand skills to a stage where a series of different joints may be manufactured without aid from the teacher. There is also a mathematical aspect to the course in so far as being able to calculate quantities of material required for a job as interpreted from a working drawing is an essential skill.

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

The course is 60% practical assessment, 20% knowledge and 20% assessment on an ongoing basis in the form of a diary.

### **EXAMINATION DETAILS:**

Their work is assessed by an external moderator who checks through the written and practical aspects to ensure that proof is present that vindicates the level of award given.

### **CAREER OPPORTUNITIES**

Construction industry, craftsperson, site manager, carpenter, site joiner.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mr H Davidson

# GCSE Child Development

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

The Child Development course is split into 3 units

Unit 1 Parenthood , Pregnancy and the Newborn Baby  
The Family and Parental responsibilities  
Reproduction  
Pregnancy  
Diet and Lifestyle in Pregnancy  
Birth  
The Newborn Baby  
Feeding the Newborn Baby

Unit 2 The Development of the Child ( 0-5 years)  
Dietary needs of the child (0-5 years)  
Child Health and Education  
Child Development  
Social Development  
Physical Development  
Intellectual Development  
Communication Development  
Emotional Development

Unit 3 Investigation Task  
Controlled Assessment Investigation 3000 word task.

## **CONTROLLED ASSESSMENT:**

Unit 3 Investigation Task in Year 12 (40%)  
Research will be based on a given title and a written report produced. There are 5 parts to the written report.

## **EXAMINATION DETAILS:**

Unit 1 Parenthood, Pregnancy and the Newborn Baby completed in Year 11 (30%)  
Examination 1 hour 15minutes.  
Multiple choice, short answer, structured and extended response questions that require extended writing are included.

Unit 2 The Development of the Child Year 12 (30%)  
Examination 1 hour 15 minutes.  
Multiple choice, short answer, structured and extended response questions that require extended writing are included.

## **CAREER OPPORTUNITIES**

Nursery assistant, classroom assistant, nursery teacher, primary school teacher, health visitor, midwife, nurse, social worker, childminder...

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs A Rodgers

# GCSE Construction & the Built Environment

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

### The course consists of three elements:-

Unit 1: The Construction Industry for the 21st Century	50%
Unit 2: The Construction Craft Project.	25%
Unit 3: Computer Aided Design in Construction	25%

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

### Unit 2. Craft Project 25%

Candidates have **22** hours to complete the **Construction Craft Project** and **Folder**. The task enables students to demonstrate their capability in constructing a craft based project from wood under controlled conditions.

### Unit 3. Computer Aided Design in Construction 25%

Students use AutoCAD design program to produce a portfolio of work under controlled conditions which includes a set of plans for a building and two detailed drawings.

## EXAMINATION DETAILS:

### Unit 1: The Construction Industry for the 21st Century. 50%

Students are assessed on all of this unit's content through **two** written external examination. Each examination lasts **1 hour 30 minutes**. In the paper, students are expected to answer questions based on pre-release material.

## CAREER OPPORTUNITIES

### Construction and the Built Environment.

From ultra-modern offices, state-of-the-art sports arenas and sprawling shopping centres to heritage sites, shops and family homes, construction literally shapes the towns and cities we live in. Transforming plan to structure requires the input of hundreds of specialties, making construction a diverse and multi-faceted discipline. It's no surprise, then, that construction is the UK's largest industry, employing 2.2 million people.

### Employment in the Construction Industry.

**Architecture:** architect; architectural technologist; and landscape architect.

**Engineering:** civil engineer; structural engineer; and building services engineer;

**Planning and management:** site manager; contracts manager; planner; and buyer.

**Surveying:** building control officer; building surveyor; and quantity surveyor.

**Craft operations in the sector:** bricklayer; electrician; joiner; plasterer; plumber; and tiler.

**Machine Operators:** Excavator operators.

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mr H Davidson

## GCSE Digital Technology (ICT)

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

### COURSE CONTENT:

#### Unit 1: Digital Technology

In this unit you will learn how to use spreadsheet and database packages to manipulate data and provide information. You will learn about the components of a computer system and investigate suitable input and output devices. You will explore the use of cloud technology and its impact on gaming, file storage and sharing.

#### Unit 2: Digital Authoring Concepts

In this unit, you will investigate multimedia applications, including websites, social media and gaming.

#### Unit 3: Digital Authoring Practice

In this unit you will design, build, test and evaluate a multimedia solution.

### CONTROLLED ASSESSMENT:

Unit 3 – 1 task – 30% of final grade

### EXAMINATION DETAILS:

Unit 1 – a 1-hour paper at the end of Year 11 – 30% of final grade

Unit 2 – a 1½-hour paper at the end of Year 12 – 40% of final grade

### CAREER OPPORTUNITIES

Archivist, Cartographer, Computer games developer, Computer games tester, Computer service and repair technician, Database administrator, Data entry clerk, E-learning developer, Forensic computer analyst, Helpdesk professional, Indexer, Information scientist, IT project manager, IT security coordinator, IT support technician, IT trainer, Librarian, Library assistant, Measurement and control technician, Media researcher, Network engineer, Network manager, Office equipment service technician, Operational researcher, Pre-press operator, Security service personnel, Software Developer, Systems analyst, Teacher, Technical architect or IT systems architect, Technical author, Telephonist-switchboard operator, Web content manager, Web designer, Web developer, Web editor

### HEAD OF DEPARTMENT/ LEAD TEACHER:

Mr P Beattie

# GCSE Drama

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

Drama offers a unique contribution to the curriculum. It has value as a cross curricular subject and as a subject or art in its own right. GCSE Drama provides opportunity for students to develop skills in communication and empathy, whilst supporting students in understanding concepts and characters in other subjects. In fact, the study of English, History and Literature are closely related and Drama offers a complementary learning experience, reinforcing the rest of the school curriculum. Society and the workplace require confident, effective communicators with the ability to be creative leaders. CCEA's Drama qualification affords students the chance to make these aspirations a reality.

The GCSE Drama course is divided into four main areas:

1. **PERFORMING OR DESIGNING:** You will have to create, rehearse and perform or design for a **devised theatre piece**. **Designers choose one area:** lights, sound, set, costumes, multimedia) **Performers work as a team within a small group-** Component 1
2. **You will write a Log** of your creative process as either a performer or a designer, keeping a record of your learning process **(Component 1) (25% of mark)**
3. **You will perform or design within a published play (Component 2) (35% of mark)**
4. You will **write a final exam** on a piece of theatre we study, answering three questions using one text (open book) **(Component 3) (40% of mark)**

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

There are **2 Drama Performances** (Component 1 & 2) or **Design presentations**  
There is **one final written exam** at the end of the 2<sup>nd</sup> year (*example: Blood Brothers*)

## EXAMINATION DETAILS:

- Performance or Design presentation of a devised piece of theatre **(Component 1 - 25%)**- includes a piece of Log writing (*reflections on creative process*)
- Performance or Design work on a published play chosen by the cast **(Component 2 - 35%)**
- Written Exam on a play we study **(Component 3 - 40 % of mark)**

## CAREER OPPORTUNITIES:

This course equips students with skills appropriate to most jobs which involve communication skills. Other careers linked to this course are; performer (singer, actor, dancer, musician, children's entertainer), TV / radio presenter, theatre technician (lighting, sound, stage manager, etc), teacher, journalist, writer, youth worker, social worker, TV production assistant, administration assistant, marketing manager, entrepreneur, Public Relations, arts officer, counsellor and many more.

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C Drennan

# GCSE English Literature

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

Candidates will study two set texts - one Prose and one Drama - and one themed Poetry anthology. Pupils will develop the ability to respond critically and imaginatively to all literary genres.

One further Shakespeare text must be analysed for the controlled assessment task.

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

- **The Study of Shakespeare** - internally controlled assessment (20%)

## EXAMINATION DETAILS:

- **UNIT 1 The Study of Prose**
  - closed book external examination Year 11 (30%)
- **UNIT 2 The Study of Drama and Poetry**
  - open book external examination Year 12 (50%)

UNTIERED

## CAREER OPPORTUNITIES

The study of English Literature at **GCSE** prepares pupils for further study of literature at Key Stage 5 and in third level education. It develops skills of critical analysis which can be used in many other subject areas.

English Literature is a non-vocational subject – which means that it develops **all-round skills** that can be applied to different **careers** rather than training for a specific job. These skills include:

- Written and other communication skills
- Understanding complex ideas and theories
- Develop creative, individual responses to problems;
- Develop independent study skills that help students prepare for further study or employment;
- Nurture an interest in reading.

Careers using these skills include Media and Journalism, Publishing, Advertising and PR, Teaching, Law, Politics and Business.

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C McNeill

# GCSE French

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

The course is divided into three contexts for learning.

### **Context 1: The Individual**

**Students' lives, families, homes and interests, and those of others in French-speaking countries and communities**

- Relationships: families and friends;
- Local environment: advantages and disadvantages;
- Activities: daily routine and leisure activities; and
- Health and lifestyle: diet, exercise and illness.

### **Context 2: Citizenship**

**Lifestyles, attitudes and customs in students' own countries and communities, and in French-speaking countries and communities**

- Social issues: problems in society and equality;
- Travel and tourism: destinations and choices;
- Environmental issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling;
- Media and communications; and
- Celebrations: festivals and customs.

### **Context 3: Employability**

**Education and employment in students' own countries and communities, and in French-speaking countries and communities**

- School life;
- Part-time jobs: advantages and disadvantages; and
- Future plans: choices and expectations.

## **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

Speaking 30%

Writing 30%

## **EXAMINATION DETAILS:**

Listening 20% Foundation Tier/Higher Tier

Reading 20% Foundation Tier/ Higher Tier

## **CAREER OPPORTUNITIES**

Hotel management, Importing, Airline work, Translating, Customer services, Interpreting, Tourist information work, Tour operating, Hotel reception work, Travel agency work, Language teaching, Marketing.

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs T McCracken

# GCSE Geography

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

### **Unit 1 – Understanding our Natural World**

- **River Environments:** Features and Processes found along rivers; the causes and solutions to flooding.
- **Coastal Environments:** A study of how wave energy is continually changing the shape of our coastline, and forming new landforms; with a study of a region attempting to protect homes, businesses and beaches from destruction.
- **Our Changing Weather and Climate:** Measuring the weather; Weather systems affecting the British Isles; and Climate Change including natural and human causes.
- **Restless Earth:** Basic rock types; Where and why do earthquakes and volcanoes happen; an example of an earthquake that occurred within the British Isles; and why is the damage caused by earthquake activity worse in poorer countries than richer ones?

### **Unit 2 – Living in our World**

- **People and migration:** Why do populations grow and change;
- **Changing urban areas:** Why do people choose to live in some areas and not others; how and why are urban areas transforming.
- **Contrasts in Development:** What caused the development gap; factors contributing to unequal development; and solutions to deal with unequal development around the world
- **Managing our Resources:** The impact of our increasing use of resources on the environment; Managing waste to protect our environment; the issues caused by the growth in tourism; and is Ecotourism a suitable solution to these issues.

### **Unit 3 – Fieldwork**

- Students will collect data from a local river environment, then complete analysis and interpretation in preparation for the Unit 3 exam.

## **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

There is no controlled assessment component of this course.

## **EXAMINATION DETAILS:**

Each unit is externally examined by CCEA. Units 1 and 2 are worth 40% each whilst Unit 3 is worth 20% of the final grade. The exam for Unit 1 will take place at the end of Year 11 with Units 2 and 3 being examined at the end of Year 12.

## **CAREER OPPORTUNITIES**

Geography is a subject that can be studied at A-Level within Cullybackey College. A number of our students have gone on to further education courses in Agriculture, Horticulture, Marine Biology, Geography with ICT, Geography with History/Business and Geography with Education. The skills developed throughout the study of this subject (such as decision-making, research techniques and analytical skills) prepare students for work within a wide range of careers including the Travel and Tourism industry, the renewable energy sector, Zoology, Town planning, Journalism, any environmental related work, and even Politics amongst others

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs K Armstrong



# GCSE History

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

### **Unit 1a: Life in Nazi Germany 1933-1945**

Pupils will study how Hitler came to power and what life was like in Germany for the various groups of people:

- Hitler takes political control 1933-34
- Control and Opposition
- Life for the different groups living in Nazi Germany (Workers, women, young people, Jews)
- Germany at War

### **Unit 1b: Changing Relations: Northern Ireland and its neighbours (The Troubles) 1965-1998**

Pupils will study how Northern Ireland went from peace to the period known as the Troubles. They will examine key areas of the Troubles up until the Anglo-Irish Agreement.

- Terence O'Neill and the Formation of the Civil Rights Association
- The outbreak of violence and the emergence of paramilitaries in Northern Ireland
- Internment and its impact
- Direct Rule, 1972
- Sunningdale Agreement and Power-sharing, 1973-74
- Changing Republican strategy
- The Anglo-Irish Agreement, 1985 and changing relations
- The Downing Street Declaration, 1993
- The Good Friday / Belfast Agreement, 1998

### **Unit 2: Internal Relations 1945-1991**

Pupils will examine the post WW2 period and the relationship between the world's two largest Superpowers, the USA and USSR. There will be an examination of key areas up until the fall of communism and the end of the Cold War 1989-1992.

- Co-Operation ends and the Cold War begins
- Emerging Superpower rivalry 1945-49
- Flashpoints in Europe and impact on International Relations
- Flashpoints outside Europe and impact on International Relations
- The end of the Cold War, 1985-91
- New tensions emerge, 1991-2003

## EXAMINATION DETAILS:

Unit 1 to be taken in the summer series of Year 11 (Worth 60% of overall mark)

Unit 2 will be taken in the summer series of Year 12 (Worth 40% of overall mark)

## CAREER OPPORTUNITIES

History gives pupils an understanding and appreciation of the events and people who have shaped the past and the world we live in. It empowers pupils to become thinking citizens of the 21<sup>st</sup> century by learning to defend their views whilst listening and responding to opposing ideas. It enables pupils to become good communicators, to develop skills which are necessary to achieve their potential and will be of practical use beyond the History classroom.

Academic researcher, Archivist, Heritage manager, Historic buildings inspector/conservation officer, Museum education officer, Secondary or Primary school teacher, Accountancy, Academic librarian, Archaeologist, Broadcast journalist or newspaper journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive, Policy officer, Police, Politician's assistant, Politician, Solicitor or barrister.

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mr C McLaren

# GCSE Hospitality

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

The hospitality course is split into 3 units.

### Unit 1- The Hospitality Industry

- Exploring the hospitality industry
- Career opportunities in the hospitality industry
- Diet and health in the hospitality industry
- Health and safety at work
- First aid

### Unit 2 - Hospitality and the Customer

- Customers in hospitality
- Products and services
- Customer care standards and procedures
- Communication
- Marketing and promotions

### Unit 3- Food and Drink

This is a practical unit. Students will develop skills in preparing and serving food and beverages. Individually, they demonstrate skills in presenting a range of dishes for their portfolio. They experience team working in the planning and delivery of a function or event.

## **CONTROLLED ASSESSMENT:**

Unit 3 Food and Beverage preparation and service is a practical unit and students must produce a portfolio of 3 tasks (30%) and contribute to planning and carrying out an event or function (20%). This will be completed in Years 11 and 12.

## **EXAMINATION DETAILS:**

### Unit 1 The Hospitality Industry 25%

(1 hour examination)

This examination consists of short answer questions, multiple choice questions, stimulus response questions and questions that require extended writing.

### Unit 2 Hospitality and The Customer 25%

(1 hour examination)

This examination consists of short answer questions, multiple choice questions, stimulus response questions and questions that require extended writing.

## **CAREER OPPORTUNITIES**

Receptionist, commis chef, sous chef, head chef, pastry chef, banqueting manager, marketing jobs, PR jobs, head waiter, restaurant manager, kitchen porter, housekeeper, concierge, chamber-maid, events coordinator, bar work, sales jobs, accountant....

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs A Rodgers

## Occupational Studies Cert in Hospitality

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	Occupational Studies - GCSE Full course equivalent

### **COURSE CONTENT:**

The Occupational Studies Certificate in Hospitality allows learners to learn for work in the hospitality industry. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

#### Year 11 Contemporary Cuisine

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to 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.

#### Year 12 Patisserie and Baking

This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

The course is 60% practical assessment  
20% knowledge (assessment tests completed in class)  
20% assessment on an ongoing basis in the form of a diary

### **EXAMINATION DETAILS:**

All assessment is completed in class there is no external assessment

### **CAREER OPPORTUNITIES:**

Bakery work, kitchen porter, waiter/waitress, school meals catering, hospital catering, barista, counter staff

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs A Rodgers

## Certificate in Information Technology Applications

<b>EXAM BOARD:</b>	OCN
<b>LEVEL:</b>	Level 2

### **COURSE CONTENT:**

#### **Social Media**

In this unit you will learn how to use social media safely. You will learn about the opportunities and threats associated with using social media.

#### **Websites Software**

In this unit, you will learn how to develop a basic website. You will learn how to document its creation and how to test its performance.

#### **Presentation Software**

In this unit you will learn how to use presentation software, including some advanced features.

#### **Word Processing Software**

In this unit you will learn how to use word processing software, including the use of styles and tables.

#### **Email Software Skills**

In this unit you will learn how to use email effectively. You will learn how to use the various features within email software.

### **CONTROLLED ASSESSMENT:**

100% Coursework

### **EXAMINATION DETAILS:**

No exams

### **CAREER OPPORTUNITIES**

Archivist, Cartographer, Computer games developer, Computer games tester, Computer service and repair technician, Database administrator, Data entry clerk, E-learning developer, Forensic computer analyst, Helpdesk professional, Indexer, Information scientist, IT project manager, IT security coordinator, IT support technician, IT trainer, Librarian, Library assistant, Measurement and control technician, Media researcher, Network engineer, Network manager, Office equipment service technician, Operational researcher, Pre-press operator, Security service personnel, Software Developer, Systems analyst, Teacher, Technical architect or IT systems architect, Technical author, Telephonist-switchboard operator, Web content manager, Web designer, Web developer, Web editor

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mr P Beattie

# Business and Communication Systems

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

<b>COURSE CONTENT:</b>
<b>Unit 1: Software Applications for Business</b> In this unit you will learn how to use standard software applications in business contexts. Applications include: word processor, spreadsheet software, database software, presentation software, web authoring software and email software.
<b>Unit 2: The Business Environment</b> In this unit, you will gain a broad introduction to the business world. You will learn about recruitment, selection, training and marketing, as well as the implications of digital technology for business.  You will consider different roles, including stakeholders and customers, as well as how best to communicate a message. You will look at all these factors in the context of the changing nature of business today.
<b>Unit 3: Developing Digital Solutions</b> In this unit, you will use the skills you have developed in Units 1 and 2 to plan and develop a digital solution for a business.

<b>CONTROLLED ASSESSMENT:</b>
Unit 3 – 1 task – 25% of final grade

<b>EXAMINATION DETAILS:</b>
Unit 1 – 1-hour computer practical examination at the end of Year 12 – 40% of final grade Unit 2 – a 1-hour written paper at the end of Year 11– 35% of final grade

<b>CAREER OPPORTUNITIES</b>
Archivist, Cartographer, Database administrator, Data entry clerk, E-learning developer, Forensic computer analyst, Helpdesk professional, Indexer, Information scientist, Librarian, Researcher, Office equipment service technician, Operational researcher, Pre-press operator, Security service personnel, Software Developer, Teacher, Telephonist-switchboard operator, Web content manager, Web designer, Web developer, Web editor, Bank manager, Business analyst, Business development manager, Business project manager, Customer services manager, Digital marketer, Estate agent, Financial adviser, Human resources officer, Investment analyst, Management consultant, Market researcher, Pensions adviser, Public relations officer, Retail buyer, Retail merchandiser, Road transport manager, Sales manager, Social media manager.

<b>HEAD OF DEPARTMENT:</b>
Mr P Beattie

# GCSE Moving Image Arts

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

Throughout this course pupils will be able to:

- develop a critical understanding of film language, narrative, representation and audience in both theory and practice;
- investigate and research others work and demonstrate the ability to analyse and evaluate creative purpose;
- acquire knowledge and understanding of moving image genres and contexts;
- develop ideas by investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources, processes and equipment at different stages of moving image production;
- create complete moving image products;
- develop technical competence in using film-making techniques; and
- evaluate the effectiveness of their practice as film-makers.

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

- Controlled Assessment - 60%
  - Component 2: **Acquisition of Skills in Moving Image Production (20%)**
  - Component 3: **Planning and Making a Moving Image Product (40%)**

## EXAMINATION DETAILS:

- **ONE** External Examination  
Component 1: **Critical Understanding of Creative and Technical Moving Image (40%)**

## CAREER OPPORTUNITIES

*Jobs directly related to Moving Image Arts include:*

Media planner, Multimedia specialist, Programme researcher, Public relations officer, Runner, Television/film/video producer.

*Jobs where Moving Image Arts would be useful include:*

Advertising account executive, Broadcast journalist, Information officer, Magazine journalist, Market researcher, Writer

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C O'Neill

# GCSE Motor Vehicle and Road User Studies

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

### **Unit 1 – Motor vehicle and road user theory - Written Examination**

105min Written Paper (50%)

### **Unit 2 – Investigative Study - Controlled Assessment**

Based on one of the four topics given by CCEA (25%)

### **Unit 3 - Practical Riding Test**

Using a moped and incorporating a range of practical skills and manoeuvres with emphasis on safety and confidence whilst riding the vehicle (25%)

## **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

An Investigative Study based on ONE of FOUR possible topics given by CCEA. The study includes –

a survey in Cullybackey village along with a word processed booklet incorporating a background context and expectation of findings, planning and research, description of findings with analysis and a final evaluation and conclusion.

## **EXAMINATION DETAILS:**

Based on a wide range of motor vehicle theory including –

Vehicle control and road user behaviour,  
Legal requirements,  
Road transport and its effects on society,  
Motoring mathematics,  
Accident procedures,  
Motor vehicle technology and  
the Highway Code.

## **CAREER OPPORTUNITIES**

Studying this subject prepares students to progress to higher education, vocational training or employment in, for example, mechanics, car sales, car insurance, driving instruction, road safety education, traffic police, car bodywork, and design and technology.

The subject is also very useful for pupils intending to learn to ride a motor cycle or drive a car in the near future.

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mr R Johnston

# GCSE Music

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

The GCSE Music course is divided into three main areas:

2. **PERFORMING:** This is worth 35% of your GCSE grade. You will have to sing or play on any instrument of your choice both on your own and in a group.
3. **COMPOSING:** This is worth 30% of your GCSE grade. You will create two of your own compositions in a style of your choice.
4. **LISTENING AND DESCRIBING:** This is the written exam element and is worth 35% of your final GCSE.

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

### COMPOSING: 30%

Throughout Year 11 and 12 you will learn how to use music GarageBand and Sibelius software on the Apple Mac computers and you will develop your composing skills in order to write your own music compositions. You will then choose two of your compositions to use in your composition portfolio. All of this will be completed in class under Controlled Assessment conditions. Your teacher will mark it and then it will be sent to CCEA for external moderation.

### PERFORMANCE: 35%

To successfully complete GCSE music you will need to either sing or play an instrument (any orchestral instrument, drums, pipes, guitar etc). For your Performance exam you will sing or play one piece as a solo and one piece as part of a group. A teacher from another school will come to school to hear you perform. You do not need to have done any grades in your instrument or singing, but taking lessons will help you to progress to a good level. You should be a minimum of Grade 1 standard by April in Year 12.

## EXAMINATION DETAILS:

### LISTENING AND DESCRIBING: 35%

You will study 12 pieces of music in class including classical music, music from Northern Ireland, Film Music and Pop music. You will hear the music in your exam and you will be tested on it. You will also hear some music you haven't studied in class and answer questions on it. There is one exam at the end of Y12 that lasts 1 ½ hrs in the music room.

## CAREER OPPORTUNITIES

Some examples of Music specific jobs are:

DJ, Music Producer, Performer, Music Teacher, Instrument Teacher, Session Musician, Recording artist, Music Therapist, Recording Engineer, Song Writer, Film Music Composer, TV Music Composer, Games Music Composer, Conductor

However, GCSE Music will also help you in the following careers:

Music Journalism, Primary School Teacher, TV/Film Production, Radio DJ, Events management, Games Industry, Booking Agent, Promoter, Publicist, Blogger, Choreographer, and many more!

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mrs C Marcus



## Cambridge National in Sports Studies (Level 2)

<b>EXAM BOARD:</b>	OCR
<b>LEVEL:</b>	Level 2 Cambridge National (Equivalent to 1 GCSE)

### **COURSE CONTENT:**

The pupils study 4 units in total over two years

#### Year 11

- Contemporary issues in Sport- Written paper 1 hr.
- Developing sports skills.

#### Year 12

- Sports Leadership
- Sport and the media

### **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

The course consists of 75% Coursework; the work is internally and externally assessed twice a year.

### **EXAMINATION DETAILS:**

There is one written paper lasting one hour, worth 60 marks (25% of the final marks)

### **CAREER OPPORTUNITIES**

There are many avenues available for careers within the topic of sport and leisure. The leisure industry is expanding and this course will be a good stepping stone for further study in sports related courses. While this course is only the first step to a career in the sports industry, there are many opportunities available to those who pursue their interest in sports study. These include Physical Education Teaching, Personal Training, Coaching, Sports Science, Sports Development Officer, working in Leisure Centre's etc.

This course will lead on to the A-Level course in 6<sup>th</sup> Form, Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity.

### **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs J Robinson

# GCSE Technology and Design

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## COURSE CONTENT:

The course consists of three elements: -

**Unit 1: Technology & Design Core Content. Written examination 25%**

**Unit 2: Mechanical and Pneumatic Control Systems. Written examination 25%**

**Unit 3: Design and Manufacturing Project 50%**

## CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:

### Unit 3: Design and Manufacturing Project (Total 50%)

Students complete a design project comprising of a design portfolio and an associated manufacturing task.

- **Portfolio** consists of 10 A3 pages using 2 and 3D sketching to present their design idea. Pupils need to have a flair for design and freehand sketching in order to complete this portfolio. **(25%)**
- **Manufactured Task.** Each pupil will manufacture their own design in a range of materials, Wood, Metal or Plastic and may also use CNC machines to assist their realisation of the product. **(25%)**

## EXAMINATION DETAILS:

### Unit 1: Technology and Design Core Content. (25%)

External written examination.

1 hour 30 mins

Students answer **10** questions from a core area of study.

### Unit 2: Mechanical and Pneumatic Control Systems (25%)

External written examination.

1 hour 30 mins

## CAREER OPPORTUNITES

Students could progress to a GCE in Technology and Design and/or a BTEC National in Engineering/Manufacturing. It also provides some of the underpinning knowledge and understanding required for the National Vocational Qualification in Performing Engineering Operations.

These qualifications could lead on to the following types of employment: -

Aerospace engineer; Agricultural engineer; Blacksmith; CAD technician; Civil engineer; CNC machinist; Construction plant mechanic; Mechanical engineer; Motor vehicle body repairer; Motor vehicle technician; Steel erector; and Welder.

## HEAD OF DEPARTMENT/ LEAD TEACHER:

Mr H Davidson

# GCSE Spanish

<b>EXAM BOARD:</b>	CCEA
<b>LEVEL:</b>	GCSE Full course

## **COURSE CONTENT:**

The course is divided into three contexts for learning.

### **Context 1: The Individual**

**Students' lives, families, homes and interests, and those of others in Spanish-speaking countries and communities**

- Relationships: families and friends;
- Local environment: advantages and disadvantages;
- Activities: daily routine and leisure activities; and
- Health and lifestyle: diet, exercise and illness.

### **Context 2: Citizenship**

**Lifestyles, attitudes and customs in students' own countries and communities, and in Spanish-speaking countries and communities**

- Social issues: problems in society and equality;
- Travel and tourism: destinations and choices;
- Environmental issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling;
- Media and communications; and
- Celebrations: festivals and customs.

### **Context 3: Employability**

**Education and employment in students' own countries and communities, and in Spanish-speaking countries and communities**

- School life;
- Part-time jobs: advantages and disadvantages; and
- Future plans: choices and expectations.

## **CONTROLLED ASSESSMENT/ COURSEWORK DETAILS:**

Speaking 30%

Writing 30%

## **EXAMINATION DETAILS:**

Listening 20% Foundation Tier/Higher Tier

Reading 20% Foundation Tier/ Higher Tier

## **CAREER OPPORTUNITIES**

Hotel management, Importing, Airline work, Translating, Customer services, Interpreting, Tourist information work, Tour operating, Hotel reception work, Travel agency work, Language teaching, Marketing.

## **HEAD OF DEPARTMENT/ LEAD TEACHER:**

Mrs T McCracken / Mr A Scott

**NOTES:**