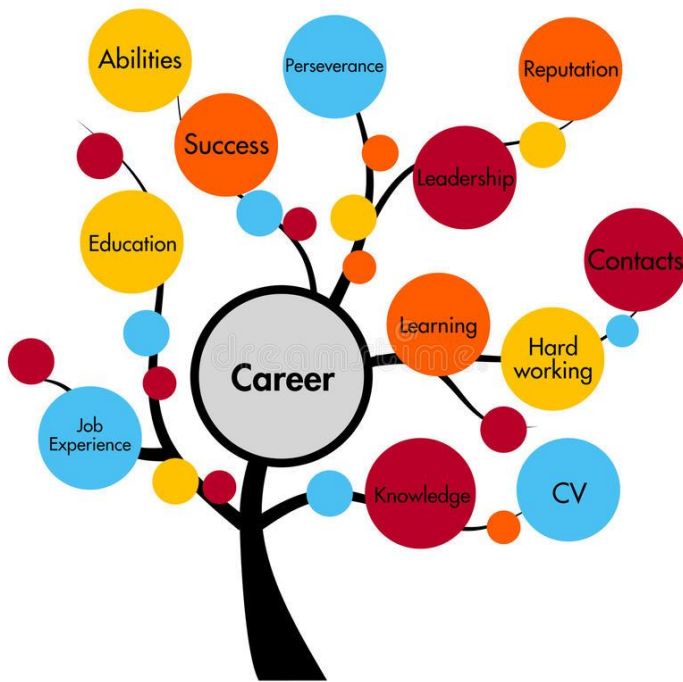




# Key Stage 4 Options & Curriculum 2024-26

## Laurelhill Community College





Dear Parent/Carer

Firstly, I would like to thank you for engaging in the Key Stage 4 Options Process for your child. Your support and guidance throughout the process should certainly help your child in choosing subjects that are best suited to their interests and skill set and those that will prepare them for life after Key Stage 4.

### Core and Statutory Subjects

There are three core subjects all pupils must study: Maths, English and Single Award Science. Where there is more than one course or tier available within these subject areas, the College will enter pupils for the most appropriate course based on results in Key Stage 3. There are also three statutory subjects that all pupils must study: Physical Education, Religious Education and Learning for Life and Work.

### Optional Subjects

All the optional subjects that we offer are Level 2 courses (GCSEs or equivalent), these include: BTEC Level 2, OCN Level 2, Level 2 Certificates, Applied GCSEs, General GCSEs or Occupational Studies.

Students must choose subjects that help them prepare for the next stage of their education or employment and which enable them to gain their best results.

Our ultimate aim is that all students will achieve at least 5 GCSEs or GCSE equivalents at grade C or higher. The College has much experience and information available, including prior assessment and predictive data to assist in making the right decisions and will advise students and parents/carers on how to decide on appropriate courses. This information and experience will be shared in a range of ways including today's Options and Parent Consultation Event, through communication with home and with students in school via assemblies and LLW lessons.

In this booklet you will find details on each optional subject which the College offers at Key Stage 4 as well as further information regarding the core and statutory curriculum.

I hope you find this information helpful when supporting your child with choosing optional subjects.

Yours sincerely

K. McNelis

Senior Teacher for Curriculum, Teaching and Learning



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## **Subject Information**

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	Music	GCSE	20
Environment & Society	Business and Communication Systems	GCSE	21
	Business Studies	GCSE	22
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## Choosing Subjects

As mentioned in the opening letter, all students must study Core (Compulsory) Subjects and Statutory Subjects. Some students may also study an Core Extension Subject. The details of the Core, Statutory and Core Extension Subjects can be found in pages 9 to 11.

For optional subjects, students will choose two or four optional subjects to study across year 11 and 12. The number that they choose will be based on the pathway that they follow. The pathway that they are in will be shared at a later stage in this academic year and details of which are shared on page 5.

To gather this information that informs the curriculum and timetable, students will be asked to indicate the subjects that they would like to study at three different stages throughout year 10:

**Stage 1 (November 2023)** – After the Options Event, students will work on an “Expression of Interest” form in their LLW classes. This form will be the same as the sample one you received on the afternoon and will also be sent home by LLW teachers to be discussed with parents/carers before being collated.

On this form, students should indicate four subjects that they think they would like to study and should do this in order of preference with 1 being the subject they wish to study the most. The form is not arranged in pathways at this stage. The form will be collated by LLW teachers during w/b 27<sup>th</sup> November 2023.

**Stage 2 (January 2024)** – A second “Expression of Interest” form will be given to students after Christmas and this form will be completed at home. At this point, the students will have been placed on either Pathway 1 and 2 (see below).

Again, students will indicate the subjects they believe they would like to study, again, ranking them in preference. At this stage, students will be encouraged to choose a set number of GCSE courses and a set number of GCSE equivalent courses based on the band that they are in, i.e., L, H and V band.

Please note that students do not need to choose the same subjects that they chose at stage 1. We understand that their preferences may change as they move further into year 10 and learn more about their subjects.

Stages 1 and 2 support the Staffing and Timetabling structure within the College and will inform the option blocks that need to be produced for year 10 students to make their final option choices at stage 3.

**Stage 3 (March 2024)** – This is when students submit their **final choice for their optional subjects**. At this stage, the subjects will be arranged into **option blocks** (see below as an **example only**). Students must choose a **first choice and a second choice in each of the blocks**. In some cases, students may not be awarded a place in their first subject and will be moved to their second choice. Therefore, it is important that students carefully consider their second choice in each block.

Again, students will be encouraged to choose a set number of GCSE courses and a set number of GCSE equivalent courses based on the band that they are in, i.e., L, H and V band.

**Example of Option Blocks** (Please note that this is an example and is not indicative of the subjects that will be in each block for this academic year.)

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
Science (Double Award GCSE)	Science (Double Award GCSE)	Geography (GCSE)	Geography (GCSE)
Business Studies (GCSE)	Health & Social Care (GCSE)	Health & Social Care (GCSE)	*Digital Technology (GCSE/OCN)
History (GCSE)	History (GCSE)	Religious Studies (GCSE)	Business Studies (GCSE)
Music (GCSE)	Art & Design (GCSE)	*Technology & Design (GCSE/OS)	Business & Com. Studies (GCSE)
Art & Design (GCSE)	Graphic and Interior Design (OS)	Hospitality and Catering (OS)	Child Care (OS)
*Physical Education (GCSE/OS)	Child Care (OS)		Sport (BTEC)
	Preparation for Adult Life (QCF)		

## Pathways

When choosing optional subjects at Stages 2 and 3, we will provide two Curriculum Pathways to enable individual pupils to follow the public examination courses which are best suited to their own needs:

**Pathway 1** (L and H Band pupils) includes four option blocks and covers a range of both academic and vocational qualifications. Students will be advised to select a set number of GCSE courses and a set number of GCSE equivalent courses based on the band that they are in, i.e., L or H band.

This pathway is suited to pupils whose preferred learning style suits assessment through examination and coursework. Please be aware that there are some subjects that students will only be allowed to study **if their Key Stage 3 data suggests** that they will be successful in that course.

**Pathway 2** (H&V Band pupils) is an alternative pathway suited to students who perform better through project-based work. Optional subjects in this pathway will be GCSE equivalent courses. Pupils also study GCSE English, Mathematics and Science. Pupils who would benefit from studying on this pathway will be identified by the College and this Pathway will be confirmed with parents/carers if it requires a change in band.

## Factors to consider when making choices:

### Students should:

1. Concentrate on the subjects in which they are **strongest**. When doing this, students should think about the activity they completed in LLW where they had to rank their current subjects from strongest to weakest.
2. Consider subjects that may not be their favourite but will benefit their chosen career pathway and/or studies in Sixth Form or Further Education.
3. Select the subjects they enjoy doing at Key Stage 3 and are capable of doing well in.
4. Not choose subjects based on the choices of their friends or the teachers that they may have had in a subject at Key Stage 3.
5. Engage fully in LLW lessons which are designed around supporting students in their options choices in year 10.

### Please note:

1. The College may, in discussion with students and/or parents, make changes to options choices based on Key Stage 3 data. This is to ensure that our students are on the correct course in relation to their ability in order to provide them with the best opportunity to succeed.
2. In the event of oversubscribed classes where subjects **are** taught in Year 10, classes will be filled in the following order:
  1. *Students who show an aptitude in the subject as evidenced by tracking scores.*
  2. *Students who demonstrate the required ability as evidenced by CAT4, PTM and PTE assessment data.*
  3. *Students who submitted option choices early in the process, in rank order.*
  4. *Remaining students in rank order.*
3. In the event of oversubscribed classes where subjects **are not** taught in Year 10, spaces will be filled using evidence from CAT4, PTM and PTE assessment data.
4. In the event that a subject is not running as a result of being undersubscribed, the student will be placed in their second choice or in consultation with the student/parent.

## GCSE Grading

The following grades are available in GCSE examinations:

Old CCEA Grading	A*	A		B	C		D	E	F	G	U
New CCEA Grading (from 2019)	A*	A		B	C*	C	D	E	F	G	U
9-1 Grading (Geography only)	9	8	7	6	5	4	3		2	1	

**A\*/9** grade is awarded for outstanding achievement to approximately 7% of all GCSE candidates attaining A grades, including students attending grammar schools. **U** grade denotes a candidate's failure to secure the minimum standard of achievement laid down for GCSE candidates.

## Tiers of Entry

Students may enter GCSE subjects at either **Higher** or **Foundation** tiers in some subjects. For **most** GCSE subjects the following grades are available:

**GCSE Grades A\* - D (E)**

**Higher Tier**

**GCSE Grades C-G**

**Foundation Tier**

If there is no tier option, the full range of grades are available in the subject.

## BTEC Grading

BTEC Level 2 courses are graded as follows:

<i>L2 Distinction*</i>	<i>(equivalent to grade A* at GCSE)</i>
<i>L2 Distinction</i>	<i>(equivalent to grade A at GCSE)</i>
<i>L2 Merit</i>	<i>(equivalent to grade B at GCSE)</i>
<i>L2 Pass</i>	<i>(equivalent to grade C at GCSE)</i>
<i>L1</i>	<i>(equivalent to grade D/E/F at GCSE)</i>

## Level 2 Certificate Grading

Level 2 certificate courses are Pass/Fail.

## Occupational Studies Grading

Occupational Studies courses are designed to relate to national Occupational Standards and to enhance links between schools and colleges, training providers and employers.

### Assessment

All these subjects have 100% internal assessment based on:

- i. Moderation from CCEA
- ii. Direct observation of student performance
- iii. Practical work-related tasks
- iv. 'My Record' – a training diary completed by student and tutor.

### Grading of Occupational Studies

<i>Level 2:</i>	<i>Equivalent to GCSE A* - C</i>	
	Distinction*	(equivalent to grade A* at GCSE)
	Distinction	(equivalent to grade A at GCSE)
	Merit	(equivalent to grade B at GCSE)
	Pass	(equivalent to grade C at GCSE)

<i>Level 1:</i>	<i>Equivalent to GCSE D - G</i>	
	Distinction	(equivalent to grade D at GCSE)
	Merit	(equivalent to grade E at GCSE)
	Pass	(equivalent to grade F/G at GCSE)

*Unclassified: Equivalent to GCSE U*



## Core Subjects

All students will study the below **core subjects**. Please read the following information carefully relating to the core subjects.

### English

All students will complete a GCSE in General English. Additionally, a number of students will be given the opportunity to study GCSE English Literature. These students will be identified by their English Teachers on the basis of aptitude and performance within classwork/homework and Year 10 Examinations. There is further information on this course on page 12.

### Mathematics

All students will complete a modular GCSE in Mathematics at either foundation or higher tier. Additionally, a number of students will be given the opportunity to study GCSE Statistics. Students will be placed in classes according to their results in the Year 10 Examinations. There is further information on this course on page 13.

### Science – Single Award

Most students will follow a modular GCSE Single Award course which is available at foundation or higher tier. Students will be placed in classes according to their results in Year 10 Examinations. Additionally, a number of pupils will be given the opportunity to study GCSE Double Award Science or BTEC Principles of Applied Science as one of their four optional subjects. If students choose Double Award Science or Principles of Applied Science as one of their options subjects, this is studied as an additional qualification alongside Single Award Science and their suitability for either of the two courses will be assessed on their performance within the Year 10 examinations. Please note that Single Award Science alone is not an adequate level of Science at GCSE for a pathway into A-level Chemistry, Biology or Physics.

## Statutory Subjects

These are compulsory subjects for all students.

**Physical Education** - All students will follow a College-designed course that is not assessed.

**Learning for Life and Work (LLW)** - Students will either follow the non-assessed College-designed LLW course or the portfolio-assessed qualification of Prince's Trust, for which students gain an additional qualification. The LLW course that your child follows will be determined by the band that he/she is in, i.e., L, H or V band, and this will be evident on their timetable at the beginning of year 11.

**Religious Education** - Students will either study a College-designed course or complete a Short Course GCSE in RE which is worth 0.5 of a GCSE grade. The RE course that your child follows will be decided by the RE department following assessment and will be communicated to parents/carers.

## **English Language (GCSE)**

The study of English contributes to an understanding of spiritual, moral, ethical, social and cultural issues which impact upon our everyday lives. Pupils are provided with opportunities to explore the world of the imagination and become analytical and critical thinkers.

### ***Course Content***

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts (external examination, 1hr 45mins, 30% of final mark)
- Speaking and Listening (controlled assessment, 20% of final mark)
- Studying Spoken and Written Language (controlled assessment, 20% of final mark)
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts (external examination 1hr 45mins, 30% of final mark)

### ***Related Career Path***

English impacts positively upon personal conduct and personal responsibility. Careers which stress the value of good communication and interpersonal skills have English at their core. A majority of careers rely heavily on excellent communication skills. A good grade at GCSE Level provides the 'stepping-stone' onto any future career.

### ***Further Education***

After completing this course pupils may study 'A' Level English Literature as offered within our Sixth Form. The skills developed here will contribute to success in a wide range of traditional and applied 'A' Level courses within Laurelhill or beyond.

## Mathematics (GCSE)

All students entering Key Stage 4 will follow the CCEA GCSE Mathematics specification.

### **Course Content**

The specification has two tiers Foundation and Higher:

#### Foundation

- Option 1 M1 - 1hr 45min written exam with calculator (45%)  
M5 - 2 papers one with calculator, each 1hr (55%)
- Option 2 M2 - 1hr 45min written exam with calculator (45%)  
M6 - 2 papers one with calculator, each 1hr (55%)

#### Higher

- Option 3 M3 - 2hr written exam with calculator (45%)  
M7 - 2 papers one with calculator, each 1hr 15mins (55%)
- Option 4 M4 - 2hr written exam with calculator (45%)  
M8 - 2 papers one with calculator, each 1hr 15mins (55%)

Pupils are entered at a tier and module most suited to their abilities and expectations.

### **Related Career Path**

Many courses and/or careers consider GCSE Mathematics as an essential qualification. This course not only develops knowledge, skills and understanding of mathematical methods and concepts but develops also problem-solving strategies and reasoning skills which are highly sought after skills in today's workplace.

### **Further Education**

Mathematics at grade 'C' level is a prerequisite for many apprenticeships, college and university courses. This course also acts as a foundation for further study of Mathematics and other subjects.

## **Science - Single Award (GCSE)**

This is a programme of Science which has been designed to place more emphasis on 'How Science Works'. This means not just learning theory but also understanding the practical side of Science and its application to the world we live in.

### ***Course Content***

Three one hour written papers consisting of structured questions in each of the core units of Biology, Chemistry and Physics. Each paper contributes 25% to the overall grade.

Practical skills will be assessed through in-class experiments and a written exam of 1hr 30mins in Year 12 which contributes the final 25% of total qualification.

### ***Related Career Path***

The course is designed to give all students a good grounding in Science. This would provide a satisfactory qualification as a core subject, along with English and Mathematics, to satisfy the requirements for a technical career in the world of work.

### ***Further Education***

If pupils wish to continue to an Advanced Level course in a Science subject, they should undertake an additional Science course as an optional subject such as GCSE Double Award Science or BTEC Applied Science.

## **English Literature (GCSE)**

The study of English Literature complements English Language by providing pupils with opportunities to engage with fictional representations in different forms and from various cultures. Close reading and analytical skills are developed within this GCSE. There will also be the opportunity to examine the socio-historical context of the author.

### ***Course Content***

- The Study of Prose (external examination, 1hr 45mins, 30% of final mark)
- The Study of Drama and Poetry (external examination, 2hrs, 50% of final mark)
- The Study of Shakespeare (external examination, 20% of final mark)

### ***Related Career Path***

The course provides opportunities to explore and develop literary interests and to promote:

- An awareness of the socio-economic, historical and cultural contexts that influence Literature;
- All career paths which rely upon good communication and analytical skills; and
- An ability to write analytical essays and use basic referencing skills.

### ***Further Education***

After the completion of this course pupils may study English Literature at 'A' Level in our Sixth Form.

## Statistics (GCSE)

Selected pupils are entered for GCSE Statistics alongside their GCSE Mathematics course. The basis for the selection is based on Year 10 Summer Examination results and PTM Data. The CCEA GCSE Statistics specification encourages students to develop understanding of the basic concepts of statistical problem-solving. This qualification builds on the knowledge, understanding and skills developed through studying GCSE Mathematics.

### **Course Content**

The specification has two tiers Foundation and Higher:

#### Foundation

Unit 1            1hr 30min written exam (50%)

Unit 2            1hr 30min written exam (50%) some questions based on a pre-release case study.

#### Higher

Unit 1            2hr written exam (50%)

Unit 2            2hr written exam (50%) some questions based on a pre-release case study.

Pupils are entered at a tier and module most suited to their abilities and expectations.

The Statistics course is 100% examination taken in May/June of Year 12.

### **Related Career Path**

Many courses and/or careers consider GCSE Mathematics as an essential qualification. This Statistics course will enhance the pupils statistical analysis skills and provide them with the opportunity to apply statistics to real life case study scenarios based on Northern Ireland data. It will develop their processing and interpretation skills which are highly sought after skills in today's workplace.

### **Further Education**

Statistics will offer progression for further study of Mathematics and other subjects/ courses at Post-16 level.

## Learning for Life and Work

Students will either study the non-examined, College-designed Learning for Life and Work (LLW) course or the portfolio-assessed Prince's Trust course which, if successfully completed, provides a Level 2 qualification. The LLW course that students follow will be determined by the band that they are in, i.e., L, H or V band, and this will be evident on their timetable at the beginning of year 11.

Both courses address topics which prepare young people for their current stage in life as well as the future, teaching knowledge and skills that are applicable both in the world of work as well as in their personal lives.

## Prince's Trust Achieve Programme

This qualification has been developed by The Prince's Trust with the aim of progressing learners into further education and/or employment. The qualification is the equivalent to two full GCSEs at Grade B if completed successfully.

### **Course Content**

The course of study gives learners the opportunity to:

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

The qualification is 100% portfolio based and is equivalent to two GCSEs at grade C or higher. The Prince's Trust Award and Certificate in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

## Physical Education (College Course)

At Laurelhill Community College, Physical Education is a statutory, non examination subject delivered to all pupils. The Department aims to offer a positive attitude to physical activity which will give each pupil a lasting interest in sports and leisure pastimes.

The PE Department provides the pupils with a wide range of physical activities.

Years 11 and 12 pupils are encouraged to become more responsible for their own choice of activities with emphasis placed on developing personal qualities. As a result pupils can participate in activities such as:

Volleyball	Athletics
Badminton	Hockey
Football	Basketball
Netball	Dance
Rugby	Handball
Table Tennis	

An important element in Key Stage 4 is **Health Related PE**. Pupils are given the opportunity to use the extensive leisure facilities within the College and are encouraged to participate in the full range of sporting activities which the City of Lisburn's recreational centres offer.

Our main aim is to cater for all levels of ability with an emphasis on quality learning, participation and enjoyment.



## Religious Education

Students will either study College Course or GCSE Short Course.

### College Course

This is not a GCSE Course, the Programme of Study has been set by the Department of Education and does not include coursework or any external assessments.

#### **Course Content**

There are several main areas of study which include:

1. Does God exist? The Debate.
2. Applying some of Jesus' teaching to life today;  
Discipleship – Committed to a cause.  
Forgiveness – Forgive, you must be joking!  
Helping the poor – Is it my responsibility?  
Life after death – Is this life all that there is?
3. Themes from the Book of Acts.
4. A Christian perspective on such issues as:
  - Family matters
  - Drugs and addictions
  - Abortion
  - Euthanasia
  - Capital Punishment
5. World Religions

### Religious Studies (GCSE Short Course)

This GCSE course consists of one module, an Introduction to Christian Ethics. Pupils can achieve half a GCSE grade from A\*-G. There is no coursework project to complete, but one final 1½hr examination. The programme of study is produced by CCEA.

#### **Course Content**

##### An introduction to Christian Ethics:

- Personal and Family Issues – sexual relationships, marriage and divorce.
- Matters of Life and Death – abortion, euthanasia and capital punishment.
- Development in Bioethics – infertility, IVF and the status of the embryo.
- Contemporary issues in Christianity – prejudice, discrimination and poverty.
- Modern Warfare – The Just War theory, weapons of mass destruction and pacifism.

This course will help the pupils to develop the skills of being able to make reasoned arguments and develop an understanding of spiritual, moral and ethical issues.

#### **Related Career Path**

Religious Studies is a relevant qualification for any job which involves working with other people. The skills developed by studying Religious Studies are particularly useful for future careers in law, education, social work, politics, medicine, administration, or the media.

#### **Further Education**

Pupils have gone on to study 'A' Level Religious Studies.

## Art and Design (GCSE)

In this subject you will have opportunities to develop creative, intellectual and artistic abilities as well as your personal knowledge, understanding and skills through investigating, realising, experimenting and problem solving. You will be working in 2D, 3D, fine art and design and will produce a final piece showcasing your strengths. They will also be encouraged to work independently and with a broad range of media to experiment, take risks and refine ideas and outcomes.

### Course Content

This course is made up of two units:

#### Part 1 60% of final award

##### Exploratory Portfolio (Component A)

Students will explore a wide range of the core skills of visual language, media, materials, techniques and new technology.

##### Investigating the Creative and Cultural Industries (Component B)

Students build on the knowledge, skills and confidence they have gained in their Portfolio. They engage with and demonstrate understanding of different roles and opportunities in the creative and cultural industries. Students will have the opportunity to specialise in this part of the course and are required to produce evidence of working through the creative process and producing an outcome for their idea and individual investigations.

#### Part 2 Externally Set Assignment - 40% of final award

##### Working to a Stimulus

The exam gives students an opportunity to investigate and develop their ideas creatively in response to a stimulus paper and new theme which is set by CCEA. Students will again work through the creative process and produce an individual outcome based on their response to the set theme.

Students must complete both Unit 1 and Unit 2 and have a final outcome for each unit.

### Related Career Path

A career in any creative field can be pursued such as fashion, furniture, product, interior or graphic design, gallery manager, community artist, arts officer, teacher, photographer, professional artist, art therapist, costume design, architecture, landscape gardener, illustrator, game designer, fashion merchandising, set designer and many more depending on your area of specialism and talent.

### Further Education

This course prepares students for the study of art and design and related courses at GCE Advanced Level, Advanced Subsidiary Level and the National Diploma. It also provides students who have an interest in developing a career in art and design with relevant, skills-based knowledge. A degree or HND can also be pursued to allow for specialism to be explored and skills developed further.

## **Art – Interior & Graphic Design (Occupational Studies)**

The world of work is constantly changing. Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

### ***Course Content***

Two units are studied. Each unit is worth 50% of the final marks and is marked on the cumulative coursework and evidence produced for each unit.

1. Interior Design
2. Graphic Design

The emphasis of this course is to develop skills within a chosen area using appropriate materials, techniques and processes. Creativity and innovation are key factors within this course and students will have the opportunity to show their understanding through working on a set design brief. This will take into account the importance of health and safety, working within a budget and the constraints of a design brief. Students will be given the opportunity to research related careers and develop an understanding of the importance of these areas to the small business sector.

Each unit will include:

- practising skills through workshops;
- working to a brief;
- writing the proposal of an idea;
- procedures for self and peer evaluation;
- consideration of career opportunities in the industry;
- consideration of environmental issues within the industry;
- a review and evaluation of performance.

### ***Related Career Paths***

The Occupational Studies specification focuses on occupation and employability and enables progression to other courses, training and employment. This then helps learners to develop the transferable skills needed in a changing and dynamic working environment.

### ***Further Education***

Pupils can expand on the skills obtained at this level and follow these creative careers through BTEC and HND courses which are available at local Education Colleges

## **Drama (GCSE)**

If you enjoy working with others in a creative environment, then GCSE Drama is the course for you. This course involves a lot of practical performance work both devised and working with a variety of scripts. It is challenging and enjoyable as you will work with others towards two assessed performances. These performance pieces will guarantee a real sense of achievement and a lot of fun along the way!

### ***Course Content***

#### *Controlled Assessment*

##### Component 1: Devised Performance

- In response to a stimulus, students either: present a group performance or give a design presentation. This is worth 15%.
- All students must submit a student log. This is worth 10%.

##### Component 2: Scripted Performance

- Using a playscript, students either: present a group performance or give a design presentation. This is worth 35%

##### Component 3: Knowledge and Understanding of Drama

- External written examination – 1 hour and 30 minutes. Students answer three questions using our set text “Blood Brothers.” This is worth 40%.

### ***Related Career Path***

There are many career options that relate to Drama such as teaching, acting, stage management and directing. Not all students will want to pursue a career in the theatre however this course is invaluable as it improves and develops essential life skills. Students will gain confidence and will learn to work as a team member, respecting and listening to others. This course helps students develop as active citizens for their future in employment and society, as well as for the possible further study of Drama.

### ***Further Education***

GCSE Drama facilitates the study of Drama and related subjects at a more advanced level, for example GCE AS and A2 English Literature and BTEC Level 3 Subsidiary Diploma in Performing Arts.

## Music (GCSE)

GCSE Music is a two-year course comprised of listening, composing and performing. The three distinctive areas are assessed as follows:

<b>Listening (35%)</b>	One paper (1 hour 30 minutes)
<b>Composing (30%)</b>	Two pieces of composition
<b>Performing (35%)</b>	One solo piece and one ensemble piece

### **Course Content**

The course involves learning about different types of music. There are 3 main areas:

1. **Western Classical Music 1600 – 1910** e.g. Berlioz: *Symphonie Fantastique, fourth movement*
2. **Music Traditions in Ireland** e.g. *The Boys of Belfast*
3. **Film Music** e.g. *The Amazing Spiderman*
4. **Popular Music 1980 – present** e.g. Florence and the Machine: *Cosmic Love*

### **Related Career Path**

A qualification in GCSE Music is considered to be an asset by employers and in Further Education. It is an important subject if you wish to teach at either primary or secondary level. Other popular career choices include music therapy, professional performer, arts administration or composing. Alternatively, for students who are more technologically minded, there are opportunities to pursue a career in sound engineering or music software development.

### **Further Education**

On completion of GCSE Music, pupils may wish to proceed to study the BTEC Music Performance or move on elsewhere to study A-level Music. Alternatively, pupils may wish to continue their Music studies in Performing Arts or in Music and Drama at the Regional Colleges.

## **Business and Communication Systems (GCSE)**

In this qualification students gain a broad introduction to the Business world. They look at all these factors in the context of the changing nature of business today. Pupils will learn about software applications and develop their skills in using them in Business concepts.

### ***Course Content***

The course is split into three main components:

- **Practical – Software Applications for Business:**  
Word Processing, Spreadsheets, Databases, Graphics, Presentation Software, Web Authoring  
  
Computer Based Exam – 40% - 2hrs
- **Theory – The Business Environment:**  
The Business Environment, ICT Data Systems, Security of Data, Human Resources, Communication – purpose, systems, importance of ICT in Business Communications, the internet and E-commerce, Stakeholders, types of Business, Digital Trading, Marketing  
  
Written Paper – 35% - 1hr
- **Controlled Assessment**  
Developing Digital Solutions – 25%

### ***Related Career Path***

Most careers involve the use of computers e.g. from booking a car in for a service, to writing a story in a local newspaper office. Students will learn standard ways of working and best practice approaches suitable for all career paths.

### ***Further Education***

Pupils may develop a sound foundation for further education in ICT or Business related courses offered in Laurelhill Community College or the Regional Colleges.

## **Business Studies (GCSE)**

This subject is highly valued amongst employers and universities. It covers a wide range of issues relating to the world of work and gives a good basis for general study for any career choice. Its primary focus is on the setting up and operation of a business. GCSE Business Studies encourages pupils to appreciate that businesses engage with a wide range of stakeholders holding differing perspectives.

### ***Course Content***

The course involves learning about:

- **Starting a Business (Exam 40% - 1hr 30mins)**  
Creating a Business, Marketing, Business Operations.
- **Developing a Business (Exam 40% - 1hr 30mins)**  
Human Resources, Business Growth, Finance.
- **Controlled Assessment: Planning a Business – 20%**

### ***Related Career Path***

It has an obvious link to all working environments providing pupils a greater understanding of the expectations and practices in any business organisation. The course may also act as a foundation for those interested in starting their own business or maintaining a family business.

### ***Further Education***

After completing this course, pupils may want to undertake the 'A' Level Business offered in our Sixth Form. Alternatively, pupils may wish to consider one of the Business qualifications offered in the Regional Colleges.

\*Please note that due to the analytical skills required for this subject, we will review pupil's key stage 3 data to ensure suitability for the course.

## **Child Care (Occupational Studies)**

This two year course is assessed through controlled assessment only and comprises of two equally weighted units, each worth 50% of the course. There is no exam in this subject. In Year 11 pupils will study '*The Physical Care of Babies*' (50%) and in Year 12 they will study '*Child Care: The Play Environment*' (50%).

### **Course Content**

#### *The Physical Care of Babies (Year 11):*

This unit helps pupils to develop an understanding of the physical care needs of babies. They will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. Learning will be promoted through role-play, discussion and practical activities.

#### *Child Care: The Play Environment (Year 12):*

This unit will introduce pupils to working with children in a childcare environment. It focuses on the importance of play and children's development. It is suitable for those who are interested in child development and who would like to work with children in the future.

### **Career Path**

Child Development will open many doors including entry to the following further education courses:

Early Childhood Studies at Stranmillis College

Child Care Courses

Child Psychology

Nursery Teaching/Assistant

Health Education

Classroom Assistant

Nursing

Midwifery

Social Work

### **Further Education**

This GCSE can lead to a Level 3 Diploma in Child Care and Education (CACHE) as well as GCE Applied A Level Health & Social Care both offered at Laurelhill Community College.





## Health and Social Care (GCSE)

This specification encourages students to develop a critical and analytical approach to problem-solving and to become effective and independent learners.

It also prepares students for working in the health, social care, early years and children's services sector and for further studies in this or a related subject area.

### **Course Content**

Through studying this specification, students:

- investigate and evaluate a range of services and organisations within the health, social care, early years and children's services sector;
- find out what it's like to work in the health, social care, early years and children's services sector;
- gain knowledge and understanding of personal development; and
- examine issues that affect the nature and quality of human life, including diversity and cultural issues.

### **Methods of Assessment**

50% Controlled Assessment completed in Year12

50% External Examination completed in Year 11

### **Related Career Path**

Social Work

Children's nursing

Nursing

Teaching

Midwifery

Physiotherapy

### **Further Education**

This is a good foundation for learners to progress onto further education in either a range of BTEC qualifications, GCE at AS and A2 Level or CACHE qualification.

## History (GCSE)

History is traditionally a popular option within the College and is studied at all levels: Key Stage 3, GCSE and GCE A Level. This GCSE course is highly relevant and challenging. It enhances students' understanding of key historical events, personalities, developments and issues. Students are encouraged to consider the relevance of the past and gain a deeper understanding of the world we live in.

### **Course Content**

Unit 1 – Modern World Study:  
Life in Nazi Germany 1933-1945  
Northern Ireland and its Neighbours 1965-1998

This will be assessed by one exam paper in year 11 and is worth 60% of the final qualification.

Unit 2 – International Relations 1945 - 2003

This will be assessed by one exam paper in year 12 and is worth 40% of the final qualification.

### **Related Career Path**

A qualification in GCSE History is highly respected by employers and in further education. It helps to develop a range of transferable skills which are highly sought after by employers. It is an excellent foundation for students wishing to study GCE 'A' Level History and beyond. History is a well-respected and attractive subject to both universities and employers. Careers in *Journalism, Media, Social/Community work, Law* and *Teaching* are just a few of the career avenues which History can lead you down.

### **Further Education**

On completion of GCSE History, pupils may undertake the GCE 'A' Level History course offered in our Sixth Form. This further develops the knowledge, understanding and skills studied at GCSE Level. Qualifications in History at GCSE and 'A' Level are a proven asset in today's world.

## Home Economics – Food and Nutrition (GCSE)

Home Economics GCSE Food and Nutrition specification encourages students to develop knowledge and understanding of the science behind food. This includes topics such as food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, and food safety. Students develop practical skills in food preparation, cooking and presentation.

### ***Course Content***

The specification has two units:

- Unit 1: Food and Nutrition

This will be assessed by one exam paper in Year 12 and is worth 50% of the final grade.

- Unit 2: Practical Food and Nutrition

This is controlled assessment and is worth 50% of the final grade.

### ***Related career path***

A qualification in Food and Nutrition will be invaluable for pupils considering careers in:

Food Science, Dietetics, Nutrition, Teaching, Health Promotion, Food Production, Product development, Environmental Health or Consumerism. It helps to develop a range of transferable skills which are highly sought after by employers.

### ***Further Education***

It is an excellent foundation for pupils wishing to study Applied 'A' Level Health and Social Care offered in Sixth Form. Alternatively, pupils may wish to proceed to other schools to study GCE 'A' Level Nutrition and Food Science.

***\*Please note that the College will decide which course is most appropriate for students interested in Home Economics and Hospitality (please see next page).***

## **Hospitality and Catering (Occupational Studies)**

This qualification has been designed to provide a more vocational hands-on approach to learning. The course is divided into 2 units with continuous assessment. There is no exam with this qualification. Pupils can achieve a Level 1 or Level 2. These are considered an equivalent qualification to GCSE by employers and schools and colleges for entry into Sixth form.

### ***Course Content***

#### **Unit 1 - Patisserie and Baking**

1. Prepare and cook bread and scones
2. Prepare, cook and finish cakes and biscuits
3. Prepare and cook hot and pastry products
4. Study of Health and Safety in Catering

#### **Unit 2 - Contemporary Cuisine**

1. Prepare and cook a range of starters
2. Prepare and cook a range of main dishes
3. Prepare and cook a range of desserts
4. Study of Health and Safety, Careers and environmental issues in Catering

### ***Career Path***

Hospitality will open many doors including entry into the following further education courses:

Hospitality, Catering, Food Supply Management, Food Technology and Food Production.

### ***Further Education***

This course provides a good basis to study FOOD related courses offered in the Regional Colleges.

## **Preparation for Adult Life (Level 2 Certificate)**

Through Preparation for Adult Life, learners can develop skills while exploring a wide range of areas relevant to them both now and in the future: from cultural diversity and social justice to preparing interviews and improving overall health and well-being.

The qualifications aim to develop personal skills such as self-awareness, personal health and relationships, as well as an understanding of:

- Diversity and inclusion;
- Human rights and social responsibility;
- Equality and justice;
- Roles and responsibilities of parents;
- Work in the local and global economy;
- Social, economic and cultural issues; and
- Personal development.

### ***Course Structure***

Three areas of study:

Citizenship – 4 units

Employability – 4 units

Personal and Social Development – 5 units

### ***Assessment***

For each unit learners must complete a portfolio of work to show how they have met the assessment criteria. Portfolios are assessed within the College.

## French (GCSE)

Students of French can develop their enthusiasm for the language and confidence in using it to listen, speak, read and write. They learn more about French-speaking countries/communities, as well as covering topics like social and global issues – taking their place as citizens in a multilingual, global society.

Learning French promotes good communication skills and valuable transferable skills, including working effectively with others and understanding local and global perspectives.

### ***Course Content***

Three contexts for learning provide plenty of variety and scope for investigating, understanding, describing, discussing and giving opinions. The contexts are:

- Identity, lifestyle and culture
- Local, national, international and global areas of interest
- School life, studies and the world of work.

There is an external examination for each of the specification's four assessment units, each worth 25% of the overall mark.

### ***Related Career Path***

Learning French promotes good communication skills and valuable transferable skills, including working effectively with others and understanding local and global perspectives.

As a linguist, the academic, professional and technical skills that you develop are useful across a wide range of professions. In an increasingly interconnected world, these skills can prepare you to succeed in a variety of careers such as business, education and other professional fields.

### ***Further Education***

GCSE French gives a good foundation for further study of French at A-Level. Many universities offer a Modern Languages element to complement their degree courses. E.g., Business Studies with French.

## **Physical Education (GCSE)**

This two year course combines practical **(37.5%)** Controlled Assessment **(12.5%)** and theoretical **(50%)** aspects of physical education. The course allows pupils to improve upon:

- their ability to plan, perform and evaluate Physical Education
- their knowledge, skills and understanding in Physical Education
- their personal and social development through the medium of sport

### ***Course Content***

The course is divided into three areas:

1. Practical – Internally examined practically in 3 activities. Each marked out of 50 – 37.5% (Fitness, Football, Netball, Cross Country, Athletics, Badminton etc)
2. Controlled Assessment – Sports Performance Analysis. Marked out of 50 – 12.5%
3. Written Examination
  - Paper 1 Health - 1hr 15mins – 25%.
  - Paper 2 Developing Performance - 1hr 15mins – 25%

### ***Related Career Path***

This course may provide a starting point for those students wishing to pursue further educational qualifications or a chosen career in the Sport and Leisure Industry.

### ***Further Education***

After completing this course pupils may wish to pursue BTEC National Diploma in Sport offered in Laurelhill Community College's Sixth Form.



## **Sport and Leisure (Occupational Studies)**

This two year course is assessed through controlled assessment only and comprises of two equally weighted units, each worth 50% of the course. In Year 11 pupils will study 'Running a Leisure Event' (50%) and in Year 12 they will study 'Sports Leadership (50%)'. The practical element of sport will be delivered through Athletics, Badminton, Cross Country, Football, Handball, Swimming and Table Tennis. Pupils will also develop skills in coaching in all of these sports.

### ***Course Content***

#### **Running a Leisure Event (Year 11):**

In this unit pupils will investigate the wide variety of leisure events which take place in Northern Ireland. They will develop and use their skills to work effectively as part of a team and will have the opportunity to plan a leisure event. They will need to consider the type of event they wish to plan, while also taking into consideration the customer type, the resources required for the event, and health, safety and environmental issues. Pupil will participate in the event and will learn to evaluate their own performance. Career opportunities will also be explored.

#### **Sports Leadership (Year 12):**

Pupils will develop the basic skills required to run a sports session and will have the opportunity to develop their organisational, motivational and communication skills to assist in the running of a sports or physical activity session. Pupils will have the opportunity to plan, run and evaluate a sports or physical activity session while taking into consideration the type of participant, resources required and any related health and safety issues.

### ***Related Career Path***

This course may provide a starting point for those students wishing to pursue further educational qualifications or a chosen career in the Sport and Leisure Industry.

### ***Further Education***

After completing this course, pupils may wish to pursue BTEC National Diploma in Sport offered in Laurelhill Community College's Sixth Form.

## Religious Studies (GCSE Full Course)

This GCSE course combines two modules, The Gospel of Matthew and an Introduction to Christian Ethics. Pupils can obtain a full range of GCSE grades from A\*-G. There is no coursework to complete, but two final 1½hr examinations based on each module. One exam will be completed in Yr11 and one exam in Yr12. Each exam is worth 50%. The programme of study is produced by CCEA.

### **Course Content**

#### *The Gospel of Matthew: Yr11 (50%)*

- The identity of Jesus – the birth of Jesus and the temptations
- Jesus the Miracle Worker – the miracles of Jesus
- The Kingdom of God – the parables of Jesus
- The Death and Resurrection of Jesus – the Passover, the trials of Jesus, Jesus' crucifixion and resurrection
- The place and Nature of Christian Discipleship – Jesus calls his disciples.

#### *An Introduction to Christian Ethics: Yr12 (50%)*

- Personal and Family Issues – sexual relationships, marriage and divorce.
- Matters of Life and Death – abortion, euthanasia and capital punishment.
- Development in bioethics – infertility, IVF and the status of the embryo.
- Contemporary issues in Christianity – prejudice, discrimination and poverty.
- Modern Warfare – The Just War theory, weapons of mass destruction and pacifism.

This course will help pupils to develop the skills of being able to make reasoned arguments and develop an understanding of spiritual, moral and ethical issues. Pupils have an opportunity to enhance their knowledge, understanding and their ability to evaluate key passages.

### **Related Career Path**

Religious Studies is a relevant qualification for any job which involves working with other people. The skills developed by studying Religious Studies are particularly useful for future careers in law, education, social work, politics, medicine, administration, or the media.

### **Further Education**

Pupils have gone on to study 'A' Level Religious Studies.

## **Agriculture and Land Use (GCSE)**

The Agri-food sector is the largest manufacturing industry in Northern Ireland. This course has been designed to give students a deeper understanding of this sector and would appeal to those who are interested in working in land based and environmental industries. It also ties in well with the course content which is covered in GCSE Business Studies, Double Award Science, Geography, Home Economics, Hospitality and Single Award Science.

Students will have the chance to develop their knowledge on farming practices, renewable energies, and the food manufacturing industry. The course also has a large coursework component (unit 3) where students conduct a practical task and a research task on a particular topic.

### ***Course Content***

The specification has three units:

- Unit 1: Written Exam - Soils, Crops and Habitats (25%)
- Unit 2: Written Exam - Animals on the Land (25%)
- Unit 3: Controlled Assessment – Contemporary Issues in Agriculture and Land Use (50%)

### ***Related Career Path***

A qualification in GCSE Agriculture and Land Use will be invaluable for pupils considering careers in any area of the Agri-food industry. It helps to develop a range of transferable skills which are highly sought after by employers.

### ***Further Education***

This course offers a good basis for Level 3 Science related courses offered at Laurelhill and other educational providers.

## Construction – Carpentry and Joinery (Occupational Studies)

This course has a strong occupational and employability focus which emphasises learning by doing. The course is strongly focused on developing the transferable skills necessary in a dynamic workplace whilst enabling progression to further courses, training and employment.

This will be an enjoyable but demanding course focusing on developing manufacturing skills for wood-based products. The qualification is 100% coursework and there are no external exams, however some coursework will be done under controlled assessment conditions. Students will complete two portfolios and manufacturing two products as outlined below.

### **Course Content**

#### Carpentry & Joinery

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

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

#### Bench Joinery

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

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

### **Related Career Path**

This course is suitable for those wishing to pursue a career in the Construction industry and encourages the development of entrepreneurial skills such as setting up a small business.

### **Further Education**

The course provides the foundation to progress to higher level courses in a related field through a vocational route.

## Digital Technology (GCSE)

This will be an enjoyable but demanding technical course focusing on how a computer works, the laws that govern what you are allowed to do with digital data and on how a business might benefit from using Digital Technology.

### **Course Content**

CCEA GCSE Digital Technology [Multimedia] has three units completed over the two years; two are external exams which need short written answers about the theory of ICT and one unit is a multi-part controlled assessment made up of database design, web design, movie design and general digital skills.

#### *Unit 1: Digital Technology [1 hour Written Exam: 30%]*

In this unit students are taught how computer hardware works; they learn how information is coded and stored using binary, how it is accessed and processed by the CPU and how networks are structured. They also learn about laws affecting the use of ICT.

#### *Unit 2: Digital Authoring Concepts [1½ hour Written Exam: 40%]*

In this unit students learn about why companies will invest money in computer systems and what their user requirements are. They learn how a company would plan the creation of database or website solutions.

#### *Unit 3: Digital Authoring Practice [Controlled Assessment: 30%]*

This unit is more practical with the students being assessed on their ability to create a relational database and a website.

### **Related Career Path**

This course gives valuable preparation for any job in business or in the public sector that involves significant use of ICT.

### **Further Education**

After completing this course, pupils may want to consider undertaking an A-Level or Level 3 qualification in Digital Technology or other IT-based vocational subject offered in our Sixth Form (which changes from year to year to best equip our students for university or employment) or any IT based course in another college. This GCSE and A level is often a required subject for further study in College and University in Computing and Information technology courses.

## Information Technology Applications (Level 2 Certificate)

This is awarded a Pass or a Fail [a pass is equivalent to a GCSE B grade]. The marks all come from the completion of controlled assessments and coursework for the units chosen. This qualification is 100% coursework and there are no external exams, however some coursework will be done under controlled assessment conditions. You will complete coursework assignments worth 15 credits in total.

The minimum entry requirement is an interest in ICT and PTM/ PTE of 3 or higher. This Level 2 course leads directly to vocational BTECs or Level 3 courses in Sixth Form.

### Course Content

This course consists of 15 credits, achieved through the completion of a combination of different units: We offer four specialist routes for the IT Applications qualification. [Not all will available every year. Choose OCN IT Applications on the options form and pick a specialism later]

<i>IT Applications [IT in Business]</i>	<i>IT Applications [Digital Design]</i>
IT User Fundamentals [3 Credits] Word Processing Software [4 Credits] Database Software [4 Credits] Spreadsheet Software [4 Credits]	IT User Fundamentals [3 Credits] Using the Internet [4 Credits] Desktop Publishing [4 Credits] Websites Software [4 Credits]
<i>IT Applications [IT Technical Services]</i>	<i>IT Applications [Digital Marketing]</i>
IT User Fundamentals [3 Credits] Word Processing Software [4 Credits] Establishing an IT System [4 Credits] Enhance IT System Performance [4 Credits]	IT User Fundamentals [3 Credits] Using the Internet [4 Credits] Social Media [2 Credits] Presentation Software [2 Credits] Using Mobile IT Devices [2 Credits] IT Communication Fundamentals [2 Credits]

### Related Career Path

This course gives valuable preparation for any job in business or in the public sector that involves significant use of ICT.

### Further Education

After completing this course, pupils may want to consider undertaking a Level 3 qualification in IT Applications offered in our Sixth Form, or any ICT based course or apprenticeship in a college of further education.

## **Principles of Applied Science (BTEC Level 2)**

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. They are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

This BTEC Course is a 2 year course equivalent to one GCSE and graded at Pass, Merit, Distinction and Distinction\* Levels.

If chosen, this course is studied alongside Single Award Science and is awarded as two separate qualifications.

### ***Course Content***

#### **Unit 1: Principles of Science**

This unit is externally assessed by a 1 hour paper based exam (25%). You will study the fundamental core science concepts in biology, chemistry and physics. You will use and develop the knowledge learnt in this unit to the next three units in a vocational context (75% and internally assessed).

#### **Unit 2: Chemistry and Our Earth**

You will learn about chemical reactivity and bonding, the use of chemicals based on their physical and chemical properties, investigate the factors involved in the rate of chemical reactions and understand the factors that are affecting the Earth and its environment.

#### **Unit 3: Energy and Our Universe**

You will understand ionising radiation, know how electrical energy is produced via different sources, study the components of the solar system and understand how the universe is changing.

#### **Unit 4: Biology and Our Environment**

You will investigate the relationships that different organisms have with each other and with their environment, understand the effects of human activity on the environment and explore the factors that affect human health.

### ***Related Career Path***

In Applied Science typical employment opportunities may be as a laboratory technician in a range of industrial settings or in roles involving sample analysis in environmental protection, healthcare or forensic science.

### ***Further Education***

Pupils may progress to BTEC Level 3 courses in Science related subjects or move to a more traditional A-Level route.

## **Science - Double Award (GCSE)**

This two year course provides a Double Award Science qualification equivalent to two GCSE's. The programme of study has been designed to give a suitable grounding for Advanced Level work in each of the three Sciences – Biology, Chemistry and Physics.

### ***Course Content***

Year 11

Three written exams of 1hr. Each exam is worth 11% of final qualification.

Year 12

Three written exams of 1hr 15mins sat in the summer term. Each worth 14% of the total qualification.

Practical Skills (25% of the total qualification)

Three practical tasks will be completed in Year 12, each 1hr long.

3 written exams, each of 30mins will then be completed with questions set in a practical context.

### ***Related Career Path***

This course gives pupils sufficient in-depth knowledge of Physics, Chemistry and Biology to be able to satisfy career choices needing Science as a major subject or to undertake a Science 'A' Level or BTEC in a Science related subject.

### ***Further Education***

After completing this course, pupils may wish to undertake BTEC Applied Science or Applied A-level Health and Social Care. Alternatively, pupils may wish to proceed to other schools or Regional Colleges or Further Education Institutions to study A-level Physics, Chemistry or Biology.



## **Technology and Design (GCSE)**

This GCSE enables pupils to focus on the needs and opportunities which arise in a wide range of contexts including home, leisure and industry. It provides opportunities to work with a range of constructional materials including plastics, metal and wood.

### ***Course Content***

There are three units in this course and pupils must be assessed on all three units.

Year 11 is theory based with the delivery and assessment of unit 1 being covered:

- Unit 1 Technology and Design Core  
External Examination 1½hour (25% of final mark)

Year 12 is a combination of exam preparation for unit 2 as well as Controlled Assessment (unit 3) which includes research, design and manufacture elements:

- Unit 2 Product Design  
External Examination 1 hour (25% of final mark)
  
- Unit 3 Design Project  
Pupils will design and make a product in response to a Set Design Project  
This Controlled Assessment is completed in class (50% of the final mark).

### ***Related Career Path***

This GCSE allows pupils to gain insight into sectors such as Manufacturing and Engineering. It also prepares them to make informed decisions about further learning opportunities and career choices.

### ***Further Education***

This course should help facilitate the study of Technology and Design related subjects at a more advanced level, for example A-level Technology and Design, A-level Environmental Technology and BTEC Nationals in Engineering.