

Ballyclare Secondary School

Options Booklet

Key Stage 4

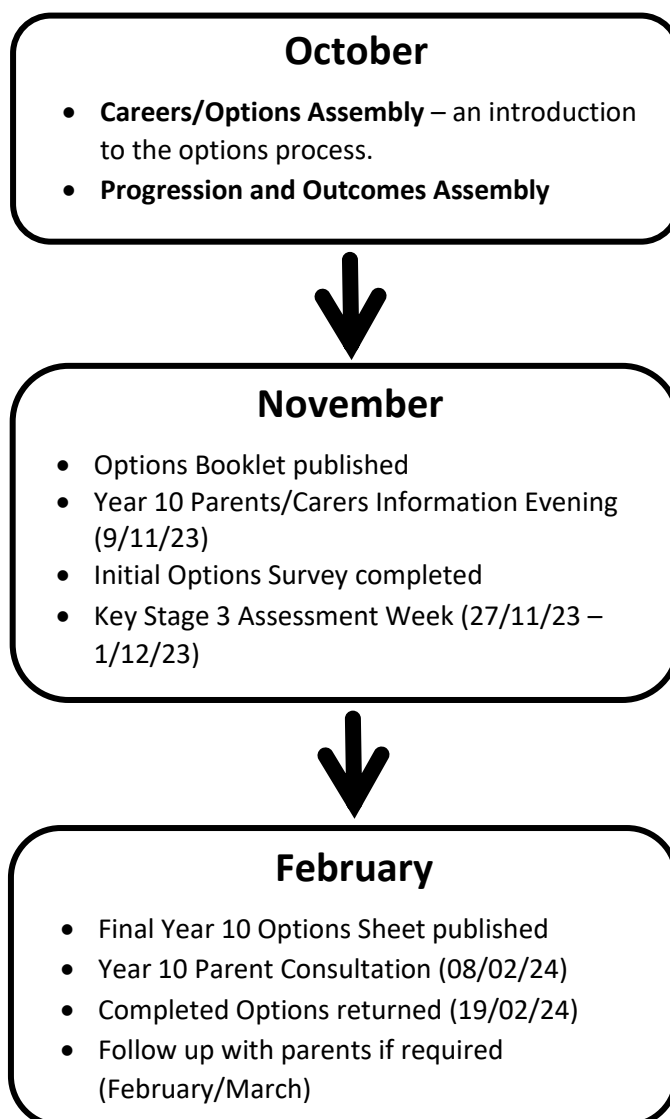


2023-2024

To Parents/Carers of Pupils in Year 10

Year 10 is an exciting time as your child makes decisions about the subjects they would like to study at Key Stage 4. However, we are also aware that this can be a stressful process. We aim to provide high quality guidance to support you and your child as we work together through these important choices.

Outlined below is the timeline of important events in the Options Process.



Following the Year 10 Options Information Evening, the initial options survey will open. This is to be completed by **Friday 24th November 2023**. The purpose of this survey is to allow us to plan the curriculum and build option blocks which will permit as many pupils as possible to study their chosen subjects.

Key Stage 4 Curriculum

In Ballyclare Secondary School we aim to provide a curriculum at Key Stage 4 which is broad and balanced with a wide range of courses. All subjects lead to qualifications recognised by the National Qualifications Framework.

All pupils will study the following subjects:

- GCSE English
- GCSE Maths
- GCSE Double Award Science/GCSE SAS Science/Occupational Studies Horticulture
- Non-examined Religious Studies
- Non-examined PE
- Non-examined LLW

At Key Stage 4, we offer three pathways, each designed to offer a broad range of subjects, enable students to reach their full potential and provide appropriate career pathways.

Pathway 1 – Believe

- Students choose **five** subjects from the Believe pathway in the table below.
- A mixture of academic and applied subjects.
- Assessment is via a combination of examination and controlled assessment (details are provided in the subject specific information).
- Advised for pupils who would like to go on to A-level study.

Pathway 2 – Strive

- Students choose **five** subjects from the Strive pathway in the table below.
- Many of the subjects in this pathway are applied.
- For most subjects, assessment is more heavily weighted towards ongoing controlled assessment and portfolio production.
- Some subjects will provide a pathway to A-level study, others will lead to study at FE colleges and apprenticeships.

Pathway 3 – Succeed

- In addition to English GCSE and Maths GCSE, pupils will study Princes Trust Level 2 Certificate in Personal Development and Employability (equivalent to two GCSE passes) and Horticulture Occupational Studies.
- Students choose **three** subjects from the Succeed pathway in the table below.
- Applied subjects.
- Assessment is more heavily weighted towards ongoing controlled assessment and portfolio production.
- Additional time in English and Maths.
- This pathway will mainly provide progression to FE colleges and apprenticeships.

Believe Pathway	Strive Pathway	Succeed Pathway
Agriculture and Land Use (GCSE)	Agriculture and Land Use (GCSE)	Business Services (OS)
Art (GCSE)	Art (GCSE)	Carpentry and Joinery (OS)
Business Studies (GCSE)	Business Services (OS)	Child Development (GCSE)
Business and Communication Systems (GCSE)	Business and Communication Systems (GCSE)	Food Preparation (OS)
Child Development (GCSE)	Carpentry and Joinery (OS)	Graphic and Website Development (OS)
Construction and Built Environment (GCSE)	Child Development (GCSE)	Motor Vehicle and Road User Studies (GCSE)
Double Award Science (GCSE)	Construction and Built Environment (GCSE)	Photography and Creative Arts (OS)
Digital Information Technology (BTEC)	Drama (GCSE)	Preparation for Adult Life (QCF Level 2)
Drama (GCSE)	Food Preparation (OS)	Sport (BTEC)
Food and Nutrition (GCSE)	French (GCSE)	
English Literature (GCSE)	English Literature (GCSE)	
French (GCSE)	Geography (GCSE)	
Further Mathematics (GCSE)	Graphic and Website Development (OS)	
Geography (GCSE)	Leisure, Travel and Tourism (GCSE)	
History (GCSE)	Media Studies (GCSE)	
Learning for Life and Work (GCSE)	Motor Vehicle and Road User Studies (GCSE)	
Leisure, Travel and Tourism (GCSE)	Music (GCSE)	
Media Studies (GCSE)	Photography and Creative Arts (OS)	
Motor Vehicle and Road User Studies (GCSE)	Preparation for Adult Life (QCF Level 2)	
Music (GCSE)	Technology & Design (GCSE)	
Physical Education (GCSE)	Sport (BTEC)	
Psychology (GCSE)		
Religious Studies (GCSE)		
Technology & Design (GCSE)		
Sport (BTEC)		

Year 10 Pupils – Choosing your Key Stage 4 Subjects

Over the next few months, you have big decisions to make. It is important that you carefully consider the subjects you choose to study in Year 11 and 12. You should think about the following questions:

1. What subjects do you enjoy?

You should pick subjects you like; you will perform best when you enjoy your work and are fully committed to it.

2. What are your strong subjects?

You should pick subjects you are good at. Look at the scores you achieve in the subjects you would like to pick and talk to your teacher to find out if the subject at Key Stage 4 would be a good choice for you.

3. What subjects do you need?

You might already know the career path you would like to follow. If this is the case make sure you do your research to find out the entry requirements to return to school, for Further Education Colleges and Universities. Even if you think you know what you would like to do, it is really important to keep your options open by choosing a broad range of subjects. Careers staff in school can help you with this.

What do you need to do now?

- Read through this booklet with your parents or carers;
- Talk to your subject teachers, ask questions about their KS4 courses;
- Engage with your small group careers interviews;
- Listen to the advice you are given.

Useful Websites

Examination Boards	
CCEA	https://ccea.org.uk/subjects https://ccea.org.uk/occupational-studies
AQA	https://www.aqa.org.uk/subjects
Pearson Edexcel	https://qualifications.pearson.com/en/home.html
Further and Higher Education	
CAFRE	https://www.cafre.ac.uk/student-courses/
Belfast Met	https://www.belfastmet.ac.uk/
NRC	https://www.nrc.ac.uk/
QUB	https://www.qub.ac.uk/Study/Undergraduate/
UU	https://www.ulster.ac.uk/study/undergraduate
Careers Guidance	
NI Direct	https://www.nidirect.gov.uk/campaigns/careers
Prospects	https://www.prospects.ac.uk/

Further information can be obtained from the school Careers Guidance Staff.

Key Stage 4 Qualifications

Successful completion of a Key Stage 4 course results in a Level 2 qualification.

GCSE

GCSE qualifications are highly valued by schools, colleges and employers. Therefore they will be useful whatever you are planning to do after compulsory education. These qualifications are rigorous and are assessed by a combination of examination and controlled assessment. There is a wide variety of GCSE subjects available at Ballyclare Secondary School.

GCSE Qualifications are graded A* - G.

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Science (Single Award and Double Award)	50
Technology & Design	54

Other Level 2 Qualifications

Completion of BTEC courses, Occupational Studies and Level 2 Certificates result in a Level 2 qualification. The grades available for BTEC and Occupational Studies are shown below.

Level 1		Level 2	
Distinction	Equivalent to GCSE Grades D - G	Distinction*	Equivalent to GCSE Grades A* - C
Merit		Distinction	
Pass		Merit	
		Pass	

BTEC Level 2

BTEC Level 2 qualifications in Digital Information Technology and Sport are available in Ballyclare Secondary school. These courses are rigorous and offer pathways to post 16 study here and in FE colleges. The main difference between BTEC and GCSE is that a larger proportion of the assessment in BTEC is portfolio-based.

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Occupational Studies

Occupational Studies are designed to allow all learners access to progression pathways. They have an employability focus and help learners develop the transferable skills needed in an ever-changing work environment. As a school, it is our experience that Occupational Studies raise levels of achievement, motivation and self-esteem in our young people.

The assessment of Occupational Studies is 100% portfolio based.

Occupational Studies Combinations

Due to an overlap of credits awarded by CCEA, a maximum of two subjects are permitted from the following combination:

- Food Preparation
- Business and Services
- Graphic Design and Website Development

Prohibited combinations due to an overlap of credits awarded by CCEA:

- Graphic Design and Website Development and Photography and Creative Arts

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Photography and Creative Arts	69

Level 2 Certificates

Level 2 certificates are available via the Princes Trust and Preparation for Adult Life qualifications. These courses are graded as Pass or Fail. A pass is equivalent to GCSE Grade B. The Princes Trust certificate is equivalent to two GCSE grades.

The assessment of Princes Trust and Preparation for Adult Life is 100% portfolio based.

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Agriculture and Land Use

GCSE

Head of Department: Mrs Campbell
Specification/Examination Board: CCEA

Why study this subject?

This course encourages students to develop knowledge, skills and understanding associated with the agri-food sector which is a vital part of the Northern Ireland economy.

The modern farmer must be expert in plant and animal husbandry, familiar with the legislation governing farming and able to respond to changing customer demand. Studying agriculture allows us to investigate how farming practices can adapt to changing requirements, explore the impact modern agriculture has on the natural environment, examine increased consumer awareness of the food we eat and consider how farmers can develop diverse, vibrant and viable agri-food businesses. Pupils who take this GCSE do not need to have any prior knowledge of farming or agriculture.

Points to Consider

It is recommended you study Double Award Science alongside Agriculture and Land Use to support the content in the written examinations at the end of Year 11 but Single Award Science is acceptable.

The written examinations in Year 11 are mix of short and longer questions, so be prepared that four of the questions will require you to write an essay of around 250 words. Good literacy and numeracy skills are desirable.

Competent keyboard skills and the ability to use the internet is essential for the Controlled Assessment which is all completed during school hours in Year 12. You do not need your own computer, but you need to be able to use one.

Progression Pathways

GCSE Agriculture and Land Use would be beneficial to those students who are considering studying at Greenmount Agricultural College after they leave Ballyclare Secondary School. The course will provide them with a foundational knowledge in many aspects and it will develop the following skills: application of number; communication; improving their own learning and performance; information and communication technology; problem solving; and working with others.

Career Opportunities

The land-based sector offers employment opportunities in a range of areas, including farming, conservation, horticulture, food production, land management, health and safety, marketing, and environmental protection.

Summary of assessment

Unit	Assessment	Weighting % of GCSE
1	Theory paper: Soils, Crops and Habitats Topics covered: Soils, Horticulture, Plant Biology, Crop Production, Management of the Countryside, Renewable Energy and Climate Change, Careers in Farming	25
2	Theory paper: Animals on the Land Topics covered: Livestock Farming, Breeding and Reproduction, Health and Welfare, Nutrition, Food Production and Processing, Farm Economics, Farm Health and Safety	25
3	Research Task and Practical Investigation	50

Grades Awarded: GCSE Grades A*-G are available

What our pupils say about the course



I've really enjoyed this GCSE, especially unit 1, as it was something new and interesting to learn about.



I like Agriculture because of the variety of topics studied, as well as carrying out experiments and personal research.



I really enjoy farming at home, so I wanted to learn more and develop my skills.



I better understand now why we do things a certain way on our farm.



My ICT skills really improved by carrying out the research, presenting and writing up my findings in Year 12. Thanks, Miss Trimble.



The coursework in Year 12, helped me get a better grade and I really enjoyed both parts of it.



Art & Design

GCSE

Head of Department: Miss Moody
Specification/Examination Board: CCEA

Why study this subject?

Art and Design is regarded traditionally as a practical subject concerned primarily with making things in two and three dimensions. The development of practical skills however is only part of a complete experience of the subject. An Art and Design education develops the intellect, stimulates creative ability and heightens aesthetic awareness, thus enriching the pupils' lives. It can foster a sense of involvement in, and responsibility for, the natural and man-made environments by developing visual awareness and influencing values.

Art and Design can provide a stimulus for exploring and appreciating other cultures and developing critical awareness. It can also encourage in pupils the development of worthwhile attitudes such as co-operation, flexibility, commitment, perseverance and tolerance leading to a respect of other views.

Progression Pathways

Pupils may wish to extend their studies in Art and Design at A-level. Specialist courses are available in Further Education Colleges and shorter diploma course are also available in Design areas.

Career Opportunities

Careers may follow in many specialist areas including: Visual Communication, Graphic Design, Advertising, Illustration, Animation, Set Design, Fashion, Interior Design, Gardens and Landscape, Architecture, Display Photography, Photo Journalism, Teaching, Product and Package Design, Ceramics, Painting, Sculpture, Print Making, Film Making, Television and Printed Media.

Summary of assessment

The course develops over 2 years and leads to assessment in the following 2 areas:

Unit	Assessment	Weighting % of GCSE
1	The Core Portfolio Controlled Assessment	60
2	Working to a Stimulus Externally set examination	40

Grades Awarded: GCSE Grades A*-G are available



Business & Communication Systems

GCSE

Head of Department: Mrs Emerson
Specification/Examination Board: CCEA

Why study this subject?

This course introduces students to the importance of Business and Communication Systems which contribute to the success of a business. Students will consider how ICT systems affect the way people work and will explore the business environment. They will also investigate the impact e-commerce will have on business. A range of software applications will be examined and how these can be used to support the functions of a business will be identified.

The course covers the following key areas:

- Use of ICT i.e. word processing, spreadsheets, charts, databases, presentations, web design and using the internet and email
- The business environment
- E-commerce

Progression Pathways

BCS provides students with the skills to progress in education or in the workplace. It is useful for jobs within both the business and ICT sectors. We currently offer AS and A2 Levels in Professional Business Services, as a progression pathway from this GCSE.

Career Opportunities

Database Administration, E-Commerce, IT Consulting, Network Administration, General Management, Hospitality Management, Office Administration, Operations Management, Retail Management, Sales Management, Public Administration, Advertising, Product Management Public Relations.

Points to consider

Basic computer skills would be an advantage for this subject.

Summary of assessment

Unit	Assessment	Weighting % of GCSE
1	Software applications for business External computer-based exam (2 hours)	40
2	The business environment External written exam (1 hour)	35
3	Developing digital solutions Controlled Assessment	25

Grades Awarded: GCSE Grades A*-G are available



Business Studies

GCSE

Head of Department: Mrs Emerson
Specification/Examination Board: CCEA

Why study this subject?

Learning about business is both interesting and useful. Business Studies is relevant to your own life and experience. Within GCSE Business Studies students will learn about how businesses start up, resources they need, marketing, finance, challenges they face and how they grow. Students also explore the role of stakeholders and the role of human resources within a business, the recruitment and selection process, and the value of training and motivation for employees.

Students now also study the role of social enterprise, e-business and m-business, discovering how businesses can use electronic and mobile technology in different ways.

The GCSE course is divided into six main sections:

1. Creating a Business
2. Marketing
3. Business Operations
4. Human Resources
5. Business Growth
6. Finance

Progression Pathways

GCSE Business Studies is a 'first step' and will encourage many pupils to continue with this area of study in post-16 education. Currently the department offers AS and A2 Levels in Professional Business Services.

Career Opportunities

Market Research, Product Management, Retailing, Financial Reporting, Financial Management, Auditing, Asset Allocation, Information Management and Taxation, Actuary, Corporate Finance, Corporate Real Estate, Financial Planning, Investment Banking, Money Management, Recruiter, Real Estate Development, Property Manager, Entrepreneurship and Teaching.

Points to consider

A high level of literacy and analytical skills are needed for this subject.

Summary of assessment

Unit	Assessment	Weighting % of GCSE
1	Starting a business External Exam (1 hour 30 min)	40
2	Developing a business External written exam (1 hour 30 min)	40
3	Planning a business Controlled Assessment	20

Grades Awarded: *GCSE Grades A*-G are available*



Child Development

GCSE

Subject Leader: Mrs Cunningham
Specification/Examination Board: CCEA

Why study this subject?

This syllabus seeks to encourage the understanding of the needs of young children and covers the following areas:

- ✓ Parenthood and Pregnancy
- ✓ Diet and Lifestyle during pregnancy
- ✓ Birth and the new-born baby
- ✓ Feeding the baby
- ✓ Physical, Intellectual, Communication, Social and Emotional Development
- ✓ Weaning and dietary needs of the child
- ✓ Child health and Education

Progression Pathways

The GCSE grade obtained can be used as a basis for GCE Health & Social Care (Single Award) and BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development in Years 13 and 14. Grade B is essential.

Career Opportunities

Early Years Teacher, Primary School Teacher, Special Education Needs Teacher, Social Worker, Child Psychotherapist, Educational Psychologist, Paediatric Nurse, Speech and Language Therapist, Play Therapist, Playworker, Community Development Worker, Learning Support Assistant.

Summary of assessment

Unit	Assessment	Weighting % of GCSE
1	Parenthood, pregnancy and the new-born baby External exam (1 hour 15 min; Single tier) Exam sat at the end of Year 11	30
2	The development of the child (0-5 years) External exam (1 hour 15 min; Single tier)	30
3	Controlled Assessment Investigation Task Internal assessment (One task)	40

Grades Awarded: GCSE Grades A*-G are available

What our pupils say about the course



In year 11, I enjoyed learning about Unit 1 as I found pregnancy really interesting. Learning about the development and birth of the new-born baby was fascinating as you learned about the baby from conception up until 40 weeks and seeing the different stages was amazing, I would definitely recommend it as a GCSE subject.



In Year 11 and 12, I thoroughly enjoyed studying child development as it was incredibly interesting and the teachers in Home Economics are so willing to help. My one piece of advice I would give anybody wanting to study this subject would be to keep on top of the work as you can achieve an excellent grade with hard work and determination.



I enjoyed learning about the unit 2 (0-5 year-olds). I enjoyed having experience I could relate to and develop my learning further by applying the course to my own experience with children. I am planning to go into further education to become a primary school teacher.



CCEA GCSE Specification in
Construction and the Built
Environment



Construction & Built Environment

GCSE

Head of Department: Ms Flanagan
Specification/Examination Board: CCEA

Why study this subject?

GCSE Construction and the Built Environment encourages students to develop their knowledge of the industry, which they then apply in relevant and work-related contexts. The course is both academic and practical developing young people for a future in both Professional and Technical roles within the Construction Industry.

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

To enhance their practical skills, students complete a craft project based on woodwork. They also develop their computer-aided design knowledge, understanding and skills by producing a portfolio of work. Students will develop knowledge of the materials and sustainable methods used in domestic and commercial construction in Northern Ireland.

All students have the opportunity to study Construction and the Built Environment for GCSE and depending on their ability and inclination can achieve from Grade A* to G. This is a modular course based upon students undertaking two modules in Year 11 and two modules in Year 12, the details of which can be found in the table below.

Progression Pathways

This GCSE course can be used as a basis for further study in Construction at Level 3 and is a good grounding for students who wish to enter apprenticeships or employment in the wider technological, construction or engineering fields.

Career Opportunities

Construction boasts a wide variety of careers including project management, design, skilled manual labour, IT and marketing. Some examples are Architect, Quantity Surveyor, Civil Engineer, Structural Engineer, Site Technician, Design Technician, Construction Planner, Joiner, Bricklayer, Plumber, Painter & Decorator.

Please follow this link for detailed information on Career opportunities -

<https://www.citbni.org.uk/CITB/files/76/76c5f075-0aa1-423d-a4e0-670349e72ca7.pdf>

For further information about the construction industry please see the following website –

<https://www.citbni.org.uk/home.aspx>

Summary of assessment

Unit	Assessment	Weighting % of GCSE
1	Introduction to the Built Environment External exam (1 hour)	20
2	Sustainable Construction External exam (1 hour 30 minutes)	30
3	The Construction of Craft Project Controlled Assessment	25
4	Computer Aided Design in Construction Controlled Assessment	25

Grades Awarded: *GCSE Grades A*-G are available*



Drama

GCSE

Head of Department: Mrs Sianlianskaia
Specification/Examination Board: CCEA

Why study this subject?

Studying drama at GCSE lets employers know that you have a great set of skills. Even if you don't want a career in the performing arts, you will have highly sought after transferable skills. These include:

- Oral communication skills
- Creative problem-solving skills
- Motivation and commitment
- Willingness to work co-operatively
- Ability to work independently
- Time-management skills
- Initiative
- Promptness and respect for deadlines
- Acceptance of rules
- Respect for colleagues
- Respect for authority
- Adaptability and flexibility
- Increased confidence

Progression Pathways

You can study Performing Arts at A-Level and specialise in stage design, direction or performance. There are more careers in the Performing Arts Industry than just performance jobs.

Career Opportunities

Production crew, lighting and sound technician, stage management, youth work, community arts, social work, management, solicitor, PR, actor, teacher, creative technology, IT, Hospitality, Tourism.

Points to consider

A high level of literacy is needed for this subject.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Devised Performance Performer or Designer – 30 hours Compose and devise your own performance within a group piece Complete logbook	35
2	Scripted performance Act in a group performance of a published script	25
3	Knowledge and Understanding of Drama External written exam (1 hour 30 minutes) Answer three questions on set text 'Blood Brothers' by Willy Russell	20



English

GCSE

Head of Department: Mr Campbell
Specification/Examination Board: CCEA

Why study this subject?

This is a core subject; it is compulsory for all students.

Achieving a grade C in GCSE English is essential for the majority of post 16 pathways.

A good grasp of the English language equips you for life; it enables you to engage in a meaningful way in all in all spheres from job applications to communicating effectively to engaging with all forms of media.

Progression Pathways

This is a compulsory subject at Key Stage 4. A grade C or above in English is required for Sixth form study in Ballyclare Secondary School.

Career Opportunities

Education sector, Film/Broadcasting, Museum and Heritage Sector, Cultural Sector, Legal Sector, Media: journalism, editor, researcher, secretary, public relations officer, Library and Information management, Market Research, The Arts, and any careers where there is an emphasis on communication whether it is oral or written.

Summary of Assessment

Candidates will be assessed in the three attainment targets: Speaking and Listening; Reading; and Writing.

Unit	Assessment	Weighting % of GCSE
1	Writing for purpose and audience; reading to access non-fiction and media texts External exam (1 hour 40 min; Single tier; students respond to 5 tasks)	30
2	Speaking and listening – 3 tasks: presenting, discussing and listening, role playing Controlled Assessment (Single Tier)	20
3	Studying spoken and written language Controlled Assessment (Single Tier)	20
4	Personal or creative writing and reading literacy and non-fiction texts External exam (1 hour 40 min; Single tier; students respond to 5 tasks)	30

Grades Awarded: GCSE Grades A*-G are available



English Literature

GCSE



Head of Department: Mr Campbell
Specification/Examination Board: CCEA

Why study this subject?

This is very interesting and varied course, consisting of the study of various aspects of literature in different forms, e.g. novels, short stories, prose passages, plays, poetry and media texts (i.e. videos and films).

The student must study the three genres of literature: prose, drama and poetry in written, oral and visual form.

Points to consider

Pupils need a high level of literacy skills to succeed in this subject.

Progression Pathways

English Literature is a subject that can be taken on to GCE 'A' Level standard and it is preferable that students wishing to study 'AS/A2' Level English Literature have GCSE English Literature.

Career Opportunities

Education Sector, Film/Broadcasting, Museum and Heritage Sector, Cultural Sector, Library and Information Management, Market Research, PR officers and PR, Advertising Copy Writing, Art Direction and Account Planning, Human Resources/Personnel Work, Journalism, Arts, Administrators.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Study of prose External exam (1 hour)	30
2	Study of drama and poetry External exam (2 hours)	50
3	Study of Shakespeare Controlled Assessment set by CCEA	20

Grades Awarded: GCSE Grades A*-G are available



Food and Nutrition

GCSE



Head of Department: Mrs Chambers
Specification/Examination Board: CCEA

Why study this subject?

During this 2-year course, you will gain knowledge and understanding of:

- The food we consume – where it comes from and how it is produced;
- The foods we should eat to maintain good health;
- The differing needs of various groups of people;
- Prominent health issues in today's society;
- How to shop effectively;
- Why people choose certain foods; and
- Affordability when it comes to food and food choice.

You will also develop practical food preparation, cooking and presentation skills.

Points to consider

You should consider this subject if:

- You enjoyed Home Economics and Science at Key Stage Three;
- You are interested in health issues associated with dietary and lifestyle choices, the factors affecting how we buy food, what we buy, what we waste and planning meals for people with specific nutritional and dietary needs;
- You have a high level of practical food preparation skills.

Progression Pathways

This course can lead to the following:

- GCE Nutrition and Food Science (this replaces GCE Home Economics);
- GCE in Health & Social Care in Years 13 & 14;
- A career in the Food and Catering Industry;
- Higher Education in either Home Economics, Hotel and Catering Management, Dietetic Work, Food Technology and Product Development;
- Foundation Degree Courses at Loughry College.

Career Opportunities

Dietitian, Food Technologist, Product/process Development Scientist, Industrial Buyer or Retail Buyer, Production Manager, Quality Manager, Chef, Brand Manager, Product Manager, Nurse, Teacher, Environmental Health, Personal Trainer.

Further information can be found here:

https://ceea.org.uk/downloads/docs/Support/Student%20Guidance/2019/Student%20Guide_6.pdf

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Food and Nutrition External exam (2 hours)	50
2	Practical Food and Nutrition Controlled Assessment that includes a practical activity and written report	50

Grades Awarded: *GCSE Grades A*-G are available*



French

GCSE



Head of Department: Mrs Millar
Specification/Examination Board: CCEA

Why study this subject?

The GCSE course in French is a 2-year course with the emphasis on communication and comprehension. It covers the 4 language skills of reading, writing, listening and speaking. Candidates can be entered for examinations at either foundation or higher level (for reading, writing and listening) to maximise achievement.

The course includes topics such as culture and customs; personal details and family; local area; social and global issues; school and career; free time, social media and entertainment; travel and tourism; and local and national identity.

GCSE pupils in the past have visited Invest NI and the Queen's Film Theatre and these visits will be available if the opportunity arises.

Progression Pathways

A good GCSE may lead to AS/A2 Level of study of French (not currently offered at Ballyclare Secondary School), giving access to degree courses in Interpreting and Translating, International Business Studies or joint courses such as Law with French, Media Studies with French or Accountancy with French. Language modules are an option with many university courses across a wide range of disciplines.

Career Opportunities

A GCSE in French would be a key asset for employment in any number of areas such as Tourism, Advertising, Journalism and Customer Services. Careers also exist in the following spheres: Interpreter, Translator, Language Teacher, Linguistics, Media, the Leisure Industry, International Organisations, Business and Administration. Linguists are highly desirable for their qualifications and skills. Employers seek out the transferable skills that are developed in language learning. Communication skills, problem-solving and inter-personal skills make linguists stand out in the employment market. Linguists have an openness to new cultures and experiences making them a key asset in any workplace team.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Speaking Examination (7-12 minutes) General conversation and two role plays conducted with teacher	25
2	Writing Examination (1hour/1 hour 15 minutes) Response includes listing, short phrases, answering questions in French and English, translation from English to French and one structured and extended writing task.	25
3	Listening Examination (35/45 minutes) Response includes selection, gap-fill and answering questions in French and English	25
4	Reading Examination (50 minutes/1 hour) Response includes selection, gap-fill, answering questions in French and English and translation from French to English	25

Grades Awarded: GCSE Grades A*-G are available

What our pupils say about the course



French is challenging, interesting, thought-provoking, unique, expressive and creative.



I loved the fact that I understood Emily in Paris when they spoke in French. When I went to Disneyland I understood when staff spoke in French.



My communication skills have improved, it made me really think about what I wanted to say in both English and French. In GCSE French I used problem solving skills that I didn't realise I had, I worked things out by taking time and thinking.



It can prove to others that there is a whole other level to you. You feel like a different person when you speak another language.



Further Mathematics

GCSE

Head of Department: Mrs Jones
Specification/Examination Board: CCEA

Why study this subject?

The study of Further Mathematics will extend the Mathematical knowledge of pupils beyond that of the Higher Level GCSE and should prove most useful to those pupils who plan to take courses at AS/A Level and beyond that have a Mathematical content. While not a prerequisite for Mathematics courses at AS/A Level anyone completing the course would be well placed to continue their Mathematical studies at AS/A Level.

The assessment will comprise of three written papers, one of 2 hours duration and two of 1 hour duration.

Points to consider

Pupils need a high level of mathematical competency to gain entry to this subject. A score above 75% in the end of year Summer Mathematics exam will be required to gain entry to the class. A pupil can be exempt from this with teacher approval providing evidence of suitable proficiency can be obtained.

Progression Pathways

Further Mathematics is advantageous, though not essential, for A-Level study in Mathematics.

Career Opportunities

Accountancy, Actuarial, Aircraft Design, Banking, Brokerage, Crime Analysis, Computer Game Design, Financial Analysis, Fusion Research, IT, Logistics, Management Consultancy, Marketing, Medical Research, Merchant Banking, Meteorology, Oceanography, Oil Industry, Pharmaceuticals, Security Service, Simulation, Statistician, Systems Analysis, Tax, Teaching, Transport Planner.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Pure Mathematics Mandatory Unit External exam (2 hours)	50
2	Mechanics External exam (1 hour)	25
3	Statistics External exam (1 hour)	25

Grades Awarded: *GCSE Grades A*-G are available*

Unit 1: Algebra, Trigonometry, Differentiation, Integration, Logarithms, Matrices and Quadratic Inequalities.

Unit 2: Kinematics, Vectors, Forces, Newton's law of motion and Moments.

Unit 3: Central Tendency and Dispersion, Probability, Binomial and Normal Distributions and Bivariate analysis.



Geography

GCSE



Head of Department: Mrs Campbell
Specification/Examination Board: CCEA

Why study this subject?

Geography teaches you about the Earth's places, peoples, environments and societies. It helps you to understand the relationships between people and the environment. Geography is unique in bridging the Social Sciences (Human Geography) and the Earth Sciences (Physical Geography).

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. It will help you develop your communication and teamwork skills. You'll also develop your research and analysis skills including in IT, lab and fieldwork, which means you will be able to collect and look for patterns in data. If you choose to take geography on to university, there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of geography will probably surprise you.

Progression Pathways

Geography provides a useful background to those intending to take up careers in business and commerce, agriculture, horticulture and various aspects of the leisure and tourist industries. GCSE Geography also provides a sound foundation for 'A' Level study. In 2011 the Russell Report names Geography as one of the eight facilitating subjects. Choosing one of these subjects will keep options open to you at university. In 2015 The Guardian identified Geography as 'the must have A-Level'.

Career Opportunities

Cartographer, Environmental Consultant, Geographical Information Systems Officer, Planning and Development Surveyor, School Teacher, Town Planner, Transport Planner.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Understanding Our Natural World External exam Topics covered are: River Environments, Coastal Environments, Our Changing Weather and Climate, the Restless Earth	40
2	Living in Our World External exam Topics covered are: Population and Migration, Changing Urban Areas, Contrasts in World Development, Managing Our Environment	40
3	Fieldwork External exam Students base their answers on their knowledge and experience of their fieldwork	20

Grades Awarded: GCSE Grades A*-G are available

All three units of the course are externally assessed, 40% in Year 11 (Unit 1) and 60% in Year 12 (Units 2 & 3). There is no Controlled Assessment. You need to be prepared to learn key term definitions as well as facts and figures relating to the case studies within each of the units. Time must be set aside for thorough revision at home in the lead up assessments and examinations. There are a range of different question types from one-word answers to extended answers of approximately 200 words. Good literacy skills are desirable to be able to achieve the top mark band in the questions pertaining to case studies. You will also be required to interpret a range of resources including maps, diagram, graphs and tables. This will involve identifying patterns and trends.

What our pupils say about the course:



I enjoy the variety of topics on the course, they are interesting and relate to what we hear and see on the news.



I like to impress my mum with my knowledge on clouds, with big words like cumulonimbus.



The field trip really helped me to understand the topics of rivers better and it was a good way to revise leading up to the exam in May.



I love all the stories Mrs Campbell tells us; they help me understand things better.



Doing the exam in Year 11 was good as it is worth 40% and I had more time to revise to get a good grade and less to have to learn in Year 12.



Changing from another subject at the start of Year 11 to Geography was the best decision of my life. I loved Geography at GCSE, it was my favourite subject.



History

GCSE



Head of Department: Mrs Hill
Specification/Examination Board: CCEA

Why study this subject?

This course encourages pupils to be enthusiastic about studying history while developing as effective and independent learners with enquiring minds.

The aims of this course are:

- To develop the ability to ask relevant and significant questions about the past, to investigate issues critically and to make valid historical claims using a range of sources;
- To develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes; and
- To develop the ability to effectively communicate historical knowledge and understanding in a range of ways, argue a case, make judgements and reach substantiated conclusions.

Points to consider

To be successful in GCSE History pupils will need to accurately recall a wide range of historical information, analyse source material and complete a 16-mark discursive essay. An aptitude for English and a high level of literacy is therefore essential.

Progression Pathways

History is offered at AS and A2 Level in Ballyclare Secondary School. History also provides an excellent base for many courses offered at Further Education.

Career Opportunities

Archivist, School Teacher, Museum/Gallery Conservator, Librarian, Information Officer, Records Manager, Broadcast Journalist, Researcher, Writer.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	<p>External exam (1 hour 45 minutes)</p> <p>Section A: Modern World in Depth: Life in Nazi Germany, 1933-1945</p> <p>Students focus on the impact of the Nazi dictatorship on people's lives in Germany and explore the interplay of political, economic, social and racial forces in Germany at this time.</p> <p>Section B Local Study: Changing Relations: Northern Ireland and its Neighbours, 1920-49</p> <p>Students study the changing relationships between the north and south of Ireland and Britain following partition. They examine the changing relationships against the backdrop of peace, war and neutrality and explore the significant impact of World War II on relations between Northern Ireland and its neighbours.</p>	60
2	<p>External Exam (1 hour 15 minutes)</p> <p>Outline Study: International Relations, 1945-2003</p> <p>Students focus on significant events associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'.</p>	40

Grades Awarded: GCSE Grades A*-G are available



Learning for Life and Work

GCSE

Subject Leader: Mr Adams
Specification/Examination Board: CCEA

Why study this subject?

The subject is divided into 3 compulsory areas of study: Local and Global Citizenship, Personal Development and Employability.

1. **Local and Global Citizenship** – this area gives students opportunities to:
 - Develop the knowledge, understanding and skills they need to participate positively and effectively in their communities and wider society;
 - Influence democratic processes;
 - Make informed and responsible decisions as local and global citizens throughout their lives.

2. **Personal Development** - this area gives students opportunities to:
 - Develop a deeper understanding of their own personal development;
 - Assess and learn how to manage the challenges that they may face throughout life.

3. **Employability** - this area gives students opportunities to:
 - Develop the personal qualities, skills, knowledge, understand and attitudes that will give them a strong foundation for lifelong learning and work in a rapidly changing economic environment.

Progression Pathways

LLW is a lead in subject for Government and Politics offered at A Level in Ballyclare Secondary School.

Career Opportunities

Public Relations, Politician, Researcher, Retail Management, Social Worker, Teacher, Trade Union Officer, Education Sector, Cultural Sector, Human Rights Sector, Voluntary Sector.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Controlled Assessment Task	40
2	Local and Global Citizenship External exam	20
3	Personal Development External exam	20
4	Employability External exam	20

Grades Awarded: GCSE Grades A*-G are available



Leisure, Travel and Tourism

GCSE

Head of Department: Mrs Emerson
Specification/Examination Board: CCEA

Why study this subject?

We all take part in leisure, travel and tourism activities, whether it is going to the cinema or planning a holiday. This industry is a major area of economic growth locally and globally.

Studying Leisure, Travel and Tourism will provide you with opportunities to develop knowledge and skills in this exciting and growing sector of the economy.

Points to consider

A high level of literacy would be beneficial for this subject alongside high attainment in Key Stage 3 Geography.

Progression Pathways

GCSE Leisure and Tourism is an ideal basis to continue further study of Travel and Tourism at BTEC Level 3 at Ballyclare Secondary School.

Career Opportunities

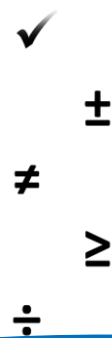
Entertainment Manager, Leisure Club Manager, Airport Ground Staff, Outdoor Activities Instructor, Flight Attendant, Sports Coach, Tour Guide, Cruise Ship Steward, Coach Tour Driver, Tour Representative, Travel Agent, Hospitality Manager, Hotel Manager, Restaurant Manager, Conference Centre Manager, Customer Services Manager.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Understanding the Leisure, Travel and Tourism Industry External exam <ul style="list-style-type: none"> • Components of the leisure, travel and tourism industry • Leisure, travel and tourism organisations • Factors influencing changes in leisure, travel and tourism • Types of holidays and the appeal of destinations • Technology in the leisure, travel and tourism industry 	40

Unit	Assessment	Weighting % of GCSE
2	Promoting and Sustaining the Leisure, Travel and Tourism Industry External exam <ul style="list-style-type: none"> • Marketing • Tourism development and sustainable tourism • The responsible traveller • Safety and security procedures • Emergency situations 	40
3	Working in the Leisure, Travel and Tourism Industry Controlled Assessment <ul style="list-style-type: none"> • Customer service • Health and Safety in the workplace • Job opportunities in the leisure, travel and tourism industry 	20

Grades Awarded: GCSE Grades A*-G are available



Mathematics

GCSE

Head of Department: Mrs Jones
Specification/Examination Board: CCEA

Why study this subject?

Mathematics is a core curriculum subject studied by all pupils in Years 11 and 12. The GCSE Mathematics Course is modular and is offered at Foundation and Higher Level.

Progression Pathways

It is important to recognise the necessity of a good mathematical education and its relevance to all aspects of modern day life. It is essential for success in many fields such as Business, Commerce, Science and Technology. Further studies can be undertaken in Years 13 and 14 at AS/A2.

Career Opportunities

Accountancy, Actuarial, Banking, Brokerage, Financial Analysis, IT, Logistics, Management Consultancy, Medical Research, Pharmaceuticals, Statistician, Systems Analysis, Tax, Teaching.

Summary of Assessment

There is **no coursework**; assessment is by examination which for both foundation and higher levels splits into 2 parts known as the Module and Completion Tests.

Foundation Tier (Grades C* - G)

Unit	Assessment	Weighting % of GCSE
Year 11	M1 or M2: Foundation Tier External written exam with calculator (1 hour 45 minutes)	45
Year 12	M5 or M6: Foundation Tier Completion Test Two external written exams: <ul style="list-style-type: none"> • Paper 1 without calculator (1 hour) • Paper 2 with calculator (1 hour) 	55

Higher Tier (Grades A* - E)

Unit	Assessment	Weighting % of GCSE
Year 11	M3 or M4: Higher Tier External written exam with calculator (2 hours)	45
Year 12	M7 or M8: Higher Tier Completion Test Two external written exams: <ul style="list-style-type: none">• Paper 1 without calculator (1 hour 15 minutes)• Paper 2 with calculator (1 hour 15 minutes)	55

Part 1 is taken in the summer exam series of year 11 and Part 2 in the summer exam series of Year 12.

Each examination paper has a non-calculator and calculator part and it is essential that all pupils have **their own scientific calculator** that can be used throughout the 2 year GCSE course. Questions set by the examination board in the calculator paper will assume that pupils have this resource to hand and are proficient in its use.



Media Studies

GCSE



Head of Department: Mrs McKay
Specification/Examination Board: AQA

Why study this subject?

Media studies is an interactive subject which encourages students to develop their creative, analytical, research and communication skills, through the exploration of a range of media forms and perspectives.

Media Studies is a contemporary and dynamic subject offered at GCSE and later at AS and A2 levels. The course is both theoretical and practical and allows pupils the chance to work with digital technology for filming, editing and desk top publishing.

Media products to be studied in-depth through analysis:

- **Audio-visual forms** (TV, film, radio, advertising and marketing, video games and music video).
- **On-line forms** (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing).
- **Print forms** (newspapers, magazines, advertising and marketing).

Progression Pathways

A GCSE in Media Studies is excellent preparation for A-Level study of Media or Moving Image Arts. It is also a sound basis for progression to Level 3 Media-based courses and further education. Students very often do better in English when they do Media Studies. It gives valuable skills to help understand the world and will help you increase your knowledge and understanding of: Communication, Design, Planning, Presentation, Evaluation, Creativity, Critical Thinking, Research, Story-telling, Technology, Politics, Business, Culture, and Citizenship.

Career Opportunities

Media, Film, Television, Radio, Journalism, Creative Writing, Public Relations, Marketing, Communications, Teaching, Advertising, Acting, Design, Photography, Publishing, Editing, Graphic Design, Web Design, Teacher, Multi-media Developer.

Points to consider

The course would suit pupils who have a flair for written expression, are artistic and creative and have an interest in all areas of the media including the technology. They also need to have the ability to motivate and work independently and meet deadlines.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	MEDIA ONE External exam Theoretical Framework: <ul style="list-style-type: none">• Section A: Media Language and Representation• Section B: Media Industries and Audiences	35
2	MEDIA TWO External exam Theoretical Framework and their contexts: <ul style="list-style-type: none">• Section A: TV Close Study Product• Section B: Newspapers, Online and Video Games	35
3	Creating a Media Product Non-Exam Assessment (NEA) Students produce: <ul style="list-style-type: none">• A statement of Intent• A media product for an intended audience	30

Grades Awarded: *GCSE Grades 9 - 1 are available*

All examinations take place in the summer series of Year 12.



Motor Vehicle & Road User Studies

GCSE

Specification/Examination Board: CCEA

Why study this subject?

Our educational system must equip young people with the skills necessary to cope with everyday life after school. In that context one of the most important life skills is the ability to cope with road and driving conditions as they exist in Northern Ireland today.

The course will instil a greater knowledge and awareness of road safety. A good grade in this subject will be accepted by most employers. The Northern Ireland Civil Service accepts a grade 'C' pass in this subject as one of the 5 passes required for entry to the Civil Service.

The Association of British Insurers has also indicated that a pass in Road Traffic Studies would be particularly useful for potential employees in their field. All information gathered during the course will be invaluable for the theory and hazard perceptions tests that are now required before taking the driving test.

Progression Pathways

Teaching others in Road and Vehicle Use, Transport Industry, Tyre Technician, Parts Advisor, After Sales Service, Diagnostic Technician, Sales Advisor.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Motor Vehicle and Road User Theory External exam (1 hour 45 minutes) Topics covered are include: Vehicle control and road user behaviour; legal requirements; road transport and its effect on society; motoring mathematics; collision procedures; motor Vehicle technology.	50
2	Investigative Study: Controlled Assessment <ul style="list-style-type: none"> An in-depth study of traffic problems at a location near the school. 	25
3	Practical Riding Activity: Controlled Assessment <ul style="list-style-type: none"> Practical riding carried out on a 50cc moped within the school grounds, not on public roads. 	25

Grades Awarded: GCSE Grades A*-G are available



Music

GCSE



Head of Department: Mrs Stewart
Specification/Examination Board: CCEA

Why study this subject?

Music is part of life and is all around us. It is a form of communication and through the course the pupil will develop a greater understanding of music. There are many pupils who find music interesting and enjoyable and it is the aim of this course to develop the skills of composing, performing and listening and appraising.

The aims of music education are:

- To develop the necessary skills and concepts to enable musical activity.
- To develop social skills and awareness through making music together.
- To offer pupils opportunities to experience the personal satisfaction and self-confidence derived from striving after the highest possible standards in musical activity.
- To develop an awareness of musical traditions and developments in a variety of cultures and societies.

Progression Pathways

GCSE Music is an excellent foundation for A-Level study of Music. It can also lead into further study in sound, music and production courses in Further Education.

Career Opportunities

Musician, Teacher, Private Music Teacher, Music Therapist, Composer, Arts Administrator, Community Arts Worker, Event Organiser

Points to consider

Pupils must receive instrumental or vocal lessons on their chosen instrument throughout the two-year course and will be required to attend one extra-curricular music activity per week to build on their ensemble skills and general musicianship.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Composing and Appraising Composition of 3-6 minutes	30
2	Performing and Appraising Solo and an ensemble for up to 6 minutes	35
3	Listening and Appraising Aural perception	35

Grades Awarded: *GCSE Grades A*-G are available*

There is one examination of aural perception which is 1 hour 15 minutes long and will include questions on familiar and unfamiliar music. Pupils must create two contrasting compositions and provide an MP3 file and printed score for each. Pupils must present one solo and one ensemble performance on their chosen instrument.



Physical Education

GCSE



Teacher Leader of KS4: Mr Cowden
Specification/Examination Board: AQA

Why study this subject?

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Pupils will have opportunities to:

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways;
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being;
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- Understand how the physiological and psychological state affects performance in physical activity and sport;
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- Understand the contribution which physical activity and sport make to health, fitness and well-being;

- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Progression Pathways

Achieving a suitable grade at GCSE PE will facilitate the progression to BTEC Sport Level 3 at Ballyclare Secondary School.

Career Opportunities

Sports Coach/Fitness Instructor, Sports Development Officer, Personal Trainer, PE Teacher, Physiotherapist, Sports Performance Analyst, Leisure Centre Manager or attendant, Sports Therapist, Strength and Conditioning Coach, Sports Administrator, Outdoor Pursuits Manager.

Points to consider

Pupils are required to represent the school in at least one sport and play at a competitive level outside of school. It is also desirable for pupils to be competent in other sporting activities.

Due to the academic nature of this subject, pupils should be competent in Science with good literacy skills.

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	The human body and movement in physical activity and sport External exam (1 hour 15 minutes)	30
	The following is assessed: <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	
	Questions <ul style="list-style-type: none"> • Answer all questions • Multiple choice/objective test questions • Short answer questions • Extended answer questions 	
2	Socio-cultural influences and well-being in physical activity and sport External exam (1 hour 15 minutes)	30
	The following is assessed: <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	
	Questions <ul style="list-style-type: none"> • Answer all questions • Multiple choice/objective test questions • Short answer questions • Extended answer questions 	
3	Practical performance in physical activity and sport Assessed by teachers and moderated by AQA	40
	The following is assessed: <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. 	
	Questions For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.	

Grades Awarded: GCSE Grades 9 - 1 are available

All examinations take place in the summer series of Year 12.

What our pupils say about the course:



I chose GCSE PE as I was a sporty person who wanted to learn knowledge on how I use my body and how to keep myself healthy. The work in PE was very enjoyable as the information taught was very interesting and the practical side was exciting. I always looked forward to PE looking at my timetable as it turned out to be my favourite subject. Now I am studying BTEC Sport Level 3 due to my great result in PE and enjoying my time even more. My career goal is to become a physiotherapist or personal trainer in which PE had started that journey in which I am still pursuing.



Psychology

GCSE

Specification/Examination Board: Pearson Edexcel



Why study this subject?

The aims and objectives of this qualification are to enable students to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry;
- Acquire knowledge and understanding of psychology, develop an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena;
- Understand how psychological research is conducted, including the role of scientific method and data analysis;
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers;
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology;
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Points to consider

Psychology requires a high level of mathematical ability. The following skills are required for handling data in investigations.

Arithmetic and numerical computation:

- Recognise and use expressions in decimal and standard form;
- Estimate results;
- Use an appropriate number of significant figures.

Be able to understand and use:

- Mean, and finding arithmetic means;
- Median;
- Mode;
- Ratios;
- Fractions;
- Percentages;
- Range as a measure of dispersion;
- The characteristics of normal distributions.

Be able to:

- Construct and interpret frequency tables and diagrams;
- Construct and interpret bar charts;
- Construct and interpret histograms;
- Construct a scatter diagram;
- Use a scatter diagram to identify a correlation between two variables;
- Translate information between graphical and numerical forms;
- Plot two variables from experimental or other data and interpret graphs.

Progression Pathways

Students may progress from this qualification to A-Level Psychology (offered in Ballyclare Secondary), BTEC Level 3 in Psychology or employment in a wide range of careers (with further training), for example product management and general management, or a science-based apprenticeship.

Career Opportunities

Alongside the many transferable skills offered by studying Psychology at GCSE, you may find that a career directly linked to Psychology would suit you. Link to the British Psychological Society (BPS) Careers Guide: [Psychology Careers Guide.pdf \(bps.org.uk\)](https://www.bps.org.uk/careers-guide)

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	External exam (1 hour 45 minutes) covering 5 topics: 1. Development 2. Memory 3. Psychological problems 4. The brain and neuropsychology 5. Social influence	55
2	External exam (1 hour 20 minutes). Pupils must study two of Topics 6-10; Topic 11 is compulsory: 6. Criminal psychology 7. The self 8. Perception 9. Sleep and dreaming 10. Language, thought and communication 11. Research methods	45

Grades Awarded: GCSE Grades 9 - 1 are available

All examinations take place in the summer series of Year 12.

What our pupils say about the course:



I really love Psychology. It's fascinating learning how our brain develops and how different parts of the brain contribute to how we behave. In particular, I really enjoyed the brain and neuropsychology topic where we learn the functions of the brain and how messages are sent. Choose Psychology – you won't be disappointed.



I enjoyed GCSE Psychology because I like to know why people make decisions, why people experience things like addiction or amnesia, and how kids learn.



I loved learning about the structure of the brain, criminology, mindsets and sleep cycles. Psychology is extremely interesting and allows you to understand human behaviour. I would recommend Psychology if you already enjoy Biology because you get to learn about the inner workings of the brain.



I thoroughly enjoyed the topic of criminology and learning about the different parts of the brain. If you enjoy learning about human behaviour and are skilled at writing you will enjoy this subject.



Psychology was my favourite GCSE subject as it gave me interesting insight into how the brain works and why we do things! My favourite topic was criminal psychology.



Religious Studies

GCSE



Head of Department: Mrs Coombs
Specification/Examination Board: CCEA

Why study this subject?

The GCSE course in Religious Studies encourages students to develop an enquiring, critical and reflective approach to biblical, church, moral and ethical issues. Pupils will have the opportunity to develop their own values, opinions and attitudes yet also appreciate the viewpoint of others. The course will enhance not only their own spiritual and moral development but also their personal, social and cultural development, along with their understanding of different cultures locally, nationally and in the wider world, so they may contribute to social and community cohesion. This course gives opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.

Progression Pathways

GCSE RS is excellent preparation for A-Level study.

Career Opportunities

Teacher, Youth Worker, Journalist, Social Worker, Fundraiser, Pastoral Assistant, Police Officer, Solicitor, Community Worker, Nurse.

Points to consider

Pupils need a high level of literacy skills to succeed in this subject.

Summary of Assessment

Some pupils will study two units over two years to achieve a full course GCSE. There is no coursework and the final grade is based in the marks from each exam.

Unit	Assessment	Weighting % of GCSE
1	The revelation of God and the Christian Church <ul style="list-style-type: none"> • The identity of Jesus • The teaching of Jesus • The encounters of Jesus with others • The death and resurrection of Jesus • The Christian Church – styles of worship, prayer, church furniture and architecture, church festivals • Sacraments and ordinances – baptism and communion • The role of the church in contemporary society 	50

Unit	Assessment	Weighting % of GCSE
2	An Introduction to Christian Ethics <ul style="list-style-type: none">• Personal and family issues• Matters of life and death• Developments in bioethics• Contemporary issues in Christianity• Modern warfare	50

Grades Awarded: *GCSE Grades A*-G are available*



Science

GCSE



Head of Department: Mrs Parr
Specification/Examination Board: CCEA

Why study this subject?

The study of Science enables students to gain understanding of how their bodies and the world around them works. It is a fascinating subject which provides both a solid foundation for further study and a good general understanding of Science in everyday life. The transferable, thinking and analytic skills developed in Science make it a valuable foundation in a wide variety of fields.

All pupils in Years 11 and 12 are required to study a Science subject. The options are:

- GCSE Single Award Science
- GCSE Double Award Science
- Occupational Studies – Horticulture (see Occupational Studies section)

The range of courses available in Years 11 and 12 ensure that every pupil can choose a subject which is best suited to their individual strengths and interests.

Single Award Science

Summary of Course Content

Unit 1 Biology	Unit 2 Chemistry	Unit 3 Physics	Unit 4 Practical Skills
<ul style="list-style-type: none"> • Cells • Food and Diet • Chromosomes and Genes • Co-ordination and Control • Reproduction • Variation and Adaptation • Disease and Body Defences 	<ul style="list-style-type: none"> • Acids, Bases and Salts • Elements, Compounds and Mixtures • Atomic Structure and Periodic Table • Bonding • Materials • Symbols, Formulae and Equations 	<ul style="list-style-type: none"> • Electrical Circuits • Household Electricity • Energy • Electricity Generation • Heat Transfer • Waves • Road Transport and Safety • Radioactivity 	<p>This unit is taught through the content of the other three units and gives pupils pupil opportunity to develop skills in the following areas:</p> <ul style="list-style-type: none"> • Planning an investigation

Unit 1 Biology	Unit 2 Chemistry	Unit 3 Physics	Unit 4 Practical Skills
<ul style="list-style-type: none"> Ecological Relationships 	<ul style="list-style-type: none"> Qualitative Analysis Metals and the Reactivity Series Rates of Reaction Organic Chemistry 	<ul style="list-style-type: none"> Earth in Space 	<ul style="list-style-type: none"> Carrying out an experiment Analysing data and drawing conclusions

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Biology Written exam paper Foundation and Higher Tier (1 hour)	25
2	Chemistry Written exam paper Foundation and Higher Tier (1 hour)	25
3	Physics Written exam paper Foundation and Higher Tier (1 hour)	25
4	Practical Skills Booklet A (7.5%) Booklet B (17.5%) Written paper Foundation Tier (1 hour) Higher Tier (1 hour 15 minutes)	25

Grades Awarded: GCSE Grades A*-G are available

Module exams are completed in February (Year 11) and November and May (Year 12). A single grade is awarded at the end of Year 12. All modules are available at foundation (C*-G) and higher tier (A-C).

[CCEA GCSE Single Award Science Specification](#)

Progression Pathways

In Ballyclare Secondary School, Single Award Science is accepted as a lead in subject to A-level Life and Health Science. It also provides an excellent foundation for many courses at Further Education Colleges and CAFRE

Please note: Single Award Science is not a suitable course for pupils considering studying either Biology or Chemistry A-Level.

Career Opportunities

Animal technician, laboratory support worker, beauty therapist, care worker, dental hygienist, pharmacy assistant, nursery worker, social work assistant, horse groom, forestry worker.

[STEM Science Careers Support](#)

[Royal Society of Chemistry Job Profiles](#)

[National Careers Service - Science and Research](#)

[National Careers Service - Healthcare](#)

[National Careers Service - Animal Care](#)

Double Award Science

Summary of Course Content

Year 11		
Unit 1: Biology 1	Unit 2: Chemistry 1	Unit 3: Physics 1
<ul style="list-style-type: none"> • Cells • Photosynthesis and Plants • Nutrition and Food Tests • Enzymes and Digestion • The Respiratory System • Nervous System and Hormones • Ecological Relationships 	<ul style="list-style-type: none"> • Atomic Structure • Bonding • Structures • Nanoparticles • Symbols, Formulae and Equations • Periodic Table • Quantitative Chemistry • Acids, Bases and Salts • Chemical Analysis 	<ul style="list-style-type: none"> • Motion • Force • Density and Kinetic Theory • Energy • Atomic and Nuclear Physics
Year 12		
Unit 4: Biology 2	Unit 5: Chemistry 2	Unit 6: Physics 2
<ul style="list-style-type: none"> • Osmosis and Plant Transport • The Circulatory System • Reproduction • Genetics • Variation and Natural Selection • Health and Disease 	<ul style="list-style-type: none"> • Metals and the Reactivity Series • Redox, Rusting and Iron • Rates of Reaction • Equilibrium • Organic Chemistry • Quantitative Chemistry • Electrochemistry • Energy Changes • Gas Chemistry 	<ul style="list-style-type: none"> • Waves • Light • Electricity • Magnetism and Electromagnetism • Space Physics
<p>Unit 7: Practical Skills</p> <p>This unit is taught through the content of the other three units and gives pupils pupil opportunity to develop skills in the following areas:</p> <ul style="list-style-type: none"> • Planning an Investigation • Carrying out an experiment • Analysing experimental data • Drawing conclusions 		

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	Biology 1 Written exam paper Foundation and Higher Tier (1 hour)	11
2	Chemistry 1 Written exam paper Foundation and Higher Tier (1 hour)	11
3	Physics 1 Written exam paper Foundation and Higher Tier (1 hour)	11

Unit	Assessment	Weighting % of GCSE
4	Biology 2 Written exam paper Foundation and Higher Tier (1 hour 15 minutes)	14
5	Chemistry 2 Written exam paper Foundation and Higher Tier (1 hour 15 minutes)	14
6	Physics 2 Written exam paper Foundation and Higher Tier (1 hour 15 minutes)	14
4	Practical Skills Booklet A (7.5%) Booklet B (17.5%) Written paper Foundation and Higher Tier (1 hour 30 minutes)	25

Grades Awarded: GCSE Grades A*-G are available

Module exams are completed in November, February and May (Year 11) and June (Year 12). Two grades are awarded at the end of Year 12. All modules are available at foundation (C*-G) and higher tier (A-C).

[CCEA Double Award Specification](#)

Progression Pathways

Any pupil considering further study in Science or a Science related area after GCSE should choose Double Award Science. Double Award Science is a pre-requisite for many university courses; studying Double Award Science keeps many options open. The academic demands of Double Award Science are significant, therefore It is strongly advised that any pupil wishing to follow Double Award Science should be achieving at least 70% in tracking assessments during Key Stage 3.

Career Opportunities

Agriculture, Biochemistry, Biomedical Sciences, Clinical Research, Computer Science, Ecology, Engineering, Environmental Science, Genetics, Marine Science, Nutrition, Pharmacology, Public Health, Veterinary Medicine, Zoology.

[STEM Science Careers Support](#)

[Royal Society of Chemistry Job Profiles](#)

[National Careers Service - Science and Research](#)

[National Careers Service - Healthcare](#)

[National Careers Service - Animal Care](#)



Technology & Design

GCSE



Head of Department: Ms Flanagan
Specification/Examination Board: CCEA

Why study this subject?

GCSE Technology & Design helps students to develop self-confidence and an understanding to live and work efficiently in a highly developed technological world.

Through investigation and problem-solving activities, it provides opportunities for students to think, plan, take actions and evaluate a range of outcomes, whilst using a variety of materials, components and processes in the design and manufacture of products. It also allows them to gain an insight into related sectors such as manufacturing and engineering. It also prepares them to make informed decisions about further learning and career choices.

This course aims to encourage students to engage in the processes of Design and Technology activities in order to develop themselves as independent, effective learners.

All students have the opportunity to study Technology & Design for GCSE and depending on their ability and inclination can achieve from Grade A* to G. This is a modular course based upon students undertaking one module in Year 11 and two modules in Year 12, the details of which can be found in the table below.

Progression Pathways

This GCSE course can be used as a basis for further study in Technology and Design and is a good grounding for students who wish to enter apprenticeships or employment in the wider technological, construction or engineering fields.

Design & Technology (Product Design) is offered at A-level in Ballyclare Secondary School.

Career Opportunities

Materials Engineer, Electrical Engineer, Aeronautical Engineer, Architect, Product/Process Engineer, Technical Sales Engineer, Biomedical Engineer, Quality Manager, Higher Education Lecturer, Education.

For further information please watch:

- What is Technology and Design - <https://www.youtube.com/watch?v=4ILSEDVSAp4>
- Where can Technology and Design take you? - https://youtu.be/vSG0L-1LmAU?si=uW_DmC2rY_h21vAE
- What is Design? <https://youtu.be/jTEcM9WCtJo?si=SykCUqDKITs2Rqz7>

Summary of Assessment

Unit	Assessment	Weighting % of GCSE
1	T&D Core – Year 11 Written exam (1 hour 30 minutes)	25
2	Product Design – Year 12 Written exam (1 hour 30 minutes)	25
3	Design and Manufacturing Project Design portfolio and an associated manufacturing task	50

Grades Awarded: *GCSE Grades A*-G are available*



Digital Information Technology

BTEC Tech Award

Head of Department: Miss Nevin
Specification/Examination Board: Pearson BTEC

Why study this subject?

This qualification is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths skills. The BTEC Tech Award in Digital Information Technology gives learners a broad introduction to several aspects of 'digital' – from UX and interface design to data management and IT systems – enabling pupils to see what areas they are most keen on and keeping their options wide open for progression.

Through the study of these topics, learners will not only acquire sector-specific applied knowledge and skills but also the processes and attitudes that underpin the sector. Using realistic vocational contexts, learners will have the opportunity to explore, develop and apply highly sought-after key skills such as data management and data protection, project planning, and the design of user interfaces and dashboards as a way to present and interpret data. They'll learn about the iterative design process, cyber security, virtual teams, codes of conduct, and legal and ethical issues.

In addition, learners will gain an understanding of relevant employability skills and personal attributes, such as self-management and communication skills and the ability and willingness to evaluate and critically analyse their own performance.

This course can also be complementary learning for creative media, engineering and maths. Covering topics and themes that are very relevant to today's digital landscape, it is a perfect stepping-stone into a BTEC National in IT & Computing, a Level 3 Apprenticeship, or the new T Level in Digital Design, Development and Production.

Progression Pathways

BTEC Digital IT will provide relevant knowledge and understanding to live in the 21st Century. It will provide students with essential skills to progress in education and the workplace. Students who are successful in gaining a Level 2 Merit or Level 2 Distinction in BTEC Tech Award in Digital IT may have the opportunity to progress to GCE Digital Technology in Years 13 and 14 (or equivalent course offered by the ICT Department).

Career Opportunities

The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

A qualification in BTEC Digital IT could lead to a career in the following areas:

Applications Programmer, Information Systems Manager, Database Administrator, Information Technology Consultant, Multimedia Programmer, Software Engineer, Systems Analyst, Systems Designer, Computer Game Designer, Cyber Security, Robotics, Technical Support Specialist.

Useful Websites:

<https://bringittonni.co.uk/>

Points to Consider

An aptitude for Maths and Business Studies would be useful for this subject.

Summary of Assessment

Component	Content	Assessment Type	Weighting %	Completed
1: Exploring User Interface Design Principles and Project Planning Techniques 36 GHL	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Internal PSA* with 4 tasks. 6 Hours	30	Year 11 February Assessment Window
2: Collecting, Presenting and Interpreting Data 36 GHL	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Internal PSA* with 3 tasks. 6 Hours	30	Year 12 October Assessment Window
3: Effective Digital Working Practices 48 GHL	Learners will explore how organisations use digital systems and the wider implications associated with their use.	External synoptic exam (1 hour 30 minutes)	40	Year 12 Terminal Summer Assessment

* PSA - Pearson Set Assignments are set by Pearson, marked by the centre, and moderated by Pearson.

Grades Awarded: Seven grades are available from Level 1 Pass to Level 2 Distinction*.



Sport

BTEC Level 2



Teacher Leader for KS4: Mr Cowden
Specification/Examination Board: Edexcel

Why study this subject?

The BTEC Level 2 First Award in Sport offers students an opportunity to study sport in the context of the exercise and fitness industry.

It is a practical course including a variety of sport-related modules. The course is equivalent to one GCSE and prepares students for employment in the sports sector or progression onto higher level courses. The pupil must undertake the recommended guidance hours and will complete set tasks throughout the year. The marking criteria includes a Level 1 or Level 2 pass, merit or distinction.

Progression Pathways

Achieving a suitable grade at Level 2 in BTEC Sport will facilitate the progression to BTEC Sport Level 3 at Ballyclare Secondary School.

Career Opportunities

Sports Coach/Fitness Instructor, Sports Development Officer, Personal Trainer, PE Teacher, Physiotherapist, Sports Performance Analyst, Leisure Centre Manager or attendant, Sports Therapist, Strength and Conditioning Coach, Sports Administrator, Outdoor Pursuits Manager.

Points to consider

Due to the practical nature of Unit 2, pupils are advised to play at least one sport up to a competitive level.

Summary of Assessment

The course is made up of four units. These cover a wide variety of subjects and are subdivided into core and optional units. Examples are outlined below.

Unit	Assessment	Weighting %
1	Fitness for Sport and Exercise External online exam	25
2	Practical Performance in Sport Internal assessment - portfolio	25

Unit	Assessment	Weighting %
3	Applying the Principles of Personal Training Internal assessment - portfolio	25
4	The Sports Performer in Action Internal assessment - portfolio	25

What our pupils say about the course:



I chose BTEC Sport because I loved sport and wanted to have more in depth knowledge on how the body responds to physical activity and how to keep myself fit and healthy. The work in BTEC Sport was straight forward especially the coursework in which this made it easy to understand and complete before deadlines. Completing different fitness tests was very enjoyable as everyone has a good time. BTEC Sport provided me with the understanding that I wanted to pursue a job in sport whether it be personal training or strength & conditioning. I have now continued to study Double Award BTEC Sport for my A-levels in which I'm enjoying it very much.



I chose BTEC sport at GCSE because I was very interested in sport and wanted to learn more about the body and how it responds to exercise. I thoroughly enjoyed the topics we did in 4th and 5th year and having an interest in sport and anatomy made the work enjoyable and relatively straightforward. I found the topic of long and short-term effects of the body to exercise very Intriguing and it really peaked my interest in doing level 3 BTEC sport at A level. BTEC sport made me realise that I wanted to pursue a career in sport in either physiotherapy or sport and exercise science



Business Services



Occupational Studies

Head of Department: Mrs Emerson
Specification/Examination Board: CCEA

Why study this subject?

Learning about business is both interesting and useful for students wishing to pursue careers in any business environment or wishing to progress to other courses or training.

This qualification is practical in nature where the student learns by 'doing' and will have visits to various businesses in the area.

Progression Pathways

This subject is ideal for those who wish to pursue a career in an office or retail environment.

Points to consider

This course is not a suitable foundation for A-level study.

Summary of Assessment

Year	Content	Assessment
Year 11	Unit 10: Modern Retailing Retailing is one of the largest employing sectors in Northern Ireland. This unit is designed to allow the student to gain an understanding of occupations available in the retail industry.	All assessment takes place within the classroom environment: <ul style="list-style-type: none"> • Formal assessment of skills • Knowledge developed • Evaluation of student performance
Year 12	Unit 14: Using Office Technology Students will have the opportunity to use a range of technological equipment found in the modern business world.	All assessment takes place within the classroom environment: <ul style="list-style-type: none"> • Formal assessment of skills • Knowledge developed • Evaluation of student performance

Both units are internally assessed and externally moderated. There are **no written examinations**.



Carpentry and Joinery



Occupational Studies

Head of Department: Ms Flanagan
Specification/Examination Board: CCEA

Why study this subject?

This course takes a 'hands-on' approach to learning about carpentry and joinery leading to an award under the National Qualifications Framework (NQF).

This course gives students the opportunity to sample work-related learning within an occupational context. Through it they will have the opportunity to learn for work, through work and about work with real outcomes that will give them skills for life. It will also help develop skills in Literacy, Numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers. However, they will not become fully competent or trained in this work. Such competence-based training is available post-16 but not in Ballyclare Secondary School. This course consists of 2 units of study.

Progression Pathways

This course does not provide a basis for further study at A-Level, however it is excellent preparation for many Level 3 courses and entry into woodworking apprenticeships.

Career Opportunities

Draftsperson, Architectural Technician, Carpenter, Contractor, Cabinet Maker, Floor Fitter, Furniture Finisher, Roofer.

Points to consider

This course is not a suitable foundation for A-level study.

Summary of Assessment

Year	Content	Assessment
Year 11	<p>Unit 1 provides skills in carpentry and joinery as follows:</p> <ul style="list-style-type: none"> • Health and safety with respect to workshop activities; • The appropriate use of basic carpentry and joinery hand tools; • Construction of a range of carpentry and joinery models/projects incorporating a range of joints and jointing methods. • A review and evaluation of performance. 	<p>Assessment is based on the following objectives. Learners must:</p> <ul style="list-style-type: none"> • Recall knowledge and understanding of the specified content. • Apply knowledge, understanding and skills through practical relevant tasks. • Analyse and evaluate their working making judgements about their performance, indicating where improvements could be made.
Year 12	<p>Unit 14 provides increased vocational skills in bench joinery and associated activities.</p> <ul style="list-style-type: none"> • Health and safety with respect to workshop activities; • The appropriate use of an increased number of carpentry and joinery hand tools and basic hand held power tools; • Basic techniques of cutting, jointing, boring, and planning to produce construction related components; • Construction of a range of bench joinery models. 	<p>Assessment is based on the following objectives. Learners must:</p> <ul style="list-style-type: none"> • Recall knowledge and understanding of the specified content. • Apply knowledge, understanding and skills through practical relevant tasks. • Analyse and evaluate their working making judgements about their performance, indicating where improvements could be made.

Assessment is based on practical assignments and leads to the award of either Level 1 or Level 2 provided both units are completed. There are **no written examinations**.



Food Preparation

Occupational Studies

Head of Department: Mrs Chambers
Specification/Examination Board: CCEA



Why study this subject?

This modular study course provides an appropriate alternative to traditional GCSE subject studies. Students will learn practical skills for two years.

Year 11 will focus on a contemporary cuisine unit; Year 12 will focus on a patisserie and baking unit. There is an emphasis on learning by doing – applying students' knowledge in practical and work-related situations.

Points to consider

- It is not advisable to study both GCSE Food and Nutrition and Food Preparation Occupational Studies.
- This course is not a suitable foundation for A-Level study.
- Due to the practical nature of this course a payment each year is required to provide the necessary ingredients.
- Pupils can purchase their own chef jacket or hire one from the school at a cost of £5.

You should consider studying this subject if you are:

- Someone who enjoys cooking and has good practical skills.
- Someone who enjoyed KS3 Home Economics
- Someone who has an interest in the hospitality sector
- Someone who wants to improve their practical cooking skills.

Progression Pathways

The programmes of study will enable progression into other areas of accreditation, particularly NVQ (National Vocational Qualifications) and appropriate level 3 qualifications.

It is not a suitable option for A-Level study at Ballyclare Secondary School.

Career Opportunities

Food Technologist, Product/Process Development Scientist, Industrial Buyer or Retail Buyer, Production Manager, Quality Manager, Chef, Food Preparation.

Summary of Assessment

Year	Content	Assessment
Year 11	<p>Unit 1: Contemporary Cuisine</p> <p>Section 1: Health & Safety in catering</p> <p>Section 2: Starters Prepare a variety of hot and cold starters, e.g. carrot and coriander soup, chicken salad.</p> <p>Section 3: Main Courses Prepare a variety of main dishes, e.g. a stir fry, burger, escalope of chicken.</p> <p>Section 4: Desserts Prepare a variety of hot and cold desserts using pastry, sponges and a biscuit base, e.g. cheesecake.</p>	<p>All assessment takes place within the classroom environment:</p> <ul style="list-style-type: none"> • Formal assessment of two products from each section • Knowledge developed, e.g. maintain a safe, hygienic and secure working environment • Evaluation of student performance
Year 12	<p>Unit 31: Patisserie and Baking</p> <p>Section 1: Health & Safety in catering</p> <p>Section 2: Bread and Scones Prepare a variety of breads and scones, e.g. wheaten bread, cherry scones.</p> <p>Section 3: Cakes and Biscuits Prepare a variety of cakes and biscuits, e.g. carrot cake, shortbread.</p> <p>Section 4: Pastry Products</p> <ul style="list-style-type: none"> • Prepare a variety of pastry products, e.g. eclairs, sausage rolls, savoury whirls. 	<p>All assessment takes place within the classroom environment:</p> <ul style="list-style-type: none"> • Formal assessment of two products from each section • Knowledge developed, e.g. maintain a safe, hygienic and secure working environment • Evaluation of student performance

Assessment will take place throughout the course and students will either attain Level 1 (equivalent to GCSE D-G Grade) or Level 2 (equivalent to GCSE A*-C Grade). At the end of the two years pupils will be awarded a final grade based on the combined scores of their two units. There are **no written examinations**. The main focus of this two-year course is food preparation.



Graphic and Website Development

Occupational Studies

Head of Department: Miss Nevin
Specification/Examination Board: CCEA

Why study this subject?

This modular course provides an appropriate alternative to a traditional GCSE course in ICT. This course has an emphasis on learning by doing; students get the opportunity to apply their knowledge and skills in practical work-related situations. They also get to develop an appreciation of the environmental impact of the tasks they carry out as well as raise their awareness of the health and safety issues relating to computers.

Year 11 will focus on Graphic Design and Year 12 will focus on Website Development. This course is a good introduction to the design of graphics and their use in websites.

Points to consider

This course is not a suitable foundation for A-Level study.

Progression Pathway

This programme of study is not a suitable option for pupils considering A-Levels at Ballyclare Secondary School. However it can provide a basis for further studies in Graphic and Website Development at Level 3.

Career Opportunities

Website designer, graphic designer, marketing, branding, advertising, printing, interior design, packaging designer, blogger, video game illustrator, photographer, magazine layout designer, animator, digital illustrator, stationary designer.

Summary of Assessment

Year	Content	Assessment
Year 11	<p>Unit 29: Graphic Design</p> <p>Section 1: Planning a Graphic Design Project</p> <ul style="list-style-type: none"> • Consideration of health and safety issues in the graphic design industry. • Consideration of employment opportunities in the graphic design industry. • Principles of graphic design. <p>Section 2: Producing a Graphic Design Project based on a Client Brief</p> <ul style="list-style-type: none"> • Generation of ideas. • Using design software. <p>Section 3: Presenting the Final Graphic Design Project</p> <ul style="list-style-type: none"> • Presenting the final outcome. • Consideration of environmental issues in the graphic design industry. • A review and evaluation of performance. 	<p>All assessment is undertaken within the classroom environment.</p> <ul style="list-style-type: none"> • Formal assessment of skills through graphics created. • Knowledge developed. • Evaluation of student performance.
Year 12	<p>Unit 35: Website Development</p> <p>Section 1: Planning for Developing a Website</p> <ul style="list-style-type: none"> • Consideration of health and safety issues in the website development industry. • Consideration of employment opportunities in the website development industry. • Principles of website development. <p>Section 2: Creating a Website</p> <ul style="list-style-type: none"> • Responding to a design brief. • Using website design software. <p>Section 3: Publish and Content Manage a Website</p> <ul style="list-style-type: none"> • Testing, publishing and content managing a website. • Consideration of energy efficiency, waste reduction and other environmental issues within the website development industry. • A review and evaluation of performance. 	<p>All assessment is undertaken within the classroom environment.</p> <ul style="list-style-type: none"> • Formal assessment of skills through website created. • Knowledge developed. • Evaluation of student performance.

Assessment is based on practical assignments and leads to the award of either Level 1 or Level 2 provided both units are completed. There are **no written examinations**.



Horticulture

Occupational Studies



Head of Department: Mrs Parr
Specification/Examination Board: CCEA

Why study this subject?

This is very much a 'hands on' course with the pupils spending the majority of their time learning through practical activities in the greenhouse and garden. Pupils will develop knowledge and skills necessary for the growth and care of a range of indoor and outdoor plants, in both the horticultural and floristry industries. There are opportunities to engage in entrepreneurial activities such as investigating the setting up of a small business through presenting and arranging plants in floral arrangements or containers and hanging baskets for sale. Horticulture supplies floral displays for several school events and takes pride in maintaining our outdoor spaces around the school grounds.

This will be supplemented by visits to a local further education college and garden centre to experience how the subject relates directly to the world of work. There is an emphasis on learning by doing; students applying their knowledge in practical and work-related situations, learning work related to Health and Safety and the ability to risk assess situations. Anyone who is interested in pursuing a career in craft, outdoors, horticulture or floristry would find this option provides a good introduction to the growing and care of a range of plants.

Progression Pathways

Although this is not an appropriate option if a pupil is considering A-level study, it can provide a basis for further studies in Horticulture at Levels 2 and 3 and courses offered by CAFRE.

Career Opportunities

This course opens the door to the diverse range of careers associated with Horticulture, Floristry and Plant Care. Potential careers could be Tree Surgeon, Groundsman, Greenkeeper, Landscape Gardener, Garden Designer, Florist, Conservation Worker, Ecologist, Environmental Officer and Estate Manager.

Useful Websites

[CAFRE Job Opportunities](#)

[Royal Horticultural Society Careers](#)

[Royal Horticultural Society Careers Video](#)

[Chartered Institute of Horticulture Careers Video](#)

[CCEA OS Horticulture Specification](#)

Points to consider

This course is not a suitable foundation for A-Level study.

Summary of Assessment

Year	Content	Assessment
Year 11	<ul style="list-style-type: none"> • Consideration of health and safety issues in horticulture; • Organic and sustainable methods for growing; • Various methods that are used to grow plants from seeds, bulbs, corms and tubers; • Taking cuttings and establishing plants; • Consideration of career opportunities in horticulture; • Consideration of environmental issues in horticulture; • Review and evaluation of performance. 	<p>All assessment is undertaken within the classroom environment.</p> <ul style="list-style-type: none"> • Formal assessment of skills. • Knowledge developed. • Evaluation of student performance.
Year 12	<ul style="list-style-type: none"> • Consideration of health and safety issues in horticulture and floristry; • Consideration of career opportunities in horticulture and floristry; • Identification of plant diseases and pests; • Growing and caring for plants; • Production of a floral item suitable for a special occasion; • Production of an information leaflet for the after-sales care of plants and flowers; • Consideration of environmental issues in horticulture and floristry; • Review and evaluation of performance. 	<p>All assessment is undertaken within the classroom environment.</p> <ul style="list-style-type: none"> • Formal assessment of skills. • Knowledge developed. • Evaluation of student performance.

Assessment will take place throughout the course with students developing a portfolio which will attain either Level 1 or Level 2 at the end of the two years. Level 2 is equivalent to GCSE Grades A*-C and Level 1 is equivalent to GCSE Grades D-G.



Photography and Creative Arts

Occupational Studies

Head of Department: Miss Moody
Specification/Examination Board: CCEA

Why study this subject?

In this course you will learn about the following:

- Consideration of employment opportunities in the craft industry;
- Craft-making equipment and materials;
- Craft skills;
- Production of a craft item;
- Consideration of health and safety within the craft industry;
- Research of a specific craft;
- Working to a brief;
- Writing the proposal of an idea;
- Methods to exhibit work;
- Procedures for self and peer evaluation;
- Consideration of environmental issues within the craft industry; and
- A review and evaluation of performance.

Progression Pathways

This qualification can provide a useful basis for further study of creative craft options at Levels 2 and 3.

Career Opportunities

Depending on the specialism studied, career opportunities may include ceramics sculpture, china painting, pottery, calligraphy, illustration, printmaking, stone masonry, monumental masonry, stone carving and sculpture, metalworking, blacksmithing, hand engraving, jewellery making, silversmithing or painting.

Points to consider

This course is not a suitable foundation for A-Level study.

Summary of Assessment

Year	Content	Assessment
Year 11 50%	Unit 1: Enterprise Crafts This unit will focus on the area of ceramics. Pupils will develop their knowledge and skills of a range of clay building techniques. The student will gain an understanding of the basic principles of design and construction. They will explore the equipment, materials, health and safety and the costs involved in making a craft product. The students will produce and sell a ceramic product for the craft industry.	All assessment is undertaken within the classroom environment. <ul style="list-style-type: none"> • Formal assessment of skills. • Knowledge developed. • Evaluation of student performance.

Year	Content	Assessment
Year 12 50%	Unit 2: Specialised Crafts This unit will allow learners to gain an understanding of photography. They will develop skills and explore materials, techniques and processes. Creativity and innovation are the key factors within this unit. Students will research, plan, develop ideas, work within time constraints and exhibit a final collection of photographs.	All assessment is undertaken within the classroom environment. <ul style="list-style-type: none"> • Formal assessment of skills. • Knowledge developed. • Evaluation of student performance.

Assessment will take place throughout the course with students developing a portfolio which will attain either Level 1 or Level 2 at the end of the two years. Level 2 is equivalent to GCSE Grades A*-C and Level 1 is equivalent to GCSE Grades D-G.

preparation for adult life



Preparation for Adult Life

Level 2 Certificate

Subject Leader: Mr Adams

Specification/Examination Board: CCEA

Why study this subject?

This qualification is available as an alternative to GCSE Learning for Life and Work and GCSE Religious Studies.

Preparation for Adult Life explores local and global issues and investigates cultural diversity and the challenges and opportunities this brings to our society. By studying this subject, you can develop your skills to support you in thinking and acting independently.

Studying Preparation for Adult Life can provide preparation for future employment as you will study the skills, qualities and attitudes required for a successful career, how employers assess candidates' suitability for a particular job and how to prepare for an interview.

You will explore the role of the entrepreneur in starting up a business. The course will also help you to plan for your personal career and consider lifelong learning benefits.

Summary of Assessment

Pupils must complete a Portfolio of Evidence for each of the 13 compulsory units. There are no external exams associated with this qualification.

Pupils will be awarded either a Pass or a Fail. **A Pass is the equivalent to a B grade at GCSE level.**

The 13 compulsory units are:

1. Diversity & Social Inclusion
2. Democracy & Democratic
3. Human Rights & Social Responsibility
4. Equality & Social Justice
5. Preparation for Work
6. Business in the Community
7. Effective Work Practice
8. Globalisation and the Labour Market
9. Self-Development
10. Roles and Responsibilities of Parents
11. Healthy Relationships
12. Maintaining Personal Health and Well-Being
13. Effective Financial Management

Career Opportunities

Studying Preparation for Adult Life can lead to careers in accounting, banking, retail, research, human resources, health and social care, government, small business and to self-employment as an entrepreneur.



Prince's Trust



Princes Trust

Level 2 Certificate

(Personal Development & Employability)

Why study this subject?

This course helps Students at KS4 develop the skills and confidence they need to engage and succeed in education, so they can reach their full potential.

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, practice 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.

Summary of Assessment

This qualification is 100% centre assessed using portfolios of evidence and graded as Pass or Fail.

Students will study 6 of the following topics:

- Career planning
- Community impact
- Customer experience
- Digital Skills
- Experiencing the world of work
- Managing money
- Personal development
- Presentation skills

- Project based-learning
- Sustainability
- Teamwork
- Undertaking an enterprise project
- Wellbeing
- Wellbeing – Healthy eating
- Wellbeing – Physical activity

Progression Pathways

The Achieve Programme helps young people to develop a range of skills which helps their employability, for example confidence, communication, team-working and time management skills. These are skills that employers like to see in the workplace. Prince's Trust will contribute to all career opportunities as it is fundamental in the development of the pupil as an individual within society.



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