

St Pius X College - Magherafelt

Supporting

Participating

eXcelling



Key Stage 4

Options

2025/2026

www.stpiusxcollege.org



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Welcome to St Pius X College Key Stage 4 Options information guide.



This guide is for pupils and parents and provides a summary of course details across the whole Key Stage 4 curriculum. We hope that it will enable all students to make an informed decision when choosing their **optional** subjects for Key Stage 4.

This is an exciting time for students where they can select **optional** subjects as part of their designated educational pathway (S, P or X) to complement their interests, abilities and learning styles. Please be assured that all of our pathways are carefully considered to maximise personalised achievement and we will support and guide each and every learner to achieve the best qualifications and experiences possible through high quality teaching and outstanding student support.

This guide should be used during the option process in conjunction with teacher guidance and information sessions (outlined on page 2), to help all students choose the most suitable pathway offering the best possible outcomes at the end of KS4.

Increasingly, the choices made at this stage can impact on future study pathways or employment, so it is vital the right choices are made. We hope you find this Option Booklet helpful and informative.

Mr P Friel
BSc (Hons), P.G.C.E, P.Q.H
Principal

Further information can be found on the college website (www.stpiusxcollege.org) or by contacting:

Mrs C Bell : Key Stage 4 Co-ordinator

Timetable of Events



Year 10 Options Programme 2025-26 Timetable of Events

Our options programme continues to be delivered in house through PSHE lessons and Careers classes. Students will continually be supported by form teachers and subject teachers in helping them make informed choices for Key Stage 4.

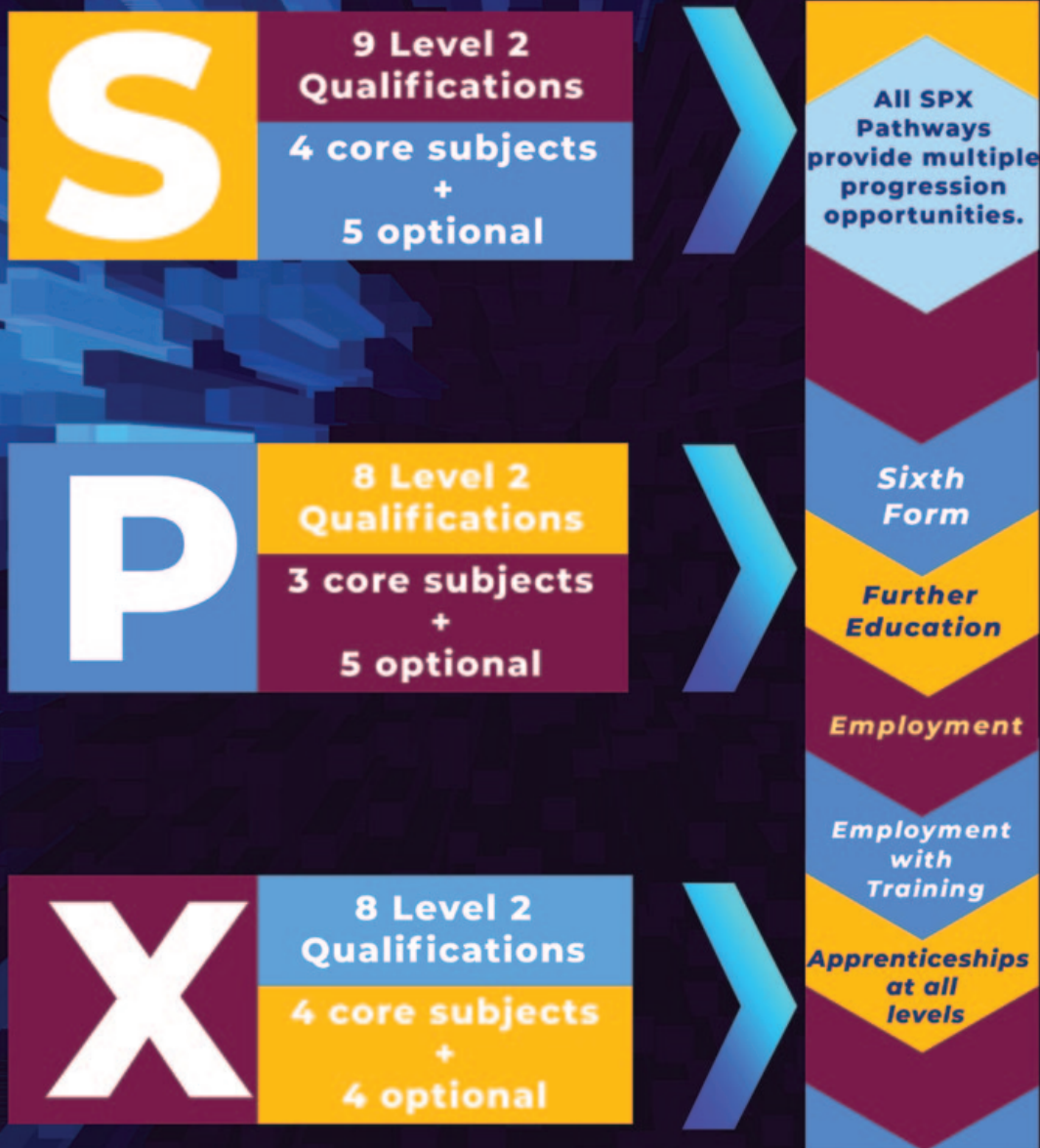
DATE	DEPARTMENT	EVENT
3rd October	ICT	IT/STEM 'Discover IT' Careers Talk
15th October	ICT	IT/STEM Robotics Workshop
16th October	Languages	Gael Linn Quiz/ Career Presentation. Gael Linn / Comhairle na Gaelscolaíochta
21st October	Business Studies	Year 10 Project Business Day
22nd October	Careers	Year 10 Engineering EXPO – MUSA Cookstown
23rd October	Art	Year 10 Art trip to UU
10th – 14th November	Business Studies	Year 10 Enterprise talks during Enterprise Week
13th November	Geography	Year 10 Belfast Urban Study
19th November	Careers	Careers NI
20th November	Art/Drama/Music	Year 10 Creative Choices Day
November	Options	KS4 Options Information Talk
November	All Departments	Subject Promotion
4th December	Art	Craft Fair
9th January	Options	Option Sheet Deadline
January 2026	Languages	Lá Gairmeacha (Irish Language Careers Day) An Carn
26th January	Parental Meetings	Yr 10 Options Parent / Teacher Meetings
30th January	Options	Options Deadline

- MEGA – Manufacturing Engineering Growth Advancement
- Comhairle Na Gaelscolaíochta – Irish-Medium Education body

Key Stage 4 Pathways



St. Pius X College offers three main pathways through Key Stage 4: Pathway S, Pathway P and Pathway X.



Core Subjects



Pathway S pupils will also choose an additional 5 subjects from these optional subjects on offer.

- Agriculture & Land Use
- Art & Design
- Business & Communication Systems
- Child Development
- Construction & The Built Environment
- Contemporary Crafts
- Drama
- Engineering & Manufacturing
- French
- Further Mathematics
- Geography
- History
- Health & Social Care
- Home Economics - Food & Nutrition
- Hospitality
- Irish
- IT - Multimedia (Digital Technology)
- IT - Programming (Digital Technology)
- IT - BTEC Level 2 Tech Award in Digital Information Technology
- Learning for Life & Work
- Music
- Physical Education
- Double Award Science
- Single Award Science
- Sociology



Pathway P pupils will also choose an additional 5 subjects from these optional subjects on offer.

- Agriculture & Land Use
- Art & Design
- Business & Communication Systems
- Child Development
- Construction & The Built Environment
- Contemporary Crafts
- Drama
- Engineering & Manufacturing
- French
- Geography
- History
- Health & Social Care
- Home Economics - Food & Nutrition
- Hospitality
- Irish
- IT - Multimedia (Digital Technology)
- Learning for Life & Work
- Music
- Physical Education
- Double Award Science
- Single Award Science
- OCN NI Applied Science Level 2
- Sociology



Pathway X pupils will also choose an additional 4 subjects from these optional subjects on offer.

- Contemporary Crafts (GCSE)
- Child Development (GCSE)
- Construction (OS)
- Engineering (OS)
- Health & Social Care (GCSE)
- Design & Creativity - Hospitality (OS)
- IT - OCN NI Level 2 Certificate in Information Technology Applications
- OCN NI Applied Science Level 2
- Environment & Society - PE (OS)
- OCN NI Level 2 Certificate in Skills for Business

Please Note: All optional subjects available to Pathway S & P students are GCSE Qualifications unless otherwise stated.

Teacher:

Mr A McGill

Examination Board

CCEA



This subject is suitable for students in Pathways S & P. It supports students' development as individuals and skilled contributors to the land-based industries that are a significant source of economic activity and employment. Students develop their scientific knowledge in relevant, enjoyable and work-related contexts. Students appreciate how this knowledge can enhance productivity in the land-based and environmental sectors and can design and plan an experimental investigation based on realistic scenarios.

Course Details:

- **Unit 1: Soils, Crops and Habitats**
- **Unit 2: Animals on the Land**
- **Unit 3: Controlled Assessment – Contemporary Issues in Agriculture and Land Use**

External Assessment & Weightings:

Year 11	1 Module Exam (Soils, Crops and Habitats) A total of 25%
Year 12	1 Module Exam (Animals on the Land) A total of 25%
Year 11 & 12	2 Controlled Assessment Tasks - Practical Investigation Task 20% - Research Project 30%

Why Study Agriculture and Land Use/Career Pathways :

Students achieving a GCSE in Agriculture and Land Use can progress to Further Education, training or employment, for example; working within the agri-food industry (Please note that an award in this science subject alone is not considered sufficient to progress to GCE in Chemistry, Physics or Biology.)

Teachers:

Mrs P Diamond / Mrs S Gormley / Mrs C Nugent / Miss J Griffin.

Examination Board

CCEA



Through studying Art and Design students will develop knowledge, understanding and awareness of the purpose of art, craft and design in a variety of contexts through their own work and the research of others' work. Students will have the opportunities to actively engage in the creative process, developing their creative, imaginative and intuitive capabilities, critical and reflective thinking skills and technical skills. Students will be encouraged to work independently and with a broad range of media to experiment, take risks and refine ideas and outcomes. This course is particularly suitable for students in pathways S and P.

Course Details:

Component 1 Part A: Exploratory Portfolio

The focus of Part A is to encourage students to develop their ability to experiment in the disciplines of fine art, textiles, ceramics, graphic design, photography, moving image, digital media and 3D design.

Component 1 Part B: Investigating the Creative and Cultural Industries

Students build on the knowledge, skills and confidence gained in Component 1 Part A. They will engage with and understand different roles and opportunities in the creative and cultural industries.

Component 2: Externally Set Assignment

Component 2 is the externally set assignment (40%) of the overall marks for the course; students must complete a minimum of 20 hours of preparatory work & 10 hours under controlled conditions for their final outcome in response to a given theme.

External Assessment & Weightings:

Components 1

Part A: 60%

Exploratory Portfolio

Part A:

25%

50 Marks

Part B:

Investigating the Creative
and Cultural Industries

Part B:

35%

70 Marks

Component 2:

40%

Externally Set Assignment

80 Marks

Why Study Art and Design / Career Pathways:

Art and Design is a way of seeing things and making sense of the world around you. If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, then Art and Design is a great choice! The skills you gain also make it a great complement to other subjects. Art and Design will open the door to lots of exciting careers and new emerging technologies where art is being used in a variety of innovative ways.

Teachers:

Mrs L McCormack / Mrs S Grant / Miss K Gallagher.

Examination Board

CCEA



As a result of studying GCSE BCS students will have an enhanced knowledge of business theory and the use of software applications (eg Microsoft Excel, Access) which will provide a sound basis for studying Advanced Level Business Studies.

Course Details:

Unit 1 - Software Applications for Business

Word Processing, Spreadsheets, Charts, Databases, Presentations, Using the Internet & Email.

Unit 2 - The Business Environment

External written exam

Business theory including Business Ownership, Marketing etc

Unit 3 - Developing Digital Solutions**External Assessment & Weightings:**

End of Year 11 External computer-based exam (40%)

End of Year 12 External written exam (35%)

Year 12 Controlled Assessment (25%)

Why Study Business & Communications / Career Pathways:

Studying GCSE BCS will enable you to study GCE Applied Business at Post 16 level. Career paths from studying this subject include administration work, all areas of business including Marketing, HR etc. Due to the ICT element in this course it will also lead you into careers in this area.

OCN NI LEVEL 2 CERTIFICATE

SKILLS FOR BUSINESS



Teachers:

Mrs Grant / Miss Bell.

Examination Board

OCN



By studying the 'Skills for Business' course, you will explore key areas such as communication, teamwork, problem-solving, and understanding how businesses operate. This is an ideal course for pupils interested in how businesses work and who want to develop real-world skills that employers value. This course is best suited for Pathway X students who enjoy practical learning and want to gain a qualification that supports future study or employment.

Course Details:

- Business Aims and Objectives
- Understanding Business Structures
- Customer Service for Business
- Understanding Enterprise and Entrepreneurial Skills
- Understanding Recruitment and Selection

External Assessment & Weightings:

There are no formal external examinations.

You will complete portfolio and practical tasks throughout the course.

There are 5 units to complete over 2 years.

Your work will be assessed internally and externally moderated by OCN.

Why Study (OCN Level 2 Certificate in Skills for Business) Career Pathways:

It's a great choice if you want to build confidence, develop employability skills, and understand how businesses work. This qualification helps you prepare for further study in Business, ICT, or other related subjects.

Teachers:

Mrs McNeill / Mrs McCann / Mrs Barry / Mrs Mulholland / Mrs Gribbin / Mrs O'Neill / Mrs Loughran / Mrs Rafferty.

Examination Board

CCEA



Studying GCSE Child Development will allow students to develop the knowledge, understanding and skills (including practical skills) required for working in the area of child development. Students will have the opportunity to engage actively in studying child development to develop as an effective and independent student.

This course is suitable for pathway S/P/X as the workload is manageable. Students will complete one examination in year 11 and one in year 12. Controlled assessment is worth 40% this is also completed in year 12.

Course Details:

Unit 1:

Parenthood, Pregnancy and the New-born Baby – Students will learn about the responsibilities of parenting, the development of a healthy pregnancy, the stages of labour and the arrival and care of a new-born baby.

Unit 2:

The Development of the Child (0–5 years) – Students will learn about the needs of a child and the importance of all aspects of a child's health and development from 0–5 years.

Unit 3:

Investigation Task - Students carry out a task that develops unique transferable skills. They choose one task title from a choice of two and research it. They plan and carry out activities to produce an outcome and must evaluate all aspects of the task.

External Assessment & Weightings:

Unit 1: Examination	30%	(Year 11)
Unit 2: Examination	30%	(Year 12)
Unit 3: Controlled Assessment	40%	(Year 12)

Why Study GCSE Child Development / Career Pathways:

Teaching Assistant / Play therapist / Play Group Leader / Child Psychologist / Midwife / Teacher.

CONSTRUCTION AND THE BUILT ENVIRONMENT



Teachers:

Mr Kearney / Mr McCusker / Mr Heaney / Mrs Gray.

Examination Board

CCEA



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

Construction helps develop 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.

Unit Format & Weightings:

Unit 1:	Introduction to the Built Environment External Written Examination 1 Hour	20%
Unit 2:	Sustainable Construction External Written Examination 1 hour 30 min The paper includes questions based on pre-release materials	30%
Unit 3:	The Construction Craft Project Controlled Assessment Externally moderated results	25%
Unit 4:	Computer Aided Design in Construction Controlled Assessment Internally Assessed - Externally moderated results	25%

Why Study Construction & The Built Environment / Career Pathways:

With this qualification, students may choose to progress to our BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment or further study in a related area such as Engineering, Manufacturing or Architecture.

OCCUPATIONAL STUDIES

CONSTRUCTION



Teacher:

Mr McCusker

Examination Board

CCEA

Non examination. Entry Level Certificate – Level 1 & 2

Learners complete two units from their chosen occupational area. They carry out tasks to gather the required assessment evidence in a portfolio for each unit. Tasks include answering questions, carrying out practical activities and evaluating their own performance. 50% for each unit.

Course Details / External Assessment & Weightings:

Year 11

50%

Carpentry and Joinery

Design and make table

Complete task booklet to show the development and stages of production

Year 12

50%

Bench Joinery

Design and make bird box

Complete task booklet to show the development and stages of production.

Why Study Occupational Studies - Engineering / Career Pathways:

- focus on occupations and employability;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement; and
- emphasises learning by doing, which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

Teachers:

Mrs P Diamond / Mrs S Gormley / Mrs C Nugent / Miss J Griffin.

Examination Board

CCEA



A GCSE in Contemporary Crafts provides students with opportunities to engage in making activities which explore the properties and characteristics of materials; and the processes and techniques needed to manipulate them successfully. The skills and knowledge attained will allow students to make connections between their own work and that produced in the wider creative industries. Students will develop an awareness and understanding of employability options, business models and further learning opportunities. This course is particularly suitable for students in pathways P and X.

Course Details:

GCSE Contemporary Crafts consists of two components.

In Component 1:

Making: Exploring Materials, Techniques and Processes; and (Controlled Assessment), students have the opportunity to:

- explore materials, techniques and processes;
- understand the importance of health and safety;
- make connections between their own work and work produced in the wider creative industries; and
- understand business models and employability options.

In Component 2:

Working to a Brief.

Externally Set Examination, students focus on understanding, responding and working to a brief.

External Assessment & Weightings:

Components 1: Making: Exploring Materials, Techniques and Processes. 60%

An edited portfolio of practical work and a learning file detailing investigations into the work and professional practices of craft makers/designers/ artists, business models and employability options in the craft and creative industries, and health and safety practices

Components 2: Working to a Brief: 40%

A response to the set brief, which includes preparatory work, a final outcome and a written evaluation.

Why Study Contemporary Crafts / Career Pathways:

This GCSE contributes to students' development as individuals and skilled contributors to the creative and cultural industries. It provides students with the opportunity to progress to higher levels of study, vocational training and employment.

Teacher:

Mrs A Hughes / Mrs K Mc Kenna.

Examination Board

CCEA

This comprehensive and innovative course encourages students to develop a personal interest in drama. Students choose one of two pathways – performance (acting), or design (costume, lighting, multimedia, set or sound). They work creatively with others, generating, developing and communicating their ideas and explore social, historical and cultural influences on drama texts and activities.

Course Details:

Component 1 Devised Performance: You will:

- work in groups to devise a performance;
- research style, genre, professional practice and the work of theatre practitioners to inform your outcome;
- decide on a target audience;
- rehearse and prepare for the performance;
- contribute to the final performance, according to your chosen pathway (acting or design); and
- produce a student log at the end of the process.

Component 2 Scripted Performance You will:

- work with your group to select, edit and shape a script to perform;
- research style, genre, professional practice, materials and/or equipment;
- create a theatrical interpretation or design concept that has meaning for an audience;
- rehearse and prepare for the performance; and
- contribute to the final performance.

Component 3 External Examination You will:

- study the set text: Blood Brothers;
- develop understanding of the text and elements such as the use of language, style and genre;
- consider context, production and design; and
- analyse and evaluate your own work and the work of others, for example analyse a live or recorded theatre event.

External Assessment & Weightings

There are two controlled assessment tasks, which are both performance based:

A scripted performance (**35%**) and a devised performance (**25%**).

The devised performance is marked in school by the class teacher. The scripted performance is marked by the class teacher and moderated by an examiner. Pupils may take a performance or design role. **60%**

Assessment Component 3:

External examination (One paper only)

Three questions based on a set text - Blood Brothers

- 1a) Social context, cultural context, historical context, or theatrical conventions of the period in which the performance texts were created; and
- 1b) Form and style, genre, language, and structure.

2) Costume design

3) Refers to the staging of an extract from the set text and requires pupils to give director's advice to the actors on how they would perform the extract. **40%**

Why Study Drama / Career Pathways:

Studying Drama is **NOT** just about pursuing a career as an actor/actress. The performing arts industry continues to be an area of growth, stimulating expression, creativity and collaboration. Transferable skills such as, confidence building, team work, communication, and creativity are in high demand in a multitude of industries and Drama continues to be a valuable addition to your CV/UCAS application.

Teachers:

Mr Kearney / Mr McCusker / Mr Heaney / Mrs Gray.

Examination Board

CCEA



The CCEA GCSE Engineering and Manufacturing specification is unique in the UK. It provides students with knowledge and understanding of how engineering and manufacturing contribute to society and the economy.

Topics include engineering and manufacturing materials and systems, commercial and industrial issues, emerging technologies, environmental issues and sustainable development.

Through its focus on interpreting technical drawings and developing skills in using manufacturing tools and processes and computer-aided design, this specification relates directly to the engineering and manufacturing industries.

External Assessment & Weightings:

Unit 1: Design 25%

Controlled Assessment

Design Portfolio (12-page folder)

Complete one task in response to one design brief (from a choice of two)

Unit 2: Production 25%

Externally Assessed Practical Examination - 3 hours

Manufactured Product

Complete one task in response to one assignment under examination conditions.

Unit 3: Materials, Processes and Systems 50%

External Written Examination - 2 Hours

Answer 5 questions in Section A, which is based on pre-release material.

Answer 6 questions in Section B.

Why Study Engineering / Career Pathways:

With this qualification, students may choose to progress to our BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment or Engineering.

It provides students with a good foundation for progressing to apprenticeships or further education in a range of engineering and manufacturing courses.

OCCUPATIONAL STUDIES ENGINEERING



Teacher:

Mr Heaney

Examination Board

CCEA

Non examination. Entry Level Certificate – Level 1 & 2

Learners complete two units from their chosen occupational area. They carry out tasks to gather the required assessment evidence in a portfolio for each unit. Tasks include answering questions, carrying out practical activities and evaluating their own performance. 50% for each unit.

Course Details:

Year 11

50%

Electronic Circuit development
Design and make 2 Integrated circuits
Complete task booklet to show the development and stages of production

Year 12

50%

Metal Fabrication
Design and make tool box from aluminium
Complete task booklet to show the development and stages of production

Why Study Engineering / Career Pathways:

- focus on occupations and employability;
- enable progression to other courses, training and employment;
- help to raise levels of achievement; and
- emphasise learning by doing, which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

Teachers:

Mrs Convery / Mrs Gervin / Miss Kelly / Mrs Loughery / Mrs McKenna / Ms McNulty / Mrs Mussen / Mr Quinn.



Examination Board

CCEA

English Language is a compulsory subject at GCSE level. Through studying GCSE English Language students develop a range of key skills required for life and work. The key skills of Writing, Reading for Understanding (Explain, Analyse, Evaluate) as well as Speaking and Listening are assessed in the course. The skills required for the examination have been developed since Year 8, so all students have the capacity to succeed in this subject. The skills developed in this subject are required and are transferrable to all other subject areas.

Course Details / External Assessment & Weightings:

TERMINAL EXAMINATION: 2 Papers (Single Tier Entry) **60%**

- **Unit 1:** Writing for Purpose & Audience; Reading Non-Fiction & Media Texts 30%
- **Unit 4:** Personal or Creative Writing; Reading Literary & Non-Fiction Texts 30%

CONTROLLED ASSESSMENT: **40%**

- **Unit 3:** The Study of Spoken & Written Language 20%
- **Unit 2:** Speaking and Listening 20%

Terminal Examination: 60%
Controlled Assessment: 40%

Why Study English Language / Career Pathways:

All courses at post 16 level, require a Grade C or above at GCSE Level. All future employers will also ask for evidence of a C grade or above in GCSE English Language.

Teachers:

Mrs Convery / Mrs Gervin / Miss Kelly / Mrs Loughery / Mrs McKenna / Ms McNulty / Mrs Mussen / Mr Quinn.

Examination Board

CCEA



Students in Band S in Saint Pius X College study GCSE English Literature as well as GCSE English Language. There is a very strong connection between both courses, so students can get an additional GCSE qualification by applying the same skills across both subjects. By studying GCSE English Literature students will also get the opportunity to choose A Level English Literature as a post-16 option. Studying GCSE English Literature allows students to study closely novels, poems and plays which they would not otherwise have studied and generate a love for reading and the theatre.

Course Details / External Assessment & Weightings:

Students selected for English Literature will follow the GCSE English Language course outlined previously as well as the content for GCSE Literature outlined below.

The scheme of assessment consists of:

TERMINAL EXAMINATION: 2 Papers (Single Tier Entry)**80%**

- **Unit 1:** Study of Prose
- **Unit 2:** The Study of Drama and Poetry

30%

50%

CONTROLLED ASSESSMENT:

- **Unit 3:** The Study of Shakespeare

20%

Why Study English Literature / Career Pathways:

Many of our A Level English Literature students have gone on to pursue degrees in Journalism, Television Production, Marketing, Law, Teaching and English Literature.

Teachers:

Miss U McMenamin.



Examination Board

CCEA

GCSE French develops students' enthusiasm for the language while increasing their confidence in the four key skills of listening, speaking, reading and writing. This course is suitable for students in Pathways S and P.

Course Details:

Three Contexts for Learning:

1. Identity, Lifestyle and Culture
2. Local, National, International and Global Areas of Interest
3. School Life, Studies and the World of Work

Using French across the range of contexts to:

- understand and respond to different types of spoken language;
- communicate and interact effectively in speech;
- understand and respond to different types of written language; and
- communicate in writing.

External Assessment & Weightings:

Four Assessment Objectives (all Summer Year 12):

Speaking - 25%

One teacher-conducted and externally marked examination.

Listening - 25%

(Foundation or Higher Tier)

External written examination with stimulus material in French.

Reading - 25%

(Foundation or Higher Tier)

External written examination with stimulus material in French.

Writing - 25%

(Foundation or Higher Tier)

External written examination.

Why Study French / Career Pathways:

A GCSE in French helps to equip students with transferable skills such as teamwork, problem-solving and independent thinking. These prepare you to succeed in a variety of careers such as business, education and many other professional fields. Students may also choose to progress to GCE French.



Teachers:

Mr B Doyle / Mr S Doyle / Mrs McPeake / Mrs Ball / Mrs Gilmore / Mrs Love

Examination Board

CCEA



Further Maths will leave you with research skills that will allow you to find solutions to problems, investigate theories, and therefore give you the ability to find new information more effectively.

Only Band S students can study GCSE Further Maths. Studying Further Maths will be very beneficial for those considering A-Level Maths.

Course Details:

Areas of Study

- Core Maths (algebra and calculus)
- Mechanics (Forces, Velocity, Moments)
- Statistics (Averages, Probability, Data analysis)

External Assessment & Weightings:

The students will take 2 modules over course of study

- | | | |
|--------------------------|-----------------------|-----|
| • Year 11 - June: | Module 1 - Pure Maths | 50% |
| • Year 12 - June: | Module 2 - Mechanics | 25% |
| | Module 3 - Statistics | 25% |

All Calculator

Why Study Maths / Career Pathways:

Engineer, Data Analyst, Medicine, Teacher, Accounting.

Teachers:

Mrs MA Diamond / Mrs C Bell / Miss C Purvis.

Examination Board

CCEA



Through studying Geography students will follow a broad and worthwhile course of study. They will actively engage to develop enquiring minds and critical thought. Geography helps us to explore and understand space and place in a changing world- recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. They will have the opportunity to apply their learning to the real world through fieldwork and gain confidence in being informed decision makers, a skill essential for future career choices... Geography is, in the broadest sense, an education for life and for living.

Course Details:

Unit 1

Understanding Our Natural World:
 Theme A: River Environments
 Theme B: Coastal Environments
 Theme C: Our Changing Weather & Climate
 Theme D: The Restless Earth

Unit 2

Living in Our World:
 Theme A: Population & Migration
 Theme B: Changing Urban Areas
 Theme C: Contrasts in World Development
 Theme D: Managing Our Environment

Unit 3

Fieldwork – including study visit

External Assessment & Weightings:

Terminal exams – June

Unit 1:	1 hour 30 minutes	40%
Year 11:	Summer 2023	
Unit 2:	1 hour 30 minutes	40%
Year 12:	Summer 2024	
Unit 3:	1 hour	20%
Year 12:	Summer 2024	

Why Study Geography / Career Pathways:

Education, Agriculture, Surveying, Town Planning, Cartography/GIS specialist. Environment – engineering, conservation, consultancy, climatology, renewable energy.

Teachers:

Mrs McNeill / Mrs McCann / Mrs Barry / Mrs Mulholland / Mrs Gribbin / Mrs O'Neill / Mrs Loughran / Mrs Rafferty.

Examination Board

CCEA



Through studying Health and Social Care students will have opportunities to learn about human development and investigate how factors, such as smoking, pollution, income or chronic illness, affect health and well-being. Students also learn about how relationships and major life changes, such as birth of a sibling, starting college, university or work, affect health and well-being. Students develop understanding of the world of work in the health, social care and early years' sectors by investigating how the needs of different service user groups are met. Students also learn about a range of job roles in these sectors and discover how practitioners apply the values of care.

This course is suitable for pathway S/P/X as the workload is manageable. Students will complete one examination in year 11 worth 50%. Controlled assessment is worth 50% this is completed in year 12.

Course Details:

Unit 1:

Personal Development, Health and Well-Being - Students investigate human development throughout the life stages and factors affecting health and well-being, including relationships and the impact of major life changes.

Unit 2:

Working in the Health, Social Care and Early Years Sectors - Students develop their understanding of the world of work in the health, social care and early years' sectors and how different service user groups' needs are met. Students learn about a range of job roles in health, social care and early years' services and how practitioners apply the values of care.

External Assessment & Weightings:

Unit 1 - External assessment in Year 11 (50%)

Unit 2 - Controlled assessment task in Year 12 (50%)

Why Study Health and Social Care / Career Pathways:

Studying Health and Social Care opens up a wide range of career paths. These include:

- Nurse
- Occupational Therapist
- Playgroup Manager
- Social Worker
- Teacher
- Speech Therapist
- Physiotherapist
- Radiographer

Teachers:

Mr S Bateson / Mr K Coary / Mr F Kelly.

Examination Board

CCEA



Through studying History students will examine people and events from the past. They will look at how different people view events through the examination of various sources and will make judgements themselves on controversial themes.

This course is suitable for students who are following the S or P pathway.

Course Details:

Study in Depth: Germany 1933-1945 & Northern Ireland 1965-1998

Outline Study: The Cold War 1945-2003

External Assessment & Weightings:

Paper 1: 60% - Germany 1918-1941 & Northern Ireland 1965-85

Paper 2: 40% - The Cold War 1945-1991

Why Study History / Career Pathways:

Law, Politics, Business, Marketing, Teaching, Economics, Insurance, Archaeology, Archiving and a range of Public Sector jobs.

Teachers:

Mrs McNeill / Mrs McCann / Mrs Barry / Mrs Mulholland / Mrs Gribbin / Mrs O'Neill / Mrs Loughran / Mrs Rafferty.

Examination Board

CCEA



Through studying Home Economics students will develop knowledge, understanding and skills relating to the: – nutritional content of foods; – nutritional and dietary needs of specific groups and how to cater for them; – health issues associated with dietary and lifestyle choices; – factors affecting how we buy food, what we buy and what we waste; – importance of food safety; and – preparation of food, cooking and presentation of dishes.

This course is suitable for Pathway S/P students because you will complete one controlled assessment and external examination both in Year 12.

Course Details:

Component 1:

Food and Nutrition - Students learn about the nutritional content of foods and how the specific nutritional and dietary needs of different people can be met by modifying recipes and planning, preparing and cooking meals and dishes that reflect current government nutritional guidelines.

Component 2:

Practical Food and Nutrition - Students carry out a task that develops unique transferable skills. They research the given task title and various viewpoints on it. They choose and justify a practical activity using a range of criteria. They complete the activity in a single session and evaluate all parts of the task.

External Assessment & Weightings:

Component 1:	Examination	50%	(Year 12)
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Component 2:	Controlled Assessment	50%	(Year 12)
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Why Study Home Economics / Career Pathways:

Dietician / Food Photographer / Estate Agent / Consumer Advisor / Teacher / Working in Health Promotion / Sports Nutritionist / Health Club Worker / Interior Designer / Cook/Chef.

Teachers:

Mrs McNeill / Mrs McCann / Mrs Barry / Mrs Mulholland / Mrs Gribbin / Mrs O'Neill / Mrs Loughran / Mrs Rafferty.

Examination Board

CCEA



Through studying GCSE Hospitality students will develop a core knowledge of the hospitality industry and the skills required for working in it. They will experience the real world of work and develop skills through practical cookery tasks.

This course is suitable for pathway S/P as the workload is manageable. Students will complete one examination in year 11 and one in year 12. Controlled assessment is worth 50% this is also completed in year 12.

Course Details:

Unit 1: Students will study the diversity of the hospitality industry, its place in the economy, careers and job roles as well as healthy eating, health and safety and first aid.

Unit 2: Students will study how the hospitality industry meets customers' needs and the importance of customer care. Students will explore the importance of effective communication, marketing and promotions

Unit 3: In this practical unit, students will learn how to prepare, present and serve dishes, and work as part of a team to plan and deliver a function or event.

External Assessment & Weightings:

Unit 1: The Hospitality Industry (one external written examination) 25%

Unit 2: Hospitality and the Customer (one external written examination) 25%

Unit 3: Food and Beverage Preparation and Service (controlled assessment) 50%

Why Study Hospitality / Career Pathways:

Bar Manager / Barman / Chef / Event Manager / Kitchen Staff / Waiter / Catering Manager / Restaurant Manager / Caterer / Cabin Crew / Travel Agent.

Teachers:

Mrs McNeill / Mrs McCann / Mrs Barry / Mrs Mulholland / Mrs Gribbin / Mrs O'Neill / Mrs Loughran / Mrs Rafferty

Examination Board

CCEA

Level of Qualification: OS LEVEL 1 & 2

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of dishes. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service.

The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.

This course is suitable for Pathway X as it appeals to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

Course Details:**Year 11: Unit 1 – Contemporary Cuisine.**

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

Year 12: Unit 2 – Patisserie and Baking.

This unit provides students with basic baking principles required by pastry chefs in the catering industry. They will prepare, cook and finish bread, scones, cakes, biscuits and pastry products to reflect industry standards. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

External Assessment & Weightings:

Year 11: Unit 1 - Assignment (Portfolio based) - 50%

Year 12: Unit 2 - Assignment (Portfolio based) - 50%

Why Study Design and Creativity / Career Pathways:

Bar Manager / Barman / Chef / Event Manager / Kitchen Staff / Waiter / Restaurant Manager / Caterer.

Teachers:

Miss N Carey / Mrs S Moore.



Examination Board

CCEA

GCSE Irish develops students' enthusiasm for the language while increasing their confidence in the four key skills of listening, speaking, reading and writing.

This course is suitable for students in Pathways S and P

Course Details:

Three Contexts for Learning:

1. Identity, Lifestyle and Culture
2. Local, National, International and Global Areas of Interest
3. School Life, Studies and the World of Work

Using Irish across the range of contexts to:

- understand and respond to different types of spoken language;
- communicate and interact effectively in speech;
- understand and respond to different types of written language; and
- communicate in writing.

External Assessment & Weightings:

Four Assessment Objectives (all Summer Year 12):

Speaking - 25%

One teacher-conducted and externally marked examination.

Listening - 25%

(Foundation or Higher Tier)

External written examination with stimulus material in Irish.

Reading - 25%

(Foundation or Higher Tier)

External written examination with stimulus material in Irish.

Writing - 25%

(Foundation or Higher Tier)

External written examination.

Why Study Irish / Career Pathways:

A GCSE in Irish helps to equip students with transferable skills such as teamwork, problem-solving and independent thinking. These prepare you to succeed in a variety of careers such as business, education and many other professional fields. Students may also choose to progress to GCE Irish.

Teacher:

Mr G Duffy

Examination Board

CCEA

This course aims to encourage students to:

- become independent and expert users of digital technology;
- acquire and apply knowledge and understanding of digital technology in a range of contexts;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice;
- develop the skills needed to work collaboratively.

The course is unitised.

Unit 1 will be assessed in May (Year 11). In this unit, pupils are required to study: digital data, software, database applications, spreadsheet applications, computer hardware, network technologies, cyberspace, network security and data transfer, cloud technology, ethical, legal and environmental impact of digital technology on wider society.

Unit 3 Controlled Assessment will begin in May (Year 11). Full attendance is essential throughout the two-year course.

Route A: Multimedia

Unit 1: Digital Technology (Compulsory)

Unit 2: Digital Authoring Concepts

Unit 3: Digital Authoring Practice

External Assessment & Weightings:**Compulsory Core Unit**

Unit 1 Digital technology	External written examination	30%	(Year 11)
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Multimedia Units

Unit 2 Digital Authoring Concepts	External written examination	40%	(Year 11/12)
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Unit 3 Digital Authoring Practice	Controlled Assessment	30%	(Year 12)
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Why Study Digital Technology / Career Pathways:

This specification supports the NI Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life. These skills include computational thinking, problem-solving and creativity. Students also develop skills that will help them to effectively manage information, work independently and work with others. With this qualification, students may choose to progress to our GCE Digital Technology, GCE Software Systems Development or a related qualification. This GCSE also helps to equip students for a career in a multitude of industries, such as Digital media, Mobile technological development, Cybersecurity, Cloud computing, Programming Computer games developer, Software Developer, Information security analysts, Web Developer, Cyber intelligence officer and other bespoke careers managing big data.

Teacher:

Ms L McCloskey



Examination Board

CCEA

The ICT Department in consultation with the Mathematics department will select pupils, based on their performance in Mathematics at Key Stage 3, to study this subject at GCSE.

This course aims to encourage students to:

- become independent and expert users of digital technology;
- acquire and apply knowledge and understanding of digital technology in a range of contexts;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice;
- develop the skills needed to work collaboratively.

The course is unitised. **Unit 1** will be assessed in May (Year 11). In this unit, pupils are required to study: digital data, software, database applications, spreadsheet applications, computer hardware, network technologies, cyberspace, network security and data transfer, cloud technology, ethical, legal and environmental impact of digital technology on wider society.

Unit 5 Controlled Assessment will begin in May (Year 11). Full attendance is essential throughout the two-year course.

Course Details:

Route B (Programming)

Unit 1: Digital Technology (Compulsory)

Unit 4: Digital Development Concepts

Unit 5: Digital Development Practice

External Assessment & Weightings:

Compulsory Core Unit: Unit 1 Digital technology

External written examination 30%. Year 11

Programming Units: Unit 4 Digital Development Concepts

External written examination 40%. Year 11/12

Unit 5 Digital Development Concepts

External written examination 30%. Year 12

Why Study level 2 Certificate in IT Applications / Career Pathways:

This specification supports the NI Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life. These skills include computational thinking, problem-solving and creativity. Students also develop skills that will help them to effectively manage information, work independently and work with others. With this qualification, students may choose to progress to our GCE Digital Technology, GCE Software Systems Development or a related qualification. This GCSE also helps to equip students for a career in a multitude of industries, such as Digital media, Mobile technological development, Cybersecurity, Cloud computing, Programming Computer games developer, Software Developer, Information security analysts, Web Developer, Cyber intelligence officer and other bespoke careers managing big data.

Particularly suitable for students entering Pathway S.

Teachers:

Mrs B Young / Ms L McCloskey

Examination Board

PEARSON



The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge, and vocational attributes to complement GCSEs.

The qualification will broaden learners' experience and understanding of the varied progression options available to them.

BTEC Level 2 Tech Award is a two-year course based on three units, two internally assessed and one externally assessed.

Grading: **D*** Distinction / **D** Distinction / **M** Merit / **P** Pass

Course Details / External Assessment & Weightings:

Component 1 Exploring User Interface Design

Principles and Project Planning

Techniques Level 2 (Internally Assessed) 30%

Component 2 Collecting, Presenting and Interpreting Data (Internally Assessed) 30%

Component 3 Effective Digital Working Practices (External Assessed) 40%

Why Study Information Technology Applications / Career Pathways:

Studying IT will increase your chances of gaining full-time employment after a University Degree. Universities have highlighted the fact that there are more IT jobs available than there are IT graduates. (Games Developer, Multimedia Developer, Programmer, Software Engineer, Graphics Designer, Web Designer, Telecommunications Engineer) There are also opportunities to work abroad, complete work placements and remember IT is for girls and boys.

Teacher:

Mrs J Corr



This course is particularly suitable for students entering Pathways P and X

Examination Board

OCN

Target Group

IT skills are now required by almost everyone at work and to survive in society. These qualifications are targeted at learners who are seeking employment in the IT Industry and who wish to acquire a good standard of IT skills and gain an accredited qualification.

OCN NI Level 2 Certificate in Information Technology - Learners must complete a total of **15 credits** from any of the optional units.

Course Details / External Assessment & Weightings:

The OCN NI Level 2 Certificate in Information Technology Applications has been approved by the Department of Education. This qualification has been awarded points which equates to a Grade B at GCSE.

Assessment

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

The Qualification includes four of the following units:

- Word Processing Software
- Database Software
- Spreadsheet Software
- Multimedia Software
- Presentation Software
- Website Software

(Units will be delivered at the discretion of the IT department)

Useful Website

<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-award-in-information-technology-applications>

Why Study Certificate in Information Technology Applications / Career Pathways:

Studying IT will increase your chances of gaining full-time employment after a University Degree. Universities have highlighted the fact that there are more IT jobs available than there are IT graduates. (Games Developer, Multimedia Developer, Programmer, Software Engineer, Graphics Designer, Web Designer, Telecommunications Engineer) There are also opportunities to work abroad, complete work placements and remember IT is for girls and boys.

Teachers:

Mr Flynn.

Examination Board

CCEA



Through studying LLW students will research a wide variety of social issues and work- related themes. It is envisaged that life skills applicable to the real world of work will be developed.

Course Details / External Assessment & Weightings:

Unit 1: Local and Global Citizenship **20%**
 External written examination (1 hour) 60 marks
 The written paper includes short structured questions and extended writing questions

Unit 2: Personal Development **20%**
 External written examination (1 hour) 60 marks
 The written paper includes short structured questions and extended writing questions

Unit 3: Employability **20%**
 External written examination (1 hour) 60 marks
 The written paper includes short structured questions and extended writing questions

Unit 4: Controlled Assessment Task **40%**
 Controlled assessment 100 marks. Students complete one task from a choice of three.
 The task is an investigation on a topic in one of the following:

1. Local and Global citizenship
2. Personal Development; or
3. Employability

The task involves the following:

- Part A: Planning
- Part B: Research
- Part C: Communicating

Findings;

- Part D: Self-Evaluation
- Part E: Presentation of Task

60% Exams; 40% Controlled Assessment

Why Study LLW / Career Pathways:

This GCSE is suited to a wide variety of careers including Health Care, Nursing, the Civil Service and self-employment.

Teachers:

Mrs Ball / Mr B Doyle / Mr S Doyle / Mrs Gilmore / Mr Kennedy / Mrs Love / Mrs McAuley / Mrs McPeake.



Examination Board

CCEA

Mathematics is an exciting and varied degree that can open up a lot of opportunities for students. The study of mathematics makes you better at solving problems. It gives you skills that you can use across other subjects and apply in many different job roles.

Band S students would study higher GCSE Maths with the aim to get an A*/A or B. They would also maybe consider A-Level Maths. Maths in band S will help with Stem subjects at GCSE and A-Level.

Band P/X students will study GCSE Maths with the aim to get a B/C* or C. They would use this course to help with other STEM subjects and for entry requirements for sixth form and other colleges.

Course Details:**4 Areas of study...**

Number Algebra

Geometry & Measures

Statistics & Probability [Incorporating Functional Mathematics]

External Assessment & Weightings:

Year 11 – One of module M1/M2/M3 or M4 Exam (45%)

Year 12 – One of module M5/M6/M7 or M8

Exam Non Calculator (27.5%),

Calculator (27.5%)

Total (55%)

Why Study Maths / Career Pathways:

Aspects of Maths will help with most careers and jobs. Most businesses require a C or above at GCSE Maths.

Teachers:

Mrs McGirr / Ms Sweeney.

Examination Board

CCEA



Through studying Music students will grow in confidence in performance, both individually and as part of a group boosting their skills in presentation, communication and evaluation. Students will have the opportunity to be creative, writing their own music and learning how to produce their own recording using music software and audio equipment.

This course is suitable for Pathway S and P students.

Course Details / External Assessment & Weightings:

Component 1: Performing and Appraising

35%

- Pupils will perform one solo and one group performance in April of year 12;
- Pupils can sing **or** play an instrument for the practical exam.
Pupils are **not** required to be able to read musical notation;
- The performance is assessed by a visiting examiner who is a music teacher from another school.

Component 2: Composing - Controlled Assessment

30%

- Pupils will create two pieces of their own music using music technology software;
- This is marked by the class teacher and externally moderated by an examiner.

Component 3: Listening and Appraising

35%

- External written examination

Pupils will study four areas of study:

- Western classical music 1650 - 1910
- Music for film 1945 - present day
- Musical traditions in Ireland
- Popular music 1980 - present day

Why Study Music / Career Pathways:

The creative industries are currently the fastest growing sector of the economy, creating an increased drive to equip students for the jobs and opportunities of the future. The growth of the screen industries sector here has seen an increased demand for the skills needed to compose, perform and edit music for film, television productions and video games. Studying music can lead to a career as a sound technician, music therapist, teacher or Event Manager. It can also lead to work in film, TV, theatre, radio, arts administration, or creative education. Finally, and perhaps most importantly: students are more likely to succeed and achieve a higher grade if they study something they are good at, and enjoy!

Teachers:

Mrs Slater / Mrs Scullin / Mr Young.

Examination Board

WJEC



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. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance this makes it best suited to those pupils following pathway S and P.

Course Details:

- 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.

External Assessment & Weightings:

Component 1: Exam**60% of qualification****Component 2:** Non-exam assessment**40% of qualification**

3 activities – 1 team & 1 individual and 1 other.

Analysis & evaluation in 1 of your chosen activities (10%)

Why Study Physical Education / Career Pathways:

Pupils who take this subject have the opportunity to develop their learning at A-Level. Career opportunities include Physical Education teaching, Physiotherapy, Clinical Exercise Physiologist, Dietician, Exercise Physiologist, Full-time athlete, Outdoor Activity Manager, Performance Analyst and Performance Activity Development Manager.

Teachers:

Mrs Slater / Mr Young / Mr O Kane / Mrs Scullin.

Examination Board

CCEA

Level of Qualification: Level 1&2

Occupational Studies will appeal to pupils who are better suited to developing their skills in a more practical, occupationally orientated environment. It would therefore be better suited to those in the X pathway. Pupils will have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Course Details:

Sports Leadership

This unit develops skills in communication, organisation and leadership for those interested in working in the sports sector. Learners will plan, run and evaluate a sports or physical activity session, taking into consideration resources required and health and safety issues.

Running a Leisure Event

This unit develops skills in communication and teamwork for those interested in working in the leisure industry. Learners will collaborate with others to plan, develop and deliver leisure events, and gain an understanding in providing information, advice and promotional products and services to customers.

External Assessment & Weightings:

Two units are taught to achieve the full award, one in Year 11 & one in Year 12.

The students can achieve an award at NFQ Level 2 (GCSE A* - C) or Level 1 (GCSE D - G) depending on their performance in the assessment.

Year 11 - Unit 1	Assignment (Portfolio based)	50%
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Year 12 - Unit 2	Assignment (Portfolio based)	50%
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Why Study Environment & Society / Career Pathways:

Pupils will have the opportunity to pursue careers in Sports Leadership, Community Development Worker, Personal Trainer or Play worker.

Teachers:

Mr P Flynn / Mrs C Scott



The King's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment. They also provide learners with the opportunity to develop their English and Mathematics skills.

Course Details:

Units to be completed include:

Year 11:	Money Management Team Work Skills Presentation Skills
Year 12:	Work Experience Career Planning Well Being- Physical Activity

External Assessment & Weightings:

Six units are taught to achieve the full award, 3 in Year 11 & 3 in Year 12.

Two units have a Level 1 weighting. Four units have a level 2 weighting.

The students can achieve an award at NFQ Level 2 (GCSE C) or Level 1 (GCSE D - G) depending on their performance in the assessments.

Why study Achieve Programme / Career Pathways:

This course will help students with career planning, Interpersonal and self- management skills, and planning for their role in the economy. It is gear towards those seeking to enter the world of work at post 16.

Teachers:

Mrs O'Neill / Mr Devlin / Ms Hasson / Mrs Rafferty.

Examination Board

CCEA



Through studying GCSE RE students will have the opportunity to develop an enquiring, critical and reflective approach. They explore religions and beliefs, respond personally to fundamental questions and reflect on their own faith and ethical issues relating to society today.

This course is suitable for pupils studying pathway S and those who have an interest in A Level RE as it provides the foundation for further study at A Level.

Course Details:

Year 11

The Christian Church with a focus on the Catholic Church:

1. The birth of Christian Church and Christianity in Ireland
2. Church Government
3. Worship in the Catholic Church
4. Sacraments in the Catholic Church
5. The role of the church in contemporary society

Year 12

An Introduction to Christian Ethics:

1. Personal and Family Issues
2. Matters of Life and Death
3. Development in Bioethics
4. Contemporary Issues in Christianity
5. Modern Warfare

External Assessment & Weightings:

Unit 1 - Year 11 – External Exam

The Christian Church with a focus on the Catholic Church (50%)

Unit 2 - Year 12 – External Exam

An Introduction of Christian Ethics (50%)

Why Study RE / Career Pathways:

Studying RE at GCSE provides you with important life skills, and offers opportunities in further education and a wide variety of careers, such as: Teaching, Theology, Journalism, Philosophy, Humanities, Psychology, Law, Social Sciences, Medicine, Occupational Therapy, Computing.

OCN NI LEVEL 2 CERTIFICATE IN RELIGIOUS EDUCATION



Teachers:

Mrs O'Neill / Mr Devlin / Ms Hasson / Mrs Rafferty.

Examination Board

OCN



The OCN NI Level 2 Certificate in Religious Studies enables pupils to develop empathy, respect and awareness of other religious beliefs and cultural diversity as they are applied in everyday life situations. Pupils have the opportunity to examine their own faith practices and those of others in the context of the units provided. The course is delivered through continuous assessment towards a portfolio and is ideally suited to students in pathways P and X.

Course Details:

Pupils will complete the following units:

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

External Assessment & Weightings:

9 units covered over two years

Assessment: Portfolio of work submitted at the end of Year 12

Why Study OCN Level 2 Religious Education / Career Pathways:

Studying RE at Level 2 provides you with important transferable life skills, and offers numerous opportunities for progression into both further and higher education courses.

Teachers:

Mrs Hassan / Mr Hassan / Mrs O'Connor.

Examination Board

CCEA



In this subject, students will study a range of Biology, Chemistry and Physics topics. Students need to have studied Double Award Science if they intend to study Biology, Chemistry and Physics as an A level General Subject at Post 16.

Course Details:

Biology:

living Processes & Biodiversity, Body Systems, Genetics, Micro-organisms and Health

Chemistry:

Structures, Trends and Chemical Reactions, Further Chemical Reactions and Organic Chemistry

Physics:

Forces & Motion, Energy, Moments & Radioactivity, Waves, Sound & Light, Electricity, Earth and Universe

Compulsory Practical: Experiments and Practical Papers – 1 per Science Discipline

External Assessment & Weightings:

Year 11:Three module exams in [Biology, Chemistry and Physics] **A total of 33%****Year 12:**Three terminal exams at end of Year 12 [Biology, Chemistry and Physics] **A total of 42%****Year 12:**3 Practical Skills – 1 per Science Discipline [Booklet A] **A total of 7.5%****Year 12:**3 Terminal Practical Exam papers – 1 per Science Discipline [Booklet B] **A total of 17.5%****Completion of all Higher Tier** Grade ranges from A*A* - GG**Completion of all Foundation Tier** Grade ranges from C*C* - GG

Why Study Double Award Science / Career Pathways:

Compulsory for Food & Nutrition, Diagnostic Radiotherapy & Oncology, Medicine, Physiotherapy and Science Teaching. Useful for Engineering and Health related Professions.

Teachers:

Mrs Cooper / Miss Hanson / Mrs Hassan / Mr Hassan / Mrs McElroy / Mrs O'Connor / Miss O'Loughlin .

Examination Board

CCEA



Through studying this subject, students will study a range of topics in Biology, Chemistry and Physics. Students who achieve an A grade in this subject can avail of the opportunity to study Life & Health Science [Single Award] at Post 16.

Course Details:

Unit 1: Biology: Staying Alive, Human Activity and Health

Unit 2: Chemistry: Materials and Their Management, Chemical Patterns and Our Environment

Unit 3: Physics: Electricity, Waves & Communications, Road Safety, Radio Activity and Earth in Space

Unit 4: Practical Skills – 2 Tasks in class & Practical Skills Exam Paper

External Assessment & Weightings:

Unit 1, 2 & 3 are worth 25% each	[total of 75%]
Practical Skills – 2 Tasks [Booklet A]	worth 7.5%
Practical Skills Exam [Booklet B]	worth 17.5%

1 module exam in Year 11
2 module exams in Year 12
Practical Skills task and exam in Year 12

Completion of all Higher Tiers	A* - D/E
Completion of Foundation Tiers	C* - G

Why Study Single Award Science / Career Pathways:

Useful for Education in general, Architecture, Environmental Health, Sport related courses but required for Nursing.

OCN NI LEVEL 2 CERTIFICATE IN APPLIED SCIENCE



Teachers:

Mrs Cooper / Miss Hanson / Mrs Hassan / Mr Hassan / Mrs McElroy / Mrs O'Connor / Miss O'Loughlin.

Examination Board

OCN



Through studying this subject, students will study a range of topics in Biology, Chemistry and Physics with assessment based on the completion of a portfolio. Students who study this subject **will not be able to study** either the Applied Life & Health Science or any of the Science A level General Subjects.

This qualification is not accepted for science related courses at Universities.

Course Details:

3 Compulsory Modules:

Living Processes & Living Things:

Cellular Structure, Transport in Plants, Genetics & Inheritance, Organisms & Human Interactions and Enzymes

Materials & Their Chemical Properties:

Atomic Structure & Bonding, Periodic Table, Chemical Reactions and Rates of Reactions

Physical Processes:

Energy Transfer, Electricity, Forces & Motion, Waves and Radiation

External Assessment & Weightings:

100% Coursework – Pass or Fail (Equivalent to a Grade C)

Why Study OCN Level 2 Applied Science/Career Pathways:

If you are **not continuing further** science related studies at Post 16 or further science related courses but want to have a science qualification.

Teacher:

Mr Flynn.



Examination Board

AQA

Through studying Sociology at GCSE students will investigate social issues such as the role of education, crime in society and the changing nature of families in the 21st century.

This course provides a solid foundation for GCE A Level Sociology. The course is suitable for those pupils pursuing pathways S and P.

Course Details:

2.1 Subject content:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

2.2 Assessments:

Paper 1: The sociology of families and education

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Paper 2: The sociology of crime and deviance and social stratification

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

External Assessment & Weightings:

Paper 1 How it's assessed:

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2 How it's assessed:

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Written exams take place at the end of year 12
There is NO controlled assessment.

Why Study GCSE Sociology / Career Pathways:

Potential careers include Law, Social Work, Health Care, Teaching, Probation Service.



Our Vision

In our college we are a family of learners, staff and pupils alike, dedicated to the best possible outcomes for all. We aspire to provide a holistic education, academic and pastoral, that will enable pupils to contribute positively to their college, families and communities.

Our Ethos

Our Catholic ethos of care, equality and mutual respect permeates every aspect of college life. By providing a child-centred, safe, positive, inclusive and welcoming environment we nurture and empower our pupils to excel and reach their full potential.

Our Values

- Inclusive
- Resilience
- Rewarding
- Confidence
- Caring
- Respect



CAREERS INFORMATION & FURTHER & HIGHER EDUCATION COURSE REQUIREMENTS

Key Stage Four Curriculum Entitlement Framework



The Education (NI) Order 2006 (articles 18-22) places a mandatory requirement on all post primary schools to provide students in Key Stage 4 with access to the Entitlement Framework.

The Entitlement Framework guarantees students a greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes and interests.

From 2017 the full requirement for the Key Stage 4 Entitlement Framework is the offer of 21 courses. Schools are required to provide access to at least 21 courses. A third of these must be general a third applied and the remaining one third of courses is at the discretion of each school. The Entitlement Framework courses should lead to progression to further education, higher education, training and employment.

Schools are required to provide:

- Learning for Life and Work (Employability, Citizenship, Personal Development)
- Physical Education
- Religious Education

Access to the following areas of learning:

- Language and Literacy
- Mathematics and Numeracy
- Modern Languages
- The Arts
- Environment and Society
- Science and Technology

Frequently Asked Questions



Q. What is the difference between pathways?

Each pathway will equip all students equally for further study or employment.

Students in pathways S & P will follow a similar curriculum and will both select 5 optional subjects. All students in pathway S will have the additional benefit of studying English Literature as part of their core curriculum. All students in pathway P will have the benefit of additional support periods for their studies in English Language and Mathematics. Students in pathway X have the opportunity to complete 8 GCSE / L2 equivalents and these will include 4 optional subjects. Students in the X pathway also benefit from smaller class size and a highly supportive environment with greater opportunities for practical and skill-based learning.

Q. How will I know which subjects to choose?

It is important that you consider the following:

- Choose a subject you are interested in.
- Be confident in your ability to achieve a pass grade.
- Take advice and guidance from your Form / Subject teachers re. your ability to cope with the demands of the respective pathways.
- If you are focused on a particular career, research subject suitability and check university requirements.

Q. What is the difference between GCSE, OCN, Essential Skills or Occupational Studies qualifications?

GCSEs, OCNs, Essential Skills and Occupational Studies are all recognised as Level 2 qualifications and carry the same value on the Regulated Qualification Framework. The methods of learning and assessment however do differ. Please see individual subject information or explanatory notes & glossary of terms for further information.

Q. What does STE(A)M mean and why is it important?

There will be job opportunities across all occupational areas in Northern Ireland and particular growth is expected in occupations relating to Science, Technology, Engineering, the Arts and Maths (STE(A)M). This includes computer science and creative industries.

- Environmental Engineering • Agri-Food • Computer Science • Renewable Energy
- Advanced Engineering • Biomedical Science • Digital Technologies

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

Q. What qualifications will I need to get back into sixth form in St. Pius X College?

A student will be approved entry if:

- He/she has achieved a minimum of 6 or more GCSE grades A*- C (or Occupational Studies/BTEC equivalents), including GCSE English and/or GCSE Maths.

CURRENT SIXTH-FORM SUBJECTS ON OFFER



Current Sixth-Form Subjects on Offer

General A levels

- Biology
- Geography
- English Literature
- Life & Health Sciences
- History
- Mathematics
- Physics
- Polish
- Religious Studies
- Sociology

Applied A levels

- Art & Design GCE
- BTEC in Art & Design
- Applied Business
- BTEC in Construction
- BTEC in Hospitality
- Cambridge Technical Introductory Diploma in IT (SA)
- Cambridge Technical Introductory Diploma in Sport (SA)
- Health & Social Care (Single Award)
- Health & Social Care (Double award)

Magherafelt & Rural Learning Partnership Subject Offer

- BTEC in Engineering
- Chemistry
- French
- Government & Politics
- Irish
- Moving Image Arts
- Music
- Performing Arts

The Big Picture of the Curriculum at Key Stage 4

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

To develop a young person as an individual

To develop the young person as a contributor to society

To develop the young person as a contributor to the economy and environment

STATUTORY

COMMUNICATION

USING MATHEMATICS

USING ICT

SELF-MANAGEMENT

WORKING WITH OTHERS

PROBLEM-SOLVING

CROSS-CURRICULAR SKILLS
THINKING SKILLS AND
PERSONAL CAPABILITIES

ACROSS

THE AREAS OF
LEARNING

THE
ARTS

LANGUAGE
AND LITERACY

ENVIRONMENT
AND SOCIETY

STATUTORY
LEARNING
FOR LIFE
AND WORK

MATHEMATICS
AND
NUMERACY

MODERN
LANGUAGES

STATUTORY
PHYSICAL
EDUCATION

SCIENCE AND
TECHNOLOGY

STATUTORY
RELIGIOUS
EDUCATION

TO MEET

THE STATUTORY
REQUIREMENTS THROUGH
THE KEY STAGE 4
ENTITLEMENT
FRAMEWORK

At least 1/3 should be general courses.

All post-primary schools must provide learners with access to **at least 24 courses at Key Stage 4.***

At least 1/3 should be applied courses.

1/3 are optional.

STATUTORY

THE AREAS OF
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THE
ARTS

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FRAMEWORK

At least 1/3 should be general courses.

All post-primary schools must provide learners with access to **at least 24 courses at Key Stage 4.***

At least 1/3 should be applied courses.

1/3 are optional.

TO PROMOTE

THE RELEVANCE OF
LEARNING TO EVERYDAY
LIFE AND WORK

Personal Development
Career Education

Healthy Living
Career Planning

Citizenship
STEM

Community-Based Learning
Work-Related Learning

Employability
Education For Sustainable
Development

Entrepreneurship
Financial Capability

INDEPENDENT
AND LIFELONG
LEARNING

Supportive Learning
Environment

Learner-Centred
Pedagogy

Active Enquiry-Based
Learning

Critical Thinking
Skills

Metacognition
(Thinking about Thinking)

Assessment For
Learning

ATTITUDES
AND DISPOSITIONS

Personal Responsibility
Optimism

Concern For Others
Pragmatism

Commitment
Curiosity

Determination
Community Spirit

Resourcefulness
Flexibility

Openness To New Ideas
Tolerance

Self-Belief
Integrity

Respect
Moral Courage

* See the DfE website at www.dfes.gov.uk for a list of approved courses at Key Stage 4. The full requirements for the Key Stage 4 Entitlement Framework will be phased in. From 2013 onwards will be required to provide access to at least 18 courses - a third of these must be general and a third applied. This will increase to 21 courses by September 2016 and the full 24 by September 2019. Circular no. 2012/091.

CAREERS INFORMATION



There are job opportunities across all occupational areas in Northern Ireland but there is higher demand in occupations relating to Science, Technology, Engineering and Mathematics (STEM).

As the world becomes increasingly technology dependent it is anticipated that the range of businesses emerging around the STEM areas will grow significantly. This will require people to get a good education in STEM subjects.

The following areas are extremely important to the Northern Ireland economy:

- ICT
- creative and digital media
- agri food sector
- business and financial services
- advanced manufacturing and engineering
- renewable energies and recycling
- health and life sciences

ICT

Information and communications technology (ICT), particularly software development, database development, systems architecture and internet specialist skills, is at the heart of every organisation and is central to our daily lives: mobile communication, computer games, touch screen technology, satellite navigation devices – the list is endless.

Creative and Digital Media

Digital is everywhere and is at the heart of the UK economy, underpinning growth through both the development of new technologies and the provision of services to businesses and consumers. All national trends and forecasts predict the continuation of demand for high level skills in the sector.

Key market growth areas identified by national and international level research include:

- cloud computing
- mobile technologies
- cross-platform mobile applications
- computer games and digital entertainment
- cyber-security products and services
- green/low carbon IT products

CAREERS INFORMATION



Agri-food

Food and drink manufacturing includes the processing of meat and poultry, dairy, fish and shellfish, fruit and vegetables and the production of bakery and drinks products amongst others. Areas of work include bakery, distillery, creamery and ready meals production. Jobs can include:

- laboratory technicians
- food scientists
- biotech
- machine operatives
- butcher
- supply chain manager

The Food and Drink Sector Skills Council's 'Tasty Careers' website and interactive careers map have information on the benefits of a career within the food and drink manufacturing sector. As the largest industry in Northern Ireland, there will be 15,000 potential job opportunities across the food supply chain in the next five years.

Business and Financial Services

There are seven different industries within the finance, accountancy and financial services sector. Jobs vary from:

- actuaries and pensions advisers
- accountants
- underwriters
- insurance and investment brokers
- bank officials

Advanced Manufacturing and Engineering

This includes careers requiring CAD skills, CNC machine operatives, mechanical and electrical engineering skills including at technician level and strategic marketing to name but a few.

Renewable Energies and Recycling

European and global agreements on more energy efficient technology are creating demand for new engineering solutions. Mechanical engineers are at the forefront of designing everything from better forms of green energy and zero emission engines to the latest breed of nuclear power stations. It's a highly skilled profession but has multiple entry routes. Careers in this sector include:

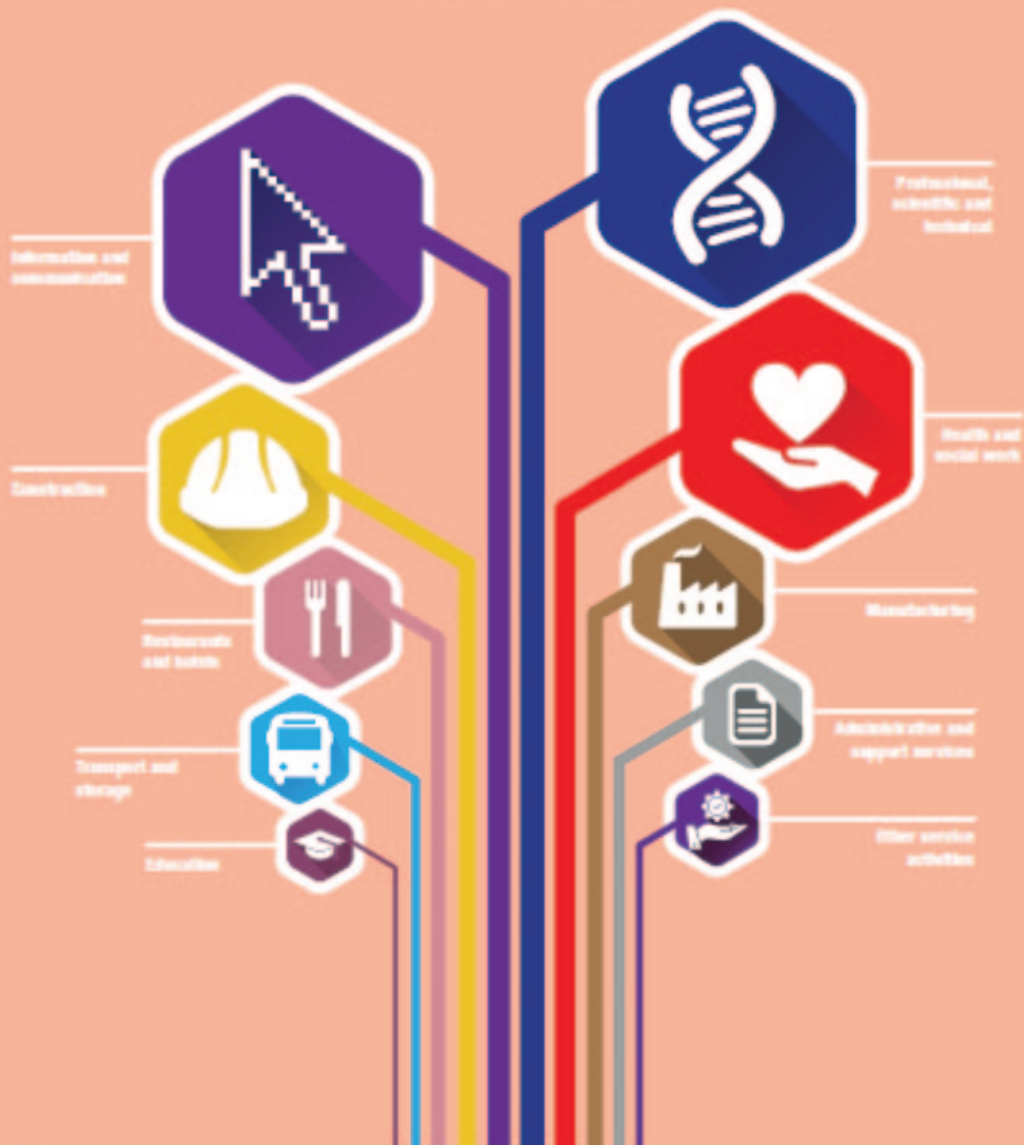
- mechanical engineers
- research and development managers
- physical scientists
- design and development engineers
- biological scientists and biochemists

Health and Life Sciences

The Health and Life sciences sector is one of Northern Ireland's most important sectors. The sector combines all elements of science and technology that contribute to the discovery and development of products for the healthcare and wellbeing of humans and animals.

EMPLOYMENT PROJECTIONS

Top 10 growth sectors
(2020-2030)



There will be growth opportunities for all skills levels across a range of sectors - the focus will be predominantly on higher level skills.

A GUIDE TO FURTHER AND HIGHER EDUCATION COURSE REQUIREMENTS

This is a general guide however it is subject to change.
(Always check university website for most up to date course requirements)

Career/Course	University/ Institutes	Necessary GCSE Requirements	Useful GCSE Subjects	Necessary 'A' Level Requirements	Useful 'A' Level Subjects and Comments
Accounting (option with languages)	QUB UU	GCSE Maths -Grade B GCSE English Grade C	Further Maths Business Studies	Language (if applicable)	A.B.B. (without Maths) B.B.B. (with Maths)
Actuarial Studies	UK Uni(s) UCD	Maths High Grades Req.		Maths	At least Grades A.A.A. and A at AS Level
Aero. Engineering	QUB	Maths English DA Science	Technology	Maths +1 Science Physics preferred	Any other Science Grades B.B.B.
Agriculture	QUB C.A.F.R.E	Maths DA Science		A Science subject	Preferably A Level Chemistry or Biology
Architecture	QUB UU	Maths English Science/Art	Technology but not accepted as an alternative to Art		Art Maths Grade A.A.B. (QUB) Grade B.B.B. (UU)
Art & Design	UU	English Maths Art		Art	Foundation Year in Art & Design required for degree entrance
Auto Engineering	UK Uni(s)	English Maths DA Science	Technology	Maths Physics	Any other subject – esp Sciences, Computing
Banking	Direct Entry	English Maths	7 GCSE's required		Business Studies Maths & any other A Level (good grades)
Biochemistry	QUB	Maths DA Science		Chemistry & one other science (Biology preferred)	Grades A.A.B.
Biology	QUB UU	Maths Grade C English Grade C DA Science Grade CC		To include 1 Science subject (Biology or Chemistry preferred)	Mathematics Physics Home Economics Geography Environmental Technology
Biomedical Science	QUB UU	English Maths DA Science		2 Sciences	Biology & Chemistry preferred QUB – A.A.B./A.B.B. UU – B.B.B.
Bio-technology	UK Uni(s)	Maths DA Science	Technology	Biology	Chemistry & Maths also preferred
Building Surveying	UU	Maths - C English - C	Technology Computing	Maths or a Science based subject	Geography ICT Engineering Construction
Building Societies	Direct Entry	Five GCSE's including English & Maths	Financial Studies Good GCSE Profile	None	Any Combination
Business	QUB UU	Grade B in GCSE Mathematics	Business Studies	None	Business Studies Psychology

		(for some courses at both UU & QUB)			Mathematics Computing
Chemical Engineering	QUB	Maths DA Science		Maths, Chemistry and a Science	A.A.B./B.B.B.
Chemistry	QUB UU	Maths DA Science		Chemistry and 2 nd Science	Other 'A' Levels in Maths/Science
Civil Engineering	QUB UU	Maths - B English - C DA Science	Technology Computing	Maths & a Science subject	Grades A.A.B./B.B.B. Geography ICT Design & Technology Science
Clerical Employment	Direct Entry	English Maths	At least 4/5 GCSEs	Best two 'A' Levels	Usually by Comp. Exam or App. Form + Interview
Computer Science	QUB UU	Maths DA Science	Computing	Mathematics, Computing, Physics or Chemistry.	B.B.B. required.
Construction trades	Direct Entry	Maths DA Science	English and Science		Work Experience important. Interview may be required
Criminology	QUB UU UK Uni(s)	English - C Maths		Any	A Level Psychology may be useful (B.B.B. – A.B.B.)
Dentistry	QUB	English Maths DA Science 9 A or A* Grades		Chemistry, Biology plus one of Physics, Maths	A.A.A. + A Grade in fourth AS Level UCAT Aptitude test + interview
Dietetics	UU	English - C Maths - C DA Science - CC		2 Science subjects (Chemistry preferred)	Grades B.B.B. Interview Required
Drama Studies	QUB UU	English Maths			B.B.B /B.B.C req A Level Drama useful. Auditions required.
Economics	QUB UU	GCSE Maths Grade A (for QUB) Grade B (for UU)	Financial Studies		A Level Maths or Business Studies useful.
Education (Primary)	St. Mary's UCB, Stranmillis College	English Maths Science		National Curriculum subjects	High grades and interview required. Work Experience beneficial
Education (Secondary)	St. Mary's UCB Stranmillis College	English Maths Science		Requires 2 A Levels in 2 teaching subjects	Any 'A' Level but Maths, Science and Computing useful subjects.
Electronic Engineering	QUB UU	Maths English DA Science	Technology Further Maths	Maths Sciences Engineering	Current grades B.B.B.
Environmental Health	UU	English Maths DA Science	Home Economics	2 Science subjects	Grades A.B.C. Maths/ Home Economics / Health & Social Care / Geography

Environmental Science	UU	English Maths DA Science	Geography PE ICT Home Economics Health & Social Care	2 Sciences	Home Economics Health & Social Care Geography ICT Psychology Environmental Technology SA Life & Health Sciences Software Systems Development
Film Studies	QUB	English Maths	English Literature Media Studies Journalism Drama		Moving Image Arts or English Literature. QUB – B.B.B.
Finance	QUB UU	Maths Grade B	Financial Studies		Business Studies & Maths useful. Grades range from A.A.A. to B.B.B.
Food & Nutrition	UU QUB C.A.F.R.E	Maths English DA Science	Home Economics	A Science subject or Home Economics	Grades range from A.A.B / B.C.C. (Two Science subjects preferable)
Forensic Sciences	UK Uni(s)	English Maths DA Science		Chemistry Biology	
Forestry	UK Uni(s) or Direct Entry	English Maths DA Science		1 Science & Maths or Technology	
French	QUB	English Maths French	Languages	French – Grade B	Often combine with other subjects e.g. Span/Bus/Law
Geography	QUB UU	English Maths Geography	Science	Geography Grade B or above	Grades B.B.B.
German	QUB UU	German	Science	German	Often offered with Business or another language
Graphic Design	UK Uni(s)	English Maths Art	Comp. Studies	Art	Often students complete Foundation Year in Art
History	QUB UU	English History			History very useful. Often joined or part of a combined Arts course (A.B.B. – B.B.C.)
Horticulture	C.A.F.R.E UK Uni(s) of Direct Entry	English Maths	Science	Industrial Experience Required	Biology + Maths or Physics. Direct Entry – 4 GCSE passes.
Hospitality Management	UU	English Maths	Science A language		Lang – esp French/Span. Computing,

					Work experience vital B.B.C. – B.B.B.
Information Technologies	UU	English Maths	Computing or ICT Not essential		A Level ICT or Computing are useful
Irish Studies	QUB	Irish English – Grade C		Irish	Often comb in Arts course. Grade B in Irish req
Italian	UK/Irish Uni(s)	Italian		Italian	
Journalism	UU	English Maths	Journalism		Typical grades: B.B.C./B.B.B. English or Media Studies useful
Land Use & Environmental Management	QUB	Maths grade B	Science Geography		Science or Geography may be useful
Landscape Architecture/ Design	C.A.F.R.E UK Uni(s)	English Maths DA Science	Art		Geography Biology Business Studies Chemistry or Art
Law	QUB UU UK Uni(s)	At least 7 high GCSE grades required	English Literature History		Usual grades A.A.A. / B.B.B. can be done in combination with Criminology, Economics etc at UU A Level Politics may be useful. APTITUDE TEST REQUIRED FOR SOME UK UNIVERSITIES
Leisure Studies	Direct Entry	4 GCSE grades C, English Maths Science included	PE	Work Experience important	Direct application. Good sports interest.
Management	QUB UU	Good GCSE profile GCSE Maths – Grade B	Language Business Studies		Often combined e.g. Accountancy/Comp./ Lang./Business Studies may be useful
Marine Biology	QUB UU UK Uni(s)	Maths English DA Science		Chemistry Biology	A Level Geography / ICT may be useful
Mathematics	QUB	Maths - Grade A English	Further Maths Computer St. DA Science	Maths	Further Maths useful
Mechanical Engineering	QUB UU	Maths English DA Science	Comp. St Technology Engineering	Maths & a Science subject (preferably Physics)	Further Maths helpful

Media Studies	UU	English – Grade C Maths	Journalism English Literature		Eng. or Media very useful
Medicine	QUB UK Uni(s)	English Maths DA Science High profile required 9 A*/A's (Best 9 Subjects)		Chemistry PLUS at least one other Science or Maths. Biology to at least AS Level. WORK EXPERIENCE ESSENTIAL	A.A.A. (at A2 level) + an A Grade in fourth AS Level UCAT – Aptitude Test & Interview
Meteorology	UK Uni(s)	Maths English DA Science	Geography	Physics	Basically a Physics Degree/ Geography useful
Music	QUB UU UK Uni(s)	English Maths Music		A Level Music or Grade 8 Practical and Theory (preferably at distinction)	Audition & interview may be required. At least grade B in A Level Music
Nursing	QUB UU	English- Grade C & above Maths – Grade C & above DA Science - Useful	Child Development	RELEVANT WORK EXPERIENCE REQUIRED QUB - Interview UU - MSAT	Science is preferable, range from B.B.C. – B.C.C. No science at A level - grade requirement is B.B.C.
Occupational Therapy	UU	English- Grade C & above Maths – Grade C & above DA Science		WORK EXPERIENCE REQUIRED MSAT	Any subjects. Psychology or Biology may be useful. Grade B.B.B.
Ophthalmic Optics/ Optometry	UU UK Uni (s)	English - Grade C & above Maths– Grade C & above DA Science		2 Science subjects or 1 Science & Maths	Grades Ulster University ABB
Pharmacy	QUB UU	English Maths DA Science		Chemistry and 1 from Biology, Maths, Physics, Life & Health Science	Grades A.A.B. (must have A in Chemistry) Competency based Interview to meet GPHC requirements
Physics	QUB UK Uni(s)	Maths DA Science		Physics Maths	Usually 3 Sciences for best courses; 2 acceptable
Physiotherapy	UU	English Maths DA Science		At least 1 Science subject. MSAT WORK EXPERIENCE BENEFICIAL	Grades B.B.B.
Podiatry	UU	English Maths DA Science		1 Science subject WORK EXPERIENCE REQUIRED MSAT	Grades B.B.B.
Politics	QUB UU	English Maths	History		Politics at 'A' Level useful
Property Regeneration/ Development	UU UK Uni(s)	English – Grade C Maths – Grade C	Business Studies Construction Technology		Grades B.B.B. at UU. Business Studies useful.

Psychology	QUB UU	English Maths	Science		A Level Psychology useful. Available in Arts + Sciences. Grades A.B.B. – B.B.B.
Public Relations	UU	English Maths	Business Studies		Grades A.B.B. Business Studies may be useful
Quantity Surveying & Commercial Management	UU	Maths C or above English C or above DA Science C or above	Geography Business Studies Technology may be useful	To include 1 from Maths/ Physics/ Chemistry/ Biology/ Engineering or Construction	Geography Maths may be useful. Grades Range from A.A.A - A.B.B.
Radiography	UU UK Uni(s)	English Maths DA Science		1 Science subject from, Maths, Physics, Chemistry, Biology, Life & Health Science	Grades B.B.B. UU - MSAT Work Experience beneficial .
Real Estate	UU	English, Maths			Grades B.B.C.
Renewable Energy Engineering	UU	English Maths DA Science	Construction	Maths & one from Physics, Chemistry, Technology or Engineering	Grades B.B.B.
Retail Management	UK Uni(s)	English Maths	Business Studies	WORK EXPERIENCE STRONGLY RECOMMENDED	Business Studies useful.
Social Work	UU QUB	English Maths		SIGNIFICANT WORK EXPERIENCE REQUIRED	Grade A.B.B./B.B.B. Show Commitment. INTERVIEW REQUIRED
Software Engineering	UU UK Uni(s)	Maths- Grade B English Science	Comp. Studies		Maths, Computing and Physics useful. Grades from A.B.B.
Spanish	QUB	Spanish		Spanish	Available at single Hons or as part of combined Hons or Business – A.B.B.
Speech and Language Therapy	UU UK Uni(s)	English Maths Science	A language English Literature	English Literature or a Language	Maths / Science useful. Grades B.B.B. UU -MSAT
Sport and Exercise Sciences	UU UK Uni(s)	English Maths Science	PE	One from P.E, Biology, Chemistry, Maths, Physics or Sports Studies	Grades A.A.B. Commitment required
Sports Studies	UU Stranmillis College UK Uni(s)	English Maths Science	PE	One from P.E, Geography, History, Politics, Sport Studies or Sociology	Grades range from A.A.B. (UU) to C.C.C.
Theology/ Philosophy	QUB	English Maths	RE History English Literature		RE History Politics or English Lit. useful

Travel & Tourism Management (International)	UU	English Maths	Languages Business Studies		Languages, Business Studies useful. Work experience important B.C.C. – B.B.B.
Veterinary Science	UK Uni(s) UCD	English Maths DA Science High profile required 9 A*/A's	A language may be required	Chemistry Biology Work experience essential (Work experience form to complete as part of application process)	Physics or Maths preferred in addition. Check each university for specific entrance criteria A.B.B. usually required. APTITUDE TEST REQUIRED FOR SOME UNIVERSITIES
Community Youth Work	UU	English Maths		Work experience Essential	Interview required
Zoology	QUB UK Uni(s)	Maths DA Science		Biology 1 other Science	Chemistry preferred as the 2 nd Science

PREPARATION FOR GUIDANCE – YOUNG PERSON

Understanding [how the Careers Service can help you](#) and preparing for your [careers guidance interview](#) can allow you to:

Be more aware of your career options.

- [Subject choices -Year 10](#)
- [Options after year 12](#)
- [Options after year 14](#)

Be more aware of the skills needed for the jobs/careers you are interested in.

- [Transferable skills](#)
- [Career A-Z](#)

Be more aware of the importance of looking at current and future job trends when planning your career.

- [Skills in demand](#)
- [NI Skills Barometer](#)
- [Careers information for key sectors](#)

Be more prepared to make decisions about your career options.

- [What type of work would suit you](#)
- [Your learning and career options](#)

Be more confident about making decisions regarding your career.

- [Choosing or changing career with confidence](#)



YOU CAN ALSO FOLLOW US AT:



@SkillstoSucceedni



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@economy_ni



www.nidirect.gov.uk/careers

0300 200 7820

Use the **Career Discovery tool** (Xello for 11-19 year olds) to help you explore your ideas and build self awareness. Use the **Careers A-Z tool** to find out about what types of careers are out there!

Check out our **Young Person's Guide** and **A Parental Guide** for all the information you need in one place and **Get in touch** with any questions.

Explanatory Notes & Glossary of Terms



Regulated Qualifications Framework for England and Northern Ireland

www.ofqual.gov.uk
www.ccea.org.uk

Technical/Vocational

Include:

GCSE's at grade A* - C and from 2017 grade 4 -9 (England)
 Functional Skills Level 2 (England)
 Essential Skills Qualifications (Northern Ireland)

Level 2 Qualifications

OCCUPATIONAL STUDIES - OS

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

GCSE Equivalence

Level 2

L2 Distinction* A*

L2 Distinction A

L2 Merit B

L2 Pass C

Level 1

L1 Distinction D

L1 Merit E

L1 Pass F/G

Unclassified U

TERMINAL

The name given to the final exam, usually at the end of Year 12.

MODULAR

These are exams which can be taken at different times over the 2 year course. The exams are set on specific topics and can be repeated.

UNITISED

A unitised course usually involves exams at the end of Year 11 & Year 12

CONTROLLED ASSESSMENT

Coursework that is prepared in class and completed under examination conditions

MODERATION

An outside moderator will visit students to externally verify their teacher's marks, usually for a practical aspect of a subject.

Abbreviations

KS3:	Key Stage Three - Years 8, 9 & 10
KS4:	Key Stage Four - Years 11 & 12
GCSE:	General Certificate of Secondary Education
DA GCSE:	Double Award General Certificate in Secondary Education
ES:	Essential Skills
OS:	Occupational Studies
ELQ:	Entry Level Qualifications
STEM:	Science, Technology, Engineering & Mathematics
OCN:	Open College Network
OCR:	Oxford Cambridge & RSA



St Pius X College

59 Moneymore Road, Magherafelt, Co. Derry, BT45 6HQ

T: (028) 7963 2186 F: (028) 7963 2573

E: info@stpiusx.magherafelt.ni.sch.uk

W: www.stpiusxcollege.org

Review & Amendments

The information in this prospectus is published subject to review and amendment, as and when necessary.

All information correct at time of print. (Oct 2025)