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GUIDANCE FOR YEAR 10 PUPILS AND PARENTS

What is GCSE?

GCSE stands for the General Certificate of Secondary Education. At Key Stage 4 GCSE is the main means of assessing attainment. GCSE certificates are awarded for achievement at grades A* - G. Grades A*, A, B and C are regarded as the grades that pupils must aim for in order to consider studying them at A-level. To study a subject at A-level in St. Killian's College, a pass at grade A*, A or B is usually required.

What is a BTEC or Cambridge National?

The *BTEC First Diploma* is a vocational qualification at Level 2. The course is assessed in coursework/module units. There is no exam. Students are graded on their understanding of the unit by the grading of either a pass, merit or distinction.

The Cambridge National is a vocational qualification at Level 2. The course is assessed in both coursework and exam. Students are graded on their understanding of the unit by the grading of either a pass, merit or distinction and equivalent to 1 GCSE grade A*-C.

When do I take my GCSE/BTEC/Cambridge National subject exams?

There is no exam in a BTEC or Cambridge National qualification.

If you study GCSEs the usual age to sit the end-of-course exams is 16, but there are no hard and fast rules. You can take it before or after that age; for example, some students will sit GCSE exams at the end of Year 11 but in general the exams are normally taken in May and June at the end of Year 12. Some subjects have modular exams and coursework or controlled assessments.

What are Applied and Vocational GCSEs?

Vocational and Applied GCSEs, are qualifications that:

- relate to work in a particular vocational area, such as business, ICT or technology
- are a mix of theory and practical activities
- can be mixed and matched with other GCSEs and a variety of different courses
- are mainly assessed by coursework or controlled assessments.

Why do I need to take GCSE/BTEC/Cambridge National subjects?

Sixteen is an important 'decision making' point in every young person's life. These qualifications provide the stepping stones as you make your decision regarding what you will do at this crucial stage of your life. You may choose to stay on here at the College and continue your studies at AS/A2 level in the hope of gaining a place at University/Higher education. Alternatively you may decide to leave school, take a job, start on a training placement or go to another institute of learning to pursue different courses.

What is coursework and controlled assessment?

Coursework and controlled assessments are work that is integral to the course. It is done in class and at home and is closely supervised by teachers. It can take various forms such as assignments in Science, practical and project work in Art and Technology, and compositions in Music. Throughout your two years of study for KS4 qualifications your teachers will set specific coursework or controlled assessments for you to do. Your teachers will mark these topics and the marks will go towards your final results.

Why is coursework or controlled assessments necessary?

There are many skills that can't be tested by the traditional written exam – practical and oral skills. Coursework and controlled assessments gives you the chance to demonstrate the many abilities you have and so makes the final mark you receive much fairer.

Which skills and abilities are tested through coursework and controlled assessments?

Your coursework or controlled assessments assesses your ability to research, collect, compare and organise information; work in a group and make accurate records; use your powers of observation through laboratory and field work; plan and organise a long piece of work; use apparatus and machinery; communicate – and that means to listen as well as to talk; discuss, investigate, plan and design. These are exactly the vocationally related skills that employers value.

Coursework and controlled assessments also encourage students to work independently and assist in their preparation for higher level studies, such as A/AS levels.

It sounds as though I am going to have to take a lot of exams?

It depends on how you look at it. Your ability will be tested throughout the two years – but your coursework or controlled assessment performance will in some cases enable you to go into the examination well on your way to a good grade.

What if eight different teachers give coursework or controlled assessments at the same time?

It is unlikely that this 'scenario' will arise as the teachers submit proposed deadline dates and a timetable is drawn up. If you can manage your time efficiently, you will have few problems.

Coursework and controlled assessment is to your advantage!

Coursework and controlled assessments allow a wider range of skills to be assessed than is possible in a written examination. Evidence suggests that they have the effect of increasing candidates' motivation.

- If you are a good communicator you will have the chance to prove it;
- If you are a painstaking perfectionist you will have the time to perfect your work and so earn marks for it;
- If you are a thinker you will have time to think;
- If you are a problem solver you will get time to find the solution;

How to choose the right subjects

Because young people frequently change their ideas at this stage, most schools have put some restrictions on their choice of subjects ensuring that you keep your options open by not specializing too narrowly at an early stage.

Use the following guidelines to help you make your decisions:

- (a) The College's subject requirements
- (b) Subjects that you like
- (c) Subjects that you are good at
- (d) Subjects that you may need for your career
- (e) Subjects that keep your options open
- (f) What your teachers say
- (g) What parents and friends say



What questions should I ask my teachers?

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and syllabuses available. So, before opting for, or committing yourself to any course, make sure that you ask each subject teacher:

- How much reading and writing is involved?
- How much coursework or controlled assessment is involved?
- What percentage of the marks is given for coursework or controlled assessment?
- Is there an oral test?
- Will I have to gather information for myself?
- Are options involved?
- What practical skills are involved?
- How much laboratory or fieldwork is involved?

Armed with this information, you should be well placed to make your GCSE decisions.
Good Luck!

CURRICULUM ORGANISATION

YEAR 11 2016/2017

The Year 11 Curriculum caters for a wide range of interests and is designed to give you as much choice as possible while conforming to the statutory requirements of the Northern Ireland Curriculum. Some subjects are compulsory while others are optional.

The following subjects are COMPULSORY

English Language
Mathematics
Religious Education

Science from:

Double Award Science
Single Award Science
BTEC Applied Science

Languages from: French/ Spanish/ Irish or Learning for Life and Work (GCSE)

List of optional subjects

English Literature or ICT are offered as a tenth subject optional subject.

Art and Design	Home Economics (Food)
Applied Business Studies	ICT (or can also be selected as 10 th subject)
Business Studies	Learning for Life and Work
Construction	Leisure and Tourism
Drama	Media
English Literature (as a 10 th subject only)	Motor Vehicle and Road User Studies
French	Music
Further Maths	Physical Education
Geography	Spanish
Health and Social Care	Technology and Design
History	
Home Economics (Child Development)	

Other compulsory courses (Non Examination)

Careers education, General P.E., Learning for Life and Work and the College tutorial programme must be taken by everyone during Form Period.

General GCSE Courses

GCSE Business Studies

Examination Board: CCEA



AIMS OF COURSE

Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions. It offers an excellent foundation for those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing on to further study.

Students will have opportunities to be involved in case studies, business trips to manufacturing firms, investigations, simulations and mini-enterprises. In addition, pupils will have opportunities to have direct contacts with businesses in their local environment.

OUTLINE OF THE COURSE

<u>Exam Break Down</u>	<u>Content</u>	<u>Component Value</u>
Unit 1: Business Start Up (Written Exam: 1hr 20mins)	<ul style="list-style-type: none">• Business Start Up• Production• Marketing	35% Summer Year 11 & Year 12
Unit 2: -Business Development (Written Exam: 1hr 40mins)	<ul style="list-style-type: none">• Finance• Managing People• Business Growth• Business Plan	40% Summer Year 12
Controlled assessment	Format: Candidates complete one task from a range of tasks released in September each year Synoptic	25% January Year 12

CAREERS IMPLICATIONS

In higher education it is an excellent preparation for a wide range of degree courses including Business Studies, Marketing, Law, Economics and Accountancy. Business Studies also prepares pupils for most other Degrees as all have the above elements included as core modules. As a course which has a vocational slant, it provides an excellent preparation for immediate entry into the world of work. Whatever your career plans, the subject will suit you if you are looking for a stimulating and challenging course that has relevance to everyday life.



GCSE English Language

Examination Board: CCEA

AIMS OF THE COURSE

The following excerpt describes the aims of the course, which is designed to encourage pupils:

- to demonstrate the skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- to express themselves creatively and imaginatively;
- to become critical readers of a range of texts, including multi-modal texts;
- to use reading to develop their own skills as writers;
- to understand the patterns, structures and conventions of written and spoken English;
- to understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- to select and adapt speech and writing to different situations and audiences.

The skills embedded in the specification are described as follows:

- engaging with, and making fresh connections among, ideas, texts, words and images;
- studying spoken and written language, exploring how language varies;
- expressing ideas and information clearly, precisely and appropriately in spoken and written communication; and
- forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

OUTLINE OF THE COURSE and ASSESSMENT (*DRAFT PROPOSALS ONLY*)

Unit 1: 30%

Writing for Purpose and Audience and Reading to access Non-fiction (Exam 1 hour 45 minutes)

Unit 2: 20%

Speaking and Listening: (Internal Assessment)

Task 1: Individual Presentation and interaction

Task 2: Discussion

Task 3: Role Play

Unit 3: 20%

Studying Spoken and Written Language (Controlled Assessment)

Task 1 – The Study of Spoken Language

Task 2 – The Study of Written Language

Unit 4: 30%

Personal & Creative Writing and Reading Literary and Multi-Modal texts (Exam 1 hour 45 minutes)



GCSE English Literature

Examination Board: CCEA

Note: English Literature is a desirable subject for employers as pupils gain and develop skills that are advantageous in the world of work. The subject enriches pupil learning across the curriculum and encourages pupils to communicate effectively; to speak with a widened vocabulary; to write with sophistication and structure and to think critically and creatively.

AIMS OF THE COURSE

The aims of the course encourage pupils:

- to understand that texts from the English and Irish literary heritage have been influential and significant over time, and to explore their meaning today;
- to explore how texts from different cultures and traditions may influence values, assumptions and sense of identity;
- connect ideas, themes and issues, drawing on a range of texts;
- become critical readers of fiction and non-fiction prose, poetry and drama; and
- experience different times, cultures, viewpoints and situations, as found in literary texts.

The skills embedded in the specification are described as follows:

- developing and sustaining independent interpretations of whole texts, supporting them with detailed textual references;
- analysing connections between and among texts, comparing and contrasting features and qualities that connect and contrast the presentation of themes, characters and settings;
- analysing the impact of style, language, structure and form;
- relating texts to their social and historical contexts, and to the literary traditions of which they are a part; and
- understanding how texts from the literary heritage have been influential and significant over time.

OUTLINE OF THE COURSE *(DRAFT PROPOSALS ONLY)*

Unit 1: 30%

The Study of Prose (2 hour exam)

Unit 2: 50%

The Study of Drama and Poetry (2 hour exam)

Unit 3: 20%

The Study of Shakespeare (Controlled Assessment)

CAREER IMPLICATIONS

GCSE English and English Literature are ideal subjects for those contemplating careers in broadsheet and television journalism, in the media generally, in advertising, in theatre, in education, in law and in public relations. The development of the critical faculty, and the ability to analyse and empathise, are vital skills, which are eminently suitable for transference to any number of other disciplines at both primary and post-graduate levels.



GCSE French

Examination Board: AQA

For those who have good linguistic ability the opportunity is provided to choose to continue both languages which they have studied in Key Stage 3. GCSE requirements are common to all languages and across the different exam boards. Pupils are usually entered for AQA exams in French. The College is proud of its excellent tradition of high grades in GCSE Languages.

OUTLINE OF COURSE

Courses in KS4 build on the four skill areas which are practised in KS3 and the GCSE exam tests each of these skills, namely:

- Listening – pupils understand and respond to spoken language (20%)
- Speaking – pupils communicate in speech (30%) **
- Reading – pupils understand and respond to written language (20%)
- Writing – pupils communicate in writing. (30%) **

**In speaking and writing pupils are required to show knowledge and accurate use of a range of prescribed grammar and structures. These two skill areas are examined through Controlled Assessment as follows :

Spring of Year 11 – First Assessed Writing Task (optional)

Summer of Year 11 – First Assessed Oral Task (optional)

Autumn of Year 12 –First/ Second Assessed Writing Task

Winter of Year 12 –First/ Second Assessed Oral Task

Most pupils do the Higher Tier exam in each skill but Foundation Tier exams are available for those who find one or more of the skills challenging.

The subject content of the GCSE specification builds on many of the areas already covered in KS3 and can be summarized in the following contexts/themes: The Individual (family and friends) Citizenship (where you live) Employability (school life and future plans)

CAREER IMPLICATIONS

More than 220 million people on all five continents speak French and it is the sixth most widely spoken language in the world. The ability to speak French is an advantage when looking for a job. Many multinational companies use French as their working language in sectors such as retail, automotive, luxury goods and aeronautics. As the world's fifth biggest economy, France attracts entrepreneurs, researchers and foreign students. Learning a language and studying another culture broadens the mind and widens horizons. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that employers and universities value highly in a range of Third Level courses, including Law, Education, Media, History etc.



GCSE Geography

Examination Board: CCEA

Turn on your TV almost any day and you will see coverage of **events** such as flooding, storms, coastal damage, earthquakes or even tsunamis. **Issues** such as pensions, healthcare provision, climate change, famine, sustainability and global warming also make the news. These events and issues are at the very heart of Geography, its **relevance** in today's society is clear!

By studying Geography you will gain **awareness of your own responsibilities** and how **you can contribute to a future** that is both sustainable and inclusive.

OUTLINE OF THE COURSE

UNIT 1: Understanding Our Natural World

- Dynamic Landscapes (rivers and coasts)
- Our Changing Weather and Climate (how weather affects us, including forecasting, storms, hurricanes, global warming etc)
- The Restless Earth (earthquakes, Tsunamis)

Written exam 1 hour 30 minutes 37.5% of the overall GCSE

UNIT 2: Living in Our World

- People and Where They Live (population and settlement)
- Contrasts in World Development (differences between Rich and Poor countries)
- Managing our Resources (sustainable solutions)

Written exam 1 hour 30 minutes 37.5% of the overall GCSE

UNIT 3: Controlled Assessment: Fieldwork Report

- **River Study**
- You will collect data at a suitable location, and then write a report on this data. The titles change each year but often a river study is selected. You will present, analyse, interpret, evaluate and conclude your project, at times using ICT and always using relevant geographical theory.
- The written report is completed in school during class. This replaces the coursework element of previous years.

A Written Report (in school). 25% of the overall GCSE

CAREER IMPLICATIONS

Civil Engineering, G.I.S., Horticulture, Environmental Management, Conservation, Travel Industry, Travel/Tourism, Coast Management, Town Planning, Teaching, Quantity Surveying Geology, Architecture, Cartography, Agriculture, Land / Estate / Forestry Management, Meteorology, Leisure and recreation management, town planners, and tourist and heritage workers, among others.



GCSE History
Examination Board: CCEA

OUTLINE OF THE COURSE

The study of History for GCSE begins with an investigation of either Option 1: Germany 1918–1939 or Option 2: Russia c1916–1939 Year 11 students then proceed to examine either the Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932-1949 or Option 5: Changing Relationships: Britain, Northern Ireland and Ireland 1965–1985

Year 12 begins with an Investigative Study relating to World War 2. The final module is a study of the Cold War which developed after World War 2 and continued to the fall of the Berlin Wall.

ASSESSMENT

There are two tiers of entry.

There is a Higher Tier Paper (A*-C) and a Foundation Paper (maximum grade C award)

Exam Papers: Modular		75%	
Paper	Topic	Time	%
1	Option 1: Germany 1918–1939 <u>or</u> Option 2: Russia c1916–1939 plus Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932-1949 <u>or</u> Option 5: Changing Relationships: Britain, Northern Ireland and Ireland	2 hours	50
2	Superpower Relations	1 hr 15mins.	25
Investigative Study:		25%	
This is a study relating to the Holocaust or the Atomic Bomb which should be completed in Term 1 of Year 12.			

Student Requirements to study GCSE History:

Pupils need to have shown an interest and aptitude for the subject at KS3. Pupils must have achieved a minimum of Level 5 in English at KS3. At GCSE they will investigate the lives of people in the past by examining the evidence that survives. They will need to have a sense of enquiry about the people and events that have shaped their world. Successful students must be prepared to read widely and research through the Internet. They will develop an understanding of the actions and motives of people and their societies and the skills to analyse and weigh up the arguments. Communication is very important in History and students develop the ability to express their ideas both orally and in writing.

CAREER IMPLICATIONS

These skills are considered transferable and are in much demand by employers in a rapidly changing labour market. There is a wide range of careers to which History can make a contribution. Apart from the more obvious choices of teaching, archaeology, and museum work, History is a useful qualification for lawyers, journalists, civil servants, diplomats, researchers, town planners, and tourist and heritage workers, among others.



GCSE Irish

Examination Board: CCEA

OUTLINE OF COURSE

Courses in KS4 build on the four skill areas which are practised in KS3 and the GCSE exam tests each of these skills, namely:

- **Listening** – pupils understand and respond to spoken language (20%)
- **Speaking** – pupils communicate in speech (30%) **
- **Reading** – pupils understand and respond to written language (20%)
- **Writing** – pupils communicate in writing. (30%) **

**In speaking and writing pupils are required to show knowledge and accurate use of a range of prescribed grammar and structures. These two skill areas are examined through Controlled Assessment as follows :

Spring of Year 11 – First Assessed Writing Task

Summer of Year 11 – First Assessed Oral Task

Autumn of Year 12 – Second Assessed Writing Task

Spring of Year 12 – Second Assessed Oral Task

Most pupils do the Higher Tier exam in each skill but Foundation Tier exams are available for those who find one or more of the skills challenging.

The subject content of the GCSE specification builds on many of the areas already covered in KS3 and can be summarized in the following contexts/themes:

1. **Lifestyle** – *Health, Relationships and Choices*
2. **Leisure** – *Free Time and the Media, Holidays*
3. **Home and Environment** – *Home and Local Area, Environment*
4. **Work and Education** – *School/College and Future Plans, Current and Future Jobs*

CAREER IMPLICATIONS

- Irish-medium education (Almost every newly-qualified teacher in Irish has been employed almost immediately). So too has there been a demand for Irish-speaking classroom assistants and field officers.
- TG4 has opened up opportunities for Irish speakers in the media, drama, and jobs related to the production of TV programmes etc.
- Irish has been granted a special status under the 1997 Belfast Agreement and this has led to a demand for translators etc in the Civil Service. This status is also afforded the language under the European Parliament and Irish has become a useful advantage in many professions as a direct result.
- The development of industries etc in the Gaeltacht regions has led to a demand for people with management-type qualifications and experience and Irish-speakers are also in demand in ICT-related jobs leading to the development of university outreach courses through the medium of Irish in Gaoth Dóhair.
- Many students in years gone by have chosen not to study the language further than A Level, but have found the skills and grade picked up studying A Level Irish have been useful in gaining entry to a range of Third Level courses, including Law, Education, Media, History etc.



GCSE Mathematics

Examination Board: CCEA

OUTLINE OF THE COURSE

GCSE Mathematics is designed to promote continuity, coherence and progression within the study of mathematics. It builds on the knowledge, understanding and skills developed within KS3. The subject content is divided into four areas of study:

- (a) using and applying mathematics
- (b) number and algebra
- (c) shape, space and measure
- (d) handling data

ASSESSMENT

GCSE Mathematics is compulsory.

Two tiers are available – higher and foundation.

In Year 11, mathematics classes are blocked. **The pupils are placed into a suitable group on the basis of their Key Stage 3 exam in Year 10.** One group does GCSE higher level mathematics in Year 11 and then GCSE Further Mathematics in Year 12.

The other groups sit modules of the appropriate GCSE specification in Years 11 and 12. The content of the foundation syllabus is not as intense as the high level. The grades offered at foundation level are C-G and at high level A*-D. Both tiers are assessed through a modular exam and a completion paper: one of T1, T2, T3 or T4 in Year 11 and one of T5 or T6 in Year 12.

Please note: Pupils who are considering A Level Mathematics **must** cover the CCEA specification at the higher tier (modules T4 and T6).

GCSE Further Mathematics

Examination Board: CCEA

OUTLINE OF THE COURSE

Further Mathematics aims to provide:

- (a) a deeper conceptual understanding of pure mathematics, mechanics and statistics in preparation for further and higher studies in mathematics.
- (b) a mathematical foundation for those about to follow higher studies in other subjects in which Mathematics and application of mathematics is important, e.g. science, geography, design and technology.
- (c) an opportunity for those with no specific requirement in mathematics to further their studies in the subject because of its attraction and fascination.

ASSESSMENT

Further Mathematics is modular and is made up of two units:

Unit 1: Pure Mathematics

Unit 2: Mechanics and Statistics

Each unit is assessed through a 2 hour written exam worth 50%. Both units are assessed at the end of the year.

Only those students who gain a high result in their summer exam or are recommended by their teacher should consider doing Further Mathematics. Further Mathematics provides a very strong foundation for AS/A Level Mathematics.

Students who wish to study AS/A level Mathematics are strongly encouraged to study Further Mathematics as one of their options.

CAREER IMPLICATIONS

Mathematics gives the students a wide choice of careers, especially in banking and finance, engineering, pure sciences, statistics and operational research, information technology, medicine and associated sciences and teaching..



GCSE Religious Studies

Examination Board: CCEA

AIMS OF THE COURSE

- Acquire knowledge and develop understanding of the beliefs, values and traditions of Mark's Gospel.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life within though not exclusively from the Roman Catholic tradition.

OUTLINE OF COURSE AND ASSESSMENT

There are 2 x 1.30 hour papers, which are weighted 50% each.

Paper 1: St Mark's Gospel

Paper 2: Christian Ethics

(NB. There is neither coursework nor controlled assessment in this subject.)

Each topic within each paper will be examined by the regular assessment regime. There are no higher or intermediate papers in RE, so all students sit the same paper. The exam board offers modular exams, so that paper 1 is assessed at the end of year 11, and paper 2 at the end of year 12. There is an option to re-sit paper 1 at the end of year 12 as well.

WHAT IS EXPECTED OF THE STUDENT?

A sense of commitment, engagement with the content, the teacher and their style of teaching. Note taking which is up to date, complete and full. Full and active participation and academic engagement. Full attendance to lessons, co-operation with homework, classwork and assessments.

Pupils must be prepared to learn their notes and biblical passages, these then must be appropriately used in the examination. They must be prepared to look at opposing arguments and argue for them as convincingly as they can. They must be prepared to use a variety of learning styles and techniques to gain mastery of the content being studied.

CAREER IMPLICATIONS

Religious Studies is an interesting, informative and widely applicable subject which gains access to a whole range of careers – in fact any career that requires detailed reading of complex and sometimes obscure texts, writing in a effective and planned out manner the presentation of material in a clear and sustained way. Skills such as text analysis, sustained reasoned argumentation, developing points for and against a project and effective communication of ideas- both simple and complex are developed in RE. It gives the person a broader curiosity in the world around them, a sense of their place in that world and a set of values and ethical prompts that help in future decisions. As it is compulsory RE provides sound access to any of the other Humanities and of course provides good skill experience to begin KS5 RE.



GCSE Single Award Science

Examination Board: CCEA

AIMS OF COURSE

The aim of this Science option is to provide a sound, basic understanding of Science and its applications through the traditional disciplines of Biology, Chemistry & Physics. It aims to allow students to obtain a well-respected qualification in Science at GCSE and meet the aims of the Science Department:

1. To develop an interest in, and enjoyment of, the study of Science.
2. To encourage an attitude of curiosity, scientific enquiry and an open minded yet critically thoughtful attitude to ideas and evidence.
3. To recognise the usefulness and limitations of scientific methods and appreciate their applicability in other disciplines and in everyday life.
4. To develop the abilities to perform appropriate experiments having due regard for safety and to observe, record and interpret scientific phenomena.
5. To provide learning experiences that challenge pupils across the ability range and enable all pupils to achieve success.
6. To stimulate an interest in and care for the environment and to appreciate that the application of Science can be both beneficial and detrimental to the individual, community and the environment.

OUTLINE OF THE COURSE

This subject consists of three modules covering the three Science subject areas of Biology, Chemistry & Physics. In addition there is one piece of controlled assessment which is completed. The course is delivered by one subject teacher.

ASSESSMENT

One GCSE modular exam is taken in February of year 11, one in November of year 12 and the third in May of year 12. All three modules can be taken at higher or foundation level, with the highest achievable grade at foundation level being a C. Each module is worth 25%, with controlled assessment making up the final 25%. The modules are stand alone units so once completed study of that subject is also completed. The structure of the course allows students to manage their workload over the two years of study and at the same time reach their potential with each module.

N.B. Undertaking this course will rule a candidate out from studying Science at A-level and would only suit students who *definitely* do not require Double Award Science or Triple Award Science as entry into further study at A-level.

GCSE Double Award Science

Examination Board: CCEA

AIMS OF THE COURSE

This aim of the Science option is to encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works. It enables learners to engage with Science and to make informed decisions both about further study in Science and related subjects and about their careers. In addition, the course aims to prepare those interested students for further study of Biology, Chemistry or Physics at A-level.

OUTLINE OF THE COURSE/ASSESSMENT

The course follows the modular specification, with three exams at the end of year 11 (one each in Biology, Chemistry and Physics) and three exams at the end of year 12. The exams in year 11 are worth 33% of the final mark and the exams in year 12 are worth 42%. Each class will have three subject teachers, delivering each individual subject. In addition, three controlled assessment tasks are completed in May/June of year 11 (one for each subject). The marks of the best two controlled assessment tasks are combined to give 25% of the final mark.

CAREER IMPLICATIONS

B,B grades or higher are required for the study of Science subjects to A-level. Marks for each of the 6 science papers are available at the end of KS4 to help students decide on appropriate subject choices at A-level.

The study of A-level Chemistry is *essential* for students intending to pursue a career in medicine, dentistry, pharmacy, chemical engineering and the biological sciences e.g. biochemistry, biomedical sciences etc. It is also strongly recommended for other scientific disciplines.

A good grade in AS-level Biology is crucial for the study of medicine and A Level Biology is recommended for all medical related degrees, and degrees in environmental biology and biological sciences.

A Physics qualification is essential for many future careers in Science and engineering. It can also help you make progress in other fields that value the demanding skills developed through Physics. Many accountants, bankers and business managers have benefited from studying Physics, as well as astronomers, radiographers, laser technologists, semiconductor technologists, meteorologists, scientific journalists, product marketing engineers and civil engineers!



GCSE Spanish

Examination Board: CCEA

OUTLINE OF COURSE

Courses in KS4 build on the four skill areas which are practised in KS3 and the GCSE exam tests each of these skills, namely:

- **Listening** – pupils understand and respond to spoken language (20%)
- **Speaking** – pupils communicate in speech (30%)
- **Reading** – pupils read and respond to written language (20%)
- **Writing** – pupils communicate in writing (30%)

In speaking and writing pupils are required to show knowledge and accurate use of a range of prescribed grammar and structures. These two skill areas are examined through coursework as follows :

Spring of Year 11 – First Assessed Writing Task (optional)

Summer of Year 11 – First Assessed Oral Task (optional)

Autumn of Year 12 –First/ Second Assessed Writing Task

Winter of Year 12 –First/ Second Assessed Oral Task

Most pupils do the Higher Tier exam in each skill but Foundation Tier exams are available for those who find one or more of the skills challenging.

The subject content of the GCSE specification builds on many of the areas already covered in KS3 and can be summarized in the following contexts/themes:

The Individual (family and friends)

Citizenship (where you live)

Employability (school life and future plans)

CAREER IMPLICATIONS

Spanish is becoming of greater importance in Europe, where it is often the foreign language of choice after English. Not surprisingly Spanish is a popular second or third language: with some 400 million speakers. It is an official language on four continents and it is of historical importance elsewhere. The numbers alone make Spanish a good choice for those wanting to learn another tongue. Since Spanish is also a Latin language, you will find that as you study Spanish you will have a better understanding of your native vocabulary. Similarly, both Spanish and English share Indo-European roots, so their grammars are similar. There is perhaps no more effective way to learn English grammar than by studying the grammar of another language, for the study forces you to think about how your own language is structured.

Vocational / Applied GCSE Courses



GCSE Art and Design

Examination Board: CCEA

AIM OF THE COURSE

Art and Design activities involve being creative and imaginative using a combination of practical and intellectual skills to produce a variety of different visual and tactile outcomes.

OUTLINE OF THE COURSE

The study of Art and Design provides students with opportunities to enrich their sensory experiences and develop aesthetic sensitivity and awareness by making personal, visual and tactile responses to feelings, ideas and environments. Students develop intellectual and practical abilities, appreciate the relationship between their work and that of artists, designers and craftworkers in their own and other cultures and become aware of the history and social aspects of the European Community. In their use and exploration of materials, processes and technologies in both two- and three-dimensions students learn to be selective and discriminating.

ASSESSMENT

Coursework (1.5 years from September of Year 11 to January of Year 12)

Unit 1: The Core Portfolio.

You will spend at least 45 hours, over four terms, on your portfolio of work, which should contain no more than 20 A2 sheets. You will experiment with a wide range of media, materials and techniques to develop your existing skills and to acquire new skills.

Externally set Assignment from January of Year 12

Unit 2: Examination (Working to a Stimulus)

You will creatively investigate and develop ideas in response to a theme set by CCEA. You will use a wide range of media, materials, processes and techniques to develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D.

CAREER IMPLICATIONS

There are a wide range of careers to which Art and Design can make a contribution:
Artist in various Media:-Ceramics, Crafts, Drawing, Embroidery, Glass, Wood, Architecture, Art Therapies, Digital Modelling, Public Art and Design, Teaching
The Design Industry, Visual/Media and Theatre,

GCSE Applied Business Studies



Examination Board: CCEA

AIMS OF THE COURSE:

Applied Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions. It offers an excellent foundation for those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing on to further study.

Students will have opportunities to be involved in case studies, business trips to manufacturing firms, investigations, simulations and mini-enterprises. In addition, pupils will have opportunities to have direct contacts with businesses in their local environment.

<u>Exam Break Down</u>	<u>Content</u>	<u>Component Value</u>
Unit 1: Business Start Up (Written Exam: 1hr 20mins)	<ul style="list-style-type: none">• Business Start Up• Production• Marketing• Finance• Business Plan	Summer Year 12 40%
Controlled assessment	3 separate pieces of Coursework 1- E Commerce 2- Marketing 3- I C T	60% January Year 12

CAREERS IMPLICATIONS

For those pupils who are interested in taking a more vocational route into studying business studies or starting up in the world of business. Develops the pupil with an understanding in areas of Finance, Marketing, Recruitment and Selection processes involved with securing a job.



GCSE Construction and the Built Environment

Examination Board: CCEA

AIMS OF THE COURSE

This specification has been developed to give students a realistic understanding and experience of Construction as part of a broad Key Stage 4 programme. It has been designed to enable teachers and students to develop an authentic working relationship with the real world-of-work. It provides opportunities for the application of knowledge, understanding and skills through a range of theoretical and practical contexts. However, the emphasis on the practical will enable the students to have a motivating and enjoyable experience of working in the Construction industry.

OUTLINE OF THE COURSE

UNIT 1: Construction Industry for the 21st Century 40% **(1hr 30min exam)**

This unit is a comprehensive introduction to the construction industry. Students have an opportunity to gain knowledge and understanding of the main types of construction, related employment, and the resources used in the building environment.

UNIT 2: Construction Craft Project 30%

- Candidates will choose a task (45 marks) from one of the following themes;
 - Timber
 - Brick
 - Plaster; and
 - Pipes.
 - There is no design element however candidates are required to complete a Craft folder (15 marks)

UNIT 3: Computer Aided Design in Construction 30%

Tasks will be contextualised based on the following themes;

- Domestic
- Commercial
- Agricultural
- Recreational; or
- Institutional (e.g. Health Centre, Office unit etc)

Candidates have a series of design/drafting tasks to perform under controlled conditions

- Candidates are required to build up a portfolio of work within the allotted timeframe using AutoCAD software

CAREER IMPLICATIONS

This course provides opportunities for progression into Further Education, training and/or employment in the Construction industry.



GCSE Drama

Examination Board: CCEA

AIMS OF THE COURSE

- To develop the knowledge, skills and understanding required for the making and appraising of drama forms;
- To develop the self-confidence required to explore and express ideas through the devising and making of performances;
- To develop the ability to work collaboratively and refine team work skills to achieve shared goals;
- To engage with and develop enjoyment, appreciation and understanding of dramatic texts in performance which will have a positive impact on the study of English/Literature.

OUTLINE OF COURSE

1. 30% Controlled Assessment (Practical work):

- Students will prepare one performance in Year 11: *An Improvisation based on a script extract*. This will be performed after school to family, friends and staff.

2. 30% Externally moderated practical work:

- Students will prepare a performance from a published play.

This will be performed to a visiting examiner in Year 12.

*After each performance in Year 11 and 12, students will be required to submit a piece of written coursework. (Ten questions about their group work and final performance)

3. 40% Written paper

<u>Section A: Set text “Blood Brothers”</u>	<u>Section B: Scripted Performance</u>
1. Costume design for a character in a particular scene.	3. A report examining the methods the student used to explore and prepare for the Scripted Performance task in Year 12.
2. One essay based on a character from “Blood Brothers”	

GCSE Drama is an active subject where students are encouraged to research, perform and appraise as well as read, watch and analyse. The onus is placed on group work as much of the overall grade is composed from the practical work (60%).

N.B. Students who wish to study Drama must have an excellent attendance record in year 10 as this course depends on effective group work.

CAREER IMPLICATIONS

Studying Drama will develop skills that are important if your intention is to be involved with Drama at some professional level, for example, a Performing Arts course at University or a career in theatre. In addition, Drama can also make an enormous contribution to your personal development. In today’s world, employers are looking for mature, creative people who can communicate effectively, present ideas with confidence, work on their own initiative and display team spirit – precisely the skills that Drama develops. Students of Drama and Theatre Studies have used their qualification in this subject to apply for courses in Journalism, Teaching, Law, Advertising/Media, PR/Marketing, Business/Charities administrator, Social work and Youth/Community work.

GCSE Health and Social Care

Examination Board: CCEA

AIMS OF THE COURSE

Everyone uses the Health Service at one time or other as well as other social services. This course offers students the opportunity to gain a knowledge and understanding of the health and social care sector including health, social services, early years and children's services. Students also study personal development.

OUTLINE OF THE COURSE

UNIT 1: WORKING IN HEALTH SOCIAL CARE

(Internal assessment – coursework 60%- NOTE STUDENTS WILL COMPLETE MOST OF THEIR COURSEWORK DURING SCHOOL TIME)

Main employment sectors in health and social care
Job roles- qualifications and training needed in this field
Providing Quality care- confidentiality, effective communication
Meeting client needs (infants, children, adults etc)
Accessing services- how patients are referred for care etc

UNIT 2 PERSONAL DEVELOPMENT

(External Exam 40%)

Human growth and development- all life stages- physical, intellectual, social emotional development
Factors affecting growth and development- behavioural, environmental, etc
Relationships
Self concept
Coping with life changes

CAREER IMPLICATIONS

General

Medical profession, care work, education, Clerical & Secretarial, Management & Administration, Personal Services , Professional Occupations, Sales, Research, Retail

Specific careers Advice Worker/Personal Adviser, Charity Officer, Civil Service, Administrator Counsellor, FE Lecturer, Health Promotion Specialist, Health Service Manager, Lifestyle Consultant, Local Government Administrator, Nutritional Therapist, Physiotherapist, probation Officer, Sales Executive, Medical Social Worker





GCSE Home Economics (food)

Examination Board: CCEA

AIM OF THE COURSE

This specification encourages students to adopt a critical and analytical approach to decision-making and problem-solving in relation to Home Economics. It also encourages them to develop as effective and independent learners.

OUTLINE OF COURSE

Through studying this course, students develop knowledge and understanding of:

- Home Economics;
- practical home economics skills;
- diet and health;
- how to be a discerning consumer;
- issues that affect the quality of human life;
- human needs within a multicultural society; and
- relevant technological and scientific developments.

ASSESSMENT

The course is assessed through **one** written paper and **two** controlled assessment tasks

GCSE level consists of three units of study:

Unit 1: Diet and Health, and Consumer Awareness

External assessment (30%) Format: **1 hour 30 minutes Examination**

Unit 2: Diet and Health

Internal assessment (50%) Format: **One controlled assessment task**

Unit 3: Consumer Awareness

Internal assessment (20%) Format: **One controlled assessment task**

CAREER IMPLICATIONS

Career choice can be wide and varied but most would involve:

Education and teaching, retail, hospitality and business management, travel, tourism and leisure studies, dietitian, food science and technology

GCSE Home Economics – (Child Development)



Examination Board: CCEA

AIM OF COURSE

This course focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents, and the social and environmental influences affecting family life.

OUTLINE OF COURSE

Unit 1: Parenthood, Pregnancy and Childbirth 1hr written exam 20%

In this unit you will study topics such as parenthood and responsibilities, pregnancy, healthy diet during pregnancy and birth

Unit 2: Child Development (0-5yrs) 1hr written exam 20%

In this unit you will study topics such as the new born baby,

- the physical development of the child up to five years old,
- the intellectual development of the child up to five years old
- the social and emotional development of the child up to five years old
- childcare provision
- sources of support
- safety, first aid and childhood diseases
- choosing clothes and shoes for young children
- weaning and dietary needs of the child

Unit 3: Controlled Assessment Task Project 40%

Unit 4: Controlled Assessment Short Task Assignment 20%

CAREER IMPLICATIONS

This GCSE has been designed to provide a broad educational basis for either further training, further education or for moving into employment mainly within the Child care sector.

Post 16 pathways include 'A' level Home Economics, Psychology, Sociology and Advanced Health and Social Care.

GCSE Information & Communication Technology

Examination Board: CCEA

This is a practical, skills based unitised qualification.



AIMS OF THE COURSE

The ICT specification aims to;

- Encourage students to become independent users of ICT, make informed decisions about its use and be aware of its implications for individuals, organizations and societies.
- Acquire and apply creative and technical skills in a range of contexts.
- Develop ICT based solutions to solve problems.
- Develop an understanding of current and emerging technologies.
- Develop understanding of legal, social, economic, ethical and environmental issues raised by ICT.
- Recognise potential risks when using ICT and develop safe, secure and responsible practice.
- Develop the skills needed to work collaboratively.
- Evaluate ICT-based solutions.

OUTLINE OF THE COURSE

Content	Assessment	Weighting	Availability
Unit 1 Tools & Applications	Controlled assessment	30%	January & Summer
Unit 2 Using Multimedia & Games Technology	Controlled Assessment	30%	January & Summer
Unit 3 Understanding ICT Systems in Everyday Life and its implications for Individuals, Organisations, Society and the Wider World	External Exam (2 hours) Synoptic	40%	Summer

This course has a heavy coursework load. Good attendance is essential. Pupils must be prepared to work independently, set high targets and stick to deadlines.

Anyone who wishes to study Computing / ICT / Applied ICT at ‘A’ Level will not be permitted to do so unless they have studied GCSE ICT.

CAREER IMPLICATIONS

Programmer / Systems Analyst / Software Engineer / Computer operator / Technician / Web designer / Multi Media Designer / Consultant / Business Project Management / Network Management / Sales / Technical Support / Games developer / Training / Research / Healthcare Computing Systems / Administration etc.



GCSE Learning for Life and Work

Examination Board: CCEA

AIM OF THE COURSE

The aim of this course is to provide students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.

OUTLINE OF THE COURSE

The course is divided into three areas:

- **Local and Global Citizenship;**
- **Personal Development;** and
- **Employability.**

The content of each area is outlined in more detail below:

Local and Global Citizenship

- Diversity and inclusion in Northern Ireland and the wider world
- Rights and social responsibilities, in relation to local, national and global issues and the role of society and government in safeguarding rights
- Non-governmental organisations
- Key democratic institutions and their role in promoting inclusion, justice and democracy; understanding how to participate in a range of democratic processes

Personal Development

- Understanding how to maximise and sustain health and well-being
- Concept of self, managing emotions and reactions; recognising, assessing and managing risk
- Understanding relationships and sexuality, and the responsibilities of healthy relationships; understanding the roles and responsibilities of parenting
- Developing further competence as discerning consumers in preparation for independent living

Employability

- The impact of globalisation on employment
- Recruitment and selection procedures, taking into account the rights and responsibilities of employees and employers; self-employment and relevant sources of support
- Maintaining an effective working environment
- Investigating the increasing social responsibility of business in the community

EXAMINATIONS

Students must complete three examinations for GCSE Learning for Life and Work: Modular. Each exam lasts 45 minutes and is worth 13.33 percent of the final award. Students must complete **two** different controlled assessment tasks from the three that CCEA provide, each worth 30 percent of the final award.



GCSE Leisure and Tourism

Examination Board: CCEA

AIM OF THE COURSE

- follow a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as business, retail and distribution, and hospitality and catering
- make informed decisions about further learning opportunities and career choices;
- engage actively in the study of leisure and tourism to develop as effective and independent learners and as critical thinkers with enquiring minds;
- understand the nature of the leisure and tourism industry;
- develop an understanding of the contribution that leisure and tourism makes to society and the economy;
- develop awareness that health and safety issues are integral to leisure and tourism;
- develop an awareness and understanding of sustainable development and environmental issues; and
- appreciate diversity and recognise similarities and differences of attitudes and cultures in society

OUTLINE OF THE COURSE

1. Introduction to Leisure and Tourism - 40% -Written examination paper (1 hour 30 minutes.)

This unit helps students understand the important part that leisure and tourism plays in today's society. This unit introduces students to the facilities and organisations that make up the industry, from leisure centres and theatres to travel agents and airlines. Students also have the opportunity to study the range of employment opportunities available within the industry.

2. Customer Service in the Leisure and Tourism Industry – 20% - Controlled Assessment

This unit explores why giving excellent customer service plays an important part in the leisure and tourism industry. Students also have the opportunity to practise the skills and techniques needed for giving customer service. They will understand how providing excellent customer service benefits organisations, their staff and customers.

3. Marketing in the Leisure and Tourism Industry – 20% - Controlled Assessment

This unit provides an opportunity for students to examine why leisure and tourism organisations provide such a wide and diverse range of products and services to their customers. This unit also encourages students to evaluate promotional techniques and materials, market research techniques and target marketing strategies in the leisure and tourism industry today.

4. Leisure and Tourism Destinations – 20% - Controlled Assessment

This unit gives students an insight into destinations (where people go) for leisure and tourism. They also have the opportunity to explore how people travel to their destinations, both in terms of types of transport and why they use that particular form of transport. Students also gain an understanding of the different customer needs that form the basis for their selection. The study of this unit also allows students to gain an insight into the impact of tourism on communities and environments. Students have the opportunity to consider why we need to develop leisure and tourism sustainably (including ecotourism).

CAREER IMPLICATIONS

The GCSE in Leisure and Tourism has been designed to provide a broad educational basis for either further training, further education or for moving into employment mainly within the leisure and tourism sector.

N.B. This subject would not be suitable for those students wishing to study Geography for A Level.



GCSE Media Studies

Examination Board: AQA

WHAT IS MEDIA STUDIES?

Media Studies encourages us to think about the ever changing world of mass communication. It asks us to consider the concepts, values and ideas that are presented through the TV we watch, the films we love and the newspapers we buy. It also provides pupils with an opportunity to research, plan and produce their own media texts using modern technology.

AIM OF THE COURSE

AQA Media Studies offers an opportunity to study topics which include DVD packaging, TV serial drama, films and trailers, music videos, advertising and eMedia. Pupils are encouraged to explore these areas through various platforms including moving image, print, radio and web-based media. The course promotes creativity as well as developing knowledge of media concepts and theory. Students will deconstruct and design media products based on professional examples. The course provides pupils with an opportunity to develop their IT skills whilst also encouraging pupils to work collaboratively.

OUTLINE OF THE COURSE

UNIT 1: Investigating the media (Exam) 40%

- Each year a different media topic will be set for pupils to research. In the exam you will be required to demonstrate your knowledge of the set topic through written responses to questions and creative responses, such as storyboarding or writing a script, working to a set brief. New topic for 2018: **Television Serial Drama**.

UNIT 2: Understanding the media (Controlled Assessment) 60%

Three coursework tasks from banks of set assignments

- Research and planning pre-production design task: DVD covers
- Cross-media study: Advertising focus
- Practical production and evaluation: Magazines

CAREER IMPLICATIONS

This course promotes analysis, critical thinking, creativity and the ability to make decisions; skills which are much sought after at university and in the world of work.

Many Media Studies graduates pursue a career in various fields including advertising, business, creative industries, journalism, marketing, filmmaking, publishing, broadcasting, TV, video, multimedia, media research, teaching and speech-writing. However, the skills you will develop can open many other doors.

SHOULD I PICK MEDIA STUDIES?

Are you creative, good at drawing and using technology? Are you interested in current affairs and mass communication? Are you always online using social media or playing games? Do you like to share your opinions? Then this might be for you!

GCSE Motor Vehicle and Road User Studies

Examination Board: CCEA



AIM OF THE COURSE

MV&RUS helps you to develop as an informed and responsible road user. It gives you the opportunity to progress to vocational training and employment. It also prepares you for driver training and the driving test.

Why study MV&RUS?

To gain an interest and appreciation of the motor vehicle. To develop an awareness of the interaction of the road user, the environment and the vehicle. To develop a respect for the safety of road users. To learn to act decisively and positively at the scene of an accident. To acquire the knowledge and skills needed for the use of a powered vehicle. To develop an understanding of the mathematical, scientific and technological principle of motor vehicles and to acquire a range of manipulative and communicative skills.

OUTLINE OF THE COURSE

UNIT 1: Motor Vehicle and Road User Theory 40%

Written exam: Foundation Tier- 1 hour 30 minutes / Higher Tier - 2 hours

- Vehicle Control and Road User Behaviour
- Legal Requirements
- Road Transport and its Effects on Society
- Motoring Mathematics
- Accident Procedures
- Motor Vehicle Technology

UNIT 2: Investigative Study 30%

- A 2000 word study on a selected theme as recommended by CCEA
- This will involve about 23 hours work and involves the collection of data, the preparation of analysis and interpretation of results and a conclusion

UNIT 3: Practical Riding Activity 30%

- This allows pupils to demonstrate their skills of vehicle control and road craft through a series of controlled riding activities

CAREER OPPORTUNITIES

- Engineering
- Automotive Master Mechanic
- Avionics
- Automotive Technician
- Motor Vehicle Operator
- Motor Vehicle Light Assembler



GCSE Music

Examination Board: CCEA

AIMS OF THE COURSE

GCSE Music is designed to build upon the knowledge and skills developed within Yrs 8-10, of Listening Composing and Performing.

GCSE Music is excellent for building **Life Skills** such as **Self-Discipline**: private practice, the **Ability to Work with Others**: ensemble performance, **Communication Skills**: evaluation of work and performances, **Presentation Skills**: the ability to perform in front of an audience and be confident, **Creative and Critical Thinking**: composing. All employers look for these skills in job applicants.

OUTLINE OF COURSE AND ASSESSMENT

1) Composing and Appraising Coursework 30%

Pupils must compose 2 pieces, lasting in total 3-6 mins. These pieces must include a composition diary/log detailing your composing process.

2) Performing and Appraising Practical Performance 35%

Pupils must perform at least one solo piece and perform as part of an ensemble (group). Each solo and ensemble performance should last up to 5 minutes each.

3) Listening and Appraising 2 Written Exams (Aural perception) 35%

One test of aural perception (listening) in two 45 minute papers sat on the same day. Part one: Core Area of Study. Part two: Optional Areas of Study.

WHAT IS EXPECTED OF THE STUDENT?

Pupils should be committed to studying one or more musical instruments. Any instrument from the Tin Whistle, to Voice, to Drum Kit is acceptable as a performance option.

If a pupil is interested in studying Music and doesn't already play an instrument, he/ she should remember that the GCSE covers two years. With dedication, the required standard could be met. (If pupils are still unsure, discuss any queries with the Music teacher.)

As 'ensemble' performance is required, pupils are expected, and advised to contribute to some extra-curricular musical activities as these will develop their musical skills and enrich their understanding of music studied in class.

CAREER IMPLICATIONS

Performer, Conductor, Composer, Teaching Music. - Instrumental Tutor (private/ peripatetic), Lecturing, Primary/ Secondary Music, Music Production, Sound Engineering, Music Administration, Arts Council: Fundraising and co-ordinating Musical events, Music Industry; Business/ Marketing, Music Therapy, Music Journalism.



GCSE Physical Education

Examination Board: CCEA

The GCSE Physical Education course promotes continuity, coherence and progression within the study of Physical Education. It builds upon the knowledge, understanding and skills developed in earlier key stages. It is essential that students compete in at least one sport for the school or for a club outside of school.

AIMS OF THE COURSE

Students will have opportunities to:

- Develop and apply their knowledge, skills and understanding of physical education through three selected physical activities;
- Develop their knowledge and understanding of the different factors that affect participation and performance;
- Understand the role of rules and conventions in their selected activities;
- Promote their understanding of the health benefits associated with taking part in physical activity.

SUMMARY OF ASSESSMENT INFORMATION

Component 1 Weighting: 40%

External Examination

One written paper comprising short answer and multi-part questions, all compulsory (1 hour 30 minutes)

Component 2 Weighting: 20%

Developing and maintaining a balanced, healthy lifestyle (controlled assessment)

This is an evidence based assessment of the students' ability to analyse, interpret, evaluate, plan, implement and monitor actions to develop and maintain a balanced, healthy lifestyle.

Component 3 Weighting: 40%

Individual Performance in Physical Activities (controlled assessment)

Assessment is based on:

- (a) improving the quality, efficiency and effectiveness of individual performance in physical activities.
- (b) analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities.

In this component students **MUST** be assessed across **THREE different sports**.

CAREER IMPLICATIONS

The course provides a sound basis for further study of PE or related studies at a more advanced level, including Level 3 and A Level. In addition, it will give a deeper insight into possible career opportunities in a world where the sport and leisure industry is ever growing. A few sports related careers could include education, coaching, psychology, nutrition, bio-mechanics, exercise physiology, media, leisure management, sports development officers, physiotherapy, personal trainers/fitness instructors to name but a few.



GCSE Technology and Design

Examination Board: CCEA

AIM OF THE COURSE

This course encourages you to be inspired, moved and challenged by following a broad course of study which will include the development of knowledge, understanding and skills related to Technology and Design; **designing, materials, manufacture, electronics, computer control, computer aided design, pneumatics, graphics, mechanisms**. It will allow you to gain insight into related career sectors such as manufacturing and engineering.

Please note as there is no Foundation Tier in this course and due to its mathematical content, it is essential that students have reached at least a Level 5 standard in Maths at KS3.

OUTLINE OF THE COURSE

UNIT 1: Technology and Design Core (Sat in Year 11) 20%

Written Exam 1 hour

You will study materials, manufacturing, electronics, mechanical control systems, computer control systems, and pneumatic control systems.

UNIT 2: Systems and Control (Sat in Year 12) 20%

Written Exam 1 hour

In this unit you will study electronics and microelectronic control systems.

UNIT 3: We don't do this Unit

UNIT 4: Design Assignment (Completed in Year 11) 20%

Controlled assessment

This unit allows you to demonstrate your capability to design a product.

UNIT 5: Design Project (Completed in Year 12) 40%

Controlled assessment

In this unit you will design and manufacture an electronic product.

CAREER IMPLICATIONS

Engineering
Architecture
Naval Architecture
Landscape Architecture
Product Design
Teaching (primary and secondary)
Computer Aided Design (CAD)
Building and Technology Management
Construction crafts and other construction work
Manufacturing Industries

Medicine, dentistry, nursing etc. (T&D is excellent for developing both problem solving and fine motor skills which are needed in this field)

Alternative Level 2 courses



BTEC Applied Science Level 2

Examination Board: Edexcel

AIM OF COURSE

BTEC Firsts are Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The BTEC Firsts in Applied Science have been developed in the science sector to:

- provide full-time learners aged 14-16 with an Applied Science qualification that covers the Key Stage 4 Programme of Study for Science
- provide opportunities for learners to acquire technical and employability skills, knowledge and understanding
- enable learners to consider their relationship with the scientific community and their responsibilities towards the community and the environment
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- enable full-time learners to progress to vocational qualifications such as the post-16 qualifications in Applied Science

OUTLINE OF THE COURSE

There are four mandatory units in year 11, with a focus on Chemistry, Biology and Physics, which contribute to the award in Principles of Applied Science. Similarly, there are four mandatory units in year 12 which lead to the award in Application of Science. Taken together the qualification is equivalent to two GCSE's.

ASSESSMENT

Three units in each award are internally assessed by the subject teacher and Head of Department. Each of these three units within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

In addition, one unit in each award is assessed by external examination, which contributes 25% to the overall award.

CAREER IMPLICATIONS

This course is vocational and as such is practically based and provides students with the opportunity to gain an appropriate qualification prior to entering employment in a range of possible science based career.

