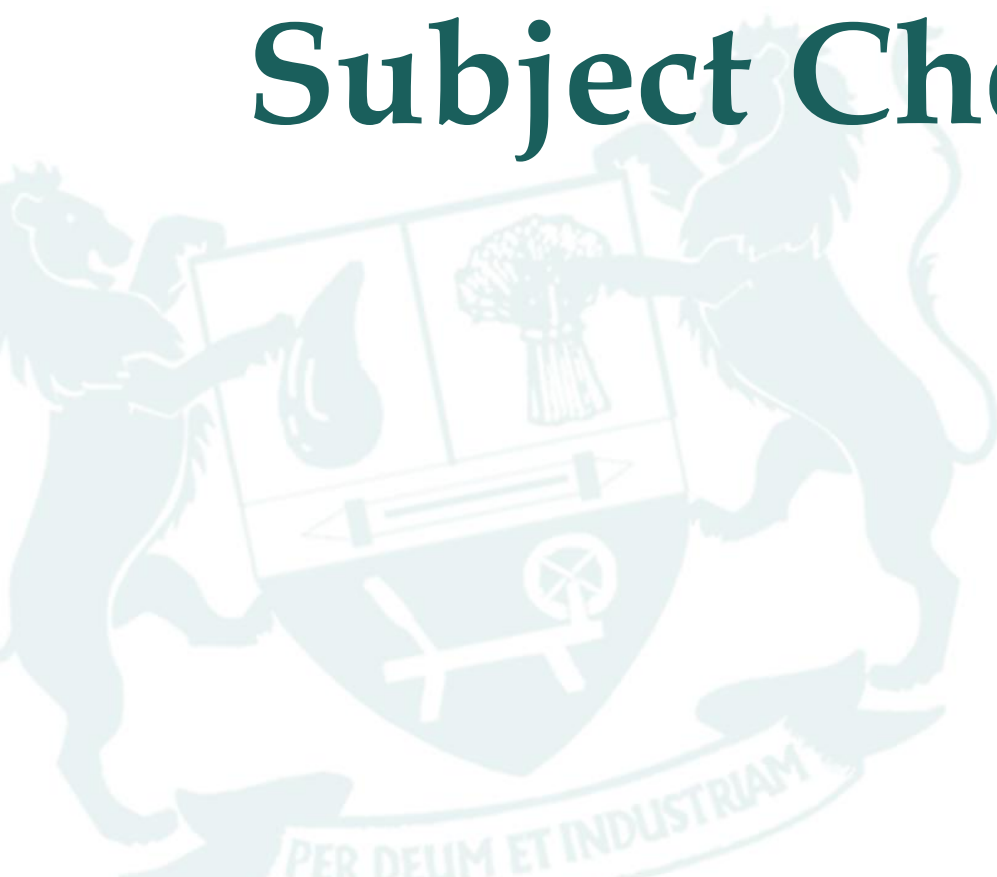




GCSE Subject Choices



To all Year 10 pupils

This booklet is intended to help guide your choice of GCSE subjects. It has been prepared by the Careers Department and by the Heads of Department.

The Key Stage 4 curriculum requires a broad base of subjects in different learning areas. For this reason you must take GCSE courses in:

- Mathematics;
- English and English Literature;
- a Modern Language;
- Balanced Science;
- Religious Studies (short course).

In preparing for your choice of subjects you should talk to your subject teachers, to your Careers teacher and to your parents. You should place a lot of weight on what your teachers say to your parents at the Parents' Evening.

You should also note all the requirements necessary to be accepted into different subjects at Advanced Level, as decisions that you make now will ultimately affect future subject choices. A summary of the entrance requirements for each subject at Advanced level is presented on page 5.

Choose your subjects on sensible grounds and not simply because your friends have chosen a particular subject or because you like the teacher (you will probably have a different one next year).

We wish you well in your choices and in your work for GCSE.

Careers Department 2016

General Advice

1. Rank the subjects in order of preference.
2. Rank the subjects in order of ability (i.e. how good you are at them).
3. List the subjects you will need for certain careers you might be interested in.

Try to think in terms of groups of careers, rather than particular careers. You might find the following groups helpful:-

Scientific
Scientific with people
Artistic
Technical
Office based
Work with people
Active

The online resource www.pathfinderlive.co.uk and the careers notes obtainable from the internet site www.nidirect.gov.uk/careers will give you information on which subjects are necessary for the particular careers within each group which interest you.

You should now be able to make a reasonably balanced choice of those subjects you like, are good at and need. Check this choice with your Careers teacher.

Two years from now, when making your next subject choices, you will be advised to specialise further. Also remember - a large number of careers do not require specific subjects, so perhaps the best advice is to pick those subjects you do best in.

Final advice. DO NOT WORRY if you do not know exactly what you want to do in the future. Most people of your age do not! Your ideas will probably change as you grow older and new careers are appearing all the time.

Career choice is a PROCESS - not an event.

TEACHERS WHO CAN HELP YOU

All teachers will be willing to discuss their subject with you. You have a weekly careers class and should also discuss your options with your **Careers teacher**. It is wise to discuss your ability in a particular subject with your own subject teacher. If you require further information, or the subject is one you have not done before, then you might approach the teacher listed below for that particular subject.

SUBJECTS

Further Maths and Maths	Mrs F Campbell
Art & Design	Mrs P Fallis
Biology	Mr R Kirkpatrick
Business Studies	Mr T Dempsey
Chemistry	Mrs H Morrison
Computer Science	Mr A Hanlon
Economics	Mr T Dempsey
English	Miss L McConkey
French and Modern Languages	Mrs C O'Shaughnessy
Geography	Mrs F Francey
German	Mrs H Stewart
History	Mrs G Johnston
Home Economics	Mrs K Francey
ICT	Mr A Hanlon
Music	Mrs D Robinson
Physics and Science	Mr D Stewart
Religious Studies	Mr W Brown
Science (double award)	Mr D Stewart
Spanish	Mrs H Adair
Technology	Mr R Currie
Moving Images Arts	Mrs O Casey

Mr D McFarland (VP Curriculum)

Mrs A Gilpin (Head of Careers)

A SAMPLE RANGE OF CAREERS

SCIENTIFIC WITH PEOPLE

Chiropody	Dentist	Dental Auxiliary
Dental Surgery Assist.	Environmental Health Off.	Factory Inspector
Health Visitor	Medicine & Surgery	Nursing
Occupational Therapy	Optics	Orthoptics
Osteopathy	Pharmacy	Physiotherapy
Psychiatry	Radiography	Remedial Gymnast
Speech Therapy	Teaching (Science)	

OFFICE BASED

Accountancy
Advertising
Actuarial Work
Banking
Book Publishing
Building Society
Civil Service
Company Personal Assistant
Company Secretary
Economics
Estate Agency
Hospital Admin.
Housing Management
Insurance
Librarianship
Local Gov. Service
Purchasing
Secretarial Work
Statistics
Stock broking
Transport Officer
Travel Agency

TECHNICAL

Engineering:
Aeronautical
Building
Chemical
Civil
Electrical
Marine
Mechanical
Telecommunications

Architecture
Heating & Ventilation
Museum Work
Naval Architecture
Surveying
Town Planning

Technologies:
Food
Plastics
Rubber
Textiles

SCIENTIFIC

Archaeology
Astronomy
Atomic Energy
Biochemistry
Biology
Botany
Chemistry
Computer Work
Conservation
Dietetics
Geology
Mathematics
Meteorology
Med. Lab. Technology
Metallurgy
Pharmacy
Physics
Statistics
Veterinary Science

WORK WITH PEOPLE

Barrister
Beauty Culture
Bookselling
Careers Officer
Church work
Demonstrating
Hairdressing
Hotel Work
Institutional Manag.
Journalism
Librarianship
Nursery nurse
Personnel Manag.
Police
Prison Service
Probation Work
Public Relations
Retail Trading
Sales Rep.
Social Worker
Solicitor
Teaching
Work with handicapped

ACTIVE

Airline work
Agriculture
Building
Civil Engineering
Fishing
Forestry
Geology
HM Forces
Horticulture
Journalism
Kennel work
Market Research
Merchant Navy
Ordnance Survey
PE
Prison Service
Env. Health Officer
Police
Remedial Gymnast
Sales Rep
Surveying

ARTISTIC

Advertising
Architecture
Art Teaching
Beauty Culture
Cartography
Dancing
Display
Drama
Fashion & Textile Design
Fine Art
Floristry
Graphic Design
Hairdressing
Interior Design
Jewellery
Landscape Arch
Music
Photography
Pottery
Printing
Tracing

Summary of the Entrance Requirement for each A Level Subject

The following table shows the entrance requirement (based on GCSE results) that must be satisfied before any subject is studied **at A level**. A minimum of **4** Grade B and **3** Grade C passes.

Including:

- a. Grade B or above in subjects selected for AS Level.
- b. In 'new' subjects not taken in GCSE, Grade B or above in related GCSE subjects.

GCE A/AS levels	Entrance requirement (based on performance at GCSE)
Art & Design	Grade B or better in Art
Biology	B or better in Biology / BB or better in Double Award Science
Business Studies	B or better in Business Studies/ or if a new subject B or better in both English and Mathematics within a good GCSE profile.
Chemistry	B or better in Chemistry / BB or better in Double Award Science; and Higher Tier Mathematics
Drama and Theatre Studies	B or better in English/English Literature
Economics	B or better in Economics / or if a new subject B or better in both English and Mathematics within a good GCSE profile
English Literature	B or better in English and English Literature
French	B or better in French and also Higher Tier in all components
Geography	B or better in Geography
German	B or better in German and also Higher Tier in all components
Government & Politics	B or better in English Literature or History within a good GCSE profile (and may need to see HoD)
Health and Social Care	B or better in English within a good GCSE profile
History	B or better in History
Home Economics	B or better in Home Economics / or if a new subject see HoD
Digital Technology	B or better in GCSE ICT or Computer Science
Computer Science (SSD)	B or better in Computer Science
Mathematics	B or better in Add. Maths. / if no Add. Maths see HoD
Further Mathematics	A*/A in Add. Maths; only studied as a 4 th subject
Music	B or better in Music
Psychology	B or better in both English and Mathematics within a good GCSE profile
Physics	B or better in Physics / BB or better in Double Award Science; and Higher Tier Mathematics
Religious Studies	B or better in Religious Studies / or if a new subject see HoD
Social Science (Citizenship)	B or better in English or History
Spanish	B or better in Spanish and also Higher Tier in all components
Sport and Physical Education	B or better in Biology / BB or better in Double Award Science; and B or better in English or History
Technology & Design	B or better in Technology
Art & Design (Photography)	Grade B or better in English, within a good GCSE profile

Alternative entry criteria may only be applied if the pupil has not studied that subject for GCSE. BTEC First qualifications will be recognised.

If the above requirements are not met then the appropriate Head of Department should be consulted with respect to entry into any subject.

GCSE SUBJECTS

ART & DESIGN

BUSINESS STUDIES

COMPUTER SCIENCE

ECONOMICS

ENGLISH LANGUAGE and ENGLISH LITERATURE

GEOGRAPHY

HISTORY

HOME ECONOMICS

INFORMATION & COMMUNICATION TECHNOLOGY

MATHEMATICS and FURTHER MATHEMATICS

Modern Languages - FRENCH, GERMAN and SPANISH

MOVING IMAGE ART

MUSIC

PHYSICAL EDUCATION

RELIGIOUS STUDIES (SHORT COURSE)

RELIGIOUS STUDIES

SCIENCE: Double Award; BIOLOGY, CHEMISTRY and PHYSICS

TECHNOLOGY & DESIGN

GCSE Art & Design allows students to be creative, expressive and imaginative due to the very practical nature of the syllabus. It builds on the broad art and design experiences gained by pupils who have followed the Key Stage 3 programme of study.

Course Content and Scheme of Assessment

The course consists of **two units**.

Unit 1 The Core Portfolio (Controlled Assessment)

Students are requested to present a portfolio of work for Unit 1. They will be encouraged to explore as many areas of art and design through research and experimentation. They will be expected to include a piece of work that follows a process leading to a final outcome.

Candidates will have a minimum of 45 hours under teacher supervision to complete the work for Unit 1.

Unit 2 Working to a Stimulus (Externally set Assignment)

CCEA will issue the 'Working to a stimulus paper' in January of the year of the examination. During a set time period pupils will develop preparatory work based on the set stimulus. The final outcome must be completed in a set period of 10 hours.

All of the work presented for assessment and moderation will be carried out under supervision.

Assessment Unit	Teaching and Learning Requirement	Nature of Assessment	Assessment Weighting	Examination Session Availability
Unit 1	The Core Portfolio Internal Stimulus	Internally assessment Externally moderated	60%	Summer Assessment
Unit 2	Working to a Stimulus	Internally assessment Externally moderated	40%	Summer only

Course Content

The Core Portfolio should demonstrate variety in the use of media, techniques and skills. Students will be encouraged and shown how to develop these, through hands on experience with pencil, paint, pastels, collage, printing, ceramics, fabric and textile work, 3D construction through card, wire, papier mache, clay etc.

They will be encouraged to respond personally through set themes, to study the work of other artists and designers and to problem solve and come up with final solutions. Particular attention will be paid to investigating and realising activities, recording of first hand studies and the expression of ideas in both two and three dimensions. Deadlines will be set, and it is considered vital to keep to these, because of the practical nature of the course.

Progression to A Level/Career Opportunities

In order to do A Level Art & Design it would be expected that a student would achieve at least a B grade at GCSE.

GCSE Art & Design may be a requirement for careers such as architecture, advertising, interior & industrial design, graphics and art teaching/lecturing. It would also provide a strong basis for pupils considering careers in textiles and fashion, ceramics, jewellery, photography and occupational therapy. The syllabus aims to give students a broad education in Art & Design and hopefully makes them more aware of Art & Design in a 'Real World' context.

BUSINESS STUDIES

In recent years television programmes such as “The Apprentice” and “Risking it all” have introduced young people to the idea of running their own business or indeed pursuing a career in business. Business Studies at GCSE level is designed to help students understand the main aspects of running or working in a business. It is designed to be topical and relevant. Students will therefore be able to relate what they study in the classroom to real life.

Course Content

The course is divided into two units, which cover seven themes in total.

Unit 1 is called Business Start Up. It covers three themes.

1. Business Start Up. This section focuses on business start up and the importance of the entrepreneur. It also looks at sources of finance.
2. Production. This section focuses on the different types of production and the different methods of production. It also considers quality assurance and health and safety legislation.
3. Marketing. This section focuses on developing an understanding of the process of identifying and satisfying consumers’ needs and wants.

Unit 2 is called Business Development. It covers four themes.

1. Finance. This section focuses on how businesses use financial information to help them make decisions.
2. Managing people. This section focuses on recruitment, selection and developing people through, for example, training.
3. Business Growth. This section focuses on the indicators of growth and why businesses grow. It also looks at e-commerce.
4. Business Plan. This section focuses on the content of business plans and the reasons for developing them.

Scheme of Assessment

The Examination Board is CCEA. All pupils will take two papers and also complete a controlled assessment.

Content	Assessment	Weighting
Unit 1: Business Start Up	External written exam 1 hour and 20 minutes Format: Structured questions	35%
Unit 2: Business Development	External written exam 1 hour and 40 minutes Format: Three structured questions with an incline of difficulty	40%
Unit 2: Business Development	Controlled assessment Format: Candidates complete one task from a range of tasks released in September each year by CCEA	25%

Progression to A Level/Career Opportunities

“A” Level Business Studies is a natural progression from GCSE Business Studies.

The course will be particularly helpful to those interested in a career in marketing, advertising, human resources or finance, but it will be of great benefit to most students at some point in their career. It will help to equip students with the skills which are necessary to contribute to the local or indeed global economy.

COMPUTER SCIENCE

This subject was introduced in September 2013 due to the demands of a thriving global and local IT industry. Recent reports about the IT industry reveal the following:

- *Employment of IT professionals through to 2020 is forecast to grow at 1.62% per annum – nearly twice as fast as the UK average.*
- *The UK's IT & Telecoms industry delivers an annual GVA contribution of £81 billion, 9% of the total UK economy.*

Computer Science is not to be confused with ICT, which is a skills-based course focusing, typically, on the use of applications such as spreadsheets, databases and presentations. **Computer Science will teach pupils how to create their own applications** to run on a computer.

Course Content

The qualification gives students an understanding of key computing and programming concepts. Within the current IT sector, the most sought after professionals are those with software development/engineering skills. As a response to this, the Computer Science specification focuses largely on creating applications in areas such as mobile, web and computer games. Pupils will use the industry-standard programming language **Python** to learn programming concepts.

Scheme of Assessment

CONTENT	ASSESSMENT	WEIGHTING
Component 1: Understanding Computer Science	This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society. Assessed by external examination	45%
Component 2: Computational Thinking and Programming	1 hour 30 minutes online or paper based exam. All questions will be compulsory and will be taken from across the subject content. Pupils will also develop a game using Java. (Greenfoot)	30%
Component 3: Developing Computing Solutions	This controlled assessment will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by the exam board.	25%

Suitable Candidates

Although no formal entrance requirements currently exist, pupils who performed well in the **Python and Gamemaker** modules in their Year 10 Computing classes are likely to enjoy the **problem-solving** nature of the course. Pupils with a strong performance and interest in other **STEM** subjects such as Maths, Physics and Technology would also be best suited to this course.

Progression to A Level/Career Opportunities

As mentioned above, this course has been created to prepare pupils for possible careers in the IT industry, particularly in software development. This includes jobs such as **software engineers, web developers, game developers, mobile software developers, software testers and project managers**. The Russell Group of universities (which includes QUB) also recommends Computer Science as a **useful subject** for careers such as Chemical Engineering, Civil Engineering, Electronic Engineering, Mathematics, Medicine, Optometry, Pharmacy, Physics, Psychology and others.

A natural progression from this course is an **A-Level in Software Systems Development** which is offered in the Academy. In higher education, our local and national universities are offering degrees in Computer Science as well as combined degrees with other areas of specialism such as Business and Accounting.

“Learning these skills isn’t just important for your future, it’s important for our country’s future. If we want to stay on the cutting edge, we need young people like you to master the tools and technologies that will change just about the way we do everything. Don’t just buy a new video game, make one. Don’t just download the latest app, help design it. Don’t just play on your phone, program it. Learn Computer Science”.

US President Barack Obama

ECONOMICS

Economics is a topical subject and deals with issues which are relevant to the world in which we live. Students will be able to relate what they study in the classroom to real life and therefore the subject will be of particular interest to pupils who take an interest in current affairs. This subject will also help students to develop a variety of skills including analysing, evaluating, drawing conclusions and making judgements. These skills will be invaluable in both their future education and in a variety of careers.

A good command of the English language is necessary, but the most complex mathematical skill required is calculating a percentage change.

Course Content

Students often mistakenly believe that Economics is all about money. The study of Economics does help students to understand various aspects of finance, but it also covers many more issues which have been in the news recently such as:

- Why do exchange rates fluctuate?
- Should we join the euro?
- What can the government do to reduce unemployment?
- What is the impact on the UK economy of a reduction in interest rates?
- What impact can changing taxation and government spending have upon the economy?
- Why do we trade with China?
- Why do some workers earn more than others?

Scheme of Assessment

The Examination Board is OCR. All pupils will enter for three papers.

Content	Assessment	Weighting
Unit 1: How the Market Works	Computer based test or written exam 1 hour Format: Structured questions based on a theme	25%
Unit 2: How the Economy Works	Written exam 1 hour Format: Structured questions based on a theme	25%
Unit 3: The UK Economy and Globalisation	Written exam 1 hour 30 minutes Format: Questions based upon pre-released stimulus material	50%

There is **NO** controlled assessment.

Progression to “A” Level/Career Opportunities

Advanced level Economics is a natural progression from GCSE Economics.

Economics provides a valuable grounding for a wide variety of careers including Accountancy, Stock Broking, Banking, Finance and Management.

Without words we cannot express ourselves or influence others. Without words we cannot understand ourselves or the world we live in. In fact, we cannot even know what we are thinking unless we can find words to express our thoughts. This is why English is an essential subject. It will help you to develop your ability to use language accurately and effectively, and this will help you with your other subjects - and with every aspect of your life.

Course Content

The content of the English Language course is divided into four units:

- 1 Personal Writing and Reading Multi-Modal Texts
- 2 Functional Writing and Reading Non-Fiction
- 3 Speaking and Listening
- 4 Studying Spoken and Written Language and Writing Creatively

Scheme of Assessment

There are two examination papers (40%):

Paper 1 (1 ½ hours: 20%)

Personal Writing and Reading Multi-Modal Texts

Paper 2 (1 ½ hours: 20%)

Functional Writing and Reading Non-Fiction

Controlled Assessment total	(60%)
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Speaking and Listening	(20%)
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Three written assignments	(40%)
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Controlled Assessment: **Three written assignments:**

Task 1 The Study of Spoken Language	10%	1hr 30m
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Task 2 The Study of Written Language	15%	1hr 30m
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Task 3 Writing Creatively	15%	2hrs
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Progression to A Level/Career Opportunities

English Literature but not English is offered as an A Level subject in Banbridge Academy. In order to study English Literature at A Level a minimum B grade is needed in both GCSE English and English Literature.

ENGLISH LITERATURE

Reading will help you with all aspects of English, but the main aim of the course is to teach you to understand and appreciate some of the great plays, novels and poems which are a part of our 'cultural heritage'. The books studied are all enjoyable and entertaining but they all look at life from a mature perspective and so they should also help you to understand yourself and the society you live in.

Course Content

The content of the English Literature course is divided into three areas:

1. The Study of Drama
2. The Study of Prose
3. The Study of Poetry

Scheme of Assessment

Two Examinations – **Combined (75%)**

Unit 1 – The Study of Prose **25%, 1 hour (examined in June, Year 11)**
Of Mice and Men, Steinbeck

Unit 2 – The Study of Drama and Poetry **50%, 2 hours (examined in June, Year 12)**
Section A – Drama *Shakespeare* 20%
Section B – Poetry *CCEA Anthology* 20%
Section C – Response to an unseen poem 10%

Controlled Assessment **25% 2hours, 15 mins**

Unit 3 – The Study of Linked Texts

The assignment will link the student's study of *Juno and the Paycock* by O'Casey with *Lord of the Flies* by Golding. It is divided into two tasks, to be completed on separate dates.

Progression to A Level/Career Opportunities

A minimum B Grade is needed in both GCSE English and English Literature in order to study English Literature at A Level.

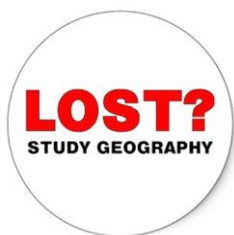
English and English Literature will teach you to understand what you read, to think for yourself, to argue a case using evidence, and to communicate effectively with other people. These skills are essential in almost any career, but are particularly relevant in law, journalism, teaching, the Civil Service, nursing and the Social Services.

GCSE Geography

Geography is a fascinating, contemporary subject that helps us to understand more about our world and the people and cultures that inhabit it.



Geography gives a balanced viewpoint which is excellent preparation for the world of work. Some of the skills you will learn are:

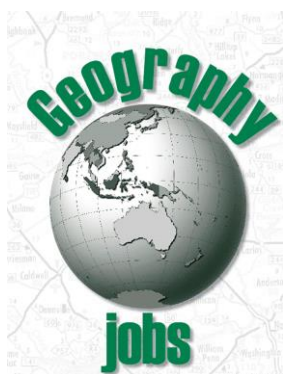


- The ability to work as a team
- Good communication skills
- The ability to manage your work
- Numeracy and literacy
- Problem solving and logical reasoning
- Computer literacy
- Spatial awareness
- Environmental and social awareness

Geography at GCSE provides an opportunity for students to build upon the knowledge and skills obtained at Key Stage 3. The topics studied are as follows:

Paper 1 (37.5%)	Paper 2 (37.5%)
The Dynamic Landscape: 1. Rivers 2. Coasts	Living in Our World: 1. Population 2. Settlement
Our Changing Weather: 1. Weather Systems 2. Climate change	Contrasts in World Development: 1. Unequal development and solutions
The Restless Earth: 1. Rocks 2. Earthquakes 3. Volcanoes	Managing Our Resources: 1. Increasing demand for Resources 2. Waste Management 3. Sustainable Tourism

There is just one piece of coursework- a geographical investigation based on a river study. This counts for 25% of the final result. Pupils will be given clear guidance. The student, as a controlled assessment, under teacher supervision, writes a report of no more than 2000 words.



Geography graduates are employable due to the skills they develop. In part this is because the subject combines knowledge of science and an understanding of the arts.

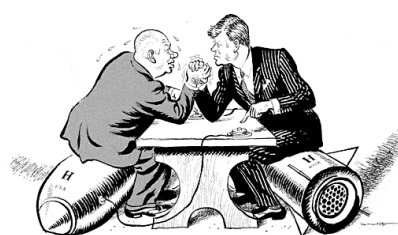
The transferable skills which Geography fosters are an asset in the complex world of work today. Geography is about the future and encourages flexible thinking.

HISTORY

GCSE History provides students with opportunities to explore significant local, national and global events, key individuals and important values and attitudes which have shaped our modern world today.

OVERVIEW: CONTENT & ASSESSMENT

	Content	Assessment	%
Unit 1: Study in Depth (Paper 1)	Germany 1918 – 39	2 hours: Section A (short answer questions & extended writing)	25%
	Peace, War & Neutrality: Britain, N. Ireland & Eire 1932 – 49	Section B (short answer questions, source questions & extended writing)	25%
Unit 2: Outline Study (Paper 2)	The Cold War 1945 – 1991 e.g. Korea, Vietnam, Berlin Wall & Cuban Missile Crisis	1 hr 15 mins: (source questions & extended writing)	25%
Unit 3: Controlled Assessment	Investigative Study: JFK	Completed during Term 1 in Year 12. 1 task split over 2 questions	25%



History is a highly valued GCSE. It will prepare you for further study at A Level and university and allow you to develop important transferable skills, highly recognised by employers e.g.

- *Analyse & interpret information;*
- *Carry out research and evaluate conclusions;*
- *Ask relevant and significant questions;*
- *Work on your own & make independent decisions;*
- *Offer a variety of solutions to a problem;*
- *Communicate your ideas clearly & effectively;*
- *Argue a case & make an evidence based judgement;*
- *Understand & appreciate different points of view.*



Home Economics provides a unique opportunity for pupils to develop knowledge, understanding, skills; including practical skills and competences related to diet and health and consumer awareness within a multicultural society. In addition it aims to increase understanding of relevant technological and scientific developments and allow for pupils to become informed and discerning consumers. The course offers opportunities to build upon the skills and capabilities developed through the Key Stage 3 curriculum.

Course Content

This is a unitised specification which allows pupils to complete any of the three units in the first year. Unit 1 will focus on two key areas: Diet and Health and Consumer Awareness and will be assessed in a terminal examination. The content of this unit is briefly outlined below:

Unit 1

Diet and Health:

In this component pupils have the opportunity to demonstrate the knowledge, understanding and skills necessary for providing healthy diets for family members throughout life. They should recognise that family members have different dietary needs and that food choice is affected by social, economic, environmental, cultural, physiological and psychological factors. This unit combines theory with practical experience and provides pupils with relevant and realistic contexts in which to develop skills for independent living.

Consumer Awareness:

In this component pupils have opportunities to apply knowledge, understanding and skills as discerning and effective managers of resources. Pupils will study consumer legislation and organisations, financial management and evaluate information available to consumers. They will consider how choices can be influenced by personal, social, cultural, economic and environmental factors.

Unit 2 and 3 are controlled assessments which are internally assessed.

Scheme of Assessment (including Controlled Assessment)

Pupils will be required to complete one written examination and two controlled assessments:

One terminal examination paper	40%
--------------------------------	-----

Two controlled assessments:

Unit 2

- | | |
|---|-----|
| <ul style="list-style-type: none">Diet and Health
(planning, preparing and making a range of dishes relevant to chosen title) | 40% |
|---|-----|

Unit 3

- | | |
|--|-----|
| <ul style="list-style-type: none">Consumer Awareness
(research based activity and primary investigation) | 20% |
|--|-----|

Progression to A Level/Career Opportunities

The study of Home Economics at GCSE can present career opportunities for pupils who may be interested in the following fields of study: **food and nutrition** - dietetics, food science, teaching; **food technology** – product development; **health education**; **media studies**; **consumer studies** – trading standards, consumer legislation; **environmental health**; **catering and hospitality industry** – chef, management; **health and social services** - administration, nursing, child care and research work.

Course Content

This is the first offering of a full GCSE in this subject. The influence of ICT is rapidly expanding and changing the way people live, learn and work. By studying this skills-based course you will develop your aptitude in applications such as spreadsheets, databases, graphics, video, multimedia presentations, webpage and game development. In addition to the skills you will also develop a sound knowledge and understanding of ICT in a range of contexts.

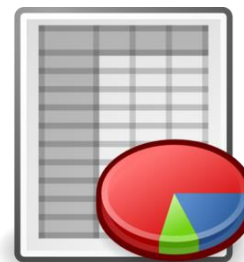
Scheme of Assessment

The course is broken down into three units:

Unit 1 (Tools and Applications)

This unit is assessed through **controlled assessment** which is worth **30%** of the overall GCSE qualification. This unit contains 3 tasks and is completed in year 11. The tasks involve:

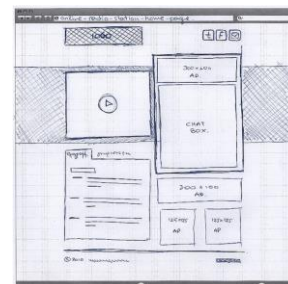
- Presentation Package (MS PowerPoint)
- Information Handling Package (MS Access)
- Spreadsheet (MS Excel)
- Using Graphics (Various different graphics software packages)



Unit 2 (Using Multimedia and Games Technology)

This unit is assessed through **controlled assessment** which is worth **30%** of the overall GCSE qualification. This unit contains 2 tasks and is completed in year 12. The tasks involve:

- Using Graphics
- Using Digital Video and Sound
- Games Technology (Gamemaker)
- Using Multimedia Assets (HTML/CSS web design)



Unit 3 (Understanding ICT Systems)

This unit is assessed by a written examination paper and is worth **40%** of the overall GCSE qualification. This unit is taught over two years and is broken up into four main areas:

- Knowledge of ICT Components;
- Data and Information;
- Digital Communications Methods; and
- Applications of ICT.



Progression to AS/A2 Level/Career opportunities

The information age is here to stay and when you as a student leave the Academy you will play a very different part in our global society. By the time you reach the world of work or university, **it is essential that you are competent in the use of ICT**

The ICT sector of industry is important globally and in Northern Ireland in particular where a number of multinational firms have opened operation centres. The local universities offer a good range of ICT qualifications and graduates in this sector are sought after.

This course is designed to give a good working knowledge of the uses of ICT in the world of work and to give you experience of using the most widely used software packages to an advanced level. The skills learned are transferable to the world of work and directly applicable to the study of ICT in further or higher education.

An A-Level in Digital Technology is offered by the Academy as a natural progression from this GCSE.

MATHEMATICS

Mathematics affects every aspect of our lives; wages, phone tariffs, journey times, computers, the probability we will win the lottery, etc. In order to function effectively in modern society it is essential that everyone is competent and confident with Mathematics.

GCSE Mathematics is an essential qualification and as such it is compulsory for all students.

Course Content

Much of the course is an extension of the material developed in Year 10. The overall themes include:

- (i) Number skills - such as decimals, fractions and percentages.
- (ii) Algebra - solving equations and using indices.
- (iii) Shape and space - areas, volumes and graphs.
- (iv) Data Handling - probability and charts.

Coursework

There is no controlled assessment for GCSE mathematics.

Modules

This is a Modular examination and **Higher Tier** students can enter for either:

Modules T3 and T6 Or Modules T4 and T6.

Module T3 assesses grades D C B

Module T4 assesses grades B A A*

The Completion Module T6 assesses grades D C B A A*

Module T4 is a difficult module as all the questions on it are of grade B standard and above. Students who are able to complete the majority of the grade B questions on module T4 will be awarded a B grade. The marks for T4 are combined with the marks for T6 to determine the final grade.

There is slightly less content on module T3 compared with module T4 and this allows students who have some difficulty with Mathematics to work at a pace better suited to their ability. Only the grades A to D are available for the T3 and T6 combination.

Scheme of Assessment

Modules T3 and T4 will be examined by a 2 hour paper which is worth 45% of the total. Calculators are needed for these modules. These papers are taken in January of year 12.

Module T6 will be examined by two 1¼ hour papers. The first paper is non-calculator; a calculator is needed in the second paper. These papers are taken in May/June of year 12.

Streaming

GCSE classes are streamed according to the examination results in Year 10; both the January and June examination scores are used. These results give us an accurate picture of the ability and potential of each pupil.

There are two tiers of entry for GCSE Mathematics, Foundation and Higher.

The highest grade available for the Foundation Tier is a grade C. Only in very rare circumstances would we enter a student for Foundation Tier.

For the Higher Tier grades A* to D are available.

To score well overall, however, it is vital that students show the full development of their answers.

Most streams will study for modules T4 and T6, though a few streams will prepare for modules T3 and T6.

After the Module results in March of Year 12, there is provision for limited re-streaming as some pupils may be advised to take alternative modules to those initially chosen.

Progression to A Level/Career Opportunities

A grade C (or above) in Mathematics is essential for most careers.

In order to study Mathematics at A Level a minimum A grade is needed in GCSE Mathematics. **Pupils must have completed the T4 & T6 module combination.**

Pupils contemplating doing A level Mathematics would benefit from studying Further Mathematics at GCSE.

GCSE Further Mathematics (previously known as Additional Maths) is a totally distinct GCSE subject from GCSE Mathematics. Topics encountered in GCSE Mathematics, such as trigonometry, simultaneous equations, graphs and gradients are studied in greater depth. Also new ideas and topics, virtually essential for progress to A-Level are introduced. Students will have the same teacher as they have for GCSE Mathematics.

The subject is enjoyable but demanding, requiring commitment, good concentration and stamina. Pupils who are not accomplished and confident with the Year 10 course should not attempt GCSE Further Mathematics. At the end of Year 10, pupils will be ranked according to their examination results and those not found in the top half of the year group will be strongly advised against opting for GCSE Further Mathematics. Pupils who are unsure of their suitability for this course or who would like more information should speak to their class teacher.

Course Content

The course consists of 3 branches of Mathematics: Pure Mathematics, Mechanics and Statistics.

Pure Mathematics includes algebra, trigonometry and calculus.

Mechanics includes vectors, velocity, acceleration, forces and momentum.

Statistics includes data handling, probability and correlation.

Scheme of Assessment

The final grade is determined by two examination papers and only grades A* to E are awarded.

There is no coursework component - everything hinges on the 2 examinations.

Progression to A Level/Career Opportunities

Pupils hoping to proceed to A-Level Mathematics are strongly advised to do GCSE Further Mathematics. A student who has not studied GCSE Further Mathematics may go on to study A-level Mathematics, but they will be at a disadvantage and they will have to work extremely hard to ensure success.

GCSE Further Mathematics is very useful to any student planning on studying an A-Level Science, particularly, Physics. GCSE Further Mathematics is useful, if not essential, for those interested in careers in engineering, the medical sciences (medicine and pharmacy), computer science, accountancy and finance.

Modern Languages - FRENCH, GERMAN and SPANISH

In all three foreign languages (French, German and Spanish), the GCSE specifications aim to develop pupils' ability to understand and use the languages effectively for purposes of practical communication. Pupils' understanding of grammar and their awareness of the nature of language and language learning will be developed. The courses will offer the pupils insights into the culture of French, German and Spanish speaking countries and communities, while encouraging positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations. Pupils' understanding of themselves and their own culture will thereby be enhanced. The courses will promote skills which have a wider application such as information technology and learning skills such as analysis and memorising.

Pupils will be prepared for their GCSE examination in four Assessment Components, namely Listening, Speaking, Reading and Writing.

Course Content

There are three contexts for learning:

The Individual	Citizenship	Employability
- Relationships: family and friends - Local environment: - Activities: daily & week-end - Health and lifestyle: diet, exercise and illness	- Social issues: - Travel and tourism - Environmental issues - Media and communication - Celebrations	- School life - Part-time jobs - Future plans

Assessment

The table below summarises the structure of the GCSE course:

Content	Assessment	Weighting	Availability
Unit 1 - Speaking	Controlled: under supervision, Pupils prepare two selected tasks	30%	One task in June of year 11 (French only) April of Year 12 German – one task in Year 11, one in Year 12
Unit 2 - Writing	Controlled: under supervision, Pupils prepare two selected tasks	30%	One task in June of year 11 (French only) April of Year 12 German and Spanish – two tasks in Year 12
Unit 3 – Listening	Two tiers of entry: Foundation and Higher:	20%	Summer of Year 12
Unit 4 - Reading	Two tiers of entry: Foundation and Higher	20%	Summer of Year 12

In externally-marked unit 3, responses include selection, gap filling and answering questions in English. In unit 4, in addition, there will be short answers in the target language.

Progression to 'A' Level/Career Opportunities

The GCSE course provides a firm base for the acquisition of language skills required for study at 'A' Level.

Students of Modern Languages have a wide choice of career options open to them. As well as the language related careers such as translating, interpreting and teaching, the most common types of work done by graduates of Modern Languages include retail and personnel management, sales and marketing, financial work, law, public relations, management services, computing, travel and tourism and entertainment.



Moving Image Arts is a two year specialist course allowing students to create moving image through the use of digital video cameras and editing software. This work should be informed and inspired by the exploration of the rich and varied heritage of different moving image forms, styles and practices.

Entrance Requirements

Numbers taking the subject will be limited due to practical considerations, but if you have an interest in Art & Design, Photography or Media Studies you will be looked upon more favourably.

Basic keyboarding and navigation skills are necessary as the critical response is in the form of an online examination.

Course Content and Scheme of Assessment

The GCSE award comprises of 3 compulsory components.

Component 1:

Critical Understanding of Creative and Technical Moving Image Production- Compulsory (1hr 30min) online examination.

Completed in Year 2, weighting 40% of course

Component 2:

Acquisition of skills in Moving Image Production – Compulsory controlled assessment tasks.

Completed in Year 1, weighting 20% of course.

Component 3:

Planning and Making a Moving Image Product – Compulsory controlled assessment portfolio

Completed in Year 2, weighting 40% of course.

Career Opportunities

Moving Image at AS Level would be considered very beneficial if you were considering following a career in media studies, animation, film and video, graphic design, television production design etc.

MUSIC

GCSE Music aims to help the students:

- Continue to develop as individuals and as contributors to society, the economy and the environment through engagement in musical activities.
- Develop their understanding and appreciation of a range of different kinds of music, extending their own interests and increasing their ability to make informed judgements about musical quality.
- Acquire the knowledge, skills and understanding needed to:

Communicate through music and to take part in music-making.

Develop a lifelong interest in music and appreciate the extent of music-related careers.

Progress to further study, for example AS and A level.

Develop broader life skills and attributes, include critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

Course Content

Composing and Appraising

Pupils submit a folio of 2 compositions (1 in Year 11 and the other in Year 12) with at least one piece related to the core or an optional area of study. Any type of composition is allowed e.g. pop song, flute band music, Irish Traditional - Jig or Reel, Christmas Carol etc.

Performing and Appraising

Solo and ensemble performances which must include at least one piece related to the same area of study as one composition. This may be a performance of the candidates own composition (up to 5 minutes duration). The performance exam will include a talk with the visiting assessor. The minimum requirement is Grade 1 of any of the recognised exam boards (though Grade 1 would be insufficient for pupils to achieve the top grades, A or A*).The performances may be done on any instrument.

Listening and Appraising

There is one examination of aural perception, which comprises two parts, lasting 45 minutes.

Part 1 is based on the core area of study (**Repeated Patterns in Music**). One of the questions in this part relates to the impact of music on work and leisure. **Part 2** is based on the optional areas of study (**Musical Traditions in Ireland, Incidental Music or Vocal Music**). Both Parts 1 and 2 include questions on unfamiliar music.

Scheme of Assessment

Component	Weighting	Assessment
Composing and Appraising	30%	Assessed in school by teachers moderated by council
Performing and Appraising	35%	Assessed by visiting examiners in school
Listening and Appraising	30%	One listening paper in school marked by council

Progression to A Level

The three activities are carried on at AS and A level in more detail.

Career Opportunities

Composing, song writing, orchestral management, orchestral performance, teaching, working in radio and television, working for a record company, working in a recording studio, building and maintaining musical instruments, music therapy, arts administration.

The specification promotes students' physical, mental and spiritual development and helps prepare them for adulthood. It equips them with knowledge, understanding and skills to make informed and responsible decisions as contributors to society, the economy and the environment.



The course is divided into 3 components spread over 2 years. The 3 components are assessed in a variety of ways, with assessments being a written exam, written coursework and a practical assessment of performance. Students will have completed and being internally assessed & externally moderated in 60% of the course before they sit the final end of course exam.

Component 1 – 1 Hour 30 minute written exam (40%)

Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities

The paper covers factors that affect the development of health and peak physical fitness. It contains short answer and multi-part questions. All questions are compulsory.

Students are required to recall, explain and apply concepts, facts, terminology, methods and principles to demonstrate understanding of the subject content. They must also analyse, interpret and evaluate information and material.

Component 2 – Written Coursework (20%)

Developing and Maintaining a Balanced, Healthy Lifestyle

Students are assessed on their evidence of developing and maintaining balanced, healthy lifestyles. This includes their ability to analyse, evaluate, plan, implement, and monitor actions to maintain a balanced, healthy lifestyle.

Students undertake and complete this task under the teacher's supervision.

Component 3 – Practical performance (40%)

Individual Performance in Physical Activities

Students must complete **three** individual performances in different physical activities from at **least two** of the categories below:

- athletics activities;
- dance activities;
- games activities;
- gymnastics activities;
- outdoor adventure activities; and
- specialist activities.

Students are assessed on the quality, efficiency and effectiveness of their performances.

RELIGIOUS STUDIES (SHORT COURSE)

The Religious Studies specification covers a wide range of topics most of which involve pupils in an exploration of current social, moral and ethical issues. There are no standard answers ... each person must think things through for themselves. It is, therefore, a subject which requires the ability to examine important questions with an open mind, to weigh up arguments and reach reasoned conclusions. This GCSE subject should give students a sense of achievement and enable them to develop an interest in, and enthusiasm for the study of religion.

Course Content and Scheme of Assessment

Students study ONE unit. They take one external written examination based on the chosen unit. The paper lasts 1 hour 30 minutes and has 100% weighting.

All students will sit the examination at the end of Year 11.

Unit Title:

An Introduction to Christian Ethics

There is no Controlled Assessment

Progression to GCSE (Full Course)

Students may decide to extend their qualification and study the additional unit in Year 12. It is recommended that pupils should achieve a grade B or above in the Short Course before progressing to Full Course.

Career Opportunities

It is often asked whether Religious Studies is accepted by Universities as an academic subject for entry onto courses. The short answer to this, quite simply, is 'YES!' GCSE Religious Studies is readily accepted by the Universities as a subject of academic standing as far as their entry requirements are concerned for degrees in Humanities, Arts, Science, as well as for specific Theology and Religious Studies courses.

RELIGIOUS STUDIES (FULL COURSE)

The Religious Studies specification covers a wide range of topics, most of which involve pupils in an exploration of current social, moral and ethical issues. There are no standard answers ... each person must think things through for themselves. It is, therefore, a subject which requires the ability to examine important questions with an open mind, to weigh up arguments and reach reasoned conclusions. This GCSE subject should give students a sense of achievement and enable them to develop an interest in, and enthusiasm for the study of religion.

Course Content and Scheme of Assessment

Candidates must study 2 units in total.

Students will take two external exams, one for each of their chosen units. Each paper lasts 1hr 30 minutes and has a 50% weighting.

Students opting for the Full Course GCSE will begin the course on completion of the Short Course.

It is recommended that pupils should achieve a grade B or above in the Short Course before progressing to Full Course.

Students will study the second unit in Year 12 and sit the remaining examination at the end of Year 12.

UNITS OF STUDY

YEAR 11 An Introduction to Christian Ethics

YEAR 12 Christianity through a Study of the Gospel of Mark

Single Tier Entry

There is no Controlled Assessment for GCSE Religious Studies.

Progression to A Level

A grade B or above in GCSE Religious Studies is a sound basis to take the subject at A' Level, where the skills gained will be further developed in a selection of subject areas.

Career Opportunities

It is often asked whether Religious Studies is accepted by Universities and Colleges as an academic subject for entry onto other courses. The short answer to this quite simply is – 'YES!' GCSE Religious Studies is readily accepted by the Universities as a subject of academic standing as far as their entry requirements are concerned for degrees in Humanities, Arts and Science, as well as for specific Theology and Religious Studies courses.

In the world of work, employers are looking for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear balanced decisions. Religious Studies helps develop these skills and would be helpful if you wanted to work with people, in caring work, medicine, law, teaching, journalism, publishing and policing, to name but a few.

SCIENCE - Double Award; BIOLOGY, CHEMISTRY and PHYSICS

The courses offered will develop the concepts already considered in KS3 and introduces some new aspects of science.

All science courses will promote an 'active learning' policy whenever possible. Students are encouraged to take responsibility for their own progress through practical investigative methods and self-assessment. This in turn will promote a good standard of numeracy and expression (verbal and written).



Students may choose

- Double Award – a balanced science course
- All three separate sciences sometimes known as triple award

Double Award

This course is allocated 9 periods per week and is taught as 3 distinct disciplines with specialist teachers. It is a balanced course and provides adequate preparation for A level science courses.

Triple Award or The three separate sciences

If triple award is chosen then students will have 13 periods in Year 11 and 14 periods in Year 12. The greater breadth and depth of content in a triple award course makes it ideal preparation for the study of that subject at A or AS level.

General Course Content for Triple and Double Award

	Biology	Chemistry	Physics
Unit 1	Cells*, Living Processes and Biodiversity	Structures, Trends, Chemical Reactions and Analysis	Force and Motion, Energy, Moments and Radioactivity.
Unit 2	Body Systems, Genetics Micro-organisms and Health	Further Chemical Reactions, Organic Chemistry and Materials	Waves, Sound and Light, Electricity, and the Earth and Universe.
Unit 3	Practical Skills	Practical Skills	Practical Skills

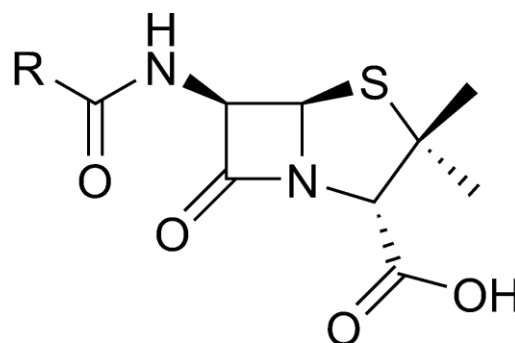
*** Cells is not included as part of Double Award Science.**

Scheme of Assessment

<i>Unit</i>	<i>Subject</i>	<i>Double Award Weighting (%)</i>	<i>Triple Award Weighting (%)</i>
Unit 1 Year 11	<i>Biology</i>	11	35
	<i>Chemistry</i>	11	35
	<i>Physics</i>	11	35
Unit 2 Year 12	<i>Biology</i>	14	40
	<i>Chemistry</i>	14	40
	<i>Physics</i>	14	40
Practical Skills		25	25

Controlled Assessment

Students will complete one controlled assessment in Year 11 and one controlled assessment in Year 12. Teachers will mark the tasks and moderate the results internally. The coursework is subject to moderation by the examining body.

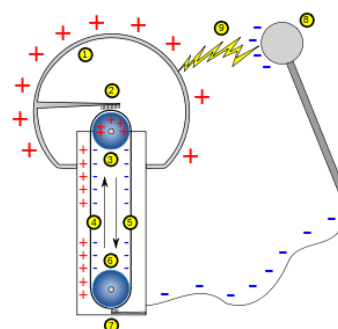
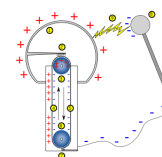


Progression to A Level/Career Opportunities

Pupils wishing to progress to a career involving science should ideally have a triple award background. The minimum requirement for entry to an AS course in science is a B grade in that subject at triple award or equivalent to a B grade in that subject in Double Award Science. Pupils should be aware that higher tier Maths is a requirement for A/AS Level entry into Chemistry and Physics.

It is also beneficial for pupils who wish to study Physics, to have studied **Further Mathematics** at GCSE or to study **Mathematics at A level**.

Science students have a wide choice of courses available to them at University



Technology and Design is a core STEM subject and provides an opportunity to design and manufacture systems. It allows you to create something to solve a problem that you have identified. As part of the course you will study the areas of designing, communicating, manufacturing, electronics, mechanical systems and pneumatics. You will learn how these technological developments have influenced the way that we live and work.

What do you need to study Technology & Design at GCSE?

1. Ability in Technology and Design, Physics and Mathematics at KS 3.
2. A desire to develop your creativity.
3. A commitment to controlled assessment.

Scheme of Assessment (including Controlled Assessment)

The examination of the subject consists of 2 controlled assessment components and a terminal examination.

Controlled Assessment Activity 1: Design assignment (20%)

A design theme will be issued by the exam board. Eg. Design an emergency torch. You will have 8 hours of class time to research the theme and prepare for the assignment. You will then be allowed 5 hours to produce up to 4 A3 sheets of design ideas.

Controlled Assessment Activity 2: The Design Project (40%)

Again a design theme will be issued by the exam board. Eg. Sport and Leisure. This assignment will consist of an A3 design folder which will include written and graphical material detailing the development of the product. The student must also produce a working product. This can be an electronic or electromechanical product: e.g. wireless alarm, digital dice, electronic target, safety light.

The terminal examination (40%)

A two hour paper covering the knowledge base of the course. This will include a specialist option in either electronics or mechanical systems.

Progression to AS/A2 Level/Career opportunities

What can it lead to?

1. AS/A2 Level Technology and Design (Systems and Control)
2. An insight into design related careers such as product and graphic design. An introduction to all areas of engineering from nonotechnology to robotics, electronic, mechanical and aerospace engineering.

