BANBRIDGE ACADEMY

GCSE
Subject Choices

What are GCSEs?

GCSEs comprise a Level 2 qualification within the National Qualification Framework in the UK.

They are the qualifications that you will study towards during Year 11 and Year 12, and are a gateway to further study and employment. Grade C or above in both English Language and Mathematics is a basic requirement for almost every job role or further course of study.

How does GCSE study differ from Key Stage 3?

- You will spend more time in each subject than you did at KS3.
- You will study topics in more depth and complexity.
- You will be required to study more in your own time.
- You may find some of the styles of assessment more challenging than at KS3.

What subjects are available at GCSE?

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 or a Practical Option (limited number of classes);
Balanced Science;
Religious Studies (short course).

Beyond these requirements, you will be able to make three or four choices from the subjects listed in this document. Most of these you will have studied at KS3; others will be new to you.

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 parent consultation.

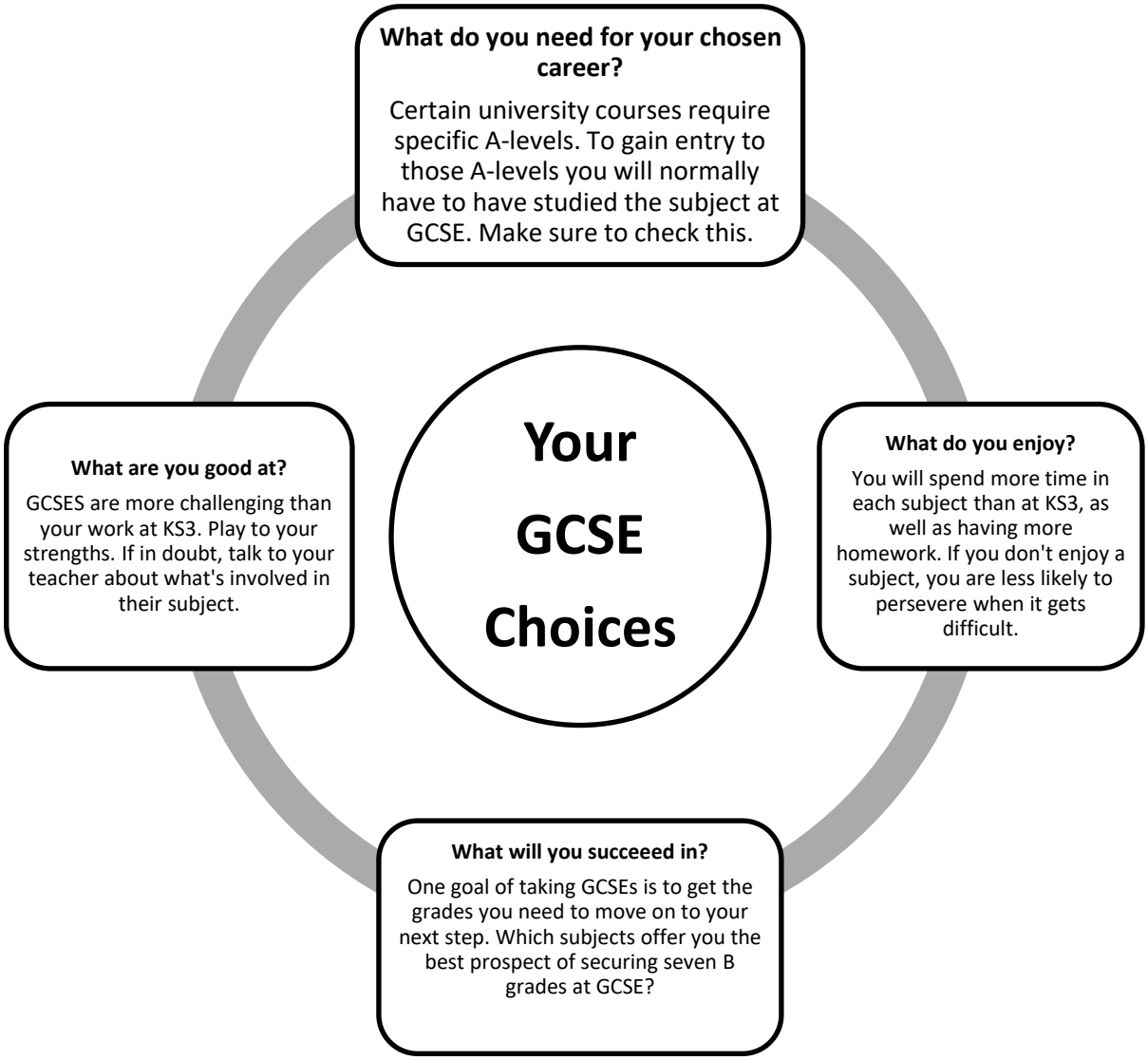
All teachers will be willing to discuss their subject with you. It is wise to discuss your ability in a particular subject with your own subject teacher. If you require further information, or the subject is one you have not done before, then you might approach the teacher listed below for that particular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

Further Maths and Maths	Mr D Irwin
Art & Design	Mrs O Casey
Biology	Mrs S Tully
Business Studies	Mr T Dempsey
Chemistry	Mrs J Glover
Computer Science	Mr K McGuinness
Digital Technology	Mr K McGuinness
Economics	Mr T Dempsey
English	Miss L McConkey
French	Mrs C O'Shaughnessy
Geography	Mrs D Dreaning
History	Mrs G Johnston
Home Economics	Mrs L Dow
Music	Mrs C Munton
Physics and Science	Mr D Stewart
Religious Studies	Mr W Brown
Science (Double Award)	Mr D Stewart
Spanish	Miss K Poots
Technology and Design	Mr G Winter
Physical Education	Mrs G Todd

Mr D McFarland (VP Curriculum)
Mr S Bond (Head of Careers)

How should you choose your GCSE subjects?

Making choices requires you to take a number of factors into consideration. Look at the diagram below to make a well balanced decision on the subjects you will choose.



More information on making subject choices will be available through Google Classroom. The remainder of this document provides information on each subject offered at GCSE.

GCSE SUBJECTS

ART & DESIGN

BUSINESS STUDIES

COMPUTER SCIENCE

ECONOMICS

ENGLISH LANGUAGE and ENGLISH LITERATURE

GEOGRAPHY

HISTORY

FOOD AND NUTRITION

DIGITAL TECHNOLOGY

MATHEMATICS and FURTHER MATHEMATICS

Modern Languages - FRENCH and SPANISH

MUSIC

PHYSICAL EDUCATION

RELIGIOUS STUDIES (SHORT COURSE)

RELIGIOUS STUDIES

SCIENCE: Double Award; BIOLOGY, CHEMISTRY and PHYSICS

TECHNOLOGY & DESIGN

ART & 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 components**.

Component 1 Controlled Assessment

Part A. Students are requested to present an Exploratory Portfolio of work for Component 1. They will be encouraged to explore as many areas of art and design through research and experimentation.

Part B. Investigating the Creative and Expressive Industries. Teachers will set tasks based on examples provided by CCEA.

Component 2 Externally set Assignment

CCEA will issue 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.

Content	Assessment	Weightings	Availability
Component 1: **Part A:** **Exploratory** **Portfolio** **Part B:** **Investigating the Creative and Cultural Industries**	Controlled assessment Internally set and assessed Externally moderated Internally set and assessed Teachers set tasks based on examples from CCEA controlled assessment booklet. Externally moderate	60% Part A: 25% 50 marks Part B: 35% 70 marks	This is a linear qualification. Assessment is available each Summer from 2019.
Component 2 **Externally Set Assignment**	Controlled assessment Externally set and internally assessed CCEA stimulus paper that provides a choice of themed starting points. Externally moderated	40% 80 marks	

Course Content

The 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 "Dragons' Den" 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 three units, which cover seven themes in total.

Unit 1 is called **Starting a Business**.
In this unit, students examine why businesses start and the resources required to maintain and grow them. Students explore business aims and the impact that various stakeholder groups may have on businesses. Students explore marketing options and consider the impact of e-business on potential growth strategies. They also consider why businesses conform to quality assurance standards and health and safety legislation.

Unit 2 is called **Developing a Business**.
In this unit, students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance. They examine the sources of finance and complete basic cash flow forecasts as well as interpret simple financial statements. When analysing business performance, students consider concepts such as ratio analysis and break-even.

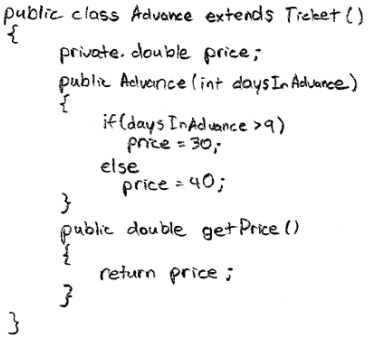
Unit 3 is called **Planning a Business**.
In this synoptic unit, students apply knowledge and understanding drawn from across the whole specification to a real business context. Students carry out research and apply it, together with their own knowledge, to a range of circumstances. They examine and evaluate specified areas of a business plan and make reasoned recommendations.

Scheme of Assessment
The Examination Board is CCEA. All students will take two papers and also complete a controlled assessment task.

Unit	Content Overview	Assessment	Weighting
Unit 1: Starting a Business	Creating a Business Marketing Business Operations	External written examination 1 hour and 30 minutes Format: Short structured questions and extended writing	40%
Unit 2: Developing a Business	Human Resources Business Growth Finance	External written examination 1 hour and 30 minutes Format: Short structured questions and extended writing	40%
Unit 3: Planning a Business	Business Plan	Controlled assessment Students complete the following: Booklet A, Planning; and Booklet B, Communicate Findings.	20%

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



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 Digital Technology, 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.

Suitable Candidates

Although no formal entrance requirements currently exist, pupils who performed well in the **Python** module during their Year 10 Computing class 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.

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: Computer Systems	Introduces pupils to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, cyber security and system software. It also looks at ethical, legal, environmental and cultural concerns associated with computer science. **Assessed by external examination**	**50%**
Component 2: Computational Thinking, Algorithms and Programming	Pupils develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. **Assessed by external examination**	**50%**

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".

Former 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 exchanges 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.

ENGLISH LANGUAGE

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 Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
2 Speaking and Listening
3 Studying Spoken and Written Language
4 Personal /Creative Writing and Reading Literary and Non-Fiction Texts

Scheme of Assessment

There are two examination papers (60%):

Paper 1 (1hr 40 mins: 30%)

Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts

Paper 2 (1hr 40mins: 30%)

Personal /Creative Writing and Reading Literary and Non-Fiction Texts

Controlled Assessment total 40%

Speaking and Listening (20%)

Two written assignments (20%)

Task 1	The Study of Spoken Language	10%	1hr
Task 2	The Study of Written Language	10%	1hr

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 Prose
2. The Study of Drama and Poetry
3. The Study of Shakespeare

Scheme of Assessment

Two Examinations – **Combined (80%)**

Unit 1 – The Study of Prose **30%, 1 hour 45 mins (examined in June, Year 11)**
Of Mice and Men, Steinbeck
Unseen 19th Century prose extract

Unit 2 – The Study of Drama and Poetry **50%, 2 hours (examined in June, Year 12)**
Section A – Drama *Juno and the Paycock*
Section B – Poetry *CCEA Anthology*

Controlled Assessment **20% 2hours**
Unit 3 – The Study of Shakespeare
The assignment will consider how a theme, e.g. love or conflict is explored in one Shakespeare play.

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.

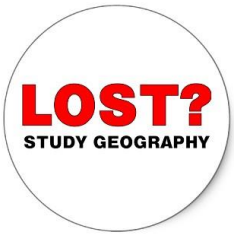
English and English Literature will teach you to understand what you read, to think for yourself, to argue a case using evidence, and to communicate effectively with other people. These skills are essential in almost any career, but are particularly relevant in law, journalism, teaching, the Civil Service,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

GEOGRAPHY

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:

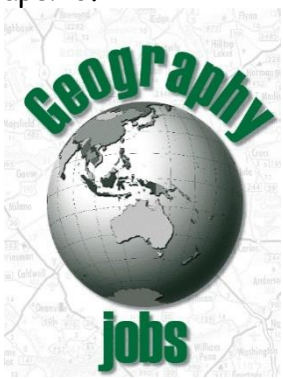


- The ability to work as a team
- Good communication skills
- The ability to manage your work
- Numeracy and literacy
- Problem solving and logical reasoning
- Computer literacy
- Spatial awareness
- Environmental and social awareness

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:

Unit 1 (40%) **Understanding Our Natural World**	**Unit 2 (40%)** **Living in Our World**	**Unit 3 (20%)** **Fieldwork skills**
Theme A River Environments	Theme A Population & Migration	Data Collection
Theme B Coastal Environments	Theme B Change in Urban Areas	Data Analysis
Theme C Our Changing Weather	Theme C Contrasts in World Development:	Data Interpretation
Theme D The Restless Earth	Theme D Managing Our Resources	Enquiry Conclusion & Evaluation

There is no coursework. Instead, students complete a piece of fieldwork- a geographical investigation based on a river study. The data collected is used in the completion of examination paper 3.



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

The new CCEA History GCSE specification 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: Modern World Study in Depth	**Life in Nazi Germany 1933 – 45**	***1 hour 45 mins:*** **Section A** (short response questions, structured questions & an essay question)	60%
UNIT 1: Local Study	**Changing Relations: Northern Ireland & its Neighbours, 1920 – 49**	**Section B** (source based questions, short response questions & an essay question)	
UNIT 2: Outline Study	**International Relations, 1945 – 2003** e.g. Cold War, Korea, Vietnam, Berlin Wall, Cuban Missile Crisis, Rise of Taliban, Al Qaeda, 9/11 Attacks, "War on Terror", Iraq War	***1 hour 15 mins:*** (source based questions, a structured question & an essay question)	40%

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.***

NO CONTROLLED ASSESSMENT

FOOD AND NUTRITION

This new GCSE gives you opportunities to learn about the science behind food – the nutritional content of foods, current nutritional guidelines and catering for the differing needs of people in today's society. You will also learn about current nutritional guidelines and use these to plan, prepare and cook meals in accordance with these guidelines. You will consider food choice, food safety and managing resources.

In the Controlled Assessment element of the course, you have the opportunity to demonstrate, with confidence, the high level practical food skills you have acquired.

Why Study Food and Nutrition?
You will gain knowledge and understanding of:

- the food we consume – where it comes from and how it is produced;
- the food we eat to maintain good health;
- the differing needs of various groups of people;
- prominent health issues in today's society;
- how to shop effectively;
- why people choose certain foods; and
- affordability when it comes to food choice.

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

How will I be assessed?

Content	Assessment	Weighting
Component 1: Food and Nutrition	**Examination** 2 hours 120 marks The paper will include multiple-choice, short and structured questions, and extended writing questions.	50%
Component 2: Practical Food and Nutrition	**Controlled Assessment** 120 marks You will complete a task based on a given title. You will carry out a practical activity and produce a written report.	50%

What can I do with a qualification in Food and Nutrition?

The course provides an excellent foundation for food-related industries or to undertake further study in this area – progressing to GCE Nutrition and Food Science.

The range of career opportunities in this selected area include: dietetics, human nutrition, food innovation and nutrition, food product development, food management and marketing, food manufacturing, environmental health, food science and technology, consumer business management, teaching, sports studies, nursing and occupational therapy to name a few.

DIGITAL TECHNOLOGY

Course Content

This is the first offering of a GCSE in this subject**, replacing and refreshing the content of the old ICT specification**. The influence of digital technologies 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 and webpage development. In addition to the skills you will also develop a sound knowledge and understanding of digital technologies in a range of contexts.

Suitable Candidates

Pupils who performed well in and enjoyed the Photoshop and **Web Design** modules in their Year 8 and 10 Computing classes, as well as **ICT tasks completed across the curriculum** during key stage 3 are likely to enjoy this course. The course is also very suited to pupils who are keen to learn more about digital technology in a range of contexts and are keen to become skilled users in generic software packages such as spreadsheet and database applications which could be used in a **wide variety of careers**. **It is not to be confused with Computer Science, which is more technical in content and focused on programming.**

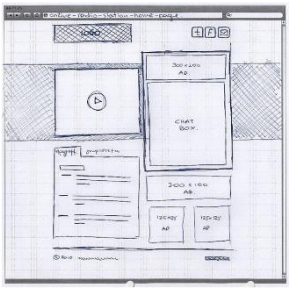
Scheme of Assessment

The course is broken down into three units:

Unit 1 (Tools and Applications)

This unit is assessed through **examination** and is worth **30%** of the overall GCSE qualification. Topics covered include data storage and manipulation, hardware and software, spreadsheets, databases, networking and security.

Unit 2 (Digital Authoring)



This unit is assessed through **examination** which is worth **40%** of the overall GCSE qualification. Topics covered include designing solutions, HTML, media types, database development and testing applications.

Unit 3 (Digital Authoring Practice)

This unit is assessed by a **controlled assessment task** and is worth **30%** of the overall GCSE qualification. Pupils will have the opportunity to design a website for a given client, produce their own animations and video, incorporate sound and also develop a database system.

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 digital technologies.**

The IT 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 IT qualifications and graduates in this sector are sought after.

This course is designed to give a good working knowledge of the uses of digital technology 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 digital technology-related courses 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, mortgages, investments, insurance 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.

New GCSE Mathematics Specification

A new specification for GCSE Mathematics started in September 2017. Topics are fairly similar to the old specification but there is a greater emphasis on problem solving questions and there is more choice of modules.

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 M3 or M4 **and** Modules M4 or M8.

Modules M3 and M7 assesses grades E D C B
The maximum grade for this combination is B

Modules M4 and M8 assesses grades C B A A*
Only grades A* - C are available for this combination.

A further combination of M4 and M7 is also possible for students who have some difficulty with the highest grade material. The maximum grade for this combination is A.

Scheme of Assessment

Modules M3 and M4 will be examined by a 2 hour paper which is worth 45% of the total. Calculators are needed for these modules.
Modules M7 and M8 will be examined by two 1¼ hour papers. The first paper is non-calculator; a calculator is needed in the second paper.

Streaming

GCSE classes are streamed mainly according to the examination results in Year 10; both the January and June examination scores are used. (Results from Years 8&9 are also considered.) All of these results give us an accurate picture of the ability and potential of each pupil. In recent years the following modules have been taken. However, this may change.

- Sets 1 – 5 enter M4 and M8.
- Sets 6 – 7 enter M4 and M7.
- Sets 8 – 9 enter M3 and M7.

Career Opportunities

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

Progression to A Level

In order to study Mathematics at A Level a minimum A grade is needed in GCSE Mathematics. **Pupils must have completed the M4 & M8 module combination**.
We would strongly advise that pupils contemplating doing A Level Mathematics should study Further Mathematics at GCSE.

GCSE FURTHER MATHEMATICS

GCSE Further Mathematics (previously known as Additional Mathematics) 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 such as Calculus, Logarithms and Forces, 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.

New GCSE Further Mathematics Specification
A new specification for GCSE Further Mathematics started in September 2017. It is fairly similar to the old specification with a couple of topics removed and a couple of topics such as Normal and Binomial Distribution added.

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 three examination papers and only grades A* to E are awarded.

There is no controlled assessment for GCSE Further Mathematics

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 and SPANISH

In both languages, the specification aims to encourage students to:

 derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
 recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
 develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of a language;
 develop the confidence to communicate effectively in another language;
 develop the ability to work independently and with others;
 develop awareness and understanding of other countries and take their place as a citizen in a multilingual, global society.

Course Content:
There are three contexts for Learning:

Identity, Lifestyle and Culture	Local, National, International and Global Areas of interest	School Life, Studies and the World of Work
- Myself, my family, relationships and choices - Social media and new technology - Free time, leisure and daily routine - Culture, customs, festivals and celebrations	- My local area and the wider environment - Community involvement - Social and Global Issues, such as Health and Lifestyle - Travel and Tourism	- My studies and school life - Extra Curricular activities - Part-time jobs and money management - Future Plans and career

Assessment:
All 4 skills are worth 25% and are assessed at the end of Year 12.
Unit 1: Listening – External examination with two tiers of entry: Foundation and Higher

Unit 2: Speaking – One oral examination, lasting 10 minutes, conducted by the teacher and marked externally.
- Two role-plays
- Conversation Topic 1, set by CCEA, same for all candidates
- Conversation Topic 2, as chosen by the teacher

Unit 3: Reading - External examination with two tiers of entry: Foundation and Higher

Unit 4: Writing – External examination with 4 questions. Foundation 1 hour, Higher 1 hour 15 minutes

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.

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. One is in response to a pre-release stimulus (a short melodic fragment; a rhythmic motif; or a chord sequence. The other composition is free choice. The combined length of both compositions should be **3 – 6** minutes

Performing and Appraising

Pupils must present one solo performance and one ensemble performance. The solo performance must last **at least 2 minutes**. Pupils discuss and evaluate performances with the visiting examiner. Discussion lasts approximately **3 minutes.**

Listening and Appraising

Pupils answer questions based on familiar and unfamiliar music relating to the Areas of Study: **Western Classical Music 1600 - 1910, Film Music, Musical Traditions of Ireland** and **Popular Music 1980 – present day.**

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	35%	Listening paper in school marked by council

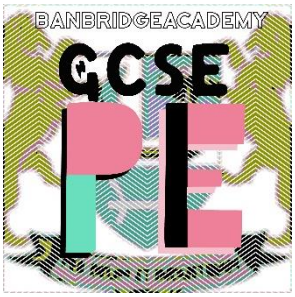
Progression to A Level

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.

PHYSICAL EDUCATION



Taking part in physical activities or sports helps achieve and maintain a healthy body and lifestyle.

GCSE Physical Education gives you the opportunity to learn about how your body works, how to plan and lead a healthier lifestyle, and the factors that can affect your health.

WHY STUDY PHYSICAL EDUCATION?

You will gain an understanding of health, physical fitness and the role of the active leisure industry in providing opportunities to improve health and fitness. You will perform in three physical activities or sports.

There is a new option of event management. This topic is covered at GCE and is therefore of great benefit to students who plan to study GCE A Level Sports Science and the Active Leisure Industry.

UNIT ASSESSMENT	AREAS OF STUDY
Component 1: Factors Underpinning Health and Performance 1 hour 15 minute written examination 25%	You will study how your body systems work, how to maintain good health and how lifestyle decisions can affect health. You will also study the active leisure industry.
Component 2: Developing Performance 1 hour 15 minute written examination 25%	You will study physical fitness and its importance for health and for efficient and effective performances in your physical activities and sports. You will learn how to plan effective training programmes to develop physical fitness.
Component 3: Individual Performances in Physical Activities and Sports **Controlled Assessment throughout Year11 and Year 12** **50%**	You must perform three physical activities or sports. We advise that you already have 3 strong activities or sports. Preferably all activities should be school based, however a maximum of 1 activity per pupil can be externally assessed. There are options of Physical Fitness, Leadership and Event Managing that you may include within your 3 chosen activities.

WHAT CAN I DO WITH A QUALIFICATION IN PHYSICAL EDUCATION?

Studying Physical Education can lead to careers in leisure or recreation management, sports management, podiatry, physiotherapy, dietetics, sports coaching, professional sports, gym instruction, fitness instruction, personal training and lifeguarding.

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 commonly 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

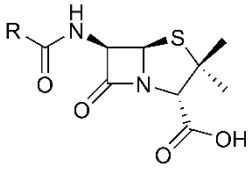
	Biology	**Chemistry**	**Physics**
Unit 1	Cells, Living Processes and Biodiversity.	Structures, Trends, Chemical Reactions/Quantitative Chemistry and Analysis.	Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion.
Unit 2	Body Systems, Genetics, Micro-organisms and Health.	Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry.	Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics.
Unit 3	Practical Skills	Practical Skills	Practical Skills

Scheme of Assessment

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

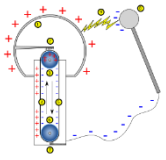
Practical Skills Assessment

Students complete practical assessments in Year 12: two in each triple award science; one in each double award science. These will be marked externally.



Progression to A Level/Career Opportunities

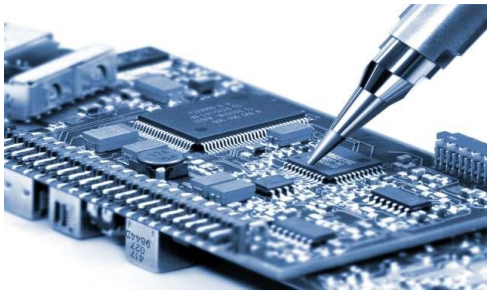
Pupils wishing to progress to a career involving science should ideally have a triple award background. The minimum requirement for entry to an AS course in science is a B grade in that subject at triple award or equivalent to a B grade in that subject in Double Award Science. Pupils should be aware 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***.

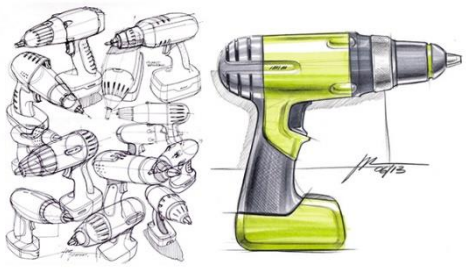


Science students have a wide choice of courses available to them at University

TECHNOLOGY & DESIGN

Technology and Design is a core STEM subject and provides an opportunity to design and manufacture an electronic product. 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 KS3.
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 1 controlled assessment component and 2 terminal examination papers.

Controlled Assessment Component : The Design Project (50%)

A design theme will be issued by CCEA board. Eg. Sport and Leisure. This assignment will consist of a design portfolio (Microsoft Word or Powerpoint) which will include written and graphical material detailing the development of the product. You 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 final examinations (50%)

Two 1 hour 30 minute papers covering the knowledge base of the course. This will include a specialist option in electronics.

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 Nanotechnology to Robotics, Electronic, Mechanical and Aerospace engineering.

END