



# GCSE Options Booklet

## Spring 2024

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## **GROUP C    Options**

All students select one, two or three subjects from this group depending on their other choices.

**Art and Design**  
**Business and Communication Systems (BACS)**  
**Business Studies**  
**Computer Science**  
**Digital Technology ( Multimedia)**  
**Drama**  
**Food and Nutrition (formerly Home Economics)**  
**Geography**  
**Health & Social Care**  
**History**  
**Leisure, Travel & Tourism**  
**Learning for Life and Work (LLW)**  
**Motor Vehicle and Road User Studies**  
**Moving Image Arts**  
**Music**  
**Physical Education**  
**Technology and Design**

*It is hoped to provide each pupil with his choice of subjects. However, with timetabling constraints, some further consultation with individuals may be necessary.*

## **GENERAL GUIDELINES:**

When making your choice for GCSE, you should take four factors into consideration:

**1. *Subjects you like:***

You will obviously work harder at these subjects, so it is sensible to start off by considering which subjects you like best.

**2. *Subjects you are good at:***

For some careers no particular subjects are specified and you will only require a certain number of passes. It is sensible to consider those subjects in which you are likely to have the most success.

You should consider your performance in various subjects over the past three years. If you are in any doubt about your ability to cope with a particular subject, you should discuss the matter with your subject teacher.

**3. *The need to choose a balanced range of subjects:***

Employers and Colleges are both keen to obtain applicants who have studied a balanced range of subjects because this helps to give a wider, more mature outlook on life.

In the past the Northern Ireland curriculum restricted individual choice to a certain extent. It was however designed to ensure that all pupils studied a range of subjects that was both broad and balanced.

The NI Curriculum now provides greater individual choice of subjects but with this freedom comes the need to be aware of the longer term implications of GCSE subject choices.

**4. *Subjects you will need for your career:***

There are many kinds of careers and often certain subjects are required for entry directly into a particular career or into a necessary preliminary course (see later).

Students sometimes drop a subject that they find they need later on. You should try to make sure that you have the right subjects for all the careers that you might want to take up.

It must be emphasised that there is little point in choosing subjects because they are required for entry into a particular career if you are likely to fail or do poorly at these subjects.

## CAREER IMPLICATIONS:

**In the case of non-scientific careers**, English and Mathematics at GCSE level are often required, but there are usually no other specific subject requirements. However, a level of attainment is usually specified e.g. 5 GCSE subjects (grade A\*-C) or 2 A-Levels or a degree. It therefore follows that if a pupil does not intend to follow a scientific career, it is less significant which subjects are chosen, apart from the fact, mentioned earlier, that they should be subjects in which he can do well and which form a balanced group. Thus, for example, a pupil who chooses Double Award Science, Spanish, History and P.E., and another who chooses Chemistry, Physics, Biology, Irish, and Music would be eligible for almost exactly the same range of careers. Of course, the first may become a Spanish Interpreter and the second a Music Teacher, but apart from narrow categories of specialist occupations such as these, most subject choices are not job specific.

**In the case of scientific careers**, specific science and mathematical subject combinations are usually required (see later). It is important to note that a pupil with scientific and mathematical subjects is still eligible for non-scientific careers.

## KEEPING CAREER OPTIONS OPEN:

*Keeping career options open is especially important for pupils who have not yet sorted out a clear career plan.*

### Science:

In St. Malachy's College all pupils must study at least **one** science course i.e. students may choose Single Award Science, Double Award Science **or** Triple Award Science (three separate sciences; Physics, Chemistry and Biology).

### **Single Award Science - Worth 1 GCSE pass:**

This subject is made up of three strands of science drawn from Biology, Chemistry and Physics. Although this course meets the requirement to study science and keeps open careers options for the future, it is not a suitable option for studying any science at A-level.

### **Double Award Science - Worth 2 GCSE passes:**

This subject provides an adequate grounding for A-Level courses in the separate sciences. However, a good grade is essential. Choice of Double Award leaves three further choices for GCSE. Universities have indicated that Double Award Science will satisfy the entrance requirements for courses which stipulate GCSE Physics or Chemistry or Biology as essential subjects.

**Triple Award Science: Biology, Chemistry and Physics - Worth 3 GCSE passes.** This option provides full courses in each of Physics, Chemistry and Biology and is the fullest preparation for A-Level in the related subject.

- Choosing **three** sciences (**Triple Award Science**) allows **2** further choices of GCSE.
- Choosing **Double Award** science allows **3** further choices of GCSE.
- Choosing **Single Award** science allows **4** further choices of GCSE.

**Note: GCSE Further Mathematics** is a useful subject for pupils hoping to take A-Level Mathematics or an A-Level in one of the Science subjects. This 10<sup>th</sup> GCSE choice is open only to

students of proven mathematical ability. (See 'Selection Criteria')

**Languages:**

All students must select at least one modern language from Group B. You may of course choose more than one. (See the section on 'University Entrance Requirements' later)

*If the subjects which you like, are good at, and need for your career all go together and make up a balanced group, you have no problems. If some of these factors clash, you would need to discuss the matter fully with your parents and teachers.*



## UNIVERSITY ENTRANCE REQUIREMENTS:

Entry into many careers is at graduate level, a degree from a Higher Education institution is required. Therefore, when choosing GCSE subjects, the entrance requirements of degree courses should be taken into account. The problem is that these can vary considerably. All universities insist that a "general requirement" is satisfied, usually 4 or 5 GCSE/GCE "passes" at least two of which should be at A-Level. GCSE English is normally specified and sometimes GCSE Mathematics or a GCSE Science subject. Some universities, e.g. Trinity College, Dublin, also specify a language at GCSE other than English.

In addition, the specific "course requirement" must be satisfied. This not only varies between universities but can even vary within a university depending on the level of entry (level O or level 1).

*Some of the more significant AS/A-Level subject combinations required for entry at level 1 at most universities are:*

<b>MEDICINE/DENTISTRY/PHARMACY</b>	Chemistry + at least one (sometimes two) from Maths, Physics, Biology (preferred). Biology is required to at least AS-level. For QUB Medicine, if Biology is not taken at A-level a grade A in Biology as a 4 <sup>th</sup> AS level or grade B as a 5 <sup>th</sup> AS level will be required. <b>N.B.</b> At GCSE level, Double Award Science or all three separate sciences required.
<b>VETERINARY SCIENCE/AGRICULTURE</b>	Chemistry + Biology +/-or Physics or Maths
<b>BIOLOGICAL SCIENCE</b>	Biology + Chemistry + one other subject
<b>OPTOMETRY</b>	Two from Physics, Maths, Chemistry, Biology
<b>ENGINEERING (Chemical)</b>	Maths + Chemistry (preferred) or other related subject.
<b>ENGINEERING (Civil, Electrical etc)</b>	Maths + Physics +one other subject
<b>FOOD SCIENCE/ FOOD QUALITY SAFETY &amp; NUTRITION</b>	Chemistry + Biology + one other Subject. Nutrition & Food Science is acceptable
<b>PHYSICS</b>	Maths + Physics + one other subject
<b>LAW/ACCOUNTANCY</b>	Any three subjects
<b>BUSINESS STUDIES/SOCIAL SCIENCE</b>	Any three subjects
<b>PSYCHOLOGY/PHILOSOPHY/POLITICS</b>	Any three subjects

Although A-Level Business Studies is not required for entry to Economics, Business Studies or Accountancy courses at university it is certainly regarded as a useful preparation for such courses. A-Level Maths is also regarded as being relevant to those hoping to study

Economics at university and is in fact required for some Economics degree courses (not QUB).

A Level Maths is also required for some Chemistry, Computer Science and Architecture degree courses. (A-Level Mathematics and A-Level Art are desirable but not always essential for Architecture courses).

In the case of the Sport and Exercise Sciences, Sport Studies and the Sports Coaching degree courses at Ulster University applicants must have at least one of a list of A-Level subjects specified for each course in the current online University Ulster prospectus.

It must be stressed that because *some universities may have slightly different requirements from those above, students must check the entrance requirements for any particular course which they have in mind.* These can be found by logging on to the university website or the UCAS (University and Colleges Admission Service) website ([www.ucas.com](http://www.ucas.com)).

*Any queries should be raised with a careers teacher before making the final choice of subject as this choice may be irreversible.*

**Careers Staff**

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## GCSE ART & DESIGN CCEA

### OUTLINE OF COURSE:

Art and Design GCSE is a student centred course in which they are encouraged and empowered to be active learners, engaging in their project work in a personal and meaningful way. The course enables students to realise their creative intentions in a wide variety of media and contexts, that they will eventually choose to work in.

The course is excellent preparation for a wide variety of careers. For example, a qualification and/or a portfolio of Art and Design work is expected by most good Architectural and Engineering courses. Art and Design paves the way for application to courses as diverse as Architecture, Film Making, Photography, Animation, Graphic Design and Illustration, Interactive Design, VFX Design, Product Design, Interior Design, Fashion, Ceramics, Model Making, Landscape Architecture, Advertising to name but a few.

In addition to the traditional skills of drawing and painting the student will have the opportunity to make artefacts, sculptures and designs with their hands in three dimensions. They will also have the opportunity to realise their creative intentions using lens-based media, photography, digital imaging, computer graphics and video.

The course will also encourage students to develop transferable skills in relation to visual literacy, creativity, problem solving, team working, thinking skills, use of digital and lens based media and ICT competence sought after by employers of the 21st century economy.

### SCHEME OF ASSESSMENT:

All of the work for component 1 and component 2 is marked by the student's own teacher. The work is then moderated by a visiting moderator.

COMPONENT	ASSESSMENT DESCRIPTION	WEIGHTING
<b>Component 1</b>	<b>Controlled Assessment</b>	<b>60%</b>
<b>Part A: Exploratory Portfolio</b>	<b>Portfolio of experimental work</b> Teacher assessed, moderated by CCEA; 50 marks (25%)	
<b>Part B: Investigating the Creative and Cultural Industries</b>	<b>Personal Outcome or Design Solution</b> Teacher assessed, moderated by CCEA; 70 marks (35%)	
<b>Component 2: Externally Set Assignment</b>	<b>Controlled Assessment</b>  <b>Preparatory Work and a Final Outcome</b> Teacher assessed, moderated by CCEA; 80 marks	<b>40%</b>

Teaching, Learning and Formative “Assessment for Learning” are inextricably linked in GCSE Art and Design. Internal assessment is ongoing throughout lessons to enable students to achieve the highest standards that they can. Students are encouraged to become active participants in their own assessment. Self-assessment and peer-assessment enable students to set targets to improve their work. Final summative assessments are made by the student’s teacher.

### **WHAT IS EXPECTED OF A STUDENT?**

A desire and interest in drawing, creating and making is essential. The student should come to the course with the motivation to develop their skills in relation to creative thinking and show a willingness to work using their own initiative to realise creative and exciting ideas in the media that suits him best. They will be expected to be open to working in both Fine Art and Design and also two and three dimensional contexts.

**As the students will be producing work that is individual and personal, they will be expected to work outside of class for two or three hours per week in their own time.**

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## **GCSE Business and Communication Systems CCEA**

Through studying our GCSE in Business and Communication Systems, students:

- gain business knowledge, understanding and skills;
- gain practical ICT skills; and
- gain an understanding of how ICT skills are used to enhance business activities, particularly through e-commerce.

This course is very relevant to today's business world. It helps students understand the changing role of ICT in business and economic activities. It also helps students understand the ways in which market environments are changing because of ICT, for example the rise of e-business.

This course helps students develop practical ICT and business skills that are useful in a diverse range of employment roles. It also prepares students for studying business and ICT at a more advanced level.

**GCSE Business and Communication Systems aims to encourage students to:**

- develop a lifelong interest in business and enjoyment of business subjects;
- be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course that could potentially lead to further related study;
- actively engage in the study of business and economics to develop as effective, independent learners and reflective thinkers;
- use an enquiring, critical approach to distinguish between facts and opinions in order to make informed judgements;
- be familiar with relevant terms, concepts and methods and use these effectively to describe business and economic behaviour;
- appreciate the range of perspectives that different stakeholders bring to business and economic activities;
- consider the extent to which business and economic activity can be ethical and sustainable;
- understand the changing role of ICT in business and economic activities;
- recognise that their business knowledge, understanding and skills provide a basis for their future roles as active citizens; and
- apply what they learn to deepen their understanding of current events and contemporary issues in a range of local, national and global contexts.

## **GCSE Business and Communication Systems is divided into three units:**

- Software Applications for Business;
- The Business Environment; and
- Developing Digital Solutions.

Students must complete all three themes. The content of each theme is outlined in more detail below.

### **Software Applications for Business (External computer based exam – 40%)**

In this section, students have the opportunity to develop their ICT skills in a business context and learn about relevant functions in the types of software applications such as:

#### Types of Business Ownership

- Stakeholders
- Communication
- Digital Trading
- Recruitment and Selection
- Training
- Impacts of Digital Technology
- Marketing
- Market Research Methods: Primary/Field and Secondary/Desk
- Marketing Mix: Product, Price, Promotion and Place

### **The Business Environment (External written exam – 35%)**

In this unit, students gain a broad introduction to the business world. They learn about recruitment, selection, training and marketing as well as the implications of digital technology for business. Students consider different roles, including stakeholders and customers, as well as how best to communicate a message. They look at all these factors in the context of the changing nature of business today.

- Business Activity
- Types of Business Ownership
- Aims of Business
- The Role of the Social Enterprise
- Uncertainty, Risk, Reward and Change
- Stakeholders
- Customers
- Communication
- Business Ethics and Social Responsibility
- Marketing
- Market Research Methods: Primary/Field and Secondary/Desk
- Competition
- Marketing Mix
- Remuneration
- Recruitment and Selection
- Training

## **Developing Digital Solutions (Controlled Assessment – 25%)**

In this unit, students use the skills they have developed in Units 1 and 2 to plan and develop a digital solution for a business. This unit is synoptic; it tests students' understanding of the connections between the different elements of the subject.

### **Entry Requirements:**

In GCSE Business and Communication Systems candidates must ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear. They must be able to select and use a form and style of writing appropriate to their purpose and to complex subject matter.

Organisation skills are important where information is clear and coherent, using specialist vocabulary where appropriate. Quality of written communication is assessed in responses to questions and tasks that require extended writing.

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## GCSE BUSINESS STUDIES CCEA

Business Studies helps students understand more about how and why businesses operate in the way that they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media.

Business Studies can open up a wide range of opportunities for further learning. As well as developing students' knowledge and understanding of the world of business, this course helps students develop a range of skills such as:

- decision-making;
- interpreting and managing information; and
- devising solutions to problems and issues.

### ENTRY REQUIREMENTS:

In GCSE Business Studies, candidates must demonstrate their quality of written communication: they need to ensure that text is legible, that spelling, punctuation and grammar are accurate so that meaning is clear and they must be able to organise information clearly and coherently, using specialist vocabulary where appropriate. Quality of written communication is assessed in responses to questions and tasks that require extended writing. The specification also states that students should be able to select and apply mathematical concepts and problem-solving strategies in a range of contexts and interpret and analyse a wide range of mathematical data. To this end, a prospective student of GCSE Business Studies **must** have achieved at least a **grade B in English and Maths** in the Year 10 Internal Winter Examinations, where data is available.

### WHAT IS EXPECTED OF A STUDENT?

- develop a lifelong interest in and enjoyment of business subjects;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and make informed judgements;
- develop and apply their knowledge, understanding and skills to understand today's business issues in local, national and global contexts;
- appreciate the perspectives of different stakeholders in business-related activities;
- consider the extent to which business activity can be ethical and sustainable;
- and understand the changing use of technology in business.

### EXTERNAL ASSESSMENT:

#### Unit 1: Starting a Business (External written exam - 40%)

In this unit, students are introduced to the fundamentals of starting a business. They 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.

This unit is divided into three sections: Creating a Business, Marketing and Business Operations.

- **Creating a Business** Key Characteristics of Entrepreneurs; Resources of Business; Business Ownership; the Public Sector; The Role of Social Enterprise; Business Location; Business Aims and Objectives; Stakeholders
- **Marketing Market Research; the Marketing Mix:** Price, Product, Promotion, Place; Competition; Customer Service; International Business; E-Business; M-Business
- **Business Operations** Types of production; Methods of Manufacturing; Quality Assurance; Health and Safety in Manufacturing

## **Unit 2: Developing a Business (External written exam - 40%)**

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 cash flow forecasts as well as interpreting financial statements. When analysing business performance, students consider concepts such as ratio analysis and break-even.

This unit is divided into three sections: Human Resources, Business Growth and Finance.

- **Human Resources** Recruitment; Selection; Training; Motivation
- **Business Growth** Business Success or Failure; Internal and External Growth
- **Finance** Sources of Finance; Cash flow forecasts; Income Statements; Statements of Financial Position; Ratios; Break-even analysis

## **Controlled Assessment – Planning a Business (20%)**

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.

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# **GCSE COMPUTER SCIENCE**

## **WJEC**

### **ENTRY REQUIREMENTS:**

Pupils should demonstrate a high ability in mathematics and have an excellent work ethic, which will be indicated in how many top grades they have achieved in the Year 10 Summer Examination. A minimum of Grade B in Year 10 Mathematics Internal Winter Examination is also required for entry to this subject.

### **OUTLINE OF THE COURSE:**

The course is designed to stimulate an interest in and an enjoyment of the use of computer technology in such a way that the students may develop skills required for a modern workplace.

GCSE Computer Science allows students to work with real-world, practical programming techniques that give them a good understanding of what makes technology work. The content of the specification was developed collaboratively with industry and the wider computer science community to ensure it is recognised as developing the skills that employers value.

Students with good computing and programming skills have an excellent chance of getting employment at the end of their studies. It is one of the top 3 growth sectors in the UK and many companies are willing to offer highly paid jobs for candidates that have such skills.

GCSE Computer Science counts towards the English Baccalaureate Science measure, offering students a new option that achieves maximum recognition in a European context.

The specification offers students the opportunity to gain an understanding of the way computers work and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create and design their own applications, rather than simply use those designed by others.

### **WHAT IS EXPECTED OF A STUDENT?**

Firstly, a student should be interested in computers (and not just in computer games or internet browsing). Those students who watch items on television and read newspaper and magazine articles about computers are often the ones who do best in this subject, since they have a broad knowledge of recent trends.

A student who wants to do well in computing should have a reasonably logical mind and an ability to see the aspects of a problem and what is required for its solution. The ability to work hard and to see a task through to its conclusion is extremely important as this GCSE is extremely difficult and it involves very challenging programming sections. Much of the new specification is up to A Level standard.

**Computer Science encourages pupils to:**

- Understand and apply concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical programming including designing, writing and debugging programs
- Think creatively and innovatively when solving complex computer problems
- Apply mathematical skills relevant to Computer Science and Boolean Algebra.

## **SCHEME OF ASSESSMENT:**

The qualification is split into 2 components:

### **Component 1: Understanding Computer Science - Written examination:**

1 hour 45 minutes examination (50% of the qualification)

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of computer science on wider society as well as algorithms and programming design and development.

### **Component 2: Computer Programming On-Screen Examination:**

2 hours (50% of the qualification)

This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Pupils are required to produce a programmed solution to a set task, which will then be used as the basis for this examination.

## **SCHEME OF INTERNAL ASSESSMENT:**

This will be done continually using a variety of methods which will include grading of regular homework assignments, assessment of practical software exercises, topic tests, assessment based on oral responses in class and the College's Winter and Summer Examinations.

## **REASONS FOR CHOOSING COMPUTER SCIENCE:**

### **1 Career Preparation**

Most jobs now involve the use of computers to do such things as enter data, display information, perform calculations, interrogate databases, word process documents etc. Many universities and other third level courses in the mathematical, scientific, engineering, economic, geographical, historical, medical etc. fields include computing modules and involve a high level of programming.

### **2 Preparation for A-Level Computing**

Pupils must achieve a Grade A or higher to be eligible for A Level Computing, as this course involves a large amount of programming and boolean algebra up to 3rd year

degree standard.

### **3 To gain skills to help with future employment**

GCSE Computing provides pupils with an opportunity to use programming software languages. They will learn skills in true object-orientated languages, which link in perfectly with businesses.

### **4 To develop a personal interest in Computing**

If you have a personal interest in computing this course may enable you to develop aspects of the subject so that you get more out of it.

## **CAREER PROSPECTS:**

There has always been a demand for trained computer personnel with the rapid growth of computer and communication industries. The range of work undertaken by them is also increasing and consequently a range of different jobs are now being advertised in this sector.

## **THERE ARE 10 MAIN CAREER FIELDS IN COMPUTER WORK:**

**1. Business Data Processing** i.e. the use and application of Computing with the day-to-day running of a business. Opportunities will be found throughout industry, commerce and local/central Government organisations. Careers also exist in a number of specialist computing services and consultancy firms set up to provide such services to business.

**2. Systems Software Engineering** i.e. the devising of software packages (programs) to suit the needs of the computer user. Opportunities exist with many computer manufacturers and software houses. A number of global firms such as Allstate, Kainos, Citi, Nitec and Fujitsu are now operating in Northern Ireland.

**3. Industrial Applications** - Manufacturing industries, such as Bombardier and Boxmore use computers in the course of the production process. Processes include Computer-aided Design/Computer-Aided-Manufacture, the use of robots on the assembly line, telecommunications and the use of computer graphics.

**4. Research** - Research into Theoretical Computer Sciences, Software Engineering, Computer Engineering and the use of computers in telecommunications is carried out by graduates and those with postgraduate qualifications. Many jobs exist in Universities, Industry and Government organisations which specialise in researching new and exciting developments.

**5. Teaching** - For those with higher education qualifications, opportunities exist in schools, Further Education Colleges, Universities and commercial computer training companies. Much emphasis is placed on computer skills in Teacher Training Colleges nowadays.

**6. Internet Design** - Many of the newer industries have emerged from the dot.com philosophy. The use of the Internet has increased dramatically over the past few years and

continues to remain very buoyant. The skills required for this type of work are rewarded with high pay and it is an exciting section of the industry to be involved in.

**7. Networking** - Large companies and small businesses have adopted networking strategies into their organisations. This has increased the amount of opportunities in network management. It is a highly paid sector of the computer industry and very demanding work. In larger organisations it may involve travelling to worldwide destinations and possibly lead to highly paid consultancy work.

**8. Sales, Support and Maintenance** - Careers exist within the computer manufacturing companies (ICL, IBM and Digital) and their agents in computer sales, the provision of hardware and software support services to customers and in computer maintenance. Opportunities also exist in the newer technologies of mobile phones, video-conferencing and real time systems. A wide variety of technical, engineering, business and academic qualifications may apply in this area.

**9. Internet Banking** – A large growth area is Internet Banking and eCommerce. There are quite a number of extremely well paid jobs in this sector, particularly for those with the proper qualifications and experience. A computer qualification would be seen as very beneficial by employers when applying for jobs in this area.

**10. Game/App Development** - Perhaps one of the biggest growth industries currently is Games and App Development. There are a lot of well-paid and exciting opportunities in the sector. A Computer Science qualification is essential when applying for jobs in this area of employment.

**11. Artificial Intelligence** - Python is one of the main languages used nowadays with machine learning and generating neural networks for AI applications. AI is transforming how we live and work.. By enabling new technologies like self-driving cars and improving old systems like medical diagnostics and search engines, the demand for expertise in AI and machine learning is growing rapidly. This GCSE course will enable you to take the first step toward solving important real-world problems and future-proofing a solid career in this industry.

### **IMPORTANT POINT TO CONSIDER WHEN CHOOSING COMPUTER SCIENCE**

**This is a very demanding GCSE and there is a lot of emphasis on programming and boolean algebra. Be prepared to set aside extra time outside of school to learn programming languages, especially Python and C#. Program code is notoriously error prone and many hours will be spent amending and re-writing code until it works successfully.**

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## GCSE DIGITAL TECHNOLOGY MULTIMEDIA (CCEA)

**This specification aims to encourage students to:**

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

**OUTLINE OF THE COURSE:**

Content		Assessment	Weightings	Availability
Compulsory core unit	Unit 1: Digital Technology	External written examination  1 hour	30%	Summer from 2018
	Unit 2: Digital Authoring Concepts	External written examination  1 hour 30 mins	40%	Summer from 2019
	Unit 3: Digital Authoring Practice	Controlled assessment	30%	Summer from 2019

**ENTRY REQUIREMENTS:**

Students do not require any prior attainment in Digital Technology to follow this course.

### **RELEVANCE TO CAREER DEVELOPMENT:**

The content is well balanced between knowledge and application. The specification develops practical skills using a range of generic software or in an object-oriented environment. It provides a sound basis for further study in both GCE Digital Technology and GCE Software Systems Development. The IT Sector is one of the fastest moving and most dynamic industries in the UK currently employing 1 in 20 of us. It is estimated that over half a million new entrants will be needed to fill jobs in this sector over the next 5 years.

### **WHAT IS EXPECTED OF A STUDENT?**

Those who opt to do GCSE Digital Technology should be prepared to work in a diligent, enthusiastic way within the classroom and should be motivated to complete independent study at home.

## GCSE DRAMA CCEA

### ENTRY REQUIREMENTS:

There are no specific entry requirements for GCSE, and Drama can be enjoyed by pupils of all abilities. However, good attendance is necessary as your attendance will affect the progress and attainment of yourself *and* others in your class.

Content	Assessment	Weighting
<p><b>Component 1:</b></p> <p><b>Devised Performance</b></p>	<p><b>Controlled assessment</b></p> <p>In response to a stimulus, students either:</p> <ul style="list-style-type: none"> <li>• present a group performance;</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• give a design presentation.</li> </ul> <p>All students submit a <b>student log</b>. Teachers submit a recording of every student's performance/ presentation.</p> <p>Teachers mark the tasks, and we moderate the results</p>	<p><b>Total: 25%</b></p>
<p><b>Component 2:</b></p> <p><b>Scripted Performance</b></p>	<p><b>Controlled assessment</b></p> <p>Using a play script, students either:</p> <ul style="list-style-type: none"> <li>• present a group performance;</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• give a design presentation.</li> </ul> <p>Teachers mark the tasks, and one of our visiting moderators moderates the results.</p>	<p><b>Total: 35%</b></p>
<p><b>Component 3:</b></p> <p><b>Knowledge and Understanding of Drama</b></p>	<p><b>External written examination</b></p> <p>1 hour 30 mins</p> <p>Students answer <b>three questions</b> using one set text. Open book (<i>Philadelphia, Here I Come!</i>)</p>	<p><b>Total: 40%</b></p>

### WHAT IS EXPECTED OF A STUDENT?

Students are expected to;



- Do independent research
- Select scripts and assign parts
- Learn lines and perform in front of an audience
- Practically explore their set text and do past paper questions
- Become familiar with a range of drama strategies
- Attend after school rehearsals

### **SCHEME OF INTERNAL ASSESSMENT:**

Students are prepared for the written exam through continuous assessment and summative exams in Year 11 and Year 12. In addition, pupils will regularly be assessed using the CCEA marking criteria for practical work.

### **SCHEME OF EXTERNAL ASSESSMENT:**

One exam at the end of Year 12 – single tier entry. Teachers will mark one practical task for submission in Year 11 and the Compulsory element will be undertaken in Year 12, assessed and moderated in Year 12. Your parents and friends will be invited to view these performances also!

### **RELEVANCE TO CAREER DEVELOPMENT:**

Many of our GCSE Drama students choose to pursue Drama to A level and on to Drama school and eventually to a professional career in the Theatre. Acting is not however the only option – there are many career opportunities in lighting and set design, front of house and promotion, costume, choreography and direction. Many of our past pupils also work in the media in a huge variety of areas.

As Drama is useful for improving your confidence and public speaking, it is also an option to think about for those wishing to pursue a career in law or politics.

### **PERSONAL QUALITIES:**

Many people will think that GCSE Drama is for those who are bursting with confidence, but while talent is important, a good work ethic is even more so! Ask yourself:

- Are you willing to attend after school rehearsals?
- Do you have good attendance?
- Are you creative and willing to work independently?
- Are you a team player?

If the answer to these questions is yes, then Drama is for you!

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# ENGLISH LANGUAGE AND ENGLISH LITERATURE CCEA

## ENTRY REQUIREMENTS:

English Language and English Literature, which are examined as separate subjects at GCSE level, are compulsory for all GCSE students.

## OUTLINE OF THE COURSE:

Although both subjects are examined separately they are taught throughout Key Stage Four in an integrated way. The skills developed in both subjects are in most cases complementary, although there are some skills which are specific to each subject.

### (i) ENGLISH LANGUAGE:

This subject develops particularly the skills involved in practical or functional reading, and writing. Emphasis is put on developing flexible reading comprehension skills for application to a wide range of written materials (e.g. from understanding a persuasive leaflet to reading a novel, poem, or play). The course also develops the skills involved in writing for a similarly wide range of tasks and audiences, both functional (e.g. a letter of complaint) and imaginative (e.g. a short story).

An equally important part of the course is the development of an understanding of the key characteristics of spoken language and the development of each student's own speaking and listening skills.

### (ii) ENGLISH LITERATURE:

This part of the course concentrates on developing analytical and evaluation skills for close study of creative literature. Students will have an opportunity to read, write, and talk about a range of novels, plays and poems and develop a fuller appreciation of the power and beauty of the English Language.

## SCHEME OF EXTERNAL EXAMINATION:

### ENGLISH LANGUAGE

#### **Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts**

External written examination 1 hour 45 minutes (30%)

#### **Unit 2: Speaking and Listening**

Controlled Assessment (20%)

#### **Unit 3: Studying Spoken and Written Language**

Controlled Assessment (20%)

#### **Unit 4: Personal or Creative Writing and Reading Literacy and Non Fiction Texts**

External written Examination 1 hour 45 minutes (30%)

## **ENGLISH LITERATURE**

### **Unit 1: The Study of Prose**

External written examination 1 hour 45 minutes

Students answer two questions, one from Section A and the set question in Section B.

Section A is closed book. (30%)

### **Unit 2: The Study of Drama and Poetry**

External written examination 2 hours

Students answer two questions, one from Section A and one from Section B.

Both sections are open book. (50%)

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

Controlled assessment 2 hours

Students complete one extended writing task based on a theme. (20%)

## **SCHEME OF INTERNAL ASSESSMENT:**

Assessment within the course will be on a continuous basis. Written and oral assignments will be evaluated by the teacher and their assessments will be shared with the student. In addition to this, there are three internal exams.

## **WHAT IS EXPECTED OF A STUDENT?**

The primary aim of the course is to make the student a confident, flexible user of written and spoken English, and to develop his enjoyment and appreciation of creative literature. The skills developed are applicable to language use in **all** other areas of the curriculum and are thus an indispensable part of the educational process.

It is hoped that students will participate enthusiastically in all the activities in class and enjoy most of the literature they encounter. There will be regular written assignments. Taking care with these and presenting them on time is essential for successful completion of the course. Time at home must be set aside for this work. As well as this, it is hoped that students will read widely on their own and make use of the school library and online resources. A good reader develops an expertise in the language almost effortlessly as they read for enjoyment. Language usage is a skill which is developed through practice. The student should take all opportunities to provide themselves with this practice both inside and outside the course.

The English Language is also a spoken one and students are encouraged to contribute to the healthy interchange of ideas, which is an important part of the English classroom.

## **RELEVANCE TO CAREER DEVELOPMENT:**

Achieving at least a 'C' in GCSE English Language is a minimum entry requirement for a very wide range of Arts and Science courses at university and is compulsory for entry to all

teacher training courses. It is also a minimum requirement for nearly all clerical, managerial, and non manual careers which recruit at the post compulsory schooling age (i.e. 16 years).

Competence in the English Language, both written and spoken, is essential in practically all careers and is thus prized by personnel departments when recruiting staff.

Your G.C.S.E. course offers you the opportunity to develop a specific set of important skills but it is also an opportunity to develop and mature as a person. The question you should now be asking is not, "What can I do with GCSEs in English Language and Literature?" but rather, "What do I want to do with my life?" Whatever your choice of career, the skills which you have learned in the English classroom will be an invaluable support.

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**GCSE FOOD AND NUTRITION**  
**(formerly known as HOME ECONOMICS)**  
**CCEA**

**OUTLINE OF COURSE:**

Through GCSE Food and Nutrition (formerly Home Economics), pupils will develop knowledge and understanding of the science behind food. Pupils will study topics such as food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, and food safety. Pupils develop practical skills in food preparation, cooking and presentation. Pupils have developed understanding and knowledge during their studies throughout KS3 which has given them a good start for choosing this course.

**EXTERNAL EXAMS:**

Year 11/12
Component 1: Food and Nutrition (50%) 2 hour examination Questions based on Diet and Health and Consumer Awareness

**OUTLINE OF COURSE/ CONTROLLED ASSESSMENT:**

Year 12
Component 2: Practical Food and Nutrition (50%) Includes: <ul style="list-style-type: none"> <li>● Research and Viewpoints</li> <li>● Justification of choice</li> <li>● Planning</li> <li>● Practical Activity</li> <li>● Evaluation</li> </ul>

**WHAT IS EXPECTED OF A STUDENT?**

Students should have an interest in health, nutrition and consumer issues. They should be creative and interested in cooking, trying out new and innovative recipes. Students should be organised and have efficient time keeping while being willing to work to a high standard.

Year 11	Year 12
2/3 hours per week of homework and developing study notes on each topic	2/3 hours per week of homework and developing study notes on each topic Time will increase closer to times of examinations

**Details of subject- specific support provided by the College:**

- After school revision classes in Year 12 (time to be confirmed)
- Pupils will get summaries and end of term tests
- Specific help from the Learning Support Team is available
- Self-assessment and peer assessment to enable pupils to set targets to improve their work

**How parents can help promote knowledge and skills in this subject:**

- Encourage pupils to keep up to date with consumer and health related articles released in the news
- Encourage independent study
- Participate in study by asking focused questions and/ or reviewing notes
- Encourage pupils to practice cookery skills at home especially in the run up to the assessment practical exam

**RELEVANCE TO CAREER DEVELOPMENT:**

This course is an excellent foundation for careers in the food industry which is a continually growing business area. It also leads to careers in health and nutrition such as Dieticians among others.

Web link:

[https://www.rewardinglearning.org.uk/microsites/food\\_and\\_nutrition/revised\\_gcse/index.asp](https://www.rewardinglearning.org.uk/microsites/food_and_nutrition/revised_gcse/index.asp)

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## GCSE FRENCH CCEA

### ENTRY REQUIREMENTS:

Key Stage 3 French has prepared students effectively for GCSE. Students have developed the knowledge and skills to enable them to do Foundation Level GCSE French, having learned their present, perfect and future tense verb conjugations. Students must have demonstrated a sound level of competence in French by the end of Year 10, resulting in solid performances in the end of unit tests, and to be enthusiastic to excel in this rewarding subject.

### OUTLINE OF COURSE:

Context 1 – **Identity, Lifestyle and Culture:** Students’ lives, families, homes and interests, and those of others in French-speaking communities and countries

- Myself, my family, relationships and choices
- Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

Context 2 – **Local, National, International and Global Areas of Interest:** Students’ lifestyles and attitudes to environmental, social and global issues, and those of others in French-speaking communities and countries

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

Context 3 – **School Life, Studies and the World of Work:** Education and employment issues in students’ own country or community and in French-speaking communities and countries

- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

### SCHEME OF EXTERNAL ASSESSMENT:

Content	Assessment	Weighting
<b>Unit 1 Listening</b>	One externally assessed written paper, available at Foundation or Higher tier.	25%
<b>Unit 2 Speaking</b>	One externally marked examination, consisting of two role-plays and one general conversation.	25%
<b>Unit 3 Reading</b>	One externally assessed written paper, available at Foundation or Higher tier.	25%
<b>Unit 4 Writing</b>	One externally assessed written paper, available at Foundation or Higher tier.	25%

### **SCHEME OF INTERNAL ASSESSMENT:**

A continuous assessment policy is employed within the department where students are assessed via class work, common assessment tasks and end of unit dossiers. Internal examinations take place at Christmas and Easter for Year 11, with a mock GCSE examination taking place before Christmas for Year 12 students.

### **WHAT IS EXPECTED OF THE STUDENT?**

Students who do French for GCSE should enjoy the subject and be motivated to work hard, both in class and at home in order to develop their French skills. Enthusiastic participation during lessons is important especially in the oral context. Assimilation of vocabulary and tenses is an essential aspect of language acquisition and learning homework is as important as written homework. Constant revision of grammar and vocabulary is recommended in order to be able to apply one's knowledge spontaneously.

### **THE BENEFITS OF FRENCH:**

**French is an exceptional asset to your repertoire and combines effectively with many diverse subjects.**

- **Communication:** French is spoken by millions of people worldwide. Learning it provides a valuable skill for communication in French-speaking countries, as well as with French speakers in other parts of the world.
- **Career Opportunities:** Proficiency in French can open doors to various career opportunities, beyond fields such as tourism, hospitality, international business, diplomacy, translation, and interpretation, looking at technology, law and politics.
- **Cultural Understanding:** Learning French exposes students to the rich culture, history, literature, and art of French-speaking countries. This fosters cultural awareness and appreciation.
- **Travel:** France is one of the most visited countries in the world, and knowing French can enhance travel experiences by facilitating interactions with locals and navigating the country more effectively.
- **Academic Advantages:** Studying a foreign language like French can enhance cognitive abilities, including memory, problem-solving skills, and multitasking. It can also improve performance in other subjects such as English, as language learning reinforces grammatical concepts and expands vocabulary.
- **Global Citizenship:** In an increasingly interconnected world, learning French promotes global citizenship and understanding by fostering connections with people from diverse linguistic and cultural backgrounds.
- **Personal Development:** Learning a new language challenges individuals to step out of their comfort zones, and develop a growth mindset. Language learning is rightly highly admired as it demonstrates determination and resilience. It also fosters empathy and tolerance by encouraging an understanding of different perspectives.

**N.B.** In some universities e.g. in the South of Ireland, a modern language is required to satisfy the general entrance requirements.

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# GCSE FURTHER MATHEMATICS

## CCEA

**GCSE Further Mathematics** is aimed at the more able Mathematics student and is intended to cater for those students who require mathematical knowledge beyond that provided by GCSE **and** who are capable of working beyond the limits of the existing Higher Tier Specification at GCSE. Students will be **selected** to study this course based on their continuous performance and assessment in Year 10. GCSE Mathematics will be taken at the end of Year 11 followed by GCSE Further Mathematics in Year 12. This is a 2-year commitment and students will not have an option to withdraw after Year 11.

Further Mathematics is the gateway for studying A-level Mathematics and is also a useful support subject for Physics, Chemistry, Biology, Computing and Geography and for subjects such as CTEC Applied ICT and Design and Technology. **\*It is important to note that students require GCSE Further Mathematics Grade B if intending to study A Level Mathematics, A Level Physics or A Level Chemistry and Grade A if intending to study A Level Computing.\***

### CONTENT OF COURSE

The course is divided into three main parts;

<b>Unit 1</b>	<b>Pure Mathematics</b>
<b>Unit II</b>	<b>Mechanics</b>
<b>Unit III</b>	<b>Statistics</b>

I Pure Mathematics covers the following areas of study:

- Algebra
- Matrices
- Trigonometry
- Logarithms
- Calculus

II Mechanics covers the following broad areas:

- Kinematics
- Vectors
- Forces
- Newton's Laws of Motion
- Moments
- Equilibrium

III Statistics covers the following areas of study:

- Central Tendency and Dispersion
- Probability
- Binomial Distribution
- Normal Distribution
- Bivariate Analysis

### EXTERNAL ASSESSMENT

The examination will be assessed by three written papers.

Unit I Pure Mathematics (2 hours) 50%

Unit II Mechanics (1 hour) 25%

Unit III Statistics (1 hour) 25%.

The grades available are A\* to G. Pupils are taught all units in Year 12 and sit all examinations in May/June of Year 12.

### **INTERNAL ASSESSMENT**

There will be a continuous scheme of day to day assessment involving written work in class, homework and common assessment tasks (CATs) to ensure knowledge of specific areas of study.

### **WHAT IS EXPECTED OF A STUDENT?**

A student of GCSE Further Mathematics is expected to participate fully in class and to work to develop his mathematical knowledge to improve oral, written and practical skills, to carry out calculations, present solutions to problems and check results.

It is necessary to complete all homework, whether a written or a learning homework, and independently revise mathematical techniques on an ongoing basis.

**Mathematical equipment should be brought to every lesson i.e. a scientific calculator, ruler, pens and pencils, eraser and a sharpener.**

### **CAREER DEVELOPMENT:**

A successful student of GCSE Further Mathematics could follow any number of careers. Those specifically mathematically based are Mathematics teaching or lecturing, accountancy, actuarial work and engineering. GCSE Further Mathematics is also relevant to scientific based careers such as medicine, dentistry, veterinary science, pharmacy, optometry and architecture.

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## **GCSE GAEILGE CCEA**

### **ENTRY REQUIREMENTS:**

Pupils who wish to study Gaeilge at GCSE in Years 11 and 12 will have completed GCSE Irish and achieved a grade A minimum. This course is only offered to students who have come through Irish Medium primary education, as a high level of fluency in Irish is necessary.

### **OUTLINE OF THE COURSE:**

Gaeilge at GCSE (CCEA specification) assesses and develops the four skill areas associated with any language, namely, Reading, Writing, Listening and Speaking. This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland. It allows students the opportunity to develop and apply skills to real-life contexts. The specification involves both external assessment (reading and writing in Gaeilge) and controlled assessment (listening, speaking, reading and writing in Gaeilge). Both types of assessment involve items that address the range of language skills acquired by students in Irish language immersion programmes. The course offers opportunities to build on the skills and capabilities acquired in KeyStage 3.

### **The principal contexts for learning are:**

Through Irish, students should be able to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following:

#### **Context for Learning 1: The Individual and Society**

- Themselves
- School life: educational issues
- Gaelscolaíocht and Bilingualism
- Family life
- Social life
- Past times

#### **Context for Learning 2: The World around Me**

- issues affecting teenagers in today's world;
- personal issues
- social problems;
- health and lifestyle;
- social media;
- modern technology; and
- environmental issues

### **Context for Learning 3: Employability**

- jobs, part-time work, work experience or voluntary work;
- financial awareness and enterprise;
- development of communication or interpersonal skills;
- educational pathways – vocational versus academic and post-16;
- third level education; and
- self-employment and entrepreneurship;

### **Context for Learning 4: Irish Language Communities**

- an Gaeltacht;
- Irish language communities in the Gaeltacht or urban Gaeltacht;
- Irish language globally;
- aspects of Irish culture;
- place names, local history and heritage; and
- Irish language groups and societies

### **Context for Learning 5: Literature in Irish**

Students should:

- have the opportunity to study literature in Irish;
- use Irish language poetry, prose and a range of contemporary articles;
- investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and to the world around them;
- be able to communicate effectively in written Irish; and
- listen and respond to Irish language stimulus material

## SCHEME OF EXTERNAL ASSESSMENT:

Content	Assessment	Weighting
<b>Unit 1: Listening and Speaking</b>	<b>Controlled Assessment:</b> Students prepare and complete two tasks under supervision; Task 1-Discussion (4-6 minutes) on a pre-prepared topic which requires research. Task 2- Group Discussion (4-6 minutes). Teachers mark and moderate the tasks.	<b>20%</b>
<b>Unit 2: Reading and Writing in Gaeilge</b>	<b>Controlled Assessment:</b> Students prepare and complete a written response to two literacy texts (1 hour). Teachers mark and moderate the tasks.	<b>20%</b>
<b>Unit 3: Reading in Gaeilge</b>	<b>One externally assessed written paper</b> (1 hour 30 minutes) Section 1- Information handling. Section 2- Analysis and descriptive skills. Section 3- Translation from Irish to English	<b>30%</b>
<b>Unit 4: Writing in Gaeilge</b>	<b>One externally assessed written paper</b> (1 hour 30 minutes). Section 1- Functional writing Section 2- Use of Language (grammar and syntax) Section 3- Translation from English to Irish.	<b>30%</b>

## SCHEME OF INTERNAL ASSESSMENT:

GCSE Gaeilge pupils continue to complete four tracking assessments throughout the year, similar to Key Stage 3. Homework will vary in style and task. However, it will cover a balance of the 4 key skill areas and students are expected to undertake continuous learning of vocabulary in addition to homework tasks.

## TIMETABLE SET-UP:

GCSE Gaeilge students will be allocated three out of six periods per fortnight for specific Gaeilge class with the Teacher and for the other three classes will attend library for independent completion of work given in previous class or a dedicated class with our language assistant to work on oral competency.

## WHAT IS EXPECTED OF A STUDENT?

Those who opt to do GCSE Gaeilge should first and foremost enjoy the Irish language and be prepared to work in a diligent, enthusiastic way, particularly in the classroom. The main aim is to develop the ability to use the language confidently so students should be prepared to work at all aspects of the language, fluency, control, accuracy, audio skills etc. This inevitably means that time at home must be spent on revision, learning vocabulary, practical exercises and reading.

GCSE Gaeilge is a challenging course which requires a certain maturity from students as well as the ability to undertake independent learning and self-management. Students are reminded of this before starting the course and parents will be informed / student removed from course if a good effort is not being made.

### **RELEVANCE TO CAREER DEVELOPMENT:**

Studying Gaeilge does not limit students to a career in languages. Many successful students have pursued careers in law, economics, business administration, education etc. Irish is an official language of the EU and as such it is required for many careers relating to government, teaching, security etc.

Irish is expanding, particularly in the areas of education through the medium of the language and the language media (especially radio and television). These are exciting times and new career opportunities will be available to pupils with Irish. Demand for graduates of Irish and graduates with the ability to speak Irish is increasing in this country.

### **FURTHER INFORMATION:**

St Malachy's College offers great extra-curricular opportunities for GCSE students. You will have the opportunity to visit the Gaeltacht area of Donegal on an overnight residential. You will have the opportunity to sit your Gold Fáinne/Ardteastas speaking awards and to take part in oral competitions and public speaking competitions with other schools, all of which will bring the language even more to life for you.

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# GCSE GEOGRAPHY

## CCEA

### Arts and Science subjects come together

#### Is Geography a good choice?

- It is one of a few subjects at university level in which students can achieve either a Bachelor of Science or Bachelor of Arts degree qualification.
- Most students enjoy the scope of the material they cover in geography, the insights it can provide into understanding the world around us and the sheer contemporary nature of the issues it tackles.
- Key elements in the study of any subject are understanding and skills.

#### What are the advantages of studying geography?

##### **GEOGRAPHERS CAN:**

Make a concise report  
Handle data  
Ask questions and find the answers  
Make decisions about an issue  
Analyse material  
Manage themselves  
Solve problems  
Independent thinkers

##### **GEOGRAPHERS ARE:**

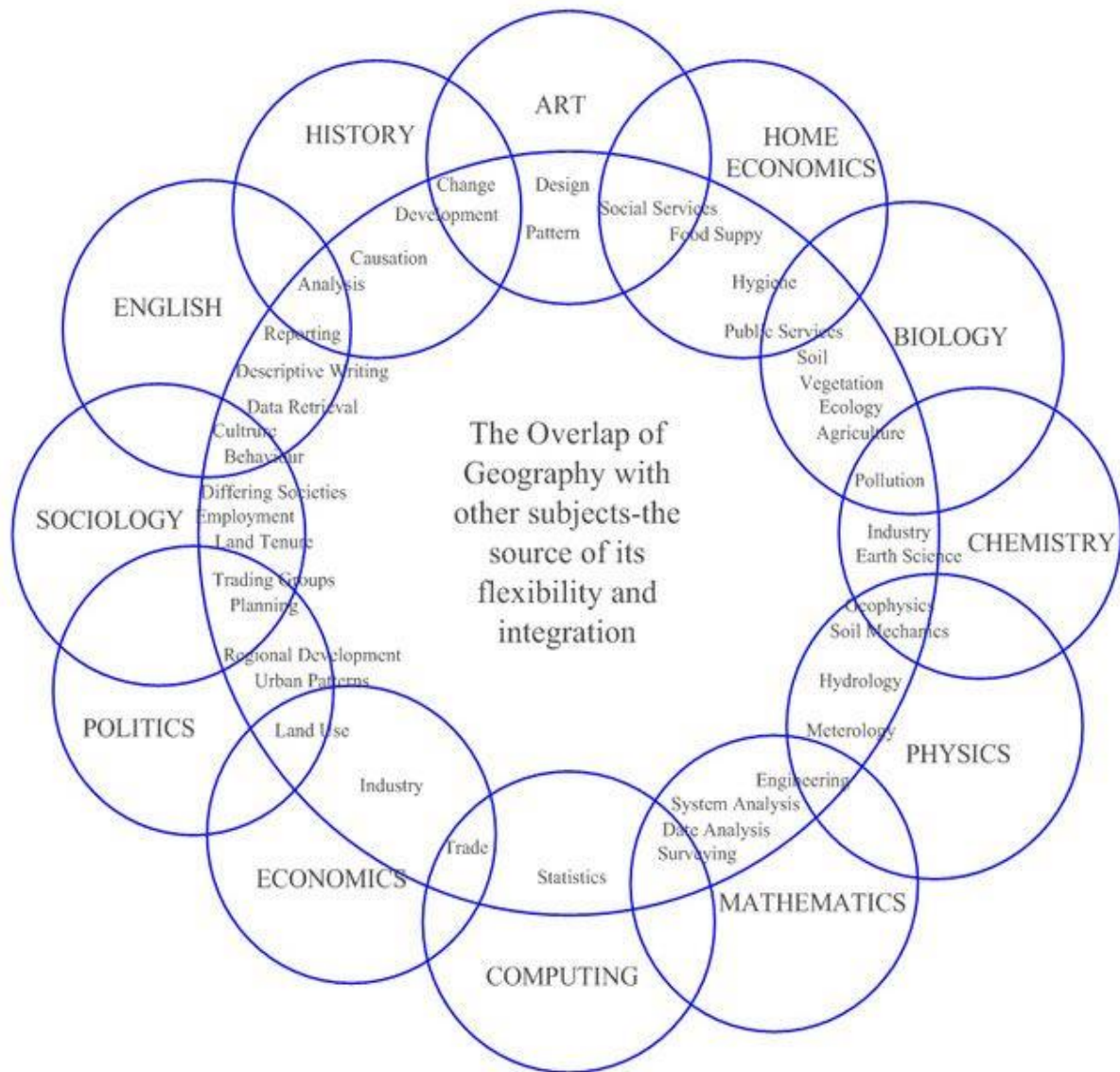
Good communicators  
Spatially aware  
Socially and Environmentally aware  
Problem Solvers  
Good team players  
Computer literate  
Well rounded, flexible thinkers

**According to the Northern Ireland Skills Barometer for 2022 the THIRD most in demand area for graduates in relation to local employment opportunities is Physical and Environmental Sciences.**

**Geography is uniquely placed to allow students to access degree courses in these fields.**

#### **ENTRY REQUIREMENTS:**

The student should have demonstrated a good academic record in the subject at Key Stage 3 and have interest in the subject. In GCSE Geography, candidates must demonstrate their quality of written communication: they need to ensure that text is legible, that spelling, punctuation and grammar are accurate using specialist vocabulary where appropriate. Quality of written communication is assessed in responses to questions and tasks which require extended writing.



### **What sort of people do employers want and what do geography courses provide?**

Employers want people with good communication skills – geography courses include a wide range of written and oral skills writing essays, projects and oral presentations.

Employers want people who can work in a team – Fieldwork is an essential component of geography courses and is an ideal setting in which to develop teamwork and leadership skills.

Employers want people who can manage themselves – The preparation of a GCSE or A Level investigation fosters such skills.

Employers want people who can analyse their work - Geographical Investigations test hypotheses and involve analysis.

Employers want people who are numerate and literate – Geographers are used to manipulating and interpreting data and preparing reports which encourages conciseness and clarity in the use of language.



Employers want people who are computer literate – Geographers use ITC in many aspects of their work, for data collection, through the Internet, analysing spreadsheets, all vital skills, especially in a commercial business environment.

Employers want people who are spatially aware – Geographers use maps all the time. Mapping has witnessed a revolution in recent years by harnessing remote sensing from satellites, and the development of geographic information systems which are increasingly used in geography lessons.

Employers want people who are environmentally and socially aware – Geographers understand the links between places and people. They can look at complex systems in a straightforward way.

**From the recent classes our students went on to study: Geography; Law; Accounting; Economics; Business; Microbiology; Mechanical Engineering; Finance; History; Politics; English and Media.**

### **Important Information**

The Russell Group of universities, of which QUB is a member, states that: Some advanced level subjects are more frequently required for entry to degree courses than others. We call these subjects ‘facilitating’ because choosing them at Advanced level leaves open a wide range of options for university study.

**If you don’t know what you want to study at university then it’s a really good rule of thumb that taking two facilitating subjects will keep a wide range of degree courses open to you.**

**Geography is one of the eight facilitating subject areas it recommends.**

### **SCHEME OF INTERNAL ASSESSMENT:**

Throughout the course, the student will be encouraged to keep a neat, organised file of notes. This will be checked frequently by the teacher. Regular homework assignments, ICT assignments and class tests will be used to build up a record of a student’s progress in the subject. Extended pieces of enquiry work relating to particular topics and/or case studies will feature from time to time.

### **SCHEME OF EXTERNAL ASSESSMENT:**

The achievement of students will be assessed by three written papers.

**Students will sit one paper, the Physical Unit/examination, at the end of Year 11.** This can, if necessary, be repeated in Year 12.

**Students will sit two papers, the Human Unit/examination and the Fieldwork Unit /examination, at the end of Year 12.**

**There will be no coursework/controlled assessment. A fieldwork exercise will be carried out in relation to Unit 3. This will be compulsory.**

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
<b>Unit 1: Understanding Our Natural World</b>  Theme A: River Environments (25%)  Theme B: Coastal Environments (25%)  Theme C: Our Changing Weather and Climate (25%)  Theme D: The Restless Earth (25%)	External written examination  1 hour 30 mins  The examination includes four multi-part questions, one on each theme. Students answer all four questions.	40%	Summer from 2018
<b>Unit 2: Living in Our World</b>  Theme A: Population and Migration (25%)  Theme B: Changing Urban Areas (25%)  Theme C: Contrasts in World Development (25%)  Theme D: Managing Our Environment (25%)	External written examination  1 hour 30 mins  The examination includes four multi-part questions, one on each theme. Students answer all four questions.	40%	Summer from 2018
Content	Assessment	Weightings	Availability
<b>Unit 3: Fieldwork</b>	External written examination  1 hour  Students base their answers on their knowledge and experience of fieldwork.  Students must bring a fieldwork statement and table of data into the examination. For more details, see Section 6.3.	20%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

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## GCSE HEALTH AND SOCIAL CARE

### CCEA

The CCEA GCSE Health and Social Care specification provides opportunities for students to develop a broad knowledge and understanding of what is required for working in the health, social care and early years sectors.

#### In particular, they learn about:

- human development through the main life stages and age ranges;
- factors affecting health and development, including behavioural, environmental, physical and socio-economic factors;
- how relationships influence social and emotional development;
- how a range of factors influence self-concept;
- major life changes and sources of support;
- how health and social care services meet a range of service users' needs;
- barriers to health and social care services and how they can be overcome;
- job roles of a range of practitioners and how they apply the values of care in their day-to-day work; and
- the importance of safeguarding in health, social care and early years settings.

This qualification links to the Learning for Life and Work and Science and Technology Areas of Learning at Key Stage 4. This specification is unitised, so it is possible to take part of the assessment at the end of the first year of study.

#### The specification has two units and is assessed as follows:

Content	Assessment	Weightings	Availability
<b>Unit 1: Personal Development, Health and Well-Being</b>	External written examination  1 hour 30 mins  100 marks  Students answer <b>three</b> questions that require short responses and extended writing.	50%	<b>Summer from 2018</b>
<b>Unit 2: Working in the Health, Social Care and Early Years Sectors</b>	Controlled assessment  100 marks  Students complete the controlled assessment task.  Teachers mark the task and we moderate the results.	50%	<b>Summer from 2019</b>  <b>We will release the task on 1 November of the academic year in which the award is to be made.</b>

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

**This specification supports the Northern Ireland Curriculum at Key Stage 4 and gives students further opportunities to achieve their potential and develop skills for life. These skills include Communication, Using Mathematics, Using ICT, Self-Management, Working with Others and Problem Solving. Students develop these skills by:**

- analysing issues and problems;
- identifying and recording relevant information and evidence;
- analysing and evaluating evidence;
- planning and carrying out practical activities;
- making reasoned justifications and presenting conclusions; and
- evaluating outcomes.

**This specification aims to encourage students to:**

- develop their interest in health, social care and early years;
- draw together areas of knowledge, skills and understanding related to the health, social care and early years sectors;
- develop higher order thinking skills;
- increase their understanding of the health, social care and early years sectors to develop as effective and independent learners;
- understand aspects of personal development and the health, social care and early years sectors by investigating and evaluating a range of services and organisations;
- examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors; and develop a critical and analytical approach to decision making and problem solving in relation to the specified content.

## OUTLINE OF THE COURSE:

Content	Assessment	Weightings	Availability
<b>Unit 1: Personal Development, Health and Well-Being</b>	External written examination  1 hour 30 mins  100 marks  Students answer <b>three</b> questions that require short responses and extended writing.	50%	<b>Summer from 2018</b>
<b>Unit 2: Working in the Health, Social Care and Early Years Sectors</b>	Controlled assessment  100 marks  Students complete the controlled assessment task.  Teachers mark the task and we moderate the results.	50%	<b>Summer from 2019</b>  <b>We will release the task on 1 November of the academic year in which the award is to be made.</b>

## ENTRY REQUIREMENTS:

Students do not require any prior attainment in Health & Social care to follow this course.

## RELEVANCE TO CAREER DEVELOPMENT:

It gives students an insight into the health, social care and early years sectors by providing a foundation for vocational training and employment. It is well balanced between knowledge and application. The specification develops practical skills and provides a sound basis for further study in GCE Health and Social Care and further develops career opportunities in the health care sector of the Economy.

## WHAT IS EXPECTED OF A STUDENT?

Those who opt to do GCSE Digital Technology should be prepared to work in a diligent, enthusiastic way within the classroom and should be motivated to complete independent study at home.

**Head of Department: Miss E McAleese**  
**emcaleese689@c2ken.net**

## GCSE HISTORY CCEA

If you have ever wondered why the world is the way it is today, History is the subject for you. In order to make sense of current affairs it is important to study the past, as everything which is happening around us has been influenced by, and is a direct result of, that which preceded it. In this way, the study of History is explicitly relevant to us. Studying History will help develop your ability to think critically and argue knowledgeably about what happened in the past, and how what happened shaped – and still deeply affects – the lives of people all around the world.

### OUTLINE OF THE COURSE:

All students will study **three** units:

**Life in Nazi Germany 1933-1945:** students focus on the impact of the Nazi dictatorship on people's lives in Germany. Students also explore the interplay of political, economic, social and racial factors in Germany at this time.

**Changing Relations: Northern Ireland and its Neighbours, 1965–98:** students will study the changing relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.

**International relations 1945-2003:** students will investigate the significant events and developments associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'.

### EXTERNAL ASSESSMENT:

The GCSE History examination consists of **two** papers:

**Paper One (60%):** students must answer five questions on Germany 1933-1945 and six questions on Northern Ireland 1965-1998. These require the use of sources and own knowledge.

**Paper Two (40%):** students must answer six questions on International Relations. These require the use of sources and own knowledge.

Please note there is **no** Controlled Assessment unit.

### INTERNAL ASSESSMENT:

Students will complete a number of assessment tasks, the outcomes of which will be closely monitored and evaluated. Students will be given opportunities to engage in peer and self-assessment.

### RELEVANCE TO CAREER DEVELOPMENT:

Studying GCSE History provides you with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. Transferable skills developed through the study of GCSE History include:

- Report writing skills - analysing, selecting, organising and communicating clearly.
- Research skills
- Evaluating evidence
- Making judgements
- Empathy and problem solving skills
- Prioritise Effectively
- Ability to negotiate
- Ask probing questions
- Think Objectively

Since many of the issues studied in History do not have clear and easy explanations, you will have the chance to become more skilled at reasoning, deduction, and at organising and evaluating information. As a result of having to defend opinions and conclusions in class discussions, you will find opportunities to develop your self-confidence.

Studying GCSE History not only provides a skill set for you, but it also keeps your career options open. Studying History is valuable for any type of career: History graduates go on to careers in law, teaching, government, financial services, arts and media, marketing and consultancy, tourism, retail, manufacturing and engineering, libraries, archives and museums, voluntary and social services, IT and communications, medicine, and the police and armed forces. Some History graduates decide to progress to postgraduate studies, often entering into research and teaching positions.

Some of the more recognizable History graduates include Louis Theroux, Sacha Baron-Cohen, Edward Norton, Jonathan Ross, Dermot Murnaghan, John Inverdale, Steve Carrell, Neil Tennant, Gordon Brown, Joe Biden, Diane Abbott, Anita Roddick and Michael Mansfield KC.

### **Important Information regarding further study**

Some Advanced Level subjects are more frequently required for entry to degree courses than others. The Russell Group (the top 24 universities in the UK, including Queen's University) class A Level History as a '**facilitating subject**' because choosing it at Advanced Level leaves open a wide range of options for university study. If you do not know what you want to study at university then it is recommended that taking two facilitating A Level subjects will keep a wide range of degree courses open to you. History is one of eight facilitating subjects.

**Our two History A-Level classes from 2023: where are they now?** Our History students from 2023 are now in higher education studying a range of degrees. Law, Modern History and Politics are once again popular with our students at university. Others are studying

Aerospace Engineering, Business Management, Computer Science, Environmental Management, Zoology, Screen Production, Games Design, Philosophy, Languages and Chemistry.

**ENTRY REQUIREMENTS:**

The student should have demonstrated a good academic record in Key Stage 3 History and have a clear interest in the subject. In GCSE History, candidates must demonstrate their quality of written communication: they need to ensure that text is legible, that spelling, punctuation and grammar are accurate so that meaning is clear, and they must be able to organise information clearly and coherently, using specialist vocabulary where appropriate. Quality of written communication is assessed in responses to questions and tasks which require extended writing.

**Head of Department: Ms K Gregg**  
**kgregg570@c2ken.net**



# **GCSE IRISH CCEA**

## **ENTRY REQUIREMENTS:**

Pupils who wish to study Irish at GCSE in Years 11 and 12 will have studied the language in Years 8, 9 and 10. It is recommended that students achieve good marks in all tracking assessments (Over 60% minimum). It may be possible for certain pupils to begin at Year 11 without having done Years 8, 9 and 10. These would be the exception rather than the rule.

## **OUTLINE OF THE COURSE:**

Irish at GCSE (CCEA specification) continues to involve the four skill areas associated with any language, namely, Reading, Writing, Listening and Speaking. Efforts are made to use Irish which is authentic, true-to-life and of real use to learners. Throughout the GCSE course, students will learn to develop their skills of communication and understanding of the language. This will be done through pair and group work, listening to authentic speakers of Irish and watching suitable programmes both recorded and on the internet, reading authentic materials and using a variety of writing styles. The principal contexts for learning are:

### **Context for Learning 1: Identity, Lifestyle and Culture**

- Myself, my family, relationships and choices (for example family and friends)
- Social media and new technology (for example online communications, computers, tablets and smartphones)
- Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend)
- Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine)

### **Context for Learning 2: Local, National, International and Global Areas of Interest**

- My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country)
- Community involvement (for example charity and voluntary work)
- Social and global issues (for example health, lifestyle, anti-social behaviour, caring for others and caring for the environment)
- Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out)

### Context for Learning 3: School Life, Studies and the World of Work

- My studies and school life (for example school subjects, uniform, timetable, rules and regulations)
- Extra-curricular activities (for example clubs, societies, events, trips and visits)
- Part-time jobs and money management (for example evening work, weekend work and work experience)
- Future plans and career (for example post-16 education, further studies, employment, aspirations and choices)

Many of the above topics have been already covered to Key Stage 3 level and will be further developed to appropriate GCSE standard.

#### SCHEME OF INTERNAL ASSESSMENT:

GCSE pupils will complete 4 continuous assessments throughout the year, as well as a mock exam in December. Homework will vary in style and task however it will cover a balance of the 4 key skill areas. GCSE Irish students are expected to undertake continuous learning of vocabulary independently in addition to homework tasks. GCSE students are allocated six periods per fortnight and will receive 5 homework tasks throughout the same period.

#### SCHEME OF EXTERNAL ASSESSMENT:

Content	Assessment	Weighting
<b>Unit 1 Listening</b>	One externally assessed Paper with two tiers of entry. (Foundation or Higher) Students listen to Stimulus material in Irish and answer 12 questions. Four of these are the same in both tiers. Responses include: <ul style="list-style-type: none"> <li>● selection;</li> <li>● gap-filling;</li> <li>● answering questions in English; and</li> <li>● answering questions in Irish.</li> </ul>	<b>25%</b>
<b>Unit 2 Speaking</b>	One teacher-facilitated and externally marked speaking examination <ul style="list-style-type: none"> <li>● Students complete two role-plays on one context for learning</li> <li>● Students complete a 7-12 minute conversation based on the other two contexts – one of which is pre-prepared.</li> </ul>	<b>25%</b>
<b>Unit 3 Reading</b>	One external examination with stimulus material in Irish. There are two tiers of entry: <ul style="list-style-type: none"> <li>● Foundation (50 minutes); and</li> <li>● Higher (1 hour).</li> </ul> Students answer 12 questions. Four of these are the same in both tiers. Responses include: selection; gap-filling; answering questions in English;	<b>25%</b>

	answering questions in Irish; and translating short sentences from Irish into English.	
<b>Unit 4 Writing</b>	<p>One external written examination. There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>● Foundation (1 Hour)</li> <li>● Higher (1 hour 15 minutes)</li> </ul> <p>Students answer 4 questions. One of these is the same in both papers. Responses include:</p> <ul style="list-style-type: none"> <li>● a listing and short phrase task (foundation only)</li> <li>● Short phrase / Sentence response in Irish (both tiers)</li> <li>● Short responses in Irish to one or more pieces of text (Higher Tier)</li> <li>● translation of short sentences from English into Irish (both tiers); and</li> <li>● one structured, extended writing task in Irish from a choice of three (Both tiers)</li> </ul>	<b>25%</b>

### **WHAT IS EXPECTED OF A STUDENT?**

Those who opt to do GCSE Irish should first and foremost enjoy the Irish language and be prepared to work in a diligent, enthusiastic way particularly in the classroom. The main aim is to develop the ability to use the language confidently so you should be prepared to work at all aspects of the language, fluency, control, accuracy, audio skills etc. This inevitably means that time at home must be spent on independent revision, learning vocabulary, practical exercises and reading.

### **RELEVANCE TO CAREER DEVELOPMENT:**

Studying Irish does not limit you to a career in languages. Many successful students have pursued careers in Law, Economics, Business, Media, Education etc. Irish is an official language of the EU and as such it is required for many careers relating to Government, Teaching, Translating etc.

Irish is expanding, particularly in the areas of education through the medium of the language and the language media (especially radio and television). These are exciting times and new career opportunities will be available to pupils with Irish. Demand for graduates of Irish and graduates with the ability to speak Irish is at an all-time high in this country.

### **FURTHER INFORMATION:**

In choosing Irish you are by no means simply learning a language. You are deepening your awareness of your own identity and your understanding of our own culture in a way that your

English-speaking fellow pupils cannot do. You are doing your bit in ensuring the continuance of one of the oldest of European languages, with a rich history in St Malachy's College. Irish is more than just a school subject. It is something which you can carry with you throughout your life.

St Malachy's College offers great extra-curricular opportunities for GCSE students. You will have the opportunity to visit the Gaeltacht area of Donegal on an overnight residential. You will have the opportunity to sit your Meanteastas and Gold Fáinne speaking awards and to take part in oral competitions and quizzes with other schools, all of which will bring the language even more to life for you.

**Head of Department: Mrs E. Douglas**  
**edouglas663@c2ken.net**

# **GCSE LEISURE, TRAVEL & TOURISM**

## **CCEA**

### **AIMS:**

To:

- Engage actively in the study of leisure, travel and tourism to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Understand the nature of the leisure, travel and tourism industry.
- Develop an understanding of the contribution that leisure, travel and tourism makes to society and the economy.
- Develop an awareness that health and safety issues are integral to leisure, travel and tourism.
- Develop an awareness and understanding of sustainable development and environmental issues.
- Appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

### **ENTRY REQUIREMENTS:**

Students do not require any prior attainment in Leisure, Travel and Tourism to follow this course. However, students will find the following learning, skills and aptitudes helpful:

- A sound proficiency in literacy and numeracy.
- Basic ICT skills.
- Motivation to work independently.

### **OUTLINE OF COURSE:**

#### **Unit 1: Understanding the Leisure, Travel and Tourism Industry**

This theme explores the important part that leisure, travel and tourism plays in today's society as it continues to be a growth area in the UK economy. Students investigate the range of activities for people to enjoy in their leisure time. Students identify organisations that are used for leisure, travel and tourism purposes, as well as the facilities and attractions that appeal to visitors.

#### **Unit 2: Promoting and sustaining the Leisure, Travel and Tourism Industry**

In this unit, students explore how organisations use techniques and materials to promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods the leisure, travel and tourism industry uses to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks and precautions and emergencies.

### **Unit 3: Working in the Leisure, Travel and Tourism Industry**

In this unit, students have an opportunity to research and explore the employment opportunities available in the leisure, travel and tourism industry. They also develop their knowledge of the entry qualifications required to work in the industry as well as gaining an insight into the skills and personal qualities needed to gain employment in the sector and the job roles and responsibilities.

#### **SCHEME OF INTERNAL ASSESSMENT:**

GCSE pupils continue to complete up to six tracking assessments throughout the year, similar to Key Stage 3. Some of these will be Controlled Assessment tasks and therefore will contribute to the overall GCSE grade. Students will receive a minimum of one homework per week which will vary in style and task.

#### **SCHEME OF EXTERNAL ASSESSMENT:**

##### **Unit 1: 40%**

Assessment for this unit is a written examination that includes both short response questions and questions that require extended writing.

##### **Unit 2: 40%**

Assessment for this unit is a written examination that includes both short response questions and questions that require extended writing.

##### **Unit 3: 20%**

This unit is assessed by Controlled Assessment.

#### **RELEVANCE TO CAREER DEVELOPMENT:**

GCSE Leisure & Tourism is an applied course and therefore has a strong focus on employment-related issues. This includes an outline of the range of employment opportunities in the leisure and tourism industry and relevant skills such as customer service. It helps students make informed choices about their career possibilities and further learning opportunities.

#### **WHAT IS EXPECTED OF A STUDENT?**

Those who opt to do GCSE Leisure & Tourism should be prepared to work in a diligent, enthusiastic way within the classroom and motivated to complete independent study at home.

**Course Co-ordinator: Mr A Douglas**  
**adouglas807@c2ken.net**

## **GCSE LEARNING FOR LIFE AND WORK (LLW) CCEA**

### **ENTRY REQUIREMENTS:**

Completion of the KS3 Learning for Life and Work course

### **OUTLINE OF THE COURSE:**

GCSE Learning for Life and Work aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Its objectives are:

- To develop the young person as an individual;
- To develop the young person as a contributor to society; and
- To develop the young person as a contributor to the economy and environment.

The course comprises of three themes;

1. Local and Global Citizenship;
2. Personal Development; and
3. Employability.

The course will be delivered through a variety of teaching and learning methods and throughout learners will be guided and encouraged to develop independent learning skills.

### **SCHEME OF INTERNAL ASSESSMENT:**

Learners will be assessed via regular homework and continuous assessment tasks. These will be structured in a variety of formats designed to develop the learners' skills and knowledge. Methods include, past paper questions, research tasks, presentations using ICT, group presentations and Controlled Assessment.

### **SCHEME OF EXTERNAL ASSESSMENT:**

This is a unitised qualification, which means that learners can take assessment units in the Summer series of the first and second years of the course.

It is assessed through three written examination papers, each worth 20%, and one controlled assessment task worth 40%.

**Unit1: Local and Global Citizenship**, 60 marks, 1 hour comprising short structured questions and extended writing questions.

**Unit 2: Personal Development**, 60 marks, 1 hour comprising short structured questions and extended writing questions.

**Unit 3 Employability**, 60 marks, 1 hour comprising short structured questions and extended writing questions.

**Unit 4 Controlled Assessment Task**, (Investigation) 100 marks

### **RELEVANCE TO CAREER DEVELOPMENT:**

This specification enables students to develop a broad understanding of a range of personal, social, economic and employment issues that are relevant to further study. It enables learners to develop a wide range of skills and personal capabilities which are valuable post 16.

In particular, it allows learners to apply skills and personal capabilities to real-life contexts. The course encourages and promotes the following:

- Using active enquiry-based teaching and learning approaches; and
- Teaching skills alongside knowledge and understanding.

The course learning activities should enable students to develop their critical thinking skills and their ability to work with others.

### **WHAT IS EXPECTED OF A STUDENT?**

A learner who is well organised and enthusiastic will flourish at GCSE Learning for Life and Work. Active participation in all class activities, presentations workshops etc. is essential. A thorough programme of revision and exam preparation is essential for success in the examinations.

**Head of Department: Ms P Marcus**  
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# GCSE MATHEMATICS

## CCEA

The study of Mathematics is compulsory in Year 11 and Year 12 and the College follows the CCEA specification. The specification is designed to promote continuity, coherence and progression within the study of Mathematics. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 Northern Ireland Revised Curriculum.

### The CCEA GCSE Mathematics specification:

- Offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland
- Provides a strong foundation for progression to GCSE Further Mathematics and/or AS level Mathematics and for other disciplines where understanding and application of Mathematics is essential
- Gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further academic and vocational study and to employment

### Course Content

The subject content of the course is an extension of Key Stage 3 and divided into three areas of study listed below:

- Number and Algebra
- Geometry and Measures
- Handling Data

### External Assessment

Students will be assessed on a **modular** basis. The scheme of assessment will comprise a combination of two modules from M2-M8. M2, M3 and M4 are calculator papers and M6, M7 and M8 have a non-calculator and a calculator paper. **Your son will be placed in an appropriate course based on his ability and achievement in Year 10.**

### HIGHER TIER:

Module Test (M3 or M4)	45%	1 paper	2 hours
Completion Test (M7 or M8)	55%	2 papers	1 hour 15 mins each

### FOUNDATION TIER

Module Test M2	45%	1 paper	1 hour 45 mins
Completion Test M6	55%	2 papers	1 hour each

## **Assessment Unit Combinations      Available Final GCSE Grades**

<b>M2 and M6</b>	<b>C* - G</b>
<b>M3 and M7</b>	<b>B - E</b>
<b>M4 and M8</b>	<b>A* - D</b>

### **Internal Assessment**

- There will be a continuous scheme of assessment using a variety of methods.
- Regular homework related to work done in class.
- Topic tests to ensure thorough knowledge of specific areas of study.

### **WHAT IS EXPECTED OF A STUDENT?**

A student of Mathematics is expected to participate fully in class and to work to develop his mathematical knowledge to improve oral, written and practical skills, to carry out calculations, present solutions to problems and check results.

It is necessary to complete all homework, whether a written or a learning homework, and keep revising and applying mathematical techniques.

**Mathematical equipment should be brought to every lesson i.e. a scientific calculator, a protractor, a compass, ruler, pens and pencils, eraser and a sharpener.**

### **CAREER DEVELOPMENT:**

A successful student of Mathematics could follow any number of careers. Those specifically mathematically based are teaching or lecturing Mathematics, accountancy, actuarial work and engineering. Mathematics is also relevant to scientific based careers such as medicine, dentistry, veterinary science, pharmacy, optometry, architecture etc. Many non-mathematical careers also require a GCSE pass (grade B or above) in Mathematics.

**Head of Department: Mrs C Bowman**  
**cbowman528@c2ken.net**

## GCSE MOTOR VEHICLE & ROAD USER STUDIES (MVRS) CCEA ( Limited Places)

**This specification aims to encourage students to:**

- develop an understanding of the legal liabilities of being a road user, with respect for the safety of other road users and to learn to act decisively and positively at the scene of a road traffic collision;
- develop knowledge and understanding of the skills and responsibilities of vehicle ownership;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop an understanding of the mathematical, scientific and technological principles of motor vehicles and routine vehicle maintenance.

Content	Assessment	Weighting	Availability
<b>Unit 1: Motor Vehicle and Road User Theory</b>	External written examination  1 hour 45 mins  Students answer questions on the following areas: <ul style="list-style-type: none"> <li>• Vehicle Control and Road User Behaviour;</li> <li>• Legal Requirements;</li> <li>• Road Transport and Its Effects on Society;</li> <li>• Motoring Mathematics;</li> <li>• Collision Procedures; and</li> <li>• Motor Vehicle Technology.</li> </ul>	50%	Summer from 2019
<b>Unit 2: Investigative Study</b>	Controlled assessment  Students collect data on a moving traffic situation. They may do this in groups.  Students write the investigative study. They must do this individually.  Teachers mark the task, and we moderate the results.	25%	Summer from 2019
<b>Unit 3: Practical Riding Activity</b>	Controlled assessment  Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft.  Teachers mark the task, and we moderate the results.	25%	Summer from 2019

**ENTRY REQUIREMENTS:**

Students do not require any prior attainment in Motor Vehicle Studies to follow this course.

**RELEVANCE TO CAREER DEVELOPMENT:**

It is supported by the Department for Infrastructure (Northern Ireland). It prepares students for careers in areas such as motor vehicle maintenance and repair, insurance, driving instruction, and technology and design. It supports progression to further study in higher education, vocational training and employment.

**WHAT IS EXPECTED OF A STUDENT?**

Those who opt to do GCSE MVRS should be prepared to work in a diligent, enthusiastic way within the classroom and should be motivated to complete independent study at home.

**Course Co-ordinator: TBC**

# GCSE MOVING IMAGE ARTS (MIA)

## CCEA

### **SUMMARY:**

Moving Image Arts is an extremely popular and progressive subject. By choosing this subject you will be among the many students, choosing this exciting, enjoyable and industry approved academic qualification, that prepares the individual for further study relevant to the burgeoning film industry in N Ireland. The qualification also fosters in the learner many transferable skills such as creativity; visual literacy; communication; problem solving; leadership; management; and an ability to work with others. Many of these skills are desirable, if not essential for many roles within, not only the screen industries, but a plethora of other careers. Moving Image Arts GCSE is a student centred course in which students are encouraged and empowered to be active learners, engaging in their project work in a personal and meaningful way. The course enables students to realise their creative intentions using a variety of approaches.

### **EXPECTATIONS:**

Students hoping to study MIA at GCSE should have a strong interest in visual storytelling in film, television, and/or animation. They should be creative, and have very good written communication skills. Students who study this subject should have a mature attitude and be able to manage their time effectively and independently. They should be able to work as part of a team and have excellent attendance and punctuality. A willingness to work hard and succeed is essential. **As each student will be producing work that is individual and personal to himself, he will be expected to progress his work outside of class with an average of two to three hours of work per week in his own time.**

### **OUTLINE OF THE COURSE:**

There are three units in this practical course that develop skills in understanding and analysing film and animation and also creating moving image products using industry standard equipment and software.

#### **Component 1: Critical Response to Moving Image Products**

Students learn how to critically analyse film and animation. They develop knowledge and understanding of film language, genre conventions and visual style. Assessment for component 1 takes the form of an online examination. Students must complete one online examination for GCSE Moving Image Arts. It takes place in the summer of the second year of the course.

#### **Component 2: Acquisition of Skills in Moving Image Production**

This component gives students the opportunity to acquire and develop the five core skills of film production through practical and creative work based on a range of stimulus material. These skills are: storyboarding; camera and editing; post-production sound; and stop-motion animation.

These tasks are carried out in the first year of the course.

### **Component 3: Planning and Making a Moving Image Product**

This component allows students to produce their own moving image product (either a live action film or an animation). They need to produce the eight items listed below:

#### ***Part 1: Thinking***

Item 1 Research analysis essay (600-800 words with illustrations, including reference to the work of others)

#### ***Part 2: Planning***

Item 2 Directors Notebook (10 A4 pages detailing their production design and planning)

Item 3 Screenplay

Item 4 Story Boards

Item 5 Shot List

Item 6 Shooting Schedule

#### ***Part 3: Making***

Item 7 A complete, two-minute narrative film (40-60 seconds if animated)

#### ***Part 4: Evaluating***

Item 8 An Evaluation (300-400 words which is added to item 1, Research Analysis essay).

Students may need to collaborate with others, but they are individually responsible for all creative decisions and the production of their moving image product. Students must work independently on their controlled assessment tasks. However, the teacher can provide advice and guidance on any problems they may have.

A maximum of 60% of the marks will be awarded for practical work that they undertake under the supervision of their teacher. A maximum of 40% will be awarded for the online examination.

### **SCHEME OF EXTERNAL ASSESSMENT:**

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>
Component 1: Critical Understanding of Creative and Technical Moving Image Production	Online examination 1 hour 30 mins The examination features: a range of previously unseen audio and visual stimuli and short film sequences; questions that assess knowledge and understanding of film language, practices, techniques and contexts; scenario-based questions that assess creative and production management skills; and questions that assess analysis and evaluation of film language, audience and purpose. CCEA set and mark the examination.	40%
Component 2:	Students complete four tasks	20%

Acquisition of Skills in Moving Image Production	specified in the Component 2 Task Booklet: storyboarding; camera and editing; sound; and animation. CCEA set the tasks, teachers mark them and CCEA moderate them.	
Component 3: Planning and Making a Moving Image Product	Controlled assessment portfolio. Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs that CCEA provide. The portfolio must feature: a research analysis; preproduction material; a completed moving image product; and an evaluation. CCEA set the portfolio task, teachers mark it and CCEA moderate it.	40%

#### **SCHEME OF INTERNAL ASSESSMENT:**

Teaching, Learning and Formative “Assessment for Learning” will be inextricably linked in GCSE Moving Image Arts. Internal assessment will be ongoing through the classes to enable students to achieve the highest standards possible. Students will be encouraged to become active participants in their own assessment. Self assessment and peer assessment will enable students to set targets to improve their work. Final summative assessment of components 2 and 3 will be made by the student’s own teacher.

#### **RELEVANCE TO CAREER DEVELOPMENT:**

Careers within the Screen Industries in Northern Ireland are growing at an astonishing rate, with many opportunities for young people. The industry is made up of film and television production; animation; visual effects; games production; virtual production; and post-production. Within each of these areas there are hundreds of different roles from directing, producing and editing, to sound design, scriptwriting and production accountancy. The list is very long. Many of our GCSE students go on to study MIA at A Level and University, forging a career for themselves in this industry. Those who choose a different path, will find that the transferable skills they develop while studying GCSE MIA, are essential in numerous alternative careers, making this subject an excellent choice for all students.

**Subject Co-ordinator: Miss S O’Reilly**  
**soreilly802@c2ken.net**

## **GCSE MUSIC CCEA**

### **SUMMARY:**

At GCSE level, St. Malachy's Music Department follow the CCEA GCSE Music syllabus. Students should be prepared to immerse themselves in the activities on offer in the Music Department. Singing in the Choir is compulsory. Playing in an ensemble is also advised due to the exposure to a broad range of repertoire and the development of important listening skills.

At various points throughout the year, pupils will complete formal assessments and will receive regular homework including wider listening, essays, composition work etc. Regular practising on their instrument/voice is a necessity and is expected. The Music Department produces all materials for study, based on CCEA online resources.

### **SCHOOL CONCERTS AND TRIPS:**

GCSE Music students will naturally be involved in the musical life of the School and will take advantage of performance opportunities including informal lunchtime concerts, annual large scale concerts and participation in Music Festivals. The Music Department also run trips to see Ulster Orchestra concerts, therefore a willingness to get involved and become musically proactive to benefit your all-round musical development is desirable!

### **WHAT IS EXPECTED OF A STUDENT?**

Potential GCSE Musicians should:

- have achieved at least Grade 3 level on an instrument or voice by the end of Year 10 (including Irish traditional and Rock/Theatre)
- be comfortable reading music on treble and bass clefs
- develop an interest in Classical Music as well as more popular genres
- join the School Senior Choir throughout the GCSE course, if not already a member
- partake in Music Theory classes to improve their technical knowledge, if necessary
- demonstrate a love for all styles of music and performance!
- practise their instrument/voice regularly and be committed to at least one ensemble

### **RELEVANCE TO CAREER DEVELOPMENT:**

Music is a highly academic subject as well as a practical subject, and students who study GCSE Music are talented individuals, able to stand up in front of others and deliver a performance under pressure, able to work well with others and either lead or conform and cooperate, able to analyse and interpret with attention to fine detail, and they are great listeners! Many College Alumni who have studied Music at GCSE level have gone on to successful careers in Medicine, Pharmacy, Law etc.

There are also huge employment opportunities in music including:

Music journalism, Sales, Recording engineer, Producer, Studio technician, Publisher, Music, performance rights or copyright Lawyer, Conductor, Teacher, Performing, pop, rock, orchestras, traditional music, Composing Film Music, TV/Radio Jingles, computer music etc.



## ASSESSMENT:

### UNIT 1 35%

1. Solo Performance – at least 2 minutes
2. Ensemble Performance – at least 1 minute
3. Discussion with examiner - approx. 3 minutes, focusing on your choices, composers, background, technical challenges and style conventions.

- It is compulsory that you are a member of the Senior Choir AND you are a member of at least one ensemble (if you are an instrumentalist). These activities will directly support your musical development in all elements of the GCSE Music course.

### UNIT 2 30%

#### Composition A:

- Choose your own brief, style and resources

For both compositions, you must make a recording AND submit either:

- A score
- A lead sheet
- A written account

#### Composition B:

- Compose responding to pre-release stimulus.

The combined length of both compositions should be 3 – 6 minutes

### UNIT 3 35%

At the end of the course, one written exam 1h.30m.

- Section A – 4 set works
- Section B – 4 unfamiliar but related works
- Section C – 1 extended writing/listening question based on a set work

<b>1. Western Classical Music 1600–1910</b> <ul style="list-style-type: none"><li>- Handel: <i>For Unto Us a Child is Born</i> from <i>Messiah</i></li><li>- Mozart: <i>Horn Concerto No. 4</i>, third movement</li><li>- Berlioz: <i>Symphonie Fantastique</i>, fourth movement</li></ul>	<b>2. Film Music</b> <ul style="list-style-type: none"><li>- Coates: <i>March (The Dam Busters)</i> from <i>The Dam Busters</i></li><li>- Williams: <i>Superman Theme</i> from <i>Superman</i></li><li>- Horner: <i>Young Peter</i> from <i>The Amazing Spider-Man</i></li></ul>
<b>3. Musical Traditions of Ireland</b> <ul style="list-style-type: none"><li>- Beoga: <i>Prelude Polkas: Prelude Polka, Paddy's Polka No. 2 and Millstream Reel</i></li><li>- Stonewall: <i>Fife Medley: Boys of Belfast and The Girl I Left Behind</i></li></ul>	<b>4. Popular Music 1980–present day</b> <ul style="list-style-type: none"><li>- Eurythmics: <i>Sweet Dreams (Are Made of This)</i></li><li>- Ash: <i>Burn Baby Burn</i></li><li>- Florence and the Machine: <i>Cosmic Love</i>.</li></ul>

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## **GCSE PHYSICAL EDUCATION CCEA**

The GCSE Physical Education course will be based on the CCEA Specification. The intention throughout the course is to integrate the theoretical and practical aspects of the subject to ensure candidates understand the interrelated nature of knowledge and experience in influencing participation in physical activity.

The course provides students with the opportunity to become informed and competent participants in physical activity through the knowledge and understanding of the principles pertaining to effective performance and the intrinsic value of physical activity in society. A core aspect is health-related fitness with the overall aim to develop individual healthy lifestyles through exercise activity profiling.

### **ENTRY REQUIREMENTS:**

1. A student must have a proven track record of excellent application and participation in Key Stage 3 PE.
2. Pupils must already be playing a minimum of two sports at a competitive level either in school or with an outside club.
3. A student's performance in the Year 10 Fitness testing is in line with Band 4 (good to excellent competency) of the GCSE fitness assessment.

### **Component 1: Factors Underpinning Health and Performance (25%)**

This component is organised into the following three sections:

- 1.1 **The Body at Work;**
- 1.2 **Health and Lifestyle Decisions;** and
- 1.3 **The Active Leisure Industry.**

This component is worth 25 percent of the total marks and is assessed in a 1 hour 15 minute written examination that includes short response questions and questions which require extended writing.

### **Component 2: Developing Performance (25%)**

This component is organised into the following two sections:

- 2.1 **Developing Physical Fitness for Performance;** and
- 2.2 **Developing Skilled Performance.**

This component is worth 25 percent of the total marks and is assessed in a 1 hour 15 minute written examination that includes short response questions and questions which require extended writing.

### **Component 3: Individual Performances in Physical Activities and Sports (50%)**

Controlled assessment (3 x 50 marks)

- (a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports.

Students perform **three** physical activities and/or sports from the list that CCEA supply. The task involves candidates demonstrating their learning through the quality, efficiency and effectiveness of their performances in three different physical activities from at least two of the following categories:

- **Athletics** activities (for example athletics and swimming);
- **Dance** activities (for example ballroom, national and contemporary);
- **Games** activities (for example football, netball and badminton)
- **Gymnastics** activities (for example curriculum, artistic, acrobatic and trampolining);
- **Outdoor adventure** activities (for example orienteering, canoeing and sailing); and
- **Specialist activities** (for example martial arts and show-jumping).

- (b) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances (50 marks)

When being assessed, students should:

- observe an individual's performance in **one** of their selected physical activities or sports and communicate orally what they observe or experience;
- analyse, evaluate and communicate orally the quality of the observed or experienced performances of the skills, strategies, tactical or compositional principles used in the physical activities or sports;
- analyse, evaluate and communicate orally on fitness levels, attitudes, behaviours and compliance with the rules and health and safety requirements of their physical activities or sports; and
- demonstrate the quality of their analysis, evaluation and communication skills.

**Additional Information:**  
[http://ccea.org.uk/physical\\_education/](http://ccea.org.uk/physical_education/)

**Head of Department: Mr A Fulton**  
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# GCSE RELIGIOUS STUDIES

## CCEA

### ENTRY REQUIREMENTS:

All pupils take GCSE Religious Studies as a core subject. The specification followed at GCSE builds upon the knowledge and skills that pupils will already have developed at Key Stage 3.

Whilst the Religious Studies Department, like all departments, will always strive to achieve the highest academic standards possible for our students, we also realise that we work in co-operation with parents in the development of their son's faith, and this must always be regarded as being of equal importance to the attainment of high academic standards.

This course offers students the opportunity to come to a deeper knowledge and understanding of the person of Christ to enable them to make a mature decision about their own response to the Gospel.

### OUTLINE OF COURSE:

Pupils will focus on **two** areas at GCSE level:

#### **(1) Christianity through a Study of the Gospel of Mark (Unit 5)**

- *Background to Mark's Gospel (Taught in Third term of Year 10)*
- The Identity of Jesus
- Jesus the Miracle Worker.
- The teaching of Jesus
- The Death and Resurrection of Jesus
- The role and nature of Christian Discipleship

#### **(2) An Introduction to Christian Ethics (Unit 6)**

- Personal and Family Issues
- Matters of Life and Death
- Developments in Bioethics
- Contemporary issues in Christianity
- Modern warfare

The Examining Board chosen for GCSE is CCEA.

There is **no coursework**.

There are two examination papers and these make up 100% of the GCSE taken (Paper 1 at the end of Year 11 = 50%; Paper 2 at the end of Year 12 = 50%). The two papers taken are:

**Paper 1:** This paper will examine St. Mark's Gospel. It will be taken as a module in May/June of **Year 11**. The length of the examination is 1 hour 30 minutes. All questions in Section A must be answered, and two from three in Section B. In all, six questions.

**Paper 2:** This paper will examine Christian Ethics. It will be taken as a module in May/June of **Year 12**. The length of the examination is 1 hour 30 minutes. All questions in Section A must be answered, and two from three in Section B. In all, six questions.

### **SCHEME OF INTERNAL ASSESSMENT:**

Internal assessment will be on a continuous basis. All written assignments will be evaluated by the teacher and their assessments will be shared with the pupil. In addition to this there are three internal examinations:

- (i) Year 11: one 1 hour paper based on the term's work.
- (ii) Year 11: 1 hour and 30 minute mock examination in the second term
- (iii) Year 12: one 1 hour paper based on the term's work.

### **WHAT IS EXPECTED OF A STUDENT?**

It is hoped that students will participate enthusiastically in all the activities of the class and enjoy the study. There will be regular written assignments and homeworks: taking care with these and presenting them on time is essential for successful completion of the course. Time at home must be set aside for work.

### **RELEVANCE TO CAREER DEVELOPMENT:**

Religious Studies is a popular GCSE subject and is growing in popularity as an AS/A2 -level subject. It is treated as a literary subject that demands high levels of research ability, investigative, reasoning/ evaluating information and presentation skills. Many students considering Arts degrees, Science, Law, Medicine, Social Sciences, teaching and other careers number Religious Studies among their GCSEs.

**Please see the CCEA website for further information;**

[http://www.ccea.org.uk/religious\\_studies/](http://www.ccea.org.uk/religious_studies/)

(GCSE Religious Studies, Unit 5 Mark's Gospel and Unit 6 Christian Ethics)

**Other sites which may help include**

[www.bbc.co.uk/ethics](http://www.bbc.co.uk/ethics)

[www.bbc.co.uk/schools/gcsebitesize/rs](http://www.bbc.co.uk/schools/gcsebitesize/rs)

[www.re-xs.ucsm.ac.uk](http://www.re-xs.ucsm.ac.uk)

[www.schoolsnet.com](http://www.schoolsnet.com)

[www.vatican.va/archive](http://www.vatican.va/archive)

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## GCSE SCIENCE CCEA

Science is an important area in the world we live in. Science, consisting of Biology, Chemistry and Physics, is taught in school as a basis for lifelong learning. The courses provide the scientific knowledge to prepare pupils for the many skills they may need to acquire for their workplace, leisure and home. The courses offered provide different depth and breadth of science.

### **Students have to study one of three options:**

- 1. Triple Award Science (3 Separate Sciences)** - a small group of pupils can study Biology, Chemistry and Physics as separate and complete subjects, obtaining a grade in each science. These sciences are taught as 'Triple Award', a student has to choose all three. It is expected that their curiosity and ability in Science is already evidenced by their good progress and that this is also reflected in their Science marks. These students will receive direction to select this option.
- 2. Double Award Science** - pupils study **Biology, Chemistry and Physics** in the time given to two GCSE subjects obtaining **two grades in Science** (see below for details). This choice is for the majority of students in the year group. The specification encourages students to develop their curiosity about the living, material and physical worlds and provides insight into, and experience of, how science works. This option will be chosen by students who wish to keep their choices wide and varied. It is a challenging option due to the time restriction however it prepares them for further study in A-Level sciences and also is a valuable preparation for a range of careers, not only the fields of medicine, science and engineering, but also, for example, in areas such as commerce and public service which value problem solving and practical skills.
- 3. Single Award Science** - pupils study **Biology, Chemistry and Physics** in the time given to one GCSE subject obtaining **one grade in Science**. Students will be given clear direction on whether to choose this course. The course will be taught on a rotation basis: students will be taught Chemistry, then Biology and then Physics over the two years. This course allows students who do not wish to consider Science A levels to have additional options for GCSE subjects. These students will receive direction to select this option.

**NB** Pupils can study Science subjects at 'A' Level on the basis of completing Double Award or Triple Award Science. Further Mathematics at GCSE is also a key element for entry into A-Level Physics & Chemistry, although not compulsory. An A Grade in GCSE Mathematics and the decision to study A Level Mathematics is also an option for entry to these sciences at A Level.

## GCSE BIOLOGY (TRIPLE AWARD)

Biology is the study of living things, their structure, behaviour and function, and how they grow and reproduce. It also looks at how living things are distributed and how they interact with each other, and the natural environment.

This specification involves a new approach to biology at GCSE. It encourages students to develop their curiosity about the living world and provides insight into and experience of how science works. It also inspires, motivates and challenges students, enabling them to engage with biology in their everyday lives. They learn about cells, living processes, biodiversity, body systems, genetics, microorganisms and health.

This course prepares students for the study of biology and related courses at GCE Advanced Level and Advanced Subsidiary. It also helps them to develop transferable skills that will benefit them in vocational training and employment.

For those progressing directly into employment, a GCSE in biology is relevant not only to the fields of science and medicine, but also to areas of commerce and public services that value problem-solving and practical skills.

Content	Assessment	Weightings
<b>Unit 1: Cells, Living Processes and Biodiversity</b>	External written examination  Students answer compulsory structured questions that require short responses, extended writing and calculations.  Foundation and Higher Tier: 1 hour 15 mins	35%
<b>Unit 2: Body Systems, Genetics, Microorganisms and Health</b>	External written examination  Students answer compulsory structured questions that require short responses, extended writing and calculations.  Foundation and Higher Tier: 1 hour 30 mins	40%
<b>Unit 3: Practical Skills</b>	<b>Booklet A</b>  Students carry out two pre-release practical tasks in the final year of study.  Foundation and Higher Tiers: 2 hours	7.5%
	<b>Booklet B</b>	17.5%

	<p>External written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	
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## GCSE CHEMISTRY (TRIPLE AWARD)

Chemistry is the study of the properties and reactions of materials. Students study structures, trends and various types of chemical reactions. They also investigate organic chemistry and materials.

This revised specification involves a new approach to chemistry at GCSE, as it incorporates how science works. Students acquire and apply skills, knowledge and understanding of how science works and its essential role in society. The specification also contributes to environmental education by highlighting how chemistry affects our environment, including the themes of pollution, waste management and use of resources.

The increased focus on practical skills throughout this course prepares students for the study of chemistry and related subjects at a more advanced level, for example Advanced Subsidiary Chemistry and Advanced Chemistry. It also allows them to develop transferable skills that will benefit them in vocational training and employment.

For those progressing directly into employment, a GCSE in chemistry is relevant not only to the fields of science and pharmaceuticals, but also to areas of commerce and public services that value problem-solving and practical skills.

Content	Assessment	Weightings
Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	External written examination  Students answer compulsory structured questions that require short responses, extended writing and calculations.  There are two tiers of entry.  Foundation Tier: 1 hour  Higher Tier: 1 hour 15 mins	35%
Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	External written examination  Students answer compulsory structured questions that require short responses, extended writing and calculations.  There are two tiers of entry.  Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins	40%

Unit 3: Practical Skills	<p>Booklet A Externally marked Students carry out two pre-release practical tasks in the final year of study.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 2 hours</p>	7.5%
	<p>Booklet B External written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	<p>17.5%</p> <p>(Unit 3 total: 25%)</p>

## GCSE PHYSICS (TRIPLE AWARD)

Physics involves the study of matter and its motion through space and time, along with related concepts such as energy and force. One of the most fundamental scientific disciplines, the main goal of physics is to understand how the universe behaves.

This specification encourages students to appreciate the value of physics in their lives and the world around us. It helps them develop confidence in exploring hypotheses, evidence, theories and explanations. As well as deepening their subject knowledge and understanding, students have lots of opportunities to develop transferable skills like observation, modelling, enquiry, problem-solving and critical analysis. Practical science is a key focus, with the specification listing nine prescribed practicals that students must carry out during the course.

It also provides thorough preparation for those who plan to study physics or a related subject at a higher level, for example Advanced Subsidiary Physics and Advanced Physics.

For those progressing directly into employment, a GCSE in physics is relevant not only to the fields of science and engineering, but also to areas of commerce and public service that value problem-solving and practical skills.

Contents	Assessment	Weightings
Unit 1: Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics	External written examination  Students answer compulsory structured questions that require short responses, extended writing and calculations.  There are two tiers of entry.  Foundation Tier: 1 hour 15 mins  Higher Tier: 1 hour 30 mins	37.5%
Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	Same as above	37.5%
Unit 3: Practical Skills	Booklet A  Externally marked Students carry out two pre-release practical tasks in the final year of study.  There are two tiers of entry.	7.5%

	Foundation and Higher Tiers: 2 hours	
	<p>Booklet B External written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	17.5%

## GCSE DOUBLE AWARD SCIENCE:

### Through studying this specification, students:

- Gain a broad knowledge and understanding of science, biology, chemistry and physics;
- Gain scientific, investigation and problem-solving skills;
- Develop a critical approach to scientific evidence and methods; and
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

Students are offered the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works.

This course prepares students for the study of science-related subjects at a more advanced level, for example Advanced Subsidiary and Advanced Biology, Chemistry and Physics. For those progressing directly into employment, a GCSE in Double Award Science is relevant not only to the fields of science and engineering, but also to areas of commerce and public service that value problem-solving and practical skills.

Content	Assessment	Weightings
Biology Unit B1: Cells, Living Processes and Biodiversity	External written examination	11%
Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	Students answer compulsory structured questions that include short responses, extended writing and calculations.	11%
Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	There are two tiers of entry. Foundation and Higher Tiers: 1 hour	11%
Biology Unit B2: Body Systems, Genetics, Microorganisms and Health	External written examination	14%
Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	Students answer compulsory structured questions that include short responses, extended writing and calculations.	14%
Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	There are two tiers of entry. Foundation and Higher Tiers: 1 hour 15 mins	14%

<p>Unit 7: Practical Skills This comprises Unit 7 Biology, Unit 7 Chemistry and Unit 7 Physics</p>	<p>Booklet A Externally marked</p> <p>Students carry out three pre-release practicals (Biology, Chemistry and Physics) in the final year of study.</p> <p>There are two tiers of entry. Foundation and Higher Tiers: 3 hours</p>	7.5%
	<p>Booklet B External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics.</p> <p>There are two tiers of entry. Foundation and Higher Tiers total time: 1 hour 30 mins (Biology 30 mins, Chemistry 30 mins and Physics 30 mins)</p>	17.5% (Unit 7 total: 25%)

## GCSE SINGLE AWARD SCIENCE:

### Through studying this specification, students:

- Gain knowledge and understanding of science, biology, chemistry and physics;
- Gain scientific, investigation and problem-solving skills;
- Develop a critical approach to scientific evidence and methods; and
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

Students are offered the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works.

This course is not suitable for students wishing to study science-related subjects at a more advanced level, for example Advanced Subsidiary and Advanced Biology, Chemistry and Physics.

Content	Assessment	Weightings
Unit 1: Biology	External written examination Foundation and Higher Tiers: 1 hour Students answer compulsory structured questions that include short responses, extended writing and calculations.	25%
Unit 2: Chemistry		25%
Unit 3: Physics		25%
Unit 7: Practical Skills This comprises Unit 7 Biology, Unit 7 Chemistry and Unit 7 Physics	Booklet A Practical skills assessment Foundation and Higher Tiers: 2 hours Students carry out two pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study.	7.5%
	Booklet B External written examination Foundation Tier: 1 hour Higher Tier: 1 hour 15 mins Students answer compulsory structured questions that include short responses, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics.	17.5% (Unit 7 total: 25%)

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**Head of Chemistry: Miss L Norton**  
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**Acting Head of Physics: Mr T Rocks**  
**trocks247@c2ken.net**



# GCSE SPANISH

## CCEA

### ENTRY REQUIREMENTS:

It is preferred that students taking GCSE Spanish have studied the subject at Key Stage 3. However, in exceptional circumstances, some pupils have taken up the language in Y11 and have been very successful. More importantly, pupils considering the study of GCSE Spanish need to demonstrate an ability and genuine interest in the subject as an essential foundation for further study.

### COURSE OUTLINE:

Context 1 – **Identity, Lifestyle and Culture:** Students’ lives, families, homes and interests, and those of others in Spanish-speaking communities and countries.

- Myself, my family, relationships and choices
- Social media and new technology
- Free time, leisure and daily routine
- Culture, customs, festivals and celebrations

Context 2 – **Local, National, International and Global Areas of Interest:** Students’ lifestyles and attitudes to environmental, social and global issues, and those of others in Spanish-speaking communities and countries.

- My local area and the wider environment
- Community involvement
- Social and global issues
- Travel and tourism

Context 3 – **School Life, Studies and the World of Work:** Education and employment issues in students’ own country or community and in Spanish-speaking communities and countries.

- My studies and school life
- Extra-curricular activities
- Part-time jobs and money management
- Future plans and career

Many of the above topics have already been introduced at Key Stage 3 level and will be further developed at a level appropriate to GCSE.

### WHAT IS EXPECTED OF THE STUDENT?

We expect that every student who chooses to study Spanish at GCSE level does so because he has enjoyed the subject at Key Stage 3, is motivated to succeed, and has a desire to improve his knowledge of the language and its culture. To succeed at this level you must:

- have a commitment to study equally hard at home and at school
- learn and revise regularly the vocabulary and grammatical structures of the language
- participate fully and enthusiastically in the oral elements of the subject

## SCHEME OF EXTERNAL ASSESSMENT:

Content	Assessment	Weighting
<b>Unit 1 Listening</b>	One externally assessed written paper, consisting of twelve questions. Available at Foundation or Higher tier.	25%
<b>Unit 2 Speaking</b>	One teacher-facilitated and externally marked examination, consisting of two role-plays and one general conversation.	25%
<b>Unit 3 Reading</b>	One externally assessed written paper, consisting of twelve questions. Available at Foundation or Higher tier.	25%
<b>Unit 4 Writing</b>	One externally assessed written paper, consisting of four questions. Available at Foundation or Higher tier.	25%

## SCHEME OF INTERNAL ASSESSMENT:

Internal assessment is carried out on a regular basis, through classroom observation of listening, writing, reading and speaking activities. At the end of each topic, there is also a recorded assessment, designed to test all four skill areas. In addition, two formal examinations are completed in Year 11, at Christmas and in March; in Year 12, there is a mock GCSE examination at Christmas.

It is essential that pupils who wish to pursue this course understand, from the outset, that learning homework is of equal importance to written homework and must be undertaken on a regular basis, in order to achieve success.

## THE BENEFITS OF SPANISH:

Spanish is an excellent choice if you want a fascinating subject that offers you a range of career possibilities (not just teaching!!!), is a lot of fun along the way and gives you a broad range of knowledge and skills – incredibly important tools to have under your belt. With a qualification in Spanish, there are many career opportunities open to you, ranging from business (e.g. banking, international law and advertising), to communications (e.g. translation and journalism) through to governance (e.g. diplomatic sector). The main reason why employers actively seek employees with language skills is because we are great problem solvers (e.g. forming points of grammar correctly), we can think laterally and creatively (e.g. expressing ourselves, using the Spanish we know) and our presentation and communication skills are excellent (think about all the speaking tests you). In addition, studying Spanish is fun. While it is true that you learn (lots of) vocabulary and grammar, you also learn about the culture, history, society and lifestyle associated with Spain and Spanish-speaking countries.

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# GCSE TECHNOLOGY & DESIGN

## CCEA

### ENTRY REQUIREMENTS:

A keen interest in Technology & Design, Engineering and other related disciplines is desirable. Performance throughout KS3 will also be taken into consideration.

### OUTLINE OF THE COURSE:

Technology and Design is split into three units

- Two units are examination based.
- One unit is controlled assessment.

#### Unit 1: Technology & Design Core

This is a core unit and is compulsory. In this unit you will learn about:

- Designing;
- Manufacturing;
- Electronics;
- Mechanical control systems;
- Computer control systems; and
- Pneumatic systems and control.

#### Unit 2: Optional Areas of Study

In this unit there are three elements. You will study either electronic and microelectronic control systems, mechanical and pneumatic control systems or Product Design.

#### Unit 3: Design and Manufacturing Project

This is a compulsory unit. This unit enables you to demonstrate your ability to design and manufacture a product and create an associated portfolio under controlled conditions.

### SCHEME OF EXTERNAL ASSESSMENT:

**Unit 1:** 1 hour 30 mins external examination paper worth **25%** of the overall GCSE qualification. This unit is normally completed in Year 11.

**Unit 2:** 1 hour 30 mins external examination in the element that you have studied. This is worth **25%** of the overall GCSE qualification. The paper is split into: Electronic and Microelectronic Control Systems; Mechanical and Pneumatic Control Systems and Product Design. You only complete the element you have studied.

**Unit 3:** Design and Manufacturing Project. This controlled assessment is worth **50%** of the overall GCSE qualification. You will complete a design portfolio and an associated manufacturing task. This is marked internally and moderated by CCEA.

## **WHY STUDY TECHNOLOGY & DESIGN?**

- You get to create your own product or system;
- You get to work with tools and machines;
- You get to use graphics, and other methods, to communicate your design ideas;
- You get to make links between products and the impact they have on daily life;
- You get to develop your decision making skills; and
- You gain insight into related sectors such as manufacturing/engineering and the career paths they have to offer.

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## **CONTACTS**

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### **Acting Head of Careers:**

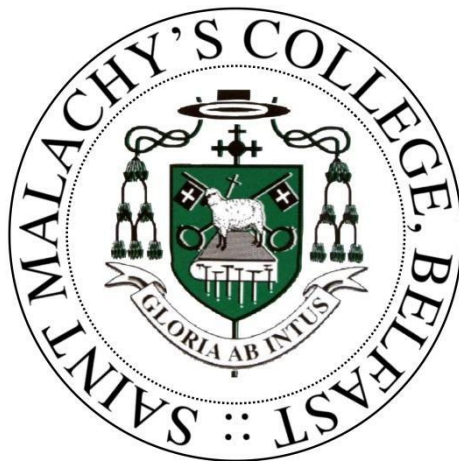
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