

**GCSE  
Subject Choices  
Booklet**



**2017**

**WHICH WAY NOW?**



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## **GUIDANCE FOR YEAR 10 PUPILS AND PARENTS**



### **WHAT IS GCSE?**

GCSE stands for the Certificate of Secondary Education. GCSE's are designed as two-year courses of study for students primarily in Years 11 and 12. At Key Stage 4, GCSE is the main means of assessing attainment.

### **WHEN DO I TAKE MY GCSE SUBJECT EXAMS?**

Sixteen is a turning point in every young person's life. It's a time of change. Some of you may leave school and take a job or start on a training placement. However, you must first complete another two years of compulsory education either at Lumen Christi College or elsewhere. This will enable you to improve your range of skills and qualifications. For some the aim will be to take further examinations, like A-levels, and perhaps go onto university or a college of higher education. For all, GCSE offers an opportunity to assess your skills and abilities and help you to decide how these may be sharpened and directed along more specific career lines.

### **WHAT MAKES THE GCSE DIFFERENT FROM EXAMINATIONS IN THE PAST?**

GCSE is designed to relate to students' everyday lives. For example, syllabuses address economic, political, social and environment matters, where these are appropriate and relevant to the particular subject. They are also expected to provide opportunities for the appropriate use of Information Technology, to complement work done in that particular subject.

Some GCSE subjects include Controlled Assessments, that is work that you do during the two years, the marks for which count towards your final result. Exams are fine for testing knowledge and, to some extent understanding. However, they favour people with a good memory, and there are many skills that an exam can't test at all. For example, can an exam show how could you are at carrying out your own project.



## **HOW IS THE GCSE GRADED?**

GCSE certificates are rewarded for achievement at grades A\* - G. Grades A\*, A, B, and C are regarded as the 'pass' grades that pupils must aim for in order to consider studying them at A-LEVEL STUDY. To study a subject at A-level in Lumen Christi, a pass grade A\*, A or B is usually required. Photography is a grade of 1-9 because it is an English Board exam.

## **CONTROLLED ASSESSMENT**

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

## **CONTROLLED ASSESSMENT IS TO YOUR ADVANTAGE**

GCSE has been widely praised for allowing candidates to demonstrate what they know, understand and can do. Controlled Assessment allows a wider range of skills to be assessed than is possible in a written examination. Evidence suggests that controlled assessment has the effect of increasing candidates' motivation.

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

## **HOW TO CHOOSE THE RIGHT SUBJECTS**

Lumen Christi College provides a broad and balanced curriculum at all key stages. Because young people frequently change their career ideas at this stage, most schools put some restrictions on their choice of subjects in order to ensure that they keep their options open by not specialising too narrowly at this stage.

But when there are still choices to be made, how should you set about choosing?

Briefly, you should take account of:

- (a) The Colleges subject requirements-see the GCSE options form;
- (b) Subjects that you like;
- (c) Subjects that you are good at;
- (d) Subjects that you may need for your career;
- (e) Subjects that keep your options open;
- (f) What your teachers say;
- (g) What parents and friends say?



## **COURSE CONTENT**

Students should be made aware that course content may be subject to change as not all subject specifications for GCSE courses beginning in September 2017 have been confirmed. Students will be informed of any amendments before they embark on their GCSE studies.

### **IMPORTANT INFORMATION TO NOTE:**

Student's subject choices will be accommodated dependent upon whole school curricular needs, the uptake for the subject and staffing provision.

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

*Good Luck!*

## CURRICULUM ORGANISATION KEY STAGE 4



Year 11 students may study ten or eleven GCSE subjects. Some of these subjects are compulsory while others are optional.

### COMPULSORY SUBJECTS:

All pupils will study the following GCSE subjects:

- English/ English Literature
- Mathematics
- Religious Education
- Science

Students must also study **ONE** subject from;

- History
- Geography
- Child development
- Business and Communication Systems

*And one from*

- Irish
- French
- Spanish

### OPTIONAL SUBJECTS:

In addition to the compulsory subjects, student can choose **TWO** optional subjects from the list below. However, if a student opts for Triple Award Science, they can choose **ONE** option from the list below;

- Art and Design
- Business and Communication Systems
- Child Development
- Digital Technologies
- French
- Geography
- History
- Irish
- Learning for Life and Work
- Music
- Physical Education
- Spanish
- Technology & Design

**Non Examination Courses:** These will include Physical Education, Pastoral programme and LLW Collapsed timetable days.

#### Additional Information

##### Maths

Students who have shown particular aptitude for mathematics by virtue of their performance in KS3 may be allowed to study **Further Mathematics in Year 12.**

##### Science

Science Double Award – Two GCSE grades.  
Science Triple Award – Three GCSE grades.

**If TAS is oversubscribed students will be chosen to study it by virtue of their performance in year 10 science subjects.**

## GCSE ART AND DESIGN

GCSE Art and Design has two Units.

**Unit 1** has two components.

**Component 1** – Exploratory and Investigative Portfolio (25% of the marks).

Students will explore a broad range of visual elements. The focus of the component is to encourage and develop your ability to experiment with a breadth of different disciplines, media, techniques and processes.

**Component 2** – Investigating the Creative Industries (35% of the marks).

Students will **either**, research a relevant artist or designer to develop ideas and create a final outcome, **or**, respond to a client brief generating ideas through research and experimentation leading to the development and creation of a final outcome.

**Unit 2** consists only of the Externally Set Assignment – Working to a Stimulus (40%).

Students are given a series of suggested ideas based on a set stimulus or starting point. From this stimulus they produce a body of research and developmental work leading to the production of a final outcome.

### **There are four assessment objectives in GCSE Art and Design**

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit 1 of the GCSE course begins in the September of year 11 and is completed in the January of Year 12 when Unit 2 begins. Unit 2 (and the course) finishes in April of Year 12.

Students are allowed and encouraged to select their own themes or topics for all parts of the course. A steady and consistent approach to work will ensure that skills and abilities develop and refine as the course progresses. Working in this way will also ensure that there is no need to cram or worry as the course comes to a close.

Students work during two and a half hours of timetabled lessons per week as well as attending one after school session per week.

A major trip will take place during the course. This is available to Art students only. Our next planned visit will be Paris in February 2018.

The course will end with an exhibition of students work showcasing the best of GCSE and A level art.

## GCSE PHOTOGRAPHY

The GCSE Photography course is offered initially as a one year course (June through to May of the following year). Pupils are allowed, and sometimes encouraged, to complete the course over two years. It is run as an after school club, not a time-tabled class, as almost all photography is done outside of the school.

The course is open to A' level and GCSE Art and Design students and now to all pupils in Year 10.

**The school provides tuition and the cost of examination entry only.**

All equipment and materials are provided by the pupils. It is therefore a prerequisite that you have a good quality camera and are willing to pay the considerable costs of processing, printing and presentation. Successful completion of the course will cost a big amount of money, you must fully realise this at the outset.....

.....but on completion of the course you will have lots of nice photographs to frame and put up in your house and to give away as Christmas and birthday presents!

The format of the course is very similar to GCSE Art and Design. You will be expected to produce a body of coursework, five or six major assignments, exploring themes or topics of your choice (June – December). This will demonstrate your skill and creativity as a photographer, your ability to experiment and your appreciation of other photographers' work. You will also be given a choice of themes to explore for your examination (January – April). This will require a further four or five sets of work.

You will be shown lots of examples of previous sets of coursework and examination work to make you familiar with the type of work that you should be producing as well as the amount of work needed.

There are four Assessment Objectives

- Development of ideas through investigations
- Refining ideas through experimentation
- Recording ideas
- Presenting a personal, informed and meaningful response

These will be explained to you in detail as the course progresses.

**Your work will be reviewed in November and in January. If on any of these dates you have not completed the required amount of work or your work is not of a satisfactory standard you will not be entered for the qualification in that academic year.**

The GCSE is offered by the AQA examination board and the qualification title is GCSE in Art and Design – Photography

## GCSE BUSINESS AND COMMUNICATION SYSTEMS

GCSE Business and Communication Systems is a two year course. The main aims of this specification are as follows:

- Engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers.
- Recognise that their knowledge of business and the use of software applications will provide a sound basis as a future employee or employer.
- Understand the changing role of digital technologies in business and economic activities.
- Develop skills and understanding in the use of software applications
- Use software applications to develop digital solutions to enhance business activities.

### SPECIFICATION AT A GLANCE

The table below summarises the structure of this GCSE course:

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>
<b>Unit 1:</b>  <b>Software Applications for Business</b>	<b>External computer-based exam</b>  <b>2 hour</b>  Students complete tasks using a range of software applications.	40%
<b>Unit 2:</b>  <b>The Business Environment</b>	<b>External written exam</b>  <b>1 hour</b>  Structured questions	35%
<b>Unit 3:</b>  <b>Developing Digital Solutions</b>	Controlled Assessment  Students project manage and develop a digital solution for a given problem within a business context.	25%

### OUTLINE OF COURSE

GCSE Business and Communication Systems is divided into **three** main themes as follows:

#### Unit 1: Use of ICT

Software applications play a vital role in business. They add value by increasing efficiency. Software applications can reduce the amount of time tasks take and they can improve record keeping. They can also enhance the ways in which businesses communicate with their stakeholders.

In this unit, students learn about relevant functions in software applications and develop their skills in using them in business contexts. When using software applications, students should be aware of standard ways of working and best practice approaches.

- File management
- Common software application tasks
- Word processing software
- Spreadsheet software
- Database software
- Presentation software
- Web authoring software
- Web browsing software – Internet searching
- Email software
- Using the Internet and Email

### **Unit 2: The Business Environment**

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.

### **Unit 3: E-Commerce**

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.

### **WHAT IS EXPECTED OF STUDENTS?**

Students are asked:

- To complete all homework on time and to the required standard;
- Complete the Controlled Assessment within the time period given and according to school and CCEA procedures;
- An enquiring but critical mind.

### **CAREER IMPLICATIONS**

GCSE Business and Communication Systems play a very important role in all our lives. It will enable students to develop as individuals and contributors to the economy, society and environment. In this subject we encourage students to develop independent learning skills and manage their own work.

Business students pursue careers in Law, Business, Actuary, Marketing, ICT, Computing, Insurance, Finance, Local Government, Banking, Accountancy, Medicine, Dentistry, Media, Teaching and the wider public sector.

### **CCEA Examining Board**

## GCSE CHILD DEVELOPMENT

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

### **CCEA Examining Board**

The course is assessed through 2 written papers and one controlled assessment task.

Unit 1: **Parenthood, Pregnancy and the New-born Baby** (30%)

Unit 2: **The Development of the Child (0-5years)** (30%)

Unit 3: **Controlled Assessment- Investigation Task on an area of Child Development.** (40%)

### Course content

Parenthood, Pregnancy and the New-born Baby- responsibilities in parenthood, pregnancy, healthy diet & lifestyle in pregnancy, birth.

The Development of the Child (0-5years) - physical, intellectual, social and emotional development of a child up to 5 years of age. Childcare provision and support, safety, first aid and childhood diseases. Weaning and dietary needs of the child.

### Careers Implications

Child Development is an excellent course to study if you are going to follow a career as a **primary school teacher, nursery school teacher, nurse, midwife, child psychologist, speech therapist, paediatrician, health visitor, social worker** and many other roles in the field of **medicine**. As well as these chosen careers it is a subject that will be of benefit to everyone later on in their life. All past pupils have thoroughly enjoyed studying this subject and have felt that it is a very beneficial subject at GCSE.

**GCSE DIGITAL TECHNOLOGIES**  
**[Currently in Draft form by CCEA]**

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
<b>Core Unit</b> Digital Technology	1 hour external exam	30%	Summer terminal
<b>Option A - 2 units</b>			
<b>Unit 1</b> Digital Development Concepts	1½ hours external exam	40%	Summer (from year 1)
<b>Unit 2</b> Digital Development Practice	Controlled Assessment	30%	Summer (from year 1)
<b>Option B - 2 Units</b>			
<b>Unit 1</b> Digital Authoring Concepts	1½ hours external exam	40%	Summer (from year 1)
<b>Unit 2</b> Digital Authoring Practice	Controlled Assessment	30%	Summer (from year 1)

At least 40% of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

Students can select from two routes through the GCSE.

1. **GCSE Digital Technologies (Development):** This will include a core unit and two units (one controlled assessment and one examinable unit) related to computing and programming.
2. **GCSE Digital Technologies (Authoring):** This will include a core unit and two units (one controlled assessment and one examinable unit) related to multimedia and multimedia applications.

Students must select one of the two pathways (Development or Authoring) at the outset as these are two separate options at GCSE. Both qualifications cannot be studied at once by an individual pupil.

## **GCSE ENGLISH LANGUAGE** **[Currently in Draft form by CCEA]**

All Year 11/12 students will study the **CCEA GCSE English Language** syllabus. Success in English Language at GCSE is an essential entry requirement for all careers and courses in both further and higher education.

The CCEA **GCSE English Language** course assesses pupils on three main components: Reading, Writing and Talking and Listening.

The aims of the chosen syllabus are to:

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

### **CONTROLLED ASSESSMENT**

There are three written pieces of coursework which account for 40% of the overall subject mark. Three oral assessments can earn a further 20% of the subject mark.

### **EXAMINATION**

The candidate earns 40% of the total marks in two terminal examinations.

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

Students are asked to:

- complete all homework assignments on time and to the required standard;
- complete the Controlled Assessment within the time period given and according to school and CCEA procedures;
- participate in at least 3 oral tasks which will constitute 20% of the subject mark.

### **CAREER IMPLICATIONS**

Achieving a good grade in GCSE English Language is a vital requirement for all courses in further and higher education. A minimum C Grade in English must be achieved to allow entry into university courses and a sound understanding of reading/writing skills in English is the foundation of any career choice for our students.

## **GCSE ENGLISH LITERATURE**

The CCEA English Literature course allows pupils to study four texts across the three genres of poetry, prose and drama. Three texts will be studied for the terminal examination and one for Controlled Assessment. The aims of the CCEA English Literature syllabus are to ensure that pupils can:

- respond to texts critically and imaginatively;
- develop the habit of reading widely and often;
- appreciate the depth and power of the English literary heritage;
- explain how language, structure and form contribute to the writers' presentation of ideas, themes and settings;
- make comparisons and explain links between texts;
- relate texts to their social, cultural and historical contexts.

### **Terminal Examination**

The terminal examination consists of two papers:

Unit One = 30%

Unit Two = 50%

### **Controlled Assessment**

Unit Three = 20%

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

Students are asked to:

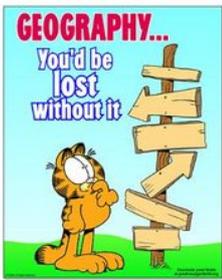
- organise work in a file that has been subdivided into Poetry, Drama and Prose;
- complete all homework tasks on time and to the required standard
- complete all timed essays in class, in preparation for the examination
- have a detailed knowledge of the set examination texts in preparation for the examination.

Entry for the examination is dependent upon pupils having achieved a grade C or above in the Year 12 English Language mock examination.

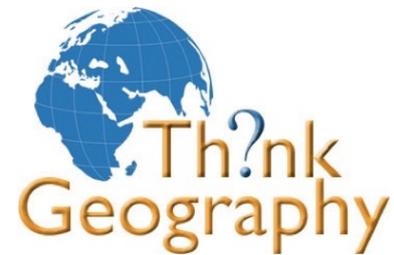
### **CAREER IMPLICATIONS**

Students who successfully complete a GCSE in English Literature may enter the English Literature A' Level course. This is an excellent choice of A' Level and could lead to further study of a variety of disciplines at third level. Employers and universities are always keen to recruit students who are in possession of highly developed skills of communication.

*\* College students cannot study A' Level English Literature without having attained a grade A or B in GCSE English Literature.*



## GCSE GEOGRAPHY



### **OUTLINE OF COURSE**

The aim of the GCSE Geography course is to allow students the opportunity to develop an understanding and appreciation of the differences and similarities between people's views of the world, its environments, societies and cultures. It encourages them to develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive. It provides them with opportunities to develop as effective and independent learners and as critical thinkers with enquiring minds. Fieldwork also enables students to develop and apply their learning to the real world.

### **EXAMINATION BOARD ASSESSMENT**

The specification will cover the following themes:

- Rivers
- Coasts
- Weather and Climate
- Earth Structure, Plate Tectonics Volcanoes & Earthquakes
- Population and Migration
- Settlement
- World Development
- Managing Our Environment

*Students will sit three written papers as follows:*

#### **Unit 1 Physical Geography- Understanding Our Natural World**

**1hr 30 minute exam (40%)**

- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth

#### **Unit 2 Human Geography- Living in Our World**

**1hr 30 minute exam (40%)**

- Population and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing Our Environment

#### **Unit 3 Fieldwork 1 hour written exam (20%)**

Students participate in a fieldwork investigation e.g. a study of the Curly Burn River. They collect data and complete a fieldwork statement including the title, aim and hypotheses to be tested and details of the location of the study. This fieldwork statement and table of data must be brought to the examination.

*There is NO CONTROLLED ASSESSMENT in GCSE Geography from September 2017*

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

Geography students should have a curiosity about places, a keen interest in the environment, the ability to draw graphs, diagrams, charts etc. and interpret maps. Since Geography is concerned with the earth, the landscape and the environment, students are expected to take an interest in current affairs and should also enjoy the practical aspect of geography- fieldwork.

## **CAREER IMPLICATIONS**

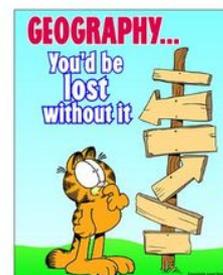
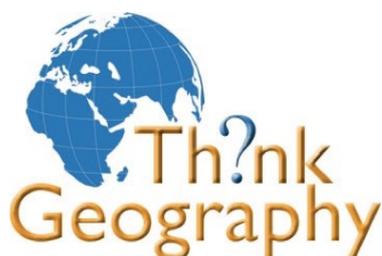
Studying GCSE Geography should help students gain confidence in making informed decisions about further learning opportunities and career choices.

Geographers are good communicators, problem-solvers, team players and are socially and environmentally aware. They can analyse material, handle data, write reports and make decisions. Consequently they are valued in a variety of areas of work including Urban Planning, Transport Planning, Journalism, Landscape Architecture, Geological Engineering, Civil Engineering, Tourism, Surveying, Environmental Law, Geographical Information Systems, Marketing, Media, IT, Banking and Accountancy, Travel Writing, Airline Pilot, and many more!

Former Lumen Christi Geography students have also gone on to study courses like Social Work, Dentistry, Medicine, Sports Science, Teaching and Law.

## **MORE INFORMATION**

Speak to your Geography Teacher, who will answer any queries you might have. See also [www.ccea.org.uk](http://www.ccea.org.uk)



## GCSE HISTORY

### OUTLINE OF COURSE

**Unit 1:** There are **two** sections

#### **Section A: Modern World Studies in Depth**

##### **Option 1: Life in Nazi Germany, 1933–45**

Students answer **five** questions. The paper includes short response questions, structured questions and an essay question.

#### **Section B: Local Study**

##### **Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98**

Students answer **six** questions. The paper includes source-based questions, short response questions and an essay question.

External written examination

1 hour 45 mins

**Worth 60% of final mark. To be taken at the end of Year 11.**

### **Unit 2:**

#### **Outline Study**

##### **International Relations, 1945–2003**

Students answer **six** questions. The paper includes source-based questions, a structured question and an essay question.

External written examination

1 hour 15 mins

**Worth 40% of final mark. To be taken at the end of Year 12.**

**There is no longer any CONTROLLED ASSESSMENT in GCSE History**

### WHAT IS EXPECTED OF STUDENT

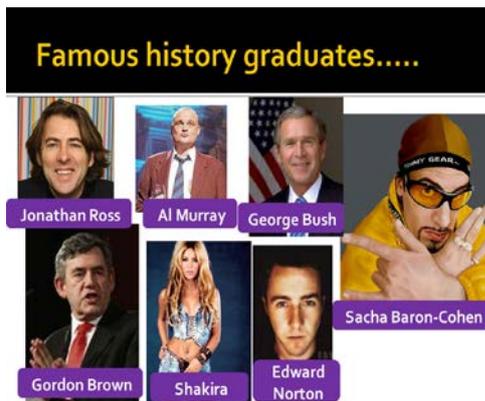
*The vital skills are: -*

- An enquiring mind
- An appetite for reading
- A willingness to contribute to class discussion
- An ability to write clearly and concisely

## CAREER IMPLICATIONS

In a world where communications skills are so important, GCSE History provides an ideal grounding for helping students to become competent in both oral and written work. It proves to employers and institutions of higher education that you have developed the important skills of constructive discussion, analysis of written, visual and oral material and the ability to form opinions based on facts.

History students pursue careers in Law, Journalism, Business, Marketing, Insurance, Finance, Social Work, Local Government, Health Service, Teaching, Tourism and Computing.



## Further Information

For more details on GCSE History, ask your Year 10 teacher who will show you some samples of GCSE work and the resources used.

## **GCSE LEARNING FOR LIFE AND WORK**

This is a two year course which is offered through the CCEA examining board. It builds on Key Stage 3 LLW and is divided into three areas of study;

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

Through studying this specification, students gain knowledge and understanding of:

- diversity, social inclusion, rights and responsibilities;
- the role of government and non-governmental organisations in protecting people's rights;
- democratic institutions and processes;
- how to maximise physical and mental health and well-being;
- relationships and sexuality;
- how to be a discerning consumer;
- the impact of globalisation on employment;
- recruitment and selection procedures;
- self-employment;
- the work environment; and
- the social responsibility of businesses.

**ASSESSMENT:** There are five units in total; two controlled assessment tasks/reports and three modular examinations – one for each of the three areas of content. The three modular examinations are 45 minutes each in length and are each worth 13.3%. The two CA tasks are worth a total of 60%.

**KEY SKILLS:** GCSE LLW provides opportunities for pupils to develop evidence for assessing nationally recognised Key Skills. These key skills include;

- Application of Number
- Communication
- Improving own Learning and Performance
- ICT
- Problem-solving
- Working with others

## GCSE MATHEMATICS

### **COURSE REQUIREMENTS**

All students must do GCSE Mathematics. Some will be given the chance to do GCSE Further Maths (the new name for Additional Maths).

### **OUTLINE OF COURSE**

*The course should enable students to:*

- develop a feel for number; carry out calculations in an appropriate manner and understand the significance of the results obtained
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- solve problems, present the solutions clearly, check and interpret the results:
- recognise when and how a situation may be represented mathematically, identify the important factors and select an appropriate mathematical method to solve the problem
- develop an ability to apply mathematics in other subjects
- develop their mathematical abilities by considering problems and conducting enquiries and experiments
- appreciate the interdependence of different branches of mathematics
- acquire a mathematical foundation which will enable them to continue their study of mathematics at a higher level
- appreciate the importance of mathematics in the world of work and the opportunities which a qualification in mathematics may provide.

### **EXAMINATION ASSESSMENT AND COURSEWORK**

Students in the Further Maths classes doing Maths in one year will be entered under the current Maths specification.

Students doing Maths over 2 years will be entered in the new GCSE Maths specification.

The Y11 module paper is worth 45% of the marks

The completion paper is worth 55% of the marks.

There is no coursework.

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

You should expect to have homework every night. You will be expected to provide your own calculator and equipment e.g. protractors. You will sit Topic Tests and have Revision and Formal homework's.

### **CAREER IMPLICATIONS**

Most people would regard the study of Mathematics, together with that of English as being essential. This is probably because of the fact that mathematics provides us with a means of communication which is powerful, concise and unambiguous. Mathematics is very important and useful in the study of physical sciences and in all the different kinds of engineering. It is now becoming increasingly important in medicine and the biological sciences, in geography, in computer science, in economics, in business and management studies.

## GCSE FURTHER MATHEMATICS

### **COURSE REQUIREMENTS**

Additional Mathematics is now called GCSE Further Mathematics. It is only available to students who have been selected by their teachers at the end of Y10.

**Pupils will be selected based on their Tracker test scores over the whole of Y10 and their exam performance.**

### **OUTLINE OF COURSE**

This course endeavours to enable students:

- (i) to extend their elementary mathematical skills and use these in the context of advanced techniques
- (ii) to develop an ability to apply mathematics in other subjects
- (iii) to develop mathematical awareness and the confidence to apply their mathematical skills in appropriate situations
- (iv) to extend their interests in mathematics and appreciate its power as a basis for specific applications

One half of the course is Pure Mathematics (mostly algebra with some trigonometry). One quarter of the course is Mechanics (Forces, Energy, and Acceleration etc). The final quarter is Statistics.

### **EXAMINATION ASSESSMENT**

Candidates sit two papers of 2 hours each.

Paper 1. 50% of the marks on Pure Maths

Paper 2. 50% of the marks on Mechanics and Statistics.

Each paper contains a mix of short and long questions.  
There is no coursework.

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

As with Mathematics, students should expect homework every night. The Further Maths work will be of a more searching and in-depth nature.

### **CAREER IMPLICATIONS**

GCSE Further Maths is important as preparation for further study in Mathematics at Advanced Level. It is also very useful in A'level Physics, Geography and Biology.

**GCSE MODERN FOREIGN LANGUAGES (FRENCH, IRISH, SPANISH)**  
**[Currently in Draft form by CCEA]**

## **OUTLINE OF COURSE**

The GCSE course seeks to build on the foundation laid in the particular language at Key Stage 3 and to develop pupils as individuals and contributors to the economy, society and environment. They are introduced to new material as well as covering in greater depth many of the areas already touched on.

The Contexts for Learning, outlined below, provide the opportunity for the development of personal and inter-personal skills, study skills, thinking and reasoning skills and increased versatility and confidence in communication for a variety of purposes. They also serve to enhance self-esteem and creativity by stimulating curiosity and imagination. The course encourages pupils to recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society.

The contexts below relate to the CCEA Specification which French, Irish and Spanish all follow.

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

**Students' lives, families, homes and interests, and those of others in the countries and communities where the particular language is spoken:**

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

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

**Students' lifestyles and attitudes to environmental, social and global issues, and those of others in the countries and communities where the particular language is spoken:**

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

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

**Education and employment issues in students' own country and in the countries and communities where the particular language is spoken:**

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

The course aims to increase pupils' oral and written proficiency in the language by developing the skills of Listening, Speaking, Reading and Writing. These skills are externally assessed by terminal exam papers in May/June of Year 12 and are each worth 25%.

Students will have the opportunity to develop their language skills through exchange programmes in France & Spain and residential courses in the Gaeltacht. This will also be facilitated through pen pal schemes, e-mail, and contact with native speakers of their own age, and classes with native speakers. Trips to France and Spain are organised for pupils. An interest in the subject and a willingness to cooperate fully with the teacher throughout the duration of the course guarantees success in GCSE.

## **CAREER IMPLICATIONS**

### **IRISH**

In recent years there has been a marked growth in the use of the Irish language throughout the country. The demand for Irish-medium education has risen sharply with a 700% increase noted in the last 30 years. There are currently 35,000 children being taught in Irish on the island of Ireland and there are not enough people with Irish to satisfy their needs. Governments in Ireland, Britain and Europe recognise the importance of Irish and are investing in the language. Success at GCSE therefore, not only equips students with an academic qualification, but arms them with an advantage in careers such as: education, media, film and production companies, broadcasting, journalism, technology, science, tourism, marketing, publishing, public relations, childcare, government departments, community development, public services, national sports' organisations, Arts Council, official state and voluntary organisations and many more.

The increasing number of Irish language medium schools means that there is a big demand for teachers of Irish and individuals to provide the necessary educational support services. Students considering a career in the Republic of Ireland will find Irish a valuable asset in many fields.

Current government policy, North and South, dictates that all public services must be offered through the medium of Irish as well as English and so creating many more exciting opportunities.

Major companies like Phoenix Gas, Coca-Cola, Northern Ireland Electricity, and Nestle etc. now see the value of advertising through Irish, proving an increasing market for the language.

Irish has been awarded the status of a working language in the European Union and many high calibre jobs are now available to people with high level skills in Irish. The BBC is currently investing heavily in the language as it strives to satisfy demand by providing even more radio and television programmes, as well as developing on-line facilities for learners of all levels. With this investment come specialist jobs like: station manager, producer, presenter, researcher, sound technician.

## **FRENCH AND SPANISH**

In an increasingly global economy, proficiency in a foreign language is a highly marketable job skill. French and Spanish are integral to or complementary with a huge number of careers including international business, computers, travel and tourism, public administration, law, banking, medicine, accountancy, journalism, education and social work. In fact, a sound working knowledge of one or more modern European languages has become a major differentiator when it comes to recruitment. The study of other European languages and literature develops cultural awareness and sensitivity, improves one's ability to communicate and promotes greater appreciation of other societies' business environments.

### **FRENCH**

France is our closest European neighbour and after English, French is the most widely spoken and studied language in Europe. French is a major working language in the bureaucracy of the European Union and has been the vehicle for a large proportion of modern European culture and literature. In the world of international commerce, industry and politics, French is often the common language of communication. It is also the official language of forty countries worldwide.

### **SPANISH**

Spanish is soon to take over English as the second most commonly spoken language in the world. While it is a major language in the affairs of the European Union, the world of travel and business now reaches beyond Europe to one of the biggest expanding markets in the world, South America, into which the multinationals are pouring millions. Much of North America is officially bilingual and the demands for Spanish by international firms in all parts of the globe are increasingly obvious.

## GCSE MUSIC

GCSE Music is quite a practical course and encompasses three main areas: Composing, Performing and Listening.

Within these broad areas of the exam students will study 4 compulsory topics:

- Western Classical Music 1600–1910
- Film Music
- Musical Traditions of Ireland
- Popular Music 1980–present day

### ***Composing and Appraising* 30% (Coursework: 3 – 5 minutes duration)**

Students will work on a series of compositions and musical arrangements.

Students are free to choose a particular style or instrumentation. In other words, each student works to his or her own particular strengths. They must submit 2 pieces of composition lasting 3-6 minutes in total. One composition must be in response to a given stimulus while the other can be in any style or genre according to the pupils own choice. This part of the GCSE course will be carried out in the new Apple I Mac suite in Music room 3 using Logic X software but may use other mediums of recording or production.

### ***Performing and Appraising* 35% (Two performances)**

Students prepare for two separate performances: One individual and one Group piece. There will also be a discussion with the visiting examiner worth 20 marks or 5% of the exam. Both performances last up to 6 minutes in total and students may play any instrument of their choice (including voice).

The performance can be in any musical style including classical, jazz, Irish traditional or rock. You don't have to be at a particular grade in an instrument to do GCSE music but students playing grade IV or V pieces by the end of the course can achieve full marks. If you are unsure about your own ability on an instrument, and then please discuss it with your music teacher who can give you more specific guidance.

### ***Aural perception* 35%**

Students build on the knowledge, understanding and appreciation of music gained through Components 1 and 2. They develop their understanding of the relationship between music and its contexts. Students listen to and appraise familiar and unfamiliar music by a range of composers relating to the Areas of Study. The examination of aural perception is 1 hour 30 mins.

#### **1. Western Classical Music 1600–1910**

- Handel: For unto us a child is born from Messiah
- Mozart: Horn Concerto No. 4, third movement
- Berlioz: Symphonie Fantastique, fourth movement

## **2. Film Music**

- Eric Coates: March (The Dam Busters) from The Dam Busters
- John Williams: Superman Theme from Superman
- James Horner: Young Peter from The Amazing Spiderman

## **3. Musical Traditions of Ireland**

- Beoga: Prelude Polkas: Prelude Polka, Paddy's Polka No. 2 and Millstream Reel
- Stonewall: Fife Medley: Boys of Belfast and The Girl I Left Behind

## **4. Popular Music 1980–present day**

- David Bowie: Ashes to Ashes
- Ash: Burn Baby Burn
- Muse: I Belong to You.

Over the two years, students will form different groups, which will help you prepare for the group performance and also allow you to try out some of your composition ideas. GCSE students also attend quite a few outside concerts and shows both locally and in Belfast or Dublin. Some of these are during school hours and some are in the evening. These help with the listening side of the course and also are useful for getting ideas for compositions or pieces to perform. GCSE and A level music pupils usually form the core of the school senior choir for high profile events such as musical stage productions/carol services/choir competitions/concerts etc.

## **CAREER IMPLICATIONS**

GCSE music is a very useful qualification to have, even if you are not thinking of specialising in music later on. Particularly useful for, any job where creative skills, self-discipline and energy are required: TV & Radio (presenting or production), the film industry, theatre, music management, music therapy, recording engineer, music teacher, instrument teacher, record industry, professional musician (singer, orchestra member, pop star, session musician, conductor etc.) composer or arranger (pop songs, jingles, TV themes, station Ids, adverts, film music, Internet websites, multimedia software, computer games, and the occasional symphony!) Primary school teacher, arts administration, marketing.

Universities and Employers always seem to pick up on the mention of the word '*music*' on an application form. Perhaps it is because it usually tells them that you can work well in a group can easily give or take directions from others, have good self-discipline and concentration skills, realise that persistent hard work leads to a rewarding performance.

## GCSE PHYSICAL EDUCATION

### ENTRY REQUIREMENTS

Pupils may opt to do GCSE PE in Year 11. GCSE PE (CCEA) combines theory and practical activities. This GCSE offers students exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in Physical Activity. Students attracted to this subject because of its practical nature need to be aware of the theoretical demanding aspect of the course. Prospective students should be physically active, interested in sport as a social phenomenon, have above average ability in two sports and possess a good level of fitness.

### OUTLINE OF COURSE AND EXAMINATION BOARD ASSESSMENT

A short summary of the syllabus and examination requirements follows.

#### **Component 1 Written paper 40% 1hour 30mins**

Students will look at factors that affect the development health, and peak physical fitness, Components of fitness, Training methods, Diet and Training programmes.

#### **Component 2 Written Controlled assessment 20%**

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

#### **Component 3 Practical Coursework 40%**

Students can choose to participate as player/performer or leader and official. They must do Three assessments of which at least two assessments must be as player/performer and they must include activities from at least two Categories. Students will work on all three practical assessments in both Year 11 and Year 12. They will also be required to work on practical sessions outside school hours.

<b>Practical Activities</b>			
<b>Games Activities</b>			
Soccer	Badminton	Basketball	Gaelic Football
Cricket	Hockey	Hurling/Camogie	Netball
Rugby	Squash	Tennis	Fencing
Boxing	Judo	Karate	Kick Boxing
<b>Gymnastics</b>			
Gymnastics	Trampolineing	Cheerleading	Ballroom Dancing
Diving	Skateboarding	Synchronise swimming	Roller skating
<b>Dance</b>			
Irish Dance	Creative Dance	Street Dance	Social Dance
<b>Athletics</b>			
Athletics	Cross country	Swimming	Cycling
Weight lifting	Archery	Bowling	Golf
<b>Outdoor and Adventure Activities</b>			
Canoeing	Climbing	Horse riding	Lifesaving
Orienteering	Sailing	Skiing	Surfing
<b>Specialist Activities</b>			
Aerobics	Circuit training	Tai chi	Yoga

### ASSESSMENT

Progress will be closely monitored and assessed through regular class tests on topics and units of work. Each of the three practical activities will be formally assessed.

### WHAT IS EXPECTED OF A STUDENT?

Homework will involve reading and preparation for theory classes. Students will also need to do source practical work outside of time tabled class. This will require a high level of commitment and self-discipline.



**GCSE DOUBLE AWARD SCIENCE**  
**[Currently in Draft form by CCEA]**

**SCIENCE OPTIONS AT KEY STAGE 4**

Pupils may study either Double Award Science or Triple Award Science i.e. three separate sciences.

**MODULAR DOUBLE AWARD)  
OUTLINE OF COURSE**

This is a course, which covers aspects of Biology, Chemistry and Physics. This will be taught in ten periods per week by three specialist teachers. The following modules will be studied:

Year 11	Cells, Living Processes and Biodiversity. Motion, Force, Energy, Moments, Density, Kinetic Theory, Nuclear Fission and Radioactivity Structures, Trends, Chemical Reactions, Quantitative Chemistry and analysis
Year 12	Body Systems, Genetics, Microorganisms and Health Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics And Universe Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

**EXAMINATION BOARD ASSESSMENT**

Assessment is made up of:

Three 1hour modular papers in June of Year 11 worth 11% each  
Controlled Assessment worth 25% in Year 12  
and three 1 ¼ hour module papers in June of Year 12 worth 14% each  
Pupils are awarded a pair of grades at GCSE based on their average performance  
across all 3 subjects

**TRIPLE AWARD SCIENCE**  
**[Currently in draft form by CCEA]**

**OUTLINE OF COURSE**

Biology, Chemistry and Physics – studied individually as three separate subjects. Each subject is allocated 5 periods per week.

**EXAMINATION BOARD ASSESSMENT (CCEA)**

Assessment in each subject consists of:

Controlled assessment worth 25% and

Two module papers worth 35% (end of Year11) and 40% (end of Year 12)

Pupils are awarded three independent grades.

**BIOLOGY**

The following units are studied:-

**Year 11 (unit 1)** – Cells, Living Processes and Biodiversity

**Year 12 (unit 2)** – Body Systems, Genetics, Microorganisms and Health.

**CHEMISTRY**

The following units are studied:

**Year 11(unit 1)** - Structures, Trends, Chemical Reactions/Quantitative Chemistry and Analysis.

**Year 12 (unit 2)** -Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry.

**PHYSICS**

The following units are studied:

**Year 11(unit 1)** – Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion (37.5%)

**Year 12 (unit 2)** – Waves, light, electricity, magnetism, electromagnetism and Space Physics (37.5%)

**SUITABILITY OF THIS OPTION**

Any pupil considering this option will be required to have shown high levels of ability and motivation and commitment to the study of science at KS3. **If TAS is oversubscribed students will be chosen to study it by virtue of their performance in year 10 science subjects.**

**CAREER IMPLICATIONS**

The study of Science leads to a wide range of career opportunities. It is worth noting that the following career areas require at least one Science subject to be studied at A level: agriculture, architecture, civil aviation (pilot), chiropody, dentistry, dietetics, engineering, environmental health, environmental science, food technology, medical lab sciences, medicine, nursing, occupational therapy, optics, pharmacy, physiotherapy, radiography, scientific research, veterinary.

Some of these require two Science at ‘A’ level, while for some you may need three subjects from Biology, Chemistry, Mathematics and Physics

## GCSE TECHNOLOGY AND DESIGN

[Currently in draft form by CCEA]

### COURSE REQUIREMENTS

The GCSE Specification requires pupils to complete four units. The table below displays the specification at a glance.

Section	Award	Title	Content	Time allocation
Unit 1	20%	T&D Core theory	General theory 1. Manufacturing processes, tools and materials 2. electronics 3. mechanical control systems 4. computer control systems 5. pneumatic systems and control	Unit 2 electronics and microelectronics will be studied as a continuation of Unit 1 electronics 1 hour exam
Unit 2	20%	Electronic s and microelect ronics theory	In depth theory of electronic systems and components	1 hour exam
Unit 4	20%	Design Assignme nt	Assignment released by CCEA in September Research and Preparation <i>under informal supervision</i> <b>Maximum 3 x A4 pages</b> Produce the design assignment <i>under informal supervision</i> <b>Maximum 4 x A3 pages</b>	13hrs total 8hrs 5hrs
Unit 5	40%	Design Project	Themes issued by CCEA in September The design portfolio (20%) <i>under informal supervision</i> <b>Maximum 10 x A3 pages</b> Manufacturing (20%) <i>under informal supervision</i>	30hrs total 12.5hrs  12.5hrs 5 hrs for preparation/ research

The Course will consist of theory and practical sessions. The subject also requires an ability to communicate ideas through various Computer Aided Design (CAD) and graphical means.

### OUTLINE OF THE COURSE

Technology is principally concerned with design and problem-solving processes involving the application of scientific principles and natural phenomena and leading to the making, modelling and evaluation of a product or system.

Technology is also concerned with the management of the environment and familiarity with materials and Energy and Control.

### ASSESSMENT (COURSEWORK)

The Scheme of Assessment is as follows:

Coursework    60%    Terminal Examinations    40%

### WHAT IS EXPECTED OF THE STUDENT?

Assessment will take the form of the College examinations. The subject is practically based and involves the use of specialist equipment such as computers, vacuum former, CNC machines, etc. This involves the acquirement of practical skills and knowledge and a high level of competence will be expected in both written and graphical work. Homework will be given on a regular basis. Students will also be expected to prepare work on individual topics, which will be delivered by them to the class. In addition to this students will be expected to identify and work on their technology projects throughout the two-year course in their own time.

### CAREER IMPLICATIONS

Technology plays a very important part in all our lives. In our subject area we encourage students to develop independent learning skills and manage their own work such as coursework. Prospective employers or Third Level Colleges regard these skills as being advantageous. The practical experience gained will aid in careers such as Dentistry, Engineering, Medicine, Architecture and also IT.

## GCSE JOURNALISM

GCSE journalism is a GCSE focused on nurturing the budding journalist.

### OUTLINE OF COURSE

The course covers all aspects of the contemporary world of media: interviewing, researching, writing and editing stories in all media platforms. Throughout the course the students cultivate their skills in the classroom, through independent research and critical thinking, while developing communication skills that will carry them through their future careers in journalism, public relations or events management.

### ASSESSMENT

40% exam, 60 % continual assessment,

This is a two year course run in partnership with the Verbal Arts Centre, Bishop St, Derry, through the Foyle Learning Community (FLC). **The class runs from 4pm -6pm one evening a week.** The external examination is at the end of Yr11 and coursework is then completed and submitted in Yr12.

## NOTES

(Space provided for students to write questions or queries they might have, these will be discussed at Year 10 Careers Guidance Interview)



## WHAT QUESTIONS SHOULD I ASK MY TEACHERS?

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

- How much reading is involved?
- How much writing is involved?
- What percentage of the marks is given for Controlled Assessment?
- Is there the option of different tiers of assessment?
- Is there an oral test?
- Will I have to gather information for myself?
- Are projects involved
- What practical skills are involved?
- How much laboratory or fieldwork is involved?

## NOTES