



**Year 10
KS4
Choices
2017-18**





Students who attained 7 As or more in their GCSEs

Mr Foncey McConnell (Principal) and Mr Jim Murray (Head of School) with some of the students who received 7 or more A grades in their GCSE Examinations.



Students who attained 11 or more Grade A or A* Grades at GCSE

Mr Foncey McConnell (Principal) and Mr Jim Murray (Head of School) with students who received eleven or more grade A* or A grades in their GCSE Examinations. Richard Connaughton, Fionan McBride and Brian McSorley achieved 11 A* grades; Ronan McManus achieved 6 A* grades and 6 A grades; John Cumiskey achieved 6 A* grades and 5 A grades; Conor Cassidy achieved 5 A* grades and 6 A grades.

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Subject Choices for KS4

You will study a minimum of 10 GCSEs. This will include six compulsory subjects which will provide you with 7 grades as Double Award Science counts as two GCSEs:

English Language
Mathematics

English Literature
Science (Double Award)

Learning for Life and Work
Religious Education

Students will then select their remaining **three subjects** from the list below. The school will endeavour to provide students with as much choice as possible but if a subject is oversubscribed then students will be selected for that particular subject on the basis of their Year 10 Christmas report. If a subject does not have enough students wishing to study it then it may not be possible to offer a GCSE in that subject and students will have to study an alternative subject.

Agriculture and Land Use	History
Art & Design	Hospitality
Business Studies	Irish
Business and Communication Systems	Music
Computer Science	Music BTEC Level II
Construction	Spanish
Digital Technology (formerly ICT)	Sport BTEC Level II
Engineering & Manufacturing	Technology (Systems Control)
Geography	

In addition to their GCSEs all students will also have P.E., and as a compulsory part of the curriculum. Employability and Learning for Life will now be formally examined through the GCSE in Learning for Life and Work and counts as one of your ten GCSEs.

Students may also choose one more subject which will be taught outside the formal timetable; i.e. after school or at lunch-time:

- GCSE Performing Arts: 3.30—5.00pm on two evenings. This allows students from other schools to join the class
- GCSE Music: 3.30—5.00pm on two evenings in Year 11 and at lunch-time in Year 12.
- GCSE Further Mathematics: 8.30am—9.00am Monday—Friday. Selection for this will be dependent on students' progress in GCSE Mathematics during Year 11 and students will be chosen from those working at A or A+. Further Maths classes will begin in Spring of Year 11.

Please note:

- You may only select a **maximum of two** subjects from the Technology department – Technology and Design, Construction, Engineering and Manufacturing.
- You may only select Business Studies or Business and Communication Systems
- GCSE Music may only be selected by students who have already achieved or are studying for at least Grade 4.
- You may only select **one** from GCSE Digital Technology and GCSE Computer Science

(N.B. GCSE Computer Science will be graded using a scale from 9— 1 with Grade 9 being broadly equivalent to an A*. Grade 4 is equivalent to Grade C.)

The final decision on the number of GCSEs that a particular student may take will be determined by the HoS after consultation with the Head of Learning Support and the Vice Principal.

Careers

Several of the top UK universities require a modern foreign language at GCSE Grade C or above for entry onto some of their courses; e.g. it is a requirement for studying English Literature at Edinburgh, Durham and Warwick universities. Universities in the South of Ireland require a GCSE in one Modern Language for entry onto most of their courses – this modern language can be Irish or Spanish.

Double Award Science is an acceptable Science qualification for entry into all career paths.

Whilst it is important to consider your KS4 options and subject choices carefully please do not worry unnecessarily as the school has set the core compulsory subjects so that the vast majority of careers are still open to you. BTEC Level II courses are acceptable to the vast majority of universities, however, they might look at performance in the individual units as well as the overall grade achieved so it would be important that students achieved well across all their units.



10F Visit Bank Of Ireland



SWAH Careers in Medicine Event



Subjects Required for Degree Courses

Below is a list of the subject requirements for a range of Degree courses. The information is mostly based on entry to courses in N. Ireland and is compiled from the universities' 2017 Prospectuses.

As fees at N. Ireland universities are lower than for England, Scotland and Wales this creates increased demand for places here, therefore, asking grades for the courses listed below may be higher than for other UK universities. University of Ulster often offer the same course e.g. Accounting/ Law / ICT/ Business at several of their campuses and asking points/ grades at Magee or Coleraine campus may be lower – simply because there are fewer applicants.

Many degrees are now offered on a part-time basis and as there is no restriction on the number of places offered the asking grades/ points are usually lower. Also, as students are assessed on their income rather than family income when calculating eligibility for paying fees, part-time degrees can be a much more affordable option. On completion of A' Levels/ BTEC qualifications an excellent range of Foundation degrees are also offered at South West and North West Regional Colleges. These can offer students the opportunity to study a third level qualification nearer to home at a much more affordable cost. On completion students can complete a further year or two of study at QUB/ UU if they then wish to top these up to an Honours degree or alternatively enter the world of work.

For more detailed information on entry requirements for further/ higher education courses (including GCSE requirements) check out the *entry profile* on the relevant university/ college website. Students are also advised to register with the student portal at all universities they may be interested in as this will offer them very useful information on specific courses/ careers they may be interested in as well as advice from current undergraduate students.

Some degree courses will require GCSE Maths at Grade B; the vast majority require a minimum of Grade C in English and Maths. Very high demand courses, such as Medicine, Dentistry, Actuarial Science, and Pharmacy, place a lot of emphasis on GCSE results and will have a GCSE performance threshold.

If you have a particular career path in mind and a particular subject(s) is listed as required in the table, you must ensure that you study that subject(s) at Post 16.

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Accounting – QUB Accounting - ULS	No specific 'A' Levels. Maths, Accounting or Business Studies useful	AAB + GCSE Maths B (QUB) ABB or BBB if offering Maths A Level. (UU)	www.accaglobal.com www.cimaglobal.com
Architecture	Useful 'A' Levels include Art, Maths and Physics. For a small no. of degree courses Maths and/or Physics, plus Art, are required.	ABB (QUB) BBB (UU)	Royal Institute of British Architects www.bcs.org.uk A portfolio of drawings & ideas is essential if not studying Art at GCSE/ 'A' Level
Biology	One from Biology, Chemistry, Physics, Maths., PE or Geography. Biology or Chemistry preferred.	BCC	
Biomedical Science	2 Science Subjects; Biology and Chemistry preferred.	AAB -ABB QUB) BBB (UU)	
Business Studies	Not specified; Business Studies useful	ABB (QUB) ABB-BBB (Ulster)	Visit www.bized.co.uk or the website of the Institute of Management: www.inst-mgt.org.uk . (N.B. Asking grades/ tariff points for UU will vary depending on campus and specific business course applied to.)

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/ Points	Websites & Other Information
Computing	Some courses require Maths or Software Systems Development A'Level; Software Systems Development/IT useful	AAB-BBB (QUB) ABB-BBB (UU)	Visit www.bcs.org.uk
Dentistry	Chemistry, Biology, Physics for GCSE & Chemistry, Biology & either Physics/ Maths A'Level. NB UKCAT admissions test	AAA + A at AS Level	British Dental Association www.bda-dentistry.org.uk and the General Dental Council www.gdc-uk.org
Engineering	Maths + Physics or Maths + another Scientific subject, e.g. Chemistry, Biology, Technology & Design	Grades vary from AAB-BBC	Royal Academy of Engineering www.raeng.org.uk
Environmental Health	1 from Maths, Chemistry, Physics, Biology or Geography	ABC (UU)	Chartered Institute of Environmental Health www.cieh.org
Environmental Science	2 Sciences subjects from Geography, Biology, Physics, Chemistry, Maths, PE, ICT	BCC-CCD to include grades CC (UU)	
I.T./ CIT / BIT	No essential A Levels but Digital Technology/ Computing/ Business/ Maths can be useful.	ABB-BBB	www.bringitonni.info
Law	No essential A Levels but subjects that develop critical thinking and analytical skills such as English and/or History are useful.	AAA (QUB) ABB-BBB (UU)	www.barcouncil.org.uk www.lawsociety.org.uk www.lcan.org.uk www.allaboutlaw.co.uk
Medicine	Chemistry, Biology, Physics for GCSE & Chemistry, Biology & either Physics/ Maths A'Level. UKCAT admissions test	AAA + A at AS Level	www.medschools.ac.uk www.bma.org.uk . British Medical Association
Nursing (BSc)	Biology useful	BBC / BCC (QUB) BBC (UU)	NHS Careers (www.nhs.uk/careers), the Royal College of Nursing (www.rcn.org.uk) and the Royal College of Midwives (www.rcm.org.uk)
Occupational Therapy	None	BBB & HPAT admissions test (UU)	The College of Occupational Therapy (www.cot.co.uk).
Optometry	2 from Biology/ Chemistry/ Maths or Physics. Some universities prefer Biology as one of the choices.	AAB (UU)	www.college-optometrists.org
Pharmacy	Chemistry, Biology GCSE and for A'Level Chemistry and Biology will keep the vast majority of courses open to you.	AAB	www.rpsqb.org.uk

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/ Points	Websites & Other Information
Physiotherapy	Most courses will consider you with just Biology. Some ask for a second science from Chemistry, Maths or Physics. PE is also useful.	BBB & HPAT admissions test (UU)	Chartered Society of Physiotherapy www.csp.org.uk
Quantity Surveying	No specific 'A' Levels required but Maths and/or Business Studies would be useful.	ABB	Royal Institute of Chartered Surveyors www.rics.org.uk
Radiography	1 Science from Maths, Physics, Chemistry, Biology. 2nd Science may be desirable for some courses.	BBB & HPAT admissions test (UU)	Diagnostic radiographers use X-rays, ultrasound and magnetic resonance imaging to produce images of the body. Therapeutic radiographers are involved in the treatment of cancer. Contact the Society of Radiographers www.sor.org
Social Work	Not Specified	ABB (QUB) BBB (UU)	www.niscc.info www.skillsforcare.org.uk
Speech and Language Therapy	1 from English, a modern foreign language., Maths, Physics, Chemistry, Biology or Geography	BBB & HPAT admissions test (UU)	The Royal College of Speech and Language Therapists www.rcslt.org
Teaching	At least 1 from Art, Biology, Chemistry, Technology, English, French, Geography, History, ICT, Maths, Music, P.E., Physics, R.E. or Spanish. At secondary level the subject taught must be taken for A' Level.	Grades vary between teaching colleges. St. Mary's, Belfast typically ask for A*AA/ AAB.	www.education.gov.uk
Veterinary Science	Double Award Science GCSE & Chemistry and Biology & either Physics or Maths A' Level.	A*A*A—AAB (UK Universities) Approx. A*, A*, A* & A for UCD	The website of the Royal College of Veterinary Surgeons www.rcvs.org.uk

(N.B. QUB = Queen's University Belfast; UU = University of Ulster)

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N.B. UCAS Tariff Points are changing for entry from 2017 onwards. The new tariff points are below.

A level

Grade	UCAS Tariff Points
A	56
A	48
B	40
C	32
D	24
E	16

AS Level (N.B. has only 40% tariff point weighting of A2.)

Grade	Points
A	20
B	16
C	12
D	10
E	6

BTEC Diploma (QCF) Grade (Students will be awarded two grades as it is equivalent to two A Levels)

Grades	Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

BTEC Subsidiary Diploma (Equivalent to one A Level)

Grades	Points
D*	56
D	48
M	32
P	16

N.B. Where a subject is taken at AS Level but not carried onto full A Level then the student will receive half of the points; i.e. Grade B at AS = 16 points.

A student who takes 3 A Levels and a fourth subject at AS and achieves grades ABC & B (B in AS) will have 136 UCAS tariff points. (120 from 3 subjects to full A Level and a further 16 from the fourth subject studied to AS Level.)

GCSE Agriculture & Land Use

Topics Covered

Unit 1: Soils, Crops and Habitats

In this unit students will learn about composition of soils, horticulture, plant biology, crop production, care and management of the countryside, renewable energy and climate change and career opportunities. Students will gain an understanding of plants in the food chain, starting with soil composition and its importance in producing plant crops. They will also learn about the diverse types of farming employed across N. Ireland.

Unit 2: Animals on the Land

Livestock farming, breeding and reproduction, health and welfare, nutrition, food production and processing, farm economics, farm health and safety, pollution and farm waste.

This unit focuses on the main animal species that are kept commercially in N. Ireland and will focus on cow, sheep, pig and poultry husbandry, including health, welfare and breeding. Students will learn about how decisions on feeding and breeding can affect profitability and will look at aspects of farm sustainability, including farm diversification. They will look at how farming is responding to increasing environmental concerns about land use.

Skills Developed:

- Problem solving using a scientific approach
- Primary research
- Develop hypothesis and plan practical ways to test them to assess their validity
- Develop practical skills relevant to the agricultural and land-based sector
- Work safely and assess and manage risk
- Make observations, collect and record data
- Draw evidence based conclusions
- Use a range of methods to display and present relevant information
- Analyse and evaluate evidence
- Develop scientific knowledge and understanding in a relevant, enjoyable and work-based context
- Develop their awareness of complex relationships between humans and the environment
- Appreciate how knowledge of science can enhance productivity in the land-based and environmental sector.

Career Opportunities:

NI has a strong rural tradition where almost 75% of land is used for agricultural purposes. The agri-food industry contributes hugely to the local economy representing employment for around 50,000 people in farms and factories and the agri-food sector. This science based GCSE is designed to appeal not only to young people from the changing agricultural sector but also those who are interested in working within the wider land-based and environmental industries.



Assessment	Content	Weighting
Unit 1 Soils, Crops and Habitats	An externally assessed written examination consisting of a number of compulsory questions that provide opportunities for short answers, extended writing and calculations 1 hour 15 minutes	20%
Unit 2 Animals and Land use	An externally assessed written examination consisting of a number of compulsory questions that provide opportunities for short answers, extended writing and calculations 1 hour 15 minutes	20%
Unit 3 Controlled Assessment	Students complete two controlled assessment tasks. Teachers mark the tasks and we moderate the results. One Planning and Investigation tasks—20% One Research and Presentation task—40%	60%



GCSE Art & Design

Title: Component 1- Controlled Assessment worth 60% with 2 parts

Part A: Exploratory Portfolio - 25% (*no final outcome required*) in the form of a sketchbook, journal or other form of portfolio demonstrating core knowledge and understanding of formal visual elements through practical skills. Students explore media, techniques and processes in at least two disciplines and it is internally set and assessed.

Part B: Investigating the Creative and Cultural Industries – 35% (*students complete one practical task*) Students become increasingly skilled at developing ideas, applying understanding of relevant practices, refining their ideas, recording as they go and using visual language critically.

Title: Component 2: Externally Set Assignment worth 40%

A stimulus paper is released in early January of the examination year (*i.e. year of completion*). Students complete a minimum of 20 hours of preparatory work in response to the theme. Students also complete a final outcome within a set 10 hour examination period.

FINAL MODERATION & EXHIBITION: In May of Year 12 all work is displayed for moderation by the examining board CCEA.

Skills Developed:

This specification provides students with opportunities to develop the following skills:

- Observation through artistic expression;
- Investigation, Realisation and Experimentation acquiring technical skills in a range of media, materials, techniques, processes and technologies;
- Creative, imaginative and intuitive capabilities;
- Knowledge of roles and practices in the creative and cultural industries;
- Application of Number;
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving;
- Working with Others

Career Opportunities:

GCSE Art & Design prepares students for the study of art and design and related courses at GCE Advanced Subsidiary Level and Advanced Level. It also can open up a wide range of opportunities for further and higher education and provides students who have an interest in developing a career in art and design with relevant, skills-based knowledge. It can lead to a wide range of career opportunities such as Fine Arts and Crafts, Design, Fashion and Textiles, Graphics, Product, Architecture, Film, Animation, Costume, Special effects, Theatre, Furniture, Interior, Toys and Games. STEM careers such as engineering also require creative, artistic and design skills. A GCSE in Art & Design develops a range of useful skills that can be transferred to other careers. Many careers require artistic skills and a knowledge and appreciation of Art and Design. Every man-made object we see around us has been designed and as fashion, styles and technology continue to change, so the opportunities for young people in the wide variety of design or art related jobs are increasing.



CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 1	Core knowledge and understanding	Controlled assessment	
Part A: Exploratory Portfolio (no final outcome required)	Students demonstrate knowledge and understanding of formal visual elements through practical skills. They explore media, techniques and processes in at least two disciplines.	Part A (25%) 50 marks	60%
Part B: Investigating the Creative and Cultural Industries (students complete one practical task)	Core skills Students become increasingly skilled at developing ideas, applying understanding of relevant practices, refining their ideas, recording as they go and using visual language critically.	Part B (35%) 70 marks Internally assessed and externally moderated	
Component 2: Externally Set Assignment	A stimulus paper is released in early January of the examination year (<i>i.e. year of completion</i>). Students complete a minimum of 20 hours of preparatory work in response to the theme. Students also complete a final outcome within a set 10 hour examination period .	Controlled Assessment 80 marks Internally assessed and externally moderated	40%

GCSE Business Studies



This specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- 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.

Skills Developed:

This specification gives students the opportunity to develop and generate evidence for assessing the following nationally recognised Key Skills: Application of number, Communication, Improving Own Learning and Performance, Information and Communication Technology, Problem-Solving; and Working with Others.

Career Opportunities:

Business Studies can open up a wide range of opportunities for further and higher education or on to a rewarding career such as Accountancy, Law, Banking, Systems/Business Analysis, Management, Insurance, Media, Marketing, Human Resource Management, Investment, Teaching, ICT and Economics and/or self-employment in one's own business enterprise. Many degree courses also contain a Business Module as a core element.

Content	Assessment	Weighting
Unit 1 Starting a Business <ul style="list-style-type: none"> • Creating a business • Marketing • Business Operations 	External written examination 1 hour 30 mins Short structured questions and extended writing	40%
Unit 2 Developing a Business <ul style="list-style-type: none"> • Human Resources • Business Growth • Finance 	External written examination 1 hour 30 mins Short structured questions and extended writing	40%
Unit 3: Planning a Business (synoptic) <ul style="list-style-type: none"> • Business Plan 	Controlled Assessment Students complete the following: <ul style="list-style-type: none"> • Booklet A, a research task; and • Booklet B, a structured report-writing task. 	20%



Business & Communication Systems

Business and Communication Systems is an exciting and practical subject that recognises how ICT is in the foreground of all business activities.

Topics Covered:

In this course you will: study business activity and how ICT has changed the business environment. You will learn how to use different types of software applications.

These include: Microsoft Office (Word, Excel, Access & PowerPoint), Adobe Photoshop and Dreamweaver.

You will also study:

- Types of businesses
- Business aims
- Stakeholders
- Uncertainty, risk, reward and change

Requirements:

Students will require an A4 notebook

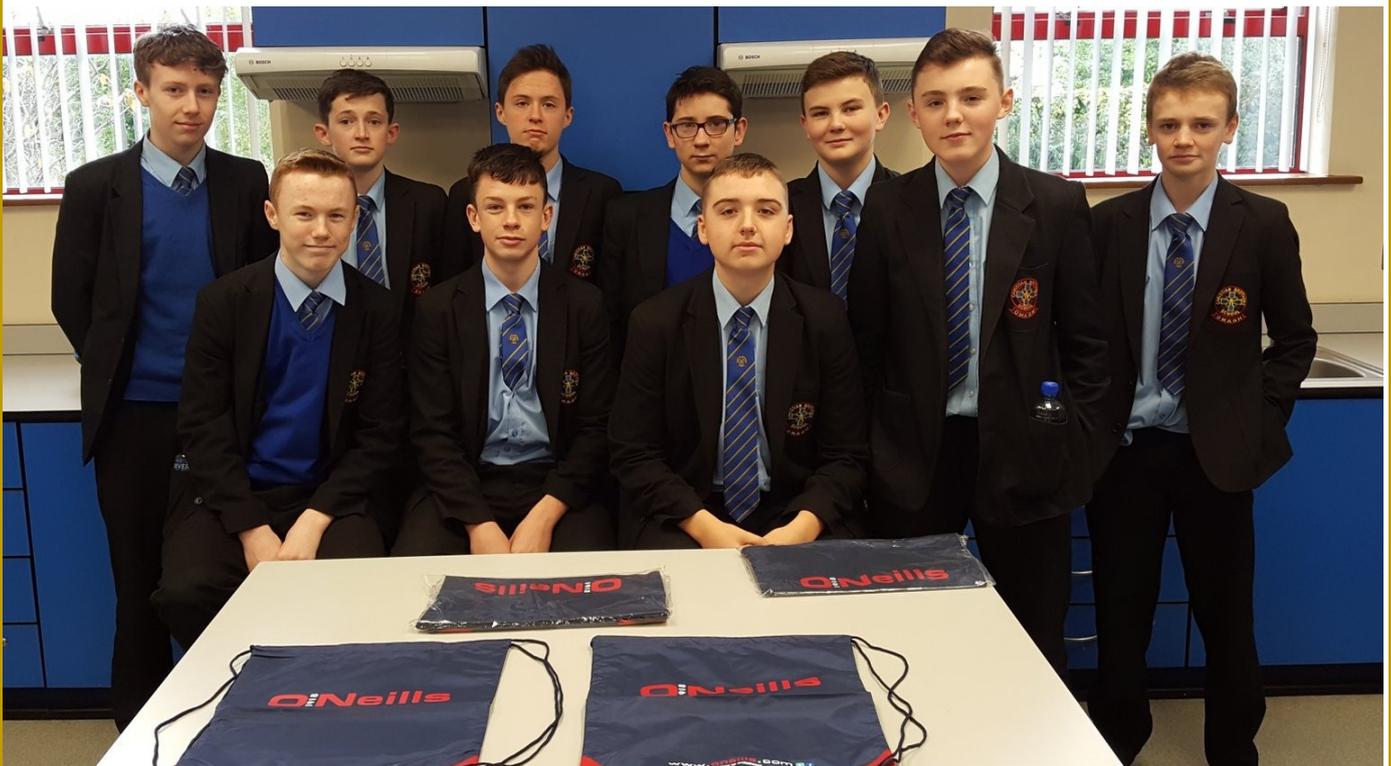
Skills Developed:

Practical ICT skills, Communication, analyse, evaluate and make reasoned judgements and present conclusions, Problem Solving and working with others.

Careers:

This is a practical skills and knowledge based course that will provide entry to As Level ICT and/ or Business Studies as well as further vocational training and will also open up a wide range of career areas within the business and/ or IT industry.

<p>Unit 1: Software Applications for Business</p>	<p>Format: External assessed (computer based) Date to be taken: May 2018 Duration: 2 hours Weighting: 40% This examination will test your ICT skills in a business context.</p>
<p>Unit 2: The Business Environment</p>	<p>Format: External assessed (written examination) Date to be taken: May 2019 Duration: 1 hour Weighting: 35%</p>
<p>Unit 3: Developing Digital Solutions</p>	<p>Format: Controlled Assessment Submitted Term 1 - 2019 Weighting: 25% For this unit, you will design a website and explain its business rationale through a PowerPoint presentation.</p>



GCSE Computer Science

(N.B. GCSE Computer Science will be graded using a scale from 9— 1 with Grade 9 being broadly equivalent to an A*. Grade 4 is equivalent to Grade C.)

Content Overview	Assessment Overview	
Computer systems <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	Computer systems 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	Computational thinking, algorithms and programming 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Programming project ** <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	Programming project 40 marks Totalling 20 hours Non-Exam Assessment (NEA)	20% of total GCSE

Computer Systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context.

Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Programming Project

Students will design, build and test a programmed solution for 1 of 3 tasks provided by OCR. This project will be built using Visual Studio as the development environment and C# as the language. These technologies will be studied throughout Y11 and Y12 in preparation for this component.

Skills Developed:

This specification gives students the opportunity to demonstrate the ability to:

- Recall, select and communicate their knowledge and understanding of computer technology.
- Apply knowledge, understanding and skills to solve computing or programming problems.
- Analyse, evaluate and make reasoned judgements and present conclusions
- Design, build and test C#/ .Net applications

Career Opportunities:

This subject contains a mixture of practical skills and theoretical understanding associated with Computing and Software Development and provides a qualification leading to entry to AS Level Computing, ICT, Applied ICT, vocational training and employment. This subject also provides an opportunity to enter a wide ranging variety of career areas. These career areas include:

- Computer Programming
- Games Software Development
- Software Engineering
- Website Design
- IT Project Management
- IT Business Analysis
- Education

Unit	Content	Assessment	Weighting	Coursework Submission Date/ Exam Sitting
01	Computer Systems	External Assessment (1hr 30min exam)	40%	June 2019
02	Computational thinking, algorithms and programming	External Assessment (1hr 30min exam)	40%	June 2019
03	Programming Project	Controlled Assessment	20%	March 2019



GCSE

Construction & the Built Environment

Both Unit 1 and Unit 2 examinations take place on the same day. Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

Aims

This GCSE Course aims to encourage students to:
 Develop a broad background knowledge and core knowledge of the construction industry;
 Apply their developing knowledge in relevant, enjoyable and work-related contexts for craft products and computer aided design (CAD) projects;
 Investigate opportunities to progress into further education, training or employment in the construction industry;
 Experience success when applying their knowledge in work-related contexts;
 Develop and practise the key transferable skills that are important in working life;
 Develop knowledge of the materials and sustainable methods used in domestic and commercial construction.

Key Features

The following are important features of this specification.
 It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
 It encourages students to develop and practise key transferable skills and to have a positive attitude towards sustainable construction techniques.
 It helps raise achievement in a wider range of learners due to its high practical content.
 It provides students with a broad background knowledge and core knowledge of the construction industry.
 It encourages students to develop craft skills, CAD skills and technical skills, and knowledge and understanding of the construction industry.
 It encourages a student centred approach to learning and enables students to apply their developing knowledge in enjoyable and work-related contexts.

Unit Overview / Course Content

Unit 1: Introduction to the Built Environment. In this unit, students develop an understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.

Unit 2: Sustainable Construction. (pre-release materials) In this unit, students interpret drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.

Unit 3: The Construction Craft Project. In this unit, students complete a project based on one of the following crafts: woodwork; or brickwork or blockwork. The craft project is made up of a product and an evaluation.

Unit 4: Computer Aided Design in Construction. In this unit, students develop an understanding and a working knowledge of computer aided design (CAD) in the construction industry.

Element	Assessment Format	Weighting	When
Unit 1: Introduction to the Built Environment	External written examination 1 hour	20%	Summer from 2018
Unit 2: Sustainable Construction	External written examination 1 hour 30 mins Paper includes questions based on pre-release materials.	30%	Summer from 2018
Unit 3: The Construction Craft Project	Controlled assessment (Coursework)	25%	Summer from 2018
Unit 4: Computer Aided Design in Construction	Controlled assessment (Coursework)	25%	Summer from 2018



GCSE Digital Technology

Content		Assessment	Weightings	Availability
Compulsory Core	Unit 1: Digital Technology	External written Examination 1 hour	30%	Summer 2018
Multimedia units	Unit 2: Digital Authoring Concepts	External written examination 1 hour 30 mins	40%	Summer 2019
	Unit 3: Digital Authoring Practice	Controlled Assessment (The controlled assessment task is worth 90 marks and will take a maximum of 36 hours to complete).	30%	Summer 2019



Aims

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

Course Specification

The course is made up of **3 units**:

Unit 1: Digital Technology is compulsory for all students.

There are 2 routes available in this course but as the CBS currently offers GCSE Computing, students will study Route A which is the **Multimedia** Option - **Units 2 & 3** on the course. The outline of this course is shown on table (left).

Route A Multimedia

Course Content:

3.1 Unit 1: Digital Technology

In this unit, students explore a range of digital available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.

3.2 Unit 2: Digital Authoring Concepts

In this unit, students gain an understanding of the concepts in the development of digital systems.

3.3 Unit 3: Digital Authoring Practice

In this unit, students design, develop and test digital multimedia systems.

Skills Developed

This specification provides opportunities for students to:

- investigate and analyse problems
- designing effective solutions
- developing solutions
- testing and implementing solutions; and
- evaluating solutions

Key Skills

This specification provides opportunities for students to continue to develop their Cross-Curricular Skills and Thinking Skills & Personal Capabilities in the following areas:

- Communication
- Using Mathematics
- Information and Communication Technology
- Improving Own Learning & Performance
- Self-Management
- Problem-Solving
- Working with Others.

Career Opportunities

This is a practical, skills-based qualification that will provide entry to AS Level ICT/Digital Technology / Computing, vocational training and employment. This subject also provides an opportunity to enter a wide ranging variety of career areas. These career areas include : Computer programming, Network technicians, Project managers, Website designers, Games Software development , Business analysts, Education.

Topics Covered

Unit 1: Design;

Students create a product design portfolio and develop their ideas to achieve a final design solution suitable for manufacture. They learn how to present their design solutions to a client and how to respond to feedback by modifying their design and manufacturing proposals.

Unit 2: Production;

Students learn about:
Using a production plan;
Developing a schedule for manufacture;
Produce a wood / plastic or metal product to a set tolerance using a provided technical drawing
Use tools, machinery and equipment, including computer-aided manufacture (CAM)
Combining, assembling and finishing wood and plastic materials and components.
Use and apply real world industrial quality control and self-evaluation techniques.
Understand how to care for themselves and others in a manufacturing environment.

Unit 3: Materials Processes & Systems:

Production details and constraints;
New materials, components and their constraints;
Modern technology used in and by the manufacturing industries;
Research and analyse existing products, materials and the manufacturing processes as well as market needs.

Unit 1: Design:-

Design Portfolio 10 A3 pages
Controlled assessment - Yr 11
(25%)

Unit 2: Manufacturing:- Controlled assessment –
3 hour practical product exam Y12
Time: 3 hour (25%)

Unit 3: Materials Processes & Systems:
External assessment - June of Year 11 or 12
Time: 2 hour exam (50%)

Skills Developed:

Exploring current case studies pupils will have the opportunity to apply skills, relevant knowledge and understanding, including quality standards, in a variety of contexts; plan and carry out investigations. Hand to eye co-ordination skills will be improved by carrying out set tasks using hand tools, equipment, materials and components. Students will develop constructive problem solving, reasoning skills to present final design and draw evaluative conclusions against a set design brief and their own Product specification. They will expand their skills in presenting both sketch & CAD design solution drawings to a high degree of accuracy.

Career Opportunities:

Practical problem solvers are in high demand in all sectors of Engineering & Manufacturing employment. Successful GCSE students would also be able to re-engage into A' level Technology & Design - Systems Control; BTEC Construction or BTEC Engineering. Engineering careers could be considered in all aspects of Factory Management, Quality Control CAD / CAM & 3D printing. This qualification could be a building block towards self-employment and/or working within our many local SME's and the worldwide Engineering & Manufacturing industry.

GCSE Engineering & Manufacturing

This course is pending final approval upon for suitability

Content	Assessment	Weightings	Availability
Unit 1: Design	Controlled assessment Design portfolio Students complete one task in response to one of two design briefs. Teachers mark the task, and exam board moderate the results.	25%	Summer from 2018
Unit 2: Production	Externally assessed practical examination 3 hours Manufactured product Students complete one task in response to one assignment under exam conditions	25%	Summer from 2019 Terminal
Unit 3: Materials, Processes and Systems	External written examination 2 hours Students answer five questions in section A Students answer six questions in section B Section A is based on pre-release material	50%	Summer from 2018

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



GCSE Geography

Topics covered:

Unit 1: Understanding Our Natural World; River Environments, Coastal Environments, Our Changing Weather and Climate and The Restless Earth.

Unit 2: Living In Our World; Population and Migration, Changing Urban Areas, Contrasts in World Development and Managing Our Environment.

Unit 3: Fieldwork

Assessment (Exams and Coursework Requirements):

Unit 1: External Written Exam 1 ½ hours.

Unit 2: External Written Exam 1 ½ hours.

Unit 3: External Written Exam 1 hour.

Skills Developed:

This specification aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- actively engage in studying geography to develop as effective and independent learners and as critical thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate how these concepts affect our changing world;
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- develop and apply their learning to the real world through fieldwork and other learning outside the classroom; and
- gain confidence in making informed decisions about further learning opportunities and career choices.

Career Opportunities:

Management, Environmental health, Estate Management, Transport Management, Local Government, Environmental Management: Architecture, Landscape Architecture, National Trust, Journalism, Urban and Rural Planning, Information Services: Census Officer, Telecommunications, Systems analyst. Scientific services: Map making, Meteorology, Mining and Quarrying Surveying, Hydrology and water services. Business and Finance: Advertising, Marketing, Market Research. Education, Professional and Social services: Teaching, Lecturing, Social Work, Law, Banking. Leisure, travel and tourism: Tourist Boards, Travel Agent, Air Traffic Control, Tour Operator.



GCSE History

Unit 1

Section A: Modern World Studies in Depth

Life in Nazi Germany, 1933–45

Section B: Local Study

Changing Relations: Northern Ireland and its Neighbours, 1965–98

Assessment Format:

External written examination lasting 1 hour 45 minutes

60% overall weighting

Test will be sat in May/June of Year 11

There are **two** sections:

Section A:

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

Section B:

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

Unit 2

Outline Study:

International Relations, 1945–2003

Assessment Format:

External written examination lasting 1 hour 15 minutes

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

40% Overall Weighting

Test will be sat in May/June of Year 12

Content Outline

Unit 1

Section A

- Hitler takes political control, 1933–34
- Control and opposition in Hitler's Germany
- Life for workers in Nazi Germany
- Life for women and the family in Nazi Germany
- Life for young people in Nazi Germany
- Life for the Jewish community and minorities in Nazi Germany
- Germany at war

Section B

- The O'Neill years
- The campaign for civil rights
- A deteriorating situation, 1969
- The re-emergence of paramilitary organisations
- Internment
- Direct rule
- The search for a political solution – attempt at power-sharing, 1973–74
- Changing Republican strategy
- Changing relations – towards closer co-operation
- The Downing Street Declaration, 1993
- The Good Friday Agreement, 1998

Unit 2

- Co-operation ends and the Cold War begins
- Emerging superpower rivalry and its consequences, 1945–49
- Flashpoints in Europe and the impact on international relations
- Flashpoints outside Europe and the impact on international relations
- The end of the Cold War, 1985–91
- New tensions emerge, 1991–2003

Skills Developed:

History naturally allows students to think independently and critically. Historians become adept at analysing material, speaking confidently, writing and reaching conclusions that are well thought out and can be supported. Skills of developing and defending a personal point of view are continually advanced. History is an enjoyable and fun subject to learn that allows students to better understand the past and the world around them today.

Career Opportunities:

History, as a well-respected and valued subject provides an opportunity to enter a wide ranging variety of career areas. These career areas include Law, Media, Journalism, Education, Management, Finance, Research and Politics. A History degree develops independent thinking and its flexibility lends itself to all areas of employment that require the ability to think quickly, be well organised and communicate effectively.



GCSE Hospitality



Topics covered:

The course is divided into three units:

Unit 1: The Hospitality Industry

- Investigating hospitality
- Products and services provided
- Career opportunities in the hospitality industry
- Customer care standards and procedures
- Customers in hospitality
- Communication
- Diet and health in the hospitality industry
- Health and safety at work
- First aid at work

Unit 2: Reception and Accommodation

- Front office
- Customer cycle
- Use of services and facilities
- Front office and its links with other departments
- Non-English speaking guests
- Accommodation

Unit 3: Food and Drink

- Basic food hygiene
- Causes of food borne illness
- The principles of handling food safely
- Basic knife skills
- Food preparation
- Drinks preparation
- Food service
- Waste management
- Cooking and serving meals
- Organising a function
- Reviewing learning and performance

Assessment (Exams and Coursework Requirements):

Unit 1: The Hospitality Industry

External assessment (compulsory)

Single tier

GCSE Hospitality is assessed by a 1 Hour 30 minutes examination paper which consists of short answers, structured and extended writing questions.

Weighting 20%

Unit 2: Reception and Accommodation

External assessment (compulsory)

Single tier

GCSE Hospitality is assessed by a 1 Hour 30 minutes examination which is based on a pre-release case study

Weighting 20%

Unit 3: Food and Drink

Internal assessment (compulsory)

Three controlled assessment tasks

- A log book
- A meal assignment
- A function

Weighting 60%

Skills Developed:

Through studying GCSE Hospitality students will develop a broad knowledge and understanding of the Hospitality Industry. Student will get the opportunity to develop a range of skills which are essential for working life.

These skills include:

- Planning and organisation skills
- Time Management
- Higher level thinking
- Self Management
- Team work
- Problem solving
- Decision making
- Interpersonal skills
- Customer service skills
- Food preparation skills
- Creativity

Career Opportunities:

GCSE Hospitality is a varied and interesting subject which provides students with an invaluable insight to what is involved with the Hospitality Industry. GCSE Hospitality provides students with a wide range of career opportunities within the Hospitality and Catering Industry and also within other areas of employment. Students who obtain a qualification in GCSE Hospitality go on to have successful careers in the following areas which include:

Administration, Chefs, Front Office Manager, Events Manager, Account Managers, Banqueting Assistant, Banqueting Manager, Retail Manager, Customer Services, Health Promotion, Environmental Health Officer, Food Quality Assurance, Food Technologist, Teaching.

GCSE Music

There are 3 main components in GCSE Music

Component 1: Performing and Appraising. 35%

- Candidates present **one solo** performance and **one ensemble** (group) performance.
- Total performance time lasts no longer than **6 minutes**.
- A **3-minute** discussion and evaluation with the visiting examiner.

Component 2: Composing - Controlled Assessment 30%

- Candidates create **two** compositions. One is in response to a pre-release stimulus by CCEA; one is free choice. Teachers mark the tasks, and they are moderated by CCEA.

Component 3: Listening and Appraising 35%

- External written listening exam lasting **1 hour 30 mins**.
- Students answer questions based on familiar and unfamiliar music relating to **4 Areas of Study**.

1. Western classical Music 1600-1910, music by Mozart and Handel.
2. Film Music: Themes from Superman and The Amazing Spider-Man.
3. Musical Traditions of Ireland: Reels and jigs performed by Beoga.
4. Popular Music 1980-present day: Florence & the Machine; Eurythmics; Ash.

Skills Developed:

Listening, Performing, Composing, Communication, Improving Own Learning and Performance, Information and Communication Technology, Problem-Solving, Working with Others

Career Opportunities:

GCSE Music prepares students for the study of music and related courses at GCE AS Level and A' Level. It also can open up a wide range of opportunities for further and higher education and provides students who have an interest in developing a career in music with relevant, skills-based knowledge. It can lead to a wide range of career opportunities such as Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal, Business and Management, Music Media: TV, Radio, Print; Education and Music Therapy to name just a few. A GCSE in Music develops a range of useful skills that can be transferred to many other careers.



BTEC Music Level II

Topics covered:

This course is designed to inspire learners to consider a career in the music industry.

It gives learners the opportunity to gain a broad knowledge and understanding of and develop skills in, the music industry, solo or group performance and using ICT in Music.

Assessment:

There are two core units based on the Music industry and listening to music styles. Both are assessed by an external exam. (Each exam is worth 12.5% of the overall grade.) There are 4 further optional units, including Solo Musical Performance, Music Sequencing, Working as a musical ensemble and using Music Technology. These units are all assessed internally and are worth 75% of the final grade. Pupils will gain experience in performing and using music technology, research and presentations skills. There will be video and audio recordings of solo and ensemble performances.

Skills Developed:

- Listening
- Performing
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving;
- Working with Others.

Career Opportunities:

BTEC Music prepares you for further study in Music. It also can open up a wide range of opportunities for further and higher education and provides students who have an interest in developing a career in music with relevant, skills-based knowledge. It can lead to a wide range of career opportunities such as Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal, Business and Management, Music Media: TV, Radio, Print; Education and Music Therapy to name just a few. The Live Music industry as we know it today is a multi disciplined global business. 42% of the UK music sector employment is in live performance, what this means to you is that the industry needs people with all kinds of skills at a variety of levels. A BTEC in Music also develops a range of useful skills that can be transferred to other careers.



GCSE Applied Performing Arts (Single Award)

Assessment (Exams and Coursework Requirements):

GCSE Performing Arts (Single Award)

Unit 1

Portfolio evidence

Skills Development, Knowledge and Understanding
Internal assessment; 70% of total marks

Unit 2

Showcase Performance

In response to briefs set by AQA in a question paper to be issued in November of the year preceding certification
External assessment; 30 % of total marks

Skills Developed:

- Actively engages students in the processes of performing arts to develop as effective and independent learners
- Develops broad skills, knowledge and understanding of the performing arts industry
- Develops understanding of the contribution the performing arts industry makes at both local and national level
- Develops personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment
- Provides a solid foundation for progression in performing arts, theatre studies and generic subjects including dance, drama and music

- Provides a foundation for design work in set, costume and props and technical elements as in lighting and sound
- Introduces a wide range of personal and organisational skills for the work place.

Career Opportunities:

GCSE Performing Arts prepares students for the study of the Arts and related courses at GCE Advanced Subsidiary Level and Advanced Level. It will also offer inroads to careers in jobs requiring presentational abilities: teaching, advertising, public relations, radio, sales, television, repertory and community theatres, recreation and film. The Performing arts also may lead to a career in the performing arts and Entertainment Industry, arts therapy, private studio teaching, or arts management, Acting, Musician, Sound Technician, Choreographer, Lighting Technician, Stage Manager, Theatre Director, Stage Designer, and Costume Designer. Television Industry: Journalist, Reporter, Camera Operator. The course will also offer provision to develop social and communication skills which are essential for many other career choices such as Law, Social Work, Nursing and many more.



Edexcel Level 2 BTEC First Award in Sport

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

Assessment (Requirements):

To achieve this qualification, candidates must complete a total of four units consisting of two core units and two specialist units.

The Units are broken into two distinct sections:

External Assessment: Unit 1 is assessed through an external online exam. Content is taught through the traditional classroom based teaching and practical application of the methods of training to improve upon the components of fitness. This assessment is worth 25%.

Internal Assessment: Unit 2, 4 and 5 are internally assessed units in which learners are given assignments to complete within each unit. These units are marked to a Pass, Merit or Distinction grading overall. This assessment is worth 75%.

Title: Unit 1 –Fitness for Sport and Exercise

Format: Externally assessed online exam

Duration: Examination lasts 1 hour

Weighting: 25%

Title: Unit 2 –Practical Sports Performance

Format: Internally assessed

Duration: 16 weeks of coursework based assignments

Weighting: 25%

Title: Unit 4 – The Sports Performer in Action

Format: Externally assessed online exam

Duration: Examination lasts 1 hour

Weighting: 25%

Title: Unit 5 – Training for Personal Fitness

Format: Internally assessed

Duration: 16 weeks of coursework based assignments

Weighting: 25%



GCSE Spanish

Exams – the course is divided into 4 exams as detailed below. Each exam is worth **25%** of the overall qualification.

1. **Speaking exam** – one exam done with your class teacher sometime over the course of the 2 years
2. **Writing exam** – taken in May/June Year 12 with emphasis on writing paragraphs on some of the topics listed below as well as short translation sentences
3. **Reading exam** – taken in May/June Year 12 based on the vocabulary learnt from the topics above
4. **Listening exam** – again taken in May/June Year 12 and involves listening to recordings and writing the correct answer in Spanish and/or English based on the vocabulary listed in the topics

Skills Developed:

Pupils develop important communication skills which are catered for in all aspects of the course. They learn about a different culture and way of life, and develop an awareness of the interpersonal skills required for all types of communication. Also, pupils develop the skills to help them cope in many varied aspects of daily life in a foreign culture, e.g. in the restaurant, in a hotel or at school. They develop reading skills using a variety of media sources, listening skills from a variety of different accents from various Spanish speaking countries, speaking skills to help them cope in everyday, real-life situations and writing skills for different purposes.

Career Opportunities:

Many students combine the study of Spanish with different career options and courses at University. Popular choices in the past have been Teaching, Law, Banking, Journalism, Media Studies, Accountancy, careers in Travel and Tourism. Having Spanish will open so many other doors when combined with another subject especially, with more than 360 million speakers worldwide.

Topics covered:

Context 1:	Identity Lifestyle Cultural issues
Context 2:	Local, National, International areas of interest
Context 3:	School Life Studies The World of Work



GCSE

Technology (Systems Control)

Brief Details on GCSE / Topics Covered:

We study CCEA GCSE Technology & Design which is split into three units.

All units are compulsory.

Students must complete:

Unit 1: Technology and Design Core theory which comprises of on manufacturing, electronics, mechanical control systems, computer control systems, and pneumatic systems and control.

Unit 2: Systems and Control theory which comprises of Electronic and Microelectronic Control Systems including recognising components, circuit design, PIC technology and Integrated Circuits.

Unit 3: Design Project enabling students to demonstrate their ability to design and manufacture a Systems based product under controlled conditions.

Assessment (Exams and Coursework Requirements):

Unit 1: Technology and Design Core

Externally assessed written paper

Examination lasts 1 hour 30 mins (25%)

Unit 2: Systems and Control

Electronic and Microelectronic Control Systems

Externally assessed written paper

Examination lasts 1 hour 30 mins (25%)

Unit 3: Design Project Controlled assessment 2

CCEA set the theme for the project. Pupils have approximately 30 hours to complete the project under controlled conditions. Teachers mark the project and CCEA moderate it.

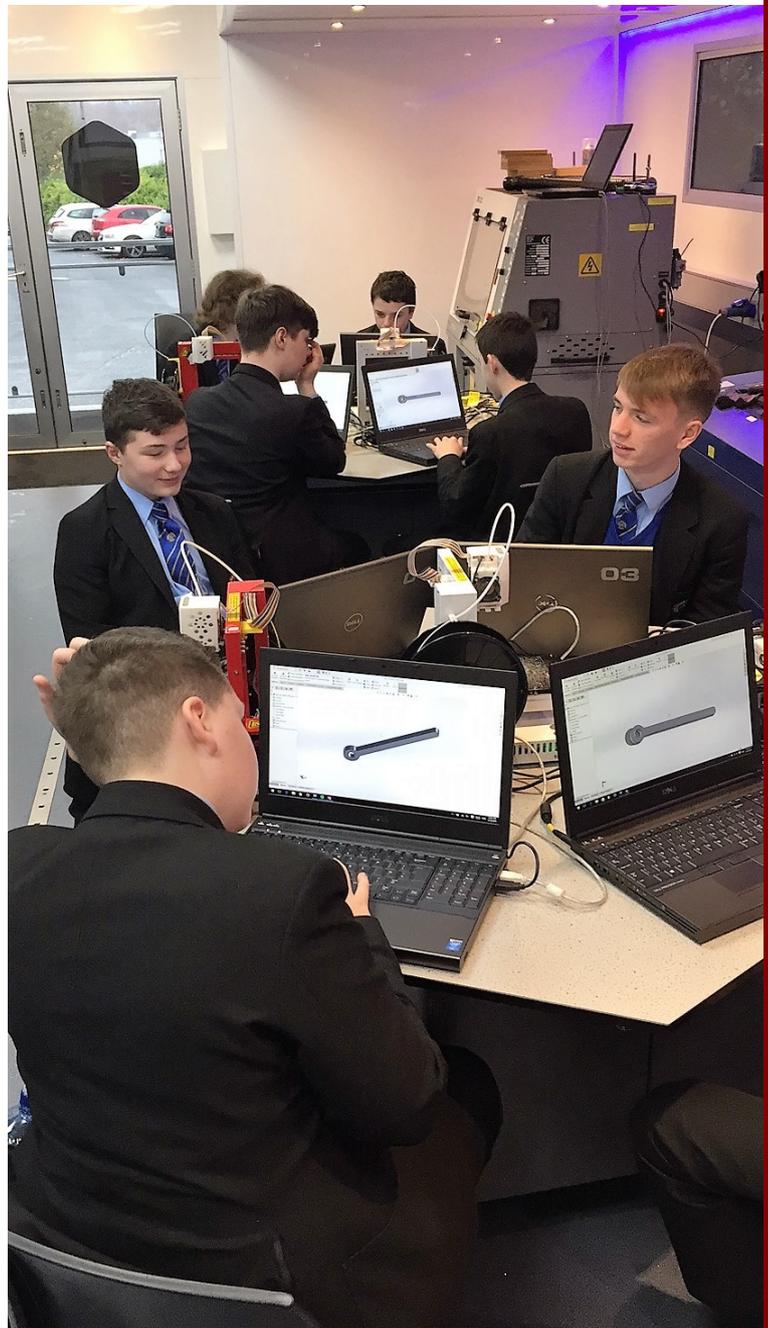
Element : Systems Design and Manufacturing (50%)

Skills Developed: This is a first class preparation for students who wish to pursue a career in any Engineering discipline.

- use imagination and develop skills of creativity and critical analysis through making links between existing solutions, technological knowledge and the principles of good design;
- communicate design ideas and decisions using a range of media and techniques;
- use a broad range of materials, components and technologies, as well as practical skills, to develop and produce high quality, imaginative and functional prototypes;
- consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;
- consider the costs in the making and marketing of products;
- apply health and safety procedures to ensure safe working practices;
- analyse and develop existing products and develop practical solutions to needs, wants and opportunities, recognising their impact on quality of life;
- develop decision-making skills through individual and collaborative working;
- apply appropriate technology and design terminology;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle; and
- combine skills with knowledge and understanding in order to make quality products.

Career Opportunities:

GCSE Technology & Design encourages students to be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors such as manufacturing and engineering and is necessary preparation for further study in Technology & Design. Pupils who have completed GCSE & A' Level Technology & Design have progressed onto a range of diverse courses at Higher Education including all engineering disciplines, teaching, product design, advertising & marketing, industrial design, production engineering, project planning, furniture design, CAD/CAM development and Architecture.



Exam Results - Summer 2016

In 2016, students from the school achieved the following success:

- Ciaran Melarkey - 1st place in N. Ireland in A Level Journalism
- Conal Donaghy - 3rd place in N. Ireland in A Level Journalism
- Oisín Harkin - 1st place in N. Ireland in Agriculture & Land Use
- Richard Connaughton - 1st place in N. Ireland in GCSE Manufacturing
- Matthew Quinn - 1st place in N. Ireland in GCSE Engineering
- Daire Devine - 2nd place in N. Ireland in GCSE Agriculture & Land Use
- Fionán McBride - 2nd place in N. Ireland in GCSE Geography, joint 2nd place in GCSE Maths, 3rd place in GCSE Science DA Modular and Joint 3rd place in GCSE Irish.
- Pádraig McNamee - 3rd place in N. Ireland in GCSE Manufacturing

Matthew Quinn also achieved maximum marks in both his Coursework and Exam in the 2016 GCSE Art & Design Examination and was awarded a special certificate.

A Level

29 subjects were offered at A-level with the following results:

A-Level Results by Subject
Number of Students Entered Achieving Grades (%)

Subject	Entries	A*	A	B	C	D	E	U	%A*-E
Accounting	5	1	1	1	1	0	0	1	80
Art	3	0	0	0	3	0	0	0	100
Applied ICT	15	1	3	10	1	0	0	0	100
Applied Business	10	2	1	4	2	1	0	0	100
Biology	23	2	4	5	5	4	1	2	91
Music	2	0	0	1	1	0	0	0	100
Business Studies	15	1	5	6	2	1	0	0	100
Chemistry	14	4	2	4	4	0	0	0	100
Construction Cert.	21	11	8	0	2	0	0	0	100
Construction Dip.	5	2	3	0	0	0	0	0	100
Computing	12	0	2	5	4	1	0	0	100
Maths	54	10	19	15	4	6	0	0	100
English Lit	18	0	1	3	8	5	1	0	100
Further maths	7	5	0	1	1	0	0	0	100
Geography	16	1	0	4	8	3	0	0	100
History	23	2	4	12	5	0	0	0	100
ICT	29	0	7	8	5	6	3	0	100
Journalism	6	1	1	4	0	0	0	0	100
Performing Arts	5	0	1	2	1	1	0	0	100
Physics	21	1	4	6	5	5	0	0	100
RE	10	0	1	6	3	0	0	0	100
Spanish	9	0	0	2	5	2	0	0	100
Sport Cert	22	14	5	0	3	0	0	0	100
Sport Diploma	10	6	1	0	3	0	0	0	100
Technology	5	0	2	1	1	1	0	0	100
PE	9	0	0	1	1	6	1	0	100
Media Studies	9	0	1	2	5	1	0	0	100

GCSE Level

26 subjects were offered at GCSE Level and all students were entered in 7 or more subjects

GCSE Results by Subject Number of Students Entered Achieving Grades (%)

Subject	Entries	A*	A	B	C	D	E	F	G	U	%A*-C	%A*-G
Art	10	2	3	4	1	0	0	0	0	0	100	100
Agriculture	7	2	4	0	1	0	0	0	0	0	100	100
Biology	7	1	2	0	2	0	0	1	1	0	71	71
Btec Music	4*	0	0	2	2	0	0	0	0	0	100	100
Bus. Studies	19	2	6	6	5	0	0	0	0	0	100	100
Business & Comms	14	1	3	5	5	0	0	0	0	0	100	100
Chemistry	4	1	2	0	1	0	0	0	0	0	100	100
Computing	14	5	5	3	1	0	0	0	0	0	100	100
Construction	20	0	8	9	2	1	0	0	0	0	95	100
Engineering	20	1	3	9	6	1	0	0	0	0	99	100
Maths	137	35	40	31	24	5	2	0	0	0	95	100
English Lan	137	10	40	51	34	2	0	0	0	0	99	100
English Lit	137	11	36	43	38	6	1	0	0	0	95	100
Further maths	16	11	4	1	0	0	0	0	0	0	100	100
Geography	35	10	12	7	3	3	0	0	0	0	91	100
History	37	12	16	1	5	3	0	0	0	0	92	100
Hospitality	4	0	2	2	0	0	0	0	0	0	100	100
ICT	56	4	26	16	7	3	0	0	0	0	95	100
Irish	22	9	3	7	3	0	0	0	0	0	100	100
LLW	134	8	22	46	41	13	4	0	0	0	87	100
Manufacturing	14	2	3	4	4	1	0	0	0	0	93	100
Music	4	0	1	3	0	0	0	0	0	0	100	100
Performing Arts	4	1	2	0	1	0	0	0	0	0	100	100
Physics	4	1	2	0	1	0	0	0	0	0	100	100
RE	136	16	39	29	29	14	5	2	2	0	83	97
DA Science Grade1	130	29	28	41	26	2	1	0	0	0	98	100
DA Science Grade 2	130	12	34	34	38	11	1	0	0	0	91	100
Spanish	77	3	8	31	30	5	0	0	0	0	94	100
Sport	37	9	4	0	19	0	5	0	0	0	100	100
Technology	16	8	5	3	0	0	0	0	0	0	100	100



GCSE Assessment

Terminal and Modular Exam Explained

Terminal exams are those which are taken at the end of the GCSE studies i.e. at the end of Year 12. Modular exams are those which are taken at the end of a module (unit of work), and typically may also be available in the Spring, Autumn and Summer of Year 11 and 12. As we go to print, the English Exam boards will be discontinuing modular exams while CCEA (NI exam body) seem set to continue with modular options. Student progress is monitored by departments and Mr J Murray. (Head of School). Decisions on levels of commitment by students, including tiers of entry, will be based on academic progress.

After School Study

Performing Arts is available as an after school GCSE option. Students should be aware that such an additional commitment to further GCSE study, be only undertaken in the surety that it will not impact negatively on progress within their formal GCSE timetable.

Controlled Assessments and Coursework

Controlled Assessment — GCSE subjects contain a controlled assessment element and this requires students to spend a good deal of time in undertaking research, preparation and completion of final tasks. All departments assist students by drawing up a schedule of staged deadlines by which time the required parts are to be completed. It is very important that you assist your son in managing his time effectively so that such deadlines are met.

Controlled Assessments are prepared in class and at home but are completed under examination conditions during supervised class time.

Coursework

Some applied subjects still complete coursework as above but without the examination style completion. All such work is scheduled to allow students to complete their work to an appropriate standard, within a given time frame, while also allowing a full delivery of each course.

Schedules are finalised at the start of each academic year. These tasks may extend beyond timetabled class for some subjects and therefore require a degree of timetabling in line with other events within the school calendar.

Therefore, these are subject to minor changes as the year progresses.

The academic schedules are published online on the school website in the KS4 Subject Information booklet on the school website www.omaghCBS.org—<http://data.axmag.com/data/VIP/201310/U106393/F243657/FLASH/index.html>

Coursework & Controlled Assessment Policy

The policy details the roles and responsibilities within the managing and assessing Coursework and Controlled Assessment can be accessed on the schools website www.omaghCBS.org





CBS 5K / 10K - February 2017



Winter Warmer Coffee Morning - December 2016

