



Christian Brothers Grammar School Omagh Year 10 Choices Information Booklet



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January 2020 Ski Trip



Principal's Letter

Key Stage GCSE Choices

7th April 2020

Dear Parent/Guardian,

We are living in very difficult times and I hope and pray that you and your extended circle of family and friends are keeping well in the midst of this pandemic. Teachers are continuing to engage with the students through remote learning and the Senior Leadership Team continue to plan for the opening of the school in September. We have put in place arrangements for you and your son to make decisions on the subjects that he will study for his GCSEs. Normally this Key Stage 4 Prospectus would have been provided to you at our GCSE Choices Evening, however, due to the current circumstances we will carry out the choices process digitally.

On the following pages of this Key Stage 4 Prospectus there is information on the subjects we are able to offer for GCSE and BTEC Level 2 (equivalent to GCSE) for September 2020. The prospectus is also available on our school website.

Students in Key Stage 4 will study up to 10 GCSE subjects including seven compulsory subjects. The compulsory subjects are English Language, English Literature, Learning for Life and Work, Mathematics Religious Education and Double Award Science.

To ensure that your son sits the Science course that is most suitable to his ability and interests, we will provide Double Award Science and a Single Award Science class. Double Award Science is worth two GCSE awards and Single Award Science is worth one GCSE. The decision on which GCSE Science course your son will study will be based on his progress in Year 10 as shown by his Continuous Assessment results throughout the year. Your son's choices will be completed using a Microsoft Form online. A sample copy of the form is included in this Information Booklet.

Your son can also choose three subjects from the following list:

Agriculture and Land Use	Computer Science	Hospitality	Spanish
Art and Design	Digital Technology	Irish	Sport (BTEC)
Business Studies	Engineering (BTEC)	Further Maths	Technology: Systems Control
Business & Communication	Geography	Music	
Construction (BTEC)	History	Performing Arts	

Our Careers staff, Mrs McMorrow and Mrs McCaughey will be available to discuss career options and subject combinations. Please contact the school by email at info@cbs.omagh.ni.sch.uk and leave a brief outline of your query and a telephone contact where you can be reached during the working day and a member of the Careers Dept will contact you. If you have any difficulties accessing the Microsoft Form, please email the school on the above email address and IT support can be provided. Can you please complete the Microsoft Subject Choices Form and return it to the school by **Friday 17th April?**

Yours sincerely,



Mr Foncy McConnell
Principal

Subject Choices for KS4

Students in Key Stage 4 will study up to 10 GCSE subjects. This will include six compulsory subjects which will provide you with up to 7 grades as Double Award Science counts as two GCSEs. The compulsory subjects are as follows: -

English Language
Learning for Life and Work
Science

English Literature
Mathematics
Religious Education

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

We want to ensure that your son sits the Science course that is most suitable to his ability and interests. We will provide Double Award Science classes at Higher Tier and Foundation Tier and we will also provide a Single Award Science class. Double Award Science is worth two GCSE awards and Single Award Science is worth one GCSE. The decision on which GCSE Science course your son will study will be based on his progress in Year 10 as shown by his Continuous Assessment results throughout the year.

If your son studies Double Award Science, he will potentially achieve 10 GCSEs and with Single Award Science he will study for 9 GCSEs. Students will then select their remaining **three subjects** from the list above. 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 next year, then it may not be possible to offer a GCSE in that subject and students will have to study an alternative subject.

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

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

- 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 lunchtime in Year 12.

You may only select a **maximum of two** subjects from the Technology department – Technology and Design, Construction and Engineering.



Careers Information

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.

Top Achievers at GCSE Level August 2019



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' 2019 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 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 less 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 further 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.



GCSE SUBJECT CHOICES INFORMATION BOOKLET 2020-21

Biological Sciences	Biology and at least one from Chemistry (preferred), Geography, Maths or Physics. GCSE Double Award Science.	ABB – BBB + GCSE Double Award Science CC and Maths C	
Biomedical Science	2 science subjects; Biology/ Chemistry plus one other. GCSE Double Award Science.	AAB – ABB (QUB)+ GCSE Double Award Science CC and Maths C BBB (UU) + GCSE Maths, English and Double Award Science C	A wider range of subjects are accepted at UU, see website for details
Business Studies	Not specified; Business Studies useful	ABB + GCSE Maths B (QUB) AAB-BBB (UU)	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.)
Computing	Some courses may require Maths or Software Systems, Development or Digital Technology A' Level or will offer a one grade drop if offering one of above.	AAB-BBB (QUB) ABB-BBB + GCSE Maths C*(UU)	(N.B. Asking grades for UU will vary depending on campus and specific computing courses applied to.)
Dentistry	Biology and Chemistry A-level required plus UKCAT admission test . GCSE Double Award Science.	AAA	British Dental Association www.bda-dentistry.org.uk and the General Dental Council www.gdc-uk.org
Engineering	Maths and another science subject, e.g. Physics, Chemistry, Biology, Technology & Design, Software Systems Development, Geography, Life & Health Sciences	Grades vary from AAA-BBB depending on specific Engineering degree taken. Some courses may require GCSE Maths A and Double Award Science	Royal Academy of Engineering www.raeng.org.uk

Requirements for Degree Courses	Subjects Required at A-Level	A-Level Grades/Points	Websites & Other Information
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Home Economics, Food, Nutrition and Health or Health and Social Care or Applied Science, Life and Health Sciences (single or double award)	ABC (UU)	Chartered Institute of Environmental Health www.cieh.org

GCSE SUBJECT CHOICES INFORMATION BOOKLET 2020-21

Environmental Science	2 Science subjects from Geography, Biology, Physics, Chemistry, Mathematics, Physical Education, Single Award Science, ICT, Nutrition and Food Science, Software Systems Development, Single Award Life & Health Sciences	BBB (UU)	
I.T./ CIT / BIT	Mathematics, Physics, Chemistry, Software Systems Development, Computing. See website for subjects relevant to specific degree. Some courses may offer a grade drop if offering one of the above desirable subjects at grade B	AAB – 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)	(N.B. Asking grades for UU vary according to campus)
Medicine	Chemistry + Biology, Maths or Physics. GCSE Double Award Science required. UKCAT admissions test	AAA at A-level + A in a fourth AS-level – A*AA + AS-level Biology grade B	www.medschools.ac.uk www.bma.org.uk . British Medical Association
Nursing (BSc)	A relevant science useful but not essential.	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 science subjects from Biology, Chemistry, Mathematics, Physics, <u>Double Award</u> (DA) Life and Health Science. (DA) Science	AAB (UU)	www.college-optometrists.org

Requirements for Degree Courses	Subjects Required at A-Level	A-Level Grades/Points	Websites & Other Information
Pharmacy	Chemistry, Biology GCSE and for A' Level Chemistry and Biology will keep the vast majority of courses open.	AAB	www.rpsgb.org.uk
Physiotherapy	One from Chemistry, Biology, Mathematics, Physics or Double Award Life & Health Sciences	BBB & HPAT admissions test (UU)	Chartered Society of Physiotherapy www.csp.org.uk

GCSE SUBJECT CHOICES INFORMATION BOOKLET 2020-21

Quantity Surveying	One from Maths, Physics, Chemistry, Biology, Engineering or Construction preferred.	ABB/ (AAA if none of the preferred A Levels offered.)	Royal Institute of Chartered Surveyors www.rics.org.uk
Radiography	1 Science from Maths, Physics, Chemistry, Biology or Double Award Life & Health Sciences. 2nd Science may be desirable for some courses. GCSE Double Award Science.	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

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Quantity Surveying	One from Maths, Physics, Chemistry, Biology, Engineering or Construction preferred.	ABB/ (AAA if none of the preferred A Levels offered.)	Royal Institute of Chartered Surveyors www.rics.org.uk
Radiography	1 Science from Maths, Physics, Chemistry or Biology. 2nd Science may be desirable for some courses.	BBB & HPAT admissions test (UU) + GCSE Double Award Science (BB)	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	English, a modern foreign language, Maths, Physics, Chemistry, Biology Psychology, Life and Health Science or GCSE Science would be useful.	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, Geography, History, ICT, Maths, Music, P.E., Physics, R.E. or Spanish. At secondary level the subject taught must be taken for A' Level. GCSE Science	Grades vary between teaching colleges. St. Mary's, Belfast typically ask for AAB/ ABB.. NB Technology & Design Post Primary BBC Post Primary Maths & Science BBB	www.education.gov.uk www.symarys-belfast.ac.uk www.stran.ac.uk
Veterinary Science	Double Award Science GCSE & Chemistry and Biology & either Physics or Maths A' Level.	A*A*A—AAA (UK Universities) Approx. A*, A*, A* & fourth AS-Level at Grade A for UCD	The website of the Royal College of Veterinary Surgeons www.rcvs.org.uk For UCD-567 CAO points required in 2019

(N.B. QUB = Queen's University Belfast; UU = University of Ulster)
Please see university websites for any updated entry requirements.

UCAS Tariff Points

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.)



Pope John Paul II Awards 2019-20

GCSE Subjects offered 2020-2021



Post 16 pupils listen to a talk by Holocaust survivor Tomi Reichental

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 next year, then it may not be possible to offer a GCSE in that subject and students will have to study an alternative subject

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



Year 13 Journalism students at The Guardian Newspaper

GCSE Agriculture & Land Use

Content		Assessment		% of Grade
Unit 1 – Soils, Crops and Habitats		External paper -1hour 15 minutes		25%
Unit 2 – Animals and the Land		External paper -1hour 15 minutes		25%
Unit 3 Contemporary issues in Agriculture and Land Use		Controlled assessment – Internally marked, externally assessed. (See below).		50%
Task 1	Practical Investigation	60 Marks	Task 2 Research Project	88 Marks

Unit 1 – Soils, Crops and Habitats

- Composition of soils
- Horticulture – Glasshouses, Poly-tunnels, Hydroponics
- Plant Biology –Germination, Photosynthesis, Flowers and Pollination
- Crop Production- Crops and Weeds
- Care and Management of the Countryside- Conservation and Sustainable Agriculture
- Renewable Energy and Climate Change – Carbon Cycle.
- Careers



Unit 2 – Animals on the Land

- Livestock farming – Cows, sheep, pigs and poultry
- Livestock farming – Assessing general health
- Breeding and Reproduction
- Animal Health and Welfare
- Nutrition
- Food Production and Processing – Intensive, Extensive, Stoking Rates, Organic Methods
- Farm Economics
- Technology and the Agriculture Industry
- Farm Health and Safety
- Pollution and Farm Waste

Unit 3 – Controlled Assessment – Contemporary issues in Agriculture and Land Use

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

Studying Agriculture allows us to:

- Investigate how farming practices can adapt to changing requirements;
- Explore the impact modern agriculture has on the natural environment;
- Examine increased consumer awareness of the food we eat; and
- Consider how farmers can develop diverse, vibrant and viable agri-food businesses.



Skills Developed:

- Problem solving using a scientific approach,
- Primary research skills,
- Develop hypothesis and planning of 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 awareness of complex relationships between humans and the environment
- Appreciate how knowledge of science can enhance productivity in the land-based and environmental sector.

Careers:

The land-based sector offers employment opportunities in a range of areas, including:

- Farming;
- Conservation;
- Horticulture;
- Food Production;
- Land Management;
- Health and Safety;
- Marketing; and
- Environmental protection



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.

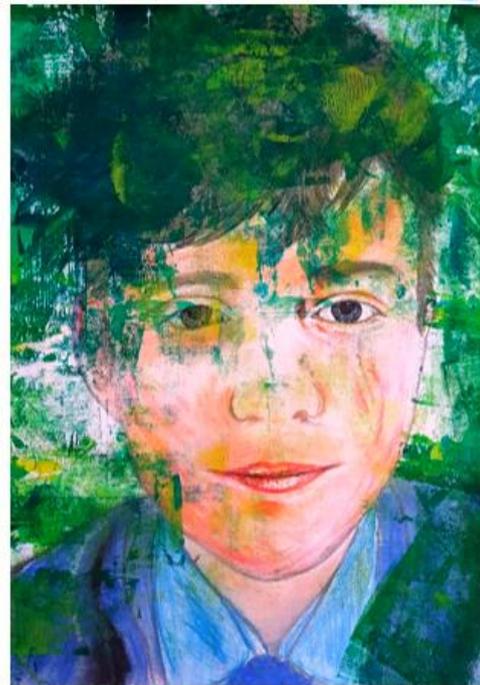
Skills Developed:

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	60%
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	
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	40%
Component 2: Externally Set Assignment	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 .	Controlled Assessment 80 marks	



GCSE Business Studies

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%

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.



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:

- Business Ownership
- Marketing
- Human resources

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: Year 11 May 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: Year 12 June Duration: 1 hour Weighting: 35%</p>
<p>Unit 3: Developing Digital Solutions</p>	<p>Format: Controlled Assessment Submitted Term 1 of Year 12 Weighting: 25% For this unit you will design and evaluate a website for a chosen business.</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)	50% 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)	50% 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 IDLE as the development environment and Python as the language. These technologies will be studied throughout Y11 and Y12 in preparation for the Unit 2 exam.

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	Exam Season
01	Computer Systems	1 ½ hr Written Paper	50%	June Year 12
02	Computational thinking, algorithms and programming	1 ½ hr Written Paper	50%	June Year 12

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.

GCSE Construction & the Built Environment

Element	Assessment Format	Weighting	When
Unit 1: Introduction to the Built Environment	External written examination 1 hour	20%	Completed in Year 11
Unit 2: Sustainable Construction	External written examination 1 hour 30 mins Paper includes questions based on pre-release materials.	30%	Completed in Year 12
Unit 3: The Construction Craft Project	Controlled assessment (Coursework)	25%	Completed in Year 11
Unit 4: Computer Aided Design in Construction	Controlled assessment (Coursework)	25%	Completed in Year 12



GCSE Digital Technology

Content		Assessment	Weightings
Compulsory Core	Unit 1: Digital Technology	External written Examination 1 hour	30%
Multimedia units	Unit 2: Digital Authoring Concepts	External written examination 1 hour 30 mins	40%
	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%



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.

The Pearson BTEC Level 2 First Award in Engineering has been introduced in Sept 2018 as a replacement for GCSE Engineering and Manufacturing. Students showing an interest in the field of Engineering would benefit from studying this qualification as it gives students:

- the opportunity to gain a broad understanding and knowledge of the engineering sector
- a more focused understanding of engineering through the specialist units selected
- the opportunity to develop a range of personal skills and techniques that are essential for successful performance in working life
- a good basis for progression into BTEC Level 3 Engineering or Construction (Single Award) or into an apprenticeship with a local company

Studying BTEC Level 2 in Engineering provides underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow students to understand theory and application.

Assessments

To be awarded a qualification in this subject, students must complete 3 Units over two years of study. This consists of 2 Mandatory units and 1 optional unit.

Unit 1 – The Engineered World

Class time: Theory relating to engineering materials, processes, types of manufacture, sustainability, lean manufacturing and new technologies. All theory is taught via OneNote and ongoing assessments of knowledge are carried out online.

Format: Externally assessed (Online exam)

Duration: 1 hour (exam date to be set by individual centres)

Weighting: 25%

Unit 2 – Investigating an Engineering Product

Class time: Students choose to investigate an engineered product of their choice, developing a thorough understanding of the product and all associated factors. They complete 2 assignments where they provide evidence for specific criteria as set by Pearson.

Format: Internally assessed unit

Duration: 16 weeks of theory leading to relevant Assignments

Weighting: 25%

Unit 8 – Electronic Circuit Design and Construction

Class time: Students learn all about electronic systems design allowing them to design and construct electronic circuits. They will know how to populate circuit boards permanently and construct electronic circuits safely. Finally, they learn how to test and evaluate electronic circuits.

Format: Internally assessed unit

Duration: 32 weeks of theory and practical tasks leading to relevant Assignments

Weighting: 50%



BTEC Level 2 In Engineering



GCSE Further Mathematics

Skills Developed

GCSE Further Mathematics encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations. It challenges and stretches students to broaden their mathematical knowledge to a more advanced level.

Students design mathematical models that allow them to use problem-solving strategies and apply a broad range of mathematics to different situations.

This qualification targets students who require knowledge of mathematics beyond GCSE Mathematics. It broadens the experience of students who are capable of working beyond the limits of GCSE Mathematics (Higher Tier, M4/M8) and those who want to progress to AS/A level courses in mathematics. However, GCSE Further Mathematics is not required for entry A-level mathematics.

This course aims to encourage students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to mathematical, everyday and real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend their base in mathematics from which they can progress to higher studies in mathematics; and/or studies such as science, geography, technology or business, which contain a significant requirement in mathematics beyond Higher Tier GCSE Mathematics;
- design and develop mathematical models that allow them to use problem-solving strategies and apply a broader range of mathematics to a variety of situations.

Topics Covered

GCSE Further Mathematics has three units covering topics in Pure Mathematics, Mechanics and Statistics.

- **Unit 1: Pure Mathematics**
- **Unit 2: Mechanics**
- **Unit 3: Statistics**

Each unit is assessed by external written examination in the form of a single question-and-answer booklet.

The table below summarises the structure of the GCSE Further Mathematics course.

Content	Assessment	Weighting
Unit 1 Pure Mathematics	External written examination	50%
Unit 2 Mechanics	External written examination	25%
Unit 3 Statistics	External written examination	25%

There is no coursework element to GCSE Further Mathematics

Career Opportunities

The understanding of the fundamentals of Maths and problem-solving skills are useful across all kinds of disciplines and careers.

GCSE Further Mathematics could lead on to further study in Mathematics, Further Maths, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Environmental Studies or Applied Science.

GCSE Further Mathematics could eventually lead to careers in Actuarial Mathematics, Computer Science, Law, Medicine, Dentistry, Financial Mathematics, Public Health, Teaching, Civil Engineering, Operations Research, Aeronautical Engineering.



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:

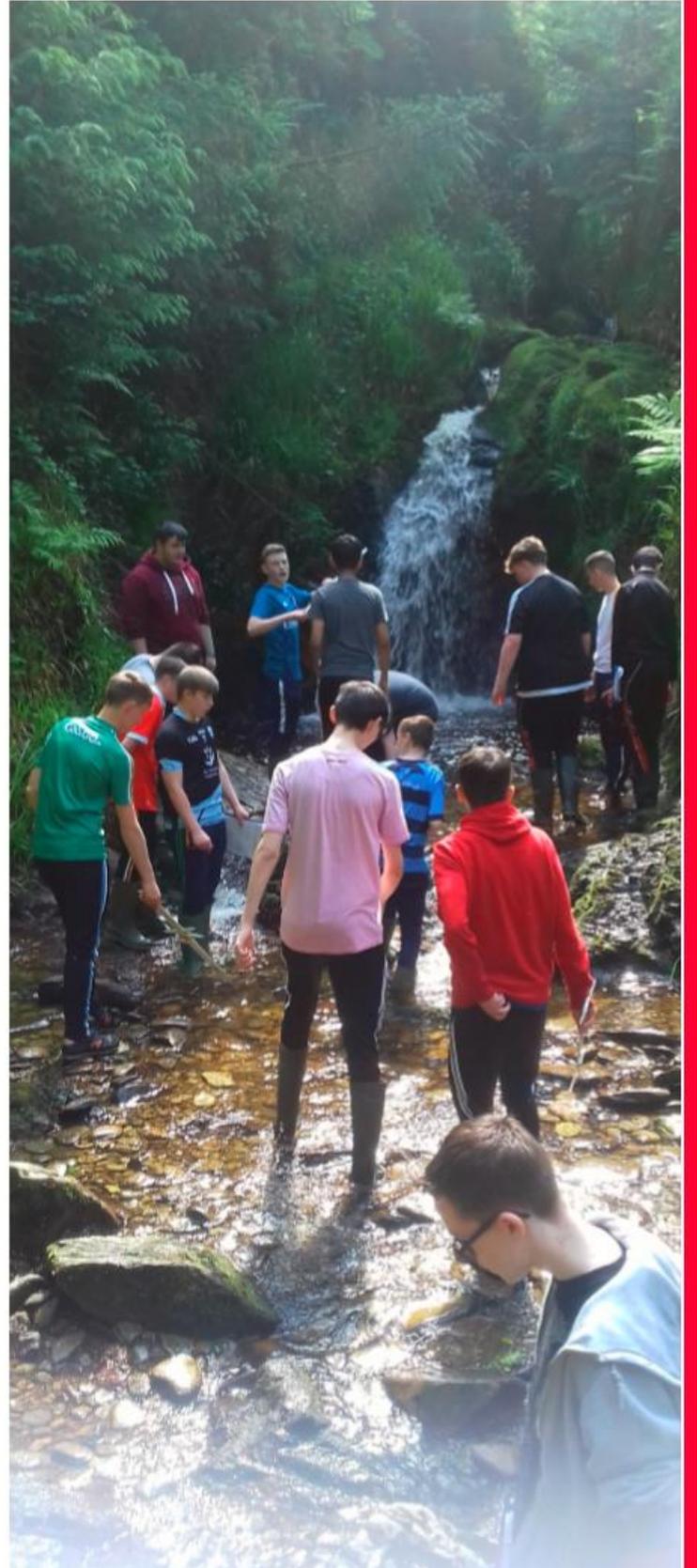
This specification aims to encourage students to:

- 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 Geography



GCSE History

What skills will I gain from studying History?

The skills acquired by completing a GCSE in History provide students with a **wide range of transferable skills**, which are important in many career fields.

Understanding and analysis of issues and events are of key importance to an historian. **Other skill areas developed in studying History include:**

- ♦ an ability for clear expression both oral and written
- ♦ putting forward ideas and arguments in a concise manner
- ♦ gathering, investigating and assessing material
- ♦ condensing facts, ideas and arguments
- ♦ basing conclusions on research
- ♦ organising material in a logical and coherent way
- ♦ Independent viewpoint
- ♦ Interpersonal skills

GCSE study at a glance...

Bloody Sunday 1972

Cuban Missile Crisis

September 11th 2001

Nazi Germany

Bobby Sands

Berlin Wall

The Holocaust



Why History?

CCEA says...

"The study of history is about more than simply memorising dates and the deeds of famous figures. History is a chronicle of human behaviour - a real-life drama full of villains and heroes, the mighty and the meek. It examines the circumstances that moved its players to transform people and places (for better and for worse), and it holds the answers to how and why our lives are fashioned the way they are today - from our language, fashion and technology to our sports, political systems and religious practices."

History teaches everything, including the future.

Alphonse de Lamartine, poet, writer and politician.



GCSE YEAR 11

Unit 1: 60% of GCSE

- **Section A:** Germany 1933 - 1945
- **Section B:** Changing Relations: Northern Ireland and its Neighbours, 1965- 1998

1 hour 45 minutes

External written examination. Students answer a series of low mark and high mark questions on Nazi Germany and

a series of factual questions and source-based questions on Northern Ireland.

GCSE YEAR 12

Unit 2: 40% of GCSE

International Relations, 1945- 2003

1 hour 15 minutes

External written examination.

Students answer a series of source-based questions on International Relations, 1945-2003 and then candidates answer an essay style question in section B (pupils answer one question from a choice of two).



Exam Results

2019 GCSE RESULTS

Grade	2019
A*	1
A	24
B	12
C*	8
C	4

⇒ The A*-A performance of our pupils was 48%; compared to the N. Ireland performance of 45.5%.

⇒ The A*-B performance was 71.2%; compared to the N. Ireland performance of 69.2%.

The A*-C performance was 94.2%; compared to the N. Ireland performance of 92.6%.

CBS Performance

Grades	2016-17	2017-18	2018-19
A* - B	74.4%	74.5%	71.2%
A* - C	95.3%	93%	94.23%

GCSE Hospitality



GCSE Hospitality specification is made up of three units:

UNIT	AREAS OF STUDY
Unit 1: The Hospitality Industry	<p>You will study the diversity of the hospitality industry, its place in the economy, careers and job roles as well as healthy eating, health and safety and first aid.</p> <p>This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.</p>
Unit 2: Hospitality at the Customer	<p>You will study how the hospitality industry meets customers' needs and the importance of customer care. You will explore the importance of effective communication, marketing and promotions.</p> <p>This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.</p>
Unit 3: Food and Beverage Preparation and Service	<p>In this practical unit, you will learn how to prepare, present and serve dishes, and work as part of a team to plan and deliver a function or event.</p> <p>This unit is assessed by controlled assessment. You have to produce a portfolio of three tasks and carry out an event or function. It is marked by the teacher and moderated by us and is worth 50% of the overall GCSE qualification.</p>

GCSE in Hospitality helps students to:

- develop a core knowledge of the hospitality industry and the skills required for working in it;
- experience the real world of work;
- develop skills through practical tasks; and
- practise key transferable skills for working life.

Through this course, students will:

- improve their communication skills by learning how to write reports, give presentations and participate in discussions, debates and interviews;
- apply mathematical concepts to problem-solving strategies in a range of simulated and real-life contexts;
- estimate, calculate and cost using notation and computation;
- use ICT in a wide range of contexts to access, manage, select and present information;

- develop their planning, time management and self-evaluation skills;
- learn from others through co-operation, group work and achieving collective goals;



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

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.

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.



GCSE Music

Skills Developed:

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



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

- 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.

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



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

Internal Assessment: Unit 2, 4 and 6 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%.

: Unit 6 - Leadership in Sport

Format: Internally assessed

Duration: 16 weeks of coursework-based assignments

Weighting: 25%

Title: Unit 4 – The Sports Performer in Action

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 involving 2 role plays and 2 conversations which will take place around Easter in Year 12'
2. **Writing exam** – taken in May/June Year 12 with emphasis on writing paragraphs on some of the topics listed before 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.

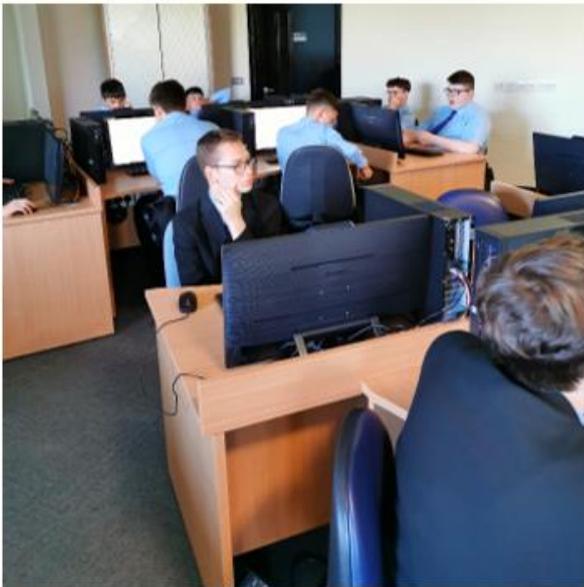
Career Opportunities:

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 2019

A-Level Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Biology	93.9	Maths	98.4
Applied Business Studies	92.7	Media Studies	90.3
Business Studies	94.4	Music	100
Chemistry	100	Performing Arts	100
Computer Studies	100	Physics	93.0
Technology & Design	87.9	Psychology	100
English Literature	75.6	Religious Studies	86.2
Geography	89.1	Sport Studies Dip	100
History	96.6	Sport Studies Sub	95.9
ICT	88.1	Construction Sub	100
Applied ICT	90.0	Construction Dip I	100
Irish	100	Agriculture Sub	100
Journalism	100	Engineering Sub	100
Further Maths	100		

Performance in Public Examinations 2016 to 2019

(Note - N.I. average comparison figures are for Grammar Schools)

Performance Indicator	2016-17		2017-18		2018-19	
	CBS Grammar Omagh	N.I. Average	CBS Grammar Omagh	N.I. Average	CBS Grammar Omagh	N.I. Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96	89.5	97	87	96.4	96.1
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	94	79.7	91.1	78	87	86.6
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	75	66.5	86.7	69.1	83.4	76.8
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	93	98.8	98.4	98.5	100	92.6

Excludes pupils with Statements of Special Educational Needs.
The above table is supplied by the Department of Education.

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 — some 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.omaghcbcs.org.

Coursework & Controlled Assessment Policy

The policy details the roles and responsibilities within the managing and assessment of Coursework and Controlled Assessment and can be accessed on the school's website www.omaghcbcs.org



10k/5k Run and Walk - February 2020

Sample Choices Form

SAMPLE OF MICROSOFT CHOICES FORM TO BE COMPLETED ONLINE

Subject Choices for Key Stage 4 2020

• You will be studying at least nine subjects to achieve 9 or 10 GCSE grades in August 2022. Six of these subjects are compulsory with Science providing one or two GCSEs/grades. • You may choose three more optional subjects. • You must choose 3 subjects and a reserve. Mark your choices 1, 2, 3 & R (Reserve) in order of preference. We will use your choices to construct the option blocks from which you will make your final choice. We may not be able to meet all your subject choices. • N.B. When selecting your subject choices it is important to carefully consider your reserve subject as it may be required. The Core Subjects: Religious Education English English Literature Mathematics Science - Double Award which is worth two GCSEs or Single Award which is one GCSE Learning for Life & Work

Required

1.Student First Name

2.Student Surname

3.Form Class

- 10A
- 10B
- 10C
- 10D
- 10E
- 10F

SAMPLE GCSE
CHOICES FORM

4.You must make your First-Choice subject from the following list:

- Agriculture & Land Use
- Art & Design
- Business Studies
- Business and Communication
- Computer Science
- Construction
- Digital Technology
- Engineering (BTec)
- Geography
- History

- Hospitality
- Irish
- Music
- Further Mathematics
- Spanish
- Sport (BTec)
- Technology: Systems Control

5. You must make your Second-Choice subject from the following list:

- Agriculture & Land Use
- Art & Design
- Business Studies
- Business and Communication
- Computer Science
- Construction
- Digital Technology
- Engineering (BTec)
- Geography
- History
- Hospitality
- Irish
- Music
- Further Mathematics
- Spanish
- Sport (BTec)
- Technology: Systems Control

**SAMPLE GCSE
CHOICES FORM**

6. You must make your Third-Choice subject from the following list:

- Agriculture & Land Use
- Art & Design
- Business Studies
- Business and Communication
- Computer Science
- Construction
- Digital Technology
- Engineering (BTec)

- Geography
- History
- Hospitality
- Irish
- Music
- Further Mathematics
- Spanish
- Sport (BTec)
- Technology: Systems Control

7. You must make your Reserve Choice subject from the following list:

- Agriculture & Land Use
- Art & Design
- Business Studies
- Business and Communication
- Computer Science
- Construction
- Digital Technology
- Engineering (BTec)
- Geography
- History
- Hospitality
- Irish
- Music
- Further Mathematics
- Spanish
- Sport (BTec)
- Technology: Systems Control

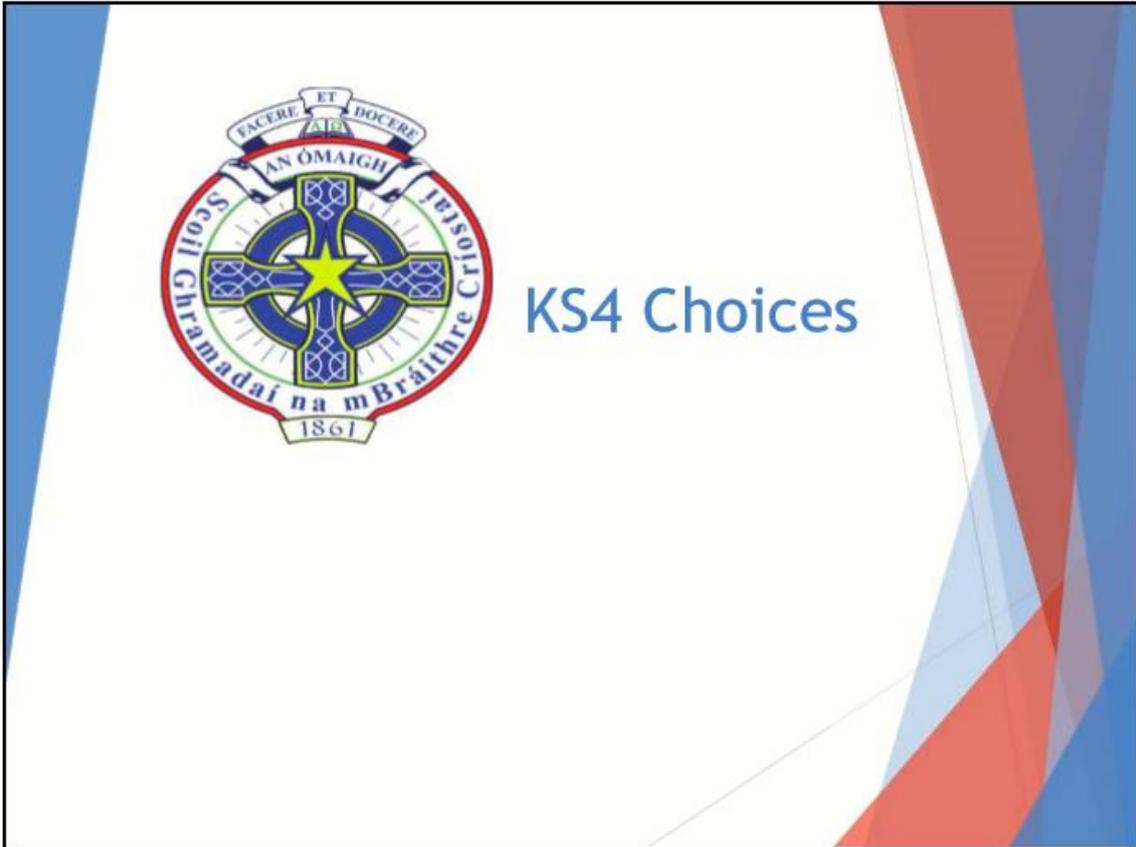
**SAMPLE GCSE
CHOICES FORM**

8. Please indicate if you would be interested in taking the following After School Subject

- Performing Arts - Taken 2 evenings each week after school

Submit

Can you please complete the Microsoft Subject Choices Form and return it to the school by **Friday 17th April?**



1

Choosing KS4 Subjects

- Requires careful consideration - **but do not be daunted by this decision - the school has set the core compulsory subjects so that most careers are still open to our students so you should not worry unnecessarily**
- Try and pick subjects you think you will enjoy & might do better in - **when university courses & employers profile students on their GCSEs they are just looking at grades achieved -not on the actual subjects chosen therefore - choose subjects you think you could get a better grade in.**
- Do not be swayed by friends' choices - **as many subjects will be offered in several sets you may not end up in the same class for your optional subjects anyway.**

Brief Outline

All students will study 9 or 10 GCSEs, depending on whether you take Single or Double Award Science. NB Universities count your best 9 grades when tallying your GCSE points.

This will include the six compulsory subjects listed below:

- ▶ English Language
- ▶ English Literature
- ▶ Mathematics - some students may be advised to take foundation or middle tier Maths - most degree courses and jobs only require a grade C and universities and employers will not actually be aware of what tier a pupil sat - they will only see the grade awarded
- ▶ Science (Double Award - 2 GCSEs or Single Award - 1 GCSE - Decision on whether you will study single or double award Science will be based on Yr 10 assessment results & this decision will be made at end of Year 10. A small no. of degree courses require double award Science but most happy to accept single Science. See entry requirements section we have stated where a degree courses requires Dbl Science.)
- ▶ Religious Education
- ▶ Learning for Life and work - PD, Employability & Citizenship - LLW is a compulsory areas of study for every school's KS4 curriculum so our students are given the opp. to achieve a GCSE for their timetabled time in this area.

2

Students will then select their remaining **three** subjects & a Reserve from the list below. *More details on units & assessment methods for each subject are in the KS4 prospectus.*

- | | |
|---|--|
| ▶ Agriculture and Land Use | ▶ History |
| ▶ Art | ▶ Hospitality |
| ▶ Business Studies | ▶ Irish |
| ▶ Business and Communication | ▶ Further Maths - Must be working at Grade A in Maths |
| ▶ Construction | ▶ Music |
| ▶ Computer Science - must be working at Grade A/ high B in Maths | ▶ Performing Arts |
| ▶ Digital Technology | ▶ Spanish |
| ▶ Engineering & Manufacturing | ▶ Sport - BTec |
| ▶ Geography | ▶ Technology: Systems Control |

N.B. Computer Science will be graded from 9 – 1 with Grade 9 being broadly equivalent to an A*. Grade 4 is equivalent to Grade C.

Please note:

The school will endeavour to provide students with their 3 choices.

- Students are asked to number their choices 1 - 3 in order of preference.
- **Many pupils will get to study their 3 chosen subjects but we do ask** students to choose a reserve subject in case they can't get one of their other 3 choices - **please choose the reserve subject carefully.**
- If a subject is oversubscribed then students will be selected for that particular subject on the basis of their Year 10 January 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 - **students will then be offered their Reserve or will select another subject.**

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GCSE Performing Arts; GCSE Music & P.E.

In addition to these ten GCSE subjects all students will continue to have P.E. every week.

Students may also choose one more subject which will be taught outside the formal timetable:

This will give them a total of 11 GCSEs.

- ▶ 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 Year 11 on two evenings a week/ Year 12 - two lunch-times

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GCSE Languages

Study of a modern language at GCSE level is not compulsory in our school

N.B. A small number of universities in England & Scotland ask for a GCSE, Grade C or above, in a modern language for some courses e.g. to study English at University of Edinburgh.

Students intending to study at a university in the South of Ireland must have achieved a Grade C or above in a modern language. (Not required for Institutes of Technology in the South - **institutes in most main towns and cities in the South & they offer many level 8 Hons degree courses**)

Irish and Spanish count as a foreign language for all universities.

7

BTEC - Sport, Engineering & Music

- ▶ BTEC Level II courses are acceptable to the vast majority of universities and university courses.
- ▶ Performance in each individual unit as well as the overall grade achieved is often taken into consideration - students must achieve well across all their units.
- ▶ ***As with all KS4 subjects hard work will be required right from Sept. of Year 11.***

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Points to Note:

- ▶ Students may only select a **maximum of two** subjects from Technology and Design, Construction & BTEC Engineering.
- ▶ GCSE Music may only be selected by students who have already achieved at least Grade 3 in Music and who are studying for at least Grade 4.
- ▶ Other students interested in studying Music may choose BTEC Music
- ▶ Students may only select **one** from GCSE Digital Technology (previously called ICT) and GCSE Computer Science
- ▶ Only one from Business Studies and Business Communication Systems
- ▶ Students must be achieving at Grade A in Year 10 Maths Assessments to study GCSE Further Maths

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Ireland - Key Growth Areas for Employment

- ▶ Financial Services
 - ▶ Business Services
 - ▶ Construction
 - ▶ Creative and Digital media
 - ▶ IT/ computing
 - ▶ Life & Health Sciences
 - ▶ Advanced Materials and Engineering (inc. environmental engineering)
 - ▶ Agrifood
- **Whilst it is important to be aware of LMI info and employment trends please do not be put off choosing a particular career you are interested in just because it is not in one of the growth areas above - there will still be many replacement jobs in non growth areas.**

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the next steps

Look at the KS4 prospectus. Find out more about:

1. Content/ topics studied
2. Assessment - controlled assessment; exams/ is there the opportunity to take some exams on a modular basis - in Year 11?

Over the next few days:

- ▶ Look at the prospectus - course content for each subject & GCSE results for the subjects you are considering
- ▶ Parents and pupils should sit down and talk through choices together
- ▶ If you have any queries/ concerns please email the school at info@cbs.omagh.ni.sch.uk, leave a message and contact number and Mrs McMorrow or Mrs McCaughey will contact you
- ▶ **There are some useful websites at the end of presentation.**
- ▶ Please return the online choices form by **Friday 17th April.**

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Further Information:

- ▶ www.wherethejobs.com - gives job growth areas and entry salaries for N.I.
- ▶ www.nidirect.gov.uk/careers - there is a parent zone and the opportunity to chat with an advisor online
- ▶ www.careerpilot.org.uk - very good website, user friendly and each age group clearly signposted.
- ▶ www.ucas.com - over 50 000 degree courses; information on alternatives to higher education; apprenticeships; explore jobs and careers. Also has a parent & guardians section & you can sign up for their parents' newsletters
- ▶ School website (Careers blog) www.cbsomagh.org & School twitter - all career opportunities / notices published on here

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