Year 10
KS4 Choices
2022-23

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Subject Choices for KS4

Most 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
English Literature
Learning for Life and Work
Mathematics
Science
Religious Education

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

Students will 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.

N.B. You may only select a **maximum of two** subjects from the Technology department.

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.

Careers -Year 13 pupils at our Admissions Talk from Oxbridge

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' most up to date Prospectus available at going to print.

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 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. A number of Honours Degree top up courses are now available at Regional Colleges.

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	No specific A-Levels, Maths or Business Studies useful	AAB + GCSE Maths B - QUB ABB if not offering A-Level Maths or BBB if offering A-Level Maths. GCSE Maths B/C* - UU	www.accaglobal.com www.cimaglobal.com https://www.charteredaccountants.ie/
Architecture	Useful A-levels include Art, Maths and Physics. For a small number of degree courses Maths and/or Physics, plus Art are required	AAA – QUB BBB - UU	Applicants with a grade C in GCSE Art or no Art at GCSE/A-level may be invited for a portfolio interview – QUB Applicants will be required to submit a portfolio, except where the applicant has GCSE Art at Grade B or higher- UU
Biological Science	Biology and at least one from Chemistry (preferred), Geography, Mathematics or Physics	ABB – BBB + GCSE DA Science CC and Maths C - QUB	If offering ABB inc. Biology then Chemistry A-Level not required but it would be an advantage to have studied Chemistry beyond GCSE level
Biomedical Science	2 science subjects: Biology/ Chemistry plus one other	AAB-ABB + GCSE DA Science CC and Maths C – QUB Grades BBB (including 2 science subjects – 2 from Group A OR 1 from Group A and 1 from Group B - UU	**QUB Acceptable second Science subjects**: Computer Science, ICT, Environmental Science, Environmental Technology, Geography, Geology, Home Economics, Mathematics, Nutrition & Food Science, Physics, Physical Education, Psychology, Technology & Design. **UU Groups - Group A** – Chemistry (preferred), Physics, Maths, Biology or Nutrition and Food Science. **Group B** – PE, Geography, ICT, Applied Science, Environmental Technology, Life & Health Science, Digital Technology, BTEC Subsidiary Diploma/National Extended Certificate in Sports Studies.
Business Studies	Business Studies useful	ABB + GCSE Maths B - QUB BBC - UU	Visit www.bized.co.uk or the website of Institute of Management : www.inst-mgt.org.uk N.B. Asking grades for UU will vary depending on campus and specific business course applied to.
Computing	Some courses may require Maths, Software Systems Development or Digital Technology A-Level or may offer a one grade drop if offering one of above.	AAB – BBB – QUB ABB – BBB - UU	N.B. Asking grades will vary depending on campus and specific computing courses applied to. https://www.economy-ni.gov.uk/sites/default/files/publications/economy/COIU-e-bulletin-software-technology.pdf
Dentistry	Biology and Chemistry A-Level required A maximum of 1 applied A-level will be counted	AAA + UCAT admission test - QUB GCSEs will be scored using points system on best 9 subjects – see QUB website for details	Visit British Dental Association: www.bda-dentistry.org.uk and the General Dental Council: www.gdc-uk.org Career advice on becoming a Dentist: https://www.youtube.com/watch?v=NZziPWp7Ffl
Engineering	Maths and another science subject, e.g. Physics, Chemistry, Biology, Technology and Design, Software Systems Development, Geography Some courses may require GCSE Maths A and DA Science	AAA – BBB Grades vary depending on specific Engineering degree taken. – QUB. ABB – BCC Grades vary depending on specific Engineering degree taken - UU	Royal Academy of Engineering: www.raeng.org.uk The Institution of Engineering and Technology: www.theiet.org See university website for accurate grade requirements
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Life and Health Sciences (single or double award) Environmental Technology.	ABB to include grade A from one of the listed subjects - UU	Chartered Institute of Environmental Health: www.cieh.org
Games Design	An I.T. based subject would be useful	BBB – BBC	Epic Games have recently awarded Ulster University's Screen Academy academic partner status. The Unreal Academic Partner Program recognises exemplary universities that have successfully integrated Unreal Engine into their classes and labs.
I.T./CIT/BIT	Mathematics, Software Systems Development, Computing, Digital Technology, ICT, Biology, Chemistry, Physics. See website for subjects relevant to specific degree	AAB – BBB – QUB BBB – BBC – UU	www.bringitonni.info N.B. Some courses may offer a grade reduction if studying desired subjects – see university website for details

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Law	No essential A-Level subjects required but subjects that develop critical thinking and analytical skills such as English, History or Politics are useful	AAA – QUB ABB – BBB - UU	N.B. Asking grades for UU vary according to campus
Medicine	Chemistry and Biology, Maths or Physics. DA Science	AAA at A-level + A in a fourth AS-level subject inc. A-level Chemistry + at least one other from Biology, Maths or Physics. If not offered at A-level then Biology grade A as a 4th AS-level OR A*AA at A-level including Chemistry and Biology/Human Biology. OR A*AA at A-level including Chemistry and either Mathematics or Physics + AS-level Biology grade B - QUB plus UCAT admissions test	Medical Schools Council - www.medschools.ac.uk British Medical Association - www.bma.org.uk The Medic Portal - https://www.themedicportal.com/
Nursing	A relevant science useful	BBC – BCC – QUB BBC - UU	NHS Careers: www.nhs.uk/careers The Royal College of Nursing: www.rcn.org.uk The Royal College of Midwives: www.rcm.org.uk
Occupational Therapy	A relevant science useful	BBB – UU Successful interview required	The College of Occupational Therapy – www.cot.co.uk
Optometry	Two science subjects from Biology, Chemistry, Mathematics, Physics, DA Life and Health Science	AAB - UU	College of Optometrists: www.college-optometrists.org A career on Optometry - https://www.college-optometrists.org/qualifying/a-career-in-optometry
Pharmacy	Chemistry and at least one other A-level from Biology (preferred), Mathematics or Physics. GCSE DA Science. Biology to at least AS-Level preferred.	AAB – QUB and UU	Royal Pharmaceutical Society: www.rpharms.com Pharmacy Futures NI - https://www.pharmacyfuturesni.com/
Physiotherapy	One of the following: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences (first taught September 2016).	BBB - UU Successful interview required	Chartered Society of Physiotherapy: www.csp.org.uk
Quantity Surveying	One from Mathematics, Physics, Chemistry, Biology, Engineering or Construction.	ABB if desired subject offered. If not, all subjects considered at AAA - UU	Royal Institute of Chartered Surveyors: www.rics.org.uk
Radiography	One from: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences (first taught September 2016).	BBB plus successful interview required GCSE DA Science - BB	Society of Radiographers: www.sor.org
Social Work	None specified	ABB - QUB BBB – UU Successful interview required	NI Social Care Council: www.niscc.info Skills for Care: www.skillsforcare.org.uk

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Speech and Language Therapy	English, a modern language or a science would be useful	BBB plus successful interview	The Royal College of Speech and Language Therapists: www.rcslt.org
Sport and Exercise Sciences	One of the following: Biology, Chemistry, Mathematics, Physics, Sports Studies, Life and Health Science	AAB to include a grade A from one from the listed subjects - UU	Sport NI: www.sportni.net Careers in Sport: https://careers-in-sport.co.uk/Sport Science Careers: https://www.bases.org.uk/spage-students-careers_centre.html
Teaching	One from: Art, English, Biology, Chemistry, Physics, Geography, History, Irish, Spanish, ICT, Maths, Music, Religion or Sport At secondary level the subject taught must be studied at A-Level	AAB – ABB – St. Mary' Primary ABB-BCC – St. Mary's Secondary AAB – Stranmillis Primary ABB – BCC Stranmillis Second-ary	Department of Education: www.education.gov.uk St. Mary's University College: www.stmarys-belfast.ac.uk Stranmillis University College: www.stran.ac.uk Please see websites for accurate grade requirements
Veterinary Science	Chemistry and Biology and either Physics or Maths at A-Level	A*A*A – AAA – UK universities	Royal College of Veterinary Surgeons: www.rcvs.org.uk N.B. UCD required 601 CAO points for entry in 2021 and at least 15 hours practical experience relevant to animal handling

(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 (RQF) 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 National Extended Certificate (RQF)
(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.)

Equivalence of Qualifications for Ulster University

For Students Studying BTEC and a Combination of BTEC and A-Levels

The table below outlines indicative equivalences to operate for entry in 2022. Please refer to the online prospectus at ulster.ac.uk for entry requirements for any particular course.

APPLIED GENERAL LEVEL 3 QUALIFICATION (E.G. PEARSON BTEC, OCR CAMBRIDGE TECHNICALS)	A LEVEL EQUIVALENCE	QCF APPLIED GENERAL LEVEL 3 AWARD GRADE (2010/2012 Suite)	RQF APPLIED GENERAL LEVEL 3 AWARD GRADE (2016 Suite)	RQF APPLIED GENERAL LEVEL 3 AWARD GRADE (2019 Suite with no external assessment)
National Extended Diploma (180 credits)	A*A*A*	D*D*D*	D*D*D*	D*D*D*
	A*A*A	D*D*D	D*D*D	D*D*D
	A*AA	D*D*D	D*DD	D*D*D
	AAA	D*D*D	DDD	D*D*D
	AAB	D*DD	DDD	D*DD
	ABB	D*DD	DDM	D*DD
	BBB	DDD	DDM	DDD
	BBC	DDD	DMM	DDD
	BCC	DDM	DMM	DDM
	CCC	DMM	MMM	DMM
	CCD	DMM	MMM	DMM
National Diploma (120 credits)	A*A*	D*D*	D*D*	D*D*
	A*A	D*D*	D*D	D*D*
	AA	D*D*	DD	D*D*
	AB	D*D	DD	D*D
	BB	DD	DM	DD
	BC	DM	DM	DM
	CC	DM	MM	DM
	CD	MM	MM	MM
Subsidiary Diploma / National Extended Certificate (60 credits)	A*	D*	D*	D*
	A	D*	D	D*
	B	D	D	D
	C	M	M	M
	D	M	M	M

GCE or APPLIED A LEVELS (GRADES)	AAA	AAB	ABB	BBB	BBC	BCC	CCC	CCD
Two A levels & BTEC Subsidiary Diploma (QCF)	AA & D*	AA & D	AB & D	BB & D	BB & M	BC & M	CC & M	CC & M
Two A levels & BTEC National Extended Certificate (RQF)	AA & D	AA & D	AB & D	BB & D	BB & M	BC & M	CC & M	CC & M
A level & BTEC Diploma (QCF)	A & D*D*	A & D*D	A & DD	B & DD	B & DM	B & DM	C & DM	C & MM
A level & BTEC National Diploma (RQF)	A & DD	B & DD	B & DD	B & DM	C & DM	C & DM	C & MM	D & MM
BTEC Extended Diploma (QCF)	D*D*D	D*DD	D*DD	DDD	DDD	DDM	DMM	DMM
BTEC National Extended Diploma (RQF)	DDD	DDD	DDM	DDM	DMM	DMM	MMM	MMM
Scottish Highers	ABBBB	BBBBB	BBBBC	BBBCC	BBCCC	BCCCC	CCCCC	CCCCD
Advanced Scottish Highers	ABB	BBB	BBC	CCC	CCD	CDD	DDD	DDE
International Baccalaureate (points)	Min 29 points (14 at HL)	Min 28 points (14 at HL)	Min 27 points (13 at HL)	Min 26 points (13 at HL)	Min 25 points (12 at HL)	Min 24 points (12 at HL)	Min 24 points (12 at HL)	Min 24 points (12 at HL)
Irish Leaving Certificate	144 UCAS TARIFF POINTS	136 UCAS TARIFF POINTS	128 UCAS TARIFF POINTS	120 UCAS TARIFF POINTS	112 UCAS TARIFF POINTS	104 UCAS TARIFF POINTS	96 UCAS TARIFF POINTS	88 UCAS TARIFF POINTS
Ulster Foundation Degree (Overall % in L5 modules)	70%	65%	60%	55%	50%	45%	40%	40%
Certificate of Higher Education	73%	70%	65%	60%	55%	50%	45%	45%
Access Diploma (NI) (Overall % in Level 3 modules)	75%	73%	70%	65%	63%	60%	55%	53%
Access to HE Diploma (GB)	45D	39D 6M	30D 15M	24D 21M	15D 30M	12D 30M 3P	45M	39M 6P
HNC	Overall Distinction with distinctions in all L4 credits		Overall Distinction with distinctions in 105 L4 credits	Overall Distinction with distinctions in 90 L4 credits	Overall Distinction with distinctions in 75 L4 credits	Overall Merit with distinctions in 60 L4 credits	Overall Merit with distinctions in 45 L4 credits	Overall Pass
HND	Overall Distinction with distinctions in 105 L5 credits	Overall Distinction with distinctions in 90 L5 credits	Overall Distinction with distinctions in 75 L5 credits	Overall Merit with distinctions in 60 L5 credits	Overall Merit with distinctions in 45 L5 credits	Overall Merit with distinctions in 30 L5 credits	Overall Merit with distinctions in 15 L5 credits	Overall Pass with merits in 45 L5 credits

GCSE Agriculture & Land Use

Content	Assessment	% of overall 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 – Contempo-rary issues in Agricul-ture and Land Use	Controlled assessment.	50%

Requirements
students will require an exercise book and a USB.

Assessment
The course involves 3 units, 2 of which are external written exams and a third unit which is coursework. They will be completed over Year 11 and Year 12.

Unit 1- Soils, Crops and Habitats
Format – External written examination (1hr 15mins)

Content
- 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

Exam: May/June in Year 11

Unit 2: Animals on the Land
Format: External written examination (1hr 15mins)

Content
- 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

Exam: May/June in Year 12

Unit 3: - Contemporary Issues in Agriculture and Land Use
Format: 2 pieces of Coursework
- Practical investigation task (20%); (Completed in Year 11)
- Research project (30%) (Completed in Year 12)

Content
Coursework tasks will be released by CCEA in September of Year 11
Coursework Submitted: May/June of Year 12

Skills Developed
- Problem solving skills using a scientific approach
- Primary Research skills
- Develop Hypothesis and plan practical ways to test them to assess their viability
- Develop practical skills relevant to the agriculture 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
- Develops 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 sector and help with environmental improvement

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 on farms and in factories within 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.

GCSE Art & Design

CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 1 **Part A: Exploratory Portfolio** (no final outcome required)	**Core knowledge and understanding** Students demonstrate knowledge and understanding of formal visual elements through practical skills. They explore media, techniques and processes in at least **two** disciplines.	Controlled assessment 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.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 Internally assessed and externally moderated	40%

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.

GCSE Business Studies

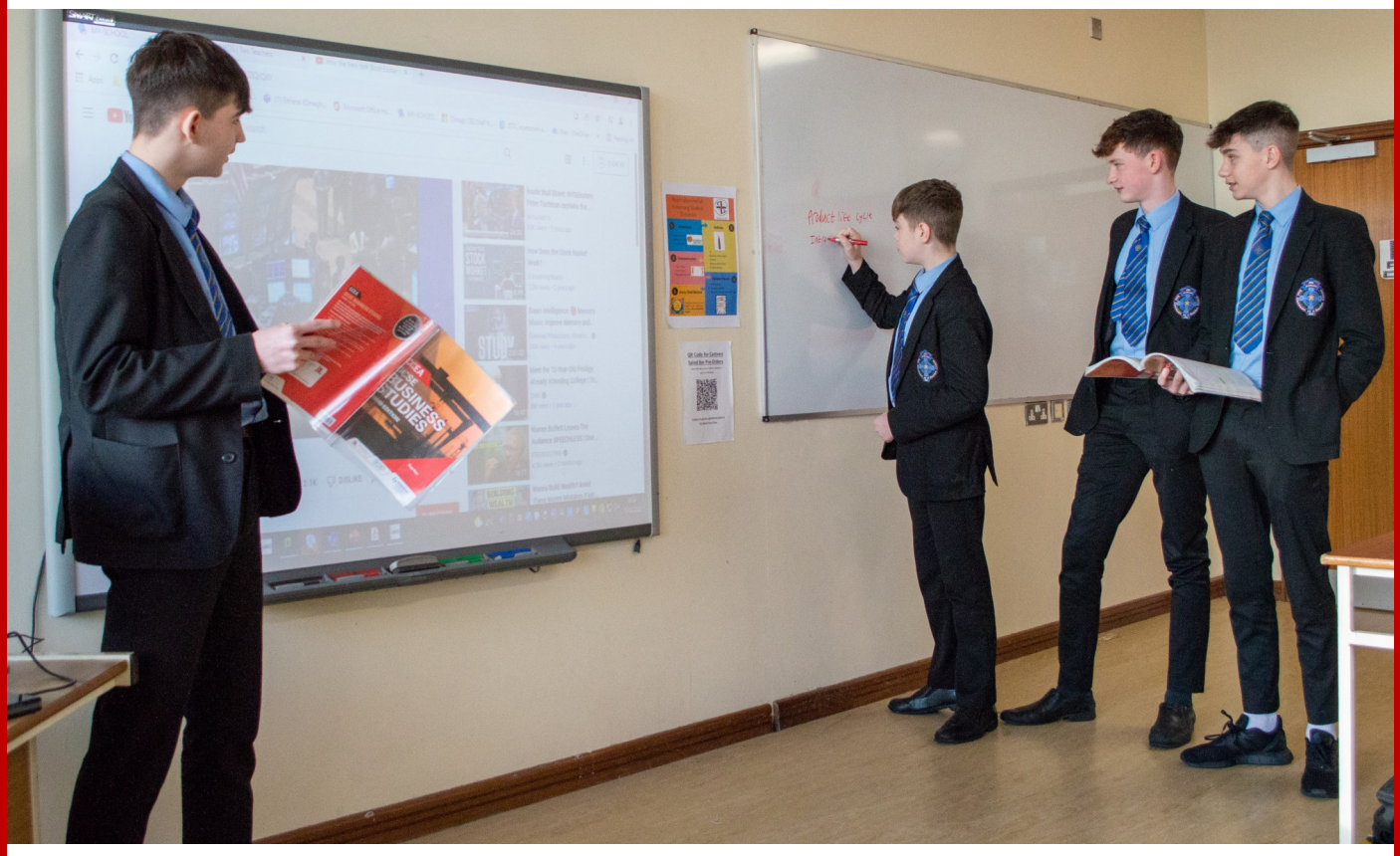
This specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- 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** • 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** • 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)** • Business Plan	Controlled Assessment Students complete the following: • Booklet A, a research task; and • Booklet B, a structured report-writing task.	20%



Business & Communication Systems

Content	Assessment	Weighting
Unit 1 **Software Applications for Business** • File management • Common software applications • Word processing • spreadsheet • Databases • Presentation software • Web authoring • Internet • E-mail.	Externally assessed computer-based examination To be taken in summer series of Year 11 2 hours This examination will test your ICT skills in a business context.	40%
Unit 2 **The Business Environment** • Ownership • Stakeholders • Communication • Digital trading • Human Resources • Digital Technology • Marketing	Externally assessed written examination To be taken in summer series of Year 12 1 hour Structured questions	35%
Unit 3 **Developing Digital Solutions**	Controlled Assessment To be completed during Term 1 of Year 12 You will design a website and explain its business rationale through a PowerPoint presentation.	25%

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.

Visit to Craigavon Ski & Golf Centre

GCSE Computer Science

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 Year 11 and Year 12 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

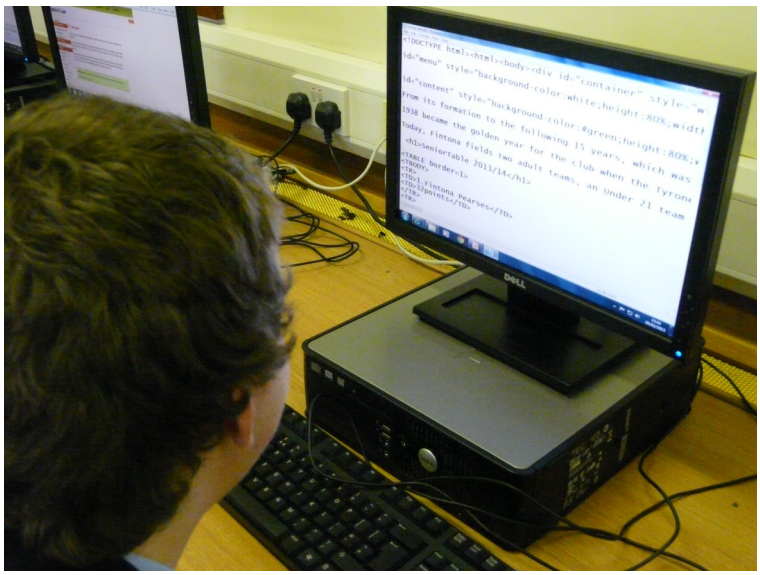
Career Opportunities:
This subject contains a mixture of practical skills and theoretical understanding associated with Computing and Software Development and provides a qualification leading to entry to AS Level Computing, ICT, Applied ICT, vocational training and employment. This subject also provides 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

(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 • 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 • 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



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

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 Digital Technology

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).

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%

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.

BTEC Level 2 in Engineering

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 3 – 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%

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%

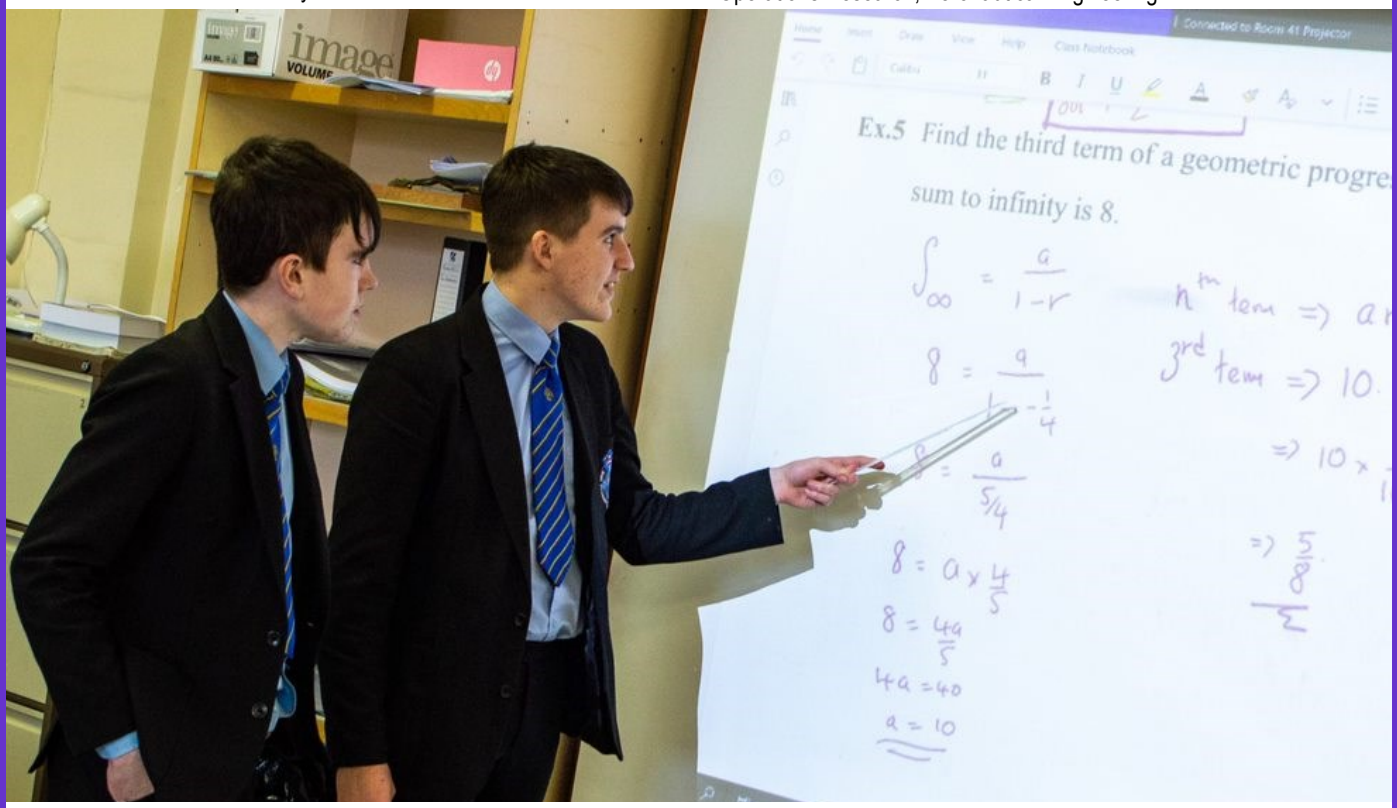
There is no coursework element to GCSE Further Mathematics

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.



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

Unit 1 Content Outline
Section A – Nazi Germany, 1933-1945

- Hitler takes political control, 1933-1934
- Creation of the police state
- Propaganda and censorship
- Life for workers, women, and young people
- Opposition to Nazi rule, 1933-1945
- Life for the Jewish community and minorities in Nazi Germany
- Life in Germany during World War Two
- Escalation of racial policies, 1939-1945

Section B- Northern Ireland and its neighbours, 1965-1998

- The O'Neill years
- The campaign for civil rights
- A deteriorating situation, 1969
- The re-emergence of paramilitary organisations
- Internment
- Direct Rule
- Search for a political solution, 1973-74
- Changing Republican strategy: Hunger strikes
- Anglo-Irish Agreement
- The Downing Street Declaration, 1993
- The Good Friday Agreement, 1998

Unit 2 Content Outline

- 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

GCSE Hospitality specification is made up of three units:

UNIT	AREAS OF STUDY
Unit 1: The Hospitality Industry	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. This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.
Unit 2: Hospitality at the Customer	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. This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.
Unit 3: Food and Beverage Preparation and Service	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. 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.

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

GCSE Irish

Topics Covered:

Context 1: Identity, Lifestyle and Culture	• Family & Relationships • Social Media & Technology • Daily Routine & Leisure Activities • Culture & Customs
Context 2: Local, National and Global Areas of Interest	• Local Area & Environment • Community Involvement • Social Issues • Travel & Tourism
Context 3: School Life and the World of Work	• School Life • Part-time Jobs • Future Plans

Skills Developed:
A GCSE in Irish helps students to:

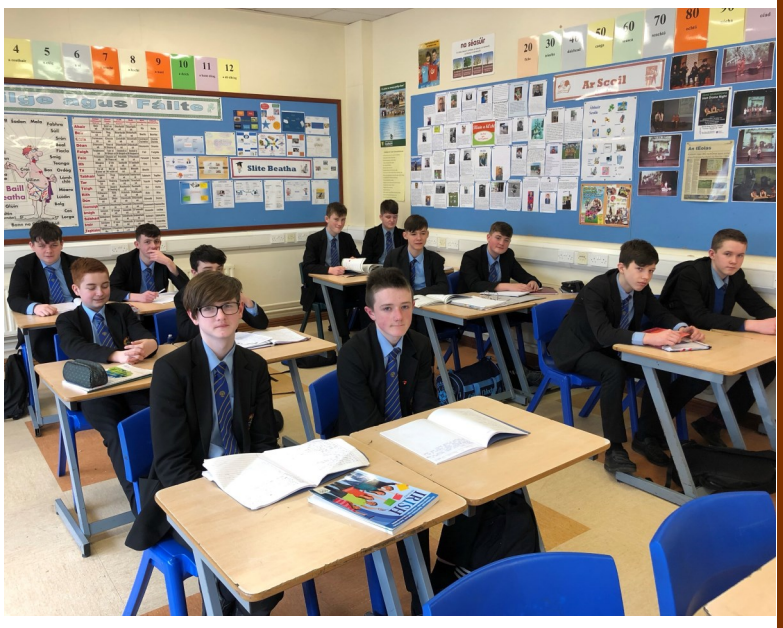
- develop their knowledge of and enthusiasm for language learning skills by providing opportunities for the practical use of Irish;
- develop the confidence to communicate effectively in Irish; and
- take their place as citizens in a multilingual, global society.

The four language skills; listening, speaking, reading and writing as well as the associated skills of self-presentation plus logical analysis and presentation are developed. In studying this course you will develop the ability to communicate effectively in Irish, develop an awareness and understanding of Irish-speaking communities; and gain a basis for further study and practical use of Irish.

Career Opportunities:
There are opportunities such as the Legal Profession, Teaching, Broadcasting, Journalism and Tourism where Irish is favoured. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south.
Language skill is a mark of a resourceful, competent and intelligent person.

Unit 1: Speaking 25%	Internal Assessment 7-12 minutes
Unit 2: Writing 25%	External Assessment 1hour 15 minutes
Unit 3: Listening 25%	External Assessment 45 minutes
Unit 4: Reading 25%	External Assessment 60 minutes

Assessment (Internal Assessment and Exam Requirements)
There is one internal speaking assessment worth 25%, and three examination papers each worth 25%.



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.

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.

GCSE Spanish

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**

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.

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 is specifically designed to fit the purpose and objective of the qualification.
- This course is 25% externally assessed and 75% internally assessed
- Students complete four units over two years.
- There are three forms of assessment that you need to be aware of:

o Externally assessed unit
o Internally assessed units
Internally synoptic-assessed unit

Unit 1 Fitness for Sport and Exercise (25%) External Exam	This unit enables the learner to have a good understanding of the fitness components required for achieving excellence in sport, the importance of fitness testing and analysis, and the physiological factors involved in sporting performance. Pupils get to practically experience all of these components and testing and really enjoy the in-depth nature of the unit.
Unit 2 Practical Sports Performance (25%) Internal Assessment	This unit focuses on developing and improving the learner's own practical sports performance. The learner will review their own performance, their preferred sport, the rules and regulations within their own sport, the ways in which to analyse their performance and that of elite competitors and finally how to improve strengths and weaknesses in performance.
Unit 5 The Sports Performer in Action (25%) Internal Assessment	This unit engages learners in physical activities to highlight the obvious short-term and long-term effects of exercise on the body. This allows pupils to develop a thorough understanding of the human body and the adaptations that exercise encourages. In addition, the information studied within this unit is also an excellent partner to a strand of pupils GCSE Biology course content.
Unit 3 Applying the Principles of Personal Training (25%) Synoptic Assessment	Unit 3 provides the main synoptic assessment of this qualification and therefore should be delivered towards the end of the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation. Learners draw on and apply their learning of FITT principles and principles of training, and considerations for safety to a designed and implemented fitness training programme

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 2021

GCSE Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Art & Design	100	History	97.44
Agriculture*	100	Hospitality	100
Business Studies	92.6	Digital Technology	100
Business & Communications	96.07	Irish	94.43
Computer Studies	94.43	Learning for Life & Work	95.13
Construction	95.6	Music	100
Technology & Design	100	Performing Arts	100
Mathematics	99.77	Religious Studies	81.57
English Language	99.03	Double Award Science 1	97.77
English Literature	93.5	Double Award Science 2	93.83
Further Mathematics	100	Spanish	82.83
Geography	96.73	Engineering Btec*	95
		Sports Studies	100

Average 1 or 2 years not 3 years

A-Level Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Art & Design	100	Politics*	100
Biology	100	Maths	100
Technology & Design*	100	Media Studies	97.2
Business Studies	97.9	Music*	100
Chemistry	100	Spanish	100
Software Systems Design	100	Physics	100
Environmental Technology*	100	Life & health Sciences*	100
Psychology	100	Business Sub Diploma*	100
English Literature	87.5	Business Diploma*	100
Geography	94.4	Eng Sub	100
History	98.1	Sport Diploma	95.8
Digital Technology	94.7	Sport Sub Diploma	90.8
Journalism	100	Agriculture Sub Diploma*	100
Further Maths*	100	Construction Diploma	96.7
Religious Studies	89.7	Construction Sub Diploma	100
Performing Arts*	100	Cambridge Technicals	100

Average 1 or 2 years not 3 years

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 Stchool). 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

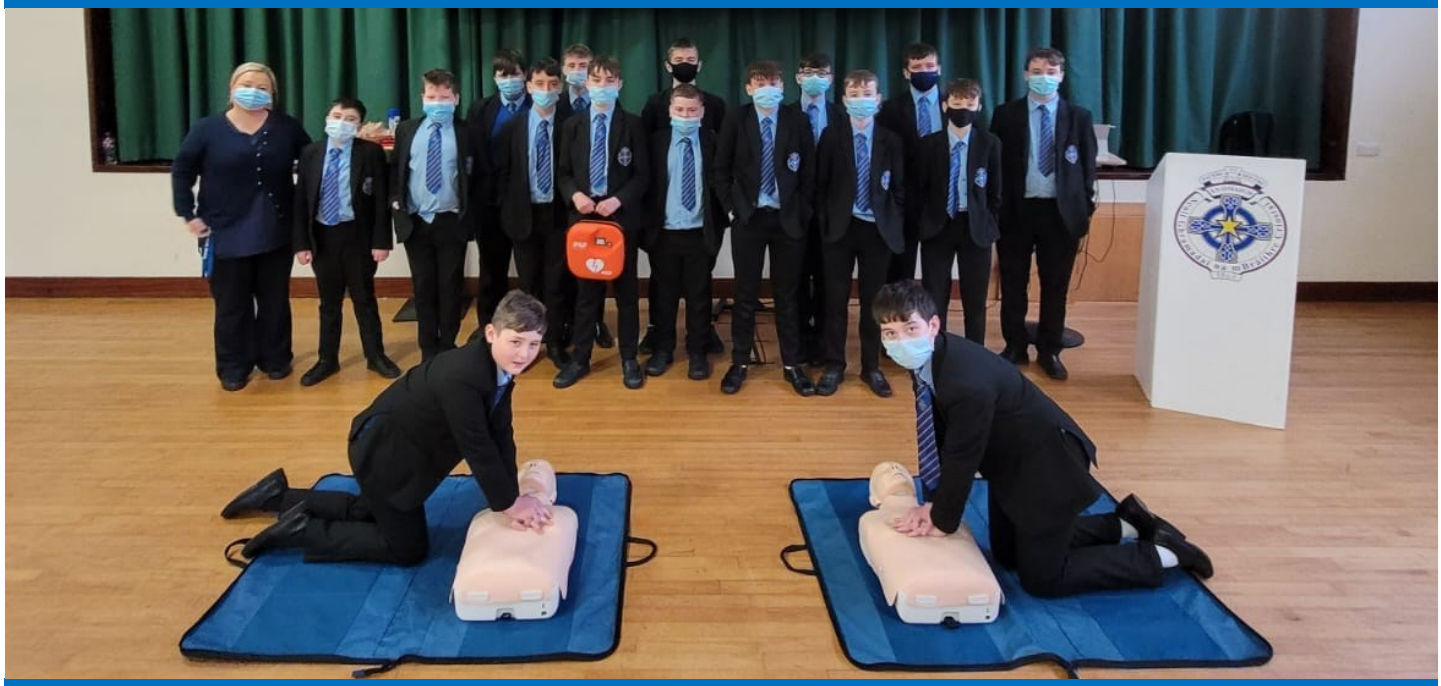
Controlled Assessment — some GCSE subjects contain a controlled assessment element, and this requires students to spend a good deal of time in undertaking research, preparation and completion of final tasks. All departments assist students by drawing up a schedule of staged deadlines by which time the 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.omaghcbs.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.omaghcbs.org**

Senior Carol Service 2021



Heart-Start Training

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