# Year 10

# KS4 Choices

# 2024-26

Top Students at GCSE Level 2023


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CBS 5K/10k Run/Walk February 2024

# Contents



## KS4 Choice Subjects

# 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 seven grades as Double Award Science counts as two GCSEs.
The compulsory subjects are as follows: -

English Language
Learning for Life and Work
Double Award Science
English Literature
Mathematics
Religious Education

| | |
|---|---|
| Agriculture and Land Use | Further Mathematics |
| Art & Design | Geography |
| Business Studies | History |
| Business and Communication Systems | Hospitality |
| Computer Science | Irish |
| Construction | Music |
| Digital Technology | Spanish |
| Drama | Sport BTEC Level 2 |
| Engineering BTEC Level 2 | Technology (Systems Control) |

Students will select their remaining **three subjects** from the list above. They will also be asked to choose a reserve option. 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 and in consultation with the relevant Head of Department. 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 only select a **maximum of two** subjects from Technology and Design, Construction & BTec Engineering.
- Students may only select **one** from GCSE Digital Technology and GCSE Computer Science
- Students may only select **one** from Business Studies and Business Communication Systems
- Students must achieve Grade A/ A+ in Year 10 Maths Assessments to study GCSE Further Maths

# 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. Traditional 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. Please check individual universities for up to date criteria.

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 in the future. BTEC Level 2 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 achieve well across all their units. In the South of Ireland, applied subjects including BTECs are not given the same level of recognition. Please check individual universities for up to date criteria.


# Subjects Required for Degree Courses

Included 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. Ulster University 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. A language at GCSE will be required for the more traditional universities in R.O.I. (eg. UCD, Trinity College Dublin and University of Galway.)

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<br><br>BBB or BBC if offering A-Level Maths or Physics. GCSE Maths C* or above - UU | www.accaglobal.com<br>www.cimaglobal.com<br>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<br><br>BBC - UU | Applicants with a grade C in GCSE Art or no Art at GCSE/A -level may be invited to submit a digital art portfolio – 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. A second A-level from Chemistry (preferred), Geography, Mathematics or Physics | ABB – BBB + GCSE DA Science CC and Maths C - QUB | For offer of 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 and/or Chemistry plus one other | AAB-ABB + GCSE DA Science CC and Maths C – QUB<br><br>Grades BBB (including 2 science subjects) | QUB Acceptable second Science subjects: Computer Science, ICT, Environmental Technology, Geography, Mathematics, Physics, Psychology, Technology & Design.<br>**UU –** One from Chemistry, Physics, Maths Biology of which Chemistry is preferred if applying with PE, Geography or ICT |
| Business Studies | Business Studies useful | ABB + GCSE Maths B - QUB<br><br>BBC - UU | Visit www.bized.co.uk or the website of Institute of Management : www.inst-mgt.org.uk<br><br>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<br><br>BBB – CCC - UU | N.B. Asking grades will vary depending on campus and specific computing courses applied to, as well as relevant subjects studied at Post-16.<br><br>https://www.economy-ni.gov.uk/sites/default/files/publications/economy/COIU-e-bulletin-software-technology.pdf |
| Dentistry | Biology and Chemistry A-Level required.<br><br>A maximum of 1 applied A-level will be counted | AAA + UCAT admission test - QUB<br>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<br><br>Career advice on becoming a Dentist: https://www.youtube.com/watch?v=NZziPWp7FfI |
| 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.<br>ABB – BBC Grades vary depending on specific Engineering degree taken – UU | Royal Academy of Engineering: www.raeng.org.uk<br>The Institution of Engineering and Technology: www.theiet.org<br>Some courses may offer a one grade drop if offering a desirable subject - 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. | BBB to include grade B 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 | BBC- BCC - UU | Epic Games have 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<br><br>BBC – CCC - UU | www.bringitonni.info<br><br>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<br><br>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<br>OR<br>A*AA at A-level including Chemistry and Biology<br>OR<br>A*AA at A-level including Chemistry and either Mathematics or Physics + AS-level Biology grade B - QUB<br>plus UCAT admissions test | Medical Schools Council - www.medschools.ac.uk<br><br>British Medical Association - www.bma.org.uk<br><br>The Medic Portal - https://www.themedicportal.com/<br><br>UCAT will be scored and used in conjunction with the GCSE score to rank for interview. |
| Nursing | A relevant science useful | BBC – BCC – QUB<br><br>BBC - UU | NHS Careers: www.nhs.uk/careers<br>The Royal College of Nursing: www.rcn.org.uk<br>The Royal College of Midwives: www.rcm.org.uk |
| Occupational Therapy | A relevant science useful | BBB – UU<br><br>Successful interview required | The College of Occupational Therapy – www.cot.co.uk |
| Optometry | Two science subjects from Biology, Chemistry, Mathematics, Physics. | ABB - UU | College of Optometrists: www.college-optometrists.org<br><br>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, Mathematics Physics (or Life & Health Science - UU). GCSE DA Science. Biology to at least AS-Level preferred. | AAB – QUB and UU | Royal Pharmaceutical Society: www.rpharms.com<br><br>Pharmacy Futures NI - https://www.pharmacyfuturesni.com/ |
| Physiotherapy | One of the following: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences. | BBB - UU<br><br>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 is 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 | BBB plus successful interview required.<br>GCSE DA Science - BB | Society of Radiographers: www.sor.org |
| Social Work | None specified | ABB - QUB<br>BBB – UU<br>Successful interview required | NI Social Care Council: www.niscc.info<br>Skills for Care: www.skillsforcare.org.uk |
| 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 |

| Requirements for Degree Courses | Subjects Required at A'Level | A-Level Grades/Points | Websites & Other Information |
|---|---|---|---|
| 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<br>Careers in Sport: https://careers-in-sport.co.uk/<br>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<br>For Post-Primary level the subject taught must be studied at A-Level | A*AA – ABB – St. Mary' Primary<br>AAA-BBB – St. Mary's Post-Primary<br><br>AAB – Stranmillis Primary<br>ABB – BCC Stranmillis Post-Primary | Department of Education: www.education.gov.uk<br>St. Mary's University College: www.stmarys-belfast.ac.uk<br>Stranmillis University College: www.stran.ac.uk<br>Please see websites for accurate grade requirements. St Mary's will only accept 1 BTEC at Post 16 |
| Veterinary Science | Chemistry and Biology and either Physics or Maths at A-Level | A*AA – AAB – UK universities | Royal College of Veterinary Surgeons: www.rcvs.org.uk<br><br>N.B. UCD required 589 – 625 CAO points for entry in 2023 and at least 60 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 2024. Please refer to the online prospectus at ulster.ac.uk for entry requirements for any particular course.**

| 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 Ext. 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 |

| 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) |
|---|---|---|---|
| National Extended Diploma (180 credits) | A*A*A* | D*D*D* | D*D*D* |
| | A*A*A | D*D*D | D*D*D |
| | A*AA | D*D*D | D*DD |
| | AAA | D*D*D | DDD |
| | AAB | D*DD | DDD |
| | ABB | D*DD | DDM |
| | BBB | DDD | DDM |
| | BBC | DDD | DMM |
| | BCC | DDM | DMM |
| | CCC | DMM | MMM |
| | CCD | DMM | MMM |
| National Diploma (120 credits) | A*A* | D*D* | D*D* |
| | A*A | D*D* | D*D |
| | AA | D*D* | DD |
| | AB | D*D | DD |
| | BB | DD | DM |
| | BC | DM | DM |
| | CC | DM | MM |
| | CD | MM | MM |
| Subsidiary Diploma/ National Extended Certificate (60 credits) | A* | D* | D* |
| | A | D* | D |
| | B | D | D |
| | C | M | M |
| | D | M | M |

# 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 | Content Summary | Assessment | Weighting |
|---|---|---|---|
| **Component 1**<br><br>**Part A: Exploratory Portfolio**<br>(no final outcome required) | **Core knowledge and understanding**<br>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<br>PartA(25%)<br>50 marks | 60% |
| **Part B: Investigating the Creative and Cultural Industries**<br>(students complete one practical task) | **Core skills**<br>Students become increasingly skilled at developing ideas, applying understanding of relevant practices, refining their ideas, recording as they go and using visual language critically. | PartB(35%)<br>70 marks<br>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).<br>Students complete a **minimum of 20 hours** of preparatory work in response to the theme.<br><br>Students also complete a final outcome within a set **10 hour examination period.** | Controlled Assessment<br><br>80 marks<br><br>Internally assessed i 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**<br>**Starting a Business**<br>• Creating a business<br>• Marketing<br>• Business Operations | External written examination<br>1 hour 30 mins<br>Short structured questions and extended writing | 40% |
| **Unit 2**<br>**Developing a Business**<br>• Human Resources<br>• Business Growth<br>• Finance | External written examination<br>1 hour 30 mins<br>Short structured questions and extended writing | 40% |
| **Unit 3:**<br>**Planning a Business (synoptic)**<br>• Business Plan | Controlled Assessment<br>Students complete the following:<br>• Booklet A, a research task; and<br>• Booklet B, a structured report-writing task. | 20% |

# Business & Communication Systems

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

# 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

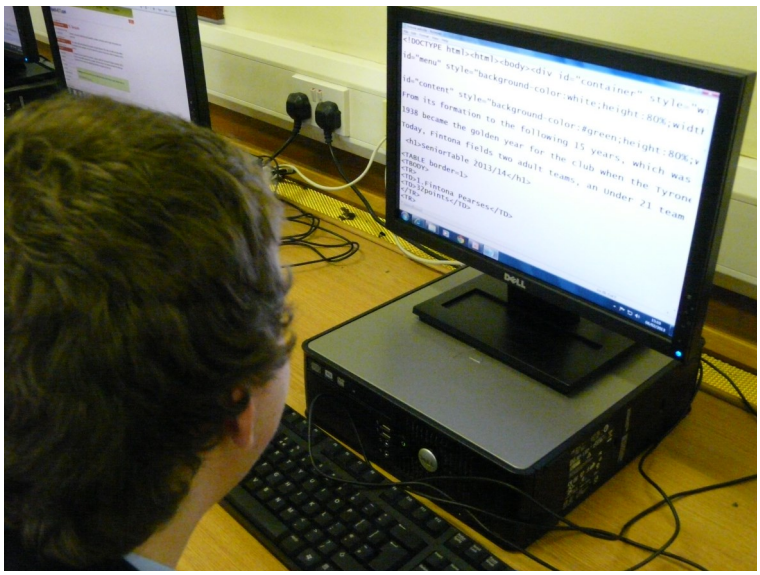
**Career Opportunities:**
This subject contains a mixture of practical skills and theoretical understanding associated with Computing and Software Development and provides a qualification leading to entry to AS Level Computing, ICT, Applied ICT, vocational training and employment. This subject also provides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

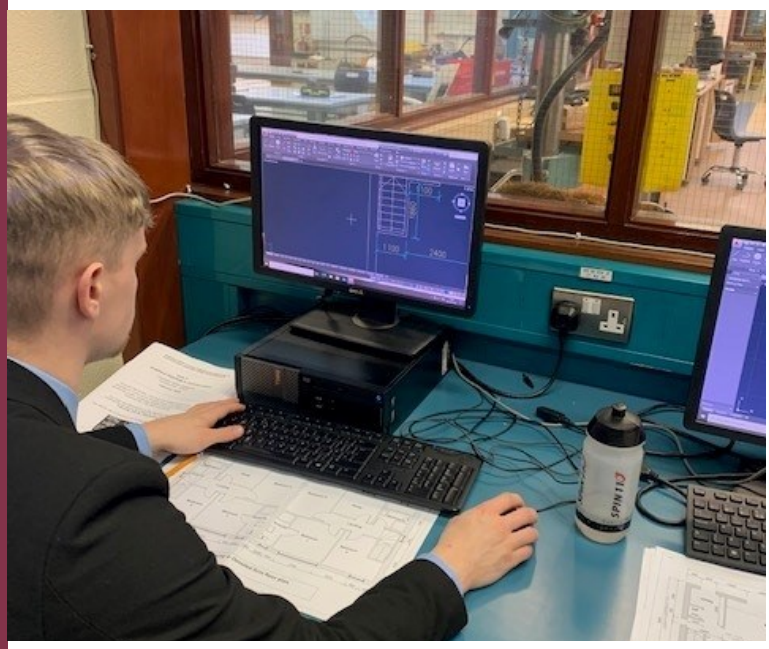
**(N.B. GCSE Computer Science will be graded using a scale from 9— 1 with Grade 9 being broadly equivalent to an A*. Grade 4 is equivalent to Grade C.)**

| Content Overview | Assessment Overview | |
|---|---|---|
| **Computer systems**<br>• Systems Architecture<br>• Memory<br>• Storage<br>• Wired and wireless networks<br>• Network topologies, protocols and layers<br>• System security<br>• System software<br>• Ethical, legal, cultural and environmental concerns | **Computer systems**<br>80 marks<br>1 hour and 30 minutes<br>Written paper<br>(no calculators allowed) | **50%** of total GCSE |
| **Computational thinking, algorithms and programming**<br>• Algorithms<br>• Programming techniques<br>• Producing robust programs<br>• Computational logic<br>• Translators and facilities of languages<br>• Data representation | **Computational thinking, algorithms and programming**<br>80 marks<br>1 hour and 30 minutes<br>Written paper<br>(no calculators allowed) | **50%** of total GCSE |



# GCSE Construction & the Built Environment

| Content | 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 practice 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.

# GCSE Drama

- This is a linear qualification.
- There are three components: two internally assessed (60%) and one externally assessed (40%).
- All assessment is completed at the end of the course.
- The specification aims to encourage students to develop a personal interest in drama, to engage actively in the process of dramatic study, to work imaginatively and creatively in collaboration with their peers, to analyse their own work and the work of others, and to develop and demonstrate competence in their chosen pathway of acting or design.
- The specification offers opportunities to build on the learning experiences from Key Stage 3 and to develop the Cross-Curricular Skills and Thinking Skills and Personal Capabilities at Key Stage 4.
- A range of support material is available, including specimen assessment materials, exemplar planning frameworks and teacher and student guidance on controlled assessment.

**Component 1: Devised Performance**
Controlled assessment – a performance or a design presentation, and a student log

**Component 2: Scripted Performance**
Controlled assessment – a performance or a design presentation

**Component 3: Knowledge and Understanding of Drama**
External written examination – 1 hour 30 minutes, three questions based on one set text

**Benefits to Students**

Students will:

- develop their knowledge and understanding of drama;
- have opportunities to explore and develop confidence and competence in acting or design, or both;
- work together in groups to create, develop and realise their ideas for an audience; and
- develop a range of skills that provide a basis for progression to further study or employment.

**IMPORTANT INFORMATION**

- GCSE Drama is offered as a Twilight subject choice.
- GCSE Drama is an additional GCSE and will look really good on your CV for University and job interviews in the future.
- You must choose GCSE Drama in the additional option provided on your choices form.

# BTEC Level 2 in Engineering

The Pearson BTEC Level 2 First Award in Engineering was introduced in Sept 2018 as a replacement for GCSE Engineering and Manufacturing.

**Skills Developed**

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

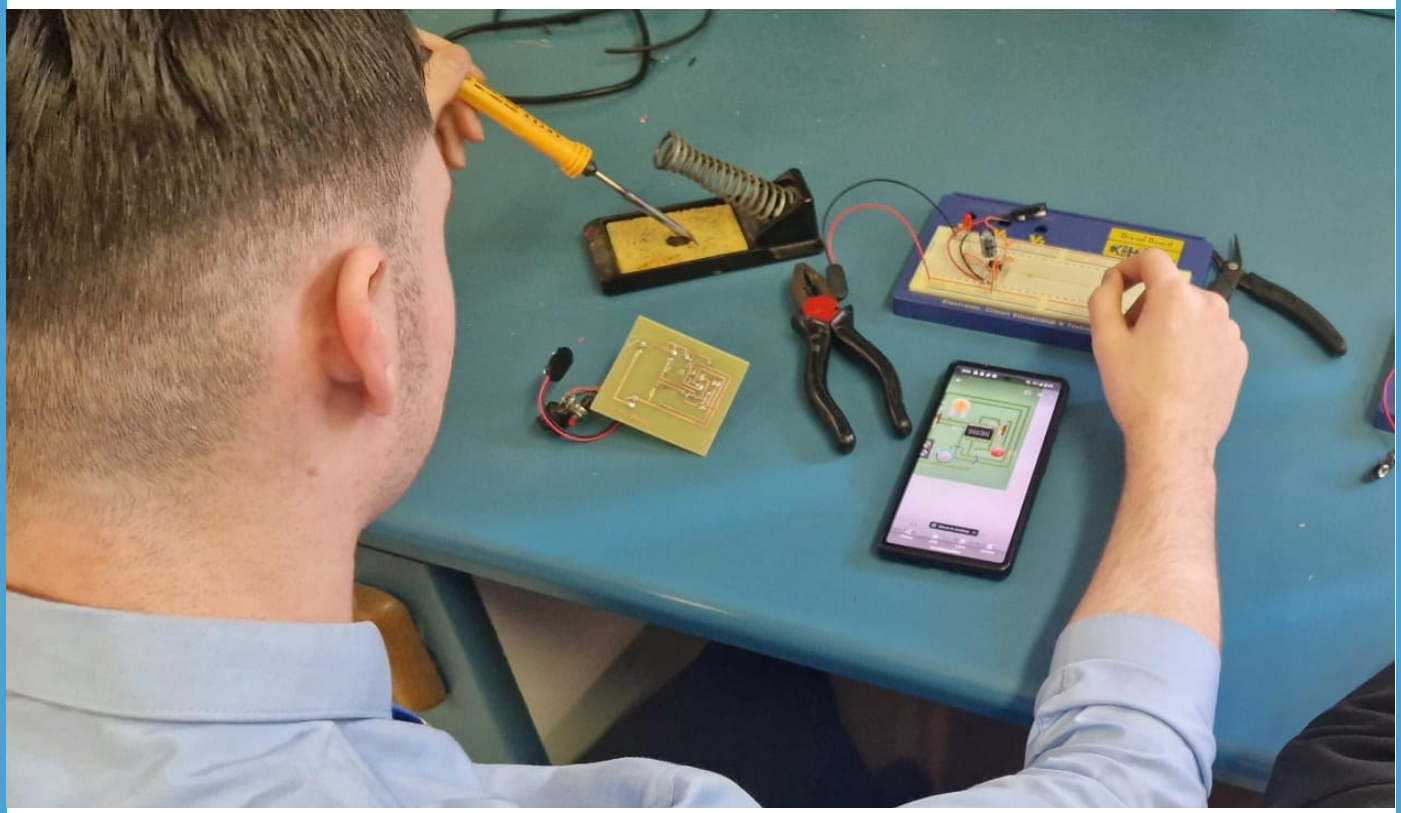
**Career Opportunities**

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.

| Content | Assessment | Weighting |
|---|---|---|
| **Unit 1 – The Engineered World**<br>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. | Externally assessed (Online exam)<br>Duration: 1 hour (exam date to be set by individual centres) | 25% |
| **Unit 2 – Investigating an Engineering Product**<br>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. | Internally assessed unit<br>Duration: 16 weeks of theory leading to relevant Assignments | 25% |
| **Unit 3 – Electronic Circuit Design and Construction**<br>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. | Internally assessed unit<br>Duration: 32 weeks of theory and practical tasks leading to relevant Assignments | 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<br>Pure Mathematics | External written examination | 50% |
| Unit 2<br>Mechanics | External written examination | 25% |
| Unit 3<br>Statistics | External written examination | 25% |

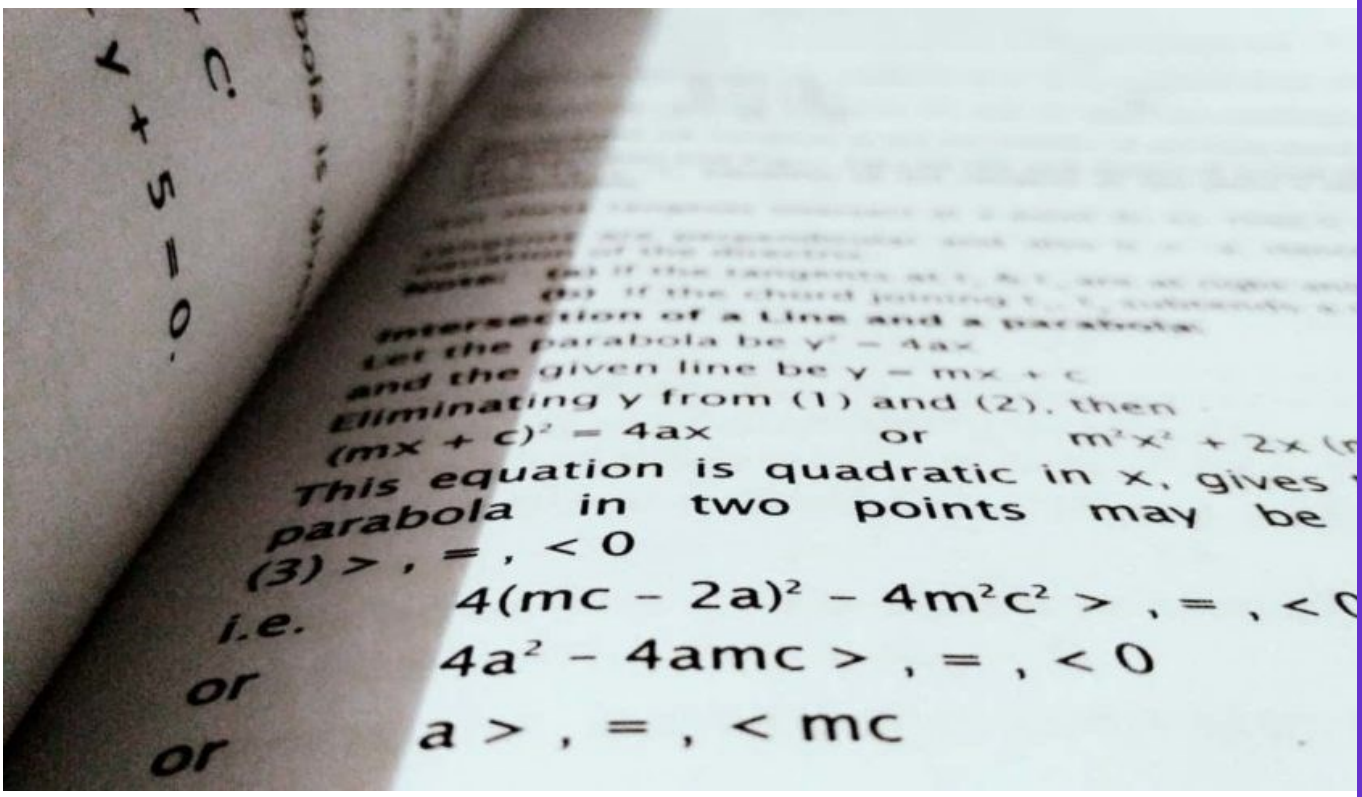
There is no coursework element to GCSE Further Mathematics

**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):**

| Content | Assessment |
|---|---|
| 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- Year 11**
There are two sections:
**Section A: Modern World Studies in Depth**

- *Life in Nazi Germany, 1933–45*

(Students answer five questions. The paper includes short response questions, structured questions and an essay question.)
**Section B: Local Study**

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

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

**Assessment Format:**

- External written examination lasting 1 hour 45 minutes.
- 60% overall weighting
- Test will be sat in May/June of Year 11

**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 – Year 12**
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 2- Content Outline**

1. Co-operation ends and the Cold War begins
2. Emerging superpower rivalry and its consequences, 1945–49
3. Flashpoints in Europe and the impact on international relations
4. Flashpoints outside Europe and the impact on international relations
5. The end of the Cold War, 1985–91
6. 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:

| Content | Areas of Study and Assessment |
|---|---|
| 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.<br><br>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.<br><br>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.<br>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<br>● Social Media & Technology<br>● Daily Routine & Leisure Activities<br>● Culture & Customs |
| **Context 2:** Local, National and Global Areas of Interest | ● Local Area & Environment<br>● Community Involvement<br>● Social Issues<br>● Travel & Tourism |
| **Context 3:** School Life and the World of Work | ● School Life<br>● Part-time Jobs<br>● 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:**<br>**Speaking 25%** | Internal Assessment<br>7-12 minutes |
| **Unit 2:**<br>**Writing 25%** | External Assessment<br>1hour 15 minutes |
| **Unit 3:**<br>**Listening 25%** | External Assessment<br>45 minutes |
| **Unit 4:**<br>**Reading 25%** | External Assessment<br>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 Spanish


**Topics covered:**

| | |
|---|---|
| **Context 1:** | **Identity**<br>**Lifestyle**<br>**Cultural issues** |
| **Context 2:** | **Local,**<br>**National,**<br>**International areas of interest** |
| **Context 3:** | **School Life**<br>**Studies**<br>**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

**Skills Developed**

Undertaking BTEC Sport gives you an understanding of sports performance and the factors that affect behaviour in sport. You gain subject-specific knowledge in areas such as physiology, psychology, biochemistry, biomechanics and nutrition.

You'll also develop a set of core skills including:

- research and data analysis
- the ability to work on your own initiative and as part of a team
- presentation and oral communication skills
- written communication skills, including report writing
- time management and planning
- effective problem solving
- a good understanding of information technology.

**Career Opportunities**

BTEC Sport is a great start for a variety of careers in the sports industry where you can work with children, athletes or the general public. Jobs directly related to BTEC Sport include; Exercise physiologist, Fitness centre manager, Personal trainer, Primary school teacher, Secondary school teacher, Sports administrator, Sports coach, Sports development officer, Sports therapist, Choreographer, Clinical scientist, cardiac sciences, Health improvement practitioner, Higher education lecturer, Nutritionist, Outdoor activities/education manager, Sport and exercise psychologist.

| | |
|---|---|
| **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 manufacturing, electronics, mechanical control systems, computer control systems, and pneumatic systems.

**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):**

| Content | Assessment | Weighting |
|---|---|---|
| **Unit 1:** Technology and Design Core | Externally assessed written paper sat in Year 11 Examination lasts 1 hour 30 mins | 25% |
| **Unit 2:** Systems and Control Electronic and Microelectronic Control Systems | Externally assessed written paper sat in Year 12 Examination lasts 1 hour 30 mins | 25% |
| **Unit 3:** Design Project Controlled assessment | 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 first class preparation for students who wish to pursue a career in any Engineering discipline.
Pupils will:

- 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 2023

## GCSE Results by Subject

| Subject | CBS Omagh 3 Year Average %A*-C | Subject | CBS Omagh 3 Year Average %A*-C |
|---|---|---|---|
| Agriculture* | 100 | History | 97.7 |
| Art & Design | 100 | Hospitality* | N/A |
| Business Studies | 95.3 | Irish | 100.0 |
| Business & Communications | 98.5 | Learning for Life & Work | 91.6 |
| Computer Studies | 93.4 | Mathematics | 99.3 |
| Construction | 95.7 | Music | 100 |
| Double Award Science 1 | 98.0 | Performing Arts | 100 |
| Double Award Science 2 | 94.4 | Religious Studies | 88.0 |
| Digital Technology | 96.8 | Single Award Science* | N/A |
| English Literature | 98.3 | Spanish | 81.8 |
| English Language | 99.3 | Technology & Design | 100.0 |
| Further Mathematics | 100.0 | Engineering Btec | 100.0 |
| Geography | 97.9 | Sports Studies Btec | 99.2 |

***Average 1 or 2 years not 3 years***

## A-Level and Btec Results by Subject

| Subject | CBS Omagh 3 Year Average %A*-C | Subject | CBS Omagh 3 Year Average %A*-C |
|---|---|---|---|
| Art & Design | 100.0 | Psychology | 100.0 |
| Biology | 90.3 | Software Systems Design / Computing | 100.0 |
| Business Studies | 85.7 | Spanish | 50.0 |
| Chemistry | 100.0 | Technology & Design | 92.9 |
| Digital Technology | 100.0 | Business Sub Diploma | 88.9 |
| English Literature | 100.0 | Cambridge Technicals | 100.0 |
| Geography | 91.7 | Construction Diploma | 92.9 |
| History | 80.0 | Construction Ext Cert | 90.9 |
| Life & Health Sciences | 61.5 | Sport Diploma | 88.9 |
| Mathematics | 96.9 | Sport Certificate | 100.0 |
| Physics | 83.3 | Sport Ext Diploma | 100.0 |
| Politics | 100.0 | Sport Ext Certificate | 83.3 |

# 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. 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 F Moriarty. (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.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**


GCSE and AS Prizegiving February 2024


Christmas Concert

Skip Trip to Italy - January 2024

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