

# GCSE Options 2022

## Subject Information Booklet

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'PERSTARE ET PRAESTARE'

# Contents

<b>Contents:</b>	<b>Page</b>
Introduction	3
<b>CORE subjects</b>	
English Language	4
Mathematics	5
Double Award Science	6
Religious Studies	7
Learning for Life & Work	8
<b>OPTION Subjects</b>	
Art and Design	9
Business Studies	10
Drama	11
English Literature	12
French	13
Further Mathematics	14
Geography	15
German	16
History	17
Home Economics	18
ICT (Digital Technology)	19
Moving image Arts	20
Music	21
Physical Education	22
Spanish	23
Technology & Design	24





# Introduction

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The following information is designed to support your decision making when selecting your option subjects for GCSE study over the next 2 years.

The booklet contains information about both your **core** and **option** subjects. Each subject description identifies the topics covered within the syllabus, how you will be assessed and the weightings of terminal examinations and controlled assessment.

When selecting your option subjects, we advise you to consider the following:

**Subjects you like.** It is particularly important to enjoy the course because you are more likely to succeed if you do. Before deciding, you should check the most recent information available about possible career pathways and discuss any issues or queries with your form teacher or a careers teacher.

**Subjects you can cope with.** It is important to be realistic and choose subjects in which you believe you have a reasonable chance of doing well. Advice on this should be sought from the subject teacher.

**Some subjects are useful but not essential for certain careers.** For example, Music and PE are useful to a primary school teacher but not essential.

**Some subjects are essential for certain careers.** For example, if you are aiming to be a designer you would include GCSE Art amongst your choices. Similarly, careers in medicine would require good grades in GCSE Sciences.

**Choose for the right reasons.** You should not choose just because you want to have the same subjects as your friend, or because you want a particular teacher. It is the subject that matters, and whether or not it is the right one for you.

**If you have no particular career in mind.** If you simply want to keep your options open, you should choose subjects you like and have as wide a variety as possible thus keeping future options and career pathways open.



# English Language (Core)

<b>Course Content /Units</b>
GCSE English Language comprises <b>two externally and two internally assessed units</b> , giving you the opportunity to explore texts, words and images and learn how to express opinions, form independent views and challenge ideas. Through this course, you will: <ul style="list-style-type: none"><li>• enhance your oral and written communication skills by learning how to express viewpoints and present an argument;</li><li>• gain experience in using ICT to research and present information;</li><li>• develop your planning, time management and self-evaluation skills;</li><li>• learn from others through discussion, group work and shared tasks; and</li><li>• increase your ability to use critical analysis, propose ideas, opinions or decisions and be able to justify them.</li></ul>
<b>Examinations</b>
2 examinations <ul style="list-style-type: none"><li>• Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts (one written examination: one Writing task and 4 Reading tasks) 30% Studied in Term 2 and Term 3 Year 11 and examined at the end of Year 11</li><li>• Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts (one written examination: one Writing task and 4 Reading tasks) 30% Studied in Term 4, 5 and 6 and examined at the end of Year 12</li></ul>
<b>Controlled Assessment</b>
<ul style="list-style-type: none"><li>• Unit 2: Speaking and Listening (controlled assessment) Three best tasks chosen which must include Individual Presentation, Discussion and Role play 20% Assessed throughout Year 11 and Year 12 Moderated in Term 5 in Year 12</li><li>• Unit 3: Studying Spoken and Written Language (controlled assessment); Two tasks Task 1: The Study of Spoken Language Task 2: The Study of Written Language 20% Completed in Term 1 and Term 2 Year 11 Submitted end of Year 12</li></ul>
<b>Career Pathways</b>
English is an essential subject for most careers which require GCSE standards. Language is the most important method of communication and it is essential for you to be able to communicate effectively through the spoken and written word and the skills you acquire through this subject are in high demand from most employers. If you are interested in a career in Journalism, the Media or Law, then a qualification in GCSE English Language is a good basis for foundation for further study in these areas.

# Mathematics (Core)



## Course Content /Units

All students will study Mathematics at GCSE. The CCEA Mathematics specification has been revised. The course consists of the teaching of Number & Algebra, Geometry & Measures and Handling Data.

Mathematics is a vital subject for all careers. You will be learning important Numeracy skills that will equip you for the work-place. You will also develop confidence and a feel for numbers, to apply Mathematics to everyday situation, to appreciate patterns and relationships, to develop the abilities to reason logically and to generalise, to learn to apply Mathematics to other subjects and to acquire a foundation which will enable to undertake further study in Mathematics and other disciplines.

## Examinations

Most students will sit the M4 & M8 modules. All pupils will sit either the M3/M4 module at the end of Year 11 and then complete M7/M8 at the end of Year 12. Please see the Higher Tier options below.

### Higher Tier Option 1

Content	Assessment	Weightings	Availability
<b>Unit M3: Higher Tier</b>	External written examination <b>with</b> calculator  2 hours	45%	Summer from 2018 and January from 2019
<b>Unit M7: Higher Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour 15 mins</li><li>• Paper 2 <b>with</b> calculator 1 hour 15 mins</li></ul>	55%	Summer from 2019 and January from 2020

### Higher Tier Option 2

Content	Assessment	Weightings	Availability
<b>Unit M4: Higher Tier</b>	External written examination <b>with</b> calculator  2 hours	45%	Summer from 2018 and January 2019
<b>Unit M8: Higher Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour 15 mins</li><li>• Paper 2 <b>with</b> calculator 1 hour 15 mins</li></ul>	55%	Summer from 2019 and January from 2020

## Controlled Assessment

There is no coursework requirement for Mathematics.

## Career Pathways

Possible careers with Mathematics could include a Mathematics Teacher, Biochemist, Computer Games Designer, Mechanical Engineer, Accountant, Actuary, Civil Engineer, Management, Product Designer, Architect and many more.



# Double Award Science (Core)

## Course Content /Units

The course builds on the knowledge, skills and understanding developed through the Northern Ireland Curriculum for Science at Key Stage 3. It encourages pupils to develop their curiosity about the living, material and physical worlds and provides insight into how science works.

This specification is unitised and includes seven units; two Biology, two Chemistry and two Physics. There is also a Practical skills unit. The first three Biology, Chemistry and Physics units are available for assessment in the first year of teaching.

## Examinations

Unit	Topic	Weighting
Unit 1 Biology	Cells, Living Processes and Biodiversity	11%
Unit 1 Chemistry	Structures, Trends, Chemical Reactions and Quantitative Chemistry	11%
Unit 1 Physics	Motion, Force, Moments, Energy, Density, Kinetic Theory and Radioactivity	11%
Unit 2 Biology	Body Systems, Genetics Microorganisms and Health	14%
Unit 2 Chemistry	Rates and Equilibrium, Calculations and Organic Chemistry	14%
Unit 2 Physics	Waves, Light, Electricity, Magnetism and Space Physics	14%
Practical Skills	Booklet A – Students carry out three pre-release practicals in the final year of study	7.5%
	Booklet B – External written examination set in a practical context	17.5%

## Controlled Assessment

Unit 7 is a Practical Skills unit that replaces the controlled assessment tasks:

Booklet A contains three practicals from the prescribed practicals listed in this specification.

Booklet B is a timetabled written exam, taken at the end of the final year of teaching, it includes questions about planning and carrying out any of the prescribed practical activities and general questions about any practical situation that arises from this specification.

## Career Pathways

The programme of study provides a sound base for studying individual science subjects at AS and A2 level. It also opens up many career opportunities including Agriculture, Biochemistry, Biomedical Sciences, Clinical Research, Computer Science, Ecology, Engineering, Environmental Science, Genetics, Marine Science, Nutrition, Pharmacology, Public Health, Veterinary Medicine and Zoology.



You will study either GCSE Learning for Life & Work or GCSE Religious Studies. If you select GCSE LLW you will study RS as a non-examination subject. Similarly, if you select GCSE RS you will study LLW as a non-examination option.



## Religious Studies

<p><b>Course Content /Units</b></p> <p>This subject involves looking at moral issues relevant to teenagers today and discovering religious responses to them e.g. Relationships, Equality, Abortion, Bioethics, Capital Punishment and War &amp; Peace. It also gives pupils an opportunity to reflect on and develop their own values, opinions and attitudes as well as engaging with others in respectful debate and discussion in relation to Baptism, Communion, Miracles and Reconciliation.</p> <p><b>The main areas of study for GCSE are:</b></p> <ul style="list-style-type: none"> <li>➤ The Revelation of God and the Christian Church.</li> <li>➤ An Introduction to Christian Ethics.</li> </ul> <p>Each of these units is worth 50% of the total examination marks.</p>	
<p><b>Examinations</b></p> <p>Each written examination will last 1 hour 30 minutes.</p> <p>All examination papers will include some questions which require short answer responses and others which require extended writing. Pupils will gain marks for expressing their own points-of-view in a mature and coherent manner.</p>	
<p><b>Controlled Assessment</b></p> <p>There is no Controlled Assessment.</p>	
<p><b>Career Pathways</b></p> <p>Religious Studies fosters communication skills such as debating, essay writing and teamwork. These can then lead pupils into a variety of careers such as Dietetics, Law, Nursing, Property Development, Social Work and Teaching.</p>	

# Learning for Life & Work



## Course Content /Units

The course is divided into **four** units:

### Unit 1: Local and Global Citizenship:

- Diversity and Inclusion: Challenges and Opportunities
- Rights and Responsibilities: Local and Global Issues
- The Role of Government and Society in Safeguarding Human Rights
- Democratic Institutions: Promoting Inclusion, Justice and Democracy
- Democracy and Active Participation
- The Role of Non-Governmental Organisations: Promoting Human Rights, Equality and Social Justice

### Unit 2: Personal Development:

- Personal Health and Wellbeing
- Emotions and Reactions to Life Experiences
- Personal Safety and Wellbeing
- Relationships and Sexuality
- Responsible Parenting
- Making Informed Financial Decisions

### Unit 3: Employability:

- The Impact of Globalisation on Employment
- Preparing for Employment: Recruitment and Selection
- Rights and Responsibilities of Employers and Employees
- Social Responsibility of Businesses
- Personal Career Management
- Exploring Self-Employment

## Examinations

- There are **three modular examinations** to complete; **one examination paper for each unit**, one hour per paper (Local and Global Citizenship, Employability and Personal Development).
- Each modular examination is **20%** of the total assessment and will consist of short, structured response questions; source based questions and extended evaluation questions.
- **60%** of the final grade awarded is achieved through modular, external examinations.

## Unit 4 Controlled Assessment

- There is **one** Controlled Assessment Task (CAT) set by CCEA and submitted in the final year of study (Year 12).
- **40%** of the final grade awarded is achieved through this internal assessment.
- The Controlled Assessment Task will consist of four sub tasks – Planning, Research, Report and Self-Evaluation.

## Career Pathways

An integral part of the course is to develop the Cross-Curricular skills of Communication, Using Mathematics and using ICT with the Thinking Skills and Capabilities of Self-Management, Working with Others and Problem-Solving. These skills are a prerequisite for further study at GCE Level in areas such as Business Studies, Health and Social Care and Economics.

- **Tell me and I forget. Teach me and I remember. Involve me and I learn. Benjamin Franklin**
- **Live as if you were to die tomorrow. Learn as if you were to live forever. Mahatma Gandhi**

# Art and Design



## Course Content /Units

Our GCSE in Art and Design will help you to develop sensitivity, awareness, and intellectual and practical abilities. You will be encouraged to make personal, visual and tactile responses to feelings, ideas and environments and to develop a greater appreciation of the work of artists and designers from a range of cultural backgrounds.

The course offers opportunities to build on the skills and capabilities developed through the Key Stage 3 curriculum.

There are a wide range of opportunities available within the subject area which will support you working in 2D and 3D, fine art, and design. These include:

- Fine art - drawing and painting
- Fine art - sculpture
- Fine art - printmaking
- Textiles
- Ceramics
- Graphic design
- Photography
- Moving image or animation
- Digital media
- 3D design

## E Assessment

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

## Career Pathways

You could progress to our A level qualification in Art and Design and other related courses. You may go on to become a practicing artist, designer or architect and contribute to the economy as part of the fast-growing creative and cultural industries. Students of Art and Design develop valuable transferable skills, which are sought after by many colleges and universities, employers and industry leaders. These practical skills such as the ability to solve problems and think creatively will be used throughout your life.

# Business Studies



## Course Content /Units

Business Studies allows students to develop highly relevant business knowledge that is becoming essential in all aspects of our modern economy. Business skills are essential for a range of careers and this GCSE course will introduce students to many of the key strategies that companies rely on in today's business world.

**Unit 1 Starting a Business:** Students are introduced to the fundamentals of starting a business. They examine why businesses start and the resources required to maintain and grow them.

**Unit 2 Developing a Business:** Students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance.

**Unit 3 Planning a Business:** In this synoptic unit, students apply knowledge and understanding drawn from across the whole specification to a real business context.

## Examinations

Content	Assessment	Weighting
<b>Unit 1</b> <ul style="list-style-type: none"> <li>• Creating a Business</li> <li>• Marketing</li> <li>• Business Operations</li> </ul>	<b>External Examination:</b> 1hr30mins Short structured questions and extended writing	40%
<b>Unit 2</b> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Business Growth</li> <li>• Finance</li> </ul>	<b>External Examination:</b> 1hr30mins Short structured questions and extended writing	40%
<b>Unit 3</b> Business Plan	<b>Controlled Assessment</b> (synoptic)	20%

## Controlled Assessment

Students must complete one controlled assessment task in Year 12. The task is 20% of the final award. Students complete the following: Booklet A, a research task; and Booklet B, a structured report-writing task.

## Career Pathways

Business Studies is highly desirable for many careers whether they are directly business related or will be useful to complement another career path. Careers in Management, Accountancy, Banking, Marketing, the Civil Service, Business Law, Public Relations, Hospitality, Advertising, Retail, Teaching or simply running your own business are all relevant pathways.

# Drama



<b>Course Content /Units</b> <p>The course builds on the key Drama skills of making, performing and responding developed at Key Stage 3. Over the two years' students engage actively in dramatic study to develop and demonstrate their competency in practical creative performance and/or design skills. <b>The students can choose Performance (Acting) or Design (Costume, Set, Lighting, Multi-media). Students show their skills in their chosen pathway in a Devised and a Scripted performance. They can focus on design across the two assessed performances or choose performance for one and design for the other assessment.</b></p> <p>Unit 1: Introduction to the course - Developing Performance and Design skills Unit 2: Study of Set Text Unit 3: Introduction to Devising Unit 4: Component 1 - Devised Performance Controlled Assessment Unit 5: Introduction to Scripted Assessment Unit 6: Component 2 - Scripted Performance Controlled Assessment Unit 7: Component 3 - Preparing for the Written paper</p>
<b>Examinations</b> <p><b>There is <u>one</u> external written examination worth 40%. This is taken in the Summer term of Year 12.</b> Students answer 3 questions on ONE set text. The questions require students to show their knowledge and understanding of Drama such as the playwright's use of language, the style and genre of the play and key aspects of performance, production and design. It is an open book examination, so they have access to their set text in the examination.</p>
<b>Controlled Assessment</b> <p><b>There are <u>two</u> internally assessed controlled assessments:</b></p> <p><b>Component 1: Devised Performance worth 25%</b> -assessed in the Summer term of Year 11 Students create a devised performance in response to a stimulus/ theme set by CCEA. They present a group performance or give a design presentation, depending on their chosen pathway. This is worth 15% and is assessed by the teacher. Students also complete a student log analysing and evaluating their own work and work with others to plan and shape the performance or presentation. This is worth 10% and is assessed by the teacher.</p> <p><b>Component 2: Scripted Performance worth 35%</b> – assessed in the Spring term of Year 12 In this assessment students present a group performance or give a design presentation, for a chosen play script. This is assessed by the teacher, moderated by a visiting examiner</p>
<b>Career Pathways</b> <p>GCSE Drama complements studies in English (Speaking and Listening) English Literature (character and text analysis), History (social, cultural and historical research), Moving Image Arts (multi-media design) Art and Technology (Set and Costume Design). A GCSE in Drama, although not essential is an excellent foundation for A Level Performing Arts. The Creative Industries are the largest growth sector in Northern Ireland and the UK. Further study can lead to careers in theatre and film as a performer, director, designer, administrator. However, a qualification in Drama, not only prepares students for work in this field but also demonstrates an ability to think creatively, solve problems, make decisions, collaborate and communicate ideas to engage others; essential skills in all fields of work. "Arts education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate, the ability to learn new skills, to be creative and innovative, and to strive for excellence." – Joseph M. Calahan, Director of Cooperate Communications, Xerox Corporation</p>

# English Literature



## Course Content /Units

GCSE English Literature comprises of **two externally assessed and one internally assessed unit** which give you the opportunity to study a range of writing from a mix of local and modern writers, providing the variety to suit a range of readers. You are encouraged to develop as discerning and critical readers and this specification provides a sound basis for progression to further study, higher education or employment.

Through this course, you will:

- enhance your oral and written communication skills by learning how to express viewpoints and present an argument;
- gain experience in using ICT to research and present information;
- develop your planning, time management and self-evaluation skills;
- learn from others through discussion, group work and shared tasks; and
- increase your ability to use critical analysis, propose ideas, opinions or decisions and be able to justify them.

## Examinations

Two exams

- Unit 1: The Study of Prose (one external examination)

One question on Section A on studied novel and one question on Section B on unseen prose  
30%

Studied Term 2 and term 3 Year 11

Examined at the end of Year 11

- Unit 2: The Study of Drama and Poetry (one external examination)

One question on Section A on studied play and one question on Section B on studied poetry anthology  
50%

Studied Term 4 and Term 5

Examined at the end of Year 12

## Controlled Assessment

- Unit 3: The Study of Shakespeare (controlled assessment)

One extended theme based question

2 hours

20%

Studied Term 1 and 2 and completed in Term 2 in Year 11

Submitted end of Year 12

## Career Pathways

English Literature is one of the main subjects in the Arts and Humanities family and complements subjects such as Languages, History and Politics. A qualification in GCE English Literature could lead you into a degree course in the Arts, Humanities and Communication. Armed with GCE English Literature, you could even go straight into employment. The skills you will acquire through taking this course are in high demand from employers as well as universities and colleges. If you are interested in a career which involves elements of Journalism, Media, Law, Politics, Social Studies, The Arts, Theatre Studies or Advertising then a qualification in GCSE English Literature is a good foundation for further study in these areas.

<b>Course Content /Units</b>
<p>There are three contexts for learning at GCSE</p> <p>1) <b>Identity, Lifestyle and Culture</b> (Myself, family, friends, social media, free time, daily routine, hobbies, culture, festivals and celebrations)</p> <p>2) <b>Local, National, International and Global</b> (Local area, tourism, weather, directions, eating out, social and global issues, the environment)</p> <p>3) <b>School Life, Studies and the World of Work</b> (My studies, my school, uniform, subjects, clubs, school trips, part-time jobs, work experience, future plans)</p>
<b>Examinations</b>
<p>There are 4 examinations and <b>no Controlled Assessment</b>. <b>Each examination is worth 25% of the total marks</b></p> <ul style="list-style-type: none"><li>• Listening</li></ul> <p>There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in French.</p> <ul style="list-style-type: none"><li>• Reading</li></ul> <p>There are two tiers of entry: Foundation (50 mins approx.) and Higher (1 hour approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in French, and translating short sentences from French into English.</p> <ul style="list-style-type: none"><li>• Writing</li></ul> <p>There are two tiers of entry: Foundation (1 hour approx.) and Higher (1 hour 15 approx.). Students answer four questions. One of these is the same in both tiers. Tasks include: making lists in French, short phrase/sentence responses in French, translation of short sentences from English into French, an extended writing task in French from a choice of three, and a short response in French to one or more pieces of text (Higher Tier only)</p> <ul style="list-style-type: none"><li>• Speaking</li></ul> <p>There is one tier of entry. The test lasts 7-12 minutes, plus 10 minutes of supervised preparation time. Each test includes two role-plays a general conversation on two topics.</p>
<b>Controlled Assessment</b>
<p>There is no Controlled Assessment.</p>
<b>Career Pathways</b>
<p>After Brexit, a significant number of UK businesses want people specifically for their language skills. Not only French is an official EU language but it is spoken in over 43 countries worldwide. Studying GCSE French helps you to develop your communication skills and your cultural awareness. In the past, many students have gone on to develop their fluency at AS and A2 Level and then decided to study French at university, combining it with many other subjects such as Business, Engineering, Law, Politics, History, Media Studies or other languages.</p>

# Further Mathematics



## Course Content /Units

Further Mathematics involves studying mathematics at a level beyond GCSE Higher Tier. It can act as a stepping stone that gives students a sound basis for studying GCE Mathematics, introducing some of the mechanics and statistics topics that appear at AS/A2 level, **although it is possible to pursue A-Level Mathematics study without Further Mathematics.**

Further Mathematics can also help students progress to other studies that require mathematical knowledge and skills, for example higher level science, geography, technology or business.

The Further Mathematics specification consists of four units. Students must all study Unit 1, and two of the three optional Units 2, 3 and 4. At ERGS, pupils will be completing Units 1 – 3.

**Unit 1 (50%): Pure Mathematics.** In this unit, students investigate algebra, trigonometry, differentiation, integration, logarithms, matrices and quadratic inequalities.

**Unit 2 (25%): Mechanics.** In this unit, students explore kinematics, vectors, forces, Newton’s Laws of motion and moments.

**Unit 3 (25%): Statistics.** In this unit, students investigate central tendency and dispersion, probability, the binomial and normal distributions and bivariate analysis.

**Unit 4 (25%): Discrete and Decision Mathematics:** In this unit, students explore counting, logic, linear programming, time series and critical path analysis.

**Students who have a passion for Mathematics and an average grade card attainment of around an A-grade should consider studying Further Mathematics.**

## Examinations

Content	Assessment	Weightings
Unit 1: Pure Mathematics (Mandatory)	An external written 2-hour examination in the form of a single question and answer booklet	50%
Unit 2: Mechanics (Optional)	An external written 1-hour examination in the form of a single question and answer booklet	25%
Unit 3: Statistics (Optional)	An external written 1-hour examination in the form of a single question and answer booklet	25%
Unit 4: Discrete and Decision Mathematics (Optional)	An external written 1-hour examination in the form of a single question and answer booklet	25%

## Controlled Assessment

There is no coursework requirement for Further Mathematics.

## Career Pathways

Possible careers with Further Mathematics could include a Mathematics Teacher, Biochemist, Computer Games Designer, Mechanical Engineer, Accountant, Actuary, Civil Engineer, Management, Product Designer, Architect and many more.

# Geography



## Course Content /Units

8 'Themes' are covered in the GCSE. They are set out in to 2 key examination Units; Understanding Our Natural World (Physical Geography) and Living In Our World (Human Geography).

Themes in 'Understanding Our Natural World';

1. River Environments,
2. Coastal Environments,
3. Our Changing Weather and Climate,
4. The Restless Earth (Earthquakes and Volcanoes).

Themes in 'Living in Our World';

1. Population and Migration,
2. Changing Urban Areas (Settlements),
3. Contrasts in World Development,
4. Managing Our Environment (Resource Management and Sustainable Tourism).



## Examinations

There are 3 examinations and **no Controlled Assessment**.

Unit 1 'Understanding Our Natural World' - Examination 1hr 30mins (40% of the GCSE). Provisionally taught in Year 12 and examined at the end of Year 12.

Unit 2 'Living In Our World' - Examination 1hr 30mins (40% of the GCSE). Provisionally taught in Year 11 and examined at the end of Year 11.

Unit 3 'Fieldwork' – Examination 1hr. (20% of the GCSE). Examines geographical skills and field work completed during either Year 11 and/or Year 12.

## Controlled Assessment

There is no Internally Assessed Controlled Assessment in GCSE Geography.

## Career Pathways

"So many of the world's current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities." Michael Palin (Former RGS-IBG President).

Climate change, Coronavirus, Crime, Brexit and human migration are just some of the great challenges facing the world today. Geography will help you understand the issues, form opinions and give you the skills to make decisions. Study this great subject that combines all curriculum subjects both academic and vocational, and let us help you play your part in shaping your future.

**Geography is considered by all universities as a Science. The Russell Group Universities identify Geography as one of the 'facilitating' subjects which are considered as providing fundamental understanding and skills that prepare young people for degree courses.**

Jobs that geography can lead to are so numerous but here are just a few; the armed forces, oceanographer, volcanologist, ecologists, meteorologist, planning, logistics and resource management, industrial environmental management, resource and mineral exploration, civil service, engineering, social services, pollution management, renewable energy design and research engineering and so many more...

# German



<b>Course Content /Units</b>
There are three contexts for learning at GCSE 1) <b>Identity, Lifestyle and Culture</b> (Myself, family, friends, social media, free time, daily routine, hobbies, culture, festivals and celebrations) 2) <b>Local, National, International and Global</b> (Local area, tourism, weather, directions, eating out, social and global issues , the environment) 3) <b>School Life, Studies and the World of Work</b> (My studies, my school, uniform, subjects, clubs, school trips, part-time jobs , work experience, future plans)
<b>Examinations</b>
There are 4 examinations and <b>no Controlled Assessment</b> . <b>Each examination is worth 25% of the total marks</b> <ul style="list-style-type: none"><li>• Listening There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in German.</li><li>• Reading There are two tiers of entry: Foundation (50 mins approx.) and Higher (1 hour approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in German, and translating short sentences from German into English.</li><li>• Writing There are two tiers of entry: Foundation (1 hour approx.) and Higher (1 hour 15 approx.). Students answer four questions. One of these is the same in both tiers. Tasks include: making lists in German, short phrase/sentence responses in German, translation of short sentences from English into German, an extended writing task in German from a choice of three and a short response in German to one or more pieces of text (Higher Tier only)</li><li>• Speaking There is one tier of entry. The test lasts 7-12 minutes, plus 10 minutes of supervised preparation time. Each test includes two role-plays a general conversation on two topics.</li></ul>
<b>Controlled Assessment</b>
There is no Controlled Assessment.
<b>Career Pathways</b>
A good level at GCSE German is essential as a foundation for AS and A level German as it is most important that you have a sound basis of grammar and vocabulary to proceed to advanced study of this subject. Studying a new foreign language develops a range of study skills that are useful across the curriculum; memory training, listening, accuracy in writing and spelling and identifying patterns.

# History



## Course Content /Units

GCSE History is made up of two modular units. In both units, students will explore major twentieth-century historical events.

In **Unit 1**, students will study two Modern World Studies in depth (60% of GCSE):

- *Life in the United States of America, 1920-33*; and
- *Changing Relations: Northern Ireland and its Neighbours, 1965-98*.

In the Northern Ireland section, pupils will study key events of the Troubles, such as the emergence of NICRA, the Battle of the Bogside, the escalation of paramilitary violence, Bloody Sunday, the Anglo-Irish Agreement, and the Good Friday Agreement. In the USA section, pupils will study major issues in early twentieth-century American history, such as racism and discrimination, Prohibition, the changing role of women in American society, the rise of Hollywood and Jazz music, the 'Roaring Twenties', and the Wall Street Crash of 1929.

In **Unit 2**, students will study *International Relations, 1945-2003* (40% of GCSE).

In this unit, students will learn about the origins and events of the Cold War, such as the Soviet takeover of Eastern Europe, the Berlin Blockade and Airlift, the Korean War, the Berlin Wall, the Cuban Missile Crisis, the Vietnam War, Afghanistan, and the collapse of Communism in Europe.

## Examinations

**GCSE History is assessed wholly by external written examination.**

Paper 1 (60%) – USA and Northern Ireland – 1 hour 45 mins; taken at the end of Year 11, with the opportunity to repeat at the end of Year 12. The paper includes two sections. Each section is made up of a series of short factual recall questions, structured questions, and an essay question.

Paper 2 (40%) – The Cold War – 1 hour 15 mins; taken at the end of Year 12. Students answer six questions. The paper includes source-based questions, a structured question, and an essay question.

## Controlled Assessment

There is no Controlled Assessment for GCSE History.

## Career Pathways

Although the transferable skills taught through the study of History are highly sought after by employers in a wide range of professions, more specifically a degree in History would be extremely useful or essential for the following careers:

- Academia
- Archaeology
- Architecture
- Archive work
- Broadcast/newspaper journalism
- Civil Service administration
- Heritage/conservation work
- Historical consulting for film and media
- History teaching
- Law
- Museum/gallery curating
- Politics

# Home Economics



## Course Content – Home Economics: Food and Nutrition

### Unit 1: Food and Nutrition

In this unit, students learn about the nutritional content of foods and how the specific nutritional and dietary needs of different people can be met by modifying recipes, and planning, preparing and cooking meals and dishes that reflect current government nutritional guidelines. They also study how to be an effective consumer in relation to food choice, food safety and managing resources.

### Unit 2: Practical Food and Nutrition

In this unit, students carry out a task that develops unique transferable skills. Students research the given task title and various viewpoints on it. They choose and justify a practical activity using a range of criteria. They complete the activity in a single session and evaluate all parts of the task.

## Examinations

Unit 1 – written examination worth 50%

Content	Assessment	Weightings
<b>Component 1: Food and Nutrition</b>	External written examination 2 hours 120 marks The written paper includes multiple-choice, short and structured questions and questions requiring extended writing.	50%

## Controlled Assessment

Unit 2 - Controlled assessment worth 50%

Content	Assessment	Weightings
<b>Component 2: Practical Food and Nutrition</b>	Controlled assessment 120 marks Students complete one task that involves the following: <ul style="list-style-type: none"> <li>• Part A: Research and Viewpoints;</li> <li>• Part B: Justification of Choice;</li> <li>• Part C: Planning;</li> <li>• Part D: Practical Activity; and</li> <li>• Part E: Evaluation.</li> </ul> Students present the written report on the task in the required format. Teachers mark the task, and we moderate the results.	50%

## Career Pathways

- Dietetics
- Food Quality and Assurance
- Food industry
- Human Nutrition
- Nursing
- Teaching

# ICT (Digital Technology)



<b>Course Content /Units</b>											
<p>There are 2 possible routes, <b>Route A: Multimedia</b> and <b>Route B: Programming</b>, which you will see in the specification. Both routes build on from Key Stage 3 knowledge and understanding and continue to prepare for A Level Digital Technology.</p> <p>The specification will encourage you to become an independent and discerning user of digital technology. You will acquire and apply knowledge and understanding of digital technology in a range of contexts. Throughout the two years you will gain creative and technical digital technology skills and apply these in a range of contexts. This modern specification will enable you to develop and evaluate digital technology-based solutions to solve problems with an understanding of current and emerging technologies and the social and commercial impact of these technologies.</p>											
<b>Year 11</b>											
<p>In this unit, you will explore a range of digital technologies available for data storage, manipulation, presentation and transfer. You will also evaluate the importance of data security and data legislation. Both routes complete this unit.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Assessment</b></th> <th><b>Weighting</b></th> </tr> </thead> <tbody> <tr> <td><b>Unit 1: Digital Technology</b></td> <td>External written examination 1 hour</td> <td>30%</td> </tr> </tbody> </table>				<b>Assessment</b>	<b>Weighting</b>	<b>Unit 1: Digital Technology</b>	External written examination 1 hour	30%			
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<b>Year 12 Route A: Multimedia</b>											
<p>This unit is best suited to students who enjoy 'general IT' with a focus of working with multimedia. The examination focuses on the theory behind multimedia concepts. You will develop an understanding of the concepts involved in the development of digital systems. The practical unit supports the theory in the design, development and testing of a database and a website.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Assessment</b></th> <th><b>Weighting</b></th> </tr> </thead> <tbody> <tr> <td><b>Unit 2 Digital Authoring Concepts</b></td> <td>External written examination 1 ½ hours</td> <td>40%</td> </tr> <tr> <td><b>Unit 3 Digital Authoring Practice</b></td> <td>Controlled assessment</td> <td>30%</td> </tr> </tbody> </table>				<b>Assessment</b>	<b>Weighting</b>	<b>Unit 2 Digital Authoring Concepts</b>	External written examination 1 ½ hours	40%	<b>Unit 3 Digital Authoring Practice</b>	Controlled assessment	30%
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<b>Unit 2 Digital Authoring Concepts</b>	External written examination 1 ½ hours	40%									
<b>Unit 3 Digital Authoring Practice</b>	Controlled assessment	30%									
<b>Year 12 Route B: Programming</b>											
<p>This unit is best suited to students who enjoy the challenges of programming and are considering a career in IT. You will design, develop and test a coded solutions using C# language. The examination focuses on the theory behind programming concepts. You will analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions.</p> <table border="1"> <thead> <tr> <th></th> <th><b>Assessment</b></th> <th><b>Weighting</b></th> </tr> </thead> <tbody> <tr> <td><b>Unit 4 Digital Development Concepts</b></td> <td>External written examination 1 ½ hours</td> <td>40%</td> </tr> <tr> <td><b>Unit 5 Digital Development Practice</b></td> <td>Controlled assessment</td> <td>30%</td> </tr> </tbody> </table>				<b>Assessment</b>	<b>Weighting</b>	<b>Unit 4 Digital Development Concepts</b>	External written examination 1 ½ hours	40%	<b>Unit 5 Digital Development Practice</b>	Controlled assessment	30%
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<b>Unit 5 Digital Development Practice</b>	Controlled assessment	30%									
<b>What can I do with a qualification in Digital Technology?</b>											
<p>It's a good time to be working in IT and computing. Research by e-skills UK shows that the sector is one of the fastest-moving and most dynamic in the UK – currently employing 1 in 20 of us. It's estimated that over half a million new entrants will be needed to fill jobs in this sector over the next five years.</p> <p>There are opportunities for IT and computing graduates across all industries, including retail, financial services, telecommunications, broadcast media, digital media, manufacturing, transport, tourism, the public sector and healthcare – with strong growth and demand in cyber security, mobile development, cloud computing and the management of big data.</p> <p><i>The route(s) offered will depend on interest expressed. Please speak Mrs McManus for more information on each route. The specification can be found on CCEA Digital Technology microsite.</i></p>											

# Moving Image Arts



<b>Course Content /Units</b>
The study of Moving Image Arts will promote your development as an individual and as a skilled contributor to the creative and cultural industries. You will have the opportunity to work on a range of tasks, including planning and creating moving image products. The subject is 60% coursework, 40% exam and is divided into 3 components.
<b>Examinations</b>
You will complete one exam in the Summer term of Year 12. This exam is component 1.  <b>Component 1: Critical Understanding of Creative and Technical Moving Image Production 40%</b> This 1 hour 30mins online examination asks you to respond to questions and scenarios related to: <ul style="list-style-type: none"><li>• Film language;</li><li>• Genre and representation;</li><li>• Creative production techniques;</li><li>• Production management; and Industry contexts.</li></ul>
<b>Controlled Assessment</b>
You will complete two controlled assessment components. Component 2 is completed in Year 11 and component 3 is completed in Year 12. Both components are moderated in the Summer term of Year 12.  <b>Component 2: Acquisition of Skills in Moving Image Production 20%</b> This component aims to develop your film making skills in key areas. These are: <ul style="list-style-type: none"><li>• Storyboarding;</li><li>• Camera Work;</li><li>• Editing;</li><li>• Postproduction Sound; and</li><li>• Stop-Motion Animation.</li></ul> <b>Component 3: Planning and Making a Moving Image Product 40%</b> This component combines your skills in the creation of a complete film and research portfolio. This portfolio must contain the following: <ul style="list-style-type: none"><li>• Research Analysis (including a Synopsis) and Evaluation;</li><li>• A Screenplay and Storyboard;</li><li>• A Shot list, a Shooting Schedule and a Director’s Notebook;</li><li>• A 2-minute narrative Film (can be 40- 60 seconds if animated).</li></ul>
<b>Career Pathways</b>
It can be said that no art or communication form is as influential, powerful or prolific in the modern era as the art of Moving Images. From film and television programming to advertising and web streaming, it is a medium that covers a broad range of skills, from highly practical to theoretical. Studying this subject can lead you to being a:  Director, Producer, Production Designer, Camera Operator, Editor, Animator, Scriptwriter, Storyboard Artist, Set Designer, Costume Designer, Hair & Make-up Artist, Photographer, Cinematographer, Lighting Technician, Sound Composer, Actor, Presenter (TV), Stunt person, Picture/ TV Researcher, Health & Safety Technician, Graphic Designer, Promotion/Marketing Team, CGI Artist, Finance Management, Film Journalist, Teacher / University Lecturer.

## Course Content /Units

There are 3 main areas:

**Performing** – this includes performing both as a Soloist and in an Ensemble. Pupils should already have performance skills to at least Grade 3 level on their chosen instrument/voice or equivalent e.g. for traditional musicians or pipers. The ideal standard by completion of GCSE will be at least Grade 5. They will have opportunities to perform as part of ensembles within the classroom setting. It is strongly advised that pupils join appropriate ensembles in school (and beyond) which will enhance their ensemble skills. Pupils will develop their individual performance skills through individual lessons with school and/or private tutors and will have opportunity for recital performances periodically as part of the course

**Composing** – this is the Controlled Assessment element of the course and during the 2 year course pupils will have opportunity to explore how to compose melodies, harmonies and use a range of timbres (ideally which they are familiar with). Composition may be added by the use of Music Technology to create a MP3 recordings (and score) of their pieces which will be marked by their teachers and sent to CCEA for moderation. We have access to Logic Pro X and Sibelius 6 programmes and pupils should be able to use the technology package which is most suited to their compositional needs. It is **very** desirable that pupils undertaking GCSE Music have at least basic keyboard skills, ideally a minimum of Grade 3, which will enhance their ability to develop harmony and chord progressions for composition.

**Listening and Appraising** – this is the ‘Aural Perception’ section which will be tested by examination at the end of the course. Pupils will develop a broad overview of music history from the Baroque Era through Classical and Romantic Music of the 18<sup>th</sup> and 19<sup>th</sup> centuries as well as right up to date pieces including Film Music and music by groups of the 1980’s such as the Eurythmics. Four sections of study are as listed below:

1. *Western Classical Music 1600-1900* (including pieces by Handel, Mozart and Berlioz)
2. *Film Music* (including The Dam Busters March and music from Superman and Spiderman)
3. *Musical Tradition of Ireland* (including Traditional Irish and Ulster Scots pieces)
4. *Popular music from 1980 to the present day* (including pieces by Eurythmics, Ash and Florence and the Machine)

## Examinations

Solo and Ensemble Performance + Discussion with Visiting Examiner	35%
Controlled Assessment – 2 compositions	30%
Aural Perception (including extended writing) – 1 hour 30 mins	35%

## Controlled Assessment

See above - Composing

## Career Pathways

Music is a creative subject which sits very comfortably both with the Arts and Sciences. Pupils will develop a range of skills including, self-discipline, motivation, self-confidence, good teamwork skills and time management.

There are many Music related careers including Teaching, Performing Arts, Sound Engineers, Journalism and Broadcasting. Many pupils also undertake Music as a creative subject which adds to their overall portfolio, whilst possibly planning to have a career in something totally unrelated such as Medicine, Dentistry, Law or Social Science.

# Physical Education



Course Content /Units	
<p><b>Component 1:</b>  <b>Factors Underpinning Health &amp; Performance</b></p>	<p>This component covers:</p> <ul style="list-style-type: none"> <li>the body at work;</li> <li>health and lifestyle decisions; and</li> <li>the active leisure industry.</li> </ul>
<p><b>Component 2:</b>  <b>Developing Performance</b></p>	<p>This component covers:</p> <ul style="list-style-type: none"> <li>developing physical fitness for performance; and</li> <li>developing skilled performance.</li> </ul>
<p><b>Component 3:</b>  <b>Individual Performances in Physical Activities &amp; Sports</b></p>	<p>Choice of <b>three competitive</b> activities including the option of <b>one</b> being an offsite activity worth 50%. One activity must be a competitive school sport completed to a high standard.</p>
Examinations	
<p><b>Component 1:</b>  <b>Factors Underpinning Health and Performance</b></p>	<p>ASSESSMENT                      External written examination 1hr 15 minutes, worth 25% and completed in May for Year12</p>
<p><b>Component 2:</b>  <b>Developing Performance</b></p>	<p>ASSESSMENT                      External written examination 1hr 15 minutes, worth 25% and completed in May for Year12</p>
Controlled Assessment	
<p><b>Component 3:</b>  <b>Individual Performances in Physical Activities and Sports</b></p>	<p>ASSESSMENT                      Choice of <b>three</b> activities including the option of <b>one</b> being an offsite activity worth 50%. Moderation will take place of all 3 activities in March/April of yr12.</p>
Career Pathways	
<p>With the option of continuing at school to complete <b>CCEA GCE Sports Science and the Active Leisure Industry</b> the following are popular related career ideas –</p> <p>Sports Therapist, Teacher, Sports Coach, Sports Development Officer, Sport and Exercise Psychologist, Fitness Centre Manager, Outdoor Pursuits Manager, Instructors.</p>	

# Spanish



<b>Course Content /Units</b>
There are three contexts for learning at GCSE 1) <b>Identity, Lifestyle and Culture</b> (Myself, family, friends, social media, free time, daily routine, hobbies, culture, festivals and celebrations) 2) <b>Local, National, International and Global</b> (Local area, tourism, weather, directions, eating out, social and global issues, the environment) 3) <b>School Life, Studies and the World of Work</b> (My studies, my school, uniform, subjects, clubs, school trips, part-time jobs, work experience, future plans)
<b>Examinations</b>
There are 4 examinations and <b>no Controlled Assessment</b> . <b>Each examination is worth 25% of the total marks</b> <ul style="list-style-type: none"><li>• Listening There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in Spanish.</li><li>• Reading There are two tiers of entry: Foundation (50 mins approx.) and Higher (1 hour approx.). Students answer 12 questions. Four of these are the same in both tiers. Responses include: multiple choice selection, gap-filling, answering questions in English and in Spanish, and translating short sentences from Spanish into English.</li><li>• Writing There are two tiers of entry: Foundation (1 hour approx.) and Higher (1 hour 15 approx.). Students answer four questions. One of these is the same in both tiers. Tasks include: making lists in Spanish, short phrase/sentence responses in Spanish, translation of short sentences from English into Spanish, an extended writing task in Spanish from a choice of three, and a short response in Spanish to one or more pieces of text (Higher Tier only)</li><li>• Speaking There is one tier of entry. The test lasts 7-12 minutes, plus 10 minutes of supervised preparation time. Each test includes two role-plays a general conversation on two topics.</li></ul>
<b>Controlled Assessment</b>
<b>There is no Controlled Assessment.</b>
<b>Career Pathways</b>
Around 75% of the world's population speaks no English at all. With some 400 million speakers, Spanish is the fourth most commonly spoken language in the world. Only Mandarin, English and Hindi have more speakers. As well as being stimulating, the GCSE Spanish course is also a gateway to other languages that you might want to learn at university or later in life, such as Italian or Portuguese. Already knowing Spanish will be an advantage because these languages are also Romance Languages.

# Technology & Design



<b>Course Content /Units</b>		
<p><b>GCSE Technology &amp; Design aims to encourage students to:</b></p> <ul style="list-style-type: none"> <li>• use imagination and develop skills of creativity and critical analysis;</li> <li>• communicate design ideas and decisions;</li> <li>• use a broad range of materials, components and technologies to develop and produce high quality, imaginative and functional prototypes;</li> <li>• consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;</li> <li>• consider the costs in the making and marketing of products;</li> <li>• apply health and safety procedures;</li> <li>• analyse and develop existing products;</li> <li>• develop decision-making skills;</li> <li>• apply appropriate technology and design terminology;</li> <li>• understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle; and</li> <li>• combine skills with knowledge and understanding to make quality products.</li> </ul> <p>Students have to complete <b>three</b> units to gain a GCSE in Technology and Design. There are <b>two</b> external papers, each lasting 1 hour 30 minutes, and one controlled assessment. Of the three units:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> covers core content that all students have to complete.</li> <li>• <b>Unit 2</b> has three options, allowing students to focus on electronic and microelectronic control systems, mechanical and pneumatic control systems, or product design.</li> <li>• <b>Unit 3</b> is the controlled assessment, which includes a design portfolio and an associated manufacturing task.</li> </ul>		
<b>Examinations</b>		
<b>Unit 1:</b> <b>Technology and Design Core Content</b>	<b>External written examination</b> 1 hour 30 mins Students answer <b>10</b> questions from a core area of study.	25%
<b>Unit 2:</b> <b>Optional Areas of Study</b>	<b>One of three optional written examinations</b> 1 hour 30 mins Students choose <b>one of three</b> options: <b>A.</b> Electronic and Microelectronic Control Systems; or <b>B.</b> Mechanical and Pneumatic Control Systems; or <b>C.</b> Product Design. Students should select the option that reflects the area of Technology and Design they have studied.	25%
<b>Controlled Assessment</b>		
<b>Unit 3:</b> <b>Design and Manufacturing Project</b>	<b>Controlled Assessment</b> Students complete a design project comprising a design portfolio and an associated manufacturing task. Teachers mark the design project, and CCEA visits centres to carry out marking moderation.	50%
<b>Career Pathways</b>		
Possible careers with Technology & Design could include a Software Engineer, Mechanical Engineer, Civil Engineer, Product Designer, Teacher, Fashion Designer, Dress maker, Architect, Manufacturing Manager/Engineer, Construction Manager/Engineer, Market Researcher, Graphic Designer and many more.		