

OMAGH ACADEMY



GCSE Subject Choice Booklet

*For entry to Year 11
September 2019*

Table of Contents

	Page Number
Preface	3
Art and Design	4
Business Studies	5
Digital Technology: Multimedia (formerly I.C.T.)	6
Digital Technology: Programming (formerly Computer Science)	7
English Language	8
English Literature	9
Geography	10
History	11
Home Economics	12
Mathematics	13
Further Mathematics	14
Modern Languages	15
Music	16
Performing Arts	17
Physical Education	18
Religious Studies	19
Science (Double Award)	20
Triple Award Biology	21
Triple Award Chemistry	22
Triple Award Physics	23
Technology and Design	24

PREFACE

In September you will commence Key Stage 4 (Years 11 and 12). Over the next two years, you will study a number of subjects leading to GCSE examinations. Some subjects are compulsory at Key Stage 4 while a number of others are optional.

This booklet contains information on all subjects taught at Key Stage 4 at Omagh Academy. Each page gives you a summary of the topics covered, the examination and coursework requirements, the skills developed through its study, its relevance to various careers and opportunities for further study.

This booklet is to make you aware of what is expected at Key Stage 4, as well as helping you to make informed choices on your GCSE Curriculum.

GCSE Art and Design

➤ Why Choose Art and Design?

The creative industries are a fast-growing area of the economy. Art and Design encourages students to engage with the creative and cultural industries. It offers broad and flexible content, allowing students to pursue a range of creative pathways and develop key transferable skills and qualities.

➤ Art, Craft and Design Disciplines

Students can study any of the art, craft and design disciplines listed below, or a combination of them across this course.

Disciplines: Graphic Design, Photography, Moving Image or Animation, Digital Media, 3D Design, Sculpture, Fine Art – Drawing and Painting, Printmaking, Textiles and Ceramics

➤ Specification at a Glance

COMPONENT	CONTENT and ASSESSMENT	
Component 1 - Part A: Exploratory Portfolio	Part A is to encourage students to develop their ability to experiment in the various disciplines (a minimum of two disciplines), developing their ideas by responding creatively to others' work.	(60%) Part A: 25% 50 marks
Component 1 - Part B: Investigating the Creative and Cultural Industries	Part B: Students complete one of the following practical tasks as described in the Component 1 Part B controlled assessment booklet. <ol style="list-style-type: none"> 1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response. 2. A response to a design brief or visual arts commission. 3. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment. <p><i>(Internally set and addressed – Externally moderated)</i></p>	Part B: 35% 70 marks
Component 2: Externally Set Assignment	A stimulus paper is released at the beginning of January of the examination year. The stimulus paper provides a choice of themed starting points. Students must produce and complete a final outcome based on preparatory work within a set period of 10 hours . They carry this out under controlled examination conditions <p><i>(Externally set and addressed – Externally moderated)</i></p>	(40%) 80 marks

• Careers in Art and Design

Film, television and video production, animation, photography (fine art, staged, portraiture, landscape, documentary, photo journalism, sport and fashion photography), graphic design (illustration, advertising, branding, packaging, and/or signage design, computer graphics, multimedia, typography, computer aided design – cad, web and app design), product design, architectural design, furniture design, stage and set design – TV, theatre, film and gaming, interior and landscape design, jewellery design and body adornment, printed textiles and surface design, fashion design, costume design including accessories, textiles for interior design, textile based millinery and shoe design, teaching, history of art and design (museums, conservation), arts administrator, art director or editor

BUSINESS STUDIES

CONTENT

Unit 1: Starting a Business

Creating a Business – Entrepreneurs, business resources, business ownership, the public sector, social enterprises, business location, aims and objectives and stakeholders.

Marketing – Market research, marketing mix, competition, customer service, international business, e-business and m-business.

Business Operations – Types of production, methods of manufacturing, quality assurance and health and safety.

Unit 2: Developing a Business

Human Resources – Recruitment, selection, developing people, training and motivation.

Business Growth – Business success and failure and growth.

Finance – sources of finance, cash flow forecasts, analysing business accounts and break even.

Unit 3: Planning a Business (synoptic)

Drawing up a Business Plan.

HOW WILL THE SUBJECT BE ASSESSED?

Examinations:

Paper 1 (worth 40% of final mark) - The course content covered in Unit 1 is assessed in an external written examination made up of short structured questions and extended writing.

Paper 2 (worth 40% of final mark) - The course content covered in Unit 2 is assessed in an external written examination made up of short structured questions and extended writing.

Controlled Assessment (worth 20% of final mark)

The pupils complete the following: Booklet A, a research task, and Booklet B, a structured report writing task. The tasks will be internally assessed and externally moderated.

SKILLS DEVELOPED IN THIS SUBJECT

Pupils develop the ability to make rational business decisions through the application of appropriate knowledge and understanding. Pupils are tested with regard to how they can apply their knowledge rather than the facts they can remember. The following skills are developed: numeracy, I.C.T., literacy, discovery, selection, application, interpretation and presentation of relevant sources of information.

CAREERS NOTE

Business Studies is a new subject to all pupils entering Year 11. The subject gives pupils a grounding in the basics of business and knowledge about the world they will enter when they leave school. The subject can be continued at AS/A-Level. The subject is of particular relevance to careers in Banking, Finance, Administration and Management.

Digital Technology: Multimedia (formerly ICT)

AIMS

This specification aims to encourage students to:

- become independent and discerning users of digital technology;
- acquire and apply creative and technical skills in addition to knowledge and understanding of digital technology in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop 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 to work collaboratively.

CONTENT -This course has three units.

Unit 1: Digital Technology.

In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. They have the opportunity to study about a wide range of hardware and software as well as the impact of cyberspace and cloud technology. Employment opportunities will be discussed as well as issues relating to health and safety when using digital systems.

Unit 2: Digital Authoring Concepts

In this unit, students gain an understanding of the concepts of digital systems. They enhance the knowledge and skills developed in Unit 1 and will learn about different types of interfaces for operating digitally developed packages, that is, graphical user interfaces (GUI), natural language interfaces, motion tracking interfaces and touchscreens. They will also be able to evaluate multimedia and interactive features used in websites supporting e-commerce, social media and gaming. Skills will be acquired in the use of HTML to create websites and in database creation and testing.

Unit 3: Digital Authoring Practice

In this unit, students design, develop and test an interactive website from a design document using the features of a multimedia authoring package. This includes the effective use of video, animation and sound. They will also create a relational database.

Examinations

Unit 1: Digital Technology - One 1 hour paper – 30%

Unit 2: Digital Authoring Concepts - One 1.5 hour paper – 40%

Controlled Assessment

Unit 3: Digital Authoring Practice – 30%

Skills developed in this subject

- Information processing skills whereby pupils become proficient users of the software categories outlined above.
- Application of Number
- Communication
- Information and Communication Technology
- Problem Solving
- Working with others

Careers Note: A good understanding of Digital Technology is a sound basis for career development in a wide spectrum of areas.

Digital Technology: Programming (formerly Computer Science)

AIMS

This specification aims to encourage students to:

- become independent and discerning users of digital technology;
- acquire and apply creative and technical skills in addition to knowledge and understanding of digital technology in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop 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 to work collaboratively.

CONTENT

This course has three units.

Unit 1: Digital Technology.

In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. They have the opportunity to study about a wide range of hardware and software as well as the impact of cyberspace and cloud technology. Employment opportunities will be discussed as well as issues relating to health and safety when using digital systems.

Unit 2: Digital Development Concepts

In this unit, students analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions. They will learn about the contemporary trends in software development and acquire skills in a programming language. Strategies for handling errors and testing will also be explored along with methods of evaluating digitally authored systems against the user's requirements.

Unit 3: Digital Development Practice

In this unit, students design, develop and test coded solutions when creating digital systems. They will use a programming language such as Python, Java or C# to implement their completed solution.

Examinations

Unit 1: Digital Technology - One 1 hour paper – 30%

Unit 2: Digital Development Concepts - One 1.5 hour paper – 40%

Controlled Assessment

Unit 3: Digital Development Practice – 30%

Skills developed in this subject

- Programming skills
- Application of Number
- Communication
- Problem Solving
- Working with others

Careers Note: A good understanding of Digital Technology and grasp of programming techniques is a sound basis for career opportunities in the area of computer science.

English Language

Content

The GCSE course in English Language will build on the knowledge, understanding and skills developed by pupils within Key Stage 3 of the Programme of Study for English of the Northern Ireland Curriculum.

Omagh Academy pupils will follow the CEA specification for English Language. The course comprises four units, two of which will be assessed by external examination and two by coursework tasks. The structure of the course may be summarised as follows:

Unit 1 (Examination lasting 1 hour 30 minutes) Personal Writing and Reading Multi-Modal Texts.
(Weighting: 20%)

Unit 2 (Examination lasting 1 hour 30 minutes) Functional Writing and Reading Non-Fiction.
(Weighting: 20%)

Unit 3 (Coursework tasks – controlled assessment) Speaking and Listening. Pupils will be assessed in the context of an individual contribution and interaction, a group discussion and a role-play activity.
(Weighting: 20%)

Unit 4 (Coursework tasks – controlled assessment) Independent Study. Pupils will complete three tasks set by CEA.

Task 1 – The Study of the Spoken Language

Task 2 – The Study of a Literary Text

Task 3 – Writing Creatively

SKILLS DEVELOPED IN THIS SUBJECT:

- Writing and speaking clearly, appropriately and accurately;
- Reading with insight and engagement;
- Debating, discussing, arguing, analysing, evaluating and persuading;
- Informing, explaining, describing, exploring, reviewing and instructing;
- Adapting speech and writing to suit audience purpose;
- Using grammar, punctuation and vocabulary to express meaning with clarity and precision;
- Redrafting, using paper or computer screen as appropriate;
- Communicating with audiences, using a range of techniques
- Evaluating how information is presented and how writers use different; devices to achieve their effects;
- Analysing the characteristics of spoken language.

Careers Note

English is a basic requirement for all careers. It is especially useful for Journalism, Teaching, Law and Media Studies.

English Literature

Content

Pupils taking GCSE English Literature will study a range of prose, poetry and drama texts chosen from different literary and historical contexts. The course will provide pupils with opportunities to build on their experience of studying literary texts at Key Stage 3 and also provide a basis for them to progress to the study of English Literature at AS and A2 level.

Omagh Academy pupils will follow the CEA specifications for English Literature. The course comprises three units, two of which will be assessed by external examination and one by coursework task. The structure of the course may be summarised as follows:

c.

Unit 1: (Examination lasting 1 hour and 45 mins): The Study of Prose (e.g. *'of Mice and Men'* by *John Steinbeck*) and Unseen Prose (Weighting: 30%.)

Unit 2: (External examination lasting 2 hours): The Study of Drama and Poetry (*'Blood Brothers'* by *Willy Russell* and *Heaney and Hardy Poetry Anthology*) (Weighting: 50%.)

Unit 3: (Controlled assessment) The Study of Shakespeare. Pupils will study 'Macbeth' and complete an extended writing task based on a theme set by CCEA. (Weighting: 20%.)

SKILLS DEVELOPED IN THIS SUBJECT:

- developing and sustaining independent interpretations of whole texts, supporting them with detailed textual references;
- analysing connections between texts, comparing and contrasting features and qualities that connect and contrast the presentation of themes, characters and settings;
- analysing the impact of style, language, structure and form;
- relating texts to their social and historical contexts, and to the literary traditions of which they are part;
- understanding how texts from the literary heritage have been influential and significant over time.

Careers Note

English Literature is a very useful subject for a wide range of professions including Journalism, Teaching, Law and the Media. It is normally required for a degree courses in English.

Geography

Geography has a distinctive contribution to make to the development of an understanding of the interrelationships between people and the natural environment. It encourages an appreciation of the need to manage both physical and human resources. The study of Geography seeks to develop students as valued contributors to society, the economy and the environment.

Course content structure:

Unit 1: Understanding our Natural World.

Total weighting 40 %

Theme A: River Environments (25%) The drainage basin as an open system; River processes, features and sustainable management of rivers.

Theme B: Coastal Environments (25%) Coastal processes, features and sustainable management of coasts.

Theme C: Our changing weather and Climate (25%) Elements of weather and climate; Causes & consequences of climate change.

Theme D: The Restless Earth (25%) Basic rock types; Plate tectonics; Earthquakes & volcanoes.

Unit 2: Living in Our World.

Total weighting 40 %

Theme A: Population and Migration (25%) Population growth; Change & structure. Causes & impacts of migration.

Theme B: Changing Urban Areas (25%) Urban land use; Issues in inner city MEDCs; Urbanisation in LEDCs & MEDCs.

Theme C: Contrasts in World Development (25%) The development gap; Unequal development; Globalisation.

Theme D: Managing Our Environment (25%) Human impact on the environment; Strategies to manage our resources; Sustainable tourism.

Unit 3: Fieldwork

Total weighting 20 %

External written examination. Students base their answers on their knowledge and experience of fieldwork. Students must bring a fieldwork statement and table of data to the examination.

Skills developed in this subject:

- Students should use a variety of maps, including those generated by geographic information systems (GIS), to develop their map skills.
- Analyse and interpret a wide range of secondary sources, including census data.
- Identify geographical questions and issues.
- Establish appropriate sequences of investigation through the use a variety of methods, including ICT-based resources such as the internet and GIS.

HISTORY



CONTENT:

Paper 1 **Section A: Germany 1918-1939** – including the aftermath of the First World War, the rise of Adolf Hitler and the Nazi party, The Great Depression and life in Nazi Germany.

Section B: Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98 – including the campaign for civil rights, The ‘troubles’ - tension and violence 1969-72 and the Good Friday agreement of 1998.

Paper 2 **International relations 1945-2003** – including Europe after 1945, the Korean War, The Berlin Wall, the Cuban Missile Crisis, the Vietnam War 1950-73, the invasions of Iraq and Afghanistan, 9/11 etc.

EXAMINATION PAPERS:

Paper 1 60% (Pupils can sit this module at the end of Year 11)

Paper 2 40%

SKILLS DEVELOPED IN THIS SUBJECT:

- **Investigative** – identifying bias and deficiency in evidence.
- **Research** – using a variety of sources.
- **Logical Thinking** – making informed judgements.
- **Analysis** – identifying the nature and complexities of a problem.
- **Report Writing** – and good communication of ideas.

CAREER NOTE:

The skills developed through the study of history mean it is an extremely useful subject for law, politics and arts/humanities courses in general. In addition, it is a useful subject for careers in journalism, tourism management, teaching, the police, the armed forces, the diplomatic service, sales and marketing, public relations and business in general.

Home Economics: Food and Nutrition

This subject allows students to develop their knowledge and understanding of food and nutrition and apply skills to real-life contexts. This specification allows students to progress to GCE Food and Nutrition and Food Science and other related courses.

Subject content:

Unit 1: Food and Nutrition

Students will have the opportunity to learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this they modify recipes and plan, prepare and cook 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

Students carry out a task that develops unique transferable skills. They 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.

Assessment:

The course is assessed through one written paper (50% Weighting) and one controlled assessment task (including practical activity) (50% Weighting).

Key skills:

This specification provides opportunities for students to develop and generate evidence for assessing the following transferable skills:

- Application of Number- producing time plans for practical activities;
- Communication- assessed through the students' quality of written communication;
- Improved Own Learning and Performance- evaluating own performance in controlled assessment tasks;
- Information and Communication Technology- accessing websites for researching during controlled assessment tasks;
- Problem-Solving- modifying recipes to meet specific dietary needs;
- Working with Others- working in groups to carry out an investigation of a given topic.

Career Options:

Food and Nutrition provides a basis for those seeking employment in a wide range of careers such as: the Food Industry; Health and Social Care; Leisure and Tourism; Nutrition; Education; Health Promotion; etc.

GCSE Mathematics

Aims

This new specification aims to encourage students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- Acquire, select and apply mathematical techniques to solve problems;
- Reason mathematically, make deductions and inferences and draw conclusions; and
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Key features

The following are important features of this new specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It provides a strong foundation for progression to GCSE Further Mathematics and/or AS level Mathematics and for other disciplines where understanding and application of mathematics is essential.
- It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further academic and vocational study and to employment.

Specification at a Glance

The table below summarises the structure of this new GCSE course. All units address the three assessment objectives and, where appropriate, questions may require students to know and use problem solving strategies. Each written paper has a range of question types. Some questions are set in both mathematical and non-mathematical contexts. Students will follow one of the options below:

Higher Tier Option ½

Content	Assessment	Weightings	Availability
Unit M3 or M4;	External written examination with calculator 2 hours	45%	Summer from 2018 and January from 2019
Unit M7 or M8: Higher Completion Test (Compulsory)	Two external written examinations: Paper 1 without calculator 1 hour 15 minutes Paper 2 with calculator 1 hour 15 mins	55%	

Career Note: A grade C in GCSE Mathematics is a basic qualification needed for all careers. **Pupils must have studied the M4 & M8 module and achieve at least a Grade A to be eligible to opt for this subject at A Level.**

GCSE Further Mathematics

Note: This subject is recommended to the top 30-35% mathematics students in Year 10.

Aims

This specification aims to encourage students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to mathematical, every day 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; and
- 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.

Specification at a Glance

The table below summarises the structure of the GCSE Further Mathematics course. There is one mandatory unit (Unit 1) and three optional units (Units 2,3 and 4). Students must complete Unit 1 and choose to complete two units from options Unit 2, Unit 3 and Unit 4.

Content	Assessment	Weightings	Availability
Unit 1: Pure Mathematic (Mandatory)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 2 hours	50%	Summer from 2018
Unit 2: Mechanics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet. 1 hour	25%	Summer from 2018
Unit 3: Statistics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 1 hour	25%	Summer from 2018
Unit 4: Discrete and Decision Mathematics (Optional)	External written examination in the form of a single question-and-answer booklet 1 hour	25%	Summer from 2018

NB: It is most likely Omagh Academy pupils will complete Unit 1 – 3.

Career note: Although not essential, GCSE Further Mathematics is beneficial to those students who wish to study GCSE Triple Award Science and at a later date A-Level Mathematics, Biology, Chemistry, Physics, Technology & Design, Engineering, Computing & Geography.

MODERN LANGUAGES

The Modern Languages Department offers GCSEs in **French, Spanish and German**.

THREE contexts for learning:

Identity, lifestyle and culture: Myself, family, relationships, choices. Social Media and New Technology. Free time, daily routine. Culture customs, festivals and celebrations.

Local, national, international and Global areas of interest: My local area and the wider environment, community involvement, social and global issues, travel and tourism.

School life, Studies and the World of Work: My studies and school life, extra-curricular activities, part-time jobs and money management, future plans and career.

ASSESSMENT:

All units are worth 25% each. Apart from the speaking test, all units are externally examined.

Unit 1: **Listening**. Tiers: Foundation (35 mins), Higher (45 mins). Selection, gap-filling, answering in English or French.

Unit 2: **Speaking**. One tier of entry. 7-12 mins: 2 role-plays, general conversation on 2 topics (one known in advance)

Unit 3: **Reading**. Tiers: Foundation (50 mins), Higher (1hour). As in listening + translating short sentences into English.

Unit 4: **Writing**. Tiers: Foundation (1 hour), Higher (1 hour 15). Write a list, short phrases, translation of short sentences from English to Target Language, one structured, extended writing task from a choice of 3.

SKILLS DEVELOPED IN THIS SUBJECT

The study of languages contributes to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities.

The GCSE course develops:

- Knowledge of the language and language learning skills such as information handling, advanced reading, focused listening;
- Developing the ability to communicate effectively in the language, i.e. conversation, presentation, discussion and debating and in writing;
- Developing awareness and understanding of the target language and its countries and communities.
- Citizenship, helping students take their place in a multilingual global society;
- Informed decision-making skills about further learning opportunities and career choices.

CAREER NOTE

A GCSE pass in a language is essential for entry to some universities. Knowledge in a language to GCSE level will **enhance any career** and is a great asset if contemplating working abroad, with the Armed Forces, in Law, Business, Journalism, Fashion and Exports.

Modern Languages improve personal and social skills. Language specific career prospects include Teaching (including primary school teaching), Tourism, Interpreting, Translation, International Business and Law, which are all enhanced by an ability to offer more than one language. Many language skills are transferable and applicable to many other careers i.e. summarizing, presenting a topic to an audience, problem-solving, etc.

MUSIC

Music at GCSE level is divided into 3 main areas:

- **Composing & Appraising** = 30%
 - Pupils will submit 2 pieces of composition, lasting 3-6 minutes.
- **Performing & Appraising** = 35%
 - Pupils will perform a solo and an ensemble programme, followed by a discussion on the pieces. This will be assessed by a visiting examiner.
- **Listening & Appraising** = 35%
 - Pupils will complete listening papers based on set works and unseen music studied throughout the course.

The course is structured around the following Areas of Study:

1. Western Classical Music 1600-1910
2. Film Music
3. Musical Traditions in Ireland
4. Popular Music 1980 – present day

This specification gives students opportunities to:

- develop their knowledge, understanding and appreciation of a range of different kinds of music;
- take part in music-making and communicate through music;
- develop their creativity;
- make informed judgements about musical quality;
- develop a lifelong interest in music; and
- learn about music-related careers.
- develop ICT skills – using music software – Sibelius and Logic.
- develop group work skills
- learn about the history and theory of music

Careers note:

A qualification in GCSE Music is desirable for courses in Music. It is also an asset for Primary school teaching, arts administration, journalism, music therapy, composing and music technology.

NB:

- It should be noted that private instrumental lessons can only contribute to 20% of the GCSE Music course; practical grade examinations are not a replacement of or equivalent to GCSE music.
- All GCSE music students will also have opportunity to enter the Grade 5 Theory of Music examination (Associated Board syllabus).
- It is expected that all Music students take an active part in the extra-curricular music activities provided by the Music Department at Omagh Academy – including Senior Choir, Orchestra, Brass Band, Orchestra and other ensembles.

Performing Arts

Subject Content

Within this subject, pupils will be offered the opportunity to learn and develop both new and existing skills in a range of performance disciplines including acting, singing, marketing and publicity, lighting, sound design, costume design and front of house.

Assessment

Unit 1: Unlocking Creativity	Unit 2: The Production/Performance	Unit 3: The Performing Arts Experience
Portfolio Evidence & Recorded Pitch 30%	Live Performance 30%	Written Exam (1 Hour 30 Mins) 40%

Unit 1 (Internally Assessed)

Candidates will be asked to come up with a performance idea based on guidance from a range of DVDs. Candidates will understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. Candidates will produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.

Unit 2 (Internally Assessed)

Candidates will work towards producing a performance to an audience based on a list of five briefs. Candidates will choose a minimum of two disciplines from either a list of performance roles including acting, dancing, singing, instrumental performance, musical theatre or a list of production roles including costume, set design, properties, make-up and PR.

Unit 3 (Externally Assessed)

Candidates will use their knowledge and understanding from units 1 and 2 to complete a written exam.

Careers Note

This qualification is an appropriate foundation for further study in Performing Arts, Theatre Studies and other subjects such as Music, Drama and Dance. It also provides a foundation for design work in set, costume and props and technical elements such as lighting and sound.

The course will develop a variety of transferable skills including self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving. These are skills that will stand any learner in good stead for the future, irrespective of career path.

GCSE PHYSICAL EDUCATION

GCSE Physical Education provides opportunities for students to develop and apply their knowledge, skills and understanding of Physical Education through selected activities. The course aims to promote the importance of physical activity for healthy lifestyles, and to improve student's awareness of the factors that affect participation and performance.

Entry Criteria:

Students will need to carefully consider all elements involved in the programme of study. A keen interest in all aspects of Physical Education and Sport is **essential** along with a history of committed participation in extra-curricular activities. **Students must regularly participate in at least one school sport before they will be accepted on this course.** This is essential if they wish to be successful in this subject, as they will be assessed on their practical ability in **three** activities.

Methods of Assessment:

GCSE Physical Education is divided into three components:

- Component 1: External Assessment - Written Examination (25%)
- Component 2: External Assessment – Written Examination (25%)
- Component 3: Controlled Assessment - Individual Performance in Physical Activities and Sports (50%)

Course Content

Component 1: External Assessment (25%) Students complete a written question paper lasting 1 hour 15 minutes.

Factors underpinning Health and Performance

Develop a knowledge and understanding of:

- The body systems at work
- Maintenance of good health and how decisions about lifestyle will affect health
- The active leisure industry

Component 2: External Assessment (25%) Students complete a written question paper lasting 1 hour 15 minutes.

Developing Performance

- Developing physical fitness and its importance for health and for efficient and effective performances.
- Developing skilled performance.

Component 3: Individual Performance in Physical Activities and Sports (50%)

1) Students are assessed on the quality, efficiency and effectiveness of their performances in physical activities and/or sports.

Students must complete individual performances in **three** different physical activities and/or sports from at the CCEA approved list. Examples are:

- a) Athletic activities – eg athletics and swimming
- b) Dance Activities – eg ballroom, national and contemporary
- c) Games activities – eg football, hockey, rugby, netball and badminton.
- d) Gymnastics Activities – eg curriculum, artistic and trampolining.
- e) Outdoor adventure – eg canoeing, orienteering and hill walking.
- f) Specialist activities – eg amateur boxing, show jumping and archery

For **one** physical activity or sport, the assessment may be based on the consistent quality, effectiveness and efficiency of the student's performance as an **events manager**.

2) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances.

Career Opportunities

A GCSE in Physical Education would be beneficial for student's considering careers in:

- Teaching/ lecturing
- Sports development and coaching
- Podiatry
- Physiotherapy
- Dietetics
- Sports manager/ coaching/ official/ administrator
- Professional sports
- Gym/ fitness instruction/ personal training
- Leisure/ recreation management

Religious Studies

The Revised GCSE Religious Studies (2017) specification covers a wide range of topics which involve pupils in an exploration of current social, moral and ethical issues. There are no standard answers. Each pupil must think things through for themselves. It is, therefore a subject which requires the ability to examine important questions with an open mind, to weigh up arguments and reach reasoned conclusions.

Course Content and Scheme of Assessment

Pupils must study 2 units in total.

There are 2 external exams, one for each of the chosen units. Each paper lasts 1hr 30 minutes and has a 50% weighting.

Units of Study

- An Introduction to Christian Ethics e.g. Bioethics and Issues in Contemporary Christianity.
- Christianity through a Study of the Gospel of Matthew e.g. Death and Resurrection of Christ

Single Tier Entry

There is no controlled Assessment for GCSE Religious Studies

Progression to A Level

A grade B or above in Religious Studies is a sound basis to take the subject at A Level, where the skills gained will be further developed in a selection of subject areas.

Career Opportunities

GCSE Religious Studies is readily accepted by the Universities (including the Russell Group) as a subject of academic standing for degrees in the Humanities, Arts and Sciences.

In the world of work, employers are looking for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear balanced decisions. Religious Studies helps to develop these skills and would be helpful if you want to work with people, in the health care professions, law, teaching, journalism, social work, publishing and policing, to name but a few.

Science

All pupils will study **either** Double Award **or** Triple Award Science, with Double Award counting as 2 GCSEs and Triple Award as 3.

In Double Award, two grades will be attained, based on a combined score from each of the three subject areas (Biology, Chemistry, Physics) and practical skills. The Double Award option is a perfectly acceptable pathway to enable students to pursue Science subjects at A Level.

In Triple Award three separate grades will be attained, based on performance in each of the individual subject areas along with practical skills assessment.

The Triple Award option is very suitable for students who are coping well with Science at Key Stage 3, and who have a particular interest in pursuing Science subjects at A Level.

Double Award Science

Course content

Biology

- Unit 1- Cells, Living Processes and Biodiversity
- Unit 2 – Body systems, Genetics, Micro-organisms and Health

Chemistry

- Unit 1 – Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
- Unit 2 – Further Chemical Reactions. Rates and Equilibrium, Calculations and Organic Chemistry

Physics

- Unit 1- Force, Motions, Energy, Moments, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
- Unit 2 – Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

Practical Skills

Externally marked assessment

- Three 1 hour papers from unit 1 each of which contributes a weighting of 11%
- Three 1¼ papers from unit 2 each of which contributes a weighting of 14%
- 3 practical exercises (worth 7.5%)
- A 1½ hour practical skills paper (worth 17.5%)

Triple Award-Biology

Course content

Unit 1: Cells, Living processes and Biodiversity

- Cells
- Photosynthesis and plants
- Nutrition and food tests
- Enzymes and digestion
- Breathing and the respiratory system
- Nervous system and hormones
- Ecological relationships and energy flow

Unit 2: Body systems, Genetics, Microorganisms and Health

- Osmosis and plant transport
- Circulatory system
- Reproduction, fertility and contraception
- Genome, chromosomes, DNA and genetics
- Genetic engineering
- Variation and natural selection
- Health, disease, defence mechanisms and treatment

Unit 3: Practical skills

Externally marked assessment

Unit 1: a 1¼ hour paper worth 35% of the final mark

Unit 2: a 1½ hour paper worth 40% of the final mark

Unit 3: 2 practical exercises worth 7.5% and a 1 hour paper worth 17.5% of the final mark

Triple Award Chemistry

Course Content – Unit 1

Specification Reference	
1.1	Atomic Structure
1.2	Bonding
1.3	Structures
1.4	Nano particles
1.5	Symbols, formula and equations
1.6	The Periodic Table
1.7	Quantitative Chemistry
1.8	Acids, Bases and Salts
1.9	Chemical Analysis
1.10	Solubility

Unit 2 – 40%

Specification Reference	
2.1	Metals and Reactivity Series
2.2	Redox, Rusting and Iron
2.3	Rates of Chemical Reactions
2.4	Equilibrium
2.5	Organic Chemistry
2.6	Quantitative Chemistry
2.7	Electrochemistry
2.8	Energy Changes in Chemistry
2.8	Gas Chemistry

Unit 3:

Practical skills – 25%

Externally marked assessment

Unit 1: a 1¼ hour paper worth 35% of the final mark

Unit 2: a 1½ hour paper worth 40% of the final mark

Unit 3: 2 practical exercises worth 7.5% and a 1 hour paper worth 17.5% of the final mark

Careers Note:

Triple Award Chemistry presents pupils with the opportunity to undertake a full GCSE in Chemistry providing a good basis for the study of Chemistry at A-level which is required for a wide variety of careers such as medicine, veterinary science, pharmacy, forensic Science, dentistry and many other related careers.

Triple Award-Physics

Course content¹

- Unit 1 - Forces, Motion, Energy, Moments, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
- Unit 2 - Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
- Unit 3 - Practical skills

Externally marked assessment

Unit 1: 1.5 hour paper worth 37.5% of the final mark

Unit 2: 1.5 hour paper worth 37.5% of the final mark

Unit 3: 2 Practical exercises worth 7.5% and a 1 hour paper worth 17.5% of the final mark

Careers Note

Physics leads to a wide variety of career opportunities. There are many areas where Physics is useful, including engineering, medicine and healthcare professions.

For further careers see www.physics.org/careers.

CCEA GCSE Technology and Design

Unit One: Technology and Design Core Content: 25%

Exam Length: 1 hour 30 minutes

External written examination - 10 Questions

This unit is compulsory. It comprises of designing, manufacturing, electronics, mechanical control systems, computer control systems and pneumatic systems and control. Pupils studying the core should be able to recognise, name and draw all the symbols shown in Appendix 2 of the revised specification.

Unit Two: Option C: Product Design: 25%

Exam Length: 1 hour 30 minutes

External

written

examination

In this unit, pupils are given the opportunity to explore in detail the design and innovation of products, materials and manufacturing techniques used in the production of products and the social responsibility and market influences involved in the design process.

Unit Three: Design and Manufacturing Project: 50%

Controlled Assessment: Design Project and Portfolio - Internally assessed/ Externally moderated.

All pupils must complete this unit of work. This controlled assessment task involves pupils designing and manufacturing an innovative and sustainable product as well as documenting this process in a ten-page portfolio which is then submitted to CCEA for moderation.

Skills developed in this subject area are:

- Identify needs, produce solutions and provide material and construction details.
- Present ideas using sketches and Information Technology to produce working drawings.
- Manufacture products in a safe and correct manner, also develop the skills to select the most appropriate materials.
- To be able to identify the most appropriate system to control a product.

Careers Note:

Technology and Design A-level is fully accepted by universities. It is particularly useful for pupils wishing to study or follow a career in Aeronautical Engineering, Civil Engineering, Mechanical Engineering, Designer, Architecture and Electrical/ Electronic Engineering, Technology and Design Teaching and many more.