

# Down High School



**GCSE  
Courses**

**2015-17**

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## About this Booklet

This booklet is designed to give you information about the structure of GCSE study and the GCSE courses available in Down High School. **Section A** provides you with some general information about GCSE and a list of the courses currently available. In **Section B** a brief description of each subject is provided to help you make the right choice.

## Section A: GCSE – General Information

The General Certificate of Secondary Education is the national UK qualification for 14-16 year olds. GCSE courses are designed to provide a sound general education for all students across a broad range of subject areas.

### Scheme of Assessment

Traditional GCSE courses are examined *via* terminal exams and controlled assessment. The grades awarded for all GCSE qualifications range from A\*-U. Terminal exams (two or more exam papers per subject) are normally taken at the end of Year 12. Controlled Assessment, whereby pupils prepare standardised tasks under teacher supervision, varies from subject to subject and is normally completed during both Years 11 and 12. Parents will be informed about the nature of Controlled Assessment in due course and teachers will issue subject-specific guidance when appropriate.

### GCSE Courses at Down High School

At Down High School all students study a range of subjects normally leading to 10 GCSE qualifications. Pupils should aim to achieve as many GCSE points as possible (where A\*=4; A=3; B=2; C=1) in order to return to the School for A-Level study in Year 13, since a number of subjects require a grade B at GCSE in order to progress the subject to A-Level.

Last year, all pupils took the following subjects leading to GCSE qualifications:

- **English with English Literature** (2 GCSEs)
- **Modern Language:** French or Spanish (1 GCSE)
- **Mathematics** (1 GCSE)
- **Religious Studies** (1 GCSE)
- **Science:** as a minimum **either one of** Biology, Chemistry, Physics (1 GCSE each) **or** Double-Award Science (equivalent to 2 GCSEs, wherein core Physics, Chemistry and Biology content is assessed)

In addition, pupils are required to take the following non-exam courses: Physical Education, Games and Learning for Life and Work.

## Other subjects

Students choose their remaining optional subjects from the subject list below.

Subjects	Subjects	Subjects
Art	Further Mathematics	Physics
Business Studies	Geography	Spanish
Biology	History	Technology
Chemistry	Home Economics	
Computing	ICT	
Double-Award Science	Moving Image Arts	
Drama	Music	
French	Physical Education	

Some courses offer a different range of skill sets to the more traditional academic courses. The academic content of these courses is reduced, however, more practical coursework and time-limited projects may be involved, requiring pupils to work to deadlines and use their own initiative. They **should not** be regarded as easier than traditional courses since success in them will require pupils to be very well organised to meet deadlines.

It will be possible for those pupils choosing Moving Image Arts (MIA) to continue with it at A-level or to study it at A-Level **without** having taken the subject at GCSE level. Similarly, Business Studies and Drama need not be taken at GCSE in order to study the subjects at A-level.

**(Looking further ahead, Applied A-levels are accepted for entry to many university courses but are not appropriate for pupils who plan to apply to some high demand courses at popular universities. It should also be noted that care should be taken when making your A-Level choices in two years time as some universities have criteria which disallow certain combinations of subjects. Information on this can be found on the university undergraduate pages of the university website, prospectuses or at [www.ucas.com](http://www.ucas.com))**

In some cases, a small number of pupils who have had significant difficulty with Modern Languages have taken a GCSE in **Learning for Life and Work** after consultation with language teachers and Mr Dawson.

## **Additional Information – Science**

**Students will study at least one GCSE in Science.** Students may choose Double Award Science **or** one, two or three of the separate sciences – Biology, Chemistry and Physics. Students taking Double-Award Science **cannot** study another science subject. For students considering careers in Medicine, Dentistry, Pharmacy, Veterinary or Physiotherapy it should be noted that many universities require each of the three sciences to have been studied at GCSE level i.e. students should have taken **either** Double Award Science **or** all three separate sciences.

### **Making the right choice**

You have greater freedom to choose your GCSE subjects **but you must choose carefully**. You should consider your career ambitions, future AS/A2 course choices and personal interests when choosing subjects. It is often a **requirement** for entry to Sixth Form courses that pupils have successfully studied and achieved a sufficiently high grade in the subject at GCSE.

You should **not**, however, choose a subject because your friend or friends may be studying it.

### **Option Blocks – Important Information**

Pupils are asked to make an initial provisional, unstructured choice. Following this, subjects are placed into option blocks from which pupils should make their final GCSE choices in February/March. Options block choices are reviewed and amended annually to maximise pupil choice. You should understand that the constraints imposed by option blocks **might** prevent your provisional combination of preferred GCSE courses, but that such an occurrence is rare. You should think about a ‘back up’ subject or subjects that you may wish to study if your ideal combination cannot be accommodated.

### **Course Choice and Career Advice**

In preparing for Year 11 Study you should focus on those courses that suit your career interests, personal interests and aptitudes best. **Consideration should be given to how your GCSE subject choices will influence your options at A-level and beyond.** If you need advice on choosing the right course to suit your career aspirations you should speak to your parents, to the relevant Head of Department and to staff in the Careers Department.

### **Making your choice**

A GCSE subject choices sheet accompanies this booklet. Please make your **provisional choices** from the subjects available on this sheet and return to your Form Teacher by the date indicated. You should discuss your choices with your parents. **Final choices** will be requested during February/March of Year 10 when the ‘Option Blocks’ are created. Choices will normally be confirmed with students by May of Year 10.

### **Limitations on Subject Choice**

We hope that most of the optional subjects listed will be available to you but **the school reserves the right to withdraw a subject should demand/staffing prove insufficient.** You may also find that the final Option block structure for timetabling subject choices that emerges in February/March will not allow you to study certain subject combinations. This is an unavoidable constraint and happens in a minority of cases.

### **Changing your subject choice before you start your GCSE course**

If you change your mind over the summer holidays it may be possible to accommodate your new choice, **subject to places being available** in the chosen course. **You should discuss any changes with your parents.** Proposed changes to your GCSE choices should be discussed with Mr Dawson during the first school week in September.

### **Changing courses after you start your GCSE course – timescale**

If you start a GCSE course in September and then wish to change courses you must make this decision **within the first three weeks**. During that time it may be possible to accommodate your new choice, **subject to places being available** in the chosen subject. **After the first three weeks you will not be permitted to change subjects.**

### **Extra-curricular activities**

In addition to the academic side of school life, you should also endeavour to become involved in extra-curricular activities. It is important for you to realise that prospective employers and university tutors attach a great deal of importance to what students do in their spare time. GCSE grades will only give an indication of your academic ability but hobbies and other activities provide an insight into your personality and personal qualities. You could get involved in sport, the Current Affairs Society, Climbing Club, Duke of Edinburgh Award, Scripture Union, the MAD Group, choir, orchestra, etc.

My thanks go to all Heads of Department who contributed to this publication.

**Mr KL Dawson**

**VP Learning and Teaching**

## **Careers Education and Guidance at Key Stage 4**

Careers Education at Key Stage 4 commences in Year 11 as part of the Learning for Life and Work programme. The course deals with working in the local & global community, employability, enterprise and entrepreneurial skills.

During Year 12, Personal Career Planning is at the heart of the programme of study with the focus on action planning through setting realistic and achievable targets and goals in preparation for the transition to post-16 options. This is a pivotal year for students as they are making very important decisions about their future. All students are provided with information about a wide range of career options that will be discussed further with either a member of the Careers Department or a careers adviser from the NI Careers Service. In addition, this module highlights the importance of understanding Job Adverts, preparing CVs and application forms and the development of economic awareness. Throughout the year students also have the opportunity to hear visiting speakers.

Within the KS4 programme students are encouraged to develop a range of key skills including decision making, communication, working with others and problem solving. Research is an integral part of any decision-making process and students are encouraged to use the excellent resources available in the Careers Library. All students have access to the Careers Library during break and lunch times when a member of the Careers Department is available to offer support and advice.

Careers Education at D.H.S. focuses on the development of skills which will enable them to adapt to an ever-changing work environment, and not on pigeonholing students into various careers options. We adopt the principle that decision-making is a skill for life-long learning and our aim is to give our students the confidence to know where to access the information that will enable them to make INFORMED decisions.

Knowledge is power and the key to success is planning.

**For Further Information:**

**Please contact Mr K Williamson, Head of Careers.**

## **Section B: GCSE Courses**

The remainder of this booklet contains outlines for each GCSE course available at Down High School. Further information about each course can be obtained from the relevant Head of Department if needed.

*Examination results for the different subjects offered can be found on the School website ([www.downhighschool.org.uk](http://www.downhighschool.org.uk)) under the section “Information for Parents”*

## Art and Design

Exam Board: CCEA

### General information

If you choose this subject you will follow an integrated, critical, practical and theoretical study of art and design. You will also develop an appreciation of the work of artists and designers from a range of cultural backgrounds. This is a non-unitised specification.

### Why study Art and Design?

- You will have opportunities to develop your creative, intellectual and artistic abilities.
- You will also have stimulating and challenging opportunities to develop personal knowledge, understanding and skills through investigating, realising, experimenting and problem-solving, which will contribute to your employability.
- You can produce work in 2D, 3D, fine art and design. This includes: drawing; painting; graphic design; textile design; lens-based media; critical and contextual studies; 3D design; and sculpture.

### What does the Art and Design course involve?

	<b>Investigation</b>	<b>Realization</b>	<b>Type of Assessment</b>
<b>Unit 1: The Core Portfolio (Controlled Assessment)</b>	You will explore what is meant by the visual elements and understand how artists and designers from different cultures and historical periods use visual elements to communicate their ideas and feelings.	You will work individually and creatively to develop personal ideas in response to any given activity / theme / stimulus. You will experiment with a wide range of media, materials, techniques and new technologies to develop your existing skills and to acquire new ones.	You will spend at least 45 hours, over four terms, on your portfolio of work. Your edited portfolio should contain no more than 20 A2 sheets or equivalent. It will be marked by your teacher and moderated by CCEA.. <b>Unit weighting 60%</b>
<b>Unit 2 :Working to a stimulus</b>	You will creatively investigate and develop ideas in response to a stimulus (set by CCEA) using a range of media, materials, processes and techniques to develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D.	Using a range of media, materials, processes and techniques you will develop your ideas and produce an outcome in fine art, craft or design in either 2D or 3D.	CCEA will set and issue pre-release material (a stimulus) in January of the year of examination. You will spend at least 15 hours producing preparatory work. You will produce a final outcome within a set period of 10 hours. This unit is marked by your teacher and moderated by CCEA.. <b>Unit weighting 40%</b>

**You must complete both Unit 1 and Unit 2, for assessment at the end of the two year course.**

### Frequently asked questions

#### 1. Why choose Art and Design?

- Because you like art.
- Because you enjoy being creative.
- Because you are allowed to work in a variety of media.
- Because you develop a range of transferable skills.

#### 2. Is it all practical work?

- Yes – 100%

#### 3. Do I need to be good at drawing and painting?

- While it is important to have good basic skills the course requires that you work in a wide variety of media: ceramics, print, photography and animation and your work in these areas is of equal importance.

#### 4. Can I choose what I want to do?

- Each unit has a given theme but students are encouraged to produce a personal response which will include choice of material and individual development of ideas.

#### **5. How much time do I need to spend on my art work?**

- The Art and Design course requires the same amount of time as all other GCSE subjects but uniquely it made up totally of practical work and does not require revision. The coursework is ongoing from the beginning of Year 11 to it final submission in Year 12.
- Good organization skills and time management enables pupils to meet regular targets within the given framework.

#### **6. What career opportunities are available with a qualification in Art and Design?**

- The choice is endless – for example graphic designer, photographer, TV & film maker, make-up artist, advertiser, web based designer and landscape designer to mention only a few.  
It should be noted that to study architecture at University a portfolio of art work is required.
- Students with a qualification in Art and Design are highly regarded in the employment market for their high level of creativity and problem solving skills.

**For further information please contact Mrs A McCluskey, Head of Department.**

## **Biology**

### **Course Outline**

**Exam Board: CCEA**

The Biology course takes 2 years of determined study

- It builds on Key Stage 3 topics
- It introduces new topics that are designed to encourage you to be inspired, motivated and challenged by following a broad, practical and worthwhile course of study. It encourages development of your curiosity about the living world and provides insight into and experience of how science works. It enables you to engage with biology in everyday life and to make informed choices about further study in biology related disciplines and possible careers.
- **Year 11 topics:** Cells, Photosynthesis and Plants; Nutrition and Health; Enzymes and Digestion; Breathing and Respiratory System; Nervous System and Hormones; Ecological Relationships and Energy Flow
- **Year 12 topics:** Osmosis and Plant Transport; Chromosomes, Genes and DNA; Cell Division and Genetics; Reproduction, Fertility and Contraception; Applied Genetics, Variation and Selection; Circulatory System; Micro-organisms, Defence against Disease, Medicines and Drugs

**Assessment:** There are 2 end of course examinations worth 75% of final marks.

- Paper 1 Higher Tier: 1 hour 30 mins is taken at the end of year 12 covering year 11 work and counts for 35% of the GCSE
- Paper 2 Higher Tier: 1 hour 45 mins is taken at the end of year 12 covering year 12 work and counts for 40% of the GCSE
- Unit 3 assesses practical skills and is a teacher assessed controlled task, carried out at the end of year 11 or start of year 12. It is worth 25% of final marks.

### **Do you get to dissect things?**

- Yes! But only organs not whole organisms like rats and cows.
- You are never forced to dissect things, dissection allows students to examine organs that they are studying and appreciate the complex nature of life.

### **Practical Work**

- The course seeks to build in as much experimental work as there is time for. Unit 1 involves an ecology fieldtrip.

### **Why choose Biology?**

- You love Biology and find it interesting
- You want to have time to get a bigger picture of how the natural world works
- You are interested in studying A level Biology and want to be better prepared

### **Is Biology recommended for every one?**

- **No, but** you will be better prepared for AS & A2 if you want to pursue Science and have a much more satisfying experience of Biology than Double Award Biology has time to give you.
- **If you intend to study Biology at AS and A2 level it is recommended that you also pursue Chemistry at GCSE.**

**For Further Information: Please contact Mrs Wilson, Acting Head of Biology**

## **Business Studies**

### **Course Outline**

Exam Board: CCEA

The GCSE business studies specification will focus on the Northern Ireland business environment, and gives you a valuable insight into the world of business and an understanding of the workings in a changing economic environment.

This will help you facilitate the study of business studies at advanced level and equally as important can help you gain an understanding of spiritual, moral, ethical, social and cultural issues, by making you aware of the ways in which businesses are managed, and of the use of Human and Financial resources as well as of the ways in which goods are Produced and Marketed.

The specification contributes to an awareness of health and safety considerations through the study of legislation, ensuring the rights and responsibilities of employees and employers are protected. It can also contribute to an awareness of European developments by considering International Marketing.

### **The following five focused areas are taught:**

1. Business aims types and organisation
2. Human resources
3. Production
4. Marketing
5. Finance

### **Assessment**

The table below summarises the structure of this GCSE course.

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>	<b>Availability</b>
<b>Unit 1: Business Start up</b> · Business Start Up · Production · Marketing	<b>External written exam 1 hour 20 mins</b> Format: Structured questions	35%	Every Summer (beginning in 2010)
<b>Unit 2: Business Development</b> · Finance · Managing people · Business Growth · Business Plan	<b>External written exam 1 hour 40 mins</b> Format: Three structured questions with an incline of difficulty Synoptic*	40%	Summer  Terminal assessment
	<b>Controlled assessment</b> Format: Candidates complete one task from a Range of tasks released in September each year Synoptic*	25%	Winter/Summer  Terminal assessment

**At least 40 percent of the assessment (based on unit weightings) must be taken at the end of a GCSE course as terminal assessment. The terminal assessment weighting for this GCSE course is 65 percent, (Unit 2).**

### **For Further Information**

**Please contact Mr J Simpson, Co-ordinator of Business Studies**

## Chemistry (inc Double Award Science: Chemistry)

### Course Outline

Exam Board: CCEA

### What do we study at GCSE chemistry?

GCSE chemistry looks at how the world works on an atomic level.

What are atoms? Why and how do elements and compounds react? How do they relate to our world around us? Industrial chemistry looks at the extraction of important metals and the production of valuable compounds. Chemistry of everyday reactions like rusting, fermentation, combustion and oxidation are studied. Chemistry at GCSE helps to explain many of the reactions we observe in our everyday lives.

### Double Award or Chemistry as separate Science (ChemSS)?

Double Award and ChemSS pupils follow a similar course, however pupils studying ChemSS have more time to explore the topics in greater depth. ChemSS also allows the opportunity to undertake a greater range of practical lessons. ChemSS is the **best** preparation for Chemistry at AS/A2 level, however pupils from double award are still well able to progress onto chemistry at AS/A2 level and achieve a top grade.

### Do I get to do practical?

Chemistry is very much a practical subject and practical lessons are an integral part of GCSE chemistry. In addition to class practical sessions, pupils will have the opportunity to plan and carry out investigations.

All pupils must participate in controlled assessment of practical skills for which 25% of the total mark is awarded.

### Assessment

	Content	%	Type of Assessment
Unit 1 (Year 11)	Structures, Trends Chemical reactions and Analysis	35%	Exam
Unit 2 (Year 12)	Further reactions, Organic Chemistry and Materials	40%	Exam
Unit 3	Practical Skills	25%	Controlled Assessment

### For Further Information

Please contact Mrs. H. Hamilton, Head of Chemistry

## **Computing**

**GCSE Computing (OCR)** provides pupils with an in-depth understanding of how computer technology works and offers an insight into what goes on ‘behind the scenes’, including computer programming.

During this course pupils will:

- Develop their understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Become independent and discerning users of IT.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

The course comprises **three** units:

**Computer systems and programming** which covers the body of knowledge about computer systems. Assessment is by written examination and is 40% of final GCSE.

**Practical investigation** is an investigative computing task within a choice of research scenarios. Assessment is by controlled assessment and is 30% of final GCSE.

**Programming project** in which pupils design, develop and test a solution to a problem within a set scenario. Assessment is by controlled assessment and is 30% of final GCSE.

### **WHY CHOOSE GCSE COMPUTING?**

It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a good stepping stone.

This subject provides a good foundation for those pupils who wish to choose a computing A-Level such as Software Systems Development and is particularly suited to those pupils with a strong mathematical background and who are logical thinkers.

### **For Further Information**

**Please contact Mrs. L McCauley, Head of ICT**

## **Double Award Science (Biology)**

### **Course Outline**

**Exam Board: CCEA**

The Biology course takes 2 years of determined study

- It builds on Key Stage 3 topics
- It introduces new topics that are designed to encourage you to be inspired, motivated and challenged by following a broad, practical and worthwhile course of study. It encourages development of your curiosity about the living world and provides insight into and experience of how science works. It enables you to engage with biology in everyday life and to make informed choices about further study in biology related disciplines and possible careers.
- **Year 11 topics:** Ecology, Classification, Biodiversity and Populations; Food Chains & Environment; Photosynthesis and Plants; Nutrition and Health; Enzymes and Digestion; Breathing and Respiratory System; Nervous System and Hormones;
- **Year 12 topics:** Osmosis and Plant Transport; Circulatory System; Chromosomes, Genes and DNA; Cell Division and Genetics; Reproduction, Fertility and Contraception; Applied Genetics, Variation and Selection; Micro-organisms, Defence against Disease, Medicines and Drugs

**Assessment:** There are 2 end of course exams worth 25% of final DA Science marks.

- Paper 1 Higher Tier: 1 hour- is taken in February or at the end of year 11 and counts for 11% of the GCSE
- Paper 2 Higher Tier: 1 hour 15mins is taken at the end of year 12 and counts for 14% of the GCSE
- Unit 3 assesses practical skills and involves 2 teacher assessed controlled tasks carried out at the end of year 12. It is worth 25% of final DA Science marks.

### **Do you get to dissect things?**

- Yes! But only organs not whole organisms like rats and cows.
- You are never forced to dissect things, dissection allows students to examine organs that they are studying and appreciate the complex nature of life.

### **Practical Work**

- The course seeks to build in as much experimental work as there is time for.

### **Why choose Double Award Biology?**

- You love Biology and find it interesting and also enjoy the other sciences.
- You are interested in studying A level Biology and other Science A levels but want flexibility to take other GCSE subjects

### **Is Double Award Biology recommended for every one?**

- **No, but** Double Award Biology will play its part in giving you a good experience of balanced science while giving you flexibility in your timetable to pursue other subjects.
- It will prepare you for Biology at AS and A2 level although the reduced Biology content will mean a bit of a steeper learning curve.

**For Further Information: Please contact Mrs R. Wilson, Acting Head of Biology**

## **Double Award Science (Physics)**

### **Course Outline**

**Exam Board:** CCEA

Double Award science builds on and extends the knowledge you have gained in Junior Science. The Physics section of the course is designed to excite your curiosity in the world around you, from the smallest particles in an atom to the entire Universe itself. Through your work in Physics you will gain understanding of major scientific ideas and recognise how these contribute to technological change and worldwide development.

In the Physics section of the Double Award Science course a wide range of topics are covered. In Year 11 the topics are forces, motion, energy and radioactivity while in Year 12 the topics are waves, sound, light, electricity and the Earth and Universe. This range ensures that by the end of the GCSE course you have a broader understanding of the world in general and you will have also covered the minimum required for you to proceed to A level Physics if you wish.

Practical activities are important in Physics and you will carry out experiments in many aspects of the course. The controlled assessment will be based on practical work. The course makes good use of the ICT facilities with activities such as data logging and virtual experiments.

### **Assessment**

The controlled assessment in Physics is combined with that in Biology and Chemistry to give up to 25% of the final mark. There are 2 written papers in Physics. The first is 1 hour long and tests the material covered in year 11. The second, 1 hour 15 min paper, tests the material covered in year 12. The questions are all answered in spaces on the exam paper itself and include a variety of activities such as calculations, interpreting data, explaining ideas and completing diagrams.

### **For Further Information**

**Please contact Mr E. Mitchell, Head of Physics/Science**

## **Drama**

### **Course Outline**

Exam Board: CCEA

*60% Practical Assessment / 40% Written Examination*

Drama at GCSE offers you a chance to act, to create your own plays and, if you wish, to work at some of the important roles in the Drama process, besides acting, such as stage design, costume design and lighting.

The GCSE Drama course offered by CCEA is a new specification, offered for first teaching in the academic year 2009-2010. It equips pupils with the necessary skills of realising a performance from conception to performance and encourages and fosters the skills of appraisal and evaluation. It is an excellent course that promotes the necessary skills for the world of employment and reinforces the skills that the New NI Curriculum aims to promote. It also prepares pupils for the world of work by teaching the sought after employability skills such as: time-management; organisation; self-discipline; punctuality and attendance; effective teamwork; independent learning; problem solving; communicative and expressive skills; compromise and flexibility/interpersonal qualities.

Drama develops self-confidence, self-esteem, while simultaneously contributing to development in the areas of talking and listening and vocabulary enrichment. In short, it helps and contributes to self-development, as well as the attainment of an **academic** qualification.

Currently, the set text is Willie Russell's highly successful and popular play, 'Blood Brothers'. In your study of this play, which is done through a practical exploration, you will acquire knowledge of the process of drama, from planning, rehearsal strategies and techniques through to a performance of a selected scene/s.

You will also offer two practical performances which are internally assessed by your class teacher and externally moderated by a nominated CCEA Drama Moderator. Each practical piece is worth 30% and this is classed as 'coursework' – although there is no written element to it.

At the end of the two years studying GCSE Drama you will sit a written paper, worth 40% of your overall score. The content of this paper is taught through your practical experiences/lessons and assessments throughout the two years.

Drama is a subject that requires you to work in groups, perhaps more than any other subject. It is good fun but also hard work and in particular requires you to be prepared to rehearse after school on quite a few afternoons each term, as well as learning lines. However, pupils *are* all learning to be more confident, to work more effectively with other people, to be creative in their thinking and imaginative in their expression.

Pupils work in groups, but receive an individual mark achieved through their role in the group performance.

If you are still uncertain about whether Drama is for you, you should talk to either Mr O' Hara (Head of Department) or to Miss Mills. Perhaps you can even come and watch a GCSE class in action, to see what it's all about.

### **For Further Information**

**Please contact any Drama Teacher or the Head of Department, Mr O'Hara.**

## **English Language (CCEA)**

During your studies of GCSE English Language you will develop your reading and writing skills through studying and creating a range of functional and imaginative texts. You will study spoken language and develop your speaking and listening abilities.

### **Unit 1: Personal Writing and Reading Multi-Modal Texts**

This examination lasts 1 hour 30 minutes and is worth 20%.

Section A allows you to show your writing skills in a piece of personal writing. There is a single task which requires you to produce a written response.

Section B has two multi-modal texts, allowing you to demonstrate functional reading skills. The texts are followed by tasks that ask you to compare these materials, respond and present your interpretation.

### **Unit 2: Functional Writing and Reading Non-Fiction**

This examination also lasts 1 hour 30 minutes and is worth 20%.

Section A allows you to show your functional writing skills. There is a single task, which requires you to give your views on a set topic.

Section B tests functional reading. It includes one or more tasks on the reading and interpretation of a previously unseen non-fiction text.

All writing tasks require two separate marks, one for content and one for sentence construction, punctuation and spelling.

Controlled Assessment – Units 3 and 4

### **Unit 3: Speaking and Listening**

You must be assessed in three activities: an individual presentation and interaction, a discussion, and a role play. The range of speaking and listening activities you undertake should give you the chance to respond in a variety of formal and informal situations. Final assessment is based on your three best assessments. This unit is worth 20%.

### **Unit 4: Study of Spoken and Written Language and Writing Creatively**

This unit is assessed through controlled assessment. It is worth 40%. You must complete three tasks.

All skills in English are inter-related. Good attendance is extremely important, good personal organisation is invaluable and wide reading is crucial to build your vocabulary. You have a reading list; it is also a good idea to read a newspaper once a week and to select interesting articles for your personal file or scrapbook. The internet is also an excellent source for information and you should use it wisely. Topical items on the environment, sport and leisure, tourism, social issues like poverty, the role of the family, the impact of technology, crime and punishment and diet and fitness can all help to prepare you for the reading and writing tasks and for your orals.

## **English Literature (CCEA)**

GCSE English Literature is a compulsory subject at Down High School. You will study a range of prose, drama and poetry and will develop your ability to respond critically to literature.

### **Unit 1: The Study of Prose**

This examination lasts 1 hour and is worth 25%.

This paper allows you to show your ability to respond critically and imaginatively to a prose text. The texts we study at Down High are *Of Mice and Men* (Steinbeck) and *To Kill a Mockingbird* (Lee).

### **Unit 2: The Study of Drama and Poetry**

This examination lasts 2 hours and is worth 50%.

<b>Section A: Drama</b>	<b>Section B: Poetry</b>	<b>Section C: Unseen Poetry</b>
20%	20%	10%
Section A of the exam allows you to respond critically to a drama text. There is a choice of two questions on each text. This is an open-book section. You may have access to copies of the text but they cannot have notes written on them.	Section B allows you to respond critically to a poetry anthology. You must answer one of two questions. This section is open book, this means you will be allowed access to unannotated copies of the poems.	Section C allows you to demonstrate your ability to critically analyse the way poets use language. You must respond to one unseen poem.

### **Unit 3: The Study of Linked Texts**

This unit is assessed through controlled assessment in class. It is worth 25%.

The set tasks will be split into two parts (a) and (b) and will allow you to complete a study of two texts linked by theme or narrative features. One of the texts will be a play by William Shakespeare.

### **For Further Information**

**Please contact Mrs D. Drury, Head of English**

## **French**

### **Course Outline**

**Exam Board: CCEA**

The GCSE French course is based around four skill areas: **Listening, Speaking, Reading and Writing**. Each of these skills is examined separately. The topics studied are as follows:

- 1. The Individual – relationships, local environment, leisure activities and health and lifestyle**
- 2. Citizenship – social issues, travel and tourism, environmental issues, media and communications, and festivals and customs**
- 3. Employability – school life, part-time jobs and future plans**

Many of these topics will already be familiar to you and by the end of Year 10 you will have an excellent basis that you can build on for GCSE. You will be encouraged to develop your conversational skills and learn how to cope in practical situations when you travel to France or another French-speaking country. You will also develop your ability to understand written and spoken French through a variety of topics of interest to young people e.g. their problems, travel, culture, healthy living etc.

Learning a modern language is a vital part of your studies as it helps you in other skill areas such as learning how to express yourself and communicate well, doing presentations, working with other people and writing accurately. It is also increasingly useful in the workplace, where many employers view such a skill as a valuable asset to their business.

### **Assessment**

**20% Listening** – You are examined using a variety of activities to test your listening skills. This is carried out by your teacher using a recording on CD.

**30% Speaking** – You must complete two tasks, (choosing from conversation / presentation / interview), prepared over 3-4 hours in class and at home. Each task will last 4-6 minutes. Your teacher will conduct and mark the speaking test.

**20% Reading** – You must understand and answer questions on a variety of articles, advertisements and other stimuli which you must understand and answer questions on.

**30% Writing** – 2 pieces of writing which may be informative, comparative or persuasive. You will complete two tasks prepared over 5-6 hours in class and at home. Tasks are the same for all candidates, although candidates aiming to achieve a top grade are expected to produce longer pieces of written work. Tasks will be externally marked.

### **For Further Information**

**Please contact Miss W. Bell, Head of French, or speak to your own French teacher.**

# Geography

## Course Outline

**Exam Board: CCEA**

The GCSE Geography specification focuses on helping pupils to develop an understanding of their physical and human surroundings. GCSE Geography provides a perspective in which pupils can place local, national, and international events and will help in the development of a wide range of transferable skills important in the workplace. Skills developed through GCSE Geography include communication; numeracy; map skills; evaluation and decision-making; data handling skills; working with others; and use of ICT, including modern computer based mapping (Geographical Information Systems). Fieldwork is also an important part of GCSE Geography.

GCSE Geography covers a wide range of skills and knowledge prized by employers. The close link between the subject and the world around us makes for a long and varied list of related careers.

The specification is taught in two units and six different themes will be covered:

UNIT	THEME	SUMMARY OF CONTENT
<b>Unit 1: Understanding Our Natural World</b>	<b>Theme A: The Dynamic Landscape</b>	River and coastal processes and related landforms; the causes of flooding; and the sustainable management of rivers and coasts.
	<b>Theme B: Our Changing Weather and Climate</b>	A study of measurement of the elements of weather; the weather systems affecting the British Isles; the causes and consequences of climate change and the strategies developed to deal with it.
	<b>Theme C: The Restless Earth</b>	Plate tectonics including local tectonic activity and earthquakes, the impact and management of earthquake hazards in More Economically Developed Countries and Less Economically Developed Countries.
<b>Unit 2: Living in Our World</b>	<b>Theme A: People and Where They Live</b>	Population growth and the characteristics and impact of migration at the regional and international level; population structures and their differing implications in LEDCs and MEDCs. This theme also examines where settlements are found and how they develop; the process of urbanisation and how it affects MEDCs and LEDCs; and the challenges that urban growth poses for planners.
	<b>Theme B: Contrasts in World Development</b>	Reasons for the global development gap and efforts to reduce it; sustainable development and issues around world trade; and the benefits and problems associated with topical issues such as globalisation.
	<b>Theme C: Managing Our Resources</b>	The impact on the environment due to the increasing use of resources. Pupils gain an insight into the need to adopt strategies and solutions to manage resources; and they will consider sustainable solutions to deal with the problems caused by increased demand for energy, transport, waste disposal and tourism.

Contemporary case studies are investigated throughout the course.

**Assessment.** Assessment is carried out through two examination papers and Controlled Assessment. The Controlled Assessment will be based on a Geographical investigation and involves fieldwork and a written report: in total it is worth 25% of the marks for the subject.

**For further information please contact Mrs. J. Smyth, Head of Geography.**

## **History**

**Exam Board: CCEA**

### **Course Outline**

The GCSE History course is a popular option for students at Down High School. The two-year course is divided into three study units, and in all areas the focus is on 20<sup>th</sup> century history. History encourages students to analyse, evaluate, problem solve and communicate. The subject opens up possibilities in a large range of careers and is highly regarded by University Admissions Officers and employers.

### **Germany 1918-1941**

This course is studied during the first 6 months of GCSE. The unit follows the defeat of Germany in World War 1 and the country's experiment with democratic government (the Weimar Republic) before the rise of Adolf Hitler and the Nazis. Two clear themes are explored:

- The Weimar Republic and the Rise of Hitler 1918-33
- Hitler's policies in Germany 1933-41

### **Changing Relationships: Northern Ireland, Britain and Ireland 1965-85**

This unit deals with the period often referred to as "The Troubles" in Northern Ireland's history. Pupils explore the impact of the Civil Rights Association on Northern Ireland government and society. The growing unrest during the 1960s is examined, as is the worsening situation of the 1970s. Attempts during the 1980s to solve the problems are also explored. Students will learn about civil rights; the introduction of the British army on to the streets of Northern Ireland; the emergence of the Provisional IRA; Bloody Sunday; the suspension of the Northern Ireland parliament; attempts at power-sharing 1973-4; the hunger strikes; the rise of Sinn Fein and the signing of the 1985 Anglo-Irish Agreement. Three clear themes are explored:

- Northern Ireland in the 1960s
- The Prelude to Direct Rule
- Search for a solution

### **The Cold War 1945-1991**

This unit is studied during the fifth form year and is an examination of the rivalry between the Superpowers – the USA and the USSR – in the decades after World War Two. Topics include:

- The division of Europe after 1945
- The Korean War
- Cuban Missile Crisis
- Vietnam
- The arms race
- The end of the Cold War

### **Assessment**

There are TWO papers in GCSE History.

- Paper 1 lasts for two hours and assesses the Germany and Northern Ireland courses.
- Paper 2 lasts for one hour 15 mins and assesses your knowledge and understanding of the Cold War.

### **Controlled assessment**

This is an investigative study and is worth 25% of the marks for the subject. It focuses on an issue not covered by the externally assessed papers.

### **For Further Information**

**Please contact Mrs C Wood, Head of History/Politics**

### Course Outline

This GCSE course builds on the knowledge and skills that students have gained from Key Stage 3 Home Economics. The course is designed in such a way to provide opportunities which will enable students to develop their practical cookery skills. In Year 11 approximately 2 periods every fortnight is spent on a practical food lesson – a greater degree of flexibility is given to the pupils in their **own choice of dishes** on a stated topic. In Year 12 this is reduced to accommodate their controlled assessment task. *Please note that pupils are required to bring in their own ingredients at GCSE.*

- **Unit 1: Diet and Health, and Consumer Awareness**

#### *Section A*

In this unit, students will have the opportunity to demonstrate the knowledge, understanding and skills necessary for providing healthy diets for family members throughout life. They will examine different dietary needs and the factors that impact on our food choice. Topics that they will study within this unit includes; nutrition, food labelling, dietary disorders, food safety and creativity and food.

#### *Section B*

Also within this unit, students will have the opportunity to apply knowledge, understanding and skills as discerning consumers and effective managers of resources. Topics that they will study include; being an effective consumer, money matters and being a wiser buyer.

#### **Assessment of unit**

There is a 1 ½ hour examination. The examination is divided into two sections which include questions based on diet and health and consumer awareness. This examination is worth **40%** of the final GCSE grade.

- **Unit 2: Diet and Health**

This unit consists of one controlled assessment task where the students will be asked to plan and prepare a range of dishes. Students have 2½ hours to make their chosen dishes under examination conditions.

#### **Assessment of unit**

Students will be assessed on their ability to plan and prepare a range of dishes of their choice. Their planning, cooking and evaluation skills will be taken into account for this unit. This unit is worth **40%** of their final GCSE grade.

- **Unit 3: Consumer Awareness**

This unit also consists of one controlled assessment task. Students will be asked to carry out a piece of research that will be relevant and current to the area of consumerism.

#### **Assessment of unit**

Students will be assessed on their research, analysis and evaluation skills. This unit is worth **20%** of their final GCSE grade.

### **For Further Information**

**Please contact Mrs S McKee, Head of Home Economics or any of the Home Economics teachers.**

# **Information and Communication Technology (ICT)**

## **Course Outline**

**Exam Board: CCEA**

This course aims to help equip pupils with the knowledge and skills required for the emerging information society in education, during leisure and in the world of work. The proposed components that make up the GCSE ICT course are two controlled assessment units (60%) and one terminal examination (40%).

### **Part 1: The controlled assessments comprise five externally set assignments (60%)**

The controlled assessments element of the course provides pupils with the opportunity to develop knowledge of and skills in the use of a range of ICT tools, applications and visual communications technology. The effective use of software such as search engines, presentation, desk top publishing, word processor, database, spreadsheet, digital image / video manipulation software and gaming is assessed through the following practical tasks:

#### **Controlled assessment Unit 1**

- Task 1: Creation and use of a database
- Task 2: Creation and use of a spreadsheet
- Task 3: Creation of a presentation

#### **Controlled assessment Unit 2**

- Task 1: Development of a multimedia website
- Task 2: Game development

The controlled assessments are undertaken in class during the two-year course and no access to facilities other than those provided in school is necessary in order to successfully complete the coursework element. Pupils will spend 30 hours on each of the controlled assessment units.

### **Part 2: Terminal examination (40%)**

One written (two hour) examination provides pupils with further opportunity to demonstrate their knowledge and understanding of both the practical and theoretical aspects of the subject content. Pupils spend two periods per week on theory work.

#### **Assessment**

The controlled assessment tasks will be marked by the candidate's teacher according to the given criteria and these marks are moderated by CCEA. The examination will be externally assessed by CCEA.

#### **For Further Information**

**Please contact Mrs ML McCauley, Head of ICT.**

## **Mathematics**

### **Course Outline**

Exam Board: CCEA

Pupils entering Year 11 in the school are streamed into 6 classes with all students following the higher tier of the GCSE syllabus. Streaming from Year 10 is done using the results of school examinations and overall teacher assessment. After the Mock Examinations in Year 11 a review takes place of all results with a very small minority of students being entered for the lower module paper of the Higher Tier (a grade 'A' is still possible at this level. However, we may enter these pupils for the lower level completion paper in order to give that pupil the greatest chance of passing. This option reduces the maximum grade available to a 'B'). This is a modular syllabus and students are entered for certain modules before the final examinations. The syllabus followed has NO coursework requirement. Students who wish to study Mathematics at A-level would be expected to have followed the Higher level syllabus and to have achieved an A grade (having sat the highest module paper (papers T4 and T6)).

### **Further Mathematics**

GCSE Further Mathematics (previously called Additional Mathematics) is offered as an option in Year 11 and is recommended as an excellent introduction for those aspiring to do A-level Mathematics. GCSE Further Mathematics provides an excellent opportunity to stretch and challenge our most able of students. Pupils who would wish to do A-level Mathematics in one year and/or wish to do A-level Further Mathematics need to attain an A grade in GCSE Further Mathematics.

The GCSE Further Mathematics syllabus is divided into three parts; Pure Mathematics, Mechanics and Statistics and is examined in two papers at the end of Year 12. It is interesting to note that the bulk of this work makes up the content of the AS Mathematics course in the Lower Sixth year. Pupils sitting GCSE Further Mathematics will sit their GCSE module in January of year 12 and their completion paper in the summer series of examination of Year 12. This allows pupils to be taught the GCSE Further Mathematics course over the two years, and therefore allows time for the pupils to understand the concepts.

This subject has NO coursework requirement.

Although GCSE Further Mathematics is optional, it is a rigorous Mathematical course and therefore it is advised that only pupils who have flourished in mathematics in Key Stage 3 attempt it.

### **For Further Information**

**Please contact Mr R. Daniells, Head of Mathematics.**

For subject content consult the CCEA Mathematic micro-site at <http://www.ccea.org.uk/mathematics/>

## **Music**

### **Course Outline**

Exam Board: CCEA

This course consists of 3 sections:

- Composing and Appraising (30%)
- Performing and Appraising (35%)
- Listening and Appraising (35%)

### **Component 1: Composing and Appraising**

Two contrasting compositions are required and a composition log kept for each (the combined length of the compositions should be between 3 and 6 minutes).

### **Component 2: Performing and Appraising**

There are two aspects to this examination. The candidate is required to perform individually on an instrument of their choice (max. time 5 mins) and then to perform with a group (any size) again on any instrument (max. time 5 mins). The style of music is the candidate's choice and for the ensemble a clarinet accompanied by the piano, a piano duet, a woodwind trio, a string quartet, a jazz group have been presented in the past. The standard should be approximately Grade 4-5 of the examination boards.

### **Component 3: Listening and Appraising**

(Responding to music on a CD – 2 sections each lasting 45 minutes)

### **Part 1: Core Area of Study** – ‘Repeated Patterns in Music’

#### **Set Pieces**

- Canon in D (Pachelbel)
- Andante from Symphony no. 7 (Beethoven)
- ‘Mars’ from ‘The Planets’
- ‘Dies Irae’ from ‘Requiem’ (Jenkins)

### **Part 2:** 2 of 3 optional Areas of Study

- Musical Traditions in Ireland
- Incidental Music (music for plays etc.)
- Vocal Music

### **For Further Information**

**Please contact Miss T Clarke, Head of Music.**

In the event of the number of students wishing to study music exceeding the maximum class size, then the marks in the summer and Christmas music examinations in school and any grades and marks in the exams of the recognised music exam boards, such as the Associated Board and Trinity College, will be taken into account in allocating places.

## **Physical Education (PE)**

### **Course Outline (Full Course –Single Award ) Exam Board: AQA**

This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.

- The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as A levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.
- The style of the question paper in the Full Course has been designed to include a mixture of multiple choice questions, some structured questions, and extended written answer questions set in response to a pre-released scenario.

### **Practical Coursework The Active Participant (60%) of Single Award**

- Pupils will be assessed in four areas from –Games, Gymnastic activities, Dance, Athletic activities Swimming, Outdoor and adventurous activities and in Health and fitness activities. These assessments must be from :

- at least 2 groups/ways of thinking
- at least 2 performances must be as a player /performer

*Pupils will be assessed for example on their:*

- Ability to perform a range of skills
- Ability to perform in a game
- The rules and regulations
- The ability to analyse and improve performance
- To take on the role of the player /performer, leader/coach, choreographer or official.

### **Knowledge and Understanding for the Active Participant Written Exam (40%)**

*Topics to be studied include*

#### **Health, Fitness and a healthy active lifestyle such as...**

- What being healthy means
- What fitness is
- How the above are needed for maintenance of good health
- How much fitness is required by different people and performers
- The reasons for warm-ups and cool-downs
- What a healthy diet consists of
- Special diets for different performers
- All about the skeleton and different muscles
- The circulatory system and respiratory system

#### **Training such as...**

- Fitness training principles and methods
- What strength, muscular endurance and flexibility consists of
- Effects of fatigue, smoking, alcohol, drugs, age on performance
- Psychological factors that affect performance
- Technological developments
- Safety in the P. E environment
- Basic First Aid

#### **School Influences such as...**

- How schools promote physical activity
- How attitudes are changing to sport
- How leisure time is spent
- What facilities are available in the local area.

#### **Social, Cultural and International Factors Such**

- What is sponsorship
- How does the media influence sport.
- Behaviour of sports stars on and off the pitch
- Differences between amateur and professional sports people.

**For Further Information Please contact a member of the PE Department.**

## **Physics**

### **Course Outline**

Exam Board: CCEA

GCSE Physics builds on and extends the knowledge you have gained in junior science. It is designed to excite your curiosity in the world around you from the smallest particles in an atom to the entire universe itself. Through your work in Physics you will gain understanding of major scientific ideas and recognise how these contribute to technological change and worldwide development.

GCSE Physics includes all the material covered by the Double Award Science course but explores some of the topics in more depth and also includes additional topics such as fibre optics and lenses. In Year 11 the topics are forces, motion, energy and radioactivity while in Year 12 the topics are waves, sound, light, electricity and the Earth and Universe.

The extra time that you get studying CGSE Physics rather than Double Award gives you more time for practical activities. You will carry out experiments in nearly all aspects of the course. The controlled assessment will be based on practical work. The course makes good use of the ICT facilities with activities such as data logging and virtual experiments.

### **Assessment**

The coursework accounts for 25% of the final mark. The other 75% is obtained in two written papers. The first is 1 hour 30 min long and tests the material covered in year 11. The second, 1 hour 45 min paper, tests the material covered in year 12. The questions are all answered in spaces on the exam paper itself and include a variety of activities such as calculations, interpreting data, explaining ideas and completing diagrams.

During the course you will have the opportunity to develop all the key skills but perhaps most notably you will find the study of Physics improves your problem solving abilities. Clearly Physics is needed if you wish to follow a career in science or engineering but it is these problem-solving skills that make Physics popular among many employers.

### **For Further Information**

**Please contact Mr E. Mitchell, Head of Physics/Science**

## **Religious Studies**

### **Course Outline**

Exam Board: CCEA

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies students get a broad look at how religion and spirituality form the basis of our culture.

Religious Studies also helps students develop marketable skills and aptitudes including:

- analytical and strategic thinking;
- research skills;
- critical judgment;
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict;
- problem-solving skills;
- leadership skills;
- understanding of the impact of conflicting ideologies; and
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.

These skills are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

Religious Studies is taken as a core academic subject at Down High School. This means that all pupils follow the GCSE course that can be taken both at Higher and Foundation Tiers. In recent years, the vast majority of pupils in Form 5 are entered at the Higher level. Results are always very pleasing.

Pupils actually begin their GCSE work in Form 3 given that the entire syllabus is taught in 2 periods per week. There is, therefore, no unexpected “jump” in knowledge to Key Stage 4.

Currently, the course consists of two modules of study:

- a. The Christian Churches
- b. Ethics

Assessment takes the form of one written examination for each module. There is no coursework component for this subject. More detailed information can be found at [www.ccea.org.uk](http://www.ccea.org.uk).

### **For Further Information**

**Please contact Mr N. Martin or Mrs H McGuire, Religious Studies**

## Spanish

### Course Outline

**Exam Board: CCEA**

The GCSE Spanish course is based around four skill areas: **Listening, Speaking, Reading and Writing**. Each of these skills is examined separately. The topics studied are as follows:

- 1 The Individual – relationships, local environment, leisure activities and health and lifestyle**
- 2 Citizenship – social issues, travel and tourism, environmental issues, media and communications, and festivals and customs**
- 3 Employability – school life, part-time jobs and future plans**

Many of these topics will already be familiar to you and by the end of Year 10 you will have an excellent basis that you can build on for GCSE. You will be encouraged to develop your conversational skills and learn how to cope in practical situations when you travel to Spain or another Spanish-speaking country. You will also develop your ability to understand written and spoken Spanish through a variety of topics of interest to young people e.g. their problems, travel, culture, healthy living etc.

Learning a modern language is a vital part of your studies as it helps you in other skill areas such as learning how to express yourself and communicate well, doing presentations, working with other people and writing accurately. It is also increasingly useful in the workplace, where many employers view such a skill as a valuable asset to their business.

### Assessment

**20% Listening** – You are examined using a variety of activities to test your listening skills. This is carried out by your teacher at the end of Year 12 using a recording on CD.

**30% Speaking** – You must complete two tasks, (choosing from conversation / presentation / interview), prepared over 3-4 hours in class. Your teacher will conduct and mark the speaking test.

**20% Reading** – You must understand and answer questions on a variety of articles, advertisements and other stimuli. This exam will be done at the end of Year 12.

**30% Writing** – 2 pieces of writing which may be informative, comparative or persuasive. You will complete two tasks prepared over 5-6 hours under supervision in class and at home. Tasks are the same for all candidates, although candidates aiming to achieve a top grade are expected to produce longer pieces of written work. Tasks will be externally marked.

### For Further Information

**Please contact Mrs A Burtney, Head of Spanish, or speak to your own Spanish teacher.**

## Technology & Design

### Course Outline

Exam Board: CCEA

#### Aims:

- Foster enjoyment in the experience of designing and making and encourage candidates to take pride in their achievements;
- Provide opportunities to work with a range of constructional materials including plastics, metal and wood;
- Appreciate the importance of total quality in all aspects of the design and manufacture of products;
- Prepare young people to be effective members of a technological society;
- Develop skills of creativity, critical analysis, decision making and work collaboratively with others.

#### Assessment

**Unit 1:** (20%)

#### Technology and Design Core

This section is divided into five modules; electronics, computer control, pneumatics, mechanical systems and manufacturing. It is largely an applied approach, giving pupils the opportunity to solve real life problems through practical design with technology.

**Examination 1 hour** **Summer**

Unit 2 **OR** Unit 3: Optional

**Unit 2** (20%)

#### Systems and Control

This unit comprises two elements, mechanical systems OR Electronic systems. Assessment is based on chosen option.

**Unit 3** (20%)

#### Product Design

This unit comprises designing and innovation, materials, components and fabrication, manufacturing practices and social responsibility of product design.

**Examination 1 Hour** **Summer**

*Unit 3: Product Design will be the chosen option for 2014-16.*

**Unit 4:** (20%)

**Controlled assessment** 13hours

Theme based design task designing products under controlled conditions, set annually and moderated externally.

**Unit 5:** (40%)

**Design Project** 30 hours

This unit comprises of an annual externally set task involving pupils in the design and manufacture of products, associated design folder is submitted with practical.

#### For Further Information

Please contact Mr M Patton, Head of Technology and Design

## **MOVING IMAGE ARTS**

GCSE Moving Image Arts is the first course of its kind in the UK. As a student of Moving Image Arts you will have the opportunity to work on a range of tasks, including planning and making moving image products, i.e. animations and live action films. This course provides a solid foundation for progressing to GCE AS/A2 Moving Image arts and other subject related qualifications.

Through studying this course you will develop an understanding of how an animation or live action film is created, through both theoretical and practical means. You will develop ideas for your own moving image course work through investigating and experimenting with filmmaking techniques and processes. You will also develop new technical skills through the use of camera equipment, lighting, creating set designs, and using editing and sound software.

**Component 2:** In Year 11 you will complete four specified tasks set by CCEA in the areas of storyboarding, camera and editing, sound editing and animation. This controlled assessment coursework is worth 20% of the overall mark.

**Component 3:** In September of Year 12 CCEA will issue a selection of genre-specific production briefs from which you will have the opportunity to produce your own moving image product in response to the chosen brief. The requirements of the controlled assessment portfolio are to research, develop and plan and make a moving image product. Component 3 is worth 40% of the overall mark.

**Component 1:** In the more theory based section of the course you will study a range of films and animations in order to learn the basic principles of animation and film making. You will learn to use appropriate film language to analyse and evaluate a range of moving image products. This section of the course has some similarities to the study of set texts in English Literature. In Component 1 you will also be assessed on your knowledge of production skills. You will complete an online exam that requires you to demonstrate your knowledge and understanding of filmmaking. The theory exam is worth 40% of the overall mark and is taken in June of Year 12.

### Is it the subject for me?

You will thrive in this subject if you are

- ✓ naturally creative
- ✓ interested in using apple macs and video and sound editing software
- ✓ interested in using technical equipment such as camcorders and lighting systems
- ✓ keen to develop your organisational and leadership skills
- ✓ good at meeting deadlines
- ✓ keen to get a start in the world of moving images
- ✓ a film lover

**If you have any further queries regarding the Moving Image Arts GCSE course please see Mrs. Trainor.**