Down High School

GCSE Courses

2020-22

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About this Booklet

Your GCSE choices are very important in shaping your future pathways. This booklet is designed to give you information about the structure of the GCSE courses available in Down High School 2020-22. **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.

Please note that new GCSE specifications have been in place since September 2017, along with a new grading system, so it is important that you find out as much as you can about the new course details; the specifications followed by older siblings or friends will be different to the ones you will follow.

IMPORTANT

Changes to the grading system in England, where awarding bodies will score GCSEs on a 9-1 scale, have led to a shift in the thinking in Northern Ireland. The CCEA exam board in Northern Ireland will continue to award alphabetical grades, but the A* will now align with a 9 in England, while a new **C*** award aligns with a grade 5. These changes allow NI schools the flexibility to use English boards for certain courses should they wish.

The table shows the new grading model for CCEA awards in Summer 2019 and beyond (where teaching starts in September 2017).

CCEA	A*	A	B	C*	C	D	E	F	G
English Boards	9	8 -7	6	5	4	3	2		1

The C* will align to Grade 5 in England, although C will continue to be the anchor grade for Down High School and is equivalent to one GCSE point. All of the GCSE subjects on offer in Down High are with CCEA, so all of your grades will be in letters. In Down High School, we view grades A*-C as pass grades.

Section A: GCSE – General Information

The **G**eneral **C**ertificate of **S**econdary **E**ducation 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.

Assessment

Traditional GCSE courses are examined *via* exams and controlled assessment. The grades awarded for all GCSE qualifications range from A*-G. Exams are normally taken at the end of Year 12, although pupils are entered for some units in Year 11. The purpose of this is to get used to external exams, maximise your grade potential in a number of subjects and reduce the number of exams that you do in 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. You and your parents will be informed about the nature of Controlled Assessment in due course and teachers will issue subject-specific guidance when appropriate. The marks awarded for Controlled Assessment have been reduced in subjects like English and dropped altogether from some GCSE specifications from 2017 – in History and Geography, for example.

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 (currently where A*=5; A=4; B=3; C*=2 and 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.

Your GCSE results are very important and are relevant to you throughout your working life. With English schools not doing AS exams (because their system is different to Northern Ireland), your GCSE grades will be crucial for universities and higher education colleges as they decide who to offer places to.

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) The GCSE RS course started in Year 10
- **Science**: as a <u>minimum,</u> **either one of** Biology, Chemistry, Physics (1 GCSE each) **or** Double-Award Science (equivalent to 2 GCSEs, where core Physics, Chemistry and Biology content is assessed). Pupils could also, if desired, take all three Sciences, although this can limit wider choice.

In addition, you will take the following non-exam courses: Physical Education, Games and Learning for Life and Work.

Other subjects

You will choose your remaining optional subjects from the subject list below.

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

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 you to work to deadlines and use your own initiative. They **should**

not be regarded as easier than traditional courses since success in them will require you to be very well organised in order 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.

Additional Information – Science

Students will study at least one GCSE in Science. You 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 separately.
For students seriously 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. you should take **either** Double Award Science **or** all three separate sciences. Taking all three sciences will limit your overall choice and perhaps make it more difficult for you take an Arts subject or one that is particularly enriching.

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 you have successfully studied and achieved a sufficiently high grade (generally a B) 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

You are asked to make an initial provisional, unstructured choice. Following this, subjects are placed into option blocks from which you should make your final GCSE choices in March. Option block choices are reviewed and amended annually to maximise pupil choice. You should understand that the limits imposed by option blocks **might** prevent your provisional combination of preferred GCSE courses, but this is unlikely. 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 best suit your career interests, personal interests and aptitudes. **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 provisional 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 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 March will not allow you to study certain subject combinations. This is unavoidable, but happens in a small 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.

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, Duke of Edinburgh Award, Scripture Union, choir, orchestra, sport etc. Doing this will make you more connected to school and provide an outlet for physical exercise and general wellbeing

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

Mr KL Dawson

Deputy Principal

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 DHS 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/Coordinator if needed.

GCSE and A-Level examination results for the different subjects offered can be found on the School website (www.downhighschool.org.uk) under the section "Curriculum"

GCSE SUBJECT: Art and Design	EXAM BOARD CCEA	

SUBJECT AIMS:
- Actively engage in the creative process of art, craft and design to develop as effective and independent learners; become critical and reflective thinkers with enquiring minds;
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products and become confident in taking risks and learn from experience when working with ideas, media, materials, processes and technologies
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Acquire and develop technical skills through working with a broad range of media, materials and techniques
- Develop an awareness of the purposes, intentions and functions of art, craft and design

SPECIFICATION SUMMARY
Component 1 (consists of Part A and Part B)
Part A: Exploratory Portfolio Controlled assessment, internally set and assessed, and externally moderated by CCEA

The students will explore and understand the formal visual elements. They will develop their ability to experiment in a number of different artistic disciplines e.g. ceramics, print, stitch etc. They will present an Art portfolio that demonstrates learning and progress in their chosen media.
Part A is worth 25% of the final GCSE mark

Part B: Investigating the Creative and Cultural Industries Controlled assessment, internally set and assessed, and externally moderated by CCEA

The students will be given a collection of design briefs based on examples from the controlled assessment booklet provided by CCEA. They will document their research of other artist's work, demonstrate the development of their idea in a chosen medium and produce an outcome in response to the initial brief.

Component 2:
Externally Set Assignment Controlled assessment, externally set, internally assessed and externally moderated by CCEA

The students will develop ideas in response to the stimulus paper released in early January. They must complete a minimum of 20 hours preparatory work in response to the theme and must produce and complete a final outcome based on this preparatory work within a set period of ten hours.

SKILLS PROMOTED:
Self-Management, Working with Others, Self-expression, Creativity and Problem Solving
Students will be encouraged to, for example: • record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks.
 • plan their 10-hour examination period;
• share materials and resources and consider health and safety guidelines;
 • participate effectively in teams when developing collaborative artworks or consulting with clients on a brief or artists in their work place;
 • explore a theme or compare the work of artists or designers;
 • respond to the demands, constraints and parameters of set briefs, projects or commissions.

EMPLOYABILITY:
. The study of Art and Design creates a pathway to a future career in the creative industries. The creative industries are one of the fastest growing sectors of the UK economy. In Northern Ireland creative industries employ over five percent of the entire workforce contributing nearly £1bn GVA. Northern Ireland has world leading expertise in the sector including:
Advertising, Architecture, Craft design (ceramics/jewellery), Graphic design, Product design, Creative technologies (video games/animation/software design), Filmmaking (make-up/ costume/ set design), Fashion design, Textile design, Museums and galleries, Photography and Visual arts.
A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

For further information, please contact:	A McCluskey HOD

GCSE SUBJECT: Biology	EXAM BOARD CCEA	

SUBJECT AIMS:
- 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.

GCSE TOPICS:
- **Cells, Living processes and Biodiversity.**
- **Osmosis, Body systems, Genetics, Microorganisms and Health.**
- **Practical skills.**

ASSESSMENT (including weighting):

Paper 1:1Hr 15min written paper worth 35% of GCSE

Paper 2: 1Hr 30min written paper worth 40% of GCSE

Practical Assessment: Booklet A: Two pre-release practicals worth 7.5%
             Booklet B: One Hour external written exam worth 17.5%

SKILLS PROMOTED:
- **Practical methodology.**
- **Analysis and application.**
- **An appreciation of the complex nature of life.**

EMPLOYABILITY:
- It opens doors into disciplines and careers such as: **Research, Health Care, Environmental management and conservation, Education, Biotechnology, Forensic science, Politics and policy, Business and industry, Economics, Mathematics,** and **Science writing and communication.**
- STEM opportunities; Live communication with scientists and hands on experience of using latest laboratory techniques.

For further information, please contact:	Mrs Rachel Wilson, Head of Biology.

GCSE SUBJECT: DA Biology	EXAM BOARD CCEA	

SUBJECT AIMS:
- 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.

GCSE TOPICS:
- **Cells, Living processes and Biodiversity.**
- **Osmosis, Body systems, Genetics, Microorganisms and Health.**
- **Practical skills.**

ASSESSMENT (including weighting):

Paper 1:1Hr written paper worth 11% of DA GCSE

Paper 2: 1Hr 15min written paper worth 14% of DA GCSE

Practical Assessment: Booklet A: One pre-release practical
                        Booklet B: One 30min external written exam
                        The practical component contributes towards 25% of total DA mark, in conjunction with Chemistry and Physics.

SKILLS PROMOTED:
- **Practical methodology.**
- **Analysis and application.**
- **An appreciation of the complex nature of life.**

EMPLOYABILITY:
- It opens doors into disciplines and careers such as: **Research, Health Care, Environmental management and conservation, Education, Biotechnology, Forensic science, Politics and policy, Business and industry, Economics, Mathematics,** and **Science writing and communication.**
- STEM opportunities; Live communication with scientists and hands on experience of using latest laboratory techniques.

For further information, please contact:	Mrs Rachel Wilson, Head of Biology.

GCSE SUBJECT: Business Studies	EXAM BOARD CCEA	

SUBJECT AIMS:
• develop a lifelong interest in and enjoyment of business subjects;
• use an enquiring, critical approach to distinguish facts from opinions, to form
  arguments and make informed judgements;
• develop and apply their knowledge, understanding and skills to understand
  today's business issues in local, national and global contexts;
• appreciate the perspectives of different stakeholders in business-related
  activities;
• consider the extent to which business activity can be ethical and sustainable; and
• understand the changing use of technology in business.

GCSE TOPICS:
- **Unit 1 Starting a Business**
  - Creating a business
  - Marketing
  - Business Operations
- **Unit 2 Developing a Business**
  - Human Resources
  - Business Growth
  - Finance
- **Unit 3 Planning a Business**
  - Business plan

ASSESSMENT (including weighting):

Paper 1: Starting a Business 1 hour 30 mins – 40% (Assessed at the end of Year 11)

Paper 2: Developing a Business 1 hour 30 mins – 40% (Assessed at the end of Year 12)

Controlled Assessment
Synoptic assessment that involves a 12 hour research task in Booklet A. In February, Booklet B is released, and a 1 hour exam is completed using the research gathered. 20% of overall GCSE.

SKILLS PROMOTED:
AO1 recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
AO2 apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
AO3 analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

EMPLOYABILITY:
A course based on this specification can contribute to developing young people as individuals and participants in society, the economy and the workplace.

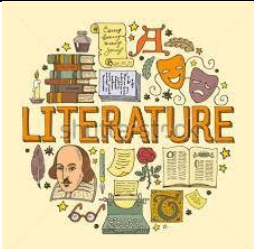| **For further information, please contact:**	Mr.Simpson (Cordinator of Business Studies)

GCSE SUBJECT: **Chemistry**	EXAM BOARD **CCEA**	

SUBJECT AIMS:

- To develop a knowledge and understanding of the material world.
- To develop and apply their knowledge and understanding of the nature of science and of the scientific process.
- To develop and apply observational, practical, enquiry and problem-solving skills, and develop an ability to assess potential risk.
- To develop their ability to evaluate claims based on Chemistry through critical analysis of the methodology, evidence and conclusions.

GCSE TOPICS:

Unit 1-Year 11	Unit 2 – Year 12
- Atomic Structure - Bonding, Structure and Nanoparticles - Formula and Equations - The Periodic Table - Quantitative Chemistry - Acid, Bases and Salts - Chemical Analysis - Solubility	- Reactivity Series of Metals - Redox, Rusting and Iron - Rates of Reaction - Equilibrium - Organic Chemistry - Quantitative Chemistry - Electrochemistry - Energy Changes - Gas Chemistry

ASSESSMENT (including weighting):

		%	Type of Assessment
Unit 1 (Year 11)	**Paper 1**	35%	Exam May - Year 11
Unit 2 (Year 12)	**Paper 2**	40%	Exam May / June Year 12
Unit 3 Practical Skills	**Booklet A (Practical)**	7.5%	Jan – May - Year 12 Practical in school
	Booklet B (Written)	17.5%	Exam May / June Year 12

SKILLS PROMOTED:

Chemistry helps to develop thinking skills, problem-solving skills, mathematical skills, analytical skills along with competence and ability in practical. Chemistry also develops adaptability, creativity, curiosity, tenacity and communication skills.

EMPLOYABILITY:

Careers in chemistry are everywhere. Chemistry is essential for careers in Chemical Sciences, Medicine, Veterinary Science, Dentistry, Pharmacy, Pharmaceutical Industry and Chemical Engineering. Many other disciplines like Law, Accountancy, Food Science, Physiotherapy and Nursing welcome students with a background in chemistry.

For further information, please contact:	**Mrs H Hamilton**

GCSE SUBJECT: Digital Technology (Multimedia Route)	EXAM BOARD: CCEA	

SUBJECT AIMS:
- To prepare students with a wide range of digital skill and prepare them for future learning
- To develop and evaluate digital technology based solutions to solve problems;
- To develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- To develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;

GCSE TOPICS:

Unit 1: Digital Technology
- Representing data, images and sound and understand data portability
- Software (system, utility and application software)
- Database applications (database objects, structure, validation and data analytics)
- Spreadsheet applications (spreadsheet key elements, data modelling, charts and macros)
- Computer hardware and network technologies (types of networks, topologies etc.)
- Cyberspace, network security and data transfer and cloud technology
- Ethical legal and environmental impact of digital technology on wider society

Unit 2 & Unit 3: Digital Authoring
- Digital applications (Gaming, E-commerce, online banking and online training)
- Designing solutions (prototypes, documentation, storyboarding, data modelling)
- Digital development considerations (accessibility, cross platform compatibility)
- Multimedia applications (multimedia authoring, scripting, HTML, multimedia elements)
- Database development (structure, SQL, complex reports, macros and data integrity)
- Significance of testing and developing of appropriate test plans
- Evaluation of digitally authored systems against a set of user requirements

ASSESSMENT (including weighting):
Unit 1: Digital Technology (Core) (30% of total GCSE)
Unit 2: Digital Authoring (40% of total GCSE)
Unit 3 (Controlled Assessment): Digital Authoring Practice (30% of total GCSE)

SKILLS PROMOTED:
- Effective communication (interpret, analyse and present information)
- Numeracy (understanding mathematical language, calculations, estimations, interpretation of results and present data in a variety of formats)
- Self-management (planning, target setting, monitoring and reviewing progress and effectively managing time)
- Working with others (learn with and from others and influence group thinking and decision making)
- Problem solving and ICT capabilities

EMPLOYABILITY:
There are opportunities for IT and computing graduates across all industries, including retail, financial services, telecommunications, broadcast media, digital media, manufacturing, transport, tourism, the public sector and healthcare – with strong growth and demand in cyber security, mobile development, cloud computing and the management of big data.

For further information, please contact:	**Mrs K Stuart** **kstuart688@c2ken.net**

GCSE SUBJECT: Digital Technology (Programming Route)	EXAM BOARD: CCEA	

SUBJECT AIMS:
- To prepare students with a wide range of digital skill and prepare them for future learning with a focus on programming
- To develop and evaluate digital technology based solutions to solve problems using Visual Studio and C# programming language;
- To develop their understanding of current and emerging technologies;
- To develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;

GCSE TOPICS:

Unit 1: Digital Technology
- Representing data, images and sound and understand data portability
- Software (system, utility and application software)
- Database Applications (database objects, structure, validation and data analytics)
- Spreadsheet Applications (spreadsheet key elements, data modelling, charts and macros)
- Computer Hardware and Network Technologies (types of networks, topologies etc.)
- Cyberspace, network security and data transfer and Cloud Technology
- Ethical legal and environmental impact of digital technology on wider society

Unit 4 & Unit 5: Digital Authoring
- Contemporary trends in software development
- Digital data (data storage, units of data, binary number systems, ASCII and Boolean logic
- Digital design principles (algorithms, pseudocode and flow diagrams)
- Programming constructs (sequence, selection, iteration, arrays, string manipulation, methods and file handling)
- Simple error handling techniques (validation, syntax errors, logical error and error trapping)
- Developing test plans and testing a solution
- Evaluation of digitally authored systems against a set of user requirements

ASSESSMENT (including weighting):
Unit 1: Digital Technology (Core) (30% of total GCSE)
Unit 4: Digital Development (40% of total GCSE)
Unit 5 (Controlled Assessment): Digital Development Practice (30% of total GCSE)

SKILLS PROMOTED:
- Effective communication (interpret, analyse and present information)
- Numeracy (understanding mathematical language, calculations, estimations, interpretation of results and present data in a variety of formats)
- Self-management (planning, target setting, monitoring and reviewing progress and effectively managing time)
- Working with others (learn with and from others and influence group thinking and decision making)
- Problem solving and ICT capabilities

EMPLOYABILITY:
There are opportunities for IT and computing graduates across all industries, including retail, financial services, telecommunications, broadcast media, digital media, manufacturing, transport, tourism, the public sector and healthcare – with strong growth and demand in cyber security, mobile development, cloud computing and the management of big data.

For further information, please contact:	**Mrs K Stuart** **kstuart688@c2ken.net**

GCSE SUBJECT: Drama	EXAM BOARD CCEA	

SUBJECT AIMS:
- Drama develops self-confidence, self-esteem, while simultaneously contributing to development in the areas of language skills and effective communication.
- Drama helps and contributes to self-development, as well as the attainment of an academic qualification.

GCSE TOPICS:

Component 1   **Devised Drama** (based on stimulus material provided by CCEA) in the performance style of Bertolt Brecht; a 2000-word Student Log is completed alongside this Component, outlining the entire process from the selection of stimulus to final performance

Component 2   **Scripted Performance** (published scripts selected by students under the guidance of the Drama Teacher) in the performance style of Naturalism

These are the practical components with C1 taking place in year 11 and C2 in year 12. They are exciting aspects of the course offering pupils the chance to develop the essential skills of self-management and working with others. Students organise themselves into groups, carry out research, organise schedules (both in school and after school) that incorporate specific rehearsal techniques, meet crucial deadlines and, ultimately, communicate their ideas and characters in a most creative manner to an audience of their peers. Both performances are recorded; C1 recording is sent to CCEA for Moderation; a visiting Moderator will be in the audience for C2.

Component 3   **Written Exam** (1 hour and 30 minutes)
                Three questions based on the set text, *Blood Brothers*, Willy Russell

SKILLS PROMOTED:
GCSE Drama 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.

EMPLOYABILITY:
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 and analytical in their thinking and imaginative in their expression. Confidence, the ability to work with others and presentation skills are highly sought in the world of work.

For further information, please contact:	**Miss Mills (Acting Head of Drama)**

GCSE SUBJECT: English Language	EXAM BOARD CCEA	

SUBJECT AIMS:

This specification aims to encourage students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of texts, including multi-modal texts;
- use reading to develop their own skills as writers;
- understand the patterns, structures and conventions of written and spoken English;
- understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- select and adapt speech and writing to different situations and audiences.

GCSE TOPICS:

- Writing for Purpose and Audience
- Reading to Access Non-Fiction and Media texts
- Personal or Creative Writing
- Reading Literary and Non-Fiction Texts
- Speaking and Listening (Individual Presentations, Group Discussions, Role Plays)
- Studying Spoken Language
- Studying Written Language

ASSESSMENT (including weighting):

Paper 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts (30%)

Paper 2: Personal or Creative Writing and Reading Literary and Non-Fiction Texts (30%)

Controlled Assessment: Speaking and Listening (20%) and Studying Spoken and Written Language (20%)

SKILLS PROMOTED:

- Communication
- Using ICT
- Self-management
- Working with others
- Problem solving
- Managing information
- Being creative

EMPLOYABILITY: GCSE English Language is an essential subject for most pathways to a career. It provides various core skills which are invaluable for the world of work and life in general. These include communication skills, the ability to read critically, analytical skills, the ability to write well and countless others.

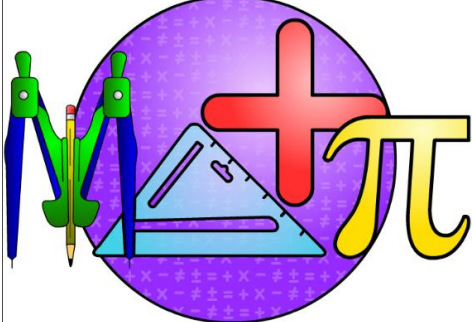| For further information, please contact:	Mrs S. Cooper

GCSE SUBJECT: English Literature	EXAM BOARD CCEA	

SUBJECT AIMS:

This specification aims to encourage students to:

- become critical readers of prose, drama and poetry;
- develop the ability to analyse the impact of language, structure and form in a range of texts;
- connect ideas, themes and issues in a range of texts;
- explore contexts and experience different times, cultures, viewpoints and
- situations in texts; and
- read for enjoyment and nurture a lifelong love of literature.

GCSE TOPICS:

- The Study of Prose (*Of Mice and Men* or *To Kill A Mockingbird*)
- Unseen 19th Century Prose
- The Study of Drama (*An Inspector Calls; Juno and the Paycock* or *Blood Brothers*)
- The Study of Poetry ('Identity' cluster)
- The Study of Shakespeare

ASSESSMENT (including weighting):

Paper 1: The Study of Prose and Unseen 19th Century Prose (30%)

Paper 2: The Study of Drama and Poetry (50%)

Controlled Assessment: The Study of Shakespeare (20%)

SKILLS PROMOTED:

- Communication
- Using ICT
- Self-management
- Working with others
- Managing information

EMPLOYABILITY: GCSE English Literature is a subject which is highly regarded by employers. It provides various skills which are invaluable for the world of work and for life in general. These include communication skills, the ability to read critically, analytical skills, the ability to write well and countless others.

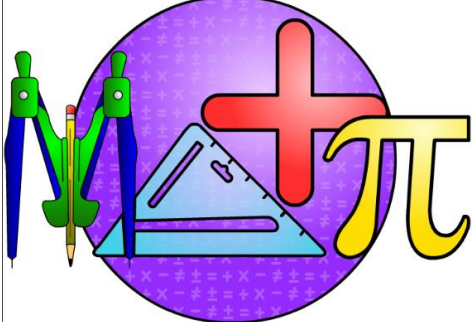| For further information, please contact:	Mrs S. Cooper

GCSE SUBJECT: Food and Nutrition	EXAM BOARD CCEA	

SUBJECT AIMS:
Pupils will 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.

GCSE TOPICS:
- Food provenance processing and production
- Food and nutrition for good health
- Priority health issue
- Nutrition and dietary needs
- Food safety
- Quality assurance
- Factors affecting food choice
- Being an effective consumer
- Resource management
- Food preparation, cooking and presentation skills

ASSESSMENT (including weighting):
Exam Paper:
There is one 2 hour examination. The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.
This examination is worth **50%** of the final GCSE grade.

Controlled Assessment:
Pupils carry out a task that develops unique transferable skills. They research the given task title (released by CCEA in September of Year 12) and various viewpoints on it. They choose and justify a range of dishes which are planned and prepared in 3 hours under exam conditions. 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 controlled assessment task is worth **50%** of their final GCSE grade.

SKILLS PROMOTED:
Practical cookery skills, Working with others, Problem solving, Communication Self-management, Using ICT

EMPLOYABILITY:
Nutrition and Food Science is very useful in relation to jobs in the Agri-Food sector, one of employment sectors in the Northern Ireland economy experiencing the strongest growth.

For further information, please contact:	Mrs McKee Head of Department

GCSE SUBJECT: French	EXAM BOARD CCEA	

SUBJECT AIMS:
- develop the confidence to communicate effectively in French;
- develop knowledge of and an enthusiasm for language learning skills
- develop awareness and understanding of French-speaking countries and communities
- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study.

GCSE TOPICS:

1. Identity, Lifestyle & Culture – family, relationships, social media, new technology, hobbies, culture and customs

2. Local, National, International and Global Areas of Interest – local area and wider environment, community involvement, social and global issues, travel and tourism

3. School Life, Studies and the World of Work

ASSESSMENT (including weighting):

4 papers – Listening / Speaking / Reading / Writing – each 25%

SKILLS PROMOTED:
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.

EMPLOYABILITY:

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.
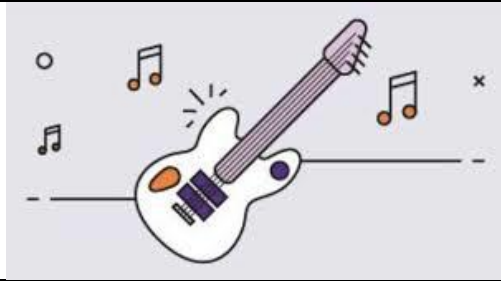
For further information, please contact:	**L Brown**

GCSE SUBJECT: Geography	EXAM BOARD CCEA	

SUBJECT AIMS:
• to develop as effective and independent learners and as critical thinkers with enquiring minds;
• to develop knowledge and understanding of geographical concepts and appreciate how these affect our changing world;
• to recognise the differences and similarities between people's views of the world, and its environments, societies and cultures;
• to develop responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
• to develop and apply learning to the real world through fieldwork and other learning outside the classroom;

GCSE TOPICS:
- River Environments: River features and the processes leading to their formation. The causes of flooding and evaluate a river management strategy, referring to the principles of sustainability.
- Coastal Environments: Coastal landforms and the processes leading to their formation. The need for coastal defences and evaluation of coastal management methods. Students also evaluate a coastal management strategy.
- Our Changing Weather and Climate: Causes of weather in the British Isles and how people deal with its impacts.
- The Restless Earth: the structure of the Earth. The impact of earthquakes. The potential impacts of a supervolcano eruption.
- Population and Migration: Topical issues such as push and pull factors in migration, barriers to migration and the challenges faced by both refugees and destination countries. Implications of aged and youth dependency.
- Changing Urban Areas: The issues facing inner cities in MEDCs as well as issues arising from rapid urbanisation in LEDCs.
- Contrasts in World Development: Differences in development between MEDCs and LEDCs, and the issues involved in measuring such differences. Topical issues such as globalisation, role of appropriate technology and fair trade.
- Managing Our Environment: Environmental impact of the increasing use of resources. Strategies to manage resources. Impacts of mass tourism and the role that ecotourism can play in protecting the environment. The causes and effects of global climate change.

ASSESSMENT (including weighting):
Paper 1: Understanding Our Natural World: 40%

Paper 2: Living in our World: 40%

Paper 3: Fieldwork: 20%

SKILLS PROMOTED:. Geography is very practical, with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your data response questions and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is a really important part of Geography. It will be a brilliant opportunity to experience some of the concepts you have learnt about in class.

EMPLOYABILITY: Geographers develop a whole range of employability skills including numeracy, teamwork through field trips, analytical skills and a technical ability through using various specialist computing applications such as Geographical Information Systems. The subject cultivates a world view and a cultural sensitivity. These all potentially help a geographer to stand out in the labour market. Employers love the mix of technical and social skills people get from studying Geography, which they see as very transferable, in other words, useful for a whole range of jobs. Eg. cartographer, emergency management specialist, environmental lawyer, surveyor, diplomat, landscape architect, human resources manager, transportation planner, agricultural policy advisor….and many, many more.

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

GCSE SUBJECT: HISTORY	EXAM BOARD CCEA	

SUBJECT AIMS:
- To develop pupils' knowledge and understanding of the past and how it has been interpreted
- To develop pupils' skills in communication, problem solving and critical analysis
- To encourage pupils to become effective and independent learners with enquiring minds.

GCSE TOPICS:

- Germany 1933-45
- Northern Ireland, Britain and Ireland 1965-98
- International relations 1945-2003

ASSESSMENT (including weighting):

Paper 1: Written examination   1 hour 45 mins   60%

Paper 2: Written examination   1 hour 15 mins   40%

SKILLS PROMOTED:
- Problem Solving
- Working with Others
- Managing Information
- Communication
- Self-Management

EMPLOYABILITY:

The skills developed in History are highly valued by a wide range of sectors and employers including Business, Administration, Law and the Media.
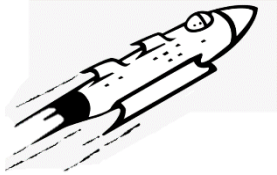
For further information, please contact:	**Mrs C Wood**

GCSE SUBJECT:	EXAM BOARD	
Mathematics	CCEA	

SUBJECT AIMS:
- To develop a positive attitude to Mathematics, including confidence, enjoyment and perseverance;
- To acquire and use problem solving strategies;
- To select and apply mathematical techniques and methods in every day and real-world situations;
- To reason mathematically, make deductions and inferences and draw conclusions;
- To interpret and communicate mathematical information in a variety of forms appropriate to the information and context;
- To achieve your full potential.

GCSE TOPICS:
- **Number**: Including fractions, decimals, percentages, factors, multiples, estimation, indices, ratio, proportion, surds, rational and irrational numbers, standard form, financial capability, binary, upper and lower bounds and Venn diagrams
- **Algebra**: Including expressions, solving linear equations, trial and improvement, rearranging equations, factorising, solving quadratic equations, algebraic fractions, simultaneous equations (linear and non-linear), graphs, using graphs to solve equations, sequences, distance-time graphs, equation of a straight line, direct and inverse proportion, equation of a circle.
- **Geometry and Measure**: Including angles and parallel lines, polygons, circle properties, perimeter, area, volume, units of measurement, compound units, transformation of shapes, similarity, constructions, loci, Pythagoras' theorem, trigonometry in 2D and 3D, sine and cosine rules,
- **Probability and Statistics**: Including Handling Data Cycle, Sampling, methods for displaying and representing data graphically, averages, dispersion, frequency tables, grouped frequency tables, cumulative frequency, probability of single and successive events, independent events, mutually exclusive events.

ASSESSMENT (including weighting):

Paper 1: One calculator paper either M3 or M4 in January of year 12 (45%)

Paper 2: Two papers (one calculator and one non-calculator) either M7 or M8 in June of year 12 (55%)

SKILLS PROMOTED:
Analytical, Problem solving, Numerical, Investigative, Communication, IT, Logical thinking, Teamwork, Perseverance, Critical thinking, Time management, Independent work

EMPLOYABILITY:
Engineering, accountant, actuary, software developer, computer programmer, game designer, doctor, pharmacist, research, teacher, statistician, systems analyst, pilot, financial planner, banking, government, space/aircraft industry.

For further information, please contact:
- Your class teacher.
- Ms A Droogan (Head of Mathematics Department)

GCSE SUBJECT: Further Mathematics	**EXAM BOARD** CCEA	

SUBJECT AIMS:
- To develop a love of Mathematics;
- To further develop mathematical knowledge, skills and understanding;
- To select and apply mathematical techniques and methods to mathematical, every day and real-world situations;
- To reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- To design and develop mathematical models that allow you to use problem-solving strategies and apply a broader range of mathematics to a variety of situations;
- To act as a stepping stone in preparation for AS/A2 level mathematics;
- To help students progress to other subjects that require higher mathematics skills and knowledge.

GCSE TOPICS:
- **Pure Mathematics**: Algebraic fractions, Algebraic manipulation, Completing the square, Simultaneous equations, Quadratic inequalities, Trigonometric equations, Differentiation, Integration, Logarithms, Matrices;

- **Mechanics:** Kinematics, Vectors, Forces, Newton's laws of motion, Moments;

- **Statistics:** Central tendency and dispersion, Probability, Binomial distribution, Normal distribution, Bivariate analysis.

ASSESSMENT (including weighting):

Paper 1: Pure Mathematics (50%) Summer year 12
Paper 2: Mechanics (25%) Summer year 12
Paper 3: Statistics (25%) Summer year 12

SKILLS PROMOTED:

Analytical, Problem solving, Numerical, Investigative, Communication, IT, Logical thinking, Teamwork, Perseverance, Critical thinking, Time management, Independent work.

EMPLOYABILITY:
Engineer, Accountant, Actuary, Software Developer, Computer Programmer, Game Designer, Doctor, Pharmacist, Research, Teacher, Statistician, Systems Analyst, Pilot, Financial Planner, Banking, Government, Space/Aircraft industry.

For further information, please contact:
- Your class teacher.
- Ms A Droogan (Head of Mathematics Department)

GCSE SUBJECT: MOVING IMAGE ARTS	EXAM BOARD: CCEA	

SUBJECT AIMS:
- develop an understanding of how an animation or live action film is created in both theory and practice
- develop ideas for your own moving image course work through investigating and experimenting with filmmaking and animation techniques and processes
- develop new technical skills through the use of camera equipment, lighting, creating set designs, and using editing and sound software.

GCSE TOPICS:
- Film language – learning about camera technique, editing, lighting, mise en scene and sound through study of six different film genre in both practical and theory
- Research and analysis of other filmmakers' techniques and processes
- Creative production and planning skills for designing scripts, shotlists and storyboards
- Technical production through practical filmmaking and editing
- Industry practices and professional roles and responsibilities within the filmmaking world

ASSESSMENT (including weighting):

Controlled Assessment 1: 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.

Controlled Assessment 2: 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, plan and make a moving image product. This component is worth 40% of the overall mark.

Paper 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. 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.

SKILLS PROMOTED:
Creativity, planning and organisation, team work, leadership, independent learning, time management, resourcefulness, technical literacy, research, analysis and evaluative skills

EMPLOYABILITY:
Moving Image Arts is a key driver of the creative industries. It provides a solid foundation for progressing to GCE AS/A2 Moving Image arts and other subject related qualifications and is an ideal course for any student wanting to pursue a career in film, TV, games development or internet content provision.

For further information, please contact:	**Mrs Trainor**

MUSIC GCSE	CCEA	

SUBJECT AIMS:

If you are someone who has talent as a performer, who enjoys composing their own music, who is interested in music technology or who simply loves music of any description, GCSE Music offers a way to develop their potential and develop a lifelong enjoyment of music.

GCSE TOPICS:
- Popular Music from the 80s to the present day
- Film Music
- Western Classical Music (1600-1910)
- Musical traditions in Ireland

These will be studied through a mixture of listening, performing, learning about set works and composition.

nb the practical component of the course requires Students perform a grade three standard piece by the end of the course. Not learning an instrument currently should not be considered a bar to entry from the course.

ASSESSMENT (including weighting):

Paper 1: Listening paper (35%)

Controlled Assessment: (65%)

- Composition: 2 Compositions to be completed in the second year of course (30%)
- Performing: 1 solo and 1 ensemble composition to be completed in the second year of course. (35%)

SKILLS PROMOTED:

- Develop the knowledge, understanding and skills needed to communicate effectively as a musician;
- Reflect critically on your own work and the work of others; and
- Progress to further study and/or employment.

EMPLOYABILITY:

- Instrumentalists, singers, accompanists, conductors, composers and arrangers.
- Music teaching jobs in Schools, Further education and in Music colleges and Peripatetically.
- Employment in the recording industry and media as a composer, producer or sound engineer or presenter or researcher
- Instrument making and repair
- Arts management, music publishing, musicology and music journalism

For further information, please contact:	Miss T Clarke (Head of Department)

GCSE SUBJECT: Physical Education	EXAM BOARD CCEA	

SUBJECT AIMS:
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.

GCSE TOPICS:
- **The body at Work**
- **Health and Lifestyle Decisions**
- **The Active Leisure Industry**
- **Developing Physical Fitness for Performance**
- **Developing Skilled Performance**

ASSESSMENT (including weighting):
Component 1: Factors Underpinning Health and Performance

External written examination1 hour 15mins. Students answer short response questions and questions that require extended writing.
100 marks

Component 2: Developing Performance
External written examination 1 hour 15mins. Students answer short response questions and questions that require extended writing.
100 marks (combined 50%)

Component 3: Individual Performances in Physical Activities and Sports
Controlled assessment
(a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports.
Students perform **three** physical activities and/or sports from the list that the board supply.
150 marks
(b) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances.
50 marks   50%

SKILLS PROMOTED: The ability to recall knowledge and demonstrate understanding. Apply concepts, principles and terminology. Analyse and interpret data and performance. Develop physical fitness and skill levels.

EMPLOYABILITY: A route to study Physical Education/Sport at a higher level; such as A levels or BTEC and lead to Higher Education in PE as well as to related career opportunities in the Health or Leisure sectors.

For further information, please contact:	B Heaney/M Irvine PE Dept.

GCSE SUBJECT: Physics & Double Award Physics	EXAM BOARD CCEA	

SUBJECT AIMS:
- Promoting a curiosity, whilst cultivating a deep understanding, about the world and space around us.
- Developing problem solving skills and thinking strategies, deepening criticality and clear thinking.
- Equipping pupils to become future leaders and thinkers, positively impacting upon society.

GCSE TOPICS:
- The Atom and Radioactivity including Nuclear Fission and Fusion
- Energy and Energy Resources, including renewables and non-renewables
- Density and Kinetic Theory
- Motion, including acceleration and graphical analysis of motion
- Forces including Newton's Laws, Pressure and Springs
- Waves including Light, Refraction and Optical Fibres and Lenses
- Electricity
- Electromagnetic Induction (magnetism, electricity and movement connected)
- Space, including the Solar System, Life Cycle of Stars and Black holes

ASSESSMENT (including weighting):

Paper 1: 37.5%: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion (Double Award 11% per subject)

Paper 2: 37.5%: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics (Double Award 14% per subject)

Papers 3A: Externally Assessed Prescribed (Practical) 7.5% (DA, 7.5% total)
Papers 3B: Externally Assessed Practical (Theory Paper) 17.5% (DA, 17.5% total)

NB: Double Award combined percentages; Unit 1 = 33%, Unit 2=42%, Unit 7 (Practical)=25% totalling 100% of the pupil's grade.

SKILLS PROMOTED:
- Developing logical and conceptual thinking skills
- Developing pupils' application of mathematics in a variety of problems
- Developing teamwork, leadership and communication skills
- Developing appreciation of reliability and the scientific method
- Developing initiative and problem-solving skills.

EMPLOYABILITY:
- Physics will never close any doors to any career, it's strength is that it demonstrates a pupils' ability to discern and use information in unseen situations. A highly sought after skill in engineering, medicine, academic, education, creative and financial sectors, amongst others.

For further information, please contact:	**Mr A. Miller (HoD)**

GCSE SUBJECT: Religious Studies	EXAM BOARD CCEA	

SUBJECT AIMS:
- 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 an important place in human culture.
- Studying religion in the classroom encourages pupils to ask 'ultimate questions' about their own lives and the way society works around them.

GCSE TOPICS: There are two main courses of study: Ethics and Christianity.

- **Ethics –** covered in Years 10/11 includes a study of the following topics: personal and family issues; matters of life and death; bioethics; contemporary issues in Christianity; modern warfare.

- **The Christian Churches –** taught in Year 12 includes a study of the following: the birth, development and beliefs of the church; church government; Christian worship; church architecture and furniture; church festivals; sacraments; the role of the church in contemporary society.

ASSESSMENT (including weighting):

Paper 1 (50% of grade): An Introduction to Christian Ethics 1hr 30 eaxm (taken early at the end of Year 11).

Paper 2 (50% of grade): Christianity (a study of the Catholic and Protestant traditions). This exam is taken at the end of Year 12.

SKILLS PROMOTED:
Analytical and strategic thinking; research skills; critical judgement; 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, media, medicine and the law.

EMPLOYABILITY:
Employers are keen to appoint young people who have developed a range of 'soft skills' that are central to the study of RS. These skills include personal communication/presentation, weighing up arguments, logical reasoning, teamwork and understanding of/empathy for others.

For further information, please contact:	NH Martin, Head of Religious Studies

GCSE SUBJECT: SPANISH	EXAM BOARD CCEA	

SUBJECT AIMS:
- develop the confidence to communicate effectively in Spanish;
- develop knowledge of and an enthusiasm for language learning skills
- develop awareness and understanding of Spanish-speaking countries and communities
- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study.

GCSE TOPICS:

1.   Identity, Lifestyle & Culture – family, relationships, social media, new technology, hobbies, culture and customs

2.   Local, National, International and Global Areas of Interest – local area and wider environment, community involvement, social and global issues, travel and tourism

3.   School Life, Studies and the World of Work

ASSESSMENT (including weighting):

4 papers – Listening / Speaking / Reading / Writing – each 25%

SKILLS PROMOTED:
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.

EMPLOYABILITY:
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.

For further information, please contact:	Mrs L Brown

GCSE SUBJECT: Technology and Design	EXAM BOARD: CCEA	

SUBJECT AIMS:
GCSE Technology & Design allows you to develop transferable skills, which will benefit you in vocational training and employment.
• It makes you aware of creative, engineering and manufacturing industries.
• It incorporates product design, and systems and control.
• It encourages you to be creative, innovative and prepared to take design risks.
• It makes you aware that high quality design and technology are important.

GCSE TOPICS:
- Unit 1: Technology and Design Core Content
- Unit 2: Optional Area of Study: A. Electronic and Microelectronic Control Systems
- Unit 3: Design and Manufacturing Project

ASSESSMENT (including weighting):

Paper 1: External written examination: 1 hour 30 mins. Students answer 10 questions from a core area of study – 25% of GCSE

Paper 2: External written examination: 1 hour 30 mins. Students answer questions from option A: Electronic and Microelectronic Control Systems – 25% of GCSE

Controlled Assessment: Students complete a design project comprising a design portfolio and an associated manufacturing task. Teachers mark the design project, and CCEA visit centres to carry out moderation.

SKILLS PROMOTED:
This qualification gives you opportunities to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The specification includes examples of how you can develop your skills in Using ICT, Using Mathematics, Communication, Self-Management, Working with Others and Problem Solving in ways that relate to GCSE Technology and Design.

EMPLOYABILITY:
With this qualification you can progress to a GCE in Technology and Design or on to higher and further education, where you can complete many qualifications ranging from civil engineering to product design. With the demand for apprenticeships in Northern Ireland, this qualification could provide you with the understanding and concepts you need for the world of work.

For further information, please contact:	Mr. M. Patton