

# Methodist College

## GCSE Courses

### Information Booklet

#### 2020 - 2021



**Advice and guidance to help you make an informed decision about your future.**

# INTRODUCTION

This booklet is intended to help you make decisions on your choice of subjects for GCSE. It includes up to date subject information so please read it carefully. It is one part of a Careers and Employability Programme designed to help you to choose the best subjects for your future.

## **Form 3 Employability and Careers Programme 2019 - 2020**

Date	Event
September to December 2019	Fortnightly Employability classes in LLW
September 2019	DEL Careers Talks in classes
December 2019	New subject talks in assemblies
Friday 17 <sup>th</sup> January 2020	Form 3 Careers Day
Wednesday 29 <sup>th</sup> January 2020	Form 3 Parents Information Evening
Monday 3 <sup>rd</sup> February 2020	Form 3 Parents Consultation
Friday 7 <sup>th</sup> February 2020	Deadline for Submission of Choices Form to your Class Tutor

## **What Will My Timetable in Form 4 and Form 5 Look Like?**

You will be offered the opportunity to take **10** subjects at GCSE with the subjects placed into two groups: the core group, which includes the subjects you **must** take, and the optional group from which you will be able to make a choice of two, three or four further subjects, depending on your precise choice within the core group.

### **The Core Group of Subjects is as follows:**

(a) English Language and English Literature.

(b) Mathematics. *Further Mathematics is offered as an option (please refer to pages 17 & 24)*

(c) Religious Education

(d) Science. It is recommended that pupils choose at least **two** separate Sciences. However, it is possible to choose to study, one Science following discussion with a member of the Careers Department in the College.

(e) Modern or Classical Languages

One of the following languages must be chosen: French, German, Russian, Spanish or Latin (pages 16, 20, 23, 31 and 32).

*A small number of pupils will be offered the opportunity to take LLW for GCSE instead of a Modern or Classical Language.*

(f) Non-GCSE PE and Games

(g) Learning for Life and Work

*A programme of workshops, events and seminars will be offered to all pupils focussing on Personal Development, Citizenship, Careers Education and Employability. Please note pupils will not take a GCSE examination in LLW as a result of following this programme.*

## **The Optional Subjects offered for September 2020 are as follows:**

Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Digital Technology (Multimedia or Programming), Drama, Economics, Food and Nutrition, French, Further Mathematics, Geography, Geology, German, Government & Politics, History, Latin, Motor Vehicle Road User Studies, Moving Image Arts, Music, PE, Physics, Russian, Spanish, Technology & Design.

You must choose either **TWO, THREE OR FOUR subjects**, depending on your Science choice. Optional subjects will be timetabled provided a large enough number of students opt for them.

### **Extra Subjects**

If you wish to study an additional subject to GCSE level independently, the College will seek to facilitate the presentation of the terminal examination. It will **not** be possible to facilitate those subjects taught outside the College which have controlled assessments or practical components. If a pupil wishes to attempt an 11<sup>th</sup> GCSE, the approval of the Principal should be sought in advance of the commencement of independent study.

### **The Entitlement Framework**

With more than 20 subjects to choose from, the range of GCSE subjects offered by the College is considerable. However, if you want to study a subject not delivered by the College but by a school in the South Belfast Area Learning Community or Belfast Metropolitan College, you should arrange an interview with Mr Gibson, the College's Entitlement Co-ordinator.

### **Developing Skills and Dispositions That Will Lead to Success**

Alongside your academic studies at Key Stage 4, it is also very important to take part in extra-curricular activities within, and outside, the College to develop skills and dispositions, such as time management and organisation, teamwork, creativity, dedication, resilience, adaptability, initiative and emotional intelligence, that will lead to success in your future.



**Mr S. Naismith,  
Principal**

# METHODIST COLLEGE BELFAST – SELECTION OF GCSE COURSES

NAME: \_\_\_\_\_

TUTOR GROUP: \_\_\_\_\_

CAREER IDEAS: \_\_\_\_\_

## COMPULSORY CORE

English Language, English Literature, Mathematics, Religious Education, Language, Science

## GCSE SELECTION FOR KEY STAGE 4

➤ **LANGUAGES – One language must be chosen from the following:**

FRENCH: ☐      GERMAN: ☐      RUSSIAN: ☐      SPANISH: ☐      LATIN: ☐

➤ **SCIENCE – Pick one, two or three sciences.**

BIOLOGY: ☐      CHEMISTRY: ☐      PHYSICS: ☐

**OPTIONAL SUBJECTS** (2, 3 or 4 depending on Science Choice)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**OPTIONAL SUBJECTS MUST BE CHOSEN FROM THE TABLE ON PAGE 2 OF THE BOOKLET.**

**ADDITIONAL COMMENTS:**

Signature of Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_



## Subject Overview

GCSE Art and Design develops pupils' understanding of how artists, craftspeople and designers work, as well as an awareness of how the creative and cultural industries operate. There is a focus on drawing as a fundamental process of Art and Design, and pupils will explore and experiment with a wide range of digital and traditional techniques and processes as part of their Controlled Assessment. They will have the opportunity to devise ideas for, and complete, an outcome of their choosing.

As observational drawing from real life forms an important part of this specification, pupils should normally have achieved a mark of 30 or more in the drawing section of the Form 3 Design Project to demonstrate they have the practical skills needed at GCSE level. Pupils choosing this subject for GCSE should have a good record of meeting coursework deadlines as strong organisational skills are essential. They should also be prepared to work independently to devise personal ideas.

## Content

### Component 1(Part A), Exploratory Portfolio:

Pupils develop experience in experimenting with a range of media and techniques and drawing processes, responding to the work of other artists

### Component 1 (Part B), Investigating the Creative and Cultural Industries:

Pupils develop ideas for, and create, a personal outcome, demonstrating an understanding of the creative industries

### Component 2:

#### Externally Set Assignment

Pupils work from a stimulus paper issued by CCEA

## Assessment

Component Controlled Assessment: 60%

Part A (Exploratory Portfolio) 25%

Part B (Investigating the Creative and Cultural Industries) 35%

Component 2: 40%

## What can you do with this subject?

### A levels

Art and Design

### Further Study

BTEC or other alternative to A Levels at FE College.  
Foundation or Specialist Degree courses post-A level.

Apprenticeships

### Possible Careers

A vast array of careers within the creative and cultural industries, either working as a self-employed practitioner or for a company.

## From a student:

"I found GCSE Art and Design a useful and informative subject; I learnt new techniques such as lino and mono printing, as well as getting to use media I would never have thought of, like Photoshop. You have freedom to choose what your outcome will be and I made an animation. It was really fun and I made friends who have the same interests as me. I also found it very therapeutic. The teachers are really helpful."



## Subject Overview

The CCEA course in GCSE Biology provides a broad, coherent and practical course that develops confidence in, and a positive view of, science. It encourages students to appreciate the value of science in their lives and in the wider world around them. The specification allows students to develop practical skills as well as a knowledge of science. It improves their understanding of the relationship between hypotheses, evidence, theories and explanation. It also gives students opportunities to apply their knowledge and understanding of the nature of science and the scientific process.

### Content

**Unit 1:** Cells, Living Processes and Biodiversity

**Unit 2:** Body Systems, Genetics, Microorganisms & Health

**Unit 3:** Practical Skills – controlled assessment

### Assessment

**Unit 1:** External written examination lasting 1 hour 15 minutes. (35% of GCSE)

**Unit 2:** External written examination lasting 1 hour 30 minutes. (40% of GCSE)

**Unit 3:** Practical Skills Assessment involving 2 hour practical session in school and External written examination lasting 1 hour (25% of GCSE)

## What can you do with this subject?

### A levels

Biology is often studied with one or more other science subjects, but many students study it as their only Science at A-level.

### Further Study

Biological Sciences, Zoology, Genetics, Ecology, Botany, Marine Biology, Environmental Sciences.

### Possible Careers

Medicine/Dentistry/Veterinary Medicine, Wildlife Management, Biological Research, Conservationist.

## From a student:

“I have always really enjoyed wildlife programmes on TV. I loved Biology in junior school because it was relevant to me. There are always lots of fun experiments and the topics are really interesting. I studied it because I would like to continue to study Biology for A-level”.

## Subject Overview

Business Studies helps students understand more about how and why businesses operate in the way that they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media. As well as developing students' knowledge and understanding of the world of business, this course aims to encourage students to:

- 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;
- understand the changing use of technology in business.

Throughout the course, the students will hear guest speakers and have the opportunity to visit businesses to see how theory learnt in the classroom can be carried across into the real business world.

## Content

### Unit 1:

- Creating a Business
- Marketing
- Business Operations

### Unit 2:

- Human Resources
- Business Growth
- Finance

### Unit 3:

- Business Plan

## Assessment

**Unit 1:** External written exam - 1 hour 30 minutes - Weighting 40%

**Unit 2:** External written exam - 1 hour 30 minutes - Weighting 40%

**Unit 3:** Controlled assessment - Weighting 20%

## What can you do with this subject?

Many students continue to study Business Studies at A Level in the College. It also continues to be one of the most popular university and career pathways for students leaving Methodist College. It will provide students with an excellent broad based preparation for careers and degrees in management, accountancy, product development, marketing, investment banking, international business, finance, actuary, retail or simply running your own business.

There is a big emphasis in the teaching of the course in developing key skills such as organisation, critical-thinking and communication. The development of such transferrable skills is key in preparing students for the demands of future employment where there is a need for a flexible and adaptable workforce.

## From a student:

"I really enjoyed studying Business Studies. Learning topics such as Human Resources, Finance and Business Operations has allowed me to gain an insight into how to run a business successfully. In addition, it has allowed me to develop the key skills needed in all aspects of a work life environment, whether in Business or any career pathway. Undertaking Business Studies at GCSE has given me a genuine interest in Business and made me want to go on to study it at A Level. I have also started to look into business-related courses at university."



## Subject Overview

GCSE Chemistry develops students' knowledge and understanding of the material world and the effects of chemistry on society. Students learn about organic chemistry, quantitative chemistry and electrochemistry. They apply their understanding of the scientific process in the laboratory and develop their observational and problem-solving skills.

### Content

**Unit 1:** Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

**Unit 2:** Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

**Unit 3:** Practical Skills

### Assessment

**Unit 1:** 1 hour 15 minutes theory paper 35%

**Unit 2:** 1 hour 30 minutes theory paper 40%

**Unit 3:** Booklet A (2 hour practical skills assessment)  
7.5%  
Booklet B (1 hour practical theory examination)  
17.5%

## What can you do with this subject?

### A levels

Chemistry

### Further Study

Chemistry, Biomedical Sciences, Medicine, Dentistry, Veterinary Science, Forensic Science

### Possible Careers

Chemistry teacher/lecturer, Pharmacist, Medicine, Dentistry, Veterinary Medicine, Veterinary Technician, Forensic Scientist

## From a student:

"I enjoy learning about how important chemistry is in the world around us and finding out the chemistry behind many everyday items, such as metals and plastics. I particularly like the practical aspect of the subject, which helps me understand the theory being taught. This STEM subject will be useful to me in the future."



## Subject Overview

GCSE Classical Civilisation provides pupils with an opportunity to study Greek and Roman topics and sources, including both literature and visual/material culture. No knowledge of Latin or Greek is required. The two areas of study are 'Myth and Religion' and 'Roman City Life'. In addition to learning key factual information, pupils explore a wide selection of specified sources, ranging from the satires of Horace and Juvenal, the letters of Pliny and the poems of Homer, Ovid and Virgil to well-known buildings such as the Parthenon in Athens, the Pantheon in Rome and those found in Pompeii, Herculaneum and Ostia. As well as gaining a knowledge and understanding of aspects of the classical world, pupils have the opportunity, through responding to and engaging with the range of sources and ideas, to develop readily transferable, analytical skills, become effective and independent learners and critical and reflective thinkers and produce informed responses to support an argument. Pupils have the chance (subject to demand) to further their studies on the Middle School Classics Trip to Rome, Pompeii, Herculaneum, Naples, Paestum and Mount Vesuvius.

## Content

### **Unit 1 – Thematic Study: Myth and Religion.**

Pupils look at religious beliefs both in Greece and Rome and cover a range of topics such as the names and responsibilities of the various gods, the myths about the founding of Athens and Rome, the importance of Heracles/Hercules, information about the Underworld and the role of religion in the everyday lives of Greeks and Romans including festivals, sacrifices, temples and beliefs about death and the afterlife.

### **Unit 2 – Literature and Culture: Roman City**

**Life.** Pupils explore what everyday life was like in Roman cities, with a particular focus on the Imperial period. Areas covered include the housing of rich and poor, family relationships, education, society, senators, slavery and leisure and entertainment (i.e. dinner parties, gladiators, theatres, baths and chariot-racing).

## Assessment

Two written papers are taken at the end of Fifth Form.

**Unit 1** (1 hour 30 minutes) – 50%.

**Unit 2** (1 hour 30 minutes) – 50%.

Examination paper questions are varied and range in length from short answers to essays. Source-based questions appear on both of the papers.

There is no coursework/controlled assessment.

Grades are awarded on the 9-1 scale.

<https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/specification-at-a-glance/>

## What can you do with this subject?

### **A levels**

Classical Civilisation is available as an A Level subject, which contains literary, political and historical topics.

### **Further Study**

Classical Civilisation can be studied at degree level on its own or in combination with other subjects.

### **Possible Careers**

The transferable skills gained are useful in a wide range of occupations such as author, historian, teacher, lecturer, civil servant, journalist, researcher, politician, diplomat and lawyer.

## From a student:

"Classical Civilisation has been an enjoyable subject to study due to the varied areas of the Greek and Roman worlds covered. It has been interesting to read through facts and sources about Roman life and to look at how the Greeks and Romans viewed religion and mythology. I have developed my ability to interpret sources and have improved my essay writing skills. The textbook is very helpful. I found the trip to Italy particularly useful as we got to walk through and examine many of the buildings which are on the GCSE course."



## Subject Overview

Pupils who choose DT (Multimedia) will take a core written examination which is also taken by the DT (Programming) pupils. This theory unit includes: digital data, software, hardware, networks, cloud technology, ethics and legislation.

The Multimedia route will also involve an examination on the following multimedia specific topics: designing solutions, digital development considerations, multimedia applications & authoring, database development and testing & evaluation of systems.

The course will include a controlled assessment relating to multimedia applications, for example HTML and databases.

## Content

**Unit 1:** Digital Technology

**Unit 2:** Digital Authoring Concepts

**Unit 3:** Digital Authoring Practice

## Assessment

**Unit 1:** 1 hour – written examination – 30%

**Unit 2:** 1 hour 30 mins – written examination – 40%

**Unit 3:** Controlled assessment – 30%  
(pupils design, develop and test digital multimedia systems)

## What can you do with this subject?

### A levels

- ICT
- Computer Science
- Facilitates a range of other subjects

### Further Study

- Degrees (e.g. Business Information Technology)
- Apprenticeships e.g. finance companies
- Diverse range of options

### Possible Careers

<https://bringitonni.co.uk/>

<https://www.computerscienceonline.org/information-technology/>

## From a student:

“Studying DT has opened up a wide range of career paths for me. It has also given me transferable knowledge for whatever career I decide to follow in the future. I have really enjoyed showing my creativity in the website design for my Controlled Assessment.”



## Subject Overview

Pupils who choose DT (Programming) will take a core written examination which is also taken by the DT (Multimedia) pupils. This theory unit includes the following topics: digital data, software, hardware, networks, cloud technology, ethics and legislation.

The Programming route will also involve an examination on the following programming specific topics: trends in software development; digital data, design principles, programming constructs, error handling, testing and evaluation of systems.

The course will include a controlled assessment requiring the pupil to design, develop, test and evaluate a solution to a scenario-based task provided by CCEA.

## Content

**Unit 1:** Digital Technology

**Unit 4:** Digital Development Concepts

**Unit 5:** Digital Development Practice

## Assessment

**Unit 1:** 1 hour – written examination – 30%

**Unit 4:** 1 hour 30 minutes – written examination – 40%

**Unit 5:** Controlled assessment – 30%  
(pupils design, develop and test coded solutions when creating digital systems)

## What can you do with this subject?

### A levels

- Computer Science
- ICT
- Facilitates a range of other subjects

### Further Study

- Degrees (e.g. Computer Forensics)
- Earn As You Learn schemes (e.g. Kainos)
- Apprenticeships (e.g. Deloitte Brightstart)

### Possible Careers

[www.bcs.org](http://www.bcs.org)

<https://www.careers.ox.ac.uk/computing-it/>

## From a student:

“Through my study of DT, I have improved my problem solving skills. The Controlled Assessment task has allowed me to design and program a solution to a real-life problem. It is exciting to think that the career I might choose in the future currently does not exist. The course has also allowed me to see that there is more to the computing industry than just programming.”



## Subject Overview

This specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. This specification ensures continuity for students progressing from GCSE Drama to A-level Drama and Theatre. Students who go on to A-level have already studied a whole set text for the written paper, and have learned the skills required to review a live theatre production and interpret key extracts.

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course. Grades are awarded on the 9-1 scale.

### Content

#### Unit 1: Understanding Drama

- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

#### Unit 2: Devising Drama

- Process of creating devised drama.
- Performance of devised drama.
- Analysis and evaluation of own work.

#### Unit 3: Texts in Practice (Practical)

- Performance of two extracts from one play.

### Assessment

#### Unit 1: Understanding Drama

- Written exam: 1 hour and 45 minutes
- 40% of GCSE

#### Unit 2: Devising Drama

- Devising log (60 marks)
- Devised performance (20 marks)
- 40% of GCSE

#### Unit 3: Texts in Practice (Practical)

- Performance of Extract 1 (20 marks) and
- Extract 2 (20 marks)
- 20% of GCSE

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

## What can you do with this subject?

### A levels

Drama and Theatre

### Further Study

Performing Arts

### Possible Careers

Acting/Performing Arts  
Journalism  
Advertising  
Law  
Teaching

## From a student:

“Drama has provided me with a wonderful basis for developing my craft as a performer. I have learnt so many new skills, which will equip me for a career in the industry”.

“Drama teaches us more than stage presence and how to memorise lines. We develop skills that are transferable for both work and life”.





## Subject Overview

### AIMS:

- To progress the skills and knowledge developed at KS3 level into a more rigorous and insightful approach to English Language.
- To encourage wider, more pro-active reading around a broad variety of different text types (including non-fiction and multi-modal texts).
- To build ability and self-confidence in life-long skills such as public speaking and clarity of written communication.
- To develop thinking skills, organisation and initiative.

## Content

**Unit 1:** Writing for Audience and Purpose & Reading Non-Fiction and Media Texts.

**Unit 2:** C.A.T.: One task on reading fiction, and one task on analysing the spoken word.

**Unit 3:** Speaking and Listening, 3 tasks.

**Unit 4:** Creative / Personal Writing & Reading Non-Fiction and Literary Texts.

## Assessment

**Unit 1:** Examination Paper, 1 hour 45 minutes.

**Unit 2:** C.A.T., 2 TASKS, each 1 hour.

**Unit 3:** Speaking and Listening, 3 tasks.

**Unit 4:** Examination Paper. 1 hour 45 minutes.

## What can you do with this subject?

### A levels

English Literature, History, Politics, Geography, Geology, Psychology, R.E.

### Further Study

English, Teaching, Journalism, Law, History, Politics, Classics, Media, Film, Current Affairs.

### Possible Careers

Covers a range of highly enabling skills, supremely applicable in future pathways.

## From a student:

'I was amazed how much information could be gleaned from Non-Fiction Texts, and how writers manipulate our opinions.'



## Subject Overview

### AIMS:

- To develop reading comprehension and reading critically across a range of different texts (prose, poetry and drama).
- To develop both *literal* and *inferential* understanding of written texts.
- To develop understanding and evaluation of a writer's choice of vocabulary, grammatical and structural features.
- To develop the ability to compare and contrast different written texts.
- To develop the ability to place a written text in the historical context in which it was created.
- To develop the ability to *communicate* all of the above in essay responses (including using clear and accurate Standard English).

## Content

**Unit 1:** Prose: Novel (Of Mice and Men or Lord of the Flies) AND Unseen 19<sup>th</sup> Century Prose Extract.

**Unit 2:** Drama (An Inspector Calls) AND Poetry Anthology.

**Unit 3:** Controlled Assessment Task on Shakespeare's Macbeth.

## Assessment

**Unit 1:** Examination Paper, 1 hour 45 mins

**Unit 2:** Examination Paper, 2 hours

**Unit 3:** C.A.T. in class, 2 hours.

## What can you do with this subject?

### A levels

English Literature, History, Politics, Geography, Geology, Psychology, R.E.

### Further Study

English, Teaching, Journalism, Law, History, Politics, Classics, Media, Film, Current Affairs.

### Possible Careers

Covers a range of highly enabling skills, supremely applicable in future pathways.

## From a student:

'I particularly enjoyed the in-depth reading of Lord of the Flies. It was really exciting, but also really interesting to unpick all the finer details.'



## Subject Overview

The GCSE Home Economics: Food and Nutrition course gives students the opportunity to learn about the science behind food – the nutritional content of foods, current nutritional guidelines and catering for the differing dietary needs of the people in today's society. Students will also learn about the current government nutritional guidelines and will be expected to plan, prepare and cook meals and dishes in accordance with these guidelines. They will consider food choice, food safety and managing resources.

The benefits of this course are:

- Students develop their knowledge and understanding of Food and Nutrition and apply skills to real-life contexts.
- Students have opportunities to build on the skills and capabilities developed at Key Stage 3.
- Students have opportunities to develop confidence in demonstrating high level practical food preparation, cooking and presentation skills.

## Content

### Unit 1 - Food and Nutrition

Students learn about the nutritional content of foods, nutritional and dietary needs of specific groups and how to cater for them, health issues associated with dietary and lifestyle choices, factors affecting how we buy food, what we buy and what we waste, importance of food safety and preparation of food, cooking and presentation of dishes.

### Unit 2 – Practical Food and Nutrition

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

## Assessment

### Unit 1

- 2 hour written examination (50%).
- Externally assessed.
- Includes multiple-choice, short and structured questions, and extended writing questions.

### Unit 2

- Controlled assessment (50%).
- Practical activity and written report.
- Internally assessed.

## What can you do with this subject?

### A levels

The specification allows students to progress to A Level Nutrition and Food Science.

### Further Study/Possible Careers

The course links to careers in medicine, dietetics, human nutrition, food management and marketing, food product development, food science and technology, sports studies, nursing and teaching.

## From a student:

"GCSE Food and Nutrition has enabled me to become more aware of my diet and the importance of a healthy lifestyle. I would recommend this subject as it not only teaches you practical skills but also educates you on a wide range of topics such as nutrients, specific diets and dietary disorders such as obesity. I think that this subject has benefited me greatly as I am hoping to study Sports Science or Physiotherapy in the future."

## Subject Overview

Students of GCSE French can develop their enthusiasm for the language while increasing their confidence in the four key skills of listening, speaking, reading and writing. They learn more about French-speaking countries/communities, as well as covering topics such as social and global issues. This encourages pupils to think about their role as citizens in a multilingual, global society.

### Contexts for learning

- **Theme 1:** Identity, Lifestyle and Culture;
- **Theme 2:** Local, National, International and Global Areas of Interest;
- **Theme 3:** School Life, Studies and the World of Work.

### Assessment

<b>Unit 1:</b> Listening	Foundation	35 minutes
	Higher	45 minutes
<b>Unit 2:</b> Speaking	2 role-plays	7-12 minutes
	1 conversation	
<b>Unit 3:</b> Reading	Foundation	50 minutes
	Higher	1 hour
<b>Unit 4:</b> Writing	Foundation	1 hour
	Higher	1 hour 15 minutes

## What can you do with this subject?

### A levels

Students with French GCSE qualifications can study French at A level.

### Further Study

There are a lot of exciting course choice combinations with French offered by universities.

### Possible Careers

Interpreting and Translating;  
Teaching; Civil Service;  
International Organisations;  
Industry and Commerce.

## From a student:

"It's really hard work but I love it! It's challenging but so rewarding when you work on a concept or grammar point that you struggle with but then it suddenly clicks. You do lots of practice in class of oral and written work so you have plenty of notes to work from!"



## Subject Overview

GCSE Further Mathematics provides the opportunity for pupils to develop their mathematical knowledge across a broader range of mathematics than that encountered at GCSE.

It is recommended that pupils intending to study Mathematics at AS/A2 level take GCSE Further Mathematics as it is widely recognised to be excellent preparation for these courses.

It is still possible for pupils who do not take GCSE Further Mathematics to enter into AS/A2 Mathematics, and provision is made for these pupils.

GCSE Further Mathematics is selected as a subject choice, subject to a minimum B grade in the Form 3 Mathematics summer examination.

## Content

### Unit 1 [Pure Mathematics]

- Algebraic fractions
- Algebraic manipulation
- Completing the square
- Simultaneous equations
- Quadratic inequalities
- Trigonometric equations
- Differentiation / integration
- Logarithms / matrices

### Unit 2 [Mechanics]

- Kinematics
- Vectors / forces
- Newton's laws of motion
- Moments

### Unit 3 [Statistics]

- Central tendency and dispersion
- Probability
- Binomial distribution
- Normal distribution
- Bivariate analysis

## Assessment

### Unit 1 [Pure Mathematics]

- 50%
- 2 hrs

### Unit 2 [Mechanics]

- 25%
- 1 hr

### Unit 3 [Statistics]

- 25%
- 1 hr

## What can you do with this subject?

### A levels

GCSE Further Mathematics provides ideal preparation for those planning to study Mathematics/Further Mathematics at AS/A2 level.

### Further Study

As a STEM subject, the skills developed in studying AS/A2 Further Mathematics are valued by both universities and employers, especially in the growth employment sectors.

### Possible Careers

Studying Mathematics at AS/A2 Level provides the key to many developing sectors including ICT, Accountancy, Actuary, Finance, Medicine, Dentistry, Engineering and Data Analysis.

## From a student:

"GCSE Further Mathematics was certainly a step up in terms of content, but my interest in the subject and determination to work hard meant that new concepts were understood and supported with plenty of notes and questions. I am now in L6th studying AS/A2 Mathematics and a lot of what we are covering this year was covered in the 2<sup>nd</sup> year of GCSE Further Mathematics so the benefits are clear."

## Subject Overview

The GCSE Geography specification gives students a fascinating insight into how human and physical processes interact. Students develop their understanding of how geographical concepts affect our changing world. They examine how the growing worldwide population increases the demand on Earth's systems. Students also develop as global citizens and recognise how they can contribute to a sustainable and inclusive future.

All units are externally assessed and cover a range of topics, including population and migration, contrasts in world development, climate change and the restless Earth. Students develop key transferable skills, such as data handling and analysis, self-management and problem solving. Students' learning extends beyond the classroom; they take part in fieldwork to collect primary data. They then present and analyse results, draw conclusions and reflect critically on the process.

## Content

### Unit 1: Understanding Our Natural World

- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth

### Unit 2: Living in Our World

- Population and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing Our Environment

### Unit 3: Fieldwork

## Assessment

**Unit 1:** 1 hour 30 minutes – 40% of GCSE

**Unit 2:** 1 hour 30 minutes – 40% of GCSE

**Unit 3:** 1 hour – 20% of GCSE

## What can you do with this subject?

### A levels

Builds skills that link to all A-levels, but specifically Geography, Geology and Science

### Further Study

Enhances skills that are useful to further study at university, including fieldwork, group work and independent learning.

### Possible Careers

Cartographer, Surveyor, Teacher, Town Planner, International Development Aid Worker, Landscape Architect, GIS Officer.

## From a student:

"I like GCSE Geography because the classes are always engaging and fun."

"The topics are all interesting, and they can be directly linked to aspects of real life."

"We are learning about relevant and up to date places and issues."



## Subject Overview

Geology is a study of the Earth, the geological processes that have shaped it and the natural resources that it provides us with, eg. water, fossil fuels and metals. There is also an important emphasis on geohazards such as earthquakes and landslides and the environmental impact of mining and climate change. A GCSE in Geology provides a broad and balanced awareness of these geological processes and products and encourages good analytical and scientific investigative skills. Pupils will be able to make risk assessments and develop an understanding of the use of GIS in making observations. Good practical fieldwork skills that link to mapwork skills, will also be developed. These are lifelong skills that are transferable into types of future employment and study.

### Content

**Key Idea 1** – Minerals, rock types and geological structures. This is the largest module in terms of content.

**Key Idea 2** – The Rock Cycle, Plate Tectonics and Climate Change, Geological Time and Fossils.

**Key Idea 3** – Comparison of other planetary bodies, such as Mars, with the Earth, which provides evidence for the origin and evolution of the Earth and other planets in the Solar System.

**Key idea 4** - Earth hazards and Earth Resources eg: Oil and Coal and Engineering.

Fieldwork has long been an attractive aspect of the study of Geology. Pupils are required to undertake a minimum of four days in the field in order to develop field observation and practical skills.

### Assessment

**Both papers have an equal weighting of 50% each**

#### Unit 1: Theory paper - Geological Principles

##### 1 hour 15 minutes

This consists of structured and multiple choice questions.

#### Unit 2: Practical paper - Investigative Geology

##### 1 Hour 30 minutes

This is a written assessment consisting of data and stimulus response questions. This assessment requires short, structured and extended writing answers to investigate the geology of an area shown on a simplified geological map. This assessment is wholly based on the area covered by the geological map. A data sheet is used in both assessments.

<https://www.eduqas.co.uk/qualifications/geology/gcse/>

## What can you do with this subject?

### A levels

Many pupils continue to A Level to study Geology with another Science, Technology, Maths or Geography.

### Further Study

Geology, Geoscience, Earth Science, Environmental Science, Geography, Civil Engineering, Geophysics or Geochemistry, Hazard Management, Geohazards.

### Possible Careers

There are many applications of Geology eg Hydrologists, Civil Engineering, Mining, Environmental Consultants, Geotechnical Engineering, Energy consultancy, Hazard Management, Environmental Law  
<https://www.geolsoc.org.uk/geologycareerpathways>

## From a student:

Geology has helped me to be more aware of the issues related to climate change and hazards. It has taught me to apply my knowledge through interacting with fun elements in the classroom. The best part is the fieldwork. There are a lot of opportunities to listen to visiting speakers about careers eg: Civil Engineering and GIS related careers or topics such as dinosaurs and meteorites. Linking what you see in Fieldwork to learning in the classroom is very helpful, as are visits to the Ulster Museum to use their resources. Dippy the Dinosaur was a particular highlight!"



## Subject Overview

- As GCSE German is linear, there is no coursework. Grades are awarded on the 9-1 scale.
- German GCSE is made up of four components – Listening, Speaking, Reading and Writing.
- Students will sit all of the German examination at the end of the two-year course. The subject is studied over six periods per fortnight.
- Students will be entered for either Foundation Tier or Higher Tier for all four elements of the GCSE examination. The decision regarding this is made in the spring of the GCSE year.
- Booklets made by the German Department are used in class and supplemented with additional vocabulary and Reading and Listening materials. All four components are studied in class.
- Business leaders consistently say that there are not enough linguists to meet their recruiting requirements. Studying German at GCSE is the first step in that direction.

### Content

Students study and are assessed on the following 3 themes:

**Theme 1:** Identity and culture

**Theme 2:** Local, national, international and global areas of interest

**Theme 3:** Current and future study and employment

### Assessment

**Unit 1:** Listening: (40 minutes) questions in English and in German.

**Unit 2:** Speaking: Role play, picture card and general conversation (4-6 minutes + 12 minutes preparation time).

**Unit 3:** Reading (40/50 minutes depending on tier): Understanding and responding to different types of written language.

**Unit 4:** Writing: (1 hour /1hour 15minutes depending on tier)  
Structured writing task, open-ended writing task and a short translation from English into German.

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

## What can you do with this subject?

### A levels

German

### Further Study

It is possible to study German on its own or jointly with other subjects, such as another language, business or management.

### Possible Careers

Education, Journalism, Broadcasting, International Business, Advertising and Marketing, Tourism, Civil and Public Service, Diplomacy

## From a student:

"Studying German has allowed me to develop my attention to detail and has also hugely improved my confidence in terms of communicating with others. The Speaking examination at GCSE gave me an insight into what it will be like to do an interview. I may soon have to do this for a university course or a part time job. In this way, GCSE German has given me important life skills."



## Subject Overview

The course encourages pupils to develop a lifelong interest in politics and assists pupils to form their own beliefs on political issues. It exposes pupils to a range of political opinions and encourages them to challenge their own beliefs and consider a range of political views. The course equips pupils with transferable skills, such as critical thinking, decision making, communication, data analysis, evaluation, research, writing and problem solving. GCSE Politics consists of two units. Unit 1 considers Democracy in Action by analysing the key elements of the democratic political system, including elections, political parties, media and pressure groups. In Unit 2 we study International Politics and look at issues such as globalisation and interdependence, the impact of the European Union, causes of conflict between countries and the role of NATO and UN in dealing with conflict and its causes. We also study the impact and consequences of mass migration in the 21<sup>st</sup> Century. In addition, we look at the process of conflict resolution in Northern Ireland.

## Content

### Unit 1: Democracy in Action

- Political Ideas and Concepts
- Decision making in a Democracy
- Elections and Voting
- Political Parties
- Role of the Media
- Taking Action in a Democracy

### Unit 2: International Politics in Action

- Interdependence
- The European Union
- Conflict and its Resolution
- Conflict & Resolution in Practice – Northern Ireland
- Migration

## Assessment

**Unit 1:** Written examination. 1 hour 30 minutes

**Unit 2:** Written examination. 1 hour 30 minutes

## What can you do with this subject?

### A levels

Government and Politics

### Further Study

Government and Politics, Media, Journalism, Law

### Possible Careers

Law, Business, Finance, Government Services, Education, Journalism, Public Relations or Political Research.

## From a student:

“Government and Politics as a subject is both relevant and useful. I study this subject as it allows me to engage in meaningful conversation around BREXIT and Trump with my peers. Discussion in class is always fresh and engaging, as we debate the big issues in today's society.”



## Subject Overview

The study of History is about more than simply memorising dates and famous people. History is a chronicle of human behaviour - a real-life drama full of villains and heroes. It examines the circumstances that moved its players to transform people and places (for better and for worse), and it holds the answers to how and why our lives are fashioned the way they are today - from our language, fashion and technology to our sports, political systems and religious practices.

GCSE History explores these issues further using three different periods of history and places in the world. It helps broaden horizons, promote questioning and stimulate analytical thinking. The study of History also develops communication and writing skills. It is also really interesting!

### Content

**Unit 1 Section A:** Life in the United States of America, 1920-33 (20%)

**Unit 1 Section B:** Changing Relations: Northern Ireland and its Neighbours, 1920-1949 (20%)

**Unit 2:** International Relations, 1945-2003 (40%)

### Assessment

Unit 1: The examination lasts 1 hour 45 minutes. In Section A students answer five questions, which include short responses, structured and essay questions. In Section B students answer six questions which include source based questions, short responses and an essay.

Unit 2: The examination lasts 1 hour 15 minutes in which students answer six questions. These include both source based and essay questions.

## What can you do with this subject?

### A levels

AS Level History students study Russia 1914-41 and Germany 1919-1945. A2 History students study Ireland

### Further Study

Many History students go to university and study Law, Journalism, PPE, Accountancy, History

### Possible Careers

Analytical, communication and recall skills learned can lead to employment in a range of jobs

## From a student:

"Studying history at GCSE has given me more awareness of the world. We have looked at international history, and how relations between countries can impact so many people. I loved studying the Cold War and understanding more of the history which I have seen played out in many of my favourite films!"



## Subject Overview

GCSE Latin builds on work covered in Junior School, with pupils developing their ability to translate from Latin into English (Unit 1) by going over the GCSE Vocabulary List (70% of which has already been covered by the end of Form Three) and adding new elements of grammar and syntax. For the first time, pupils study a diverse range of original Latin texts in two themed units (Unit 2 and Unit 3). Supporting printed and digital resources are produced by the Cambridge School Classics Project. The study of Latin provides pupils with the opportunity to learn a language of great flexibility and subtlety, improves logical and analytical thought processes and the evaluation of sources, encourages good written and oral communication skills, develops the power of observation and aids a deeper understanding of English and other modern languages. Pupils have the opportunity (subject to demand) to further their studies on the Middle School Classics Trip to Rome, Pompeii, Herculaneum, Naples, Paestum and Mt. Vesuvius.

## Content

### Unit 1 – Latin Language

Latin passages based on mythological or historical events are tested by comprehension (including multiple choice and some grammar questions) and translation into English.

### Unit 2 – Latin Literature and Sources (Themes)

Prose and verse texts are accompanied by a selection of prescribed ancient source materials (e.g. paintings, mosaics, sculptures, buildings and graffiti). The current theme is 'Superstition and Magic'.

### Unit 3 – Latin Literature (Narratives)

The narrative contains a continuous passage of Latin and approximately the same amount in an English translation. The narrative centres on the writer Tacitus' account of the rebellion of the British queen Boudica against the Romans in A.D. 60/61.

## Assessment

Three written papers are taken at the end of Fifth Form.

Unit 1 (1 hour 30 minutes) – 50%.

Unit 2 (1 hour 15 minutes) – 30%.

Unit 3 (1 hour) – 20%.

Unit 2 and Unit 3 are open book examinations. Clean copies of the examination board's resource booklet are provided in the examination room and include the source material, Latin text and associated vocabulary. Knowledge is tested by multiple-choice, short answer and extended response questions in English.

There is no coursework/controlled assessment.

Grades are awarded on the 9-1 scale.

<https://www.eduqas.co.uk/qualifications/latin/eduqas-gcse-latin-spec-from-2016.pdf>

## What can you do with this subject?

### A levels

Latin is available as an A Level subject and is classed as a facilitating subject by the Russell Group of universities ([www.russellgroup.co.uk](http://www.russellgroup.co.uk)).

### Further Study

Latin can be studied at degree level on its own or in combination with other subjects.

### Possible Careers

The transferable skills gained are useful in a wide range of occupations such as Author, Accountant, Computer Operator, Teacher, Diplomat, Civil Servant, Financial Manager and Lawyer.

## From a student:

"GCSE Latin has been both interesting and enjoyable. Most of the vocabulary required was covered by the end of Form Three and it has been revised over the last few years. New grammar has mainly involved some more forms of verbs. We have translated different types of stories, some based on mythology and some on actual events. The Latin set texts covered have been varied and the fact that the literature exams are open book in nature is useful if there is something that you cannot remember on the day. I have found Latin helpful for English and modern foreign languages."



## Subject Overview

Mathematics is fundamental to life in the sense that its unique language and forms of notation help us to calculate, estimate and problem solve. All pupils will sit GCSE Mathematics [CCEA] at the end of Form 5 and will be entered for a combination of modules which has the potential to maximise their grade. There is no opportunity to sit modules early in Form 4.

M4 / M8 [Max A\*]

M4 / M7 [Max A]

M3 / M7 [Max B]

## Content

[Modules M1/2/5/6 presumed]

### M3

- Number [% / bounds]
- Algebra [factorising / algebraic fractions]
- Coordinate geometry
- Compound measures / mensuration / trig
- Statistics [box plots / cumulative frequency]

### M4

- Bounds in calculations
- Algebraic denominators / harder factorising
- Forming and solving quadratics
- Perpendicular lines
- Advanced mensuration / circle theorems
- Sampling / histograms

### M7

- Surds / indices
- Graphical inequalities
- Changing the subject [multi-step]
- nth term [non-linear sequences]
- Standard graphs / direct proportion
- Transformations / similar shapes [area]
- Probability

### M8

- Rational / irrational numbers / negative and fractional powers
- Growth and decay / rationalising the denominator
- Simultaneous equations [linear / non-linear]
- Exponential graphs / graphical solutions
- Gradient as rate of change / equation of circle
- Indirect proportion
- Sine and cosine rules / area of triangle
- 3D [Pythagoras / trigonometry]
- Similar shapes [length / area / volume]
- Probability [non-independent events]

## Assessment

### M3 or M4 [45%]

- Written paper [with calculator]
- 2 hours

### M7 or M8 [55%]

- Two written papers
- Paper 1 [without calculator]
- Paper 2 [with calculator]
- Each 1 hour 15 minutes

## What can you do with this subject?

### A levels

A large proportion will proceed onto AS/A2 Mathematics at MCB and will continue to develop their mathematical skills and interest in the subject.

### Further Study

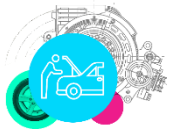
As a STEM subject, the skills developed in studying AS/A2 Further Mathematics are valued by both universities and employers, especially in the growth employment sectors.

### Possible Careers

Studying Mathematics at AS/A2 Level provides the key to many developing sectors including ICT, Accountancy, Actuary, Finance, Medicine, Dentistry, Engineering and Data Analysis.

## From a student:

"My GCSE in Mathematics has enabled me to study A level Mathematics in MCB and has given me confidence in a subject I previously found demanding at times. Topics are taught with access to a range of notes, resources and questions, including problem solving style questions at the A/A\* level. The time set aside to complete a comprehensive bank of past papers was so beneficial to my preparation and was key to achieving the result I needed."



# Motor Vehicle & Road User Studies CCEA

## Subject Overview

A GCSE in Motor Vehicle and Road User Studies prepares students to become responsible road users. It gives students an opportunity to develop their interest in and appreciation of the motor vehicle. They discover the responsibilities of vehicle ownership and the legal requirements of being a road user. They explore motor vehicle and road user theory. They also have access to a moped to carry out a practical riding activity and investigate a real-life traffic situation.

Students develop knowledge of the Highway Code, including road user behaviour, road signs and markings and using appropriate signals. They learn about driving at night and under adverse conditions, as well as the causes and prevention of road traffic collisions. They investigate the legal requirements of driving and owning a vehicle. This includes learning about motor insurance, required documentation and what to do in the event of a collision.

### Content

**Unit 1:** Vehicle control and road user behaviour, legal requirements, road transport and effects on society, motoring mathematics, collision procedures, motor vehicle technology

**Unit 2:** High control investigative study  
Pedestrian & driver behaviour at zebra or light controlled crossings.

- Adherence to existing speed limits.
- Seat belt wearing by drivers and front seat passengers.
- Traffic congestion and associated problems at the entrance of schools.

**Unit 3:** Akin to moped driving test with skills/checks included.  
Sample moderated but entire group must be available.  
No vehicular or pedestrian access to site during sessions.

### Assessment

Unit 1: Written Paper (50%)

Unit 2: Investigative study (25%)

Unit 3: Practical Riding Activity (25%)

## What can you do with this subject?

Studying this subject can lead to a career in, for example, engineering, motor vehicle maintenance and repair, car sales, car insurance, driving instruction, road safety education, traffic police and car bodywork.



## Subject Overview

The continuing growth of the Film, Animation and Special Effects industries in Northern Ireland has boosted Moving Image Arts as a worthwhile subject in terms of careers.

This subject focuses on how to create moving image products (short films) and the study of film language. Students plan and create moving image products, and analyse and critically evaluate moving image genres. Students develop an understanding of film language in theory and practice. They will develop ideas through investigating and experimenting with film-making techniques and processes.

Pupils opting for this subject must have strong organisational skills and have a good record of meeting coursework deadlines. As numbers are limited, selection will be by interview if the class is over-subscribed.

---

### Content

#### **Component 1: Critical Understanding of creative and technical moving image production.**

Film language and theory.

#### **Component 2: Acquisition of Skills in Moving Image Production.**

Controlled Assessment tasks in Storyboarding, Camera and Editing, Sound and Animation.

#### **Component 3: Planning and Making a Moving Image Product.**

Pupils create a live action or animation film portfolio from a series of genre-specific briefs provided by CCEA

### Assessment

#### **Component 1: Online 1.5 hr Examination 40%**

Questions assessing understanding and knowledge of film language, practices, techniques and contexts.

#### **Component 2: Controlled Assessment Tasks 20%**

#### **Component 3: Controlled Assessment Tasks 40%**

---

## What can you do with this subject?

### A level

A level Moving Image Arts

### Further Study

A further or higher education course relating to Film and Media.

Apprenticeships

### Careers

Scriptwriting, Set Design, Costume and Makeup, Storyboarding, Art Directing, Animation, Film or Television among many others.

---

## From a student:

"I love the creativity and the freedom we have in Moving Image Arts to produce movies all of our own design. Moving Image Arts is a great opportunity to study a unique subject, which trains students for the creative and film industries which can lead to a career, quite different to that of the average subject."



## Subject Overview

GCSE Music is suitable for everybody who enjoys music, whether it be listening to music, composing or playing an instrument. It encourages students to develop their musical potential by focusing on the three fundamental activities of performing, composing and listening.

Students explore contrasting music from a range of contexts, for example classical, pop, film and traditional Irish music. This deepens their appreciation of the diverse heritage of music. It also promotes their personal, social, intellectual and cultural development.

Through the performance element of the course, students develop the skills they need to communicate effectively as musicians. This increases their self-confidence and enhances their presentation, communication and evaluation skills. The opportunity to write their own music lets them be creative.

## Content

### Unit 1: Performing and Appraising

External examination assessed by a visiting examiner. Students present one solo and one ensemble performance with a combined duration of 6 minutes

### Unit 2: Composing

Students create two compositions. One is in response to a pre-released stimulus and the other is free choice

### Unit 3: Listening/Written examination.

Students answer questions based on familiar and unfamiliar music relating to the Areas of Study

## Assessment

**Unit 1:** 35%

**Unit 2:** 30%

**Unit 3:** 35% 1 hour 35 minutes examination

## What can you do with this subject?

### A levels

A Level Music

### Further Study

Music technology

### Possible Careers

A career in Performance, Composing, Teaching, Music Production, Sound Engineering, or Instrument Making and Repair. Related career areas include Arts Management and Music Journalism.

## From a student:

"GCSE music has allowed me to develop a deeper understanding of a wide variety of music and see how different styles have been formed over hundreds of years. It is an amazing opportunity to play and learn with fellow musicians who have a passion for the subject. We work together to achieve our potential ability in class, whether we are composing, writing or performing. I also love singing in the Senior Choir."



## Subject Overview

Physical Education focusses on developing a healthy, active lifestyle and is designed to foster enjoyable participation in exercise and training. It helps each individual reach his/her full potential by providing background knowledge about health, effective training and safe performance.

Playing sport also develops motor skills, self-esteem, the ability to form strategies and play by the rules, creative thinking, leadership abilities and other interpersonal skills, such as teamwork and a sense of fair play.

The goal of PE is to instil a lifelong enthusiasm for sustaining a healthy lifestyle. In a society where obesity levels are rising fast and the temptation to slump into a sedentary lifestyle is increasingly hard to avoid, it provides the tools to help swim against the tide.

## Content

**Unit 1:** Factors Underpinning Health and Performance

**Unit 2:** Developing Performance (designing training programmes)

**Unit 3:** Individual Performances in Physical Activities and Sports

## Assessment

**Unit 1:** 1 hour 15 minutes examination (25%)

**Unit 2:** 1 hour 15 minutes examination (25%)

**Unit 3:** Assessed through 3 practical sports (50%). Pupils need to be playing 2 of their own sports to a high standard. Volleyball, netball and fitness are taught as part of the course. A verbal analysis of their sporting performance accounts for a quarter of this unit.

## What can you do with this subject?

### A levels

GCSE Sport satisfies the entry requirements for BTEC Sport

### Further Study

Provides a base for many of the Fitness Industry qualifications

### Possible Careers

Personal Trainer, Nutritionist, Psychologist, Sports Analyst, Sports Media, Leisure Manager, Sports Coach, Outdoor Activities Instructor, Teacher

## From a student:

"I am really interested in studying Sport at university and working in a related area. GCSE PE has been a positive step in that direction and reinforced my career plans. I particularly enjoyed the additional practical classes as it allowed a high standard of sport to be reached."



## Subject Overview

Physics is crucial for understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

The CCEA specification in GCSE Physics provides a broad, coherent and practical course that develops confidence in physics and offers a positive view of science. It encourages you to appreciate the value of physics in your life and in the wider world.

### Content

**Unit 1:** Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

**Unit 2:** Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

**Unit 3:** Practical Skills.

### Assessment

**Unit 1:** 1 hour 30 minutes examination (37.5%)

**Unit 2:** 1 hour 30 minutes examination (37.5%)

**Unit 3:** Two examinations:-  
2 hour practical examination (7.5%)  
1 hour 15 minutes written examination (17.5%)

## What can you do with this subject?

### A levels

Physics

### Further Study

GCSE Physics is recommended, and in some cases an essential requirement, for university degrees including many Science, Engineering and Medical courses

### Possible Careers

For useful information on careers via school, technical and university routes, view the Institute of Physics website at [www.iop.org/careers/index](http://www.iop.org/careers/index).

## From a student:

"I chose GCSE Physics as I had enjoyed the range of topics we covered in form 3 Physics and in Junior Science. In Form 4 I like that the topics and set problems are related to real situations. I really like Science and think that Physics is a very useful subject to have as I am still undecided on a future career, but believe that completing GCSE Physics will keep many options open."

*Jack, Form 4*



## Subject Overview

**Unit 1** introduces students to philosophical ideas in the study of religion, exploring issues surrounding the existence of God, the nature of God, how people relate to God and the problem of evil and suffering. These issues are examined from any religious or non-religious perspective.

**Unit 2** introduces students to ethics in the study of religion, exploring personal and family issues, abortion, euthanasia, capital punishment, developments in bioethics, contemporary issues in Christianity and modern warfare.

## Content

**Unit 1:** An Introduction to Philosophy of Religion

**Unit 2:** An Introduction to Christian Ethics

## Assessment

**Unit 1:** 1 hour 30 minutes examination taken at the end of Form 4

**Unit 2:** 1 hour 30 minutes examination taken at the end of Form 5

## What can you do with this subject?

### A levels

Religious Studies can be combined with any Science or Arts subject. Important skills such as critical thinking and working with others are important in any A Level.

### Further Study

Religious Studies can give access to a wide variety of Arts and Science courses. However, it can also lead to the study of Theology and Religion.

### Possible Careers

RE is suitable for students who want to have an understanding of ethical and religious issues in a wide range of careers or issues of religion and faith in public life.

## From a student:

“GCSE Religious Studies gives you an opportunity to develop your opinion on religious and ethical issues that are relevant in today’s world. You have the opportunity to debate and listen to different points of view and this can help you to become more open-minded.”



## Subject Overview

We believe that Russian should be accessible for all students. Our new Edexcel GCSE, in Russian which awards grades on the 9-1 scale has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. The new GCSE Russian is an engaging and inspirational course of study that will enable the students to manipulate and use the target language effectively, independently and creatively. The content has been shortened and structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

### Content

**Theme 1:** Listening

**Theme 2:** Speaking

**Theme 3:** Reading

**Theme 4:** Writing and Translation

### Assessment

**Unit 1:** Listening and Understanding in Russian  
Foundation tier: 35 minutes. Higher tier: 45 minutes, 25% of the total qualification

**Unit 2:** Speaking: Foundation Tier: 7 minutes. Higher tier: 10 minutes. 25% of the total qualification.

**Unit 3:** Reading and understanding in Russian  
Foundation tier: 50 minutes; Higher tier: 1 hour 5 minutes; 25% of the total qualification

**Unit 4:** Writing in Russian: Foundation Tier 1 hour 15 minutes; Higher tier: 1 hour 25 minutes. 25% of the total qualification

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/russian-2017.html>

- Click on [qualifications.pearson.com](https://qualifications.pearson.com) › qualifications

## What can you do with this subject?

### A levels

Students with Russian GCSE qualifications can study Russian at A level

### Further Study

There are a lot of exciting course choice combinations with Russian offered by universities.

### Possible Careers

Academic and Research Communities

## From a student:

“Studying Russian has taught me the skills of resilience, perseverance and independence. It has been challenging at times but the sense of achievement in completing new grammar topics has been unparalleled. I am planning to study it at A Level.”



## Subject Overview

- As GCSE Spanish is linear, there is no coursework. Grade are awarded on the 9-1 scale.
- Spanish GCSE is made up of four components – Listening, Speaking, Reading and Writing.
- Students will sit all of the Spanish examination at the end of the two-year course. The subject is studied over six periods per fortnight.
- Students will be entered for either Foundation Tier or Higher Tier for all four elements of the GCSE exam. The decision regarding this is made in the spring of the GCSE year.
- We study the new VIVA GCSE text book and have Fronter pages for extra practice. All four components are studied in class.
- Business leaders consistently say that there are not enough linguists to meet their recruiting requirements. Studying Spanish at GCSE is the first step in that direction.

## Content

Students study all of the following themes:

**Theme 1:** Identity and culture

**Theme 2:** Local, national, international and global areas of interest

**Theme 3:** Current and future study and employment

## Assessment

**Unit 1:** Listening: (40 minutes) questions in English and in Spanish

**Unit 2:** Speaking: Role play, picture card and general conversation (4-6 minutes)

**Unit 3:** Reading (40/50 minutes): Understanding and responding to different types of written language

**Unit 4:** Writing: (1hour/1hour 15minutes depending on Tier)  
Structured writing task, open-ended writing task and a short translation from English into Spanish

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

## What can you do with this subject?

### A levels

Spanish

### Further Study

You can study for a degree in Spanish, or combine Spanish with Business or Law, for example, or do qualifications in Interpreting and Translating.

### Possible Careers

Translating, Interpreting, Media, Business and International, Services, Travel and Tourism, Teaching

## From a student:

"Studying Spanish for GCSE is enjoyable and challenging. It has improved my communication skills and made holidays in Spain much more fun! I think it will be very useful when I look for a job as employers are always looking for people who can offer a foreign language, so it's a real advantage for the future."



## Subject Overview

Technology and Design is an inspiring, challenging and practical subject. Using creativity and imagination, you will go on to design and make products that solve real and relevant problems within a variety of contexts, considering your own and others' needs, wants and values. Through studying Technology, you will acquire a broad range of subject knowledge and draw on subjects such as Mathematics, Science, Engineering, Computing and Art. You will learn how to take risks and be resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, you will develop a critical understanding of its impact on daily life and the wider world. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Technology & Design is a subject aimed at pupils who are considering a career in Engineering, Architecture, Product Design, Business & Marketing, and many more similar industries. It is also a good skills based subject for anyone who wishes to keep their options open!

### Content

**Unit 1:** Technology and Design Core

**Unit 2:** Systems and Control

**Unit 3:** Design Project

### Assessment

**Unit 1:** Written Paper (25%)  
Technology and Design Core Content

**Unit 2:** Written Paper (25%)  
Electronic and Microelectronic Control Systems

**Unit 3:** Controlled Assessment (50%)  
Design and Manufacturing Project.

Students complete a design project comprising a design portfolio and an electronic system design task.

## What can you do with this subject?

### A levels

Technology and Design will lend itself to studying Technology and Design at A-Level. It will also help with the study of Mathematics and Physics.

### Further Study

Technology and Design will teach you theory you will come across in Physics. It will also teach you important problem solving skills.

### Possible Careers

Technology and Design will benefit you if you are considering a career in Engineering, Programming, Architecture and Sciences.

## From a student:

"I really enjoy studying Technology and Design at GCSE. The course taught me a lot of valuable skills including resilience, problem solving and how to learn from my mistakes. The challenge of Technology and Design is exciting and I really enjoy the practical aspect of the subject using the laser cutter and 3D printer to produce my practical project. Some of the skills I am developing through my GCSE course are helping me in my other subject areas, especially the use of ICT and Programming."