CAMPBELL
COLLEGE

Est 1894
BELFAST

# KEY STAGE 4

# GCSE CHOICES AND OPTIONS BOOKLET

## For Year 11 courses starting September 2020

**This booklet gives details on the GCSE courses offered at Campbell College.**

**There are <u>two</u> sections, BOTH should be read <u>carefully</u>:**

**Section A: GCSE Choices Advisory Notes**

**Section B: GCSE Subjects and Options**

**The key outcome from subject choices is to have the right number and combination of subjects which gives the student the best possible chance of achieving their best possible grades.**

While we make every effort to timetable a broad and balances subject choice, timetable constraints will sometimes dictate that a requested subject combination will not always be possible, and we will inform parents if this arises. It is therefore essential that reserve subjects are chosen carefully. There are constraints on pupil numbers in some subjects and these are detailed within the booklet.

While we have made every attempt to make this booklet as accurate as possible, fuller detail is available on subject content, this is available on the website of each examination board (these are given within the booklet).

Optional subjects should be chosen very carefully and considering prior ability, interest in the subject and future Sixth Form and career choices. Late subject changes may not be possible due to class size constraints and we do not permit a student simply to 'drop' a subject into the course, except under exceptional circumstances.

There will be a Careers Interview which will give opportunity to discuss and confirm choices. The Options Forms that parents will be asked to complete in consultation with their son are adapted to the individual student based on their Cognitive Ability Test (CAT) score, their performance at KS3 and the recommendations of their teachers and the Heads of Department.

**THE INTENTION IS THAT THE OPTIONS FORM SHOULD BE HANDED IN AT THAT MEETING AND TO HAVE THE OPPORTUNITY TO DISCUSS THE BEST OPTIONS**

***(For Boarders, the boarding staff will do that in consultation with parents/guardians)***

If, for any reason, you cannot attend that meeting, then please submit the options form to the College by the final deadline stated.

Of course, making choices is only the beginning. Success will also depend on how well the student works and the commitment he devotes to his studies. You will have an opportunity to speak with Careers Staff, but if we can provide further advice or guidance, please do not hesitate to contact your son's tutor directly.

Best wishes as you navigate through the Options process,

Mr Chris Oswald
VICE-PRINCIPAL
(Curriculum and Student Progress)

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## SECTION A GCSE CHOICES ADVISORY NOTES



## SECTION B GCSE SUBJECTS AND OPTIONS

# SECTION A

# GCSE ADVISORY NOTES

# THE KEY STAGE 4 CURRICULUM AT CAMPBELL COLLEGE

At Key Stage 4 (years 11 and 12), pupils at the College study for the General Certificate of Education (GCSE) qualifications. Each subject is usually studied over two years with the final examinations at the end of year 12, though some offer the ability to take a module of the course at the end of year 11. Each subject is different and full information on each subject in detailed in section B.

GCSE subjects taken will be a mix of **compulsory subjects** and **optional subjects**.

The different pathways available mean that the boys can take **between seven and eleven GCSE subjects** overall, depending on individual needs.

## COMPULSORY SUBJECTS

All students MUST study **GCSE English Language*** and **GCSE Mathematics**.

(*International students study an **i-GCSE in English as a Second Language**)

They will also study **GCSE Religious Studies** either as a **short course** (½ a GCSE) or **can opt to take the full course** (1 GCSE).

## CAMPBELL COLLEGE SUBJECT EXPECTATIONS

It is expected that most boys will study:

- **A science** in some form.
    - This may be by taking **Single Award Science** (1 GCSE) or **Double Award Science** (2 GCSES) or any combination of the separate sciences: **GCSE Biology, GCSE Chemistry** and/or **GCSE Physics**.
- **At least one Modern Foreign Language**: French, Spanish or German
- **GCSE English Literature**.

A small number of students will be advised not to study a Modern Language (whereby they use these periods as study periods) and/or not to study the GCSE Literature option (so they just take 1 English GCSE in the allocated timetable). This will be for those students who would clearly benefit from concentrating on a lower number of GCSE subjects, and will be suggested on the GCSE options Form. This decision is at the discretion of the College.

## OPTIONAL SUBJECTS

Optional subjects at GCSE include:

- **Agriculture and Land Use**
- **Art and Design**
- **Biology**
- **Business Studies**
- **Chemistry**
- **Digital Technology (Multimedia)**
- **Digital Technology (Programming)**
- **Drama**
- **Geography**
- **History**
- **Hospitality**
- **Further Mathematics**
- **Motor Vehicle and Road User Studies**
- **Modern Languages:**
    - **French**
    - **German**
    - **Spanish**
- **Moving Image Arts**
- **Music**
- **Physics**
- **Physical Education**
- **Religious Studies (Full course)**
- **Science – Single Award**
- **Science – Double Award (2 GCSEs)**
- **Technology and Design**

# FURTHER DETAIL ON SUBJECT COMBINATIONS

**ENGLISH (Language and Literature)**

**The expectation is that the vast majority of students will study GCSEs in English Language and English Literature.** However, a small number of students will be selected to take English Language only. This will provide them with additional curriculum time to concentrate on achieving a good pass in English Language. All students have approximately 4 hours of English lessons per week.
Students whose first language is not English can opt to study the *International GCSE in English as an Additional Language* course instead of English Language & English Literature.

**MATHEMATICS (and Further Mathematics)**

All boys take GCSE Mathematics and those boys of proven mathematical ability may wish to put themselves forward for GCSE Further Mathematics. **A form of selection is used for this course**: an examination to determine which boys may do Further Mathematics will take place in addition to the normal Year 10 end-of-year exams. Further Mathematics introduces boys to many important concepts not covered in the GCSE course and it is helpful, though not essential, preparation for A Level Mathematics.
Please note that Further Mathematics is delivered in two additional periods per fortnight which are attended instead of a recreational PE class and a tutorial period. It does not affect participation in Games.

**SCIENCE (Separate, Single Award and Double Award)**

It is the *expectation* at Campbell College that boys will take at least one science subject at GCSE. There are three possible pathways:
It is possible to take one, two or all three of the **separate Science GCSEs** in Biology, Physics and Chemistry. This is for those students whose performance in the Sciences during Years 8 to 10 has been strong and certainly above average and it provides a strong platform for progression to Science A-Levels. Your son's choices form may not include the separate sciences. This is based on the recommendation of his science teachers.
Alternatively, **Double Award Science** is offered. It includes Biology, Chemistry and Physics and equates to two GCSEs. **Double Award counts as two Option Choices** and takes up the time of two GCSEs on the timetable. It is generally easier to obtain higher grades in Double Award than in the separate Sciences and is most beneficial for students for whom Science is not one of their stronger subjects.
Finally, it is possible to select **Single Award Science**, again covering Biology, Chemistry and Physics but equating to one GCSE. This option is for students whose attainment in Science has been below average.
In order to study a Science at A Level, a student will require a *B grade in the relevant Double Award Units or separate Science GCSE*. Boys who are thinking of taking one or more A Level Sciences are generally advised to take at least two separate Science GCSEs or Double Award Science. A number of career paths require boys to take either all three separate Science GCSEs or Double Award Science.

**MODERN LANGUAGES (French, German, Spanish)**

The expectation to do a Modern Language can be satisfied by taking French, Spanish or German. Boys wishing to do two languages should choose German or Spanish in the 'Modern Language Choice' section of the form, and French in the 'Optional Choices' section. Your son's options form may not include a Modern Language choice. This is based on the recommendation of his Modern Language teachers.

**MUSIC**

Boys holding Music Scholarships or Exhibitions must study Music at GCSE and, therefore, must choose Music as one of their optional choices in Section C. Boys who have already attained Grade 3 in their chosen instrument and are taking instrumental lessons are encouraged to consider taking GCSE Music, as practical performance is an integral part of the GCSE course.

**RELIGIOUS STUDIES (Full Course or Short Course)**

Boys may select *Full Course* Religious Studies as one of their Optional Choices. Boys who do not take this option will be entered for Short Course Religious Studies (timetabled for 3 periods per fortnight) which equates to half a GCSE. **Either course provides sufficient preparation for A Level Religious Studies**. It is anticipated that those boys who select Full Course will be able to use the 3 periods normally allocated for Short Course for supervised support in their other subjects.

**DIGITAL TECHNOLOGY (Multimedia or Programming)**

CCEA's Digital Technology course is offered in two formats – Multimedia and Programming. These are two distinct courses, only one of which can be selected. Full details about both are provided in the Choices Booklet. 'Programming' is ideal preparation for those wishing to work in the fields of Programming or Computer Science and students choosing it should have a strong record in Mathematics.

**STUDY SUPPORT (replacing one of the GCSE options)**

For some students, it may be appropriate to concentrate on successfully passing a slightly reduced complement of GCSE subjects. Choosing Study Support reduces by one the number of GCSE courses being followed and provides time within which support in study skills, numeracy and literacy will be provided. There will also be time for students to work independently, though under supervision, on other subjects. For some students this will be recommended as an options choice.

**'VOCATIONAL' COURSES (large coursework components)**

There are a small number of courses which place a greater emphasis on the application of knowledge in vocational contexts. Normally, they also have a greater proportion of their marks allocated to Controlled Assessment. For example,

- **Hospitality**
- **Motor Vehicle and Road User Studies**
- **Agriculture and Land Use** all have 50% controlled assessment.

Choosing at least one of these subjects is a positive option for students who have not generally performed as well in exams but who are able to follow instructions well and are diligent and organised in preparing coursework projects. GCSE Hospitality can lead on to BTec Hospitality in Sixth Form; however, Agriculture and Land Use and MVRUS do not link directly to an option at Sixth Form.

**These vocational subjects have been listed in 'Group 2' of the 'Optional Choices' section of the Form and some students have been given a recommendation to choose at least one from that list.**

**Aside from that recommendation, students are free to make their optional choices from either Group 1 or Group 2.**

**CHOOSING PORTFOLIO / PROJECT BASED SUBJECTS**

As an example, subjects such as Art and Design and Technology and Design require a significant amount of portfolio and project work, much of which needs to be undertaken independently. It is vital that students are encouraged at home or in study to manage their time and keep on top of project work from the outset.

# GCSE GRADING STRUCTURE

The Government changed the GCSE grading system a few years ago with the English examination boards adopting a new 9–1 grading system. The Northern Irish and Welsh boards decided to stay stay with letters, but have introduced a new C* grade.

Hopefully, the table below illustrates the changes:

<table>
<tr><th>PREVIOUS GRADING STRUCTURE</th><th><u>NEW</u><br>NI and Welsh system</th><th><u>NEW</u><br>English Board system</th><th></th></tr>
<tr><td rowspan="2">A*</td><td>A*</td><td>9</td><td>An A* / 9 will become the very top grade only awarded to the highest achieving students</td></tr>
<tr><td rowspan="3">A</td><td rowspan="3">A</td><td>8</td><td rowspan="3"></td></tr>
<tr><td>7</td></tr>
<tr><td rowspan="2">B</td><td>B</td><td>6</td></tr>
<tr><td>C*</td><td>5</td><td>The C*/5 grade is considered to be a ‘strong pass’</td></tr>
<tr><td rowspan="2">C</td><td>C</td><td>4</td><td>The C/4 grades and above are considered PASS grades</td></tr>
<tr><td>D</td><td>D</td><td rowspan="4">3<br>2<br>1</td><td rowspan="4"></td></tr>
<tr><td>E</td><td>E</td></tr>
<tr><td>F</td><td>F</td></tr>
<tr><td>G</td><td>G</td></tr>
<tr><td colspan="3">Below this level is ungraded (U)</td><td></td></tr>
</table>

**<u>Examination Boards include:</u>**

| | | |
|---|---|---|
| Northern Irish Board: | CCEA | www.ccea.org.uk |
| Welsh Boards: | WJEC | www.wjec.co.uk |
| | EDUQAS | www.eduqas.co.uk |
| English Boards: | AQA | www.aqa.org.uk |
| | EDEXCEL | www.pearson.com (qualifications) |
| | OCR | www.ocr.org.uk |

# MAKING YOUR CHOICE OF SUBJECTS – SOME ADVICE

**GCSEs need to be chosen very carefully and should be discussed in detail.**

**HOW DO I CHOOSE SUBJECTS?**

Reasons to choose a GCSE subject include:

1. It is a subject that I have **shown ability for** (indicated by summer examination and CAT profile)
2. It is a subject I **enjoy** and have an interest in.
3. It is a subject I **need** for what I want to study for A/Level (or Further Education).
4. It is a subject that I need or will help me with my **career** choice.

**Subjects need to be chosen very carefully as not all changes can be accommodated after the subject choices deadline or after the course has started. It is the College's policy that students will not be permitted to 'drop' subjects they have chosen during the course, unless under very exceptional circumstances.**

**ARE THERE SPECIFIC RESTRICTIONS ON GCSE CHOICE?**

Some subjects have do have restrictions:

- Practical subjects (Sciences, Technology and Design, Hospitality, Physical Education etc) have restrictions in terms of pupil numbers in a class for health and safety reasons (as dictated by the Department of Education).
- Technical subjects (Moving Image Arts, Digital Technology) have a limited number of places due to computer suite restrictions.
- Physical Subjects (Physical Education, the practical component of Motor Vehicle studies) require a level of physical dexterity and balance. In particular, with MVRUS you need to have been able to ride a bicycle.

**Please note that should numbers for any course be insufficient to make it viable, the College may have to decide not to run it. If a subject is too full, then pupils are selected on the basis of their summer examination and CAT score and priority will also be given to those who return their choices form by the required deadlines.**

**For this reason, it is important that careful consideration is also given to the choice of reserve subjects.**

**WHAT DO I NEED TO CONTINUE TO SIXTH FORM?**

These are requirements for 2019-2020 Sixth Form entry.

*Students wishing to re-enter, or join, Campbell College at Sixth Form must demonstrate through their GCSE results that they have the ability to attain 3 good passes at GCE A-Level.*

*In order to be guaranteed entry to Year 13, students will require a **minimum of 6 GCSE passes** at A*-C, including GCSE English and Mathematics, and a **minimum of 10 points***.*

*[*GCSE points awarded as follows: A*/A = 3pts, B = 2pts, C* = 1½pts, C = 1pt,*

*or for English Board GCSEs 9 - 7 = 3pts, 6 = 2pts, 5 = 1½, 4 = 1pt. ]*

# CONTINUING TO SIXTH FORM (Key Stage 5)

When it comes time to consider your A/Level choices, you need to have studied the correct GCSE options. These entry requirements into each subject may change, and subject choices may vary when you come to Sixth Form entry, but this will give you an idea of the current requirements.

You will also need to meet the GCSE point total for Sixth Form Entry!

| Sixth Form Course | Minimum Entry Requirements |
|---|---|
| Art & Design | B grade in GCSE Art |
| Biology | B grade in GCSE Biology or in Biology elements of GCSE Double Award Science |
| Business Studies | B Grade in GCSE Business Studies or B Grade in English |
| Chemistry | B grade in GCSE Chemistry or in Chemistry elements of GCSE Double Award Science |
| Computer Science | B grades in GCSE Maths & Computing/Digital Technology (Programming), or an A grade in GCSE Maths; plus a C grade in GCSE English |
| Digital Technology | B grade in GCSE Digital Technology |
| Drama and Theatre | B grade in GCSE Drama; B grade in English is also desirable |
| English Literature | B grade in GCSE English Literature and C grade in GCSE English |
| French | B grade in GCSE French, including a pass in examined units |
| Geography | B grade in GCSE Geography or B grade in GCSE English |
| German | B grade in GCSE German, including a pass in examined units |
| History | B grade in GCSE History or B grade in GCSE English |
| Mathematics | A grade in GCSE Mathematics, with at least 340 UMS points and an A Grade in each of the T4 and T6, or M4 and M8, papers. |
| Further Mathematics | A* grades in both GCSE Mathematics and GCSE Further Mathematics |
| Media Studies | B grade in GCSE Media Studies or B grade in GCSE English, or C Grade in GCSE English together with a B grade in GCSE Art and Design or Digital Technology. |
| Moving Image Arts | B grade in GCSE English, or C Grade in GCSE English together with a B grade in GCSE Moving Image Arts, Art and Design, Digital Technology or Drama |
| Music | B grade in GCSE Music<br>Grade 5 or above in a chosen instrument and in music theory |
| Physics | B grade in GCSE Physics or in GCSE Double Award Science, in either case including B Grades in the Higher Tier examined Physics units;<br>A grade in GCSE Mathematics |
| Politics | B grade in GCSE History or B grade in GCSE English |
| Religious Studies | B grade in GCSE Religious Studies or B grade in GCSE English |
| Spanish | B grade in GCSE Spanish, including a pass in examined units |
| Sports Science and the Active Leisure Industry | B grade in GCSE Physical Education, including a pass in the examined units |
| Technology and Design: Product Design | B grade in GCSE Design and Technology or B Grade in GCSE Engineering |
| BTEC Business | B grade in GCSE English. Preference given to students who, in addition, have a B grade in GCSE Business Studies |
| BTEC Hospitality | C grade in GCSE Hospitality or C grade in GCSE English. Preference given to students with B grades or above |
| BTEC Sport (Subsidiary or Full Diploma) | C grade in GCSE Physical Education |

# COMPLETING YOUR GCSE CHOICES FORM

We will advise you on what pathway is best for your son, but we will discuss this in more detail at the careers meeting INCLUDING IF YOU WISH YOUR SON TO STUDY A SUBJECT CURRENTLY AVAILABLE BUT IS NOT ON THE SUGGESTED OPTIONS FORM. Your DRAFT options form will be from one of the following SUGGESTED pathways:

| | OPTS 1 | OPTS 2 | OPTS 3 | OPTS 4 | OPTS 5 | INTERNATIONAL |
|---|---|---|---|---|---|---|
| | **Full choice of the CCB subject options** | **For the student who is not strong in languages** | **For the student who is not strong on the sciences (or has interests elsewhere)** | **For the student who is not strong in languages, and not as strong in the sciences (or has interests elsewhere)** | **For the student who would be better to taking a fewer number of GCSEs to concentrate on the others**<br><br>**(Choose 'study support' as an option)** | ***For the student for whom English is not their first language*** |
| **MATHEMATICS OPTION** | GCSE Mathematics<br>+<br>**Choice of GCSE Further Maths** | GCSE Mathematics<br>+<br>**Choice of GCSE Further Maths** | GCSE Mathematics | GCSE Mathematics | GCSE Mathematics | *ALL OPTIONS OPEN - SUBJECT TO ABILITY AND DISCUSSION* |
| **ENGLISH SUBJECTS** | English<br>+<br>English Literature* | English<br>+<br>English Literature* | English<br>+<br>English Literature* | English<br>+<br>English Literature* | English<br>+<br>English Literature* | *English can be taken as IGCSE in International English as a Second Language*<br><br>*(This replaces the English Options)* |
| **MODERN LANGUAGES CHOICE** | Choose 1 MFL<br><br>(may opt for a second language in the options) | **Advice is not to choose a Modern Language** | Choose 1 MFL<br><br>(may opt for a second language in the options) | **Advice is not to choose a Modern Language** | **Advice is not to choose a Modern Language** | |
| **SCIENCE OPTIONS** | All options open (Including Separate Sciences) | All options open (Including Separate Sciences) | **Advice is to choose Double Award** or Single Award Science** | **Advice is to choose Double Award** or Single Award Science** | **Advice is to choose Double Award** or Single Award Science** | |
| **OPTIONAL CHOICES** | +5 | +6 | +5 | +6 | + 5<br>(and **STUDY SUPPORT**) | |
| **Number of GCSEs (excluding RS)** | **9 GCSEs (10 if Further Maths chosen)** | **9 GCSEs (10 if Further Maths chosen)** | **9 GCSEs** | **9 GCSEs** | **8 GCSEs** | ***Subject to abilities*** |
| **PLUS Religious Studies** | If not chosen as a full GCSE, the Short Course in Religious Studies will add a further ½ GCSE on to these totals. | | | | | |

**Reminder that a minority of students will not take English Literature, which reduces the final number of GCSE subjects taken by 1.*

***Double Award Science counts as TWO options (so will reduce the 'optional choices' by 1)*

# SECTION B

# GCSE SUBJECT INFORMATION

# AGRICULTURE AND LAND USE

Examination Board: CCEA

Teacher in charge: Dr J Breen

**Why Study Agriculture and Land Use?**

Northern Ireland has a strong rural tradition. Almost 75 % of land here is used for agricultural purposes. The agri-food industry contributes hugely to the local economy, representing employment for around 50,000 people in farms and factories across the agri-food sector.

Studying Agriculture and Land Use helps to support students' development as individuals and skilled contributors to these land-based industries.

Studying agriculture allows us to:

- investigate how farming practices can adapt to changing requirements;
- explore the impact modern agriculture has on the natural environment;
- examine increased consumer awareness of the food we eat; and
- consider how farmers can develop diverse, vibrant and viable agri-food businesses.

**What will I study and how is it assessed?**

| Unit | Assessment | Weighting |
|---|---|---|
| **Unit 1:**<br>Soils, Crops and Habitats | Written examination 1 hr 15mins. | 25% |
| **Unit 2:**<br>Animals on the Land | Written examination 1 hr 15mins. | 25% |
| **Unit 3:**<br>Controlled Assessment - Contemporary Issues in Agriculture and Land Use | Controlled assessment. It is worth 50%<br>of the total marks.<br>Two controlled assessment tasks set every year:<br>Practical Investigation Task<br>Research Project<br>Teachers mark the tasks and moderate the results.<br>This unit can only be taken at the end of the course. | 50% |

**Unit 1**

Explores topics such as soil composition, plant biology, crop production and biodiversity in a range of local habitats.

**Unit 2**

Introduces animal husbandry and animal production, including breeding and reproduction, health and welfare, nutrition and food processing. Students also consider issues of health and safety, farm economics and the use of technology to support farmers.

**Unit 3**

This the controlled assessment for the specification and consists of two tasks. In Task 1, students plan and carry out a risk assessment and an investigation and present a report. In Task 2, students research a topic and present their findings in an appropriate format.

**Is there coursework or controlled assessment?**

**Yes**, the controlled assessment is worth 50% of the total marks. There will be a practical investigation task and a research project.

Because the high level of controlled assessment, this will be a critical component to secure a good grade.

**Where does this subject lead?**

This course will be of particular interest to pupils who wish to pursue Biology or Geography further at A Level, or Agriculture at CAFRE following GCSE studies. The land-based sector offers employment opportunities in a range of areas, including:

- farming;
- conservation;
- horticulture;
- food production;
- land management;
- health and safety;
- marketing; and
- environmental protection.

# ART AND DESIGN

Examination Board: CCEA

Head of Department: Mrs L Donly

**If you loved art in years 8, 9 and 10 and feel it is one of your strengths, then maybe Art & Design GCSE is for you.**

**Why Study Art and Design?**

The GCSE will develop your technical skills but also help you communicate meanings, ideas and intentions through visual language. You will learn how to use different media, develop your understanding of the creative and cultural industries, and refine your work through experimentation. Art & Design students become critical thinkers with enquiring minds and increase their confidence in taking artistic risks. This course features a focus on drawing, emphasising that it is an essential part of the creative process in all art, craft and design disciplines.
As well as exploring many artistic skills and processes, you will develop your knowledge and understanding of historical and contemporary contexts, societies and cultures. The broad and flexible content will give you the freedom to pursue a range of creative pathways.

Some students choose Art & Design simply for the enjoyment of it and to have a creative outlet, and some because they wish to pursue A level Art or a career in the creative industries. The visual arts provide a wide variety of job opportunities, but equally your CV will be enhanced for any career path by demonstrating that you have a creative skillset.

**What will I study and how is it assessed?**

The Art and Design specification is a two year course in which you will be required to produce a body of coursework containing two sections. Part 1 is called an 'Exploratory Portfolio' of work. This portfolio should contain work showing the breadth and depth of experience you have gained over the two years of the Art and Design course. The 'Exploratory Portfolio' will allow you to develop your ideas through research and experimentation. You will also be required to submit Part 2 - a task entitled 'Investigating the Creative and Cultural Industries'. Basically this task will be taken from one of the following three areas,

- An investigation into an artist, designer, movement or other aspect of Art and Design leading to a personal response.
- A response to a design brief or visual arts commission.
- Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Tasks will be set in school based on examples from the controlled assessment booklet provided by the exam board.

***COURSEWORK*** – *'*Component 1'

Component 1 is worth 60% of the overall marks for the course and is separated into two parts.
Part A = 25% of the coursework marks
Part B = 35% of the coursework marks

***COMPONENT 1 PART A: 'Exploratory Portfolio'*** ***(worth 25%)***

Part A consists of a body of work that encourages pupils to develop their ability to experiment through a minimum of **<u>two</u>** of the following disciplines

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

You will be expected to explore and experiment with a variety of media and techniques. GCSE Art and Design is an exciting course. There are lots of areas to choose from. You do not have to be good at all of these but you can specialise in certain areas, depending on your strengths.
You will learn through practical exploration of practitioners, the contexts they work in, and the processes they use. You will develop your ideas by responding creatively to other's work. Exploration may lead to outcomes; however, the production of final outcomes is not required in this component. The completed portfolio of experimental work will be presented as an outcome for the purpose of assessment.

***COMPONENT 1 PART B:* 'Investigating the Creative and Cultural Industries' (worth 35%)**

You will also be required to submit Part B - a task entitled 'Investigating the Creative and Cultural Industries'. Basically this task will be taken from one of the following three areas,

- An investigation into an artist, designer, movement or other aspect of Art and Design leading to a personal response.
- A response to a design brief or visual arts commission.
- Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Tasks will be set in school based on examples from the controlled assessment booklet provided by the exam board. You will document your research, learning and progress through an investigative body of work relating to relevant contextual (artists) research. Finally, you will be required to present an outcome in the form of a personal response to a brief or design solution. The outcome may be presented in any appropriate format, including digital media. Your final piece for Part B Component 1 can be either Fine Art or Design.

The work presented for assessment at the end of the course consists of work selected by you. It must include coursework covering the two components as stated above. It will be internally assessed by your teacher and then externally moderated.

***COMPONENT 2 – Externally set assignment (ESA) -THE EXAMINATION* (worth 40%)**

The Exam Board CCEA will issue the 'Working to Stimulus' exam paper at the beginning of January during Year 12. It will give you a set theme and a broad choice of starting points to choose from. After completing your preparation work for the exam you will be given a supervised period of 10 hours over two consecutive days to complete your final piece.

**MODERATION**

Moderation takes place usually during the first two weeks in May. Your coursework and final examination will be put on display in the Art and Design Department. After the work has been marked by the staff in the department, it is then moderated by a visiting moderator. Following this an exhibition of all GCSE work will be held in Middle School when your parents and family can see the results of all your hard work. This night of 'Celebration' always proves to be a most enjoyable evening.

**HOMEWORK**

Most of the work is classroom based, but it is necessary to complete at least 2 hours of homework in order to meet the deadlines. Pupils will also be expected to spend time on research and take photographs related to individual projects. You will be encouraged to attend extra classes provided after school, where you will be offered individual guidance by staff.

**Where will this lead?**

The opportunities in this field are varied and vast with careers to suit every type of creative mind. This can include Fine Art. Graphic Design, Architecture, Advertising, Digital and Visual Communication. Art can also help with careers such as engineering where technical drawing is important. IF you are considering Architecture, you should choose Art and Design.

# BIOLOGY (Separate Science)

Examination Board: CCEA

Head of Department: Mr T Thompson

**Biology may be studied as:** **1/ As a standalone separate GCSE (Discussed here)**
**or**
**2/ As part of a general science course which contains a mix of Biology, Chemistry and Physics either through:**
**a/ Double Award Science* (counts as two GCSEs), or**
**b/ Single Award Science* (counts as one GCSE)**
***These science options are described in their own section**

**Why Study Biology (as a Separate GCSE)?**

GCSE Biology builds on the knowledge, understanding and skills developed at Key Stage 3. The course enables pupils to obtain sufficient understanding and knowledge to:

(i) Stimulate curiosity and interest in things biological and environmental.

(ii) Encourage an interest in the study, practice and application of science in the world and to develop skills leading to safe practical work.

(iii) Become confident citizens in a technological world and to be able to make informed judgements on Biological issues.

(iv) Recognise the strengths and limitations of scientific methods and to be able to apply biological knowledge to their own lives.

(v) Prepare for further study to AS and A2 Level.

Studying Biology will encourage students to develop their curiosity about the living world. It will enable students to engage with biology in their everyday lives and increase their awareness of the important biological principles that underpin life. It will give them a greater understanding of how the human body works and an insight into how to live healthy lives. They will learn how different organisms interact with each other and with the natural environment.

The drive to increase research and development in the private sector is likely to enhance the career opportunities in the biological sciences.

**GCSE Biology (SEPARETE SCIENCE)** will be appropriate for those pupils **who have consistently attained above average marks in Junior Science and in Year 10 Biology**. It will also be most beneficial for those who are considering continuing their study of Biology through to A Level or pursuing a Biology-related career. Pupils are encouraged to research requirements of potential careers prior to making this choice.

**What will I study?**

**Unit 1: Cells Living Processes and Biodiversity 35% of GCSE**

Cells**;** Photosynthesis and plants**;** Nutrition and health**;** Enzymes and digestion**;** Breathing and the respiratory system**;** Nervous system and hormones**;** Ecological relationships and energy flow.

**Unit 2: Body Systems, Genetics, Microorganisms and Health 40% of GCSE**

Osmosis and plant transport; Chromosomes, genes and DNA; Cell division genetics and applied genetics; Reproduction, contraception and fertility; Variation and selection' Circulatory system; Microorganisms, defence against disease, medicines and drugs.

**Unit 3: Practical Skills 25% of GCSE**

**Booklet A: 7.5% of GCSE**
Pupils carry out two experiments in a laboratory in controlled conditions within a two-hour period.

**Booklet B: 17.5% of GCSE**
An external written examination taken at the end of the course. There are a number of compulsory structured questions that relate to practical work.

**How am I assessed?**

| | | |
|---|---|---|
| There are two levels of entry: | Higher Tier | A* - C are the pass grades available |
| | Foundation Tier | C is the only pass grade available |

The decision on which **Tier of Entry** will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level reached over the two years of study.

| | |
|---|---|
| ***Practical Skills*** | **Booklet A**: Pupils carry out two externally marked pre-release practicals in Year 12. **7.5% of Final Marks** |
| ***Written Examinations*** | **Three** written examination papers |
| | **UNIT 1- 35%**<br>**UNIT 2 – 40%**<br>**UNIT 3 – Practical Skills Booklet B – 17.5%** |

**Where will it lead?**

Today's biologists are involved in researching and understanding some of the most controversial advances in science, including the cloning of embryos, designer babies and genetically modified food. They are also researching solutions to worldwide problems such as: global warming; the extinction of species; AIDS and other epidemic diseases; MRSA and superbugs.

Some of the varied biology career possibilities include:

**Health Professional**: medicine, dentistry, physiotherapy, occupational therapy, speech therapy, radiography, dietetics, psychology, pharmacy, ophthalmology, podiatry, nursing
**Health related**: forensics science, biomedical science, pathology, microbiology, genetics, molecular biology, biotechnology, environmental health, genetic counselling, clinical physiology
**Animal**: veterinary, farming, marine biology, zoology
**Plant**: botany, tree surgery, environmental management, conservation, biodiversity officer, landscape gardening, ecology
**Other**: scientific research, teaching, lecturing, pharmaceutical/medical sales, science journalism, food science.

# BUSINESS STUDIES

Examination Board: CCEA

Head of Department: Ms G Lamont

**Why study GCSE Business Studies ?**

In all aspects of modern day life the application of Business Studies has become increasingly relevant and in recent years TV programmes such as "Dragons' Den", "The Apprentice" and "Risking it All" have encouraged many to set up their own business. GCSE Business Studies is designed to help you understand the main aspects of running or working in a business and since it is topical you will be able to relate what you study in the classroom to real life. To ensure an awareness of local business issues within the wider context we follow the Northern Ireland CCEA specification. You will be encouraged to utilise input from local businesses where appropriate, to help bring the core topics of marketing, finance, operations and human resources to life.

**Aims**

To encourage pupils 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 to make informed judgements;
- develop and apply their knowledge 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.

**What will I study?**

**Unit 1: Starting a Business 40% of GCSE**

Written examination. This introduces students to the issues involved with starting a business. It focuses on: Creating a Business, Marketing and Business Operations.

**Unit 2: Developing a Business 40% of GCSE**

Written examination. This section builds upon the work of Unit 1, allowing pupils to study businesses as they grow and the issues that expansion raises. It focuses on: Human Resources, methods of Business Growth and Finance.

**Unit 3: Planning a Business 20% of GCSE**

This is a controlled assessment unit. Boys will be provided with pre-release material and will be required to write a business plan. They will have up to twelve hours to research the business and will have up to three hours (in class) to write up their individual findings.

**How will I be assessed?**

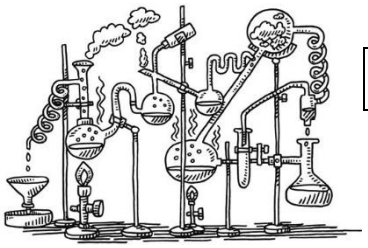
| Content | Assessment | Weighting | Availability |
|---|---|---|---|
| **Unit 1:**<br>Starting a Business | **External written exam**<br>1 hour 30 minutes<br>Short structured Questions with extended writing | 40% | Summer 2021<br>Summer 2022 |
| **Unit 2:**<br>Developing a Business | **External written exam**<br>1 hour 30 minutes<br>Short structured Questions with extended writing | 40% | Summer 2022 |
| | **(Unit 3) Controlled assessment**<br>**Planning a business**<br>*(marked by subject teacher)*<br>Booklet A: Planning<br>Booklet B: Communicate findings | 20% | Booklet A available from September of Year 12<br>Booklet B completed in February of Year 12 |

**How will Business Studies help me develop my other skills?**

Over the two years you will work both as an individual and as part of a team. You will also take part in role-plays, business investigations and simulations all of which are designed to develop your communication, problem solving, enterprising and decision making skills. You will also develop your numeracy skills as you study in brief the stock exchange, how to acquire funding and how to use and interpret financial data. These mathematical abilities are widely useful and will demonstrate to your future employers that you have a logical, analytical mind. ICT, where appropriate is incorporated throughout the delivery of all topics.

**How will Business Studies help me in the future?**

Business Studies will encourage you to develop the skills, knowledge and qualities required for life and work in the 21st Century. It offers an excellent foundation for those wishing to pursue careers in management, accountancy, banking, investment and financial services, management consultancy, public relations, marketing and many others. For those wishing to continue their studies at A Level, Business Studies is a popular option.



# CHEMISTRY (Separate Science)

Examination Board: CCEA

Head of Department: Mr R Morrow

**Chemistry may be studied as:** **1/ As a standalone separate GCSE (Discussed here)**
**or**
**2/ As part of a general science course which contains a mix of Biology, Chemistry and Physics either through:**
**a/ Double Award Science* (counts as two GCSEs), or**
**b/ Single Award Science* (counts as one GCSE)**
***These science options are described in their own section**

**Why Study Chemistry (as a Separate GCSE)?**

Chemistry is the study of elements and the compounds they form. The spiritual, moral, ethical, social and cultural issues arising from such study enable pupils to discuss and analyse chemistry's contribution to society. Pupils gain an understanding of the use of finite resources and the need for a culture of sustainable development. The course contributes to environmental education by highlighting how chemistry affects our environment through pollution, waste management and use of resources. A course based on the CCEA specification will help prepare pupils for the study of Chemistry and related subjects at a more advanced level, for example Advanced Subsidiary Chemistry and Advanced Chemistry. For those progressing directly into employment, a GCSE in Chemistry is relevant not only to the field of science but also to areas of commerce and public service that value problem-solving, team building, communication and practical skills.

This unitised course encourages pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile programme of study. It also encourages them to develop their curiosity about the material and physical worlds and provides insight into and experience of how science works. It enables pupils to engage with Chemistry in their everyday lives and to make informed choices, as it is a programme of study designed to foster interest, enthusiasm, understanding and critical evaluation through explanation and investigation.

**GCSE Chemistry (SEPARATE SCIENCE)** will be appropriate for those pupils **who have consistently attained above average marks in Junior Science and in Year 10 Chemistry**. It will also be most beneficial for those who are considering continuing their study of Chemistry through to A Level or pursuing a Chemistry-related career, Pupils are encouraged to research requirements of potential careers prior to making these choices. Much of this information is available on the departmental noticeboards

**What will I study?**

**Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis (35%)**

This unit introduces and explores safe practical and theoretical chemistry in terms of atomic structure, structure and bonding in traditional, new and nanoparticles, patterns in the Periodic Table, reactions of acids including preparation of pure, dry salts, solubility and chemical analysis. Students are expected to express themselves accurately in terms of formulae, ionic equations and balanced symbol equations. The section on quantitative chemistry includes calculations in terms of amounts in moles and percentage yield.

**Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry (40%)**

In this unit, students extend their knowledge of safe practical and theoretical chemistry further to include reactivity series, redox, rates of reaction, energy changes in chemical reactions and gas chemistry. Students are introduced to organic chemistry, equilibrium in chemical reactions and electrochemistry. They also continue to write more complex equations and carry out increasingly complex calculations of amounts in moles involving solution and gas chemistry.

**Unit 3: Practical Skills 25%**

Units 1 and 2 include a number of practical tasks that students carry out during the course. Nine of these are prescribed practicals. This unit has two parts: Booklet A and Booklet B. CCEA set and mark both booklets.

Booklet A is a practical skills assessment. It assesses students' ability to carry out two practical tasks based on but not identical to the nine prescribed practicals listed in this specification.

Booklet B is a written, externally assessed examination taken during the final year of study. It assesses students' knowledge and understanding of practical science. It consists of questions about planning and carrying out any of the prescribed practical tasks, together with more general questions about any practical situation that arises in Units 1 and 2 in this specification.

**How will I be assessed??**

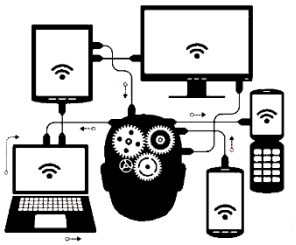
| | | |
|---|---|---|
| There are two levels of entry: | Higher Tier | A* - C are the pass grades available |
| | Foundation Tier | C is the only pass grade available |

The decision on which **Tier of Entry** will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level reached over the two years of study.

| | |
|---|---|
| ***Unit 1:*** **(year 11)** | Written Examination in year 11 (worth 35%) |
| ***Unit 2 (year 12)*** | Written Examination in year 12 (worth 40%) |
| ***Unit 3:Practical Skills (year 12)*** | **Part A**: Under the supervision of a teacher, students are assessed on their ability to plan and carry out two of these prescribed practical tasks (7.5%)<br><br>**Part B**: Consists of an exam paper on planning and carrying out practical. It relates to the prescribed practicals in the specification (17.5%) |

**Where will this lead?**

Chemistry is an important subject for those with an interest in any Scientific Career. It is an essential requirement for medically related Professions such as Dentistry, Medicine, Pharmacy and Veterinary Medicine. Other Careers that use the skills developed through the study of Chemistry include: Chemical Engineer, Environmental Scientist, Forensic Scientist, Food Scientist, Geologist, Laboratory Scientist, Mechanical Engineer, Optician, and Scientific Researcher amongst many others



# DIGITAL TECHNOLOGY: MULTIMEDIA

Examination Board: CCEA

Head of Department: Mrs M Debbadi

**Why study GCSE Digital Technology (Multimedia)?**

The digital technology industry is one of the largest employment areas in Northern Ireland with over 10,000 jobs being advertised in the industry annually. The multimedia element of the industry which continues to grow rapidly and CCEA's GCSE in Digital Technology (multimedia) can help you develop the skills needed to progress into this area of the industry.

We are living in an era which is driven by multimedia. Learn how to develop multimedia applications which can be used on entertainment, medicine, education, business and in the home!

**What skills will I develop?**

Multimedia specialists use their creative and technical skills to design and develop multimedia applications, systems and products such as mobile phone apps, websites and computers games. They use digital audio and visual media to combine text, sound, animation and video into digital solutions that can delivered online.

You will have the opportunity to study how cyberspace has led to the development of cybercrime in addition to gaining an insight into some of the methods employed within the industry to combat cybercrime. Learn how to help ensure clients' needs are met through the use of storyboards, prototypes and high end website applications. If app development, website development using html and java, and the use of digital applications in business is what interests you then this is the qualification for you. Develop skills in problem solving, technical writing, multimedia programming and application testing. Learn how to take larger business related problems and break them down so they can be solved easily.

**Career opportunities**

Multimedia developers can often be found in areas of employment such as web development, graphic design, programming, film and video editing, multimedia art and animation, game development and testing and even app development.

**What will I study and how am I assessed?**

| **Content** | | **Assessment** | **Weightings** |
|---|---|---|---|
| ***Core Unit*** | *Digital Technology* | *External written examination 1 hour* | *30%* |
| **Multimedia Units** | Digital Authoring Concepts | External written examination | 40% |
| | Digital Authoring Practice | Controlled assessment | 30% |

***Core Unit, Digital Technology***

In the core unit you will gain a detailed insight into network technology and cyberspace has led to increases in cybercrime, technology related law, cybersecurity and cybercrime. Study how cloud computing has impacted upon business and personal technology use and look in detail at computers work from the inside out. For those interested in business related use of digital technology there is also an insight into how applications such as databases and spreadsheets applications can be tailored to solve data processing tasks.

***Digital Authoring Concepts***

In this unit, you will look in detail at methods employed in designing solutions for and end user related problem. Methods considered will include prototyping, storyboard production and movie time lining to aid the production of multimedia solutions. The use of wireframe diagrams, data dictionaries and other technical methods used to support the design of complex database solutions will also be considered. You will have the opportunity to consider also how multimedia applications can be used to support e-commerce, social media and gaming.

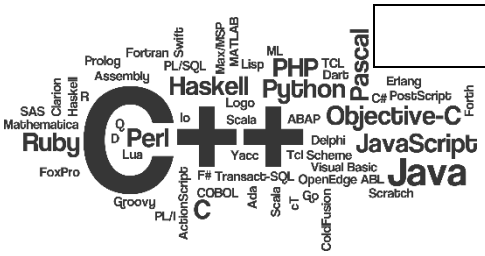
***Digital Authoring Practice***

As part of this unit you will design, develop and test a digital multimedia system such as a website or a mobile phone app. Make your digital application interactive by adding your own html code, including short extracts of java script and videos and animations you have created yourself. Link your website solution to a business related task in a case studio scenario and develop skills in data handling and management that will be useful in all areas of employment and education presented in the case study will also require that you produce a complex database system to support processing needs of the organisation.

**What skills do I need?**

You have already used HTML, CSS and JavaScript in in years 9 and 10 and these applications provide a good foundation for the controlled assessment element of your GCSE in Digital Technology. You will also have used a range of data manipulation packages in Key Stage 3. Develop these skills further at GCSE level to ensure you are familiar with the most recent industry standards data handling applications.

**After school classes will operate for those who would like additional help with preparation for assessments.**




# DIGITAL TECHNOLOGY: PROGRAMMING

Examination Board: CCEA

Head of Department: Mrs M Debbadi

**Why study GCSE Digital Technology (Programming)?**

The digital technology industry has become one of the largest employment areas in Northern Ireland with over 10,000 jobs being advertised in the industry annually. Northern Ireland is one of the market leaders in software development and boasts some of the best coders and continues to offer opportunity for world travel and promotion. CCEA's GCSE in Digital Technology (Programming) can help you develop the skills you need to progress in any industry.

High end digital solutions and the problem solving skills required to support their development are a keen part in all areas of industry today. Even if you are not interested in following a career in the programming industry, having the skills associated with this level of problem solving can set you apart from other students, giving you a competitive edge in a technology-driven world.

If the offer of world travel, problem solving, coding and being a skilled problem solver appeal to you, this is the course for you.

**What skills will I develop?**

Programming specialists think outside the box to solve technical problems in high level computer programming languages. While coding forms a big part of the skills developed through this course you will also develop skills in logic application, technical writing and learn how to tailor your communication skills to a range of audiences.

You will learn how attention to detail and time management are key in program development while also practising skills in team work and creativity. Through developing applications using languages such as C# and Python you will be introduced to the most current languages used today in the development of online tools such as Google, Instagram and Python.

Learn how the expansion of the Internet and cyberspace has led increases in cybercrime and gain an insight into some of the methods employed to combat cybercrime. Learn about project management, design, development and testing methods and develop skills in problem solving, technical writing, high level language programming and application testing. Learn how to take larger business related problems and break them down so they can be solved easily.

**Career opportunities**

Programming opportunities can now be found in all area of industry, from finance and statistical programming to government and law, and from medicine to more obvious areas such as game development, virtual and augmented reality and web development.

**What will I study and how am I assessed?**

| Content | | Assessment | Weightings |
|---|---|---|---|
| **Core Unit** | Digital Technology | External written examination<br><br>1 hour | 30% |
| **Programming Units** | Digital Development Concepts | External written examination | 40% |
| | Digital Development Practice | Controlled assessment | 30% |

***Core Unit, Digital Technology***

In the core unit you will gain a detailed insight into network technology and cyberspace has led to increases in cybercrime, technology related law, cybersecurity and cybercrime. Study how cloud computing has impacted upon business and personal technology use and look in detail at computers work from the inside out. For those interested in business related use of digital technology there is also an insight into how applications such as databases and spreadsheets applications can be tailored to solve data processing tasks.

***Digital Development Concepts***

In this unit, you will look in detail at trends in software development, look at how data is stored and processed inside a computer. Using flow-diagrams, algorithms and pseudo-code you will learn how programming languages can be used to carry out data analysis and produce meaningful output to meet the needs of a client. Methods used to test and evaluate coded solutions will also form a key part of this unit.

***Digital Development Practice***

As part of this unit you will design, develop and test a solution you have created to solve a data processing problem presented to you through a case study scenario. Your solution will include the use of coding constructs to support data entry, error handling and processing to produce output for the user.

***What skills do I need?***

You have already used Scratch and Python in years 9 and 10 and you will have had experience in using algorithms to break down larger problems into manageable parts. These skills and these applications provide a good foundation for the controlled assessment element of your GCSE in Digital Technology.

PLEASE NOTE

Places on this course will be limited and pupils will be selected primarily based on their performance in their assessments in English, Mathematics and ICT, during Summer Examinations. Successful pupils will have performed highly in all three subjects.

Pupils would be well advised to select GCSE Digital Technology (Multimedia) as their reserve option in the event they may be unsuccessful in obtaining a place on the GCSE Digital Technology (Programming) course.

**After school classes will operate for those who would like additional help with preparation for assessments.**

# DRAMA

Examination Board: CCEA

Head of Department: Mrs E McIlvenny

## *"Drama is life with the boring bits cut out!" (Hitchcock)*

**Why study GCSE Drama ?**

GCSE Drama is an exciting subject that will help to foster self-confidence and improve communication skills. It is a creative subject that will enable the development of performance, design and technical skills.

**What does GCSE Drama involve?**

- You will experiment with a range of dramatic forms (devised work, mime, acting, improvisation and movement).
- You will learn new technical skills and will be involved in set, lighting and costume design.
- You will have the opportunity to study a drama script and perform it to an audience.
- You will participate in the practical exploration of a set drama text.
- As drama is intended for an audience, you will have the opportunity to showcase your talents to your peers, teachers and parents. This will involve "Lunch-time Theatre", performance for an external audience and inter-house competitions.
- As Drama pupils you will be afforded the opportunity to attend Theatre trips.

Drama is a subject that is explored in a positive environment. The intention of the subject is to allow pupils to use their imaginations and life experiences to create meaningful and valuable Drama. The subject involves studying a spectrum of social and cultural issues and finding ways to render them through performance.

**What skills will I develop?**

- ✓ Highly developed acting skills.
- ✓ Appreciation of dramatic texts.
- ✓ Negotiating and problem-solving skills.
- ✓ Co-operation, dedication and sensitivity.
- ✓ Expert technical skills.
- ✓ A professional approach to developing and shaping Theatre.
- ✓ The ability to appraise others.
- ✓ Confidence.

**What do I study and how am I assessed?**

It is a two year course and the components will be divided up over this period. Component 1 will be completed in year 11, hence 25% of the whole GCSE will be completed at this time. In component 1 there is an assessed portfolio which constitutes part of the mark. This will be completed in school under controlled conditions; however, preparatory notes are permitted. As Drama is largely a practical subject, we would urge students to think about the commitment to rehearsal and the demands of the practical nature of the subject. In addition, the study of dramatic text requires a good standard of English and an ability to think creatively. Students will have the opportunity to see live theatre events and will be expected to contribute to the extra-curricular life of the Drama department.

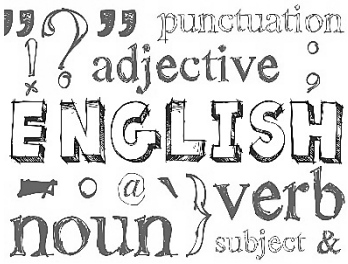
| Component | Content | Requirements | Assessment | Weighting |
|---|---|---|---|---|
| Component 1. | Devised Drama with pre-release stimulus materials. | Group performance and candidate log. | Internally assessed and performance filmed and submitted alongside the logbook | A01-15%<br>A02-10%<br>Total 25% |
| Component 2. | Scripted performance | Group performance | Controlled Assessment. Internally assessed and externally moderated. | AO1-5%<br>AO2-30%<br>Total 35% |
| Component 3. | Written examination. (1 hour 30-minute written paper.) | **Questions on a set text:**<br>Q1a. - Background of set text<br>Q1b.-Design elements of live or recorded theatre.<br>Q2- Staging of a given moment.<br>Q3a - Rehearsal work for character.<br>Q3b- Costume design for character. | Externally Assessed. | AO3-30%<br>AO4-10%<br>Total 40% |

**Where does this lead?**

Drama is a highly skill-based subject, developing skills that are sought after in the world of employment. Drama develops confidence, communication, leadership, self-evaluation, negotiation etc. Many careers employ role play and presentation within their training process e.g. medicine, law, the police, social work etc. It is also useful for careers within Journalism, Media, Marketing, Communications and Public relations, Personnel management, Design and many more where presentation skills are vital.

We have had very many students study drama who have gone into diverse careers such as: Management Consultant, Personal Coaching, Archaeology, Marine Biology, Law, Theatre Design, Lighting Design, Journalism, academic lecturer and even an International rugby player!

Those that study Drama and Theatre at A/Level may also choose to proceed into third level courses in Drama or in Performing Arts at University. Students wishing to gain a place at Drama School should be choosing this subject.




# ENGLISH LANGUAGE

Examination Board: CCEA

Head of Department: Mrs P McCaul

**ENGLISH LANGUAGE IS A COMPULSORY SUBJECT AT GCSE**

*(International students, whose first language is not English they will follow the iGCSE in International English instead)*

English is invaluable for your future no matter what other subjects you are studying. A good command of the spoken and written word is an essential key skill for life!

**English Language is required for entry into Sixth Form and entrance into Universities, Colleges or most professions. Many subjects at Sixth Form require a B grade in GCSE English!**

You will already be familiar with the range of assessments to be carried out, during your GCSE studies, on the three areas of the subject: **Reading, Writing, Talking and Listening**. And in continuing to develop your knowledge and understanding of a wide range of writing forms, how to read texts on a literal and inferential level and how to adapt your talk for a range of situations, you will develop lifelong and employable skills of:

- Accurate, clear, detailed and evidenced communication based on well-judged conclusions;
- Structured, well-worded and persuasive arguments which will engage your reader/listener;
- Meticulous planning, drafting and editing of important documents for the career place such as: letters, reports, journals, websites, articles, blogs, minutes of meetings, presentations and tidy notes;
- Organisation and prioritising of important ideas into written and spoken forms – both formal and informal;
- Critical and analytical reading skills and the ability to cite sources accurately during A-Level and University study;
- Excellent grammar and punctuation;
- Thinking creatively and being able to make comparisons and identify trends/patterns;
- Become a confident motivational and inspiring leader and someone who can express himself on a personal and professional level, as well as building positive relationships with fellow humans.

To this important end, your teacher will prepare you and expect you to avail fully of excellent teaching materials and will expect you to show a keen learning intention and interest throughout the two-year specification. This will evident through the quality of your home-works and assessed assignments.

Below is a breakdown of how the course is structured around four Units:

| Year 11 | | | |
|---|---|---|---|
| **Reading** | Non-fiction texts such as travel writing | Media texts including advertisements | Assessed (along with Writing) at the end of Year 11 through **external examination**, Unit 1 worth 30% |
| **Writing** | Writing to inform and persuade e.g *Write an article for the school magazine* | Preparation for **Controlled Assessment 1**: *The study of Spoken Language (*Unit 3 ) worth 10% | Assessed (along with Reading) at the end of Year 11 through **external examination**, Unit 1 worth 30% |
| **Talking and Listening** | Group discussions | Individual talk or presentation | Assessed by your teacher and moderated externally in **March of Year 12** (Unit 2 worth 20%) |

| Year 12 | | | |
|---|---|---|---|
| **Reading** | Non-fiction texts such as articles or blogs | The study of literary texts with a focus on analysing writer's craft: **Controlled Assessment 2:** *Response to Writing* (Unit 3) worth 10% | Assessed (along with Writing) at the end of Year 12 through **external examination**, Unit 4 worth 30% |
| **Writing** | Writing to inform and persuade e.g *Write an article for the school magazine* | Completion of **Controlled Assessment 1**: *The study of Spoken Language (*Unit 3 ) | Assessed (along with Reading) at the end of Year 12 through **external examination**, Unit 4 worth 30% |
| **Talking and Listening** | Group discussions | Individual talk or presentation<br><br>Role- play | Assessed by your teacher and moderated externally in **March of Year 12** (Unit 2 worth 20%) |

**Where does this lead?**

As already stated, English Language is an essential qualification for any form of future progression and is a basic requirement in practically all professions.

**Many courses state the need for a 'good' level of English Language, which for many is AT LEAST a B grade.**

This with a particular interest in English may lead on to many careers including Journalism, Law, Business Management, Marketing, Media and Public Relations.

# ENGLISH LITERATURE

Examination Board: AQA

Head of Department: Mrs P McCaul

**<u>MOST</u> PUPILS WILL STUDY GCSE ENGLISH LITERATURE ALONGSIDE GCSE ENGLISH LANGUAGE**

***"If you just learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view. Until you climb inside of his skin and walk around in it"***

Atticus Finch
To Kill a Mocking Bird, by Harper Lee.

**Why study English Literature?**

Increasingly, the labour market in Northern Ireland and beyond, is seeking a skillset from perspective employees which qualifications alone cannot deliver. Among the high-ranking sought-after-skills, are those which the study of Literature embodies:

- Express ideas in a clear and articulate way;
- Explanation, analysis & argument;
- Critical thinking;
- Emotional intelligence;
- Team-work, empathy, interpersonal skills;
- Creative solutions to problems;

**What will I study?**

Through the study of the three genres of Literature, already familiar to you, namely Drama, Prose and Poetry, you will continue to develop your skills as a proficient and intelligent reader who will demonstrate his understanding through essay-based responses. With expert guidance from your teachers, you will build your confidence in a range of learning styles designed to help you engage with Literature; these include: group discussion, role-play, peer-learning, viewing live performances and movie adaptations, quizzes and you-tube tutorials.

Through the experience of reading and interpreting a variety of quality texts, you will have the opportunity to develop your intellect in a way which social media and electronic material cannot. It is important that you read interesting, well-written material on a range of themes still important in today's society: relationships, power, conflict, love and loss, class systems and structures – to name but a few. And in doing so, your understanding of how writers present meaningful ideas on the human psyche, will hold you in good stead as you progress towards adulthood.

There are three broad objectives for assessing candidates' achievements in English Literature. Candidates must demonstrate their ability to:

- Respond to texts critically, sensitively and in detail, using textual evidence as appropriate;
- Explore how language, structure and forms contribute to the meaning of texts, considering different approaches to these texts and different interpretations of them;
- Explore relationships and comparisons within and between texts, selecting and evaluating relevant material.

**How am I assessed?**

The course is linear with **two** examination papers at the end of Year 12. There is cross-over between English Literature and English Language with one of the Controlled Assessments in Language being based on the text To Kill A Mocking Bird.

Analysis of literary extracts featuring on Unit 4 of Language. Therefore, the study of Literature will enhance your performance in Language

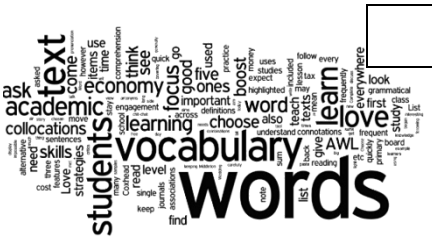
| UNITS OF STUDY | ASSESSMENT |
|---|---|
| **Unit 1: Shakespeare and Nineteenth Century Prose**<br><br>***Section A: Shakespeare.*** Students respond to a play they have studied. For example:<br><br>*Macbeth, Romeo and Juliet, The Tempest, Much Ado About Nothing*<br><br>***Section B:*** **Nineteenth Century Prose.** One question on a choice of text. For example:<br><br>*The Strange Case of Dr Jekyll and Mr Hyde, Frankenstein, The Sign of Four* | Closed Book Examination<br><br>1 hour 45 minutes<br><br>40% |
| ***Unit 2: Modern Texts and Poetry***<br><br>**Section A:** Modern Texts. Students complete one task on a text they have studied. For example,<br><br>*An Inspector Calls, The History Boys, DNA, Animal Farm, Pigeon English*<br><br>**Section B: Poetry**. Students complete one task question on two poems from one anthology:<br><br>- Power and conflict<br><br>**Section C. Unseen poetry**. Students respond to two unseen poems on a given theme, for example: Childhood, Love, Nature | Closed Book Examination<br><br>2 hour 15 minutes<br><br>60% |

**What do I gain from studying English Literature?**

Understanding and analysis of writing is of key importance to students of English Literature and can be applied in many other fields of work. It is also encouraging you to think about the world, its people and its places. Along with clear academic benefits, reading literature is an incredibly enjoyable experience.

***"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village."***

*Roald Dahl*




# ENGLISH (INTERNATIONAL ENGLISH)

Examination Board: Cambridge University International Examinations

Head of Department: Mrs T Mayne

**THIS COURSE IS <u>ONLY</u> AVAILABLE TO STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH (AND REPLACES ENGLISH LANGUAGE)**

## INTERNATIONAL GCSE IN ENGLISH AS A SECOND LANGUAGE

Campbell College is a Cambridge University International Examinations Centre and as such we offer the International GCSE in English as a Second Language. This is a two-year course, aimed at pupils for whom English is not a first language, but for whom it is a lingua franca or language of study. It is designed for those who already have a working knowledge of English and who want to consolidate their understanding in order to progress in their academic or professional career. **This course is subject to an additional charge since it includes specialist support in English as an Additional Language.**

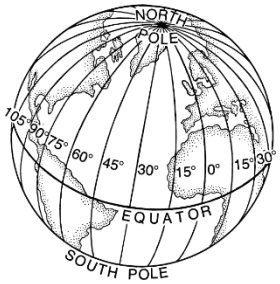
The rationale for English as a Second Language is based on the widespread use of English. The examination reflects this international perspective. However, it will strive to be 'culture-fair' rather than 'culture-free', and will use authentic material from a range of sources.

You will be expected to understand a wide range of social registers and styles and to produce texts and communicate appropriately. The topics selected will relate to your interests and needs e.g. education, the world of work, current affairs, health and welfare, travel and school affairs. The kinds of settings used are those that you are likely to encounter in dealings with official bodies, in studying for academic or occupational purposes, in places of work or in using public services.

International GCSEs are taken in over 100 countries worldwide and are internationally recognised as being equivalent to the GCSE in the United Kingdom. A grade C or above in IGCSE English as a Second Language satisfies the **English proficiency requirements** of most universities in the UK and other Anglophone countries. The course is assessed in an end-of–year exam in four parts as follows:

| | | |
|---|---|---|
| **Reading and Writing**<br><br>**(2 Hours)** | **60%** | You will be assessed on your ability to:<br>• identify and select relevant information<br>• understand ideas, opinions and attitudes<br>• show understanding of the connections between ideas, opinions and attitudes<br>• understand what is implied but not directly stated e.g. gist, speaker's purpose, intention and feelings<br>• communicate information / ideas / opinions clearly, accurately and effectively<br>• organise ideas into coherent paragraphs using a range of appropriate linking devices<br>• use a range of grammatical structures and vocabulary accurately and effectively<br>• show control of punctuation and spelling<br>• use appropriate register and style/format for the given purpose and audience |

| | | |
|---|---|---|
| **Listening**<br><br>**(50 Minutes)** | **20%** | You will be assessed on your ability to:<br>• identify and select relevant information<br>• understand ideas, opinions and attitudes<br>• show understanding of the connections between ideas, opinions and attitudes<br>• understand what is implied but not directly stated e.g. gist, speaker's purpose, intention and feelings |
| **Speaking**<br><br>**(15 Minutes)** | **20%** | You will be assessed on your ability to:<br>• communicate ideas / opinions clearly, accurately and effectively<br>• develop responses and link ideas using a range of appropriate linking devices<br>• use a range of grammatical structures and vocabulary accurately and effectively<br>• show control of pronunciation and intonation patterns<br>• employ suitable pronunciation and stress patterns |
| **Reading and Writing**<br><br>**(2 Hours)** | **70%** | You will be assessed on your ability to:<br>• understand and respond to information presented in a variety of forms<br>• select and organise material relevant to specific purposes<br>• recognise, understand and distinguish between facts, ideas and opinions<br>• infer information from texts<br>• communicate clearly, accurately and appropriately<br>• convey information and express opinions effectively<br>• employ and control a variety of grammatical structures<br>• demonstrate knowledge and understanding of a range of appropriate vocabulary<br>• observe conventions of paragraphing, punctuation and spelling<br>• employ appropriate register/style |
| **Listening**<br><br>**(50 Minutes)** | **15%** | You will be assessed on your ability to:<br>• understand and respond to information presented in a variety of forms<br>• recognise, understand and distinguish between facts, ideas and opinions<br>• select and organise material relevant to specific purposes<br>• infer information from texts |
| **Speaking**<br><br>**(15 Minutes)** | **15%** | You will be assessed on your ability to:<br>• communicate clearly, accurately and appropriately<br>• convey information and express opinions effectively<br>• employ and control a variety of grammatical structures<br>• demonstrate knowledge of a range of appropriate vocabulary<br>• engage in and influence the direction of conversation<br>• employ suitable pronunciation and stress patterns |




# GEOGRAPHY

Examination Board: CCEA

Head of Department: Mrs C Irwin & Mrs E Reynolds

**Why study GCSE Geography ?**

The study of GCSE Geography aims to build a broad, satisfying and worthwhile knowledge of the world around us, and to help pupils learn to make informed decisions about their role in it. It also aims to teach pupils to be critical thinkers with enquiring minds and to become effective and independent learners. Case-studies are used to build up an awareness of global issues, and fieldwork is used to develop and apply learning to the real world.

All of the skills taught in Geography have relevance in further education and in employment, and pupils of Geography are highly prized for their broad based and relevant knowledge and abilities.

**What will I study ?**

There are eight themes within this specification:

- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth
- People and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing our Environment.

Many of the topics will be familiar as they have been introduced at Key Stage 3. GCSE will build on this knowledge and the skills acquired in this earlier Key Stage, taking pupils to a new level of understanding. Some completely new concepts will also be introduced.

Throughout the teaching of the 6 themes, fieldwork skills and techniques will be integrated into the course. This includes map skills and data processing techniques like using GIS, which will be tested in a separate final exam. The structure of the course is similar to the New AS Geography and will hopefully enable students to make an easy transition from GCSE to A-level Geography in the future.

The identification and study of issues is an integral part of the study of GCSE Geography. It is hoped that pupils will become more familiar with the attitudes and values of groups within different societies. Case-studies are used to bring concepts to life, and although many may be familiar there will also be an emphasis on parts of the world which are not familiar in order to develop an awareness of the world around us.

**How am I assessed ?**

*Final Examinations*

There are three papers in GCSE Geography. The first 2 papers consist of compulsory multi-part questions, each examining one of the six themes and each paper lasts for 1½ Hours.

Unit 1 – Understanding our Natural World

There is an external exam worth 40% of the total grade (percentages below are how much each unit is worth within the paper)

1. River Environments (25%)
2. Coastal Environments (25%)
3. Our Changing Weather and Climate (25%)
4. The Restless Earth (25%)

Unit 2 – Living in our world

There is an external exam worth 40% of the total grade (percentages below are how much each unit is worth within the paper)

1. Population and Migration (25%)
2. Changing Urban Areas (25%)
3. Contrasts in World Development (25%)
4. Managing our Environments (25%)

Unit 3 – Fieldwork

There is an external exam worth 20% of the total grade. This exam only lasts 1 hour.

- Students base their answers on their knowledge and experience of fieldwork. They must bring a fieldwork statement and table of data to the exam.

Pupils will sit the Human Geography module at the end of Year 11 and the Physical module and fieldwork module at the end of Year 12.

**Where does this lead ?**

Geography as a subject has one of the highest rates of graduate employability in the UK and Ireland. Graduates are often targeted by employers as they possess highly developed skills in areas such as information technology, communication, personal and teamwork, numeracy, literacy and practical fieldwork techniques. With a geography degree these transferrable skills can lead into a wide range of employment opportunities such as export marketing, management, finance, surveying and market research.

# HISTORY

Examination Board: CCEA

Head of Department: Mr M Brown

**Why study GCSE History ?**

- You will have the opportunity to study a range of 20th Century World History including the Nazis in Germany and the origins, development and aftermath of the Cold War, covering topics such as the Holocaust, Vietnam War and the 9/11 attacks.
- You will also get to study local History with a unit focusing on the political and civil unrest in Northern Ireland and its solutions between 1965 and 1998.
- History is a respected subject which is recognised by UCAS as a 'facilitating subject'. As both a science and humanity it will provide useful training, in terms of skills development, regardless of what you want to do in the future.
- Lessons are stimulating and enjoyable. You will use a wide range of learning techniques including working on your own and in groups and developing your presentation skills.
- As a Historian you will develop the ability to deal with a variety of sources of information, decide what is important and present your arguments in a logical and persuasive manner.

**What do I study?**

**Life in Nazi Germany 1933 – 1945**

- This takes you on from the learning that you have done in Year 10 on World War One.
- The focus is on life in Germany under Hitler, how the Nazis managed to gain control of Germany after 1933 and what it was like to live under the Nazis including during World War 2.
- In the exam there are 5 questions on this topic varying from short to more extended responses. Students will complete this work and be examined on it in Year 11. They may re - sit in Year 12, if required.

**Changing Relations: Northern Ireland and its Neighbours 1965 - 1998**

- This course concentrates on the causes, events and attempted solutions to the 'Troubles' in Northern Ireland.
- Content includes the emergence of the civil rights movement, the breakdown of law and order and reactions to this. It finishes with the Good Friday Agreement of 1998.
- In the exam there are 6 questions on this topic. Some of these use sources and vary from short to more extended responses. Students will complete this work and be examined on it in Year 11. They may re - sit in Year 12, if required.

**International Relations 1945 - 2003**

- This is an outline study which allows pupils to study the Cold War, one of the defining conflicts of the 20th century, and its aftermath. Students will be required to develop and use key historical skills such as understanding the importance of chronology, cause and effect and continuity and change.
- Topics covered include the breakdown of the wartime alliance between the USA and USSR, the spread of Communism in Europe, its eventual collapse and the new age of tensions linked to the War on Terror.
- The exam tests source skills and requires pupils to answer an essay question linked to their studies. Students will complete this work and be examined on it in Year 12

**How am I assessed?**

The CCEA course is modular and offers a number of opportunities for pupils to perform to the best of their ability. There is no controlled assessment.

| | | | |
|---|---|---|---|
| **Paper 1** | Studies in Depth:<br>Germany and Northern Ireland | 60% | Exam<br>1 hour 45 minutes |
| **Paper 2** | International Relations<br>1945 - 2003 | 40% | Exam<br>1hour 15 minutes |

**Where does this lead?**

Britain's best universities, The Russell Group, recommend History as a 'facilitating subject'. By this, they mean that it is recognised as a tough, challenging subject, which makes it an ideal preparation for demanding university courses. For this reason, there is no limit to what a GCSE in History might lead to.

It is though particularly useful if considering a career in Law or Journalism.


# HOSPITALITY

Examination Board: CCEA

Head of Department: Mrs W Pearson

NOTE…..*For this GCSE there will be a fee involved for raw materials.*

**Why study GCSE Hospitality ?**

The Hospitality Industry is one of the fastest growing industries world-wide one with exciting prospects for those looking to pursue a career in the Hotel and Catering Field.

Food manufacturing is now the UK's largest manufacturing sector with a turnover in the tens of billions of pounds sterling!

GCSE Hospitality offers an insight into the Industry with an emphasis on Practical Cookery Skills. Pupils will cook every week for a significantly large part of the course – basic skills will be developed and creativity encouraged.

This specification aims to encourage students to:

- develop core knowledge about the hospitality industry and the skills required for working in it;
- actively engage in studying hospitality and become effective and independent learners with creative and enquiring minds;
- develop and apply their knowledge in relevant, enjoyable and work-related contexts;
- make informed decisions about further learning opportunities and career choices in the hospitality industry; and
- develop and practise key transferable skills for working life.

**What skills do I develop?**

Students taking this course will find these skills and capabilities helpful:

- an ability to work in a team;
- an interest in working with and providing a service to people;
- the motivation to work independently, when required; and
- an ability to use their initiative and show an enterprising attitude

**How am I assessed?**

Pupils will undertake three units of study aimed at providing them with a core knowledge about the Hospitality Industry and the skills required for working in it. The emphasis on practical tasks enables pupils to have a motivating and enjoyable experience discovering what working in the Hospitality Industry entails.

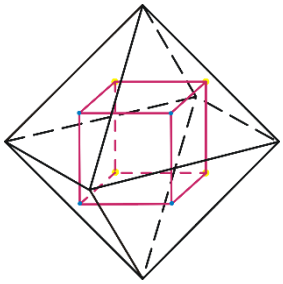
| Content | Assessment | Marks |
|---|---|---|
| **Unit 1**<br>**The Hospitality Industry** | External Assessment - 1 hour examination<br><br>Pupils will examine types of outlets, the star rating system, career opportunities, diet and health, health and safety and first aid. | 25% |
| **Unit 2**<br>**Hospitality and the Customer** | External Assessment – 1 hour examination.<br><br>Pupils will examine customers in hospitality, products and services, customer care standards and procedures, communication and marketing and promotions. | 25% |
| **Unit 3**<br>**Food and Drink** | Internal Assessment<br><br>Pupils must complete four controlled assessment tasks;<br>• Using electrical equipment to prepare a starter<br>• Researching dishes suitable for use in a restaurant and preparing it.<br>• Producing two dishes for a meal to include costings<br>▪ A function assignment – pupils will work together as a team to plan, prepare and serve a three course meal to a group of ten visitors. They will each have a specific role to play ranging from Head Chef to waiter and the standards are high!<br><br>Very much a practical unit, pupils will cook and serve a wide range of food safely and with the health of the customer in mind. | 50% |

Hospitality GCSE offers those pupils with a keen interest in practical skills the chance to have 50% of their marks gained before entering the examination hall. This is a significant advantage to those students who feel that they do not perform as well under examination conditions.

**Where does this GCSE lead?**

You can study BTec Hospitality in Sixth Form (this is equivalent to an A/Level with a Distinction equating to an A grade, a Merit equal to a C grade and a pass equivalent to an E).

This is a very useful for GCSE who is considering a profession that involves working in the hospitality sector or any client-facing job.



# MATHEMATICS

Examination Board: CCEA

Head of Department: Mr N Ashfield

**GCSE MATHEMATICS IS A COMPULSORY SUBJECT.**

Mathematics is an essential GCSE for entry into Sixth Form and into Universities, Colleges or most professions.

**Why study Mathematics?**

Mathematics reveals hidden patterns that help us understand the world around us. Nowadays, Mathematics is not just about arithmetic and geometry, it teaches us the techniques we need to problem solve in the modern world. Every discipline uses mathematics, from engineering and science to the world of business and the financial sector.

Mathematics remains a **compulsory subject** at GCSE because employers recognise the need for today's work force to deal with numerical data, and to be able to understand mathematical models.

GCSE Mathematics aims to encourage students to:

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

**How will I be assessed?**

**Foundation Tier**

| Assessment Components | Assessment | Target Grades | Weighting |
|---|---|---|---|
| **Unit M2** (YEAR 11)<br>**Students should know the content of unit **M1** before taking this unit* | External Examination **with** calculator<br>1h 45 mins | C | 45% |
| **Unit M6** (YEAR 12)<br>(Foundation completion test)<br>**Students should know the content of unit **M1, M2 & M5** before taking this unit* | Two external written examinations<br>1hr 10 mins:<br>Paper 1 **without** calculator<br>Paper 2 **with** calculator | C | 55% |

**Higher Tier: Option 1**

| Assessment Components | Assessment | Target Grades | Weighting |
|---|---|---|---|
| **Unit M3** (YEAR 11)<br>**Students should know the content of unit **M1 & M2** before taking this unit* | External Examination **with** calculator<br>2 hours | B, C | 45% |
| **Unit M7** (YEAR 12)<br>(Higher completion test)<br>**Students should know the content of unit **M1, M2, M3, M5 & M6** before taking this unit* | Two external written examinations<br>1hr 15 mins:<br>Paper 1 **without** calculator<br>Paper 2 **with** calculator | B, C | 55% |

**Higher Tier: Option 2**

| Assessment Components | Assessment | Target Grades | Weighting |
|---|---|---|---|
| **Unit M4** (YEAR 11)<br>**Students should know the content of unit **M1, M2 & M3** before taking this unit* | External Examination **with** calculator<br>2 hours | A*, A, B | 45% |
| **Unit M8** (YEAR 12)<br>(Higher completion test)<br>**Students should know the content of unit **M1, M2, M3, M4, M5, M6 & M7** before taking this unit* | Two external written examinations<br>1hr 15 mins:<br>Paper 1 **without** calculator<br>Paper 2 **with** calculator | A*, A, B | 55% |

**Setting at Campbell College**

It is the aim for all pupils to sit the Higher specification with the hope to achieve at least a grade B. That said, pupils will be entered at the most appropriate tier to ensure that they are able to reach their potential. Mathematics classes will be timetabled at the same time so it allows for movement within classes as appropriate. The provisional general structure will be as follows:

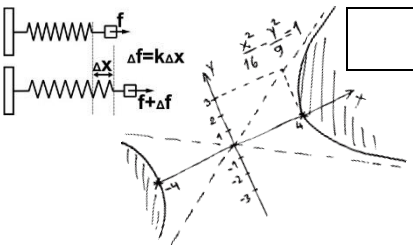
11M1 – 11M2 (Accelerated GCSE class/classes) will sit M4 and M8 at the end of year 11.
Anyone who does not get an A* would have the opportunity to re-sit units in January.
Set 11M3 will aim to sit unit M3 at the end of Year 11; unit M4 and completion paper M7 at the end of Year 12. (Higher Tier). Depending on the result of the unit test in Year 11, pupils will be advised which unit test they should take/retake the following year.
Sets 11M4 - 11M5 will aim to sit unit M3 at the end of Year 11, and completion paper M7 at the end of Year 12. (Higher Tier). Depending on the result of the unit test in Year 11, pupils will be advised which unit test they should take/retake the following year.
Set 11M6 (The accelerated Foundation class) will sit unit M2 **and** completion paper M6 at the end of Year 11. If successful they will have the option to try and improve their grade. Anyone who does not get a C grade would have the opportunity to re-sit units in January.
Set 11M7 will aim to sit unit M2 at the end of Year 11, and completion paper M6 at the end of Year 12.

**Improving Grades**

Unit Tests M1 – M4 **may** be re-taken before certification. i.e. a pupil may resit their Year 11 unit (or take a different unit from the same Tier) the following June. The best result will be used for final grade.
The Completion Test may be re-taken **once only** before certification.

**Where does this subject lead?**

Mathematics at GCSE is an essential qualification for entry in to Sixth Form, and to most employers, colleges and universities.
Mathematics is seen as an essential skill in terms of developing good numerical processes, but also developing problem solving. Continuing with Mathematics to A/Level is recommended (preferred) by most top universities.




# MATHEMATICS (FURTHER)

Examination Board: CCEA

Head of Department: Mr N Ashfield

**For the top mathematicians, the students can complete the full GCSE Mathematics in Year 11, and then take a second GCSE in Further Mathematics in Year 12.**
**The Further Mathematics course covers Pure Mathematics, mechanics and Statistics and gives those considering A/Level Mathematics an excellent base on which to build.**

**Why study GCSE Further Mathematics?**

- *Improved Academic Profile*

Pupils selected for Further Mathematics will be able to gain an **extra** GCSE, enhancing their academic profile.

- *Interest*

Further Mathematics is challenging but very rewarding and gives you the opportunity to explore mathematics in more depth.

- *Ability*

Further Mathematics takes you to the next level – some of the concepts you will study are also on AS Level Mathematics!

- *Career Choice*

Many careers within engineering, business, finance, economics, computing and science require a higher level of mathematics than just GCSE.

- *A-Level Choice*

Although not essential for those thinking of taking A-Level, most find Further Mathematics a great advantage. For those thinking of Further Mathematics A-Level, we strongly recommend taking Further Mathematics.

Studies have also shown that people with Mathematics A-Level also tend to earn more on average than people without it. Though this itself may or may not be a good enough reason to study Mathematics, the skills it allows you to develop include problem solving, logic and analysing situations. Add in the improvements to your basic numeracy skills and that bit of creativity needed to solve Maths problems and you've got yourself a set of skills which would make you more desirable for almost any job!

**How does selection for this GCSE work?**

Only the top Mathematicians in the year will be able to take this subject (pupils will be selected primarily on the basis of a Qualification Exam, which will take place during Summer Examinations. If a pupil does not meet the set requirement, then their overall exam performance will be reviewed.

Pupils selected for Further Mathematics will have two additional periods of Maths on the two-week timetable. Following two years of study, this will result in two separate GCSEs (Mathematics and Further Mathematics). It should be noted that these two additional periods will be delivered whilst other pupils attend a non-examined PE lesson and a tutorial period. This will not prevent pupils from attending both games afternoons.

**Pupils will sit the normal GCSE course at the end of year 11 and MUST obtain an A/A* grade to take Further Mathematics in year 12.**

**What do I study and how am I assessed?**

We teach the compulsory Unit 1 (Pure Mathematics) and opt for Units 2 (Mechanics) and Unit 3 (Statistics).

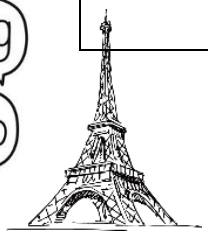
| Assessment Components | Assessment | Topic examples | Weighting |
|---|---|---|---|
| **Unit 1:**<br>**Pure Mathematics**<br>**(Mandatory)** | External Examination<br>**with** calculator<br>2 hours | Concepts studied at GCSE in more depth eg algebra and trigonometry;<br>new topics, eg logarithms, differential and integral calculus and matrices. | 50% |
| **Unit 2**<br>**Mechanics**<br>**(Optional)** | External Examination<br>**with** calculator<br>1 hour | This looks at the motion of bodies and the effect of forces on bodies. It looks at how Mathematics can help solve problems that involve motion (Kinematics), the effect of forces on a stationary body (Statics) and the effect of forces on a moving body (Dynamics). | 25% |
| **Unit 3**<br>**Statistics**<br>**(Optional)** | External Examination<br>**with** calculator<br>1 hour | Although you have studied some statistics at GCSE, this extends the work to look at probability, standard deviation, Binomial and Normal distributions. | 25% |
| **Unit 4**<br>**Discrete and Decision mathematics (Optional)**<br>**(Not offered currently)** | External Examination<br>**with** calculator 1 hour | Time Series, Linear Programming and Logic ie Boolean variables | 25% |

**Where would this subject lead?**

Although you can take A/Level Mathematics with a good GCSE standard, the GCSE Further Mathematics is of huge benefit if you are thinking of A/Level.

The Further GCSE shows that you are an able student, able to cope with a higher level of academic demand than just the standard GCSE Mathematics – that's a great thing for your CV!


# MODERN FOREIGN LANGUAGES
# (French, German, Spanish)



Examination Board: CCEA

Head of Department: Mrs R McNaught

**The basic expectation at Campbell is most boys will study a Modern Foreign Language, and we offer French, German or Spanish. It is also possible to study a second language.**

**Why study a GCSE Modern Foreign Language?**

The world of work is increasingly global, and an ability to communicate in another language is a distinct advantage to any employer.

According to a recent survey of business leaders in the UK, a large proportion of employers place a premium on graduates with at least conversational fluency in another language

The course will enable you to:

- develop understanding of the spoken and written word in a range of contexts.
- develop the ability to communicate effectively in the Foreign Language using a range of vocabulary and structures.
- develop a knowledge and understanding of the grammar, and the ability to apply it.
- develop a knowledge of countries and communities where the Foreign Language is spoken.
- provide a suitable foundation for further study and practical use of the Foreign Language.

**What do I study and how am I assessed?**

Key Features

- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It is a unitised specification. This means that students can sit different units at different times. At Campbell, boys are encouraged to sit at least one module at the end of Yr11.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.
- The course supports progression to AS and A level study, further or higher education, vocational training and employment.

| **Key Points** | **Details** |
|---|---|
| Grade and Tiers of Entry | **Foundation** C - G **Higher** A* - D |
| Unit 1 (25%) | **Listening**<br>External written examination<br>There are two tiers of entry: Foundation and Higher |
| Unit 2 (25%) | **Speaking**<br>There is one tier of entry.<br>The test includes:<br>• two role-plays; and<br>• a general conversation on two topics areas |

| | |
|---|---|
| Unit 3 (25%) | **Reading**<br>External written examination<br>There are two tiers of entry: Foundation and Higher<br>Responses include:<br>• selection;<br>• gap-filling;<br>• answering questions in English;<br>• answering questions in a aModern Foreign Language; and<br>• translating short sentences from a Modern Foreign Language into English. |
| Unit 4 (25%) | **Writing**<br>External written examination<br>There are two tiers of entry: Foundation and Higher<br>Responses include:<br>• a listing and short phrase task in a Modern Foreign Language (Foundation Tier only);<br>• short phrase/sentence responses in a Modern Foreign Language (both tiers);<br>• short responses in a Modern Foreign Language to one or more pieces of text (Higher Tier only);<br>• translation of short sentences from English into a Modern Foreign Language (both tiers); and<br>• one structured, extended writing task in a Modern Foreign Language from a choice of three (both tiers). |

The decision regarding Tier of entry in the reading, writing and listening exams is reached in consultation with pupils and parents, and is not imposed by the department.

**Where does this subject lead?**

In the UK there is a growing demand for students who have gained combination degrees, where subjects such as Accountancy, Law, Business Studies, Engineering and Politics are linked to degrees in languages. Numerous degrees also now facilitate students spending at least one or two semesters studying abroad at other European universities.

***Some of the top universities may request a language at GCSE as an entrance requirement for certain degrees*** and numerous degrees are offered with the study of a foreign language alongside and/or the opportunity to spend a year abroad.

The workplace needs language skills!

***"Having language skills under your belt will help make you stand out from the crowd"***
Senior Vice president and Managing Director, UK & Ireland, Hilton.

***"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers"***
Dr Adam Marshall
Director General of the British Chambers of Commerce


# MOTOR VEHICLE AND ROAD USER STUDIES

Examination Board: CCEA

Teacher in charge: Mr G Young

**This GCSE has a significantly high practical component on learning to ride a Moped.** We would therefore ask that students are already competent cyclists and have good mobility and in particular good balance. This is to aid in the **safe** development of students moving from being cyclists to motor cyclists.

**Why study GCSE Motor Vehicle and Road User Studies?**

This is a vocational course with 50% of the assessment covered in-school. It is therefore very well suited to boys who feel that they do not perform best under formal exam pressure (though there is still a written exam!).
Students will have a deeper understanding of the management of road services and will have gained valuable insight into further road/driving qualifications.

You will also have a deeper awareness the of potential hazards and consequences of driving, which when it comes to their time we trust will make you a safer road user.

You will be able to understand the basics of routine car maintenance and how to carry out their weekly and daily checks on either their Motor Vehicle or Moped.

**What do I study?**

Much of the work will focus on is developing a wealth of relevant knowledge and practical skills, including a greater awareness of the Motor Vehicle and its systems. The course focuses on learning how to drive in differing conditions and how to cope with the unexpected. It also looks at how to avoid accidents and how to limit damage if an accident does occur.

The aims of the course are to encourage and to

1. develop an understanding of the legal liabilities of being a road user.
2. develop a respect for the safety of road users.
3. develop a knowledge and understanding of mathematical, scientific and technological principles of motor vehicles; with advanced understanding of routine vehicle maintenance.
4. learn how to act decisively and positively at the scene of an accident.

**How am I assessed?**

| | | |
|---|---|---|
| **Unit 1 – Core Theory (exam)** | **50%** | Total controlled assessment is worth 50% |
| **Unit 2 – Investigative Study (controlled assessment)** | **25%** | |
| **Unit 3 – Practical Moped Riding (controlled assessment)** | **25%** | |

| | |
|---|---|
| **Completion Date For Controlled Assessment** | **Unit 2 - Investigative Study** - End of March in Year 11<br>**Unit 3 - Practical Moped Riding Assessment** - End of April in Year 12 |

**The Terminal Examination: (UNIT 1)**

Pupils will sit an exam at the end of Year 12.

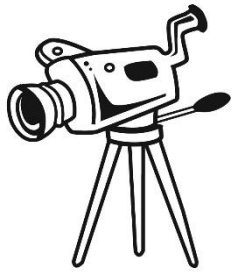
Questions will test knowledge and understanding of

- Vehicle Control and Road User Behaviour,
- Legal Requirements,
- Road Transport and its Effect on Society,
- Motoring Mathematics,
- Accident Procedures and
- Motor Vehicle Technology.

Questions will largely address general aspects of motoring, with some specific knowledge based questions which will offer more insight into motoring.

**Where does this GCSE lead?**

Students will be able to use the skills learned to apply for apprenticeships in the Automotive Industry or Further Educational Colleges in their particular areas of interest.



# MOVING IMAGE ARTS

Examination Board: CCEA

Head of Department: Mrs L Donly

**Why study GCSE Moving Image Arts ?**

Are you creative? Do you love film and photography? Would you like to know more about the film and TV industry? Then maybe Moving Image Arts is for you.

Moving Image Arts will develop your creative thinking and technical skills, and is an excellent way to flex your creative muscles and learn new skills in screenwriting, animation, storyboarding, filming and editing, as well as learn about industry practices and contexts.

Northern Ireland is experiencing huge growth in the film industry and there are a vast number of career paths available. Moving Image Arts is a great choice if you are considering a career in the creative industries, but equally, some pupils choose Moving Image Arts simply for the enjoyment of it and to have a creative outlet.

**GCSE Moving Image Arts**

This GCSE in Moving Image Arts is a 2-year linear course. It is an applied qualification, through which you will develop knowledge, understanding and skills through practical demonstration in a context related to employability. You will work on a range of creative, critical and technical tasks related to planning and creating moving image products. This qualification will help you to progress to further study and practice at GCE (A) level.

Studying Moving Image Arts will give you the opportunity to:

- develop a critical understanding of film language, narrative, representation and audience in both theory and practice;
- investigate and research others work and demonstrate the ability to analyse and evaluate creative purpose;
- acquire knowledge and understanding of moving image genres and contexts;
- develop ideas by investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources, processes and equipment at different stages of moving image production;
- create complete moving image products;
- develop technical competence in using film-making techniques; and
- evaluate the effectiveness of your practice as a film-maker.

You will enjoy this course if you are creative, hard-working, like to try out new skills and problem-solve, and have a passion for the film industry and the creative arts.

**What will I study and how am I assessed?**

***Component 1: Critical Understanding of Creative and Technical Moving Image Production [40%]***

In this one-and-a-half-hour online exam at the end of year 12, you will respond to questions and scenarios about:

- film language;
- genre and representation;
- creative production techniques;
- production management; and
- industry contexts.

The exam includes different types of stimulus such as previously unseen film clips, sound clips, film stills and script excerpts. This is your opportunity to show your creative and critical knowledge and understanding.

***Component 2: Acquisition of Skills in Moving Image Production [20%]***

This is the controlled assessment component and aims to develop five core film-making skills:

- storyboarding
- camera
- editing
- postproduction sound; and
- animation.

You will acquire and demonstrate competence in the practical skills to make moving image products by completing four tasks from a stimulus booklet that the exam board provides every year:

- Task 1: Storyboarding;
- Task 2: Camera Work and Editing (combined skills areas);
- Task 3: Postproduction Sound; and
- Task 4: Stop-Motion Animation.

**Component 3:** ***Planning and Making a Moving Image Product [40%]***

This is a controlled assessment component which combines your skills in creating a complete live action or animated film and a research portfolio, based on a stimulus that the exam board provides. It also aims to extend the film-making skills that you will have gained in Component 2, to include:

- lighting;
- production design or mise-en-scene; and
- production management.

The component focuses on genre-specific conventions and techniques, drawing on the specification's six compulsory set genres.

Your portfolio must contain the following:

- a **Research Analysis** (including a synopsis) and **Evaluation**;
- a **Screenplay** and **Storyboard**;
- a **Shot List**, a **Shooting Schedule** and **Director's Notebook** with evidence of production research, design development and production management; and
- a 2-minute narrative **Film** (if animated, this can be 40 - 60 seconds long).

This component gives you the opportunity to develop and apply a complex combination of technical skill, management ability and creative enterprise in making your own film portfolio.

**Where does this subject lead?**

The creative industries (especially now in Northern Ireland) are a very large and expanding business. Sector growth is considerable and the film industry is growing in Northern Ireland (the UK is one of the three major film production sectors in the world!). Increasingly there is a demand for people to join this area.

Moving Image Arts is also offered as an A/Level.

**NOTE – Places on this course are limited! If students have to be shortlisted for this course it will be done on the basis of performance in the Year 10 English Examination and the Year 10 Art & Design Information. Recognition will also be given to related practical experience either inside or outside school**

# MUSIC

Examination Board: CCEA

Head of Department: Mr A Doherty

***"Music expresses that which cannot be put into words and that which cannot remain silent"***

**Victor Hugo**
**Poet, novelist, and dramatist**
**Writer of Les Les Misérables, 1862, and The Hunchback of Notre-Dame**

**Entry Requirements for GCSE Music**

- A good pass at Grade 3 standard on your chosen instrument.
- Currently taking instrumental or singing lessons.
- Demonstrates an intention to continue instrumental or singing lessons for the duration of the GCSE Music course.

If one or more of the above requirements are not met, a meeting with the Head of Music should be arranged.

**Why study GCSE Music ?**

Research shows that studying Music can help develop critical thinking, spatial reasoning and cognitive skills. It also helps develop communication skills and encourages creativity and expressiveness. Students who play music as part of a group develop team-working skills, self-discipline, self-esteem and the ability to listen to others.

Along with increasing your enjoyment and appreciation of Music, studying GCSE Music gives pupils opportunities to:

- develop their knowledge, understanding and appreciation of a range of different kinds of music
- take part in music-making, and communicate through music
- develop their creativity
- make informed judgments about musical quality
- develop a lifelong interest in music
- learn about music-related careers

GCSE pupils have access to a dedicated music technology suite containing twelve Apple Mac computers running industry standard software, giving them every opportunity to use music technology to produce high quality recordings for their coursework.

In GCSE Music, pupils study a wide range of genres, including classical, rock, pop, jazz and musicals.

**What do I study and how am I assessed?**

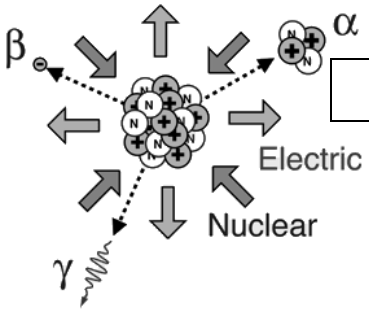
- **Compose** – This is assessed through Controlled Assessment
- **Perform** – This will be assessed by a live performance at the end of Year 12. All styles are acceptable, including classical, traditional, rock, pop, jazz, and the pipe band.
- **Listen** and **Appraise** – This will be assessed by a test of aural perception (recorded excerpts will be played, and pupils are asked to answer questions about what they hear).

This is assessed through:

| | | |
|---|---|---|
| **Component 1:** | **Composing and Appraising** | **30% of GCSE** |
| | Controlled assessment | |
| **Component 2:** | **Performing and Appraising** | **35% of GCSE** |
| | Controlled assessment | |
| **Component 3:** | **Listening and Appraising** | **35% of GCSE** |
| | External examination | |

**Where will this subject lead?**

Employment in the creative arts is increasing, especially within the advertising and marketing and film industries. Music students and graduates offer employers many transferable skills including creativity, project management and teamwork. Learning and practising singing or a musical instrument takes dedication and determination; a very important skill in the modern workplace.




# PHYSICS

Examination Board: CCEA

Head of Department: Mrs E McInerney

**Physics may be studied as:** **1/ As a standalone separate GCSE (this choice)**
**or**
**2/ As part of a general science course which contains a mix of Biology, Chemistry and Physics either through:**
**a/ Double Award Science* (counts as two GCSEs), or**
**b/ Single Award Science* (counts as one GCSE)**
***These science options are described in their own section**

**Why Study Physics (as a Separate GCSE)?**

If you are curious about the world around you, Physics can help you find answers to many of your questions with its practical and logical approach. This fundamental science aims to explain how things around us work and why they behave the way they do. Physicists work on a wide range of ideas. These can involve studying what goes on in enormous, distant galaxies to developing a greater understanding of minute subatomic particles such as quarks and neutrinos. Physics has and will continue to play a vital role in the development of many new technologies, and the laws of physics are used in almost every branch of science, engineering and technology. Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, such as computers and lasers, and technologies that change our lives – from healing joints to curing cancer and developing sustainable energy solutions

The course is designed to stimulate an interest in and enjoyment of **Physics** and its applications to the world around us. Key Stage 3 concepts are built upon with topics being taught to a greater depth and new topics introduced. The aims of the course include the development of:

- curiosity and interest in, and an understanding of the physical world
- insight and experience as to how science works
- the ability to evaluate and criticise scientific work and to recognise its benefits and limitations.
- a pupil who will feel confident in a developing scientific and technological society.
- a pupil who can understand the physics in their everyday lives and make informed decisions about related disciplines, careers and studying physics further academically.

**GCSE Physics (SEPARATE SCIENCE)** will be appropriate for those pupils **who have consistently attained above average marks in Junior Science and in Year 10 Physics and Maths**. It will also be most beneficial for those who are considering continuing their study of Physics through to A Level or pursuing a Physics-related career, Pupils are encouraged to research requirements of potential careers prior to making these choices.

**Are there any restrictions?**

You need to have shown a good level of ability in Physics at Key Stage 3; however, students opting for Physics as a separate science must have a good level of mathematical ability too and so entry to the course will be dependent on good examination results in Mathematics at Key Stage 3.

Those who intend to study Physics beyond GCSE will find it useful to consider Further Mathematics as a GCSE, and vice-versa.

**What will I study?**

**Unit 1** **37.5% of GCSE**

Written examination: Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics.

**Unit 2** **37.5% of GCSE**

Written examination: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics.

**Unit 3** **25% of GCSE**

Practical skills assessment and written examination.

**How am I assessed?**

| | | |
|---|---|---|
| There are two levels of entry: | Higher Tier | A* - C are the pass grades available |
| | Foundation Tier | C is the only pass grade available |

The decision on which **Tier of Entry** will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level reached over the two years of study.

| | |
|---|---|
| ***Unit 1:* (year 11)** | Written Examination in **year 11** (worth 37.5%) |
| ***Unit 2 (year 12)*** | Written Examination in **year 12** (worth 37.5%) |
| ***Unit 3:Practical Skills (year 12)*** | **Part A**: Under the supervision of a teacher, students are assessed on their ability to plan and carry out two of these prescribed practical tasks (7.5%)<br><br>**Part B**: Consists of an exam paper on planning and carrying out practical. It relates to the prescribed practicals in the specification (17.5%) |

**Where can this subject lead?**

The career opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying Physics.
This is because:

- Physics develops a logical way of thinking;
- Studying Physics requires an ability to solve problems;
- Communication skills are developed through report-writing and oral presentations;
- Computing and practical skills are second nature to those trained in physics;
- Teamwork and flexibility are essential in lab work and projects.

Some of the employment opportunities open to Physicists include:

- engineering,
- technology,
- communications,
- music and television,
- energy production,
- transport,
- medicine, radiography, climate and the environment, space and education.

# PHYSICAL EDUCATION

Examination Board: CCEA

Head of Department: Mr B F Robinson

**Why study GCSE Physical Education?**

Pupils who are passionate about sport and physical recreation will enjoy this course. They will value playing, participating, competing, spectating and volunteering in sport.

In studying this course you will:

- develop your knowledge and understanding of the key points of health, exercise, physical performance and skilled performance;
- focus on how to develop and maintain a healthy lifestyle;
- study different types of exercise, methods of training and the effects of physical exercise and training on the body;
- consider the importance of risk assessment for health and safety
- develop useful life skills through participating in a range of physical activities as a player or a leader and official.

**What will I study and how will I be assessed?**

**Component 1: Factors underpinning health** **Worth 25%**

This will cover:

1. The body and mind at work
2. Health and lifestyle decisions.
3. The active leisure industry

This component is assessed through an externally written examination paper of 1 hour 15 minutes. Students will answer short questions that require extended writing

**Component 2: Factors Underpinning Performance** **Worth 25%**

This will cover:

1. Developing physical fitness for performance.
2. Developing skilled performance.

This component is assessed through an externally written examination paper of 1 hour 15 minutes. Students will answer short questions that require extended writing

**Component 3: Individual Performances in Physical Activities and Sports Worth 50%**

This component has two parts:

1. Participate in three different physical activities. For one of these activities you can be assessed in the role of leader and official.
2. Demonstrate ability to analyse one of your chosen activities

Students assessed on their performance in three physical activities and sports.
Students are assessed on the quality of their analysis and evaluation of their own and others' performance from one of their three chosen activities

**Where does this subject lead?**

There are many varied roles for those with a Physical Education qualification. You will gain many skills of teamwork, planning, communication, project management along with the ability to manage people. You will have considered performance management and ways to encourage a healthy lifestyle.

Several career paths are open, including

- Sports Science
- Performance management
- Sports Psychology and general psychology
- Coaching
- Physiotherapy
- Event Management
- Media Related careers
- Sports journalism
- Physical Education
- Sports Medicine

# RELIGIOUS STUDIES
# (Full Course / Short Course)

Examination Board: CCEA

Head of Department: Mr J McCurdy

Pupils are required to have an aspect of Religious Studies on their timetable – this is an inclusive subject learning about world religions and discussing various ethical and philosophical contemporary issues. It is accessible to all students regardless of their personal views or beliefs – they do not need to have a religious belief.

Religious Studies aims to improve the pupil's understanding of religion and to appreciate the influence of religious belief upon society and an individual's life. Pupils will develop analytical and critical thinking skills as they are challenged with questions about belief, value, meaning, purpose and truth. As part of the core syllabus at Campbell, all pupils will follow a programme of study in Religious Studies at Key Stage 4

Religious Studies can be taken as 'Short Course' which equates to half of a GCSE, or they can opt to take the full GCSE Religious Studies qualification (which is 1 GCSE and becomes one of their GCSE options)

**Why study GCSE Religious Studies (Full course)?**

Pupils may have a particular interest in Religious Studies and in philosophical or ethical matters. A full course is a good choice for pupils who enjoy debating, discussing and questioning contemporary issues. It is useful for those interested in politics or indeed those considering pursuing a career in divinity. RS develops good skills bolstering study in other GCSE and Sixth Form subjects.

**What do I study and how am I assessed?**

Those pupils who opt not to study for the **Full Course GCSE** will follow the **Short Course** option as detailed below.

<table>
<tr><th>SHORT COURSE (HALF GCSE)<br>(All students take this)</th><th>FULL COURSE GCSE (1 GCSE)<br>(If you choose GCSE Full Course RS)</th></tr>
<tr><td colspan="2">(Section A)<br>The Study of Religion: Beliefs and Teachings</td></tr>
<tr><td><u>SORT COURSE CONTENT:</u><br><br>Christianity<br><br>• Key beliefs – Nature of God, Creation, the Afterlife<br>• Beliefs and teachings about Jesus – Jesus' Birth, Crucifixion, Sin, Resurrection, Salvation<br><br>Islam<br><br>• Key Beliefs – Nature of God, Shia and Sunni, Angels, Afterlife<br>• Authority in Islam – Prophets, Holy Books, Imams</td><td><u>ADDITIONAL FULL COURSE CONTENT</u><br><br>Religious Practices in Christianity<br><br>• Worship and Festivals –Prayer, Sacraments, Pilgrimage -<br>• The Role of the Church in the Local and Global Community – Food Banks, Evangelism, Reconciliation<br><br>Religious Practices in Islam<br><br>• Worship – Five Pillars, Prayer,<br>• Duties and Festivals – Hajj, Ramadan, Zakah, Jihad</td></tr>
</table>

| (Section B)<br>**Thematic Studies: Religious, Philosophical and Ethical Studies** | |
|---|---|
| **SHORT COURSE CONTENT**<br><br>• **Relationships and Families** – Marriage and Divorce, Families and Gender<br><br>• **Religion, Violence, Peace** – Terrorism, War, Pacifism, Just War, Violent and Peaceful Protest | **ADDITIONAL FULL COURSE CONTENT**<br><br>• **Religion and Life Issues** - Abortion, Animal Experimentation, Euthanasia, Origins of Universe and Humans<br><br>• **Religion, Crime and Punishment** – Cause of Crime, Punishment, Death Penalty, Forgiveness |
| **ASSESSMENT** | |
| For a short course qualification there is 1 examination paper<br><br>Paper: Two Questions on section A<br>Two Questions on Section B<br><br>There is no Coursework or Controlled Assessment | For a full course qualification are 2 examination papers<br><br>Paper 1: Four Questions Section A<br><br>Paper 2: Four Questions Section B<br><br>There is no Coursework or Controlled Assessment |

**Where does this subject lead?**

Religious Studies can provide excellent training for a variety of careers, beyond service to the Church. The ethical and philosophical aspects of the subject are certainly a benefit to those intent on entering careers such as law, teaching, counselling, medicine, and many more. The study of religion promotes the development of many skills including, the ability to express ideas clearly through essay writing and discussion, developing a critical approach to contemporary issues, and understanding and taking a sensitive approach to different cultures and beliefs. These skills are much sought after in the workplace and are an excellent preparation for life.

Furthermore, the skills you will learn are transferable to many other subjects and will be of use to you whatever your future career.

**Where can I find out more?**

Please speak to any member of the RE Department or visit the Department's Firefly page for further information.


# SCIENCE – SINGLE AWARD (Counts as 1 GCSE)

Examination Board: CCEA

Heads of Department: Mr T Thompson (Biology), Mr R Morrow (Chemistry)
Mrs E McInerney (Physics)

**At Campbell, most pupils are expected to choose a science qualification.**

This may be through choosing:

| | | | |
|---|---|---|---|
| **EITHER:** | 1/ | **SINGLE AWARD SCIENCE** | (worth 1 GCSE and will count as 1 GCSE choice) |
| **OR:** | 2/ | DOUBLE AWARD SCIENCE | (worth 2 GCSEs and will could as 2 GCSE choices) You will attain a **double** grade in your GCSEs such as A*A, BB, AC, C*D etc… |
| **OR:** | 3/ | As one or more of the separate sciences: Biology, Chemistry and/or Physics as covered in the individual sections. Each will count as 1 GCSE. | |

Both Single Award Science and Double Award Science cover components of **all three** sciences of Biology, Chemistry and Physics.

**Why study Science at GCSE?**

This CCEA specification in GCSE Single Award Science provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages you to appreciate the value of science in your life and in the wider world.

**Who should choose Single Award Science at GCSE?**

**Single Award Science will be appropriate for those pupils who also have a broad interest in Science but who have found it a more challenging subject at Key Stage 3. It covers the basics of Biology, Chemistry and Physics GCSE and is equivalent to one GCSE overall. Single Award Science *does not enable* progression to an A Level Science course.**

This specification aims to encourage you to:

- ✓ develop your knowledge and understanding of the material, physical and living worlds;
- ✓ develop your understanding of the nature of science and its applications and the interrelationships between science and society;
- ✓ develop your understanding of the relationships between hypotheses, evidence, theories and explanations;
- ✓ develop and apply your observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- ✓ develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions; and
- ✓ develop your skills in communication, mathematics and the use of technology in scientific contexts.

**Tier of Entry**

The decision on which **Tier** you will be entered for will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level you have reached over the two years of study.

**How am I assessed?**

| | |
|---|---|
| ***Practical Skills*** | Students carry out two<br>Pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study. **7.5% of Final Marks** |
| ***Written Examination*** | Four written units:<br>1 Biology, 1 Chemistry,<br>1 Physics and 1 Practical Skills |
| ***Final Marks*** | Written Papers:<br>Biology – **25%**<br>Chemistry – **25%**<br>Physics – **25%**<br>Practical Skills – **17.5%** |

**What can I do with a qualification in Single Award Science?**

The specification provides a broad overview of key aspects of chemistry, biology and physics and an introduction to scientific methodology and key practical skills. It also allows you to develop transferable skills that will benefit you in vocational training and employment. Science is crucial to understanding the world around us and understanding the challenges and benefits of living at a time when significant scientific discoveries happen every day. Science challenges our imaginations with developments in nanotechnologies, and it leads to significant discoveries, such as computers and lasers, and technologies that change our lives – from replacing worn out joints to curing cancer and developing sustainable energy solutions.


# SCIENCE – DOUBLE AWARD
# (Counts as 2 GCSEs)

Examination Board: CCEA

Heads of Department: Mr T Thompson (Biology), Mr R Morrow (Chemistry)
Mrs E McInerney (Physics)

**At Campbell, most pupils are expected to choose a science qualification.**

This may be through choosing:

| | | | |
|---|---|---|---|
| **EITHER:** | 1/ | SINGLE AWARD SCIENCE | (worth 1 GCSE and will count as 1 GCSE choice) |
| **OR:** | 2/ | **DOUBLE AWARD SCIENCE** | (worth 2 GCSEs and will could as 2 GCSE choices) You will attain a **double** grade in your GCSEs such as A*A, BB, AC, C*D etc… |
| **OR:** | 3/ | As one or more of the separate sciences: Biology, Chemistry and/or Physics as covered in the individual sections. Each will count as 1 GCSE. | |

Both Single Award Science and Double Award Science cover components of **all three** sciences of Biology, Chemistry and Physics.

**Why study Science at GCSE?**

This CCEA specification in GCSE Single Award Science provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages you to appreciate the value of science in your life and in the wider world.

Who should choose Double Award Science for GCSE

**Double Award Science will be appropriate for those pupils who have a broad interest in Science, rather than enjoying and performing highly in one particular discipline. It covers the three disciplines of Biology, Chemistry and Physics but does not go into quite as much depth in some topics, thereby enabling pupils who would not consider Science one of their top subjects to have a greater chance of success at GCSE. Double Award Science *enables* progression to A Level Sciences provided a top grade is achieved. Experience of recent years suggests that pupils of average ability are more likely to gain better grades in Double Award Science than in one or two separate science GCSEs.**

**Why study Double Award Science?**

This specification aims to encourage you to:

- ✓ develop your knowledge and understanding of the material, physical and living worlds;
- ✓ develop your understanding of the effects of science on society; •
- ✓ develop your understanding of the importance of scale in science;
- ✓ develop and apply your knowledge and understanding of the nature of science and of the scientific process;
- ✓ develop your understanding of the relationships between hypotheses, evidence, theories and explanations;
- ✓ develop your awareness of risk and the ability to assess potential risk and potential benefits;
- ✓ develop and apply your observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- ✓ develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- ✓ develop your skills in communication, mathematics and the use of technology in scientific contexts.

**Tier of Entry**

The decision on which **Tier** you will be entered for will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level you have reached over the two years of study.

**How am I assessed?**

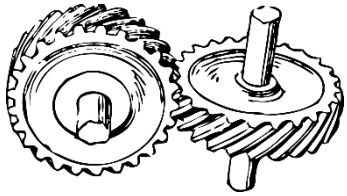
| **Key Points** | **DOUBLE AWARD** | |
|---|---|---|
| **Time allocation** | The equivalent time given to **two** GCSE options, divided equally between the three disciplines. | |
| **Written Examination**<br>**Seven written units:**<br><br>**B1 C1 P1**<br><br>**1 HOUR EXAM**<br><br>**B2 C2 P2**<br><br>**1HR 15 MINUTES**<br><br>**Practical Exam** | **Biology Unit B1:**<br>**Chemistry Unit C1:**<br><br>**Physics Unit P1:**<br><br><br>**Biology Unit B2:**<br>**Chemistry Unit C2:**<br><br>**Physics Unit P2:**<br><br>**Unit 7: Practical Skills:**<br><br>**Booklet A**<br>You will carry out three pre-release practicals in your final year of study.<br>3 hours (Biology 1 hour, Chemistry 1 hour and Physics 1 hour)<br>**Booklet B**<br>External written examination. You will answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics.<br>(1 hour 30 mins (Biology 30 mins, Chemistry 30 mins and Physics 30 mins) | Cells, Living Processes and Biodiversity<br>Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis<br>Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion<br><br>Body Systems, Genetics, Microorganisms and Health<br>Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry<br>Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics |
| **Final Marks** | **Written Papers:**<br>2 Biology Units, 2 Chemistry Units and<br>2 Physics Units<br>**Totalling 75%**<br>**Practical Skills – 25% (7.5 % Booklet A & 17.5% Booklet B)** | |

**Who should choose Double Award at GCSE?**

All pupils are expected to select at least one Science-related GCSE. Double Award Science will be appropriate for those pupils who have a broad interest in Science, rather than enjoying and performing highly in one particular discipline. It covers the three disciplines of Biology, Chemistry and Physics but does not go into quite as much depth in some topics, thereby enabling pupils who would not consider Science one of their top subjects to have a greater chance of success at GCSE. **Double Award Science *enables* progression to A Level Sciences provided a top grade is achieved.** Experience of recent years suggests that pupils of average ability are more likely to gain better grades in Double Award Science than in one or two separate science GCSEs.

**What can I do with a qualification in Double Award Science?**

It provides a thorough preparation for the study of sciences and related courses at GCE Advanced Subsidiary level and Advanced level. It also allows you to develop transferable skills that will benefit you in vocational training and employment.



# TECHNOLOGY AND DESIGN

Examination Board: CCEA

Head of Department: Mr A McCrea

**Why study GCSE Technology and Design ?**

The GCSE in Technology and Design will expand on much of the material covered during Key Stage 3, only in much more detail. Technology is one of the STEM (Science, Technology, Engineering and Mathematics) which are seen as essential areas in the modern world. Technology and Design GCSE is a good choice for those considering STEM-based careers such as Product Design, Engineering, Software Design, Project Management, Computer Design and Graphic Design.

The course also develops modern skills such at the ability to:

- use imagination and develop skills of creativity and critical analysis;
- communicate design ideas and decisions;
- use a range of materials, components and technologies to develop and produce high quality, imaginative and functional prototypes;
- consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;
- consider the costs in the making and marketing of products;
- apply health and safety procedures;
- analyse and develop existing products;
- develop decision-making skills;
- apply appropriate technology and design terminology;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle;
- combine skills with knowledge and understanding to make quality products.

Computers are extensively used in the teaching of Technology and Design. The applications allow the pupils to design and model ideas. The department has a comprehensive suite of computer aided manufacturing and design facilities: these include 2 CNC Routers, a CNC laser cutter and CNC vinyl cutters. This provides all pupils with an insight into modern engineering practices.

**Are there any considerations in choosing GCSE Technology?**

Due to the high emphasis on Controlled Assessment, pupils wishing to study GCSE Technology and Design should be self-motivated and hardworking as there is a significant coursework component (50%) which requires AT LEAST 3 hours per week of homework time.

Although 50% of this course is controlled assessment, only 20% of this is practical and 30% is a written component, which means that 80% of GCSE Technology and Design is assessed through written work.

**What do I study and how am I assessed?**

Students have to complete **three** units to gain a GCSE in Technology and Design.

There are **two** external papers, each lasting 1 hour 30 minutes, and one controlled assessment.
Of the three units:

IN YEAR 11

**Unit 1** covers core content that all students have to complete. **(25% of GCSE)**

IN YEAR 12

**Unit 2** focuses on product design and design and innovation. **(25% of GCSE)**

**Unit 3*** is the controlled assessment, which includes a design portfolio and an associated manufacturing task. **(50% of GCSE)**

For this manufacturing task (50%) 20% is the practical task
30% is the folder work

*Controlled Assessment Component

This controlled assessment is started in January in Year 11 and finally submitted in March in Year 12. The coursework activities will be identified by the pupil, in consultation with the teacher, and will reflect syllabus content.
This element of the course requires the pupil to analyse and research relevant key design factors in a particular design scenario, explore a variety of possible solutions, develop one of these solutions into a viable product, manufacture the product and evaluate its effectiveness after manufacture.
The manufactured product will be accompanied by an 'A3 design portfolio' which will be 10 pages long and will include evidence of how the design developed and how the final outcome was reached. This will follow a structured design process from an identified problem through to the manufactured product.

**Where does this subject lead?**

This qualification offers a pathway to a range of Northern Ireland, UK and Global design, engineering and manufacturing courses and careers, such as:

- All Engineering careers: Mechanical, Civil, Aeronautical, Electrical
- All Design Courses: Graphic Design, Product Design
- Designing, Innovation, Entrepreneurship
- Technology & Design
- Computer Aided Design
- Architecture
- Television & Set Design
- Computer Gameplay