

# Mount Lourdes Grammar School



## **GCSE Subject Information 2021 - 2022**



**G.C.S.E**

**GCSE**

GCSE qualifications are a standardised measurement of academic attainment at the end of Key Stage 4. Grades A\*, A, B, C\* and C are considered pass grades. They provide the basis for progress to A level study. All subjects offered in Mount Lourdes are taken under the CCEA Examination Board.

### **GCSE Subjects**

Art	Geography
Digital Technology	History
Double Award Science	Irish
Drama	Mathematics
Economics	Music
English Language	Religious Studies
English Literature	Spanish
French	Technology & Design
Food & Nutrition	

*All students study nine subjects for GCSE*

### **Compulsory subjects include:**

Double Award Science (equivalent to 2 GCSEs)  
English Language  
Mathematics  
Religious Education

### **Controlled Assessment**

In some subjects, one or more controlled assessments may be completed in class time over the two years of the GCSE course. These contribute to the final GCSE grade. The form of the controlled assessment varies from subject to subject. All controlled assessment is externally moderated by the examination board.

Each department will decide on when the task(s) will be conducted over the course of the two years. Tasks will have preparation time and a set date(s) for completion. Tasks will be taken under guidelines laid down by the examination board and these regulations must be strictly adhered to. It is very important that students are in school when controlled assessments are being conducted as re-scheduling of an assessment cannot be guaranteed.

### **Modules**

Some GCSE subjects are available in modular format which allows students to take some examination units at the end of Year 11. It is important that modular examinations are taken seriously as they will have a significant bearing on a student's overall GCSE performance.

*Information regarding the controlled assessment requirements and the availability of Year 11 modules in each subject area is detailed in this booklet*



## ART & DESIGN

### SUBJECT OVERVIEW

The CCEA GCSE in Art & Design offers students the opportunity to further their creative skills and interests and to build upon their existing artistic and problem-solving experiences.

It places a renewed emphasis on drawing and on being freely expressive in a wide range of disciplines such as ceramics, textiles and Fine Art painting. It encourages experimentation, the influence of artists and focuses their understanding and application of the design process.

Later in the course students experience the impact of Art & Design, both culturally and in the world of work, when they engage with the creative industries in a final project of their choice.

### SUBJECT CONTENT

#### Year 11

The focus of Year 11 is to encourage students to develop their ability to experiment with a wide range of media in at least two Art & Design disciplines. They do this by developing their ideas and by exploring the characteristics, properties and effects of different media, materials, techniques, processes and technologies. They experiment with and refine their ideas as their work progresses and are encouraged to be innovative, creative and reflective in their work.

Initial connections are made with the cultural and creative industries through contextual visits, workshops and guest speakers.

#### Year 12

The focus of Year 12 is to build upon the knowledge, skills and confidence gained in Year 11. Students continue to engage with and demonstrate their understanding of different roles and opportunities in the creative and cultural industries and as a result, produce a Final Outcome in a medium of their choice.

Finally, students independently investigate the work of artists, craft practitioners and designers to inspire and inform their creative process. They develop these ideas in response to a stimulus paper in order to produce a second final outcome under controlled examination conditions.

**METHOD OF ASSESSMENT** This linear course is divided into 2 main components - Component 1: Part A & Part B = 60% and Component 2: Externally Set Assignment 40%

#### Year 11

Part A **Exploratory Portfolio** (25%)

Part B Introduction to **Investigating the Creative & Cultural Industries**.

#### Year 12

Part B Conclusion of **Investigating the Creative & Cultural Industries** (35%)

Component 2:

**Externally Set Assignment** 40%

### CAREER INFORMATION

The creative industries are developing rapidly and offer a host of exciting and innovative employment opportunities. Creative students are highly valued in the world of work, finding employment in, amongst others, design, fashion, creative technologies, architecture, interior design, engineering, media, animation and illustration, publishing, film making and photography, curator, art historian and auctioneering, marketing, business, education and in the health & beauty sectors



## Digital Technology (Multimedia)

### SUBJECT OVERVIEW

This is a new GCSE to replace GCSE ICT.

This course will allow you to acquire creative digital technology skills and use those skills to solve problems and create your own websites. You will understand how the latest technology is used socially and in businesses. You will learn about the potential risks when using digital technology and develop safe, secure and responsible practice. You will become familiar with all the latest terms associated with technology eg cyberspace, cloud computing, firewalls etc

It can lead to further study in both GCE Digital Technology and GCE Software Systems Development.

### SUBJECT CONTENT

#### Year 11

In Year 11 students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. They will learn about databases and spreadsheets. The impact of Digital Technology on the environment, the wider society along with ethical issues will be examined.

#### Year 12

In Year 12 students gain an understanding of the concepts in the development of digital systems. They enhance the knowledge and skills developed in Unit 1. They will learn how to develop a database solution and use multimedia assets. They will then create an individual interactive website solution along with a database system as part of their controlled assessment.

### METHOD OF ASSESSMENT

#### Year 11

##### Unit 1

1hr External written examination – 30%

#### Year 12

##### Unit 2

1hr 30 mins External written examination – 40%

##### Unit 3

Controlled Assessment - 30%. The task is allowed a maximum of 36 hours to complete.

### CAREER INFORMATION

Studying Digital Technology provides a coherent, satisfying and worthwhile course and could enhance career opportunities for all students. The ICT skills acquired at GCSE level will be invaluable in any AS/A Level course regardless of content and in the working lives of our students as Digital Technology permeates all jobs. Specific digital technology related jobs include; Website Designer, Graphics Designer, Computer Programmer, Software Engineer, Database Administrator, Project Manager, Systems Analyst, Network Administrator, Computer Animation, Computer Sales Advisor, Computer Aided Design, Computer Operator, Desktop Publishing Operator, Apps Developer, ICT Sales Assistants, ICT Trainer, Multimedia Production Assistant, Software Support Technician, Network Engineer, Customer Service Support .....and many more



# DRAMA

## SUBJECT OVERVIEW

GCSE Drama is designed to encourage students to develop a personal interest in the performance and study of drama. It enables students to develop a range of practical, creative and performance skills. The course is made up of three components:

- **Controlled Assessment – ‘Devised Performance’.** In this element of the course students respond to stimulus material released by CCEA in order to research, script and perform their own script. At the end of the devising process, students produce a 2000 word analysis and evaluation of their own work. The Devised Performance element is worth 25% of the overall grade.
- **Controlled Assessment – ‘Scripted Performance’.** Students select, edit and perform a published playscript. This Controlled Assessment is worth 35% of the overall grade.
- **External written examination – ‘Knowledge and understanding of Drama’.** Students study Sean O’Casey’s *Juno and the Paycock*. The written examination is 1 hour 30 minutes long and is worth 40% of the overall grade.

## SUBJECT CONTENT

<p><b>Year 11</b> Studying <i>Juno and the Paycock</i> including:</p> <ul style="list-style-type: none"> <li>• the historical context of the play</li> <li>• the form and style of the play</li> <li>• characters</li> <li>• live performance of a drama</li> </ul> <p>Devised Performance. Work will include:</p> <ul style="list-style-type: none"> <li>• investigation of provided stimulus material</li> <li>• research of theatre styles and practice</li> <li>• preparing and editing a script</li> <li>• using rehearsal methods to prepare for performance</li> <li>• recording information for the Student Log</li> <li>• performance of devised script</li> </ul>	<p><b>Year 12</b> Revision of <i>Juno and the Paycock</i> including:</p> <ul style="list-style-type: none"> <li>• application of design ideas from a live performance to the set text</li> <li>• staging of specific extracts from the play</li> <li>• rehearsal ideas for specific moments in the play</li> <li>• performance skills for each character at specific moments in the play</li> </ul> <p>Scripted Performance. Work will include:</p> <ul style="list-style-type: none"> <li>• selecting a script</li> <li>• editing the script</li> <li>• casting roles</li> <li>• rehearsing the script</li> <li>• preparing the set and technical aspects of performance</li> <li>• performing the script</li> </ul>
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## METHOD OF ASSESSMENT

<p><b>Year 11</b> Assessment of the Devised Performance and Student Log – externally moderated (25%)</p>	<p><b>Year 12</b> Assessment of the Scripted Performance – visiting moderator (35%)</p> <p>External examination – 1 hour 30 minutes on the set text (40%)</p>
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## CAREER INFORMATION

GCSE Drama encourages independent thinking and creativity and is therefore particularly useful for careers in: teaching, theatre, journalism, sound engineering, TV, radio, creative therapy, arts administration and events management.



# ECONOMICS

## SUBJECT OVERVIEW

GCSE Economics engages students in studying contemporary economic issues in a range of local, national and global contexts. The course includes emphasis on financial capability and the global economy.

The course content encourages students to develop as independent learners with enquiring minds, and to develop transferable skills such as critical thinking and the ability to build arguments and make informed judgements. It provides them with a sound basis for future roles as consumers, producers and citizens, as well as further studies in this discipline.

## SUBJECT CONTENT

### Year 11

- Introductory Economics
- Demand & Supply
- The Labour Market
- Costs & Revenue of a business
- Competition & growth of firms
- Market failure
- Taxation & Government Spending
- The Private & Public Sector

### Year 12

- National Income inc the circular flow
- Inflation
- Unemployment
- Financial Economics
- International Trade
- Balance of Payments
- Exchange rates
- The EU
- Development Economics
- Macro-Economic Policies

## METHOD OF ASSESSMENT

### Year 11

No official assessments are carried out in Year 11.

### Year 12

- **Paper 1:** 1hr 45 min. This paper is made up of short questions, data response questions & an essay section
- **Paper 2:** 1hr 15min. This paper is made up of data response with extended source material to interpret.

## CAREER INFORMATION

Economics supports numerous job opportunities and is a much sought after qualification as there are many jobs now in this field. Jobs such as being an Economist, Accountant, Actuary, Statistician, Investment & Financial Risk analyst, Stockbroker, Management Consultant, Banker, Insurance broker/underwriter to name but a few!



# ENGLISH LANGUAGE

## SUBJECT OVERVIEW

Over the two years of GCSE English Language, students will develop their critical skills to enable them to analyse different types of texts: novels, leaflets, brochures, articles, DVD covers and the spoken word.

They will develop their writing skills and be given opportunities to produce: creative, personal, functional and analytical writing.

Speaking and Listening is also an important aspect of English Language. Students will improve their oral communication by taking part in various talking and listening activities, including: group discussions, role-plays and presentations.

## SUBJECT CONTENT

### Year 11

Unit One:

- Personal/ Creative Writing
- Reading Literary and Non- Fiction Texts

Controlled Assessment:

- Unit Three: Literary Controlled Assessment
- Unit Four: Speaking and Listening Tasks

### Year 12

Unit Four:

- Writing for Purpose and Audience
- Reading to Access Media Texts
- Reading to Access Non-Fiction

Controlled Assessment:

- Unit Three: Spoken Language CA
- Unit Four: Speaking and Listening Tasks

For further information, see:

[http://ccea.org.uk/english\\_language/](http://ccea.org.uk/english_language/)

## METHOD OF ASSESSMENT

### Year 11

- Literary Controlled Assessment (10%)
- Externally assessed exam (30%).

### Year 12

- Spoken Language Controlled Assessment (10%)
- Externally assessed exam (30%).

<p>Speaking and Listening Controlled Assessment tasks (20%) will be carried out throughout the two years by the class teacher and externally moderated by CCEA.</p>
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## CAREER INFORMATION

The ability to speak, read, and write accurately and effectively is crucial for any career. These include careers in advertising and marketing, journalism, law, consultancy, business, teaching, performing arts, government, linguistics, foreign languages and media and design. Careers in the sciences, engineering, technology and maths also require English Language.



## ENGLISH LITERATURE

### SUBJECT OVERVIEW

Students will study a range of interesting and enjoyable literary texts. Over the course of GCSE English Literature, they will develop the kind of critical skills which will enable them to comment meaningfully on theme, characterisation, language, form and tone.

For the examinations, students will study a novel, a play and a poetry anthology. For controlled assessment they will study a Shakespearean play.

### SUBJECT CONTENT

#### Year 11

Unit One:

- Section A: Prose text  
E.g. *To Kill a Mockingbird* or *Of Mice and Men*
- Section B: Unseen prose

#### Year 12

Unit Two:

- Section A: Drama  
E.g. *Philadelphia Here I Come* or *Blood Brothers*
- Section B: Poetry  
Poetry Anthology  
Theme based, e.g. *Conflict* or *Relationships* or *Identity*

Unit Three (2 hours):

- Controlled Assessment  
Pupils will be assessed on their written response to a Shakespeare text

For further information, see:

[http://ccea.org.uk/english\\_literature/](http://ccea.org.uk/english_literature/)

### METHOD OF ASSESSMENT

#### Year 11

- Externally assessed exam (30%).

#### Year 12

- *The Study of Shakespeare* Controlled Assessment (20%)
- Externally assessed exam (50%).

### CAREER INFORMATION

The skills and disciplines involved in the study of English Literature make it directly relevant to a number of careers. The close study of how words create effects and convey ideas provides excellent preparation for any career where communication skills are important. Former English Literature students have pursued careers in journalism, law, broadcasting, advertising, marketing and management. The emphasis in the study of Literature on people, their relationships and problems, has led other students into careers in the social services, teaching, personnel work, speech therapy, the theatre, libraries and publishing.





# GEOGRAPHY

<b>SUBJECT OVERVIEW</b>	
<p>Geography contributes greatly to the development of an understanding of the natural world and the people who live in it. It encourages an appreciation of natural and human processes that give rise to the distinctive character of places and environments. The GCSE syllabus promotes a perspective in which candidates can place local, national and international events and it encourages the development of a wide range of intellectual, social and cross-curricular skills. Fieldwork is a key component of GCSE Geography which gives students opportunities to link learning in the classroom with the real world beyond the classroom.</p>	
<b>SUBJECT CONTENT</b>	
<p><b>Year 11</b></p> <p><b>Unit 1: Understanding Our Natural World</b></p> <ul style="list-style-type: none"> <li>• Theme A: River Environments</li> <li>• Theme B: Coastal Environments</li> <li>• Theme C: Our Changing Weather and Climate</li> <li>• Theme D: Restless Earth</li> </ul>	<p><b>Year 12</b></p> <p><b>Unit 2: Living in Our World</b></p> <ul style="list-style-type: none"> <li>• Theme A: Population and Migration</li> <li>• Theme B: Changing Urban Areas</li> <li>• Theme C: Contrasts in World Development</li> <li>• Theme D: Managing Our Environment</li> </ul> <p><b>Unit 3: Fieldwork investigation</b></p>
<b>METHOD OF ASSESSMENT</b>	
<p><b>Year 11</b></p> <p><b>Paper 1:</b> 1 hour 30 minutes (40%)</p>	<p><b>Year 12</b></p> <p><b>Paper 2:</b> 1 hour 30 minutes (40%)</p> <p><b>Paper 3:</b> 1 hour fieldwork paper (20%)</p>
<b>CAREER INFORMATION</b>	
<p><b>Commercial Careers:</b> Banking, Insurance, and Tourism  <b>Environmental Services:</b> Town Planning, Forestry and Conservation.  <b>Teaching:</b> Primary and secondary teaching  <b>Scientific Services:</b> Meteorology, Hydrology, Soil Science, GIS, Geology  <b>Information Services:</b> Journalism, Market Research, Publishing, Broadcasting, Estate Agency</p>	



## HOME ECONOMICS: FOOD AND NUTRITION

### SUBJECT OVERVIEW

Home Economics: Food and Nutrition, provides a unique opportunity for students to investigate the relationship between nutrition, food choice and health. Students will learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this, they modify recipes and plan, prepare and cook meals that reflect current government nutritional guidelines. They also study how to be an effective consumer in relation to food choice, food safety and managing resources.

It equips students with a range of skills including problem-solving, ICT, decision-making, nutritional analysis and practical skills.

### SUBJECT CONTENT

#### Year 11

- Food Provenance
- Food Processing and Production
- Food & Nutrition for Good Health
- Energy and Nutrients
- Macronutrients
- Micronutrients
- Fibre
- Water
- Nutritional and Dietary Needs
- Priority Health Issues

#### Year 12

- Being an Effective Consumer
- Factors affecting Food Choice
- Food Safety
- Resource Management
- Completion of Controlled Assessment Task

### METHOD OF ASSESSMENT

#### Year 11

No official assessments are carried out in Year 11.

#### Year 12

a) External examination: 50% consisting of one written exam paper.

b) Controlled Assessment: (Practical) 50%. Candidates undertake one assignment which will assess their research and practical skills. They will research a food related topic area and will gather and analyse a number of viewpoints on this. They will use their findings to suggest, justify and create a range of suitable dishes for a particular population group.

### CAREER INFORMATION

Employment opportunities exist in a variety of areas, including: Business and Industry Retailing, Product Development, Teaching, Consumer Affairs, Hospitality Industry, Advertising, Food Technician, Home Economist, Environmental Health, Sports Nutritionist, Dietetics, Food Journalist, Chef, Medical Profession and many more.



# HISTORY

## SUBJECT OVERVIEW

The GCSE syllabus has been designed to give students opportunities to explore key political, economic and social events that have helped shape today's institutions, governments and societies. Students study and evaluate systems of government and learn how the actions of government impact on individuals, groups and society as a whole. They explore the values, attitudes, perceptions and ideologies that have shaped human behaviour, endeavour and achievement in the past.

## SUBJECT CONTENT

### Year 11

#### **Life in the United States of America, 1920-33**

Students focus on how the lives of American people were affected by the significant political, economic and social changes that took place in the United States of America in the 1920's. Areas of study include discrimination faced by national minorities, prohibition, the Wall Street Crash and the impact of the Great Depression up to 1933.

#### **Changing Relations: Northern Ireland and its Neighbours, 1965-98**

Students focus on the changing relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. They will study the Civil Rights Movement, attempts at Power-sharing, the Hunger Strikes, the Peace Process and the Good Friday Agreement.

### Year 12

#### **International Relations, 1945-2003**

Students will develop an outline knowledge of the significant events and developments integral to the study of international relations in the period 1945-2003. Students will focus on the significant events and developments associated with the Cold War and the new 'war on terror'. Students will learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'. Areas of study will include the Berlin Wall, the Korean War, the Vietnam War, the Cuban Missile Crisis, the 9/11 attack on America and the war in Iraq.

## METHOD OF ASSESSMENT

### Year 11 External Written Examination

**Paper 1** – 60% (1hr 45mins) 2 Sections

**Section A:** Students answer five questions. This includes short response questions, structured questions and an essay question.

**Section B:** Students answer six questions. This includes source-based questions, short response questions and an essay question.

### Year 12 External Written Examination

**Paper 2** – 40% (1hr 15mins)

Students answer six questions. The paper includes source-based questions, a structured question and an essay question.

## CAREER INFORMATION

In some colleges History is essential for undertaking a degree in Ancient History, Economic and Social History and Modern History. It is also particularly useful for courses in Archaeology, Criminology, Economics, English, Law, Politics, Sociology and Theology. History at A-Level and degree level is widely recognised for entry into Teaching, Banking/Finance, Business, Journalism, the Civil Service, Marketing, Museum work, Law, Local and Government and Tourism.



# Mathematics

<b>SUBJECT OVERVIEW</b>	
<p>CCEA GCSE Mathematics is a modular specification which offers opportunities to build on the mathematical skills and capabilities developed through the study of the Key Stage 3 curriculum. There are two tiers of entry for GCSE Mathematics; Foundation and Higher. Within each tier there is a choice of modules, this enables all students to demonstrate achievement by working at the level most appropriate to their ability. The assessment model provides the opportunity for students to improve their results by re-sitting modules.</p>	
<b>SUBJECT CONTENT</b>	
<p><b>Year 11 Higher Level content includes:</b></p> <p>Manipulation of algebraic fractions          Quadratics – factorising &amp; solving          Compound measures          Straight line graphs          Trigonometry          Arc lengths &amp; sector areas          Surface area &amp; volume of cones, spheres etc          Cumulative frequency, quartiles &amp; boxplots          Histograms &amp; stratified sampling</p>	<p><b>Year 12 Higher Level content includes:</b></p> <p>Irrational numbers &amp; surds          Indices &amp; standard form          Simultaneous equations (1 linear &amp; 1 quadratic)          Cubic, reciprocal &amp; exponential functions          Direct &amp; indirect proportion          Equation of a circle          3D Trigonometry          Sine &amp; cosine rule</p>
<b>METHOD OF ASSESSMENT</b>	
<p><b>Year 11</b> (45% of GCSE Mathematics)</p> <p><b>Module M2 (Foundation)</b> or  <b>Module M3 (Higher)</b> or  <b>Module M4 (Higher)</b></p> <p>All calculator papers</p>	<p><b>Year 12</b> (55% of GCSE Mathematics)</p> <p><b>Module M6 (Foundation)</b> or  <b>Module M7 (Higher)</b> or  <b>Module M8 (Higher)</b> each module comprises 2 papers: 1 calculator &amp; 1 non-calculator</p>
<p><b>CAREER INFORMATION</b> A grade C in GCSE Mathematics is a requirement for entry onto the vast majority of Higher Education courses and for most careers. University courses with significant mathematical content often require a higher grade in GCSE Mathematics. This includes but is not limited to: <i>Accountancy &amp; Finance, Actuarial Science, Architecture, Computer Science, Economics and Social Science courses, Engineering, Medicine, Science &amp; Applied Science courses, Software Development, Quantity Surveying, Teaching.</i></p>	



# Modern Languages

(French, Irish, Spanish)

## SUBJECT OVERVIEW

The syllabus in each language at GCSE is appropriate to the needs of a wide variety of students including:

- Those leaving school at 16
- Those going on to Further Education but not specialising in the subjects
- Those going to specialise in the subject at A Level

Through studying a language, students will be able to:

- develop the ability to use another language effectively for practical communications
- derive enjoyment and benefit from language learning
- develop the ability to work independently and with others
- develop an understanding of another language in a variety of contexts
- take their place as a citizen in a multilingual, global society

## SUBJECT CONTENT

### Year 11

Students develop their knowledge and understanding by beginning their studies in three **Contexts for Learning**:

- Identity, Lifestyle and Culture;
- Local, National, International and Global Areas of Interest;
- School Life, Studies and the World of Work.

### Year 12

Students continue their studies in the three Contexts for Learning begun in Year 11.

These provide plenty of variety and scope for investigating, understanding, describing, discussing and giving opinions.

## METHOD OF ASSESSMENT

### Year 11

No official assessments are carried out in Year 11.

### Year 12

Listening, Reading and Writing are offered in **two** tiers, Foundation and Higher. In Speaking there is only **one** tier of entry. The Speaking exam is teacher-facilitated but externally marked.

### Assessment weightings for French, Irish and Spanish

Listening	25%	45 mins - External exam
Reading	25%	1 hr - External exam
Writing	25%	75 mins- External exam
Speaking	25%	Teacher-facilitated exam (Externally marked)

## CAREER INFORMATION

Having a proficiency in a language at GCSE opens up many doors. It is useful for most Careers, including: Travel and Tourism, Hotel Work, Broadcasting, Civil Service, Diplomatic Service, Business Courses, Teaching, Trade and Industry and Law.

It is essential for Language degrees and Law/ Business degrees combined with a language. A language is often a general requirement for University entrance.



## Music

<b>SUBJECT OVERVIEW</b>	
<p>This syllabus allows students to develop knowledge, understanding and skills relating to the three fundamental musical components: <b>Listening, Composing</b> and <b>Performing</b> which are integrated during the course. It offers students the opportunity to develop Cross-Curricular skills and the Thinking Skills and Personal Capabilities that allow them to progress to A Level Music and/or other courses of study or employment.</p>	
<b>SUBJECT CONTENT</b>	
<p><b>Year 11</b></p> <p><b>Component 1: Listening and Appraising</b> Students listen to and analyse familiar and unfamiliar music by a range of composers within these compulsory Areas of Study:</p> <ul style="list-style-type: none"> <li>• Western Classical Music 1600-1910</li> <li>• Film Music</li> </ul> <p><b>Component 2: Composing</b> Students compose one piece which they record and provide a score and written account for.</p> <p><b>Component 3: Performing and Appraising</b> Students select and prepare pieces for solo and ensemble performances.</p>	<p><b>Year 12</b></p> <p><b>Listening and Appraising</b> Students listen to and analyse and unfamiliar music by a range of composers within these compulsory Areas of Study:</p> <ul style="list-style-type: none"> <li>• Musical Traditions of Ireland</li> <li>• Popular Music 1980-present day</li> </ul> <p><b>Composing</b> Students compose one piece (in response to a given stimulus) which they record and provide a score and written account for.</p> <p><b>Performing and Appraising</b> Students finalise and perform pieces for solo and ensemble recitals. They discuss and appraise both their performances and those of others.</p>
<b>METHOD OF ASSESSMENT</b>	
<p><b>Year 11</b></p> <p>No official assessments are carried out in Year 11.</p>	<p><b>Year 12</b></p> <ol style="list-style-type: none"> <li>1. <b>Listening and Appraising</b>- 1 written exam lasting 1hr 30 mins, questions on familiar and unfamiliar music relating to the Areas of Study. <b>(35%)</b></li> <li>2. <b>Composing</b>- Controlled assessment- students prepare 2 compositions. <b>(30%)</b></li> <li>3. <b>Performing and Appraising</b>- visiting examiner assesses <b>one</b> solo and <b>one</b> ensemble performance. <b>(35%)</b></li> </ol>
<b>CAREER INFORMATION</b>	
<p>Music is essential for all degree courses in Music, Music Therapy and Music Technology. It is useful for careers in the following:</p> <ul style="list-style-type: none"> <li>• Primary Teacher Training</li> <li>• PE Teaching</li> <li>• Broadcasting</li> <li>• Recording Industry</li> <li>• Arts Management</li> <li>• Music Theatre Performance</li> <li>• Retailing and Marketing.</li> </ul>	



## Religious Studies

<b>SUBJECT OVERVIEW</b>	
<p>Religious Studies helps students to explore Christian beliefs and teachings and reflect on current issues and questions related to life. Studying Religious Studies can enhance your personal, social and cultural development and give you a greater understanding of Christianity.</p> <p><i>Christianity through a study of the Gospel of St. Mark</i> introduces students to a number of themes in the life and ministry of Jesus. During their study of this module, students have an opportunity to enhance their knowledge, understanding and ability to evaluate key passages.</p> <p><i>An Introduction to Christian Ethics</i> aims to introduce students to Ethics within the study of Religion. In their study students will have an opportunity to explain and analyse their knowledge and understanding of a variety of topics. They will also evaluate a variety of viewpoints to help them make personal and informed responses.</p>	
<b>SUBJECT CONTENT</b>	
<p><b>Year 11</b> Unit 5 - Christianity through a study of the Gospel of St. Mark.</p> <p>Topics studied include:</p> <ul style="list-style-type: none"><li>• The Identity of Jesus,</li><li>• Jesus the Miracle Worker,</li><li>• The Teaching of Jesus,</li><li>• The Death and Resurrection of Jesus,</li><li>• The Role and Nature of Christian Discipleship.</li></ul>	<p><b>Year 12</b> Unit 6 – An Introduction to Christian Ethics.</p> <p>Topics studied include:</p> <ul style="list-style-type: none"><li>• Personal and family issues,</li><li>• Matters of life and death,</li><li>• Developments in bioethics,</li><li>• Contemporary issues in Christianity,</li><li>• Modern warfare.</li></ul>
<b>METHOD OF ASSESSMENT</b>	
<p><b>Year 11</b></p> <p>Paper 1 - 1 hour 30 minutes. (50%)</p> <p>There will be some questions which require short answer responses and some which require extended writing.</p>	<p><b>Year 12</b></p> <p>Paper 2 - 1 hour 30 minutes. (50%)</p> <p>There will be some questions which require short answer responses and some which require extended writing.</p>
<b>CAREER INFORMATION</b>	
<p>In some colleges Religious Studies is essential for undertaking a degree in Theology or Specialist Subject teaching. It is also particularly useful for Family Law or Journalism. Religious Studies at A-Level and degree level provides the student with the opportunity to pursue a range of career pathways.</p>	



## Science Double Award

### SUBJECT OVERVIEW

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

### Scheme of Assessment

The specification is unitised and includes seven units. All units are assessed through a written examination, either at Foundation Tier (grades CC-GG) or Higher tier (grades A\*A\*-DD/EE). Unit 7 is a Practical Skills Unit.

### SUBJECT CONTENT

Year 11

**Biology** Unit 1; Cells, Living Processes and Biodiversity

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

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

Year 12

**Biology** Unit 2; Body Systems, Genetics, Microorganisms and Health

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

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

### METHOD OF ASSESSMENT

**Year 11**

Each unit has a weighting of 11% (33% of the total course is tested externally in Year 11).

Students are able to enter each unit at either Higher or Foundation Tier.

Students may choose to enter individual units at different tiers throughout.

**Year 12**

Each unit has a weighting of 14%.

In addition, Unit 7 tests Practical skills. The total weighting is 25%. (7.5% from carrying out practicals and 17.5% an external written examination).

Students are able to enter each unit at either Higher or Foundation Tier.

**CAREER INFORMATION** Career sectors requiring Science include: Biochemistry, Biomedical Sciences, Cancer Research/Oncology, Education, Engineering, Environmental Science, Genetics, Healthcare, Medicine, Pharmacology, Veterinary Medicine and many more.





## Technology & Design

<b>SUBJECT OVERVIEW</b>	
<p>GCSE Technology and Design encourages students to use imagination and develop skills of creativity and critical analysis through making links between existing solutions, technological knowledge and the principles of good design and product manufacture. Students will study design and communication, materials, manufacturing, electronic control systems, mechanical control systems, pneumatic systems and control, and computer control systems.</p>	
<b>SUBJECT CONTENT</b>	
<p><b>Year 11</b></p> <p><b>Unit 1.</b> This unit covers compulsory core content. The students will study Design, Materials, Manufacturing, Tools, Basic Electronic, Mechanical, Pneumatic &amp; Computer Control Systems.</p>	<p><b>Year 12</b></p> <p><b>Unit 2.</b> This unit covers Electronic and Micro Electronic Control Systems. The Students will study Electronic Systems, Sensors, Outputs Devices, Microprocessors and Robotics.</p> <p><b>Unit 3.</b> The project allows students to demonstrate their ability to design and manufacture a product.</p>
<b>METHOD OF ASSESSMENT</b>	
<p><b>Year 11</b> <b>Paper 1 - (25%)</b></p> <p><b>Core Content</b> (1 hour 30mins.)</p> <p>Students answer 10 questions from the core area of study.</p>	<p><b>Year 12</b> <b>Paper 2 - (25%)</b></p> <p><b>Systems and Control</b> (<i>Electronics</i>) (1 hour 30mins.)</p> <p><b>Unit 3 Controlled Assessment (50%)</b></p> <p><i>Design &amp; Make a product with an Electronic Control Circuit.</i></p>
<b>CAREER INFORMATION</b>	
<p>GCSE Technology and Design provides a solid foundation for studying design or engineering;</p> <ul style="list-style-type: none"> <li>• Civil Engineering</li> <li>• Mechanical Engineering</li> <li>• Electronic Engineering</li> <li>• Electrical Engineering</li> <li>• Structural Engineering</li> <li>• Product Design</li> <li>• Manufacturing</li> <li>• Technology and Design</li> <li>• Architecture</li> </ul>	



# GCSE

## TIPS FOR SUCCESS & HOW PARENTS CAN HELP

### HOW CAN PARENTS MAKE A DIFFERENCE?

- Parental support is much more important in determining a student's academic success than social class.
- The good news is that you don't need to be an expert in any of the subjects your child chooses to make a real difference. You also don't need to give up your life and other responsibilities – you just need to know how best to spend the time you do have.
- One of the hardest demands on students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits (not easy even for adults).
- Children will also differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.
- **This is where parents come in.** Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.



## KEEPING THE MOTIVATION UP FOR STUDENTS

- Don't stop going to, or working in, lessons you find hard or dislike – talk to someone about any difficulties you are having – there is always a solution
- Revise your revision schedule if necessary and stick to it – even when you don't feel like it. Don't wait until you are in the mood – the further behind you get the less you will be in the mood (agree the schedule with your parents for a hassle-free life)
- Resist the temptation to bury your head in the sand if things are getting out of hand – talk to your parents/form teacher/teachers/Head of Year
- Ignore what friends and others are doing or saying – you are working for an easy life for **YOU** now and later – let your friends have the hassle of redoing coursework or even the full GCSE

## FOR PARENTS

- Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time
- All students fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution
- Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright
- If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."



Get hold of old papers (ask teachers which websites to look at – they are also in your planner)

## GETTING READY FOR REVISION FOR STUDENTS –

- ✓ Start revision early. The sooner you start the less you will have to do each day and the less stressed out you will be
- ✓ The most important thing is to make a realistic revision timetable that you will stick to
- ✓ Get one good revision book or aid for every subject. They do much of the initial work for you by breaking the subject down into 'do-able' chunks

## DOING THE REVISION

- ✓ Go to all lessons and make them work for you – especially the ones you don't like or find hard
- ✓ When your teachers tell you about exam technique – try them all out to see which one will work for you best (it might even be the one you thought wouldn't work). The key thing is to reduce the notes you work from to a single A4 by the night before the exam
- ✓ Match the revision notes you make to the sort of questions you will be asked.

- ✓ Have a clear goal for each revision period. For example – 'at the end of these 2 hours I will be able to label a diagram of the heart and answer a question on how the heart works.'
- ✓ Have a start and finish time – and stick to it!
- ✓ Get into the routine of following your revision plan – if you really don't feel like it, tell yourself you will do 15 minutes and then decide whether to carry on. At least you will have done fifteen minutes. Set your aim for the session and get right on with it – ignore the impulse to suddenly tidy your room for the first time in 3 years!
- ✓ STOP and take a break if you are becoming frustrated, angry or overwhelmed. Put aside the problem
- ✓ Don't waste time struggling – note down anything you are finding hard and take it to your next lesson or if on study leave, phone friends or your teachers
- ✓ DO NOT BE INFLUENCED BY FRIENDS WHO TALK ABOUT HOW LITTLE WORK THEY ARE DOING
- ✓ Get your head down – your results don't matter to your friends – but they are crucial to your future. Tell yourself it's not for long and think about that long summer holiday



✓ Make yourself start however much you don't want to – the hardest bit is over with then.

## IMPROVING YOUR CHANCES OF GETTING THE BEST RESULT FOR YOU!

There are a number of factors that cause students to lose marks in the exams. The factors below are often reported by examiners. You will also find them in revision books. Here is a list of factors that you need to be aware of and concentrate on –

- Start in good time – leave it too late and you will start panicking
- Plan for half hour or, at most, one hour slots. Nothing extra is likely to sink in if one subject is revised for much longer
- When revising during the evenings plan 1 or 2 subjects only. Leave some time for relaxation
- Allow some days off, but not in the few weeks just before the exams
- Plan to revise specific topics or aspects of a subject – for example, not just science, but human systems, or waves, or chemical reactions or electricity
- Read through a topic and then make brief notes on cards which can be used for further revision later
- Use colours to highlight key works
- Work in small groups to discuss a topic

## KEY TASKS ON THE DAY BEFORE THE EXAM FOR STUDENTS

- Make sure you know your timetable
- Get there early – only fools leave it too late and rush – catch the much earlier bus
- Allow time for your brain to wake up – have a shower, eat breakfast – take a banana with you
- Do a final check of the subjects you will be doing that day – know the structure and how many sections there are
- Make sure you have EVERYTHING you need and take spares – do not get into the stress of asking teachers for things you should have brought
- Take a pen you enjoy writing with – take 2 just in case

## During the exam –

- Don't forget that it is natural to be nervous. It actually gives your brain the extra adrenalin it needs to make the final effort
- If your mind goes blank, don't worry. Look at the question again, write down some notes – it'll get your brain ticking over again
- Don't start writing until you know what the instructions are and you are ready to write sense
- Make and keep to a time scale for each question depending on the number of marks. If you only have 3 minutes left for a question, write the answer in note form – the examiner will give you marks for it
- Allow a little bit of time at the end to check through your work to see if any changes need making. Examiners have said that this can make the difference between a higher and lower grade

## ON THE EVE OF THE EXAM FOR PARENTS –

- ✓ Please don't add to the stress levels by 'rising to the bait' when your child pushes the boundaries. Shelve the battles that don't need winning just yet
- Help prepare your child for the exam – talk with them about when it starts, how long it lasts for, what are the main topics that might come up. Don't 'over egg' this – they



may have worked all day and have come down stairs to relax

## Useful Websites

More information about the sites listed is given in the relevant chapters. Information correct at time of going to press.

### General support for teenagers

• [www.projecteducation.co.uk/gcse](http://www.projecteducation.co.uk/gcse) offers links to GCSE chat forums.

• [www.bbc.co.uk](http://www.bbc.co.uk)

### Coursework and revision

• [www.coursework.info](http://www.coursework.info)

• [www.sparknotes.com](http://www.sparknotes.com)

• [www.gcseguide.co.uk](http://www.gcseguide.co.uk) – Use the ‘bookshop’ option to see what revision guides are available in each subject area.

• [www.bbc.co.uk/schools/gcse/bitesize](http://www.bbc.co.uk/schools/gcse/bitesize)

• [www.gcse.com](http://www.gcse.com)

### Careers

• <https://direct.gov.uk>. The governments’ official careers information site. Visit the **Education and Learning** pages and choose ‘**Which way now? Years 10-11**’ followed by ‘**Your Choices in Year 9**’ to find out more about your options.

• <http://www.bbc.co.uk/schools/studentlife/careersandchoices/>

• <http://nextstep.direct.gov.uk> and select **Planning your career** then **Job profiles** for free information on hundreds of different careers.

• <http://connexions-berkshire.org.uk/careers>

**E-CLIPS** lets you view and print out leaflets on lots of different topics, including **Options after Year 10**.

• [www.Careersbox.co.uk](http://www.Careersbox.co.uk) - Careers films/videos – real people in real jobs

• [www.icould.com](http://www.icould.com) - Career advice

• [www.futuremorph.org](http://www.futuremorph.org) - STEM careers

• [www.targetjobs.co.uk](http://www.targetjobs.co.uk) - Careers info – construction, accountancy, banking, law, engineering, environment, media . . . . etc