



# Assumption Grammar School

Specialist School for Music and Physical Education

*Fully Alive*



## GCSE SUBJECT OPTIONS

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# Introduction

Dear Students,

You are now approaching a significant transition in your education journey which will affect your future. Doubtless, it will bring both nerves and excitement as you consider which subjects you will continue or begin for GCSE and which subjects you will discontinue. Alongside the core subjects of English Language, English Literature, Mathematics and Religious Studies, you have important decisions to make. It is vital therefore that you take time to make informed decisions about the subjects you wish to study at GCSE.

There are a number of considerations you must reflect on in making your GCSE choices, including:

- Have you been successful in this subject at Key Stage 3?
- Do you enjoy the subject?
- Are you interested in learning the content involved at GCSE?
- Do you perform better in written examinations or controlled assessments (coursework)?
- Have you spoken to the teachers of subjects you are thinking of studying?
- Have you researched careers you are interested in and if any specific subjects are required for courses you are considering?
- If you are unsure about possible career choices at this stage, are the subjects you are considering allowing you to keep your options open?
- Do you know which A-level subjects you can study depending on the GCSEs you choose?

This booklet is designed to help you make these important decisions by giving you some detail about the individual GCSE qualifications and their subject contents. You should also consult your parents, subject teachers and the Careers Department in making your choices. While you consider your choices for the next two years, you should also think about what they may lead onto at A-level, university or as a career. You may even wish to research subject requirements on university websites for any courses you are already considering.

Finally, best wishes for making your choices. Please come and see me if you need any guidance or advice.

Mr C McCarthy  
*Head of Careers*

# Guide to Choosing Your Subjects

As your subject choices are significant for your future, consider each of the following questions as a guide. You can use them for personal reflection or they can form the basis for a conversation with your parents or careers adviser.

## 1. Will these choices help your career?

Should students know what career area they want to work in by Year 10? Not necessarily! Some will have a clear idea of their future career area, others a rough idea, and others may have no idea at all.

For those who have a clear idea, you should target your subjects to that career. For example, if you know you want to study medicine, you will probably want to study GCSE Chemistry and Biology. Other students should keep their options open for future A-levels and careers, likely including some sciences and a range of other subjects. Read the 'A-level Requirements' on pp.30-31 to give you an idea of which A-levels you can and cannot study with the GCSEs you select. These will impact on the courses you can apply to at University.

## 2. Do you enjoy these subjects?

Studying a GCSE subject for two years requires a lot of work and commitment, so it is much easier if you have an interest and passion for the subject to begin with. The subjects you enjoy most may also be a good indicator of the A-level and career choices you make in future years.

As you have a range of choices, it is also worth thinking about the subjects you need and those you enjoy. You want to select options that will help your future career, but also include a subject that relates to your hobbies or subjects you particularly love.

## 3. Can I achieve a good grade in these subjects?

At the end of Year 12, you want to have achieved a good grade in every GCSE subject. Use your marks from Key Stage 3 as a guide to which subjects you are likely to perform well in for the next two years. If you have equal preference between two subjects, it may be a good idea to choose the one in which you are achieving higher marks. You can also talk to your teachers about how you may perform in their subject.

## 4. Written examinations v Controlled assessments

For some people, controlled assessments (coursework) are a great help. For subjects with a lot of coursework, such as Art and Design or Health and Social Care, it can be reassuring to have all or some of your GCSE finished before the summer exam season begins. This can take some pressure off the end of the year. With controlled assessments, you also have fewer surprises and more time to get the work to a high standard.

However, controlled assessments also require consistent work throughout the year. You will have to be well organised and meet deadlines without simply rushing work. It also can require more independent research with fewer instructions, so students have to work hard to get a good result.

Look at the assessment methods on each subject page for more information.



## 5. Are some groups of subjects more important than others?

Every subject that Assumption offers at GCSE is valuable in the knowledge, understanding and skills it develops. Some students prefer to focus on one group of subjects, while others will take subjects from more than one group. This can be particularly true when students choose some subjects that are required for their career and some which fulfil their wider intellectual interests and talents.

- BUSINESS AND ICT subjects provide breadth and wider opportunities for employment and cover both traditional and emerging areas of business. A good ability in ICT skills is expected in an increasing number of employment sectors.

*These are Business Studies, Digital Technology (Multimedia) and Digital Technology (Programming).*

- The CREATIVE ARTS sector is worth 11 billion pounds per year to the UK economy and includes music, theatre and art as well as the burgeoning film, graphic design, gaming and media sectors. These subjects lead to a breadth of cultural understanding and appreciation for the arts that develop the student's lifelong interests and builds on their talents.

*These are Art and Design, Drama and Music.*

- The HUMANITIES study human experience and critical thinking to a high degree. They explore our shared culture, history, religious belief, and society. They are invaluable to the development of communication and intelligent use of our own language for written work and informed discussion.

*These are English Language, English Literature, Geography, History and Religious Studies.*

- The study of LANGUAGES is highly advantageous in a modern, global economy. Not only do they give a window onto a world of culture that others will not experience, but the skill of speaking other languages is valuable to businesses, the national economy and government. Learning a language is a life skill that never leaves you and gives a tremendous sense of achievement.

*These are French, Irish and Spanish.*

- PHYSICAL EDUCATION builds on the sporting and athletic achievements that is central to the lives of so many students. Sports, exercise and nutrition account for a large part of the economy and leads to concrete career options.

- The only subject in the SOCIAL SCIENCES at GCSE level is Health and Social Care, though Psychology and Sociology are added at A-level. These provide education into how society works and the vital support structures that are available. They draw on research and evidence to ensure best practice, such as in healthcare, and respond to the needs of people around us.

- STEM SUBJECTS are highly advantageous in a wide variety of career areas, including medicine, veterinary, pharmaceuticals, science and research, climate and energy, manufacturing, construction, engineering, agriculture, healthcare and finance. This sector is significant to national and international markets as they work to understand local and global issues, provide products and materials, and improve our understanding of the wonders around us in our world.

*These are Biology, Chemistry, Double Award Science, Food and Nutrition, Further Mathematics, Mathematics, Physics and Technology and Design.*

# English Language

GCSE English Language aims to encourage students to demonstrate and develop skills in speaking and listening, reading and writing to communicate with others confidently and effectively. Students will have opportunities to express themselves creatively and imaginatively and become critical readers of a range of texts, including multi-modal. Students who enjoy engaging with the world around them and using their powers of reason and persuasion thrive in this subject.

## Content and assessment of GCSE English Language (CCEA)

	Description	Assessment
<b>Unit 1:</b> Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts (30%)	Students engage with writing and reading tasks. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are four tasks.	Written examination of 1 hour 40 minutes
<b>Unit 2:</b> Speaking and Listening (20%)	Assessments are in the context of an individual contribution and interaction, a group discussion, and a role-play activity. Tasks are in a variety of formal and informal situations, appropriate to the audience.	Controlled assessment
<b>Unit 3:</b> Studying Spoken and Written Language (20%)	Spoken Language focuses on the characteristics of, and influences on, two pieces of spoken language. In Written Language, students demonstrate knowledge of characters, themes or genre in literary texts.	Controlled assessment
<b>Unit 4:</b> Personal or Creative Writing and Reading Literary and Non-fiction Texts (30%)	Students engage with writing and reading tasks. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are three tasks.	Written examination of 1 hour 40 minutes

## Skills required and developed

GCSE English Language requires students to develop their literacy and oracy skills. They will develop their communication and thinking skills while engaging in each topic. Students require organising and planning abilities, effective time management, decision-making and problem-solving skills in completing work for the course. There are also tasks involving research and managing information.

## Career pathways from studying English Language

Studying English Language can lead to careers such as an author, journalist, editor, teacher, publisher and media creator. The wide range of transferable skills that it develops means that students can move into career pathways such as law, marketing, public service, business, public relations, counselling, politics, social-work, nursing, charitable organisations, youth work and community work.

*For further information, speak to Mrs Feron (Head of English) or research the course on the CCEA website ([ccea.org.uk/english-language](http://ccea.org.uk/english-language)).*



# English Literature

Studying English Literature encourages students to read for enjoyment by developing and nurturing a love of literature. This course aims to encourage students to become critical readers of prose, drama and poetry and develop their ability to analyse the impact of language, form and structure in a range of texts. They will explore contexts and experience different times, cultures, viewpoints and situations in a variety of texts as they engage with issues, both real and imagined.

Studying English Literature opens students up to a world of creativity while also helping them hone skills that are essential for today's global environment. Through reading and writing, students will develop their skills of analysis, interpretation and self-expression. These skills are highly regarded by employers in many fields.

## Content and assessment of GCSE English Literature (CCEA)

	Description	Assessment
<b>Unit 1:</b> The Study of Prose (30%)	Students study a modern novel and demonstrate their ability to respond critically and imaginatively to a prose text. Students should be able to read and understand a prose text; respond to a prose text critically and imaginatively and select and evaluate relevant textual material.	Written examination of 2 hours with a choice of two questions on each text
<b>Unit 2:</b> The Study of Drama and Poetry (50%)	Students study a modern play so that they can respond to it critically and imaginatively, evaluating dramatic techniques, language, themes and characters. Students also explore and respond to a collection of poems that they learn to analyse and evaluate.	Written examination of 2 hours
<b>Unit 3:</b> The Study of Shakespeare (20%)	Pupils will study a Shakespeare play so that they can respond to it critically and imaginatively, evaluating dramatic techniques, language, themes and characters in its social, cultural and historical context.	Controlled assessment of 2 hours

## Skills required and developed

GCSE English Literature requires students to use analytical skills as they examine texts written in different genres and explore their authorship, contexts, and audiences; communication skills, as they extend their vocabulary and hone their writing through response to texts; presentation skills, as they learn to shape language for specific tasks and audiences, and reflective skills, as they consider their own opinions and how these are developing through engagement with literary and critical texts and group discussion.

## Career pathways from studying English Literature

Studying English Literature can lead to careers such as an author, journalist, editor, teacher, publisher and media creator. The wide range of transferable skills that it develops means that students can move into career pathways such as law, marketing, tourism, politics, broadcast production, business, public relations, medicine, and heritage work.

*For further information, speak to Mrs Feron (Head of English) or research the course on the CCEA website ([ccea.org.uk/english-literature](http://ccea.org.uk/english-literature)).*

# Mathematics

Mathematics is compulsory to GCSE as it develops fluency in mathematical methods and techniques which assist students in progressing to further academic and vocational study and to employment. Those who have enjoyed Mathematics in Key Stage 3 will continue to find the material on the course interesting.

Students taking GCSE Further Mathematics complete all of GCSE Mathematics at the end of Year 11. All other students complete Unit M4 at the end of Year 11 and either M7 or M8 in Year 12, all of which are Higher Tier. Unit M8 has more content than M7 and is required to access A-level Mathematics.

## Content and assessment of GCSE Mathematics (CCEA)

	Description	Assessment
<b>Unit M4:</b> (45%)	This unit is approached in three areas: <ul style="list-style-type: none"><li>• Number and algebra</li><li>• Geometry and measures</li><li>• Handling data</li></ul>	Written examination of 2 hours with a calculator
<b>Unit M7 or M8</b> (55%)	Units M7 and M8 cover the same topic areas as above but the content of each is different. Also, the content for M7 is slightly less than that of M8 but more marks are available in M8 making it easier to get a top grade.	Two written papers of 1 hour 15 minutes, one with calculator and one without

## Skills required and developed

Students of GCSE Mathematics must be able to organise themselves effectively to keep track of the volume of information they will meet in this course.

## Career pathways from studying Mathematics

A very wide range of career paths is available to students with good grades in mathematics. Examples include finance, business, natural science, research, technology, engineering and education.

*For further information, speak to a teacher in the Mathematics Department or research the course on the CCEA website ([ccea.org.uk/mathematics](http://ccea.org.uk/mathematics)).*





# Religious Studies

Religious Studies prompts challenging questions about the meaning of life, beliefs about God, right and wrong, and what it means to be human. Students will learn about the Christian tradition and beliefs in depth as well as having an opportunity to reflect on the relevance of moral values. In studying Religious Studies, they will engage with challenging questions concerning the meaning and purpose of life which will help them develop their own beliefs and values. Religious Studies provides opportunities for personal reflection and spiritual development and gives pupils a more developed understanding of how beliefs, values and traditions influence individuals, communities, societies and cultures.

## Content and assessment of GCSE Religious Studies (CCEA)

	Description	Assessment
<b>Unit 2A:</b> The Christian Church with a Focus on the Catholic Church (50%)	In Year 11, students explore the belief and practice of the Christian faith. There are seven sections to the course: <ul style="list-style-type: none"> <li>• The birth, development and beliefs of the Church</li> <li>• Church government</li> <li>• Christian worship</li> <li>• Church architecture and furniture</li> <li>• Church festivals</li> <li>• Sacraments of the Catholic Church</li> <li>• The role of the Church in contemporary society</li> </ul>	A written examination of 1 hour 30 minutes in Year 11
<b>Unit 6:</b> An Introduction to Christian Ethics (50%)	In Year 12, students explore Christian ethics. There are five sections to the course: <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>	A written examination of 1 hour 30 minutes in Year 12

## Skills required and developed

Religious Studies requires students to have a high ability to critically evaluate teachings and opinions. In their written work, students will improve their management of information alongside literacy and problem-solving skills. Classes often discuss topics in debates, improving the students' communication and logical thinking. Students must also have good time management, organisation and planning abilities.

## Career pathways from studying Religious Studies

Students of Religious Studies can become subject specialists for teaching at both primary and secondary level, as well as studying theology and philosophy to pursue a career in the likes of chaplaincy or catechetical work in schools, hospitals or other medical institutions.

The study of ethics and religious beliefs are also very useful to those considering careers in medicine, nursing, law, journalism, politics, social work, charity work, counselling, youth work and community work.

*For further information, speak to a teacher in the Religious Education Department or research the course on the CCEA website ([ceca.org.uk/religious-studies](http://ceca.org.uk/religious-studies)).*

# Art and Design

Art and Design is a way of seeing things and making sense of the world around us. Students will be given opportunities to investigate, analyse and experiment with their own ideas influenced by the work of artists. They will explore and develop understanding of how artists, craftspeople and designers, contemporary and historical, approach their work. Students will also learn how to use different media, materials, techniques, processes and technologies to create art and design. Experimentation will be an important aspect of their work. If students are creative, want to increase their practical skills and improve their analytical, communication and research abilities, Art and Design is a good choice.

## Content and assessment of GCSE Art and Design (CCEA)

	Description	Assessment
<b>Component 1:</b> Part A Exploratory Portfolio (25%)	This component covers some of the following disciplines: fine art, drawing and painting, sculpture, printmaking, textiles, ceramics, graphic design, photography, animation, digital media and 3D design. Students explore the processes of practitioners. They learn how to use the formal visual elements of art and design, including colour, line, shape, form, texture, tone and pattern.	Controlled assessment
<b>Component 1:</b> Part B Investigating the Creative and Cultural Industries (35%)	Students complete one practical task set by their teacher. They learn about the different roles and work practices used in the production of art, craft and design in the creative and cultural industries. This may include practical opportunities, such as workshops, museum or gallery visits, or collaborating on a project.	Controlled assessment
<b>Component 2:</b> Externally Set Assignment (40%)	Students develop ideas in response to a stimulus paper. They investigate the work of practitioners to inspire and inform their creative process. They then produce and complete a final outcome within a set time frame under examination conditions.	Controlled assessment

## Skills required and developed

GCSE Art and Design is a continuation of pupils' creative and expressive development from Key Stage 3, including an exploration of technical skills and practical experience. Students need to show that they have reached a good level in exploring and developing ideas, doing independent research, presenting their work creatively, investigating and creating using a range of processes and evaluating their work.

## Career pathways from studying Art and Design

The study of Art and Design can lead into careers in fields such as fashion design, theatre design, illustration, graphic design, animation, video game design, film and visual media, photography, architecture, product design, textiles and ceramics, fine art, advertising, publishing, interior design, fashion journalism and teaching. New technologies are creating a whole range of courses where art is being used in innovative ways.

*For further information, speak to a teacher in the Art Department or research the course on the CCEA website ([ccea.org.uk/art-and-design](http://ccea.org.uk/art-and-design)).*



# Biology

The GCSE Biology course provides a broad, coherent and practical course that develops confidence in and a positive view of Biology. It encourages students to appreciate the value of science in their lives and in the wider world around them. GCSE Biology will interest students who enjoy practical work in the laboratory and in the field, and those who are curious about science and living organisms in particular. Any student who is interested in recent advances in science, including stem cell research, and in finding solutions to worldwide problems such as global warming, will enjoy GCSE Biology. For students who may be considering studying A-level Biology, the separate GCSE Biology provides a better foundation for these further studies. However, Double Award Science can also lead into the A-level course.

## Content and assessment of GCSE Biology (CCEA)

	Description	Assessment
<b>Unit 1:</b> Cells, Living Processes and Biodiversity (35%)	This unit involves studying ecology, cells, healthy diet, body systems including the digestive, respiratory and nervous systems.	Written examination of 1 hour 15 minutes in Year 11
<b>Unit 2:</b> Body Systems, Genetics, Microorganisms and Health (40%)	This unit involves studying DNA, genes, inheritance, natural selection, microorganisms, health and body systems including the circulatory and reproductive systems.	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 3:</b> Practical Skills (25%)	Within Units 1 and 2 there are nine practical tasks that students must carry out during the course.	Controlled assessment

## Skills required and developed

GCSE Biology requires and develops skills of analysis, evaluation and research. Students should have an interest in developing practical skills such as using a microscope, carrying out fieldwork and handling apparatus. Other important skills include communication, decision-making and problem-solving, data handling, independent learning and creative thinking.

## Career pathways from studying Biology

Biology can lead to a wide variety of careers, including medicine, dentistry, veterinary medicine, pharmacy, physiotherapy, forensic science, climate science, marine biology, biotechnology, meteorology, clinical science and conservation work.

*For further information, speak to a teacher in the Art Department or research the course on the CCEA website ([ceea.org.uk/art-and-design](http://ceea.org.uk/art-and-design)).*

# Business Studies

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like *The Apprentice* and *Dragons' Den* have raised the profile of business to a new generation. The GCSE Business Studies course enables pupils to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does. Students engage in up-to-date content that reflects changes in the way the economy and businesses operate in local, national and global contexts. They also receive an understanding of the functions and activities of business departments such as finance and human resources.

## Content and assessment of GCSE Business Studies (CCEA)

	Description	Assessment
<b>Unit 1:</b> Starting a Business (40%)	Students are introduced to the fundamentals of starting a business. They examine why businesses start and the resources required to maintain and grow them. Students explore business aims and the impact that various stakeholder groups may have on businesses. Students explore marketing options and consider the impact of e-business on potential growth strategies.	Written examination of 1 hour 30 minutes
<b>Unit 2:</b> Developing a Business (40%)	Students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance.	Written examination of 1 hour 30 minutes
<b>Unit 3:</b> Planning a Business (20%)	In this synoptic unit, which may examine any area of content from the specification, students apply knowledge and understanding drawn from across the whole specification to a real business context. Students carry out research and examine and evaluate specified areas of a business plan and make reasoned recommendations.	Controlled assessment

## Skills required and developed

Through studying GCSE Business Studies, students acquire research, communication and numeracy skills applied to a business context, all of which are key employability skills.

## Career pathways from studying Business Studies

Business Studies provides knowledge and holistic understanding that is invaluable to those students who are approaching or currently in the workplace. It offers an excellent foundation for students wanting to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources and business journalism as well as those interested in starting their own business.

*For further information, speak to a teacher in the Business Studies Department or research the course on the CCEA website ([ccea.org.uk/business-studies](http://ccea.org.uk/business-studies)).*

# Chemistry



Studying Chemistry develops knowledge and understanding of the material world and the effects of chemistry in society. Students learn to develop and apply their knowledge and understanding of the nature of science and of the scientific process, including hypothesis, evidence, theories and explanations. They will develop their observational, practical, modelling, enquiry and problem-solving skills in the laboratory, field and elsewhere.

## Content and assessment of GCSE Chemistry (CCEA)

	Description	Assessment
<b>Unit 1:</b> Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis (35%)	This unit involves studying atomic structure, bonding, structures, nanoparticles, symbols, formulae and equations, the Periodic Table, quantitative chemistry, acids, bases and salts, chemical analysis and solubility.	Written examination of 1 hour 15 minutes in Year 11
<b>Unit 2:</b> Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry (40%)	This unit involves studying metals and the reactivity series, redox, rusting and iron, rates of reaction, equilibrium, organic chemistry, quantitative chemistry, electrochemistry, energy changes in chemistry and gas chemistry.	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 3:</b> Practical Skills (25%)	Within Units 1 and 2 there are nine practical tasks that students must carry out during the course.	Two practical assessments and a written examination in Year 12

## Skills required and developed

Students of GCSE Chemistry need to be disciplined and committed to personal revision. The course requires good mathematical skills and has a focus on developing practical work. It develops observational and problem-solving skills to a high degree. It also requires good communication, ability to work with others, and managing information.

## Career pathways from studying Chemistry

Chemistry is often an essential requirement if students want to study Dentistry, Medicine, Pharmacy and Veterinary Science. It can lead into scientific research and development in many professional sectors. It is also highly regarded by university departments including accountancy, engineering and law.

*For further information, speak to a teacher in the Chemistry Department or research the course on the CCEA website ([ccea.org.uk/chemistry](http://ccea.org.uk/chemistry)).*

# Digital Technology Multimedia

GCSE Digital Technology (Multimedia) affords the student opportunities to study a wide range of contemporary technologies. The skills developed are relevant everywhere in today's workplace. This course will provide students with a broad understanding of how computers work and will support them in their use of technology through-out any chosen career path. Students develop knowledge and skills in internet, database and multimedia technologies as well as studying their implications for how we live. Students may only choose one Digital Technology option: Multimedia or Programming.

## Content and assessment of Digital Technology: Multimedia (CCEA)

	Description	Assessment
<b>Unit 1:</b> Digital Technology (30%)	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.	Written examination of 1 hour in Year 11
<b>Unit 2:</b> Digital Authoring Concepts (40%)	Students develop understanding of the concepts involved in the development of digital systems.	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 3:</b> Digital Authoring Practice (30%)	Students design, develop and test digital multimedia systems. Tasks require students to design and develop a database and website solution for a given organisation.	Controlled assessment completed in Year 12

## Skills required and developed

The multimedia route encourages high level creativity in the development of websites and promotes an excellent understanding of data processing through the use of database software. Students who study Multimedia acquire and apply knowledge and understanding of digital technology in a variety of contexts. They also develop creative and practical digital technology skills, either using a range of generic software or in an object-oriented environment. This qualification also helps them to develop transferable skills such as creative problem solving and teamwork.

## Career pathways from studying Multimedia

The increased use of computers in industry means that careers in this field encompass a wide variety of jobs, many of which do not even exist yet but will start to emerge on the job market in years to come. Career opportunities include web design, game development, data processing, software engineering, network management, systems analysis and teaching.

*For further information, speak to Mr Brady (Head of ICT and Computing Department) or research the course on the CCEA website ([ccea.org.uk/digital-technology](http://ccea.org.uk/digital-technology)).*

# Digital Technology: Programming



GCSE Digital Technology (Programming) enables students to acquire robust coding skills through the use of a high-level programming language and provides a strong foundation for the study of Computer Science at A-level. This is a highly creative subject which allows students to understand technology so that they can use it to solve problems. Students may only choose one Digital Technology option: Multimedia or Programming.

## Content and assessment of Digital Technology: Programming (CCEA)

	Description	Assessment
<b>Unit 1:</b> Digital Technology (30%)	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.	Written examination of 1 hour in Year 11
<b>Unit 4:</b> Digital Development Concepts(40%)	Students analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions.	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 5:</b> Digital Development Practice(30%)	Students design, develop and test coded solutions when creating digital systems. Students must use one of the following languages in their completed solution: Python, Java or C#.	Controlled assessment completed in Year 12

## Skills required and developed

GCSE Digital Technology (Programming) offers a thorough introduction to the world of theoretical and applied computing. Students will learn about the theoretical computing fundamentals that include knowing the hardware components of the computer systems around us, as well as the software that makes them usable. This is a very much hands-on course. The students are expected to develop programs and explore new concepts on their own machines. The theoretical parts of the course intertwine with the application of these ideas. Enthusiasm and willingness to problem-solve is at the core of success in programming.

## Career pathways from studying Programming

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

*For further information, speak to Mr Brady (Head of ICT and Computing Department) or research the course on the CCEA website ([cea.org.uk/digital-technology](http://cea.org.uk/digital-technology)).*

# Double Award Science

The GCSE Double Award Science specification is a broad course that develops students' knowledge and understanding of the material, physical and living worlds. Students enhance their ability to evaluate scientific claims through qualitative and quantitative analysis. It is particularly appropriate for students who enjoy challenge and are interested in the influence of Science and Technology in everyday life. The subject will also interest students who enjoy practical work in the laboratory and in the field.

**Double Award Science takes up two GCSE options and results in two GCSE grades.**

	Description	Assessment
<b>Biology Unit B1 (11%)</b>	Cells, Living Processes and Biodiversity	Each of these units has a written examination of 1 hour in Year 11
<b>Chemistry Unit C1 (11%)</b>	Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	
<b>Physics Unit P1 (11%)</b>	Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	
<b>Biology Unit B2 (14%)</b>	Body Systems, Genetics, Microorganisms and Health	Each of these units has a written examination of 1 hour 15 minutes in Year 12
<b>Chemistry Unit C2 (14%)</b>	Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	
<b>Physics Unit P2 (14%)</b>	Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	
<b>Unit 7: Practical Skills (25%)</b>	Students develop their practical skills through 18 practical tasks during the course, leading to three assessed tasks. The examination assesses students' knowledge and understanding of planning and carrying out practical science tasks.	Practical tasks and written examination of 1 hour 30 minutes

## Skills required and developed

To be successful, students will require and develop the skills of analysis, evaluation and research. Students must have an interest in developing practical skills. Other skills developed include: communication skills; decision making and problem solving; data handling skills, including collection of data and recording of data in tables and graphs; independent learning; and creative thinking.

## Career pathways from studying Double Award Science

Sciences are highly in demand to employers in many sectors. Possible careers include medicine, dentistry, pharmacy, physiotherapy, veterinary, forensic science, clinical science, engineering, astronomer, materials science and biochemistry.

*For further information, speak to a science teacher or research the course on the CCEA website ([ccea.org.uk/science-double-award](http://ccea.org.uk/science-double-award)).*





# Drama

Studying Drama is ideal for those who enjoy the cultural and performance aspect of theatre. It often attracts pupils who are already involved in drama inside or outside school, those who like acting on stage and are confident at speaking in public. On a more theoretical level, Drama may also interest individuals who enjoy ‘unpacking’ dramatic texts during English class, before bringing the lines to life through performance and in front of an audience!

In studying GCSE Drama, students consider and explore the impact of historical, social and cultural influences on drama texts. They also develop a range of practical, creative and performance skills both as an individual actor and working together creatively as a group.

## Content and assessment of GCSE Drama (CCEA)

	Description	Assessment
<b>Component 1: Devised Performance and Student Log (25%)</b>	In groups of 3 to 6, pupils write, choreograph and perform an original plot based on a stimulus released by CCEA in November of Year 11. This is filmed and completed by October of Year 12 and accompanied by a 2000-word student log.	Controlled assessment
<b>Component 2: Scripted Performance (35%)</b>	Pupils work in a group with between 3 to 6 members. Together, they will choreograph and perform a published play, which is externally moderated in March of Year 12.	Controlled assessment
<b>Component 3: Knowledge and Understanding of Drama (40%)</b>	Pupils study ‘The Crucible’ by Arthur Millar as a set text. They develop understanding of the text and elements such as the playwright’s use of language, style and genre. They also explore contexts, and aspects of performance, production and design.	Written examination of 1 hour 30 minutes

## Skills required and developed

Students of GCSE Drama need to be strong as a team player, a creative thinker, and someone who thrives in working towards a deadline. Their skills as a confident public speaker and effective communicator are developed during the course.

## Career pathways from studying Drama

Drama can lead onto a range of careers that require appreciation of the arts, performance skills and creativity. These include acting, theatre directing, stage management, costume design, set design, lighting or sound technician, drama teaching, arts managements, law, broadcast journalism or politics.

*For further information, speak to Miss Gibson (Head of Drama) or research the course on the CCEA website ([ccea.org.uk/key-stage-4/gcse/subjects/gcse-drama-2017](http://ccea.org.uk/key-stage-4/gcse/subjects/gcse-drama-2017)).*

# Food and Nutrition

Students of GCSE Food and Nutrition will have the opportunity to develop their practical cooking skills and build on those acquired throughout Key Stage 3. It is ideally suited to those students who have an interest in health, nutrition, diet and food preparation. The practical work can be particularly enjoyable to engage in and develop.

During their course, students learn how to modify recipes and plan, prepare and cook meals and dishes that reflect current government nutritional guidelines. Students also gain a greater understanding of how dietary choices can affect health both in the short and long term. Students have the opportunity to go on educational visits to see food production in action.

## Content and assessment of GCSE Food and Nutrition (CCEA)

	Description	Assessment
<b>Component 1: Food and Nutrition (50%)</b>	This component includes the following topics: <ul style="list-style-type: none"><li>• Food and nutrition for good health</li><li>• Energy, macro and micronutrients, fibre and water</li><li>• Nutritional and dietary needs for different age groups, vegetarians and vegans, people with active and sedentary lifestyles, people with food allergies and intolerances, people with priority health issues including obesity, cardiovascular disease, type 2 diabetes and anaemia</li><li>• Food safety including types of food poisoning and related legislation</li><li>• Food preparation, cooking and presentation skills</li></ul>	Written examination of 2 hours in Year 12
<b>Component 2: Practical Food and Nutrition (50%)</b>	Students complete one controlled assessment task which includes a written report and a practical activity. This includes: <ul style="list-style-type: none"><li>• Conducting research and obtaining viewpoints</li><li>• Justifying choice of dishes and planning for a practical examination</li><li>• Practical examination and evaluation of work</li></ul>	Controlled assessment in Year 12

## Skills required and developed

Students should have an interest in nutrition and health as this is the primary focus of all theory covered. They will develop their skills in practical work and should be prepared to practise their cooking skills at home. In Year 12, it is important that students are organised and that they adhere to all deadlines set for their controlled assessment task.

## Career pathways from studying Food and Nutrition

There are numerous careers related to studying Food and Nutrition. These include: dietetics, nutrition, sports nutrition, health promotion, food technology, food science, food safety and quality assurance, medicine, nursing, food marketing, environmental health officer, food development and teaching.

*For further information, speak to a teacher in the Food and Nutrition Department or research the course on the CCEA website ([ccea.org.uk/home-economics-food-and-nutrition](http://ccea.org.uk/home-economics-food-and-nutrition)).*



# French

French is a truly international language that is spoken on every continent. France is also one of the largest economies in Europe and internationally, with strong links to the UK and Ireland in trade and business.

Learning French can open doors in the global market, giving them a competitive advantage. It also helps students develop cultural appreciation. Studying GCSE French can develop fluency in the language and build into a life skill that will provide them with a tremendous sense of achievement.

## Content and assessment of GCSE French (CCEA)

	Description	Assessment
<b>Unit 1: Listening (25%)</b>	All four skills are developed through the study of three Contexts for Learning.	45 minutes
<b>Unit 2: Speaking (25%)</b>	1: Identity, Lifestyle and Culture <ul style="list-style-type: none"> <li>• Myself, my family, relationships and choices</li> <li>• Social media and new technology</li> <li>• Free time, leisure and daily routine</li> <li>• Culture, customs, festivals and celebrations</li> </ul>	Spoken examination of 7-12 minutes
<b>Unit 3: Reading (25%)</b>	2: Local, National, International and Global Areas of Interest <ul style="list-style-type: none"> <li>• My local area and wider environment</li> <li>• Community involvement</li> <li>• Social and global issues</li> <li>• Travel and tourism</li> </ul>	1 hour
<b>Unit 4: Writing (25%)</b>	3: School Life, Studies and the World of Work <ul style="list-style-type: none"> <li>• My studies and school life</li> <li>• Extra-curricular activities</li> <li>• Part-time jobs and money management</li> <li>• Future plans and career</li> </ul>	1 hour 15 minutes

## Skills required and developed

To study French, students will need to apply themselves and work consistently. Systematic learning of vocabulary and grammar is essential to make good progress. Additionally, students must be ready to use their communication skills and participate in class where they will get opportunities for oral work. Finally, it is useful for students to understand that they will not become perfect overnight, requiring patience.

## Career pathways from studying French

Students of languages can end up in many careers including translation, diplomacy, tourism, travel, education and law. It is also particularly valuable in business, which may involve dealing with customers or suppliers internationally. French is also beneficial to many companies that work in medicine, pharmaceuticals, engineering, manufacturing, science and research, finance, charitable organisations, and the civil service.

*For further information, speak to a teacher in the French Department or research the course on the CCEA website ([ccea.org.uk/french](http://ccea.org.uk/french)).*

# Further Mathematics

Further Mathematics is an excellent introduction to the rigour of advanced mathematics. Students get exposure to areas of mathematics such as differential and integral calculus and get to see applications of mathematics to Mechanics and Statistics. Students who like problem solving and have enjoyed Mathematics since primary school would find this course particularly suitable as it contains many topics which are very interesting but too difficult to include in GCSE Mathematics.

All students who pursue GCSE Further Mathematics will complete their GCSE Mathematics course at the end of Year 11. Further Mathematics is then covered in Year 12 and the three examination papers are taken at the end of the year. It is preferable that students will have studied GCSE Further Mathematics if they wish to study A-level Mathematics and essential for those wishing to take A-level Further Mathematics.

## Content and assessment of GCSE Further Mathematics (CCEA)

	Description	Assessment
<b>Unit 1: Pure Mathematics (50%)</b>	This unit introduces a number of areas of Mathematics such as Calculus, Vector Geometry, Logarithms as well as developing a number of topics in Algebra and Trigonometry.	Written examination of 2 hours
<b>Unit 2: Mechanics (25%)</b>	The study of Mechanics is the mathematical analysis of moving objects and of the forces which either cause or prevent motion.	Written examination of 1 hour
<b>Unit 3: Statistics (25%)</b>	This study of Statistics is about the collection, organisation, presentation and interpretation of numerical information.	Written examination of 1 hour

## Skills required and developed

Students of GCSE Further Mathematics need to have an interest in mathematics which is strong enough to sustain their motivation to study it. In addition, they need to be able to organise themselves effectively to keep track of the volume of information they will meet during the course.

## Career pathways from studying Further Mathematics

Studying Further Mathematics can be valuable to those who wish to pursue careers in finance, including accountancy and actuarial studies, natural science, research and engineering, among others.

*For further information, speak to a teacher in the Mathematics Department or research the course on the CCEA website ([ccea.org.uk/further-mathematics](http://ccea.org.uk/further-mathematics)).*



# Geography

Geography is a relevant, stimulating and interesting subject. It engages students who have an interest in the natural features of the earth and in where and how people live. It helps students understand our environment at a local level and on a global scale. Students learn about different places and cultures in the world, giving them greater insight.

This course also gives students the opportunity to study problems in our world – and perhaps be part of the solution!

## Content and assessment of GCSE Geography (CCEA)

	Description	Assessment
<b>Unit 1: Understanding Our Natural World (40%)</b>	This unit covers the following themes: <ul style="list-style-type: none"> <li>• River Environments</li> <li>• Coastal Environments</li> <li>• Our Changing Weather and Climate</li> <li>• The Restless Earth</li> </ul>	Written examination of 1 hour 30 minutes in Year 11
<b>Unit 2: Living in Our World (40%)</b>	This unit covers the following themes: <ul style="list-style-type: none"> <li>• Population and Migration</li> <li>• Changing Urban Areas</li> <li>• Contrasts in World Development</li> <li>• Managing Our Environment</li> </ul>	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 3: Fieldwork (20%)</b>	Students take part in a fieldwork exercise, where they collect their own data. They produce a table of data and a brief fieldwork report, which they will take into their fieldwork skills exam.	Written examination of 1 hour in Year 12 based on fieldwork

## Skills required and developed

To study Geography, students need to have an interest in the natural and human world. They also need to have the following skills and attributes, which will be developed further during the course: good communication skills; decision-making and problem-solving skills; data handling skills, including data collection and recording of data in tables and graphs; good written skills; independent learning skills; the ability to learn detail of real-world case studies and of geographical theory and good time management.

## Career pathways from studying Geography

Geography graduates have a high rate of employment due to the valuable transferrable skills they develop during their studies. Related careers areas include agriculture, geology, environmental work, renewable energy design, climatology, flood prevention, statistical analysis, surveying, estate management, housing management, urban planning, transport management, statistician, accountancy, marketing, aid charities, teaching and the civil service. There is also growing demand for scientists, engineers and mathematicians with geography studies to help solve environmental, engineering and scientific problems.

*For further information, speak to a teacher in the Geography Department or research the course on the CCEA website ([ccea.org.uk/geography](http://ccea.org.uk/geography)). website ([ccea.org.uk/french](http://ccea.org.uk/french)).*

# Health and Social Care

GCSE Health and Social Care is a study of the health service, human development and the factors that affect an individual's health and wellbeing. It is an excellent preparation for those considering working in a healthcare profession such as nursing, physiotherapy, social work, dental hygiene and occupational therapy.

In the course, students gain knowledge and understanding of the following: how relationships influence social and emotional development; how a range of factors influence a person's self-concept; and major life changes and sources of support. In studying the health service, they also study: how health and social care services meet a range of service users' needs; barriers to health and social care services and how they can be overcome; the job roles of a range of practitioners and how they apply the values of care in their day-to-day work; and the importance of safeguarding in health, social care and early years settings. They will also develop practical research skills through investigating these services. Students who enjoy completing independent research and extended writing often thrive in the Year 12 coursework for this subject.

## Content and assessment of GCSE Health and Social Care (CCEA)

	Description	Assessment
<b>Unit 1: Personal Development, Health and Wellbeing (50%)</b>	In Year 11, students explore how each of the following topics relates to the health and wellbeing of the individual: <ul style="list-style-type: none"><li>• Human development</li><li>• Factors affecting health and wellbeing</li><li>• Relationships</li><li>• Self-concept</li><li>• Major life changes</li></ul>	A written examination of 1 hour 30 minutes in Year 11
<b>Unit 2: Mechanics (25%)</b>	In Year 12, students study the range of health and social care services, including how they meet the needs of service users, the job roles of practitioners, barriers to health and social care services and how these may be overcome, and the importance of safeguarding. Students research specific topics and case studies given by CCEA to complete their coursework in these areas.	Three pieces of coursework are completed in Year 12

## Skills required and developed

Students should have an interest in health and wellbeing, enjoy research and completing controlled assessment tasks, be able to contribute to class discussions, and display good organisational skills in meeting deadlines. Students will also need to develop their ICT and literacy skills to be successful in their coursework.

## Career pathways from studying Health and Social Care

This course, which leads neatly into A-level Health and Social Care studies, is an excellent preparation for careers in the allied healthcare professions including nursing, midwifery, physiotherapy, dietetics, occupational therapy, speech and language therapy, music therapy, social work, childcare and health service management. It can also lead into career areas such as teaching.

*For further information, speak to Miss Mulholland (Head of Health and Social Care) or research the course on the CCEA website ([ccea.org.uk/health-and-social-care](http://ccea.org.uk/health-and-social-care)).*

# History



A knowledge of history will help pupils navigate their way through the complex human relationships they encounter. Historians have a deep understanding of difference and conflict in the world around us, developing a more mature outlook on global events.

GCSE History is a stimulating subject that is particularly interesting to pupils who are curious about people and our journey through the ages, who want answers about why things are the way they are today, who want to learn about our greatest human achievements and who would like to learn about the very worst human behaviour. It also gives an insight into the history of our own country through studying the 'Troubles' and the peace process.

## Content and assessment of GCSE History (CCEA)

	Description	Assessment
<b>Unit 1: Northern Ireland 1965-1998; Hitler's Germany 1933- 1945 (60%)</b>	<p>The study of Northern Ireland includes: the 1960s, the Civil Rights campaign, 1969, the emergence of paramilitaries, internment and Bloody Sunday 1970-1971, Direct Rule 1972, the failure of power sharing 1974, the changing Republican strategy, the Anglo-Irish Agreement 1985, Downing Street Declaration 1993, and Good Friday Agreement 1998.</p> <p>The study of Hitler's Germany includes: Hitler's consolidation of power 1933-1934, the Nazi economy 1933-1939, Nazi policy towards young people and women, the Nazi police state, Nazi policy towards Jews 1933-1939, propaganda, and Germany during World War 2.</p>	Written examination of 1 hour 45 minutes in Year 11
<b>Unit 2: International Relations 1945-2003 (40%)</b>	This unit includes: post-war Europe 1945-1949, the spread of communism, communist response to resistance in Europe 1950-1968, communism in the wider world including the Korean War, Vietnam War and Cuban Missile Crisis, the end of the Cold War 1985-1991, and the rise of Islamic terror 1991-2003.	Written examination of 1 hour 15 minutes in Year 12

## Skills required and developed

To study GCSE History, students need to have an interest in people, identity, culture and tradition. It is particularly helpful to pupils who want to develop their confidence when speaking, writing, debating and analysing. Students also require the following skills and attributes, which will be developed further during the course: good communication skills, decision-making and problem-solving, independent learning and good time management.

## Career pathways from studying History

People who pursue History studies enter a wide range of careers, including as a historian, heritage conservation officer, archaeologist, museum curator, archivist, university lecturer, teacher, tourism official, barrister, solicitor, architect, librarian, politician, political advisor, journalist, researcher and author.

*For further information, speak to a teacher in the History Department or research the course on the CCEA website ([ccea.org.uk/history](http://ccea.org.uk/history)).*

# Irish

The Irish language is a highly significant part of the culture in Ireland, both in history and today. The Irish-language education sector is growing quickly in Northern Ireland and knowledge of the language goes alongside appreciation of Irish culture, sport, music and heritage. Students of GCSE Irish improve their fluency in the language and opportunities to use it in the Donegal Gaeltacht are organised in the summer.

## Content and assessment of GCSE Irish (CCEA)

	Description	Assessment
<b>Unit 1: Listening (25%)</b>	All four skills are developed through the study of three Contexts for Learning.  1: Identity, Lifestyle and Culture	Higher Tier: 45 minutes Foundation Tier: 35 minutes
<b>Unit 2: Speaking (25%)</b>	<ul style="list-style-type: none"> <li>• Myself, my family, relationships and choices</li> <li>• Social media and new technology</li> <li>• Free time, leisure and daily routine</li> <li>• Culture, customs, festivals and celebrations</li> </ul>	Spoken examination of 7-12 minutes
<b>Unit 3: Reading (25%)</b>	2: Local, National, International and Global Areas of Interest <ul style="list-style-type: none"> <li>• My local area and wider environment</li> <li>• Community involvement</li> </ul>	Higher Tier: 1 hour Foundation Tier: 50 minutes
<b>Unit 4: Writing (25%)</b>	<ul style="list-style-type: none"> <li>• Social and global issues</li> <li>• Travel and tourism</li> </ul> 3: School Life, Studies and the World of Work <ul style="list-style-type: none"> <li>• My studies and school life</li> <li>• Extra-curricular activities</li> <li>• Part-time jobs and money management</li> <li>• Future plans and career</li> </ul>	Higher Tier: 1 hour 15 minutes Foundation Tier: 1 hour

## Skills required and developed

A good language learner requires the ability to try different activities and resources and identify what works for them. They will have to organise information about the language, whether written or on the latest app. They will develop their communication skills, including using gestures and facial expressions to help follow the conversation. They require good knowledge and understanding of their first language to support learning another. Finally, they should not be afraid of making mistakes, as this is how we become good linguists!

## Career pathways from studying Irish

Students of Irish are often able to find careers in education, heritage and cultural organisations, and as translators in the civil service. The skills learned in studying Irish are also highly useful in areas such as law, tourism, diplomacy, media, journalism, Irish language film, IT and health and social care.

*For further information, speak to a teacher in the Irish Department or research the course on the CCEA website ([ccea.org.uk/irish](http://ccea.org.uk/irish)).*





# Music

Studying GCSE Music will develop appreciation of a wide variety of musical styles as well as skills in performing and composing music. Students will listen to music from a range of genres, including various types of pop music from 1980 to the present, film music, Irish traditional music, and classical music. They will also prepare for a recital in which they will perform solo and as part of an ensemble, with opportunity to improve their confidence as a performer. Students compose two pieces of music after learning techniques and skills that make music work. The Music Department also frequently organises trips to concerts and shows in Belfast, London and elsewhere for GCSE and A-level pupils.

Students can select GCSE Music as one of their options during the regular timetable or they can join the Fast Track Music class which take place at 8.15 – 8.50 am three days a week.

## Content and assessment of GCSE Music (CCEA)

	Description	Assessment
<b>Unit 1: Performing (35%)</b>	Students prepare one solo and one ensemble (group) performance, totalling no more than 6 minutes. Music students should be receiving lessons in their instrument or singing to develop these skills.	A performance recital exam in Year 12
<b>Unit 2: Composition (30%)</b>	Students study the principles of creating strong melodies, harmonies, and other aspects to composition. They then compose one piece each year in the style of music they prefer and produce recordings of their work.	Students compose two pieces of music as coursework totalling 3-6 mins
<b>Unit 3: Listening (35%)</b>	Students study four areas of music: Pop Music, Film Music, Irish Traditional Music, and Western Classical Music. They study each area by learning its style and history and looking at set pieces from each area in greater depth.	A written examination lasting 1 hour 30 minutes in Year 12

## Skills required and developed

GCSE Music gives students a high level of cultural understanding and awareness, an appreciation of the arts, history and contemporary culture and a breadth of knowledge and skills, all of which are highly appealing to employers. They will become used to performing under pressure and maintaining a high level of self-discipline and time management, all essential to attaining high technical standards and balancing the demands of study, practice and performance.

## Career pathways from studying Music

Careers in music include professional musicians, composers, academics, music therapists, careers in arts administration and production, careers in media and film production, and sound engineers. Many musicians go into teaching, allowing them to continue playing music while passing on their enthusiasm and knowledge to others. The wide range of transferable skills that students will have means that they can move into other career pathways such as business, education, journalism, tourism and events management.

*For further information, speak to a teacher in the Music Department or research the course on the CCEA website ([ccea.org.uk/music](http://ccea.org.uk/music)).*

# Physical Education

Studying GCSE Physical Education enables pupils to develop leadership and teamwork skills which are needed in the world of work. It can empower students to become confident, connected, actively involved, lifelong learners, who lead physically active lives at school and afterwards. GCSE Physical Education is particularly appropriate for those who enjoy taking part in PE at Key Stage 3 and who are involved in any sport either inside or outside school.

## Content and assessment of GCSE Physical Education (CCEA)

	Description	Assessment
<b>Component 1: Factors Underpinning Health and Performance (25%)</b>	This component explores three themes: <ul style="list-style-type: none"><li>• The body at work</li><li>• Health and lifestyle decisions</li><li>• The active leisure industry</li></ul>	Written examination of 1 hour 15 minutes
<b>Component 2: Developing Performance (25%)</b>	Students learn about the importance of physical fitness for health and for efficient and effective performances in physical activities and sports. They also develop knowledge and understanding of the concept of skill; applying factors that underpin effective learning and mastering of skills to improve performance.	Written examination of 1 hour 15 minutes
<b>Component 3: Individual Performances (50%)</b>	Students perform three physical activities or sports and are assessed on the consistent quality, efficiency and effectiveness of their performances. Students are also assessed on the consistent quality of their analysis and evaluation of their own and others' performances.	Controlled assessment

## Skills required and developed

GCSE Physical Education students need to have good to outstanding physical ability in sport and a passion for and genuine interest in sport and physical activity. It also requires and develops good communication skills, the ability to work in a group, leadership skills and good organisational and analytical skills.

## Career pathways from studying Physical Education

Physical Education is a strong pathway into careers in the areas of sport, health and the leisure industry. This includes as a sports coach, diet and fitness instructor, personal trainer, professional sportsperson, physiotherapist, nutritionist, chiropractor, sports scientist, sports journalist, PE teacher and sports policy advisor at local and national level.

*For further information, speak to a teacher in the Physical Education Department or research the course on the CCEA website ([ceca.org.uk/physical-education](http://ceca.org.uk/physical-education)).*



# Physics

GCSE Physics provides a broad, coherent and practical course that develops confidence in physics and offers students a positive view of science. It encourages students to appreciate the value of physics in their lives and in the wider world around them, including as a cornerstone of the other natural sciences and essential to understanding our modern technological society. Physics is vital to identifying new scientific advances and discoveries globally in the future.

## Content and assessment of GCSE Physics (CCEA)

	Description	Assessment
<b>Unit 1: Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics (37.5%)</b>	Students investigate forces, motion, moments, density and kinetic theory. They examine the various forms of energy and study the environmental impact of the use of various energy resources. Students also meet the concepts of work, kinetic energy and potential energy. In the radioactivity section, students study the particle structure of atoms, and are introduced to the terms background radiation and half-life. They also learn about nuclear fusion and fission as sources of energy.	Written examination of 1 hour 30 minutes, which may be taken in Year 11
<b>Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics (37.5%)</b>	Students are introduced to categories of waves. They explore the electromagnetic spectrum. Students also investigate reflection, refraction and dispersion of visible light. They study electricity and magnetism. Students are introduced to Space Physics including the variety of objects that make up our Solar System. The nebular model of the formation of the Solar System is outlined. The Big Bang and supporting evidence is studied together with the life cycle of stars.	Written examination of 1 hour 30 minutes, taken in Year 12
<b>Unit 3: Practical Skills (25%)</b>	This consists of two practical tasks and a written examination. The examination assesses students' knowledge and understanding of planning and carrying out practical Physics tasks.	Two externally marked practical assessments and a written examination

## Skills required and developed

This subject is suitable for pupils with an enquiring mind, a desire to understand why things behave as they do, an ability to question theories with critical thinking skills and an enthusiasm for hard work. Physics requires some mathematical skills. It develops observational and problem-solving skills to a high degree. It also requires good communication, ability to work with others and managing information.

## Career pathways from studying Physics

As a STEM subject, Physics opens the doors to a wide range of careers in science and research, as well as in technology, engineering, construction, architecture, finance, medicine, veterinary science, climate science, geology, astronomy and education.

*For further information, speak to a teacher in the Physics Department or research the course on the CCEA website ([ceca.org.uk/physics](http://ceca.org.uk/physics)).*

# Spanish

The GCSE Spanish course aims to enable students to communicate in Spanish and understand Spanish in a wide range of situations. Spanish is the second largest native language in the world after Mandarin Chinese and it is one of the fastest growing languages, making it advantageous to learn. Spanish is also the second language of the USA and has a very logical grammar and spelling system. Studying Spanish is particularly appropriate for those who enjoy learning about life in other countries and could see themselves travelling, living or working in another country.

## Content and assessment of GCSE Spanish (CCEA)

	Description	Assessment
<b>Unit 1: Listening (25%)</b>	All four skills are developed through the study of three Contexts for Learning.  1: Identity, Lifestyle and Culture	Higher Tier: 45 minutes Foundation Tier: 35 minutes
<b>Unit 2: Speaking (25%)</b>	<ul style="list-style-type: none"> <li>• Myself, my family, relationships and choices</li> <li>• Social media and new technology</li> <li>• Free time, leisure and daily routine</li> <li>• Culture, customs, festivals and celebrations</li> </ul>	Spoken examination of 7-12 minutes
<b>Unit 3: Reading (25%)</b>	2: Local, National, International and Global Areas of Interest	Higher Tier: 1 hour Foundation Tier: 50 minutes
<b>Unit 4: Writing (25%)</b>	<ul style="list-style-type: none"> <li>• My local area and wider environment</li> <li>• Community involvement</li> <li>• Social and global issues</li> <li>• Travel and tourism</li> </ul> 3: School Life, Studies and the World of Work <ul style="list-style-type: none"> <li>• My studies and school life</li> <li>• Extra-curricular activities</li> <li>• Part-time jobs and money management</li> <li>• Future plans and career</li> </ul>	Higher Tier: 1 hour 15 minutes Foundation Tier: 1 hour

## Skills required and developed

Students of GCSE Spanish should have a can-do attitude and good work ethic that enables them to learn vocabulary and grammar. They are kind to themselves and others when mistakes are made, as people learn languages by making mistakes. This course develops communication, literacy and oracy skills.

## Career pathways from studying Spanish

Students of languages can end up in many careers including translation, diplomacy, tourism, travel, education and law. It is also particularly valuable in business, which may involve dealing with customers or suppliers internationally. Spanish is also beneficial to many companies that work in medicine, pharmaceuticals, engineering, manufacturing, science and research, finance, charitable organisations, and the civil service.

*For further information, speak to a teacher in the Spanish Department or research the course on the CCEA website ([ccea.org.uk/spanish](http://ccea.org.uk/spanish)).*



# Technology and Design

This course appeals to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands. It will also appeal to those who enjoy working in a practical environment and learning new life skills. This course improves knowledge of technological advances and how they will impact upon their future.

As part of their studies, pupils will develop their knowledge and understanding of products, materials and processing techniques. They will also have the opportunity to learn about electronics and programming. GCSE Technology and Design is highly enjoyable to those with an interest in STEM.

## Content and assessment of GCSE Technology and Design (CCEA)

	Description	Assessment
<b>Unit 1: Technology and Design Core Content (25%)</b>	This unit comprises designing, manufacturing, electronic control systems, mechanical control systems, pneumatic systems and control and computer control systems.	Written examination of 1 hour 30 minutes in Year 11
<b>Unit 2 Option A: Electronic and Microelectronic Control Systems (25%)</b>	This unit includes the study of systems and control, electronic concepts, printed circuit boards, multimeters, resistors, thyristors, transistors, inputs, outputs, dividers, semiconductor diodes, relays, integrated circuits, timers, digital signals, flowcharts, microcontrollers and robotics.	Written examination of 1 hour 30 minutes in Year 12
<b>Unit 3: Design and Manufacturing Project (50%)</b>	In this task, students produce a written design portfolio including a brief, research and analysis, concept sketches, evidence of testing and final evaluation. The manufacturing process includes a scaled physical model and a final, functional piece.	Controlled assessment completed in Years 11-12

## Skills required and developed

To succeed in this subject, students will need to have good organisation skills to meet deadlines. In terms of graphic skills, there are some drawings required for folder work but simple techniques for producing these drawings will be taught when needed. They will also develop many transferable skills such as time management and decision making.

## Career pathways from studying Technology and Design

Technology and Design students have gone on to a wide array of careers, including mechanical and manufacturing engineering, product engineering, mechatronic engineering, electronic engineering, software engineering, construction, engineering management, biomechanical engineering, biomedical engineering, architecture, animation, product design, graphic design, interior design, advertising and teaching.

*For further information, speak to a teacher in the Technology and Design Department or research the course on the CCEA website ([ccea.org.uk/technology-and-design](http://ccea.org.uk/technology-and-design)).*

# Requirements for A-Level

When you are choosing your GCSE subjects, you should also consider where they will lead in two years' time. There are required GCSE subjects and grades that you will have to achieve before you are allowed to study certain subjects in Years 13-14. This makes your GCSE choices more important.

The admissions requirements for A-level and other courses in Assumption Grammar are as follows, though these are subject to change. You should also check the general admissions requirements for sixth-form.

Subject	Minimum Entry Requirements
Art	B in GCSE Art and Design
Biology	B in GCSE Biology or BB in GCSE Double Award Science with B in the Biology units
Business Studies	C in GCSE Mathematics C in GCSE English Language Students of GCSE Business Studies must have achieved a C grade
Chemistry	B in GCSE Chemistry or BB in GCSE Double Award Science with B in the Chemistry units
Computer Science	B in GCSE Digital Technology (Programming) B in GCSE Mathematics
Drama and Theatre Studies	B in GCSE English Language GCSE Drama is not a requirement
English Literature	B in GCSE English Literature B in GCSE English Language
French	B in GCSE French
Further Mathematics	B in GCSE Further Mathematics
Geography	B in GCSE Geography
Government and Politics	B in GCSE English Language
Health and Social Care: Single Award	B in GCSE English Language
History	B in GCSE History (C* may be considered) Students who have not studied GCSE History will be considered on their broader GCSE grade profile
Irish	B in GCSE Irish
Mathematics	Essential: B in GCSE Mathematics (including Unit M8) Preferred: B in GCSE Further Mathematics
Moving Image Arts	B in GCSE English Language B in GCSE Art and Design, Drama, Music, English Literature, Digital Technology or Technology and Design
Music	B in GCSE Music



# Requirements for A-Level

Subject	Minimum Entry Requirements
Nutrition and Food Science	B in GCSE Food and Nutrition B in GCSE Science
Physical Education	B in GCSE Physical Education
Physics	B in GCSE Physics or BB in GCSE Double Award Science with B in the Physics units B in GCSE Mathematics
Professional Business Services	C in GCSE Mathematics C in GCSE English Language Students of GCSE Business Studies must have achieved a C grade
Psychology	B in GCSE English Language B in GCSE Mathematics B in a GCSE Science subject
Religious Studies	B in GCSE Religious Studies B in GCSE English Literature
Sociology	B in GCSE English Language
Spanish	B in GCSE Spanish
Technology and Design	B in GCSE Technology and Design or A in GCSE Mathematics and Physics/Physics component of Double Award (for students who did not study GCSE Technology and Design)

## Cambridge Technical level

Applied IT	B in GCSE Digital Technology (Programming or Multimedia) C in GCSE English Language C in GCSE Mathematics
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## Collaboration Subjects offered by St Colman's High & Sixth Form College

Media A-level	5 grades A*-C at GCSE
Sport Level 3 Extended Certificate	5 grades A*-C at GCSE Preferred: C in GCSE Mathematics Preferred: C in GCSE English Language

# Assumption Grammar School

Specialist School for Music and Physical Education

*Fully Alive*



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