

KEY STAGE 4

SUBJECT CHOICE BOOKLET



2024 -2025

INTRODUCTION

You are now coming to the end of your Key Stage 3 Studies and will be required to make choices regarding the subjects you wish to study at Key Stage 4.

The next two years are going to be very challenging and exciting. At this stage Controlled Assessment will be an integral part of your Studies. This demands a commitment from you to spend more time in personal study.

It is essential that you read this booklet carefully and make use of the other resources available to you –

- the information in the Careers Library
- advice from the Careers Staff
- information from subject teachers

The compulsory subjects are:

| |
|---|
| English, English Literature* and Mathematics |
|---|

It is also recommended that you study a science and a modern foreign language if you have ability in these areas.

Religious Studies is an optional full course GCSE subject and it is a compulsory subject for those not choosing it for GCSE. i.e. **All pupils study either Full Course GCSE RS or Short Course GCSE RS.**

Pupils will also have non-examination classes in **PE/Games and Learning for Life and Work.**

*English Literature will be commenced by all pupils. Later, some pupils may, in discussion with parents and the Head of Department, be advised to concentrate on English Language rather than GCSE English Literature.

Please take time to study these notes before submitting your choices

1. The final decision on choice of subjects rests with the school and will take account of the availability of teachers and accommodation. If too few pupils select a subject, it may be decided not to run that class. In some subjects there will be a maximum number of pupils that can be accepted. Where selection proves necessary, the criteria used will be determined by the Head of Department and Headmaster.
2. It is compulsory to study English, English Literature* and Mathematics.
*English Literature will be commenced by all pupils. Later, some pupils may, in discussion with parents and the Head of Department, be advised to concentrate on English Language rather than GCSE English Literature.
3. Pupils may not study both:
Digital Technology courses: Multi-Media and Programming or,
Single Award Science with another Science.
4. Some pupils will take Further Mathematics. The Head of Mathematics will offer Further Mathematics to those pupils who, at the end of year 10, have reached a very high standard in their school mathematics examination, in addition to high test scores during the year. These classes will be confirmed in June 2024.
5. Pupils who do not choose to study the full GCSE course in Religious Studies, as one of their six options, will follow the GCSE short course in Religious Studies for one period each week.
6. In addition to the GCSE subjects chosen, all pupils will have classes in Learning for Life and Work (LLW), non-certificate PE, Games and Careers Education.
7. Pupils should choose their subjects with care, asking themselves questions such as:
 - Am I likely to enjoy this subject?
 - Am I likely to be successful in this subject?
 - What career opportunities will my subject choices open up, what will they close?
 - Do my choices form a well-balanced programme of study?
8. It is uncommon for pupils subsequently to request changes to the choices made for GCSE. All such requests must be made by a parent or guardian to VP Curriculum, Mrs Taylor. It may not always be possible to accommodate late requests for a change of subject. After pupils have embarked on their GCSE courses, requests for a change of subject will normally be considered only up to the end of the first full week in September.

We advise pupils to choose a balanced programme of study which includes a modern foreign language and a science, but we appreciate this may not be an appropriate choice for all pupils.

GCSE Further Mathematics classes will be organised after the year 10 summer exams, it is not one of the options at this stage of the process.

English, English Literature and Mathematics are compulsory.

Six more subjects should be selected in order of preference from the list below:

Agriculture and Land Use
 Art
 Biology
 Business Studies
 Business Communication Systems (ICT)
 Chemistry
 Classical Civilisation
 Digital Technology (Programming)
 Digital Technology (Multimedia)
 Drama
 Economics
 French
 Geography
 German
 History
 Home Economics (Child Development)
 Home Economics (Food Science and Nutrition)
 Learning for Life and Work
 Leisure, Travel & Tourism
 Music
 Physical Education
 Physics
 Religious Studies
 Single Award Science
 Spanish
 Technology and Design
 Level 2 Occupational Studies – Technology & Innovation

Please check this subject choice booklet carefully. NB Entry criteria apply to Music and Physical Education.

SUBJECT CHOICE FORM

A subject choice form will be completed and submitted electronically. The link will be emailed to pupils. Please only submit one form and subsequent queries or changes should be emailed directly to Mrs Taylor VP Curriculum

ktaylor649@c2ken.net

SUBJECTS

SUBJECT: GCSE AGRICULTURE AND LAND USE

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: Interest in the agriculture, biology, livestock and research.

COURSE CONTENT :

Unit 1 examines soils, crops and habitats. Students explore topics such as soil composition, plant biology, crop production and biodiversity in a range of local habitats.

Unit 2 introduces animal husbandry and animal production, including breeding and reproduction, health and welfare, nutrition and food processing. Students also consider issues of health and safety, farm economics and the use of technology to support farmers.

Unit 3 is the controlled assessment for the specification and consists of two tasks. In Task 1, students plan and carry out a risk assessment and an investigation and present a report. In Task 2, students research a topic and present their findings in an appropriate format.

ASSESSMENT:

| | Title | Mode of assessment | Weighting |
|--------|---|--|-----------|
| Unit 1 | Soils, crops and habitats | Written examination (1hr 15 minutes) | 25% |
| Unit 2 | Animals on the land | Written examination (1hr 15 minutes) | 25% |
| Unit 3 | Contemporary issues in agriculture and land use | Two controlled assessment tasks Practical investigation task (20%) Research task (30%) | 50% |

CAREERS:

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

Studying this course will help you to:

- develop your scientific knowledge in relevant, enjoyable and work-based contexts;
- appreciate how knowledge of science can enhance productivity in the land-based and agricultural sector;
- develop your awareness of complex relationships between humans and the environment in which they engage in agricultural activity;
- make informed decisions about further learning opportunities and career choices in the land-based and agricultural sector.
- acquire core knowledge about the land-based and agricultural sector and the skills needed to work in it;
- develop a critical and analytical approach to problem solving in the context of work-related scenarios.

SUBJECT: GCSE ART and DESIGN

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: A desire to learn and develop critical, practical, intellectual and artistic abilities.

COURSE CONTENT: This course is based on two units

A. Component 1 Controlled Assessment – 60%

- **Part A - Exploratory portfolio – Internally assessed and externally moderated (25%)**
- **Part B – Personal Outcome or Design Solution – Internally assessed and externally moderated (35%)**

B. Component 2 Externally set assignment - (40%)

Component 1: The work for the Exploratory Portfolio will begin immediately at the start of year 11. The emphasis will be on broad, creative learning experiences that introduce students to art, craft and design skills and technical knowledge. Students will work individually and creatively to develop personal ideas in response to a given theme or stimulus. They will experiment with a wide range of media, materials, techniques and technologies to develop their existing skills. The portfolio should include one piece of work that follows a process through to final outcome. Candidates must complete work for the Core Portfolio (with the exception of research) under supervision.

Component 2: The externally set assignment will be issued in January of the year of the examination. There is a set period of time for the student to develop preparatory work based on the set theme or stimulus. The final outcome will be completed in a set period of 10 hours (over 2 weeks) and will be carried out under controlled conditions.

CAREERS:

The creative industries are one of the few growth areas in Northern Ireland (11% increase as compared to 1% in all other sectors). GCSE in Art and Design provides students with a solid foundation for study at higher levels in art and design or related areas of study. Possible careers include architecture, advertising, fashion/textile design, spatial design, digital/ multi-media, art therapy, special effects, film industry, set design, occupational therapy, teaching, graphic design, product design, fine art, archaeology, interior design, law and many, many more.

SUBJECT: GCSE BIOLOGY

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: Interest in the further study of Biology as a subject.

COURSE CONTENT:

YEAR 11 UNIT 1: CELLS, LIVING PROCESSES AND BIODIVERSITY.

This unit includes the following areas of study: Cells; Photosynthesis and Plants; Nutrition and Food Tests; Enzymes and Digestion; Breathing and the Respiratory System; Nervous System and Hormones; Ecological Relationships and Energy Flow.

YEAR 12 UNIT 2: BODY SYSTEMS, GENETICS, MICROORGANISMS AND HEALTH.

This unit includes the following areas of study: Osmosis and Plant Transport; Genome, Chromosomes, DNA and Genetics; Reproduction, Fertility and Contraception; Genetic Engineering; Variation and Natural Selection; Circulatory System; Health, Disease, Defence mechanisms and treatments.

YEAR 12 Unit 3: Practical Skills.

Pupils complete two externally marked pre-release practical activities in Year 12 (7.5%) and “Booklet B” external written examination (17.5%).

ASSESSMENT:

Pupils will sit external examinations in Unit 1, Unit 2 and Unit 3 (Booklet B) at the end of Year 12.

The Unit 1 examination accounts for 35% of the Biology GCSE.

The Unit 2 examination accounts for 40% of the Biology GCSE.

The Unit 3 practical work and examination accounts for 25% of the Biology GCSE.

CAREERS:

Biology is of direct importance if you are interested in careers in and related to Medicine, Dentistry, Veterinary Science, Pharmacy, Molecular Biology, Biochemistry, Microbiology, Genetics, Botany, Physiology, Food Science, Environmental Studies, Nursing, Physiotherapy, Radiotherapy and Agriculture.

The CCEA GCSE Specification in Biology can be viewed and downloaded from the CCEA website at www.ccea.org.uk

SUBJECT: GCSE BUSINESS STUDIES

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES:

Candidates should be willing to investigate real business examples in the Newtownards community.

COURSE CONTENT:

Business start-up including aims and types of business
Production including quality assurance + health and safety
Marketing – market research and advertising
Finance – cash flow, break even
Managing people – recruitment, selection and development
Business growth

ASSESSMENT:

Students take two papers set and marked by examiners. Each paper may assess any of the subject content in Section 3 of the specification.

Paper 1: 1 hour 30 minutes = 40%

This paper has a wide range of structured questions.

Paper 2: 1 hour 30 minutes = 40%

This paper has a wide range of structured questions.

Controlled Assessment = 20%

Pupils must complete one task from a range of tasks released by CCEA in September

CAREERS:

Business Studies is a valuable and versatile subject. It encompasses a wide range of topics and develops skills necessary for Higher Education and various career areas.

Successful completion of this course offers a wide range of degree and career opportunities including Business Studies, Actuarial Mathematics and Statistics, Accounting and Finance, Quantity Surveying, Law and Management.

It also assists with a wide range of degree courses which may contain a business related module.

SUBJECT: GCSE BUSINESS COMMUNICATION SYSTEMS

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: The nature of Controlled Assessment and practical work in the course requires self-motivated pupils who have creative and problem-solving skills and enjoy presenting their work to a high standard.

COURSE CONTENT:

| | | Content |
|--------|------------------------------------|--|
| Unit 1 | Software Applications for Business | Pupils are required to use a wide range of application software including presentation, database and spreadsheet software. |
| Unit 2 | The Business Environment | Pupils gain a broad introduction to the business world. They learn about recruitment, selection, training and marketing as well as the implications of digital technology for business. They look at all these factors in the context of the changing nature of business today |
| Unit 3 | Developing Digital Solutions | Pupils manage and develop a digital solution for a given problem within a business context. |

ASSESSMENT:

| | Assessment | Weighting |
|--------|---|-----------|
| Unit 1 | External computer- based examination 2 hours | 40% |
| Unit 2 | External written examination 1 hour | 35% |
| Unit 3 | Controlled Assessment | 25% |

CAREERS:

GCSE Business Communication Systems allows pupils to acquire creative and technical ICT skills. It allows them to develop their understanding of the business world and emphasises the use of software applications that enhance business activity and communication. This is a versatile subject and can lead to variety of careers in Business and ICT.

SUBJECT: GCSE CHEMISTRY

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES:

Consistently achieving B grade throughout assessments in Year 10 and minimum B grade in Year 10 summer examination. Ability to write chemical formula.

COURSE CONTENT:

Unit 1 (Studied in Year 11)

- 1.1 Atomic Structure
- 1.2 Bonding
- 1.3 Structures
- 1.4 Nanoparticles
- 1.5 Symbols, Formulae & Equations
- 1.6 Periodic Table
- 1.7 Quantitative Chemistry (solids)
- 1.8 Acids, Bases and Salts
- 1.9 Chemical Analysis
- 1.10 Solubility

Unit 2 (Studied in Year 12)

- 2.1 Metals and Reactivity Series
- 2.2 Redox, Rusting and Iron
- 2.3 Rates of Reaction
- 2.4 Equilibrium
- 2.5 Organic Chemistry
- 2.6 Quantitative Chemistry (solutions)
- 2.7 Electrochemistry
- 2.8 Energy Changes in Chemistry
- 2.9 Gas Chemistry

ASSESSMENT:

Each unit is examined separately. Unit 1 contributes 35 % of the final GCSE mark with 40 % coming from unit 2.

Practical skills are assessed and account for 25 % of the overall mark. Two practical tasks are carried out in Year 12 which are worth 7.5%. A written examination, in which students answer a range of questions all are set in a practical context, is also completed at the end of Year 12 and is worth 17.5%.

CAREERS:

- Teaching
- Pharmacy and Pharmacology
- Analytical Chemistry/Analytical Science
- Working in industry
- Health and Medicine
- Biological & Earth Sciences
- Forensic Science
- Materials/Science Technology
- Agriculture, Horticulture and Animals
- Computer Programming
- Engineering

SUBJECT: GCSE HOME ECONOMICS: CHILD DEVELOPMENT**EXAMINATION BOARD: CCEA**

Child Development at GCSE is a broad, coherent course on the development of children up to the age of 5 years. Pupils will have the opportunity to build on the capabilities developed at Key Stage 3 and develop their knowledge, understanding and skills (including practical skills) relating to:

- family, pregnancy and the responsibilities of being a parent;
- birth and caring for a newborn baby;
- diet and lifestyle choices and their impact;
- the dietary and developmental needs of young children; and
- the health and well-being of young children.

Through this course they will develop a range of transferable skills such as critical thinking and analytical problem solving. They also learn about relevant scientific and technological developments.

Home Economics: Child Development is a unitised course, comprising of three units: two externally assessed and one internally assessed.

COURSE CONTENT:

| | |
|--|--|
| <p>Unit 1: Parenthood, Pregnancy and the Newborn Baby</p> | <p>Course Content:</p> <ul style="list-style-type: none"> - the family and parenting responsibilities; - reproduction; - pregnancy; - diet and lifestyle during pregnancy; - birth; - the newborn baby; and - feeding the newborn baby. |
| <p>Unit 2: The Development of the Child (0–5 Years)</p> | <p>Course Content:</p> <ul style="list-style-type: none"> - dietary needs of the child (0–5 years); - child health and education; and - development of the child: social, physical, intellectual, communication and emotional. |
| <p>Unit 3: Investigation Task</p> | <p>Pupils should be able to demonstrate knowledge, understanding and skills by:</p> <ul style="list-style-type: none"> - analysing the task title and justifying their choice of issue for further research; - researching the issue using secondary sources and analysing their own viewpoint; - forming conclusions to their research and evaluating their analysis and research; - planning a course of action for the outcome; - carrying out practical activities to produce an outcome; and - evaluating their planning and outcome. |

ASSESSMENT:

| Module | Assessment | Format |
|---|--|---|
| Unit 1: Parenthood, Pregnancy and the Newborn Baby | 1 hour 15 minutes examination (NB this is usually taken at the end of Year 11) 75 marks 30% weighting | The written paper includes multiple- choice, short and structured questions, and questions requiring extended writing. |
| Unit 2: The Development of the Child (0–5 years) | 1 hour 15 minutes examination 75 marks 30% weighting | The written paper includes multiple- choice, short and structured questions, and questions requiring extended writing. |
| Unit 3: Investigation Task | Controlled assessment task 100 marks 40% weighting Students complete research on one task from a choice of two titles and will produce a written report. There are five parts to the report and students will have to work within word limits | Completed in class time under supervision. The title of the task will be released on 1 September of the academic year in which the award is to be made. |

CAREERS:

This course prepares students for progression to further study in child health, education or other related qualifications. It can lead to entry to a variety of vocations including Teaching & Nursing.

SUBJECT: GCSE CLASSICAL CIVILISATION**EXAMINATION BOARD: OCR**

- **ESSENTIAL CRITERIA:** this is a fresh start subject and no knowledge of the ancient world is required.

DESIRABLE QUALITIES: an interest in mythology and the ancient Greeks and Romans along with the ability to read for pleasure and write essays.

COURSE CONTENT:

Do not be put off by the title of this course. Classical Civilisation is an interesting and very approachable GCSE which requires **no prior knowledge** of the subject. We cover topics as diverse as Greek mythology and war and warfare; the world of Homer and the City of Rome with its gladiatorial shows and magnificent temples. Think of Classical Civilisation in terms of a rich mix of mythology, history, English, social life, and sports studies.

ASSESSMENT:

The examination is offered by the OCR examination Board. The examination and assessment scheme is set out as follows:

| Content Overview | Assessment Overview | |
|--|---|---------------------------------|
| <p>Component Group 1: Thematic Study</p> <p>Candidates must study one component in this component group:</p> <ul style="list-style-type: none"> • Myth and Religion (11) • Women in the Ancient World (12) <p>Both of these components involve a comparative study of ancient Greece and Rome. They combine literary and visual / material sources.</p> | <p>Thematic Study (J199/11 & 12)</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p> | <p>50% of total GCSE</p> |
| <p>Component Group 2: Literature and Culture</p> <p>Candidates must study one component in this component group:</p> <ul style="list-style-type: none"> • The Homeric World (21) • Roman City Life (22) • War and Warfare (23) <p>All of these components contain two elements: one in-depth cultural study and one study of related literature.</p> | <p>Literature and Culture (J199/21-23)</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p> | <p>50% of total GCSE</p> |

Other subjects which go well with Classical Civilisation are English, Drama, History, Geography and Art.

CAREERS:

Classical Civilisation is a subject which encourages students to develop critical and evaluative skills which will enable them to go on to study a wide range of A-level courses.

GCSE Classical Civilisation offers a wide choice of topics in the areas of Archaeology, Art and Architecture, History and Literature. People who have studied Classics have gone on to follow a wide variety of careers including, among many others: law, broadcasting, writing, journalism, teaching, politics, foreign office, museum work, entertainment, and sport.

SUBJECT: GCSE DIGITAL TECHNOLOGY (Programming)

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: While pupils will already have some knowledge of computers, this course will give them an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will learn computer programming. This course is suited to pupils with good problem solving skills, an enquiring mind and an interest in creating digital systems.

COURSE CONTENT:

| | | Content |
|--------|------------------------------|--|
| Unit 1 | Digital Technology | Pupils 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. |
| Unit 4 | Digital Development Concepts | Pupils analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions. |
| Unit 5 | Digital Development Practice | Pupils design, develop and test coded solutions when creating digital systems. |

ASSESSMENT:

| | Assessment | Weighting |
|--------|---|-----------|
| Unit 1 | External written examination 1 hour | 30% |
| Unit 4 | External written exam 1 hour 30 mins | 40% |
| Unit 5 | Controlled Assessment | 30% |

CAREERS:

GCSE Digital Technology (Programming) will help develop critical thinking, analysis and problem-solving skills. This is an interesting way to develop these skills, which can be transferred to other subjects. It is a good basis for computing, engineering and technology related careers. e.g. Game Designer, Software Developer, Systems Analyst and Database Analyst.

SUBJECT: GCSE DIGITAL TECHNOLOGY (Multimedia).

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: This specification develops practical skills using a range of generic software. The content relates directly to current software development trends and the study of digital technology based systems. The content is well balanced between knowledge and application. The nature of Controlled Assessment and practical work in the course requires self-motivated pupils who have creative and problem solving skills and enjoy presenting their work to a high standard.

COURSE CONTENT:

| | | Content |
|--------|----------------------------|--|
| Unit 1 | Digital Technology | Pupils 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. |
| Unit 2 | Digital Authoring Concepts | Pupils develop understanding of the concepts involved in the development of digital systems. e.g. multimedia, databases |
| Unit 3 | Digital Authoring Practice | Pupils design, develop and test digital multimedia systems. |

ASSESSMENT:

| | Assessment | Weighting |
|--------|---|-----------|
| Unit 1 | External written examination 1 hour | 30% |
| Unit 2 | External written exam 1 hour 30 mins | 40% |
| Unit 3 | Controlled Assessment | 30% |

CAREERS:

GCSE Digital Technology (Multimedia) will help develop planning, project management, ICT and problem solving skills. These are skills which can be transferred to other subjects. It is a good basis for ICT and technology related careers. e.g. Game Designer, Website development and Database Analyst.

SUBJECT: DRAMA

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

An audition may be required if the subject is oversubscribed.

DESIRABLE QUALITIES:

B or above in Junior Drama. Confidence, creativity, ability to work with others, organisational skills.

COURSE CONTENT

Set text – *Blood Brothers*, devised performance and scripted performance

ASSESSMENT

Controlled assessment - devised performance + scripted performance.

WRITTEN EXAMINATION

40%

Examination content

Question 1a requires candidates to outline research information on the background of the set text. The question will draw on two areas from the following, one from each list:

- a) social contexts, cultural contexts, historical contexts, or theatrical conventions of the period in which the performance texts were created; and
- b) form and style, genre, language, and structure.

Question 1b focuses on the design pathways of lighting, multimedia or sound. Candidates consider the effectiveness of design in a live or recorded event and apply one idea from a design pathway to the set text.

Question 2a requires candidates to research and develop an appropriate costume for a character in the text. Candidates are required to design a costume for the character at a given moment from the play. Candidates must draw a sketch to reflect a basic shape. The sketch should be annotated and coloured drawings are not required. Annotation should include notes on colour, shape, materials, make-up, accessories and personal props.

Question 2b requires candidates to justify their chosen ideas for the costume, making reference to the set text, the chosen period for the play and the character's social status.

Question 3a refers to the staging of an extract from the set text. Candidates draw a basic stage plan which includes exits and entrances, set (if appropriate), the position of the audience and the positions of the characters on the opening lines.

Question 3b requires candidates to give director's advice to the actors on how they would perform the extract.

Question 3c requires candidates to discuss, as an actor, how they would use facial expression, voice or movement to perform the extract.

COURSEWORK

60%

Scripted Performance= (35%)

Candidates will be assessed on a scripted performance of a play chosen by the teacher.

Devised Performance= (25%)

Candidates will be assessed on a devised piece based on a stimulus released by CCEA in November. They will choose a practitioner or theatre style for the performance. Part of the assessment will involve a student log of 2000 words on the development process.

This log is an extended documentation of performance preparation and is formally assessed.

Group work for this unit requires good attendance in class, and availability to attend rehearsals outside class time.

The scripted performance will be presented to an external moderator at the end of the Spring Term in Year 12.

CAREERS:

Whether you prefer performing or designing, studying Drama will develop your confidence, creativity, communication and collaboration skills.

Students who have studied Drama at Regent have gone on to have a wide variety of careers, including in performing arts, theatre design and management, journalism, media, business, law, advertising, medicine, sales, education, consultancy, hospitality and tourism.

SUBJECT: GCSE ECONOMICS

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES:

Candidates should be willing to investigate real world situations and be interested in current affairs.

COURSE CONTENT:

Economic ideas and problems

Producing and Consuming

Financial capability including managing personal finance plus business finance

Managing the economy including government objectives

Trade, aid and development including globalisation, exchange rates and EU

ASSESSMENT:

Students take two papers set and marked by examiners.

Paper 1: 1 hour 45 minutes = 60%

The paper has a range of different question types: short answer and data response questions (which are compulsory), and at least one essay.

Paper 2: 1 hour 15 minutes = 40%

The paper has a range of different question types: short answer and data response questions (which are compulsory), and at least one essay.

No Controlled Assessment

CAREERS:

Economics is a core academic subject which is of use in many careers and is often a component of a wide range of University and College courses. Potential careers in Economics are:

- Chartered accountant
- Chartered certified accountant
- Chartered public finance accountant
- Economist
- Financial risk analyst
- Investment analyst
- Statistician
- Law and management

SUBJECT: GCSE ENGLISH LANGUAGE

EXAMINATION BOARD: CCEA

COURSE CONTENT:

READING

WRITING

SPEAKING and LISTENING

ASSESSMENT:

Written Examination

| | | |
|---------------|--|------------|
| Unit 1 | Written examination – 1 hour 45 minutes | 30% |
| | Response to 5 tasks assessing Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts | |
| Unit 2 | Controlled Assessment | 20% |
| | Speaking and Listening Individual presentation, group discussion, role-play | |
| Unit 3 | Controlled Assessment | 20% |
| | Studying Spoken and Written Language | |
| Unit 4 | Written examination – 1 hour 45 minutes | 30% |
| | Response to 4 tasks assessing Personal or Creative Writing and Reading Literary and Non-Fiction Texts | |

CAREERS:

A qualification in English Language is required by most employers, and is particularly important in the following areas:

Proofreading, Copywriting, Editing, Library work, Interpreting, Translation, Technical Writing, Office Administration, Business Management, Media, Psychology, Law, Medicine, Theology, Journalism, Education, Public Relations, Marketing, Events Management.

SUBJECT: GCSE ENGLISH LITERATURE

EXAMINATION BOARD: CCEA

COURSE CONTENT:

DRAMA
POETRY
PROSE

ASSESSMENT:

| | | |
|-------------------------------|--|--------------------------------|
| 2 Written examinations | | 80% |
| Unit 1 | 1 hour 45 minutes | The Study of Prose |
| | Section A | Novel (closed book) 20% |
| | Section B | Unseen Prose 10% |
| Unit 2 | 2 hours | |
| | Section A | Drama (open book) 25% |
| | Section B | Poetry (open book) 25% |
| Controlled Assessment | | 20% |
| Unit 3 | One piece of work which involves the study of Shakespeare. | 20% |

CAREERS:

Library work, Office Administration, Media, Journalism, Publishing, Education, PR, Marketing, Advertising, Law, Public Sector, Psychology, Business Management, Media, Psychology, Medicine, Theology, Journalism, Education, Public Relations, Marketing and Events Management.

SUBJECT: GCSE FRENCH

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: to have studied the language to an appropriate level in the Junior School.

DESIRABLE QUALITIES: an interest in the world around you, travel and communication; the ability to memorise vocabulary; the desire to enhance your employment and mobility prospects, whether you want a career in business, engineering, fashion or world class football!

COURSE CONTENT:

The GCSE course aims to develop the ability to use French for practical communication and to offer insights into the culture and civilisation of France. Thanks to new technology and improved travel and communications, the world has become a much smaller place. Learning another language adds a European dimension to your studies. By the end of the course you should be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the following themes.

The following topics are covered in detail:

| | |
|----------------|---|
| THE INDIVIDUAL | Relationships: families & friends Local environment: advantages & disadvantages Activities: daily routine & leisure activities Health & Lifestyle: diet, exercise & illness |
| CITIZENSHIP | Social Issues: problems in society & equality Travel & Tourism: destinations & choices Environmental Issues: attitudes to & responsibilities for litter, transport, energy, conservation & recycling Media & Communications Celebrations: festivals & customs |
| EMPLOYABILITY | School Life Part-time Jobs: advantages & disadvantages Future Plans: choices & expectations |

ASSESSMENT:

Candidates will be assessed on their ability to understand both spoken and written French, and on their competence in speaking and writing the French language.

| UNIT ASSESSMENT | AREAS OF STUDY |
|----------------------------|---|
| Unit 1: Listening (25%) | A written examination lasting approximately: <ul style="list-style-type: none"> • 35 minutes at Foundation Tier • 45 minutes at Higher Tier 12 questions in English and French. |
| Unit2: Speaking (25%) | Two role plays and a general conversation on two topics in French. |
| Unit3: Reading (25%) | A written examination lasting: <ul style="list-style-type: none"> • 50 minutes at Foundation Tier • 1 hour at Higher Tier |
| Unit 4: Writing (25%) | A written examination lasting: <ul style="list-style-type: none"> • 1 hour at Foundation Tier • 1 hour 15 minutes at Higher Tier |

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: GCSE GEOGRAPHY

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: Candidates should be highly motivated with a self-disciplined approach to private study and have an interest in what is happening in the world around them.

COURSE CONTENT: The course is made up of 3 modules:

- Unit 1: Understanding our Natural World
- Unit 2: Living in Our World
- Unit 3: Fieldwork

ASSESSMENT:

| Content | Assessment | Weighting |
|---|--|-----------|
| <p>Unit 1: Understanding Our Natural World This unit covers the following themes:</p> <p>Theme A: River Environments (25%) Theme B: Coastal Environments (25%) Theme C: Our Changing Weather and Climate (25%) Theme D: The Restless Earth (25%)</p> | <p>External written examination</p> <p>1 hour 30 minutes</p> | 40% |
| <p>Unit 2: Living in Our World This unit covers the following themes:</p> <p>Theme A: Population and Migration (25%) Theme B: Changing Urban Areas (25%) Theme C: Contrasts in World Development (25%) Theme D: Managing Our Environment (25%)</p> | <p>External written examination</p> <p>1 hour 30 minutes</p> | 40% |
| <p>Unit 3: Fieldwork</p> | <p>External written examination</p> <p>1 hour</p> | 20% |

CAREERS:

Geography offers a pathway and opportunities into a multitude of careers. The skills and qualities of a Geography student are highly sought after and it is in the top 7 most desirable subjects requested by employers because of its science and humanities mix. Geography is also a facilitating subject, which means that it can be useful for a whole range of university courses and will help you keep your options open.

Careers include working in jobs under the broad categories of:

- Travel, Leisure and Tourism
- Environment and Sustainability
- Business
- Development and Global Issues
- Settlement and Planning jobs
- Physical Systems
- Geographical Techniques

SUBJECT: GCSE GERMAN

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: to have studied the language to an appropriate level in the Junior School.

DESIRABLE QUALITIES: an interest in the world around you, travel and communication; the ability to memorise vocabulary; the desire to enhance your employment and mobility prospects, whether you want a career in business, engineering, fashion or world class football!

COURSE CONTENT

More and more people in this country realise that without foreign language competence they are likely to be disadvantaged as citizens in a shrinking world, and that knowledge of a modern language like German may prove beneficial in later life, in the context both of work and of leisure. The GCSE course, therefore, aims to develop the ability to use the language for the purpose of practical communication and to offer insights into German life and culture. By the end of the course you should be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the following themes.

The following topics are covered in detail:

| | |
|----------------|---|
| THE INDIVIDUAL | Relationships: families & friends Local environment: advantages & disadvantages Activities: daily routine & leisure activities Health & Lifestyle: diet, exercise & illness |
| CITIZENSHIP | Social Issues: problems in society & equality Travel & Tourism: destinations & choices Environmental Issues: attitudes to & responsibilities for litter, transport, energy, conservation & recycling Media & Communications Celebrations: festivals & customs |
| EMPLOYABILITY | School Life Part-time Jobs: advantages & disadvantages Future Plans: choices & expectations |

ASSESSMENT:

Candidates will be assessed on their ability to understand both spoken and written German, and on their competence in speaking and writing the German language.

| UNIT ASSESSMENT | AREAS OF STUDY |
|----------------------------|---|
| Unit 1: Listening (25%) | A written examination lasting approximately: <ul style="list-style-type: none"> • 35 minutes at Foundation Tier • 45 minutes at Higher Tier 12 questions in English and German. |
| Unit2: Speaking (25%) | Two role plays and a general conversation on two topics in German. |
| Unit3: Reading (25%) | A written examination lasting: <ul style="list-style-type: none"> • 50 minutes at Foundation Tier • 1 hour at Higher Tier |
| Unit 4: Writing (25%) | A written examination lasting: <ul style="list-style-type: none"> • 1 hour at Foundation Tier • 1 hour 15 minutes at Higher Tier |

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: GCSE HISTORY

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: The most important quality for historians to possess is an inquisitive mind and a desire to research and examine evidence. GCSE History will provide students with the opportunity to explore important periods from the 20th century that have shaped our world. Discussion in class will lead to the development of written communication skills.

| Unit | Content |
|------|---|
| 1 | <p><u>Modern World Studies in depth</u></p> <ul style="list-style-type: none"> • Life in Nazi Germany, 1933–45 <p>In this option, students focus on the impact of the Nazi dictatorship on people’s lives in Germany. Students explore the interplay of political, economic, social and racial forces in Germany at this time.</p> <ul style="list-style-type: none"> • Changing Relations: Northern Ireland and its Neighbours, 1965–98 <p>In this option, 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. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.</p> |
| 2 | <p><u>Outline study</u></p> <ul style="list-style-type: none"> • International Relations, 1945–2003 <p>In this unit, students focus on the significant events and developments associated with the Cold War and the new ‘war on terror’. Students 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’.</p> |

ASSESSMENT :

- Unit one is assessed through the completion of a one hour forty-five-minute written examination which is worth 60% of the overall award.
- Unit two is assessed through the completion of a one hour fifteen-minute written examination which is worth 40% of the overall award.

CAREERS:

History is a subject which is studied by students who wish to progress on to a wide variety of careers. The skills that are developed which include research skills, how to organise information, communication and writing skills, how to construct an argument and problem solving lend themselves to a wide variety of careers including:

- Archaeology
- Administration
- Politics
- Banking
- Journalism
- Law
- Teaching
- TV & Media

Very often, students who wish to pursue a career in the natural sciences also study History as it develops the skills listed above.

SUBJECT: GCSE HOME ECONOMICS: FOOD AND NUTRITION**EXAMINATION BOARD: CCEA**

Nutrition and food is essential to everyone. Northern Ireland's economy benefits greatly from the food our agri-food industry produces. The choices we make about food affect our health and well-being, so knowledge of nutrition and food science is important. We also need to know how advertising and food labelling can influence the choices we make about what we consume. To make the correct choices, we need to know about the principles of nutrition and how dietary requirements change throughout our lives. Nutrition and Food Science is a relevant subject to study as we have become increasingly concerned about:

- food security,
- ethical farming,
- sustainability,
- climate change,
- food poverty,
- allergies,
- obesity,
- traceability,
- public health,
- food waste, and
- contamination.

COURSE CONTENT:

| | |
|--------------|---|
| Component 1: | <p>Course Content</p> <p>food provenance food processing and production food and nutrition for good health energy and nutrients; macronutrients; micronutrients fibre water nutritional and dietary needs priority health issues being an effective consumer when shopping for food factors affecting food choice food safety resource management and food preparation, cooking and presentation skills.</p> |
| Component 2: | <p>Practical Food and Nutrition</p> <p>Pupils will research a given task title and will: justify a choice of dishes plan a practical carry out the practical and evaluate all parts of the task.</p> <p>Pupils will complete the written report according to the guidance materials and adhere to word counts.</p> |

ASSESSMENT:

| Module | Assessment | Format |
|---|--|--|
| Component 1: Food and Nutrition | 2 hour examination 120 marks 50% weighting | The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing |
| Component 2: Practical Food and Nutrition | Controlled assessment task 120 marks Students complete ONE task that involves the following: <ul style="list-style-type: none"> • Part A: Research and Viewpoints • Part B: Justification of Choice • Part C: Planning • Part D: Practical Activity • Part E: Evaluation 50% weighting | Completed in class time under supervision. The title of the task will be released on 1 September of the academic year in which the award is to be made. |

CAREERS:

The specification allows students to progress to A Level Nutrition and Food Science (formerly called Home Economics). A qualification in Nutrition and Food Science can lead to entry into a variety of university courses as well as those related to Food Science, Hospitality Management, Dietetics, Teaching, Nursing, Environmental Health, Food Journalism, Food Production and Management, Product Development and Retail Marketing.

SUBJECT: GCSE LEARNING FOR LIFE AND WORK

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: An interest in exploring social, personal, economic and employment issues. Including topics such as diversity and inclusion, social responsibility, human rights, and entrepreneurship.

COURSE CONTENT :

The specification helps students to understand the connections between local, national and global issues. They will develop confidence in thinking independently by critically challenging accepted views and assumptions. Students also have opportunities to develop transferable skills such as creative thinking, analytical problem solving and effective teamwork.

This qualification builds on the knowledge, understanding and skills developed through the Learning for Life and Work area of learning in KS3.

In addition to this, LLW is a unitised qualification, which means that students can take assessment units in the summer series of the first and second years of the course.

The specification has four units :

- Unit 1: Local and Global Citizenship
- Unit 2: Personal Development
- Unit 3: Employability
- Unit 4: Controlled Assessment Task.

ASSESSMENT:

There are three written exams, each worth 20% of the overall mark, and an investigation worth 40%.

| UNIT ASSESSMENT | AREAS OF STUDY |
|--|---|
| Unit 1: External examination Local and Global Citizenship Weighting 20% | In this unit, students investigate cultural diversity and the challenges and opportunities this brings to our society. They examine the role of non-governmental organisations(NGOs) and democratic institutions and explore how they contribute to an inclusive society. |
| Unit 2: External examination Personal Development | In this unit, students analyse how diet, exercise and emotional health affect personal well-being. They also explore parenting and personal finance, and these topics equip them with life management tools. |

| | |
|---|--|
| Weighting 20% | |
| Unit 3: External examination Employability Weighting 20% | In this unit, students prepare themselves for future employment by exploring the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employers and employees and investigate how globalisation affects employment. |
| Unit 4: Controlled Assessment Task (Investigation) Weighting 40% | Students complete one task from a choice of three. The task is an investigation on a topic in one of the following: 1. Local and Global Citizenship. 2. Personal Development; or 3. Employability. The task involves the following: <ul style="list-style-type: none"> • Part A: Planning; • Part B: Research; • Part C: Communication and Findings; • Part D: Self-Evaluation; and • Part E: Presentation of Task. |

CAREERS:

This qualification will support students if they progress to study subjects such as Business Studies, Health and Social Care, and Economics at A level. It is also a good foundation for careers in business, finance, marketing, human resources and research.

SUBJECT: GCSE LEISURE, TRAVEL AND TOURISM

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: An interest in the travel, tourism and leisure industries. We welcome independent learners and critical and reflective thinkers with enquiring minds. An interest in developing an understanding of sustainable development and environmental issues connected to travel and tourism.

COURSE CONTENT :

Unit 1: Understanding the Leisure, Travel and Tourism Industry

This unit explores the important part that leisure, travel and tourism plays in today's society as it continues to be a growth area in the UK economy. Students investigate the range of activities for people to enjoy in their leisure time. They identify organisations that people use for leisure, travel and tourism purposes, as well as the facilities and attractions that appeal to visitors.

Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry

In this unit, students explore how organisations use techniques and materials to promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods the leisure, travel and tourism industry uses to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks, and precautions and emergencies.

Unit 3: Working in the Leisure, Travel and Tourism Industry

In this unit, students explore the importance of customer service in the leisure, travel and tourism industry. They research and explore the employment opportunities available in the industry. They also develop their knowledge of the entry qualifications required to work in the industry as well as gaining an insight into job roles and responsibilities and the skills and personal qualities needed to gain employment in the sector.

ASSESSMENT:

Units 1 and 2 are externally assessed; and Unit 3 is assessed by controlled assessment.

| Content | Assessment | Weightings | |
|--|--|--|--|
| Unit 1: Understanding the Leisure, Travel and Tourism Industry | External written examination 1 hour 30 mins Students answer all questions. | 40% | |
| Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry | External written examination 1 hour 30 mins Students answer all questions. | 40% | |
| Unit 3: Working in the Leisure, Travel and Tourism Industry | Controlled assessment | Students submit a portfolio. 20% | |

CAREERS:

Northern Ireland has a strong leisure, travel and tourism industry. This course will lead onto to further study and/or employment in any of these industries.

Examples include: Flight Attendant, Airport Check-In Officer, Cruise Consultant, Ticketing Agent, Recruitment, Travel Agent, Tour Guide, Travel Writer, Team Leader, Leisure Centre Attendant, Sales Consultant, Journalism, Fitness manager, Leisure/Recreations Manager, Event Management.

SUBJECT: GCSE MATHEMATICS

Examination board: CCEA

This course is compulsory for all pupils in Years 11 and 12.

The Course

It comprises of three areas:

1. Number and Algebra
2. Geometry and Measures
3. Statistics and Probability

There is no controlled assessment.

Classes are divided into two bands, band A for those who are also taking Further Mathematics and band B for those not taking Further Mathematics.

ASSESSMENT:

The CCEA GCSE Mathematics Course is a modular one. We have the option of entering Year 11 pupils for a module in the summer of Year 11 and then the second examination in the summer of Year 12. Everyone studies the higher specification but there may be opportunity after Mock exams in Year 12 to move to a lower tier.

SUBJECT: FURTHER MATHEMATICS**Examination board: CCEA**

Further Mathematics is offered to those pupils who, at the end of Year 10, have reached a very high standard in their school mathematics examination. High test scores during the year may also be considered.

Normally the top 75 pupils are selected, giving three classes of 25 pupils.

The Course

The pupils are taught the full GCSE maths course in year 11 and the Further Mathematics course in year 12.

Further Mathematics is divided into two units:

1. Pure Mathematics which is algebra, trigonometry, calculus etc.,
2. Applied Mathematics which comprises of Mechanics, which is vectors, forces, straight line motion etc. and Statistics, which is a continuation of probability and data analysis.

ASSESSMENT:

The Further Mathematics course is linear (not modular) and the examination is taken at the end of year 12. There is no controlled assessment.

Class allocation

There are usually 3 mixed classes. If a pupil is not demonstrating success by the winter examination in year 11 they will be moved to a non-Further class. Anyone not gaining a grade A in the GCSE modules at the end of Year 11 will be encouraged to drop Further Mathematics.

Further Mathematics is a useful extra GCSE and is a good preparation for A level Mathematics and Physics. It is not a pre-requisite for studying A Level Mathematics in Regent House but it is desirable. To do well, a pupil must be prepared to work hard and to learn quickly.

SUBJECT: GCSE MUSIC

EXAMINATION BOARD: CCEA

Music at GCSE may be a good choice for you if you enjoy listening to different types of music and would be interested in studying some pieces in more detail, if you like experimenting with sounds and composing your own music, and if you sing or play an instrument and are committed to continuing lessons and practising regularly during your GCSE years. The Music course will help you to develop your creative abilities and the specific skills of listening, composing and performing. These are useful skills for further musical study and highly transferrable to other subject areas.

COURSE CONTENT:

Listening (35%)

Students will study four different areas where they will learn about different genres of music. Below are the areas they will study:

- Western Classical Music 1600 – 1910
- Film Music
- Musical Traditions in Ireland
- Popular Music 1980 to the present day

General Listening

Students will also develop their general listening skills, so that they can answer questions about:

- Musical features and devices
- Instruments
- A range of musical styles

Performing

(35%)

At the end of the course, each student is assessed in two performances. One is as a soloist (with an accompaniment if appropriate); one is as part of a small group. There is also a short-assessed discussion. It is essential that students are continuing instrumental or vocal lessons and practising regularly for this part of the course. It will not be possible to undertake this component without specialised tuition for the student. Grade 3 is the standard required in order for full marks to be possible in the assessment.

Composing (Controlled Assessment) (30%)

These are **two separate compositions**, which are completed in class. 12.5 hours will be allowed for each one (25 hours in total). **One** of the compositions is completely free choice. **The other** one is based on a set stimulus – a few specific

notes or chords, which will be released to all schools by CCEA at the start of your Year 12 year.

Essential: It is essential that students are continuing instrumental or vocal lessons and practising regularly for this part of the course. Grade 3 (by fifth form) is the standard required in order for full marks to be possible in the performing assessment.

Please speak to Mrs McIvor if you are self-taught, have stopped lessons or would like to learn an instrument for further advice.

CAREERS:

These activities not only develop specific music skills but are also great social events for pupils and the public performances develop teamwork and self-confidence.

The music industry is estimated to be the second highest generator of income in Western Europe and learning to play an instrument or to sing is currently perceived as important in preparing individuals to work as performers, educators, composers and arrangers, music therapists, journalists, librarians, publishers, retailers, promoters, administrators and instrument manufacturers and repairers. It is also seen as making an important contribution to the education of those wishing to pursue careers in TV and radio, as producers, in the record business, advertising, sound engineering, film editing and acoustic research.

SUBJECT: GCSE PHYSICAL EDUCATION

EXAMINATION BOARD: EDUQAS (WJEC)

ESSENTIAL CRITERIA:

It is essential that to study this course:

- Pupils must already compete at a high level in two sports, both one individual-based sport and one team-based sport, compatible with the Eduqas GCSE PE syllabus.
- Pupils must have competed for Regent House for a full competitive season within Year 10 in one of their chosen sports.
- Pupils must continue to train and compete for Regent House for the duration of the GCSE PE course in both of their chosen sports, compatible with the EDUQAS syllabus.
- Pupils' practical ability will be assessed by the HOD Mr D Robb, prior to acceptance onto this course.

DESIRABLE QUALITIES:

It is desirable that successful applicants:

- have maintained a high level of participation in Physical Education and Games classes during Key Stage 3.
- have attained an average grade A in Physical Education throughout year 10.

COURSE CONTENT:

EDUQAS GCSE Physical Education addresses both practical and theoretical aspects of PE. This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The subject is divided into two compulsory components:

Component 1: Introduction to physical education

Written examination: 2 hours

60% of qualification / 120 marks

Learners will be assessed through a range of short and extended questions. The questions will be based on stimuli/ sources.

Component 2: The active participant in physical education

Non-exam assessment:

40% of qualification / 80 marks

This component is internally assessed and externally moderated.

Learners will be assessed in **three** different activities in the role of performer in at least **one individual** and **one team** sport. Learners will be further assessed through a written analysis and evaluation of their personal performance in one of their chosen activities.

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

All of the subject content can be assessed in Component 1 as part of the written examination and in Component 2 as part of the analysis and evaluation of personal performance.

Components 1 and 2 require learners to demonstrate an understanding of how both qualitative and quantitative data are collected. Learners will also be required to analyse and evaluate data. In Component 2 learners will also have to present data, including tables and graphs, as part of the written performance analysis.

Non-exam assessment: Summary of Component 2 (Total 40% of the course)

1. Practical performance in **one individual** activity / 20 marks / 10%
2. Practical performance in **one team** activity / 20 marks / 10%
3. Practical performance in **one other activity, either team or individual** / 20 marks / 10%
4. Written coursework - Performance analysis and evaluation / 20 marks / 10%

Note: The PE department will deliver 'Volleyball' as a team sport for the 3rd practical activity.

CAREERS:

Some of the career opportunities for students studying Physical Education are as follows:

- Teaching
- Sports Development or Coaching
- Sports Nutrition
- Physiotherapy and Rehabilitation / Sports Medicine
- Sports Psychology
- Personal Training / Leisure Industry
- Sports Science
- Sports Journalism / Media and Marketing
- Professional Sportsperson

SUBJECT: GCSE PHYSICS

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES:

Good mathematical, problem solving, research, and analytical skills.

Pupils should be consistently achieving a grade B throughout Year 10 and in their summer examination.

COURSE CONTENT: The course consists of two units:

Unit 1 – Content is covered in Year 11 and is externally assessed. It covers three topics:

1. Force and Motion
2. Density, Kinetic Theory and Energy
3. Atomic and Nuclear Physics

Unit 2 – Content is covered in Year 12 and is externally assessed. It covers three topics:

1. Waves and Light
2. Electricity, Magnetism and Electromagnetism
3. Space Physics

Practical skills are assessed externally. Students complete two practicals and one written exam.

ASSESSMENT:

Unit 1 (37.5%) An externally assessed written examination (1 hour 30 mins) consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.

Unit 2 (37.5%) An externally assessed written examination (1 hour 45 mins) consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.

Practical Skills (25%) An externally assessed task consisting of two parts:

- Booklet A (7.5%) – Externally set and assessed practicals carried out in school.
- Booklet B (17.5%) – An externally assessed written examination consisting of structured questions.

CAREERS:

It's not just rocket science: Physics is the route to so many careers, from predicting climate change to designing computer games. Careers from Physics include: Architecture, Broadcasting, Engineering, Medicine, Meteorology, Teaching, Transport and many more.

SUBJECT: RELIGIOUS STUDIES (Short and Full GCSE Courses)

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: An ability to study and discuss different viewpoints on a range of religious, ethical and philosophical issues.

COURSE CONTENT:

FULL COURSE Full course students study **two** modules:

- An Introduction to Christian Ethics: sexual relationships, same-sex relationships, celibacy, marriage and divorce, types of family, civil partnerships, cohabitation, abortion, euthanasia, the Hospice movement, punishment including capital punishment, repentance, forgiveness, justice, infertility, reproductive technologies, surrogacy, regulation of bioethics, prejudice, discrimination, people in need, poverty, war, pacifism.
- An Introduction to Philosophy of Religion :arguments about the existence of God, religious and scientific ideas about the origins of the universe and people, views of two different world religions on creation and relation of humans to the universe, the nature of God in two different world religions, the problem of evil and suffering and explanations of this in two different world religions, experiencing God through: sacred texts, religious teachers or religious example and worship in two contrasting world religions; revelation including prayer, miracles and visions; challenges to religious experience, the teaching of two contrasting world religions about the afterlife including beliefs in reincarnation and final judgement; non-religious views on the soul and the afterlife, views on possible evidence for the afterlife including near death experiences and remembered past lives, effects of beliefs in the afterlife on believers' present lives.

SHORT COURSE Short Course students study **one** module: An Introduction to Christian Ethics (as outlined above).

ASSESSMENT:

SHORT COURSE: one externally assessed written paper lasting 1 hr 30 mins

FULL COURSE: two externally assessed written papers lasting 1 hr 30 mins each.

CAREERS:

The content and/or skills in GCSE Religious Studies are relevant for a number of careers in which empathy, understanding different viewpoints, ethical awareness, critical thinking and working with others are required eg teaching, lecturing, law, medicine, journalism, media, counselling, charities, social work, youth work and church work.

SUBJECT: GCSE SCIENCE (Single Award)

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES: Interest in Science as a subject.

COURSE CONTENT:

UNIT 1: Biology

This unit provides students with a broad introduction to key biological concepts and

allows them to investigate a range of practical applications of biology.

- Cells
- Food and diet
- Chromosomes and genes
- Co-ordination and control
- Reproductive system
- Variation and adaptation
- Disease and body defences
- Ecological relationships

Unit 2: Chemistry

This unit provides students with a broad introduction to key chemistry concepts and

allows them to investigate a range of practical applications of chemistry.

- Acids, bases and salts
- Elements, compounds and mixtures
- Atomic structure and Periodic Table
- Bonding
- Materials
- Symbols, formulae and equations
- Qualitative analysis
- Metals and the reactivity series
- Rates of reaction
- Organic chemistry

Unit 3: Physics

This unit provides students with a broad introduction to key physics concepts and allows them to investigate a range of practical applications of physics.

- Electrical circuits
- Household electricity
- Energy
- Electricity generation
- Heat transfer
- Waves
- Road transport and safety – reducing reliance on fossil fuels
- Radioactivity
- Earth in space

Unit 4: Practical Skills.

Pupils complete two externally marked pre-release practical activities in Year 12 (7.5%) and “Booklet B” external written examination (17.5%).

ASSESSMENT:

Pupils will sit external examinations in Unit 1, Unit 2 and Unit 3 and Unit 4 (Booklet B) by the end of Year 12.

Unit 1 examination (1 hour) Biology =25%

Unit 2 examination (1 hour) Chemistry = 25%

Unit 3 examination (1 hour) Physics = 25%

Unit 4 Practical work (7.5%) and examination (17.5%) 1 hour 15 min. = 25%

CAREERS:

Science is important and this course allows pupils to have a qualification which combines all three sciences into one GCSE. Some careers and courses will require you to have a science at GCSE level e.g. Primary teaching and nursing at QUB.

Progression: It is important to note candidates will **not** be able to complete A Level Biology, Chemistry or Physics at Regent House School from this single award course.

The CCEA GCSE Specification can be viewed and downloaded from the CCEA website at www.ccea.org.uk

SUBJECT: GCSE SPANISH

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: to have studied the language to an appropriate level in the Junior School.

DESIRABLE QUALITIES: an interest in the world around you, travel and communication; the ability to memorise vocabulary; the desire to enhance your employment and mobility prospects, whether you want a career in business, engineering, fashion or world class football!

COURSE CONTENT

More and more people in this country realise that without foreign language competence they are likely to be disadvantaged as citizens in a shrinking world, and that knowledge of a modern language like Spanish may prove beneficial in later life, in the context both of work and of leisure. The GCSE course, therefore, aims to develop the ability to use the language for the purpose of practical communication and to offer insights into Spanish life and culture. By the end of the course you should be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the following themes.

The following topics are covered in detail:

| | |
|----------------|---|
| THE INDIVIDUAL | Relationships: families & friends Local environment: advantages & disadvantages Activities: daily routine & leisure activities Health & Lifestyle: diet, exercise & illness |
| CITIZENSHIP | Social Issues: problems in society & equality Travel & Tourism: destinations & choices Environmental Issues: attitudes to & responsibilities for litter, transport, energy, conservation & recycling Media & Communications Celebrations: festivals & customs |
| EMPLOYABILITY | School Life Part-time Jobs: advantages & disadvantages Future Plans: choices & expectations |

ASSESSMENT:

Candidates will be assessed on their ability to understand both spoken and written Spanish, and on their competence in speaking and writing the Spanish language.

| UNIT ASSESSMENT | AREAS OF STUDY |
|----------------------------|--|
| Unit 1: Listening (25%) | A written examination lasting approximately: <ul style="list-style-type: none"> • 35 minutes at Foundation Tier • 45 minutes at Higher Tier 12 questions in English and Spanish. |
| Unit2: Speaking (25%) | Two role plays and a general conversation on two topics in Spanish. |
| Unit3: Reading (25%) | A written examination lasting: <ul style="list-style-type: none"> • 50 minutes at Foundation Tier • 1 hour at Higher Tier |
| Unit 4: Writing (25%) | A written examination lasting: <ul style="list-style-type: none"> • 1 hour at Foundation Tier • 1 hour 15 minutes at Higher Tier |

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: GCSE TECHNOLOGY & PRODUCT DESIGN

EXAMINATION BOARD: CCEA

DESIRABLE QUALITIES:

- Minimum B grade in Y10 technology summer examinations
- Graphical ability: Unit 3 requires self-motivated pupils who enjoy communicating graphically, presenting work to a high standard, identifying problems and solving them through their design work.
- Ability in ICT and Maths beneficial to access higher grades

*pupils should be aware of the heavy coursework content of this subject and the expectation to attend after school practical workshop sessions.

COURSE CONTENT:

Year 11 Unit 1: Technology and Design Core

- 1.1 Design and communication
- 1.2 Materials and their general physical, aesthetic and structural
- 1.3 Tools and processes
- 1.4 Appropriate methods of joining
- 1.5 Production methods
- 1.6 Moulds, jigs and fixtures
- 1.7 Finishing techniques
- 1.8 Smart materials
- 1.9 Health and safety
- 1.10 CAD and CAM
- 1.11 Construction techniques
- 1.12 Input–process–output
- 1.13 Units and measurements
- 1.14 -1.21 Electrical components
- 1.15 – 1.30 Mechanical control systems
- 1.31-1.37 Pneumatic systems and control
- 1.38-1.39 Computer control systems

Year 12 Unit 2: Product Design

- 2.36 Design process
- 2.37 Roles of the client, user, designer and maker
- 2.38 Product analysis, ideas generation and development
- 2.39 Communication techniques
- 2.40 Ergonomics and anthropometrics
- 2.41 Form and function
- 2.42 Designers
- 2.43 Scale of production and commercial viability
- 2.44 Planning for production

- 2.45 Manufacturing processes
- 2.46 Computerised manufacture
- 2.47 Selection of materials
- 2.48 Wood, metal and plastic
- 2.49 Joining materials
- 2.50 Smart materials and composites
- 2.51 Marketing
- 2.52 The global marketplace and production
- 2.53 Risk assessment
- 2.54 Product safety
- 2.55 Energy efficiency and recycling

Year 11/12 Unit 3: Design Project

- 3.1 Design opportunity
- 3.2 Research and analysis
- 3.3 Specification
- 3.4 Concepts and analysis
- 3.5 Development of proposed concepts
- 3.6 Modelling and testing
- 3.7 Drawings for manufacture
- 3.8 Manufacture
- 3.9 Evaluation

OVERVIEW OF PERCENTAGES ACROSS THE GCSE SPECIFICATION

Approximate percentages of required skills across all units.

15% - Graphical drawing

25% - Practical (workshop / computer aided manufacture)

10% - Research, product analysis, testing and evaluation

50% - Theoretical

ASSESSMENT:

| CONTENT | ASSESSMENT | % WEIGHING |
|--|---|--|
| Y11 Unit 1: Technology and Design Core | Externally assessed written examination (1 ½ hours) | 25% |
| Y12 Unit 2: Product Design Option C | Externally assessed written examination (1 ½ hours) | 25% |
| Y11 / 12 Unit 3: Design Project | <p>Non-Exam Assessment</p> <ul style="list-style-type: none"> • Portfolio - 10 A3 pages (written and graphical) • Manufactured product <p>It will be internally assessed and externally moderated.</p> | <p>50%</p> <p>The portfolio will account for 30% and the manufactured product will account for 20%</p> |

CAREERS: Any field of engineering, product design, architecture and Computer Aided Designer

**SUBJECT: LEVEL 2 QUALIFICATION IN OCCUPATIONAL STUDIES –
TECHNOLOGY AND INNOVATION**

EXAMINATION BOARD: CCEA

Recommended CRITERIA:

- A grade A-C in Y10 Technology examination

DESIRABLE QUALITIES:

- Ability in workshop skills and ICT is beneficial

NOTE: This is not a GCSE qualification.

- On completion you will be awarded a National Qualification Framework (NQF)
- Level 2 - attainment
Pass - C Grade GCSE equivalent
Merit – B Grade GCSE equivalent
Distinction – A Grade GCSE equivalent
- Also there is no A level follow on course and you will not be able to take A level Technology and Design

COURSE CONTENT:

Unit 1: Bench joinery

- consideration of health and safety issues with respect to workshop activities in bench joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of bench joinery hand tools, and basic hand-held power tools;
- techniques of cutting, jointing, boring and planning to produce construction related components;
- construction of a range of bench joinery models; and
- a review and evaluation of performance.

Unit 2: Computer Aid Design

- consideration of health and safety issues in CAD;
- consideration of career opportunities in CAD;
- routine drafting techniques in CAD;
- creating component drawings in CAD;
- consideration of environmental issues in CAD; and
- a review and evaluation of performance.

YEAR 11/12 Unit 2: Manufacturing techniques - Hand fitting

- consideration of health and safety issues with respect to workshop activities in metal work;
- consideration of career opportunities related to working within engineering and/or manufacturing;
- an appreciation of environmental issues relating to measuring, cutting, filing, drilling and threading component parts;
- the appropriate use of equipment e.g. scribe, punch, dividers and odd leg callipers to mark out component profiles;
- the manufacture of various parts for assembly to make a finished component;
- Use of measuring equipment, for example ruler, vernier callipers or micrometer, to check sizes of parts;
- joining parts using rivets and screws threads; and
- a review and evaluation of performance.

OVERVIEW OF PERCENTAGES ACROSS THE GCSE SPECIFICATION

60% - Practical (workshop / computer aided design)

40% - Research and evaluation

NO EXAMINATION REQUIRED**ASSESSMENT:**

| CONTENT | ASSESSMENT | % WEIGHING |
|--|---|------------|
| Unit 1: Bench Joinery | Practical Outcome It will be internally assessed and externally moderated. (140 hours) | 50% |
| Unit 2: Computer Aided Design/Hand fitting | No Exam Assessment It will be internally assessed and externally moderated. (140 hours) | 50% |

Each unit will be accompanied by a portfolio of evidence containing the following:

- Knowledge and understanding
- Application of knowledge, understanding and skills
- Analysis and evaluation of own work
- Diary of activities undertaken
- A record of all assessment evidence

CAREERS: Vocational apprenticeships

ADDITIONAL SUBJECTS

SUBJECT: Learning for Life and Work

LLW is a statutory requirement for all pupils at Key Stage 4. It is taught on a rotation basis within a single period per week. Off timetable days are organised to facilitate guest speakers to deliver specialist events on specific topics. LLW is composed of 3 strands: Citizenship, Employability and Personal Development.

COURSE CONTENT:**1. LOCAL AND GLOBAL CITIZENSHIP**

Local and Global Citizenship is based on four key themes which are addressed in local, national, European and global contexts:

- Diversity and Inclusion
- Equality and Social Justice
- Democracy and Active Participation
- Human Rights and Social Responsibility

Other subjects make a distinctive and natural contribution to Citizenship learning and help to strength and enrich the Citizenship curriculum as a whole.

2. EMPLOYABILITY

Employability aims to provide pupils with the skills necessary to make an informed careers choice. It covers a number of topics including:

- Identifying skills and qualities in different career classifications
- Choosing A Levels
- Presentation and interview skills
- Careers and Employment information

Employability links in with other subjects to aid the personal and social development of pupils.

3. PERSONAL DEVELOPMENT

PD is about the holistic development of individuals, allowing the student to gain knowledge and develop confidence and opinions on valuable life skills. PD helps individuals to make informed choices throughout life. Topics included are:

- Healthy lifestyles
- Contraception and STI's
- Personal Statements
- Self-Concept and Mental health
- SHARHP Alcohol reduction programme
- Drugs Awareness
- Road Safety

PD aims to promote emotional intelligence in young people, enabling them to become responsible and confident contributors to society.

ASSESSMENT: Students will complete a minimum of two assessed homework tasks per rotation. Group work and presentations are also assessed alongside verbal contributions and discussions which are monitored within each subject strand.

CAREERS: The communication skills and subject knowledge gained in LLW are an integral part of any chosen careers path.

Physical Education Key Stage 4 Activity Rotation Overview

Physical Education: 1 x 35-minute period per week

Pupils will experience the following activities within a 5 x 7-week block rotation in Year 11 and a 4 x 7-week block rotation in Year 12:

| Female | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 |
|---------|------------|------------|------------|------------|------------|
| Year 11 | Badminton | Handball | HRPE | Athletics | Rounders |
| Year 12 | Badminton | Handball | HRPE | Rounders | ##### |

| Male | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 |
|---------|------------|------------|------------|------------|------------|
| Year 11 | Handball | Basketball | HRPE | Athletics | Softball |
| Year 12 | Handball | Basketball | HRPE | Football | ##### |

Games: 2 x 35 minute periods per week

Pupils participating for a school sports team can select to participate in that activity for the duration of the competitive season. All other pupils will experience a 6 x 6-week block rotation in Year 11 and a 3 x 10-week rotation in Year 12.

| Year 11: Female – Winter Term | | | | | |
|-------------------------------|------------|------------|------------|------------|---------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 |
| Hockey | Netball | Archery | Walking | HRPE | Badminton |
| Summer Term | | | | | |
| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 |
| Athletics | Tennis | Rounders | Walking | Cricket | Fitness Suite |

| Year 11: Male – Winter Term | | | | | |
|-----------------------------|------------|------------|------------|------------|---------------|
| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 |
| Rugby | Hockey | Swimming | Football | Basketball | Fitness Suite |
| Summer Term | | | | | |
| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 |
| Athletics | Tennis | Cricket | Football | Softball | Fitness Suite |

| Year 12 Male and Female Games Activities | | |
|--|---------------|-----------|
| Rugby | Badminton | Walking |
| Football | Dance | Rounders |
| Hockey | Trampolining | Cricket |
| Netball | Basketball | Tennis |
| Fitness Suite | Swimming | Athletics |
| Ards Leisure centre Gym | Cross Country | Softball |

NB: Options may vary due to facility availability and staffing allocation.