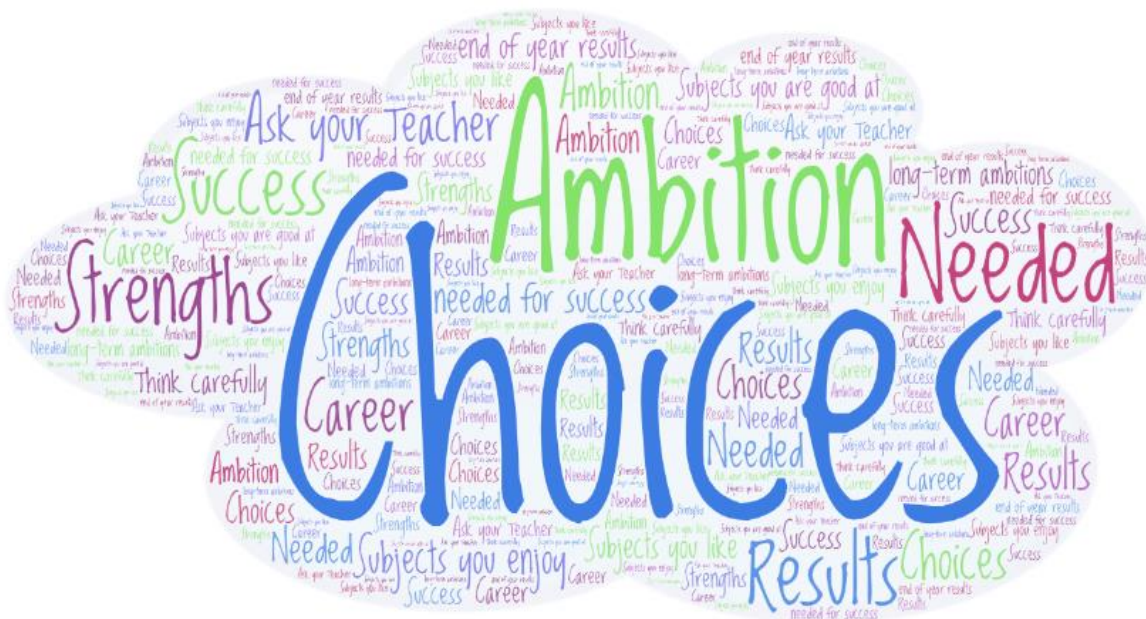


Hunterhouse College

GCSE Subject Choices

2023



Contents

Introductory Section

- What choices can I make?
- What is the process of making my choices in Year 10?
 - What guidelines should I use?
 - How will my exam scores help to guide my choices?

Course Information

The following courses are currently offered for GCSE:

Art and Design

Business Studies

Child Development

Design and Technology

Digital Technology

Drama

English Language

English Literature

Food and Nutrition

Further Mathematics

Geography

History

Learning for Life and Work

Leisure, Travel and Tourism

Mathematics

Modern Languages: French or Spanish

Music

Physical Education

Religious Studies and Religious Studies Short Course

Science – Double Award; Single Award with Occupational Studies

Supported Study



What choices can I make?

In Key Stage 4 you will study courses leading to qualifications in the following:

compulsory core GCSE courses (3 and a half GCSEs)

English

Mathematics

Learning for Life and Work

Short Course Religious Studies ($\frac{1}{2}$ GCSE)

and...

one compulsory Science course, with a choice between

GCSE Single Award Science (1 GCSE) along with Level 2

Occupational Studies (equivalent to 1 GCSE)

or GCSE Double Award Science (2 GCSEs)

and...

optional GCSE or equivalent courses from the list in this booklet

- either 3 courses with Supported Study
- or 4 courses or
- 5 courses if including Further Maths (Modular) which is timetabled outside Periods 1-5

Whatever combination you choose; it will fit one of these patterns:

8.5 GCSEs or equivalent	Core + DAS + 3 Options + Supported Study
	Core + SAS + Occ Studies + 3 Options + Supported Study
9.5 GCSEs or equivalent	Core + DAS + 4 Options
	Core + SAS + Occ Studies + 4 Options
10.5 GCSEs or equivalent	Core + DAS + 5 Options including Further Maths (Modular)

Note that: all these programmes give you a sound basis for post-16 pathways.

What is the process of making my choices in Year 10?

Your GCSE choices will begin to mark out the possible pathways for study and a career as you progress beyond KS4. We know that the best decisions are those which are well-informed and which are formed over a process of time. In Hunterhouse College this process is as follows:

Firstly

We have spent time in Year 10 through Employability classes, Form Time and the Year 10 CEIAG Week in January providing you with opportunities to gain information and begin your planning.

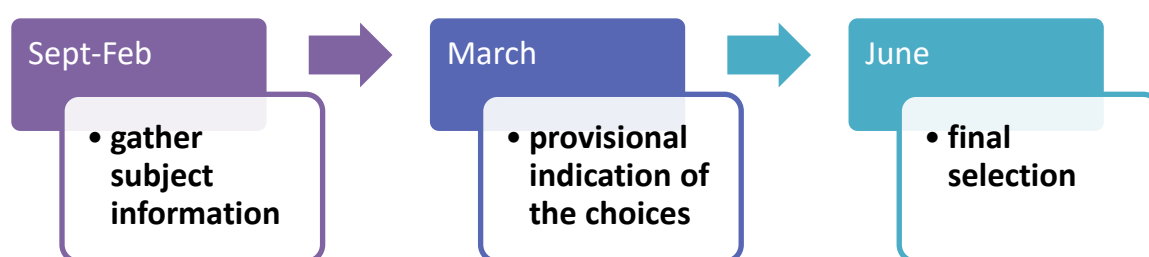
Secondly

You will be asked in March to give a **preliminary and provisional indication of the choices** which you think at this stage you might make. We will use this information to decide which courses have adequate uptake to run.



Finally

We will also use this information to plan the 4 blocks of optional subjects from which you will make a **final selection** in June. We aim to accommodate student preferences but cannot guarantee that all combinations will be possible. You will be asked to rank your **initial selection in order of preference** to help us in creating the most suitable option blocks. It is important to take the time to think through your preliminary selection.



So, in making **preliminary choices in March**, what general guidelines should be followed?

Do



- consider any **long-term ambitions** you might have. Check your research and know what subjects you need to study, and which are useful, to follow a career you have in mind. If you have a particular university in mind, check if there are specific subjects required or recommended at GCSE. Use up to date information from websites!
- think about whether your **subject strengths** match with your ambitions, and whether you have the potential to develop in that direction.
- think about what **subjects you like and are good at**, because that is most likely to lead to success.
- read the course information very carefully so that you know what the course is **really like** at GCSE.
- read about what is **needed for success** in each subject and choose those which best suit your skills and aptitudes.
- consider subjects you have not studied before, **looking carefully** at the subject content and skills needed.
- **ask your subject teacher** or a Head of Department for more information if you are still not sure.
- be aware of how your **end of year results** will be used to guide your choices in June – see the next section.

Do not



- choose a subject you **find difficult** because you think it is needed for a particular career, without checking.
- choose a subject because you enjoy a **particular teacher's class** – make sure it is really the subject content that you like.
- choose a **subject which your friends** are choosing unless you really want to do it also.
- **be put off a subject** you like by someone else who is not enjoying it – your experience is likely to be different.

Final Decisions

In June there will be an opportunity to discuss with a member of Hunterhouse College staff the final selection of GCSE courses that you will make. The following points may be discussed:

- your results in the **end of year exams and your CAT scores**. These will be important in showing your subject strengths, and the areas which may now be better left behind
- the courses which may best suit your preferred **learning style** – see the guidance information on **Band X** / **Band Y** subjects
- **advice from different Heads of Department** about your potential to achieve good GCSE grades. Choosing the best subjects for you will help you move on to a college or university, and employment
- any **current career ideas** you may have relating to your subject strengths, to ensure you are on the right pathway for success

Note that where there are **oversubscribed classes in June**, the following criteria will be used:

- whether you expressed your interest in the subject on the Initial Preferences Form in March
- academic performance



Extra Guidance: Band X and Band Y Optional Courses

Optional courses can be broadly grouped into 2 bands. **Band X** contains courses which are **mostly theoretical**, with assessment mainly through written examination. **Band Y** contains mostly courses with **more practical work** and / or Controlled Assessment. When you reflect on your preferred learning style, you should find these bands helpful in making your selection. You can choose from **either or both** bands.

Band X		Band Y
Business Studies English Literature Further Mathematics History Geography Modern Languages: French/Spanish Religious Studies (full course)		Art and Design Child Development Design and Technology Digital Technology Drama Food and Nutrition Leisure, Travel and Tourism Music Physical Education
Supported Study		



Specification in Brief

The GCSE Art & Design course is control assessed. It consists of 2 components, component 1 is worth 60% and component 2 is worth 40%.

Component 1 is divided into 2 parts; these are internally set and assessed and externally moderated –

Part A: Exploratory Portfolio – students will develop their ability to experiment in a range of media, materials, techniques, processes and technologies. They will learn through practical exploration of practitioners, the contexts they work in and the processes they use. Students present a portfolio for assessment that demonstrates learning and progress.

Part B: Investigating the Creative and Cultural Industries – Students complete one of the following practical tasks as described in the Component 1 Part B controlled assessment booklet (produced by CCEA)

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

Students produce an outcome in the form of a personal response, a response to a brief or a design solution. The outcome may be presented in any appropriate format, including digital media.

Component 2 is the externally set assignment. The stimulus paper is released at the beginning of January of the examination year and students must complete preparatory work in response to a set theme, they will then produce and complete a final outcome based on this preparatory work within a set period of 10 hours. These will be controlled examination conditions.

Reasons to study Art & Design – It encourages students to actively engage in the creative process of art, craft and design to develop as effective and independent learners. It allows students to become critical and reflective thinkers, to become confident risk takers, develop critical understanding, to acquire and develop technical skills and to develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts.

Progression Routes - Whether you love photography, graphic design, painting or any other art-related specialty, career options are limited only by your imagination. Students of Art and Design may wish to study a Foundation Degree after A-level before specializing in a chosen field.





GCSE Business Studies

Examination Board: CCEA

The GCSE specification reflects the needs of pupils, society, the economy and the environment in which they live and work. There are three units: **Unit 1 Business Operations, Unit 2 Developing a Business, Unit 3 Planning a Business.** In **Year 11**, you will take the **external examination in Unit 1** and at the end of **Year 12** you will take the **second external examination** and complete the **Controlled Assessment** task.

Unit 1: Content	Unit 2: Content	Unit 3: Content
Creating a Business Marketing Business Operations	Human Resources Business Growth Finance Business Plans	Undertake market research Complete short questions under examination conditions, based on results of your research Answers are marked internally and teacher moderated

The full specification is available at: www.ccea.org.uk

Reasons to study GCSE Business Studies

- It is a subject you have not studied before but you think it will suit you
- You might have ambitious plans to start your own business – in this case, you will find the marketing and finance topics very useful
- You get to apply your knowledge to real businesses
- It creates the foundation for more in-depth analysis at A Level

Reasons why some pupils in Year 12 selected Business Studies:

‘I chose it because it was a new subject I didn’t do in Junior School; I thought it was interesting and would be helpful for my future; ‘...because it seemed like a subject I would enjoy; ‘To learn more about businesses and the things involved in running your own; ‘I was curious as my Mum had done it and I went on the Paris trip’ ”.

Progression Routes

- It is a useful foundation for A Level.
- Many past pupils take a Degree in Business related subjects including Accounting and Finance, Marketing and Advertising, Law, Banking.
- You can take an Apprenticeship in Business. Some past students have gained places on the School Leavers BrightStart Apprenticeship programme.

Skills and Aptitudes

- Skills that will help you become a good decision maker
- Transferable skills that can be used across a range of subjects
- Soft skills that employers are looking for
- You will make use of your mathematical skills
- You plan work, set personal goals and targets to meet deadlines
- You monitor, review and evaluate your progress
- You will improve your learning through topic tests (Marking for Improvement tasks)
- There are established links with real businesses that help you develop your awareness and experience of the workplace.

Staff to speak to for further information: Mrs P McCartan or Mrs N Shaw.

CCEA Child Development

Why study Child Development

This course gives you opportunities to learn about the physical, social, intellectual and emotional development of young children from conception to the age of five years.

You will investigate the needs of a child and the importance of all aspects of a child's health and development from 0–5 years. You will also learn about parental responsibilities, the development of a healthy pregnancy, the stages of labour, birth, and the care of a new-born baby.

You will build on your transferable skills by undertaking an investigation into key areas of the subject content.



Specification in brief

The specification allows students to develop knowledge, understanding and skills relating to the:

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



Component 1:
**Parenthood, Pregnancy and
the Newborn Baby**
External examination Year 11

Component 2:
**The Development of the
Child (0–5 Years)**
External examination Year 12

Component 3:
Investigation Task
Controlled assessment

Progression routes

The course helps to give you an excellent foundation if you want to work in child and health related professions.

You can then take the subject further with A-level Health and Social Care which leads on to a variety of career options. Key careers which are linked to the subject include Childcare Assistant, Classroom Assistant, Nursery School teacher, Teaching assistant, Children's Nurse and Midwifery.



Skills and aptitudes for success

- Ability to take part in discussions
- Ability to analyse issues and problems
- Ability to identifying, gathering and recording relevant information and evidence
- Ability to analysing and evaluating evidence
- Skills in making reasoned judgements and presenting conclusions
- Ability to plan and carry out practical activities
- Ability to evaluate outcomes

Speak to Mrs Boyd or Mrs McKittrick for further information.

GCSE (9-1) in Design and Technology (Edexcel)

Assessment overview

Component 1:

Written exam: 1 hour 45 min / 50% of qualification / 100 marks

Component 2:

Controlled Assessment / 50% of the qualification / 100 marks

Specification in brief

Content overview (component 1)

1– Core content and Timbers Specialist Option

Content overview (component 2) ...there are four parts to the assessment:

- 1 – Investigate to investigate of needs and research, and a product specification.
- 2 – Design producing different design ideas, review of initial ideas, development of design. ideas into a chosen design, communication of design ideas and review of the chosen design.
- 3– Make This includes manufacture, and quality and accuracy.
- 4– Evaluate This includes testing and evaluation.

Reasons to study the subject:

To enable you to use creativity and use your imagination to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. It will allow you to apply knowledge from other subjects including Mathematics, Science, Art and design and ICT.

Skills and aptitudes for success:

- Mathematics - Maths skills are fundamental to design and technology.
- Scientific skills, knowledge and understanding - Science skills, knowledge and understanding underpin the theory and practice of design and technology.
- Ability to recognise design needs and develop an understanding of how current global issues, impacts on today's world.
- Ability to take design risks and innovate in a situation where it is safe to test and refine ideas, giving you confidence to develop these skills with a client/end user.

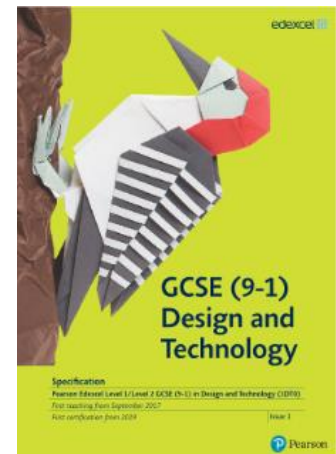
Progression routes, education and career paths:

Can progress towards a number of areas to be studied at University leading to a Technology type careers in Mechanical Engineering, Civil Engineering, Product Designer, Industrial Design, Architecture, Design and Applied Technology, Aeronautical Engineering, Building/Quantity Surveying, Electrical Engineering and teaching.

Connecting knowledge, understanding and skills acquired to make, use and apply these connections.
Time management/meeting deadlines

Staff to speak to for further information and advice:

Mr T Campbell (*Head of Department*) or Mr N Goodall



Digital Technology – Multimedia

Examination Board – CCEA



Specification

Content		Assessment	Weighting
Compulsory Core	UNIT 1: Digital Technology	External Written Examination 1hour	30%
Multimedia Units	UNIT 2: Digital Authoring Concepts	External Written Examination 1hour 30 mins	40%
	UNIT 3: Digital Authoring Practice	Controlled Assessment	30%

Reasons to study the subject

We live in an era driven by multimedia. Everything from the graphics and User interface of your mobile phone and computers to the special effects that you see in movies are driven by multimedia. If you are interested in designing a website and combining it with a database, this is the course for you!

Progression routes: education and career paths

Progression into 6th Form

The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this field. This qualification supports progress to further study, including GCEs, BTECs and Diplomas in IT, Computing and related subjects. If you take the Multimedia GCSE you may be able to continue to study Digital Technology at A Level.

Progression after 6th Form

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop. ICT is relevant to all jobs and careers and employers are increasingly looking for candidates with high level ICT skills and qualifications. Potential jobs in the IT sector include Graphic Design, Web Design, Photography, Game Design, 3D Animation & Modeling, Video Effects for Movies and much more.



Skills and aptitudes for success

Visual Ideation/Creativity	Active Learning	Active Listening
Interest in Design Software e.g. Photoshop	Enthusiasm for website design/databases	Web Design/HTML & CSS
Attention to Detail	Independence	Time Management

Staff to speak to for further information and advice

Head of Department: Mrs N Goodall

GCSE Drama (Pearson Edexcel)

The Performing Arts Department will be offering the GCSE Drama.



GCSE Drama

Content: This is a 2-year qualification where students will learn how to become drama practitioners in their own right by creating, performing and reviewing a range of dramatic work. They will explore the roles of a deviser, performer, designer and critic in order to develop a wide range of performing arts skills as a rounded dramatist.

Component Title	Description	Assessment
Component 1: Devising	Students will create a piece of drama in small groups, taking inspiration from a given stimulus or starting point. They will record and evaluate the shaping of their ideas in a written or recorded portfolio.	Internally Assessed/ Externally Moderated. (40% of qualification) Assessment Evidence A recording of the completed devised performance A written or recorded portfolio
Component 2: Performance from Text	Students will explore a dramatic text for performance. They will explore, rehearse and perform a chosen role within a published play to an invited audience and a visiting examiner.	External Assessment (visiting examiner) (20% of qualification) Assessment Evidence A recording of the group performance of a published play extract
Component 3: Theatre Makers in Practice	Students will explore a chosen play from a set list issued by the examination board. They will be expected to develop ideas for staging and preparing the play for performance; which they will illustrate in the written examination. Students will also review a live theatre performance that they have previously seen during their two years of study.	External Assessment (1hr 45min written examination) (40% of qualification) Assessment Evidence Responses to the written examination paper

Attendance and Commitment: Much of the work for the GCSE Drama course is carried out in small groups and excellent attendance is an important requirement. Also students should be aware that they will need to attend rehearsals at lunchtime and afterschool at certain points of the year.

Staff to speak to for further information and advice

Mr Down (Head of Performing Arts)

English Language GCSE

CCEA GCSE Language is a compulsory GCSE because communication – both written and oral – will be at the centre of so many subjects you study and is vital for almost all career routes. The course is divided into four units focusing on reading, writing and speaking and listening.

Unit One: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts This is an externally examined unit worth 30%. The exam lasts one hour 45 minutes.

Unit Two: Speaking and Listening This is part of your Controlled Assessment. You are assessed in three tasks; role play, group discussion and individual presentation and this makes up 20% of the course.

Unit Three: Studying Spoken and Written Language This is also Controlled Assessment and makes up 20% of the GCSE. You write a piece on a novel you study and another piece on two examples of spoken language (eg interviews or motivational speeches).

Unit Four: Personal or Creative Writing and Reading Literary and Non-Fiction Texts This is an externally examined unit worth 30%. The exam lasts one hour 45 minutes.

Reasons to study Language

English Language is compulsory for ALL GCSE students because the ability to communicate is vital in our world. It is important you understand not just how to write in full sentences and spell words correctly but also how language creates meaning and influences its audience so you can make the right choices about how you use language in all the various scenarios you'll come across in the future.



Progression routes: Education and Career Paths

A GCSE in English Language will be a necessary entry level for almost any course or career you choose to follow. It's a massive indicator for employers that you can read, write and talk effectively. Success at English Language GCSE will allow you to study Literature at A level even if you didn't pick it for GCSE. Other A level subjects like Sociology and Politics will also depend on your success at GCSE English Language. The subject opens all doors to the future. Without this GCSE most doors will remain firmly closed.

Skills and aptitudes for success

Whilst you will have to develop your reading and writing skills and it will be necessary to work on spelling, punctuation and building your vocabulary this is only one element of the course. Pupils who excel in English Language are pupils who interact in class by joining in discussion, asking questions and sharing their opinions.

Staff to speak to for further information and advice

Ask any member of the English Department who will be very happy to discuss English Language GCSE with you. We look forward to seeing you in class in Year 11.

English Literature GCSE

CCEA GCSE Literature gets you reading texts (novels, plays and poems) to make you think! There are three units to help you to structure your understanding of different kinds of literature:

Unit One: Study of Prose (30% - assessed by examination) You get to study a novel and understand how writers use plot, character and theme to help you think and write about the ideas you have explored.

Unit Two: Study of Drama and Poetry (50% - assessed by examination) You get to study a play and anthology of poems. Here there are more and more ideas to discuss and investigate, helping you to see the different ways different types of text help you understand so many universal experiences relevant to life today.

Unit Three: Study of Shakespeare (20% - assessed by Controlled Assessment) You get to study a play written by William Shakespeare, focussing on a particular theme to write about in your Controlled Assessment.



Reasons to study Literature

English Literature introduces you to many writers and texts to make you think critically. Literature helps transport you to different worlds to help you understand your world and yourself even better! You get to explore characters and themes, plots and perspectives with your class, developing your thinking skills and writing skills. These skills can transfer to other subjects and help you think more clearly and write more clearly across all subject areas.

Progression routes: Education and Career Paths

Literature is a great subject and will serve you well whether you want to be an astrophysicist or a poet in faraway garret. It also encourages self-management and collaborative skills. It is an excellent subject to develop communication skills, both orally and in writing. It is an excellent foundation for all A-level subjects, especially in liberal arts or social sciences. It is recognised as a respected GCSE for all degree courses and career paths.

Skills and aptitudes for success

You should be willing to read and think about what you are reading. You should be willing to practise reading and writing skills through disciplined study as well as satisfying class and homework tasks to help hone the skills necessary to succeed. You should be willing to contribute to group or class discussion to help increase your understanding and support others as they delve into texts too!

Staff to speak to for further information and advice

Ask any member of the English Department who will be very happy to discuss English Literature GCSE with you and tell you that it is by far and away the best GCSE to study 😊

CCEA Food and Nutrition

Why study Food and Nutrition

This course gives you opportunities to learn all about the food we consume. We investigate prominent health issues, the science behind food, how to maintain our health through the food we eat as well as many more exciting areas. You will also build on your culinary skills to enable you to plan, prepare and cook meals which reflect this knowledge you have about nutrition and health.



Specification in brief

The specification allows students to develop knowledge, understanding and skills relating to the:

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



Component 1:
Food and Nutrition
(50%)
External examination



Component 2:
Practical Food and Nutrition
(50%)
Controlled assessment



Progression routes

The course helps to prepare you for independent living and also provides you with an excellent foundation if you want to work in food-related industries or professions.

You can then take the subject further with A-level Nutrition and Food Science which leads on to a variety of career options and professions.

Key careers which are linked to the subject include Food Technology, Dietetics, Hospitality and Catering industry, Teaching, Product Development, Quality control and Health promotion.

Skills and aptitudes for success

- Ability to analyse and evaluate tasks
- Ability to work well with others
- Ability to research using a range of secondary sources
- Skills in planning and modifying meals
- A wide range of culinary skills which can be well executed
- Time management skills
- Creativity in cookery and presentation of food



Speak to Mrs Boyd or Mrs McKittrick for further information.

GCSE FURTHER MATHEMATICS

Examination Board: CCEA



This specification is designed to broaden the experience of students whose mathematical ability is above average and who would like to:

- study mathematical courses at AS/A level;
- study other courses at AS/A level that require mathematics beyond GCSE Higher Tier; or
- extend their knowledge of mathematics.

Students interested in studying Further Mathematics should have demonstrated their ability in Mathematics throughout the Junior School.

Two possible routes:

Route 1: Timetabled class

- Pick Further Maths as one of your choices.
- Classes are during the school day.

Route 2: Afterschool class

- Choose Further Maths (Modular) as an extra GCSE.
- Classes are before and after your school day.
Monday 3.30pm - 4.30pm, Wednesday 8.15am – 8.45am, Friday 8.15am – 8.45am
- As this is an extra GCSE, students wishing to follow this route must have shown that they are a very strong candidate across **all** the subjects they are taking for GCSE.
- This after school course requires students to be self-motivated and excellent at managing their time.

Further Mathematics at Hunterhouse College is divided into 3 branches:

Pure Mathematics (50%) (Assessment: 2 hour written examination)

When studying pure mathematics, you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus.

Mechanics (25%) (Assessment: 1 hour written examination)

Mechanics deals with the action of forces on objects. Many of the ideas you will meet in the course form an introduction to fields of study such as bio-mechanics and engineering.

Statistics (25%) (Assessment: 1 hour written examination)

You will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. Many of the techniques are used in sciences and social sciences.

The study of Further Mathematics is **essential** for those students intending to take A Level Mathematics. A GCSE in Further Mathematics is also very valuable as a supporting subject to many courses at A-level and degree level.

For further information, talk to Head of Mathematics, Mr McAlister.

GCSE GEOGRAPHY AT HUNTERHOUSE

Are you interested in studying Geography? You should be, because it tackles current big issues; environmental responsibility, global interdependence, cultural understanding, tolerance and commerce.

We teach the CCEA specification, which is as follows

UNIT 1: Understanding Our Natural World	Worth 40% of final mark	Physical Geography
UNIT 2: Living in Our World	Worth 40% of final mark	Human Geography
UNIT 3: Fieldwork	Worth 20% of final mark	Geographical Skills

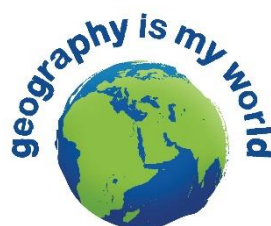
There is no longer any Controlled Assessment or Tiers of entry, similar to changes in most other GCSE subjects.

Statistics show that compared to other subjects, Geography graduates are amongst the most employable, because they possess the skills that employers are looking for. In part this is because the subject is a combination of the facts of science and the understanding of the arts. It is a highly respected academic subject, accepted by the Russell Group of universities. In Hunterhouse we have a highly skilled set of specialist staff delivering GCSE Geography. Mrs Henderson is the co-author of the most used GCSE Geography textbook in Northern Ireland, Mrs Waddell is a senior examiner with AQA and Mrs Winnington is the school's Key Stage 3 Progress Manager.

Geographers can;

Make a concise report
Handle data
Ask questions and find answers
Manage themselves
Independent thinkers

Geography Career Links



Geographers are;

Good communicators
Spatially aware
Are socially and environmentally aware
Good team players
Computer literate

GCSE GEOGRAPHY WITH...

POTENTIAL CAREER



Find out more from www.rgs.org or the Geographical Association on www.geography.org.uk, or speak to Miss Phillips

HISTORY - CCEA GCSE

What Do I Study?

Students follow the CCEA GCSE History specification:

➤ **Unit 1** is worth 60% of the GCSE, with a 1 hour 45 minutes examination paper:

- **Section A: Life in the United States of America, 1920-1933.** Analyse how the lives of American people were affected by immigration, racial segregation, prohibition, gangsters, flappers and popular entertainment, before considering the impact of the Wall Street Crash and Great Depression which changed the course of history.
- **Section B: Changing Relations: Northern Ireland and its Neighbours, 1920-1949.** Investigate the changing relationships between Ireland and Britain following partition, as well as the creation of Northern Ireland, before considering the impact of the Second World War on Northern Ireland, Ireland and Britain. Also learn about what life was like after the war as well as how Éire became the Republic of Ireland.



➤ **Unit 2** is worth 40% of the GCSE, with a 1 hour 15 minutes examination paper:



- **International Relations, 1945-2003.** Explore significant events in the Cold War and the recent War on Terror, including the 9/11 attack on the USA. Topics include the Atomic Bomb, the Soviet Control of Eastern Europe, the Korean and Vietnam Wars, the Cuban Missiles Crisis, the Collapse of the Soviet Union, and the Rise of Al-Qaeda.

Why Do Universities and Employers Value History Students?

History focuses on the development of critical thinking skills - evaluation and analysis, as well as the ability to formulate convincing arguments, both orally and in writing. Historians also learn how to evaluate evidence and interpret sources. Such skills prove vital in a range of careers including Law, Politics, Teaching, Journalism, Social Work, Criminal Investigation and the Civil Service.

For further information, please contact Dr. Johnson

CCEA GCSE

LEARNING FOR LIFE AND WORK

This course helps prepare you for life as an independent citizen, building on the work you have done in Key Stage 3. All students will take LLW in 2 periods each week.

There are 3 strands: Citizenship, Employability and Personal Development. For each of these you will have one exam lasting 1 hour. These exams form 60% of the final grade. There will also be a Controlled Assessment worth 40% of the final grade.

In **Citizenship**, students investigate cultural diversity and the challenges and opportunities this brings to society. They examine the role of human rights, democratic institutions and non-governmental organisations (NGOs) and are able to explain how they contribute to an inclusive society. The role of the Belfast/Good Friday Agreement in shaping Northern Ireland's government is also considered.



In **Personal Development**, students analyse how diet, exercise and emotional health affect personal well-being. They also explore relationships and sexuality, as well as parenting and personal finance, which equips them with life management tools.



In **Employability**, students prepare themselves for future employment by exploring the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employees and employers, and investigate how globalisation impacts on employment.

The Controlled Assessment will be a research investigation set by CCEA and taken from one of the strands in the course. You will be asked to plan and research your task, work with others, communicate and present your findings, and evaluate your own work.



LLW forms a good basis for studying a wide variety of post 16 subjects e.g. Applied Health and Social Care, Politics, Sociology and Business Studies. It also helps you to develop the skills of managing information, planning, research and self-evaluation which underpin further study as well as life beyond school.

For further information: see Dr. Johnson.

GCSE Leisure, Travel and Tourism

Leisure, travel and tourism is a dynamic and fascinating area of study with a focus on our fastest growing Industry. Tourism matters. It is a key driver of the global economy. Northern Ireland has fought hard for its share of the growing travel and tourism market and has done extremely well. Tourism in Northern Ireland currently generates a revenue of £764 million and attracts 4.5 million visitors. This subject provides a fresh and exciting area of study.

GCSE Leisure, Travel and Tourism combines well with other subjects such as Geography and Business Studies.

GCSE Leisure, Travel and Tourism gives you the opportunity to follow a vocationally related course of study. This means that the content relates directly to the leisure, travel and tourism industry. For example, you have the opportunity to explore the employment opportunities available in the leisure, travel and tourism industry. You also develop your knowledge of the entry qualifications required to work in the industry as well as gaining an insight into the skills and personal qualities you need to gain employment in this major growth sector.



SPECIFICATION SUMMARY

Unit 1 is assessed in an external written examination. It introduces students to the important role that leisure, travel and tourism plays in today's society. They investigate the range of activities people can enjoy in their leisure time. They identify leisure, travel and tourism organisations and the facilities and attractions that appeal to visitors.

Unit 2 is assessed in an external written examination. In this unit, students explore how organisations promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods used 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 is assessed in a controlled assessment task. In this unit, students explore the importance of customer service in the leisure, travel and tourism industry. They also have an opportunity to research and explore the employment opportunities available in the industry. They develop their knowledge of the entry qualifications required to work in the industry. They also develop an insight into the job roles and responsibilities in the sector and the skills and personal qualities needed to gain employment.

The following resources are available to support this specification:

our Leisure, Travel and Tourism microsite at www.ccea.org.uk





MATHEMATICS

Examination Board: CCEA

This GCSE is a two-year unitised course providing a sound basis for progression to employment and further education, particularly GCE AS/A2 Mathematics. You will study number and algebra, geometry and measures, statistics and probability.

In studying this course you will:

- develop knowledge, skills and understanding of mathematical methods and concepts;
- acquire and use problem-solving strategies;
- select and apply mathematical techniques and methods in mathematical, every day and real-world situations;
- reason mathematically, make deductions and inferences, and draw conclusions;
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context; and
- acquire a foundation appropriate to a further study of mathematics.

Method of Assessment

All students will study GCSE Mathematics. All candidates will complete a written external paper in year 11 worth 45% and a completion paper in year 12 worth 55%.

The following combinations will be available.

Tier	Year 11 Modules	Year 12 Modules	Maximum Grade Targeted
Higher	M4	M8	A* (Essential route for A Level)
Higher	M4	M7	A
Higher	M3	M7	B
Foundation	M2	M6	C*

Students entering Year 11 are placed into a Maths class which will most suit their level of ability.

There will be 5 Maths classes and the decision about which Maths class they go into, and which combination students begin is based upon their performance in the Year 10 Mathematics Summer Examination.

Classes 11Ma1, 11Ma2 and 11Ma3 will all start the M4 Module. Any student performing well in M4 will continue to follow this course. The 11Ma3 class may move to the M3 Module if it better meets the needs of the students. 11Ma4 will start the M3 Module and 11Ma5 will start the M2 Module. The Year 12 modules the students follow will be determined by their performance in Year 11.

The Mathematics department aims for high standards through clear academic targets and we carefully monitor our pupil's progress. Performance in formal assessments throughout year 11 will be used to determine whether students should move between classes. The department will, in turn, make decisions on whether pupils can continue on their initial combination or move to a more appropriate combination.

What can I do with it beyond 16?

A GCSE in Mathematics is a very desirable qualification that many further education courses and employers demand. You may wish to study A Level Mathematics which could lead to careers in Computer Programming, Animation, Statistician, Engineering, Teaching, Accountancy, Medical field, Financial Services, Environmental Science, Planning, Manufacturing, Aerospace, Pharmaceuticals and many more.

For further information, students should talk to their Maths teacher or Head of Mathematics, **Mr McAlister**.

French/Spanish

Specification in brief

The assessment for GCSE French and Spanish is unitised. There are four papers- Listening, Speaking, Reading and Writing. This qualification is linear, which means you will sit all your exams at the end of the course. Each paper counts for 25% of the overall marks.

There are three contexts of learning:



- a) Identity, Lifestyle and Culture
- b) Local, National, International and Global areas of interest
- c) School life, studies and the world of work.

The study of these themes builds upon all the topics, skills and capabilities that you have already covered at Key Stage 3 and focuses on developing practical communication in the four skills of listening, speaking, reading and writing.



Reason to study the subject

A GCSE in a language helps you to:

- develop your knowledge of and enthusiasm for language learning skills by providing opportunities for the practical use of the target language;
- develop the confidence to communicate effectively in the target language;
- take your place as a citizen in a multilingual, global society.
- develop transferable skills such as problem-solving, discussion, planning and time-management.

*A GCSE in a language is a requirement if you wish to study in a University in the Republic of Ireland

Progression routes

Language learners are particularly valued by employers in general. Qualifications in a foreign language could be useful in teaching, the travel and tourism sector, hospitality, journalism, humanitarian organisations, law and the arts. They could also help to get a job in industry and commerce or in multinational companies. There are an increasing number of jobs in Northern Ireland requiring knowledge of another language. Some departments of the Civil Service and the Armed Forces require multilingual personnel on a daily basis. Language graduates are in high demand not just because employers value their international relations but also because employees with good organisational skills and the ability to communicate effectively orally and in writing are highly sought after.

Skills and aptitudes for success

You will be a successful GCSE Language student if you:

- are interested in learning about other countries, their language and their culture;

- have shown an aptitude for remembering phrases and vocabulary accurately;
- think logically and enjoy problem-solving activities;
- are hard-working and are prepared to apply yourself consistently to your studies.

Further information and advice

Speak to Head of Languages, Mrs D Cromie and/or your language class teacher.



MUSIC GCSE: CCEA

In GCSE Music there are 3 components: Performing, Composing and Listening and Appraising music.



Performance exam (35%):

All GCSE Music students must perform one solo and one ensemble.

Both pieces should be at a minimum standard of grade 3. This exam will be taken in March/April of Year 12 and will be assessed by an external examiner.

Composition (30%):

All GCSE Music students compose and submit two pieces of music; one during Year 11 and one during Year 12.

Listening and Appraising exam (35%):

This is a listening exam which lasts for one hour and 30 minutes. It takes place in May/June of year 12. The exam is based on a range of familiar and unfamiliar music- all of which has been studied throughout year 11 and 12. The music studied during the 2 years includes a range of Orchestral, Vocal, Film, Irish and Popular music.

Why Study GCSE Music?

Interest in music performance; to develop a lifelong love of a range of different kinds of music (attending concerts/participating in choirs etc.); learn the importance of participating and being part of a group/building team-work skills; to use technology as a tool for composition; to strengthen your ability to listen critically, analyse, evaluate, write and research; develop your creativity.

Progression Routes: Qualification in music as basis for further study at AS, A2 and University; careers in performing, teaching, administration, composing, broadcasting, music therapy, recording technicians. Outside of these subject specific roles, music graduates can be found everywhere. From the creative industries, to finance, law and medicine. Music qualifications and experience are evidence of intelligence and creativity.

Skills and aptitudes for success: A love of music and a desire to study the subject, the ability to perform on an instrument or voice to at least Grade 2 level in year 10, the willingness to participate in an extra-curricular musical activity in school.

Staff to speak to:

Miss C Flanagan

GCSE PHYSICAL EDUCATION



Specification in Brief

Component 1: Factors Underpinning Health and Performance	Component 2: Developing Performance	Component 3: Individual Performances in Physical Activities and Sports
Exam (25%) 1h 15 mins This component covers <ul style="list-style-type: none">the body at workhealth and lifestyle decisions; andthe active leisure industry.	Exam (25%) 1h 15 mins This component covers: <ul style="list-style-type: none">developing physical fitness for performance; anddeveloping skilled performance.	Controlled Assessment (50%) Pupils are assessed in their performances in 3 different physical activities or sports. Pupils are also assessed on their ability to analyse performances in one of their chosen activities.

Why study this subject?

- Improve your fitness levels through a range of physical activities
- Improve your performance in different types of physical activity
- Develop knowledge and understanding about healthy active lifestyles, developing performance and the Leisure Industry.

Education and Career Paths

PE Teacher Sports Coach Sport Lecturer	Sports Scientist Sports Physiotherapist Personal Trainer	Fitness Instructor Sports Nutritional Sports Development Officer	Outdoor Adventure Instructor Sports Journalist And many more.....
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Skills and Aptitudes for Success in this subject

An interest and enthusiasm for physical activity in class and after-school.

A good level of physical fitness.

Being skilful in practical areas.

Organisational skills, hardworking and committed.

Representing the school in sports - already showing a commitment to school sport before Year 11. If you don't already participate in at least two sports and regularly take part in all PE lessons then this

may not be the course for you. **You are assessed in 3 practical areas. Please seek advice from Mrs Hedley or a member of the PE Department.**



RELIGIOUS STUDIES (Examination board - CCEA)

For more information, speak to Mrs Wood.

The **Religious Studies** specification contains relevant, interesting content that reflects the changing needs and diversity of our society. Students can choose between full course and short course. The specification is suitable for all students, whatever their personal beliefs.

SPECIFICATION

Full course students follow **both units** as outlined below. They will have 5 teaching periods over two weeks.

Short course students follow the **Introduction to Christian Ethics** unit. They have 1 teaching period each week.

An Introduction to Christian Ethics	An Introduction to Philosophy of Religion
<ul style="list-style-type: none"> • Personal and Family Issues • Matters of Life and Death • Developments in Bioethics • Contemporary Issues in Christianity • Modern Warfare 	<ul style="list-style-type: none"> • The Existence of God • The Nature of God • The Problem of Evil and/or Suffering • Experiencing God • Life after Death

ASSESSMENT: Both courses are graded A* - G.

- No controlled assessment
- 100% external written exams
- One exam per unit, each lasting 1 hour 30 minutes



WHY STUDY RS?

GCSE Religious Studies allows students to

- develop their interest and enthusiasm for the study of religion and relate it to the wider world
- find out about the ideas and beliefs of others
- reflect on and develop their own values, opinions, and attitudes

Religious Studies also helps students develop marketable **skills and aptitudes** including:

- logical and strategic thinking
- research skills
- critical judgement
- the ability to work with abstract, theoretical ideas
- an ability to 'understand both sides' and negotiate and resolve conflict
- problem-solving skills
- leadership skills
- understanding of the impact of conflicting beliefs
- an appreciation of human diversity, belief systems, cultural and spiritual experiences



PROGRESSION ROUTE

- Both short course and full course are acceptable for progression to **A Level Religious Studies**.
- **Religious Studies** is one of the most popular A levels chosen by candidates of CCEA.
- It is recognised as a thoroughly academic course and students who have successfully completed it have progressed to a wide range of courses.

CCEA GCSE Science Double Award



Through studying this specification, students:

- gain a broad knowledge and understanding of science, Biology, Chemistry and Physics;
- gain scientific, investigation and problem-solving skills;
- develop a critical approach to scientific evidence and methods; and
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

This specification offers students the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works.

This course provides students with the flexibility at GCSE to maintain a broad, balanced curriculum and prepares students for the study of science-related subjects at a more advanced level, for example Advanced Subsidiary and Advanced Biology, Chemistry, Physics or Life and Health Sciences.

For those progressing directly into employment, a GCSE in Double Award Science is relevant not only to the fields of science and engineering, but also to areas of commerce and public service that value problem-solving and practical skills.

The DAS course is unitised and taught by subject specialists (**2 hours of Biology, Chemistry, Physics/week = 6 hours in total**). Students are taught in classes with others of similar academic ability. Pupils are entered for CCEA Double Award Science which leads to a double Science grade at GCSE level. GCSE DAS contains components of Biology, Chemistry and Physics in its specification. There are seven components; two units each for Biology, Chemistry and Physics and an assessed element of practical skills.

The DAS course is aimed at students who are interested in learning about all aspects of Science and realise the importance of studying to achieve a nationally recognised academic qualification. DAS students have the opportunity to keep their options open with regard to their 'A' Level choices and future career path which may include a Science course at Further Education college or university. The skills learnt from studying GCSE Double Award Science

will be transferable to any chosen occupation. Students will develop their observational, practical, modelling, enquiry and problem-solving skills through laboratory, field and other learning environments. They will develop an ability to evaluate Science by analysing methodology, evidence and conclusions using qualitative and quantitative techniques. They will develop skills in communication, mathematics and the use of technology in scientific contexts.

Further information, guidance and advice can be obtained from:

CCEA GCSE Science Single Award



& Occupational Studies (Horticulture)

Students who choose this pathway will study both Single Award Science and CCEA'S Level 2 Occupational Studies course. This pathway will enable students to achieve 1 full GCSE for Single Award Science and 1 full GCSE equivalent for Occupational Studies.

Through studying the **Single Award Science** specification, students:

- gain a broad knowledge and understanding of the material, physical and living worlds;
- gain understanding of the nature of science and its applications and the interrelationships between science and society;
- develop an understanding of the importance of scale in science;
- develop and apply their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- develop their skills in communication, mathematics and the use of technology in scientific contexts; and
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

This course provides opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.

This specification offers students the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. It encourages them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works.

The SAS course is unitised and taught by a subject specialist (**3 hours/week**).

Pupils are entered for CCEA Single Award Science which leads to a single Science grade at GCSE level. GCSE SAS contains components of Biology, Chemistry and Physics in its specification. There are four components; one unit each for Biology, Chemistry and Physics and an assessed element of practical skills.

The SAS course is aimed at students who realise the importance of studying Science and allows students the opportunity to achieve a nationally recognised academic qualification. Although SAS students will not be able to progress to study 'A' Level Biology, Chemistry or Physics, they will have the opportunity to study 'A' Level Life and Health Sciences; this means they may have the opportunity to follow a Science course at Further Education college or university, if they wish. The skills learnt from studying GCSE Single Award Science will be transferable to any chosen occupation.

Further information, guidance and advice can be obtained from Mr N Luke, Head of Science, Hunterhouse College.

Occupational Studies - Horticulture



CCEA's Occupational Studies is a Level 2 Vocational course with four specific occupational areas. Students will complete two Horticulture units across Y11 and Y12.

Please note that due to the high cost of materials for this course, we will ask for a contribution of £15 per student per year to go towards the costs. Students will be able to keep the hanging baskets and container displays which they make throughout the course.

Grading System

Occupational Studies is graded at Distinction*, Distinction, Merit and Pass which equate to the GCSE grades of A*, A, B, C and is a full GCSE equivalent course.

Assessment

Students are assessed through a portfolio which is marked by their teacher and submitted to CCEA for moderation. The components are as follows:

- Practical Skills – evidenced in performance in a range of assessed tasks – 60%
- Knowledge & Understanding – evidenced in a range of written portfolio tasks – 20%
- Evaluations – evidenced through weekly and task evaluations of students' own learning – 20%

There is no examination component in Occupational Studies.

Course Content

Y11 - Unit 48: Caring for Plants & Flowers

Learning will include:

- consideration of health and safety issues in horticulture and floristry
- consideration of career opportunities in horticulture and floristry
- identification of plant diseases and pests
- growing and caring for plants
- production of a floral item suitable for a special occasion
- production of an information leaflet for the after-sales care of plants and flowers
- consideration of the environmental issues in horticulture and floristry
- review and evaluation of performance.

Y12 - Unit 49: Growing Plants in a Sustainable Way

Learning will include:



- consideration of health and safety issues in horticulture
- organic and sustainable methods for growing
- various methods that are used to grow plants from seeds, bulbs, corms and tubers
- taking cuttings and establishing plants
- consideration of career opportunities in horticulture
- consideration of environmental issues in horticulture
- review and evaluation of performance.

Teaching Time: Occupational Studies is taught over **5 hours/week** across Y11 and Y12.

Further Information: For further details of this course please speak to Mr Press.

Supported Study

What is Supported Study?

Supported Study is time built into your timetable each week where you are able to work independently on target areas across your other subjects. Instead of taking on an additional subject, the 5 hours a fortnight are designated as Study lessons where you will work with a member of staff to prioritise the areas you need to focus on in your other subjects as well as working on developing key study skills necessary for success at KS4 and beyond. Each week you will complete a Learning Log which will help you to identify and plan for that week's priorities.

Reasons to choose Supported Study

There are many different reasons why a student might choose Supported Study as one of their option choices. It is open to everyone but the examples below indicate some of the reasons which might lead students to choose it:



- Extensive extra-curricular commitments each week which take up a lot of time and make it difficult for you to manage your workload
- Participation in music or sport outside school at a high level which requires a lot of time each week and which makes staying on top of your work challenging
- Attendance which is affected by on-going medical issues which means that you are often having to catch up on work
- Regular appointments during school hours which mean that you often miss lessons and need to catch up
- Recommendation by the Student Progress Team

Skills and aptitudes for success

In Supported Study you will develop the following independent learning skills which will help you to be successful at KS4 and beyond:

Prioritising your workload

- Managing deadlines



- Planning your work
- Taking responsibility for your work
- Identifying key areas to work on
- Reflecting on your progress and setting targets
- Evaluating your progress against your targets

Staff to speak to for further information and advice: If you have any questions about Supported Study please speak to Miss McSwiggan or Miss Gribbons.