Abbey Christian Brothers' Grammar School
GCSE OPTION BOOKLET 2021

GCSE Subject Choices 2021

Table of Contents

FOREWORD

Dear Student,

You now draw close to an important milestone, namely the end of your time in junior school. Naturally with this comes a degree of excitement and expectation, but now you must also make some important decisions regarding your subjects for GCSE. Please note that a recent major survey of Abbey past pupils revealed that a significant number believed that decisions taken in relation to subject options at the end of Key Stage Three had a significant bearing on their future career path.

The information contained in this booklet is to help you make choices for fourth year and beyond in as informed a way as possible. Read the information carefully, listen to others, ask questions and above all else try to work out what is best for you - and you alone. In your decisions do not be afraid to be influenced by reasons such as (a) you are good at this subject and (b) you enjoy it.

If you need further advice do not hesitate to talk to any of your teachers, relevant heads of department, Ms Reynolds, Ms O Hare, or me.

Finally, I feel it would help if you paused now and again and quietly asked the Holy Spirit to guide your deliberations. I wish you well and pray that you will make choices now that will bring you peace and contentment in the future.

_____
Headmaster
(Mr Seán Sloan)

Careers Department Information

Choosing Subjects for GCSE

Over the next few weeks you will begin to make a number of important decisions about your education and your future. Some decisions will be more difficult to make than others.

During your taught Careers Education and LLW Employability programmes, you will focus on preparing a personal career plan (PCP) that reflects what you think you would like to do in the future. This involves looking more closely at your skills and qualities as an individual, reflecting on your strengths and weaknesses, then focusing on what you are good at, interested in and enjoy.

You will also look at the various sources of information available to help you make both short-term and long-term career plans. During careers classes with Ms Reynolds and Mr Grogan you can discuss subject options for GCSE and the importance of choosing subjects relevant to your career ideas.

The following is an overview of what to consider before making your subject choices.

Choosing the *'Right'* GCSE Subjects

The **'right'** choice should include a combined consideration of these factors:

(1)   Subjects that you really like:
The more you enjoy; the easier it is to learn.

(2)   Subjects that you are good at:
Subjects change in their content and the way they are taught from junior school to GCSE level, so make sure you speak to your teacher about coping with this change.

(3)   Subjects that you may need for your career:
Careers are **flexible** and not fixed destinations. Choosing a career is a continuous process which involves a series of choices as you make your way through life.
Your GCSE subject choices will support or provide the career opportunities open to you.
Think ahead and choose subjects that:
   a) will help with your A Level studies;
   b) are needed for entry into university courses;
   c) are needed for entry into further education courses; and which
   d) may help you land a job.

Carefully consider the GCSE and A level subject requirements for courses.

(4)   Subjects that keep your options open:
Taking a **broad** and **balanced** range of subjects will leave open many career doors and close few.

(5)   What your teachers say:
Teachers should be able to advise you whether your choice of GCSE subjects is suited to your interests and abilities.

(6)   What parents and friends say:
Listen to others as they can pass on valuable knowledge and experience on the importance of certain subjects in the world of work. However, always remember it is *your* subject choice and you must **do what is right for *you.***

(7)   Preferably, do NOT combine GCSE digital technology and GCSE computer science.
Your choice should be one or the other. Please note that computer science requires strong mathematical ability.

(8)   Preferably, choose a language AND a science subject.
Although most universities do not specify GCSE entry requirements in detail, it is important to understand that offering a GCSE science demonstrates your ability to analyse data and understand scientific principles. If you wish to pursue a course of study that requires the application of these skills, then it would be important to offer some level of science at GCSE. *If interested in **primary school teacher training** in Northern Ireland, **you MUST have a science at GCSE**. If interested in primary school teacher training with maths or science pathways, you must have double award science (or triple award).
In addition, language skills are highly sought after in the world of work as we become even more globalised. Even if you do not wish to specialise in languages beyond school, many employers are seeking graduates who can apply language and linguistic skills as they are operating and competing internationally.

What questions should I ask my teachers?
Your teachers will view it as part of their responsibility that you are entered for the most appropriate subjects and syllabi available. So make sure you ask each subject teacher:
- How much reading is involved?
- How much writing is involved?
- How much coursework/controlled assessment is involved?
- What percentage of the marks is given for coursework?
- Are there different tiers of assessment?
- Is there an oral test?
- Is there a listening test?
- What weighting has the exam/s?
- Do I need to get more information on this subject?
- Are there projects to do?
- What practical skills are involved?
- How much laboratory or fieldwork is there?
- What careers or career pathways are associated with this subject?

Ask plenty of questions; get plenty of answers. Armed with the information, you should be well placed to begin to make your GCSE decisions - **the choice is yours**.

Good luck.

Ms A. Reynolds (Head of CEIAG)

Advice for Parents

How can parents help?

Check:
- Has your son all the FACTS?
- He really knows what each option involves;
- He knows what the subject teacher thinks of his abilities;
- He knows what career implications his choices might have;
- That he is being REALISTIC about his choices;
- His subject choices against his school reports, in particular Christmas 2017;
- That he has accepted that he might not get his first choice, and so has thought carefully about an alternative;
- That he or knows where to seek ADVICE;

Check that he:
- Is not choosing a subject just to be with a friend;
- Is not choosing a subject just because of a teacher;
- Has not put off thinking about options, until the last minute;
- Has not left the option form at the bottom of his bag.

GCSE Art & Design

INTRODUCTION
GCSE in Art and Design gives you opportunities to actively engage in the creative process of art, craft and design to develop as an effective and independent learner. You will have the freedom to explore many art, craft and design skills and processes throughout the two components of this course.
You will develop core knowledge, understanding and skills through your own

exploratory work and the research of others' work. There will be a focus on drawing

as it is fundamental to the creative process in all art, craft and design disciplines. Assessment will take place at the end of your course.

WHY STUDY ART AND DESIGN?
Core knowledge and understanding
You will explore and develop understanding of:

- how artists, craftspeople or designers, contemporary and historical and from a range of periods, societies and cultures approach their work;
- how to communicate meanings, ideas and intentions in your artwork; and
- the creative and cultural industries.

Core skills
You will:

- develop your ideas through investigating images and artists;
- learn how to use different media, materials, techniques, processes and technologies to create art and design;
- refine your work through experimentation; and
- organise your work as it progresses and use specialist art vocabulary.

Component 1
Part A: Exploratory Portfolio
You will experiment in some of the following disciplines.

Fine art – drawing and painting

Fine art – sculpture

Fine art – printmaking

Textiles
Ceramics
Graphic design
Photography
Moving image or animation
Digital media
3D design

You must explore at least two disciplines.
You will explore the processes and contexts of practitioners.
Throughout Part A you will learn how to use the formal visual elements of art and design, including:
colour; line; shape; form; texture; tone; pattern.

Part B: Investigating the Creative and Cultural Industries
You will complete one practical task set by your teacher. You will build on the knowledge and skills gained in Part A.
You will learn about the different roles and work practices used in the production of art, craft and design in the creative and cultural industries. This may include practical opportunities, for example workshops, museum visits, gallery visits or collaborating on a project.
You will document your research and use drawing to support the development of your work.
You will produce an outcome.

Component 2:
Externally Set Assignment
You will complete work in response to a stimulus paper released in the final year of your course.
You will complete at least 20 hours of preparatory work in response to the theme in the paper.
You will also produce and complete a final outcome based on your preparatory work within a set period of 10 hours under exam conditions.

Component	Assessment Description	Weighting
Component 1 **Part A:** Exploratory Portfolio **Part B:** Investigating the Creative and Cultural Industries	**Controlled Assessment** **Portfolio of experimental work** Teacher assessed, moderated by CCEA 50 marks (25%) **Personal Outcome or Design Solution** Teacher assessed, moderated by CCEA 70 marks (35%)	**60%**
Component 2 **Externally Set Assignment**	**Controlled Assessment** **Preparatory Work and a Final Outcome** Teacher assessed, moderated by CCEA 80 marks	**40%**

CROSS-CURRICULAR SKILLS AT KEY STAGE 4
COMMUNICATION, USING MATHEMATICS AND USING ICT
You will have opportunities to develop your communication skills and use mathematics and ICT in a variety of ways, for example:
using written or visual language of art and design or making a personal response informed by contextual understanding;

estimating quantities of materials required and costing a design; and
using digital graphic design, website design, video art, animation, social media and
experimenting with relevant software to help explore and realise creative intentions.

**THINKING SKILLS AND PERSONAL CAPABILITIES AT KEY STAGE 4
SELF-MANAGEMENT, WORKING WITH OTHERS AND PROBLEM SOLVING**
You will be encouraged to:
record ideas, responses, intentions and outcomes in coherent forms such as
sketchbooks, journals, photographs or blogs;
plan your 10 hour examination period;
share resources and consider others;
respond to the demands, constraints and parameters of set briefs, projects or
commissions.

WHAT CAN I DO WITH A QUALIFICATION IN ART AND DESIGN?
You could progress to our A level qualifications in Art and Design or History of Art
and other related courses. You may go on to become a practicing artist, designer or
architect and contribute to the economy as part of the fast-growing creative and
cultural industries. Students of Art and Design develop valuable transferable skills,
which are sought after by many colleges and universities, employers and industry
leaders. These practical skills and the ability to solve problems and think creatively
will be used throughout your life.

BUSINESS STUDIES

Business Studies is seen as an integrated course which emphasizes the need for students to
develop the ability to make rational decisions through the application of appropriate
knowledge, skills and understanding. The examination is made up of 3 units:

Unit 1   Starting a Business

In this unit, students are introduced to the fundamentals of starting a business. They examine
why businesses start and the resources required to maintain and grow them. Students
explore business aims and the impact that various stakeholder groups may have on
businesses. Students explore marketing options and consider the impact of e-business on
potential growth strategies. They also consider why businesses conform to quality assurance
standards and health and safety legislation.

This unit is made up of three parts:

1   Creating a Business:
Types and Organisation e.g. Sole Traders, Partnerships, Public Limited Companies,
Private Companies and the Public Sector; Sources of Finance, Business Aims;
Stakeholders; Customers, Factors of Production; the Role of Entrepreneurs.

2   Marketing:
Market Research; The Marketing Mix – the 4 Ps; International business; m-business;
e-business.

3   Production:
Types of Production; Methods of Production; Quality Assurance; Health and Safety.

**This unit can be taken in the summer exam series of Year 11 and will be a 1 hour 30
minute external written exam with short structured questions and extended writing.
This exam is worth 40% of the final GCSE mark.**

<u>**Unit 2   Developing a Business**</u>

In this unit, students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance. They examine the sources of finance and complete basic cash flow forecasts as well as interpret simple financial statements. When analysing business performance, students consider
concepts such as ratio analysis and break-even.

This unit is made up of 3 parts.

1   Human Resources:
         Recruitment Selection and Training, Motivation.

2   Business Growth:
         Success or Failure; Methods of Growth; Economies of Scale; Benefits and
         Drawbacks of growth.

3   Finance:
         Cash Flow Forecasting; Ratios; Break-even; Financial statements.

The exam for this unit is taken in the summer exam series of Year 12 and will be a 1 hour 30 minute external written exam with short structured questions and extended writing. This exam is worth 40% of the final GCSE mark.

<u>**Unit 3   Planning a Business (synoptic)**</u>

In this synoptic unit, students apply knowledge and understanding drawn from across the whole specification to a real business context. Students carry out research and apply it, together with their own knowledge, to a range of circumstances. They examine and evaluate specified areas of a business plan and make reasoned recommendations.

This unit is assessed by controlled assessment (carried out internally in school and moderated externally).

Students complete the following:

Booklet A, a research task; and
Booklet B, an internal unseen **written exam with short structured questions and extended writing** linking to their Booklet A research which students have with them in the 1 hour session to assist in answering the particular questions on given topics.

This controlled assessment is taken during Year 12. This exam is worth 20% of the final GCSE mark.

Skills developed:
The course in Business Studies will introduce students to the skills, knowledge and attitudes necessary for setting up or managing a business or a particular aspect of a business e.g. accountancy, sales, marketing or management.

<u>Career Opportunities:</u>
Business Studies provides a very useful foundation for higher level study. It is acceptable for entrance into a wide range of degree courses, leading into careers such as marketing/sales, personnel/business management, accountancy, banking, business law, finance, insurance, investment and self-employment in one's own business enterprise.

GCSE Computer Science
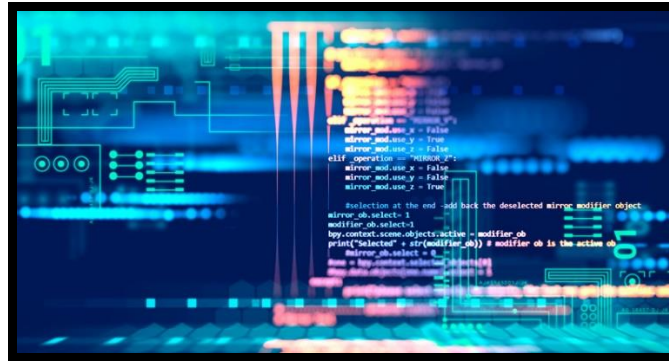
Summary

This is a course that has real relevance in our modern world and provides so many career opportunities. While students will no doubt already have some knowledge of computers and related areas, this course will give them in-depth understanding of how computer technology works and a look at what goes on behind the scenes. As part of this, students will investigate computer programming, which many students find interesting - a fun and interesting way to develop critical thinking analysis and problem solving skills which can be applied to everyday life.

To take this subject at A-level you **must** take this subject at GCSE and also get at least a B grade (grade 6 or above.)

Prerequisite

This is one of the hardest GCSE subjects in the whole school and as it is an optional subject that you choose yourself, please read the following subject entry requirements **very carefully** and look through the sample code and exam questions at the bottom of this document.

If you are not in the Additional Mathematics course in 4th year, you would need to make sure you are strong and confident in Maths, as much of the course is very challenging.

This GCSE contains some advanced mathematical concepts including an understanding of the use of number bases, e.g. binary and hexadecimal notation. Students will need to be able to understand the concepts behind binary arithmetic and base number conversions, and to manipulate and link various programming concepts such as flowcharts, data types, variable manipulation, program flow control, functions, procedures and error handling.

Candidates who are not strong in mathematics are advised to consider **carefully** whether this type of course is best suited to them, as they may find it difficult to access high grades in such a conceptual subject. You should have a strong mathematical aptitude and/or experience in coding. This can be a very exciting option if students are willing to work hard and are prepared to develop their independent learning skills.

Throughout the course the following life-skills will be developed:

- Strong work ethic
- Time management and working smarter and faster
- Increasing personal effectiveness
- Taking control of your own learning
- Teamwork and working in an agile way
- Creativity
- Perseverance

GCSE Computing will enable students to:

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

Students will learn to program using the Python language and they must be committed to investing the time and energy to develop their coding skills over the 2 years.

Assessment breakdown

OCR exam board

The GCSE has 2 units: 2 Exam papers worth 100% of the marks and programming projects will be completed throughout the year and will be coded in Python.
The exam papers will be externally assessed and the projects will be internally assessed and **not** externally moderated.

Below is the breakdown of the course.

Content Overview	Assessment Overview
J277/01: Computer systems This component will assess: • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology	**Written paper: 1 hour and 30 minutes** **50% of total GCSE** **80 marks** This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Written paper: 1 hour and 30 minutes
50% of total GCSE
80 marks

This is a non-calculator paper.

This paper has two sections: Section A and Section B. Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using **either** the OCR Exam Reference Language **or** the high-level programming language they are familiar with.

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Please see Sections 2d and 4d for further information.

Sample Python code at GCSE Level

```python
#Task 5a
a = int(input('Enter number 1:'))
b = int(input('Enter number 2:'))
c=a+b
print('Adding your numbers together gives:'+str(c))

#Task 5b
width=int(input('Please enter width: '))
height=int(input('Please enter height: '))
area=width*height
print('The area is: '+str(area))

#Task 5c

radius=float(input('Please enter the radius: '))
height=float(input('Please enter the height: '))
pi=3.14159

volume=pi*radius*radius*height
volume=round(volume,2)#optional to round to 2d.p.

area=2*pi*radius*radius+2*pi*radius*height
area = round(area,2)#optional to round to 2d.p.

print('The volume of the cylinder is: '+str(volume))
print('The area of the cylinder is: '+str(area))
```

Sample exam questions

(ii) A program needs to calculate the size of files in bytes. The program must:

- Ask the user to input a file size in megabytes
- calculate and output the number of bytes this represents in a user friendly format (e.g. `"There are 5242880 bytes in 5MB"`).

Write an algorithm using pseudocode to calculate the number of bytes in a given number of megabytes.

....

....

....

....

....

....

....

....

.... **[6]**

2 A programmer has written an algorithm to output a series of numbers. The algorithm is shown below:

```
01  for k = 1 to 3
02      for p = 1 to 5
03          print (k + p)
04      next p
05  next k
06  m = 7
07  print m * m
```

(a) (i) Give the first **three** numbers that will be printed by this algorithm.

.... **[1]**

(ii) State how many times line **03** will be executed if the algorithm runs through once.

.... **[1]**

(b) Identify **two** basic programming constructs that have been used in this algorithm.

1 ....

5 (a) (i) Convert the denary number **132** into an 8 bit binary number.

....

....

....

.... **[2]**

(ii) Convert the binary number **10110101** to its hexadecimal equivalent.

....

....

....

.... **[2]**

(iii) Show the effect of a binary shift right of two places on the binary number **00110100**.

....

....

....

.... **[1]**

6   An infinite loop is where a section of a program repeats indefinitely.

(a) For each of the pseudocode algorithms shown below, tick the appropriate box to show whether they will loop infinitely or not.

Pseudocode	Will loop infinitely	Will <u>not</u> loop infinitely
01 x = 0 02 while True 03 print x 04 endwhile		
01 x = 0 02 while x < 10 03 print x 04 endwhile		
01 x = 0 02 while x < 10 03 print x 04 x = x + 1 05 endwhile		
01 y = 5 02 for x = 1 to y 03 print x 04 next		

[4]

7   Victoria is writing a program using a high level language to display the meaning of computer science acronyms that are entered. The code for her first attempt at this program is shown below.

```
01  a = input("Enter an acronym")

02  if a == "LAN" then

03      print("Local Area Network")

04  elseif a == "WAN" then

05      print("Wide Area Network")

06  ..................................................................................................

07  ..................................................................................................

08  endif
```

(a) (i) Complete the code above to print out an "unknown" message if any other acronym is entered by the user.   [2]

     (ii) Describe what is meant by a "high level language".

          ....

          ....

          .... [2]

GCSE   CONSTRUCTION

GCSE Construction is a practical, work related course. You learn by completing projects and assignments on realistic workplace situations and activities. You focus on particular subject areas and develop a range of specialist skills and knowledge.

GCSE CONSTRUCTION AND THE BUILT ENVIRONMENT SNAPSHOT

OVERVIEW

This specification aims to encourage students to:

- develop a broad background knowledge and core knowledge of the construction industry;
- apply their developing knowledge in relevant, enjoyable and work-related contexts for craft products and computer aided design (CAD) projects;
- investigate opportunities to progress into further education, training or employment in the construction industry;
- experience success when applying their knowledge in work-related contexts;
- develop and practise the key transferable skills that are important in working life; and
- develop knowledge of the materials and sustainable methods used in domestic and commercial construction.

BENEFITS TO STUDENTS

- Up-to-date content reflecting modern-day practices in the construction industry.
- Focus on development of manufacturing and design skills through exciting practical activities.
- Provides a solid foundation for progression to Level 3 study or apprenticeship programmes.

CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES THAT WILL BE DEVELOPED

This specification encourages students to develop transferable skills that will benefit them in vocational training and employment. It also enables them to progress to studying related courses at higher levels. It builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

WHAT CAN I DO WITH A QUALIFICATION IN CONSTRUCTION & THE BUILT ENVIRONMENT?

With a career in construction, you'll be part of a global industry that offers lots of exciting and rewarding construction jobs to choose from.

Around three million people work in construction in the UK, making it one of the nation's biggest and most diverse industries.

There are many ways into construction, whether you've just left school or are a career changer. You might work as a construction apprentice while you study, move further into your chosen field with a degree, or take any of these other routes into the industry.

For more information on a career in construction, see the Construction Industry Training Board and GoConstruct websites at:

WHY STUDY CONSTRUCTION & THE BUILT ENVIRONMENT?

- Students develop an understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.
- Students learn to interpret drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.
- Students develop an understanding and a working knowledge of CAD in the construction industry.
- Students complete a woodwork–based project

CONTENT AND ASSESSMENT

CONTENT	ASSESSMENT	WEIGHTINGS	AVAILABILITY
Unit 1: Introduction to the Built Environment	External written examination 1 hour You will develop an understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.	20%	Summer from 2018
Unit 2: Sustainable Construction	External written examination 1 hour 30 mins Paper includes questions based on pre-release materials You will interpret drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.	30%	Summer from 2019
Unit 3: The Construction Craft Project	Controlled assessment You must complete a woodwork-based project The craft project is made up of a product and an evaluation.	25%	Summer from 2018
Unit 4: Computer Aided Design in Construction	Controlled assessment You will develop an understanding and a working knowledge of CAD in the construction industry. You will produce a portfolio of work, including working drawings for a domestic building and one detail drawing.	25%	Summer from 2019

Students complete two controlled assessments which are the practical elements of the course. One in fourth year which is CAD (Computer Aided Design). The boys', using Architectural Drawing software will generate a number of house plans and sectional drawings using the skills acquired and these will be worth 25% of their GCSE mark. In the Second year of the course the students manufacturing skills will be assessed by the construction of an 'A' Framed table. This is a tolerance based assessment and is also worth 25% of the overall GCSE grade. Two examinations make up the other 50% of their overall mark one in fourth year worth 20% and the other in fifth year worth 30%. The practical nature of the course supplemented by a real life knowledge based examination of the methods and legislation used in the construction of our buildings and infrastructure make this a very appealing and popular GCSE for our students

Controlled Assessment Student Guide for GCSE Construction and the Built Environment

? What is Controlled Assessment?
Controlled assessment is a new approach to internal assessment at GCSE. It has replaced coursework, which no longer exists at GCSE.

% What is the percentage of Controlled Assessment in GCSE Construction and the Built Environment?
The controlled assessment tasks are worth 60% of your total mark. You must complete two tasks in total.
Unit 2: The Construction Craft Project is worth 30%.
Unit 3: Computer Aided Design in Construction is worth 30%.

What knowledge and skills are being assessed?
Your ability to:
• plan and carry out investigations;
• analyse and evaluate evidence;
• make reasoned judgements and present conclusions;
• present information clearly and accurately; and
• produce a product that you have designed.

What do I have to do?
Unit 2
• Produce a craft folder to show the stages of your production.
• Produce a craft product using one of the following themes: timber, brick, plaster or pipes.

Unit 3
• Produce a portfolio of work to show Computer Aided Design in Construction.
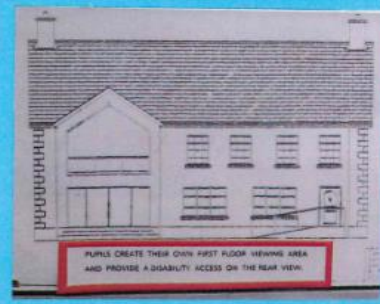
! Remember
• All the work you submit for assessment must be your own.
• You must not copy from someone else or allow another candidate to copy from you.
• You must acknowledge any material used that is not your own.

✓ How will my work be assessed?
Your teacher will mark your work and we will moderate it.

CCEA Microsite
www.ccea.org.uk/construction

Career Opportunities:

The GCSE Construction course is a great foundation for studying Construction at A Level as the topics covered are the same at A Level and having studied at GCSE it makes it an easy transition. The CAD architectural element delivered at GCSE prepares students for their first year degree studies in the area of design.

This course is designed to equip individuals who wish to gain the practical skills, knowledge and understanding required for success for employment in the technical and professional disciplines within the Construction and Engineering Environment.

If you wanted to get a job straight away, you could enter work based training through the Apprenticeship or Pre-Apprenticeship programme. Also with GCSE Construction students may choose to progress to A Level and you can study BTEC Level 3 National qualifications in Construction and the Built Environment which are equivalent to A Levels. The BTEC Nationals offer learners modern, work-related qualifications which open the door to higher education and to ultimately pursue an occupation in areas such as:
Architectural Design, Construction Engineering and Management, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying, Town Planning.

DIGITAL TECHNOLOGY (CCEA)(Replaces GCSE ICT)

Key features

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland
- The content relates directly to current software development trends and the study of modern technology based systems
- The content is a balance between knowledge and application
- It provides a sound basis for further study in both GCE Digital Technology and GCE Software Systems Development.

Route A: Multimedia

Content		Assessment	Weighting
Compulsory Core	**Unit 1** : Digital Technology	External Written examination 1 hour	30%
Multimedia Units	**Unit 2**: Digital Authoring Concepts	External Written examination 1 hour 30 minutes	40%
	Unit 3: Digital Authoring Practice	Controlled assessment	30%

What will I study?

Unit 1: Digital Technology 30% External exam 1 hour

In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.

Unit	Areas of Study
Digital Technology	In this unit you will learn about: • Digital data : Representing data, images, sound portability; • Software: Systems software, operating systems, utility programs; • Database Applications; • Spreadsheet Applications; • Hardware: Fetch execute cycle, computer performance, input, output, storage devices; • Network Technologies; • Cyberspace Network Security Data Transfer;

Unit	Areas of Study
	• Cloud Technology; • Ethical, Legal and Environmental impact of Digital Technology; • Digital Applications**.

Unit 2: Digital Authoring Concepts 40 % External Exam 1 hour thirty minutes

In this unit, students gain an understanding of the concepts in the development of digital systems. They enhance the knowledge and skills developed in Unit 1.

Unit	Areas of Study
Digital Authoring Concepts	In this unit you will learn about: • Designing solutions: Exploring multimedia design (Movie timeline, storyboard), Exploring Database design (Form, report wireframes, data dictionary, ER) • Digital Development considerations: Types of User Interfaces • Multimedia applications: Gaming, Social media, Websites(Ecommerce) • Multimedia authoring: Website creation in HTML • Database Development • Test Plan

Unit 3: Digital Authoring Practice Controlled assessment 30%

In this unit, students design, develop and test digital multimedia systems.

Unit	Areas of Study
Digital Authoring Practice	This is your coursework unit: The project brief will be provided annually by CCEA. You will identify and research a realistic problem. You will then design a solution, implement and test your solution, and document and evaluate your solution

What can I do with a qualification in Digital Technology? Look at the Facts!

IT professionals can earn 43% more than the average across all occupations in NI. IT professionals earn on average £400 per week, compared to £300 for other professionals in the same age band.

There will always be a job in IT. Six months after graduating those with IT related degrees are more likely to be hired than other academic disciplines. **IT JOBS** are multiplying four times faster than any other sector.

With a qualification in Digital Technology you will not be limited to working in the IT industry, many sectors such as Music, Retail, Hospitality employ IT professionals. In the near future 90% of jobs such as Engineering, Accountancy, Nursing, Medicine, Art, Architecture and many more will require some level of digital skills.

Summary

Digital Technology would be beneficial in a wide range of careers. The IT industry now accounts for a significant proportion of our economic output. It is a sector with salaries higher than the Northern Ireland average and job opportunities are increasing rapidly. The IT industry in Northern Ireland is forecast to grow at 2.4% per year from 2006 to 2021, over three times the rate of overall employment growth in Northern Ireland. (www.bringitonni.info/parents--guardians/key facts/) accessed December 2015.

In fact, almost every organisation will use IT to conduct their daily operations. As a result, almost all organisations will value the knowledge, understanding and skills that GCSE Digital Technology develops. Skills that you will acquire include research, investigation, analysis, communication, problem-solving, time management and working with others. You will also develop practical skills with regard to Multimedia, Spread sheets and Databases.

DRAMA

INTRODUCTION

The GCSE Drama specification allows you to develop your knowledge, understanding and skills in relation to drama. You will be expected to engage actively in the process of dramatic study and to work closely with other students in your group to create, develop and realise your performances. You can choose between two pathways for your performances – acting or design.

WHY STUDY DRAMA?

You will also study a set text and complete a written examination based on this.

- You will have a choice of two pathways – performing (acting) or design (costume, lighting, multimedia, set or sound).
- You will have an opportunity, as part of a group, to devise your own performance.
- You will also, as part of a group, investigate, create and develop a scripted performance (based on an existing script).

WHAT WILL I STUDY?

COMPONENT	AREAS OF STUDY
Component 1: Devised Performance	You will: • work in groups to devise a performance; • research style, genre, professional practice and the work of theatre practitioners to inform your outcome; • decide on a target audience; • rehearse and prepare for the performance; • contribute to the final performance, according to your chosen pathway (acting or design); and • produce a student log at the end of the process, in which you record a summary analysis and evaluation of your work and the work of others.
Component 2: Scripted Performance	You will: • work with your group to select, edit and shape a script to perform; • research style, genre, professional practice, materials and/or equipment; • create a theatrical interpretation or design concept that has meaning for an audience; • rehearse and prepare for the performance; and

| | • contribute to the final performance, according to your chosen pathway (acting or design). | |
| Component 3: Knowledge and Understanding of Drama | You will:
 • study one of the following set texts:
 – A Midsummer Night's Dream;
 – Juno and the Paycock;
 – The Crucible;
 – Philadelphia, Here I Come!;
 – Tea in a China Cup;
 – Blood Brothers;
 – Across the Barricades; or
 – Sparkleshark;
 • develop understanding of the text and elements such as the use of language, style and genre;
 • consider context, production and design; and • analyse and evaluate your own work and the work of others, for example analyse a live or recorded theatre event. | |

HOW WILL I BE ASSESSED?

COMPONENT	ASSESSMENT DESCRIPTION	WEIGHTING
Component 1: Devised Performance	Controlled assessment 30 hours Devise and act (for at least 5 minutes) in a group performance or Devise, present and realise your design concept in a group performance (30 marks) ……………………………………… …………………………….. Complete a student log (20 marks) Teachers mark the task and we moderate the results.	15% 10%
Component 2: Scripted Performance	Controlled assessment 42 hours Select and interpret a published play script Act in a group performance	35%

	or Present and realise your design concept in a group performance (60 marks) Teachers mark the task and we moderate the results	
Component 3: Knowledge and Understanding of Drama	External written examination 1 hour 30 minutes You answer three questions using one set text. (You can bring an unmarked copy of the set text into the examination.)	

WHAT CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES WILL I DEVELOP?

CROSS-CURRICULAR SKILLS AT KEY STAGE 4 COMMUNICATION, USING MATHEMATICS AND USING ICT
You will have opportunities to develop these skills in a variety of ways, for example: • presenting your work to an audience through the devised and scripted performances and in your responses to questions in the written examination; • (design students) understanding intensity levels of lighting and sound; and • researching the set text and selected materials for the devised and scripted performances.
THINKING SKILLS AND PERSONAL CAPABILITIES AT KEY STAGE 4 SELF-MANAGEMENT, WORKING WITH OTHERS AND PROBLEM SOLVING
You will be encouraged to, for example: • produce your own student log for Component 1; • work together for a collective goal such as group rehearsals and performances; and • justify your performance and design ideas for the set text in the written examination

WHAT CAN I DO WITH A QUALIFICATION IN DRAMA?

This course gives you the opportunity to explore a range of practical, creative, analytical and performance skills. The majority of careers and further study pathways increasingly require the range of skills developed through the qualification: presentation, collaboration, confidence, evaluation and innovation. Studying GCSE Drama can lead to further study in the performing arts, a career in acting or design, or a wide variety of other careers that use the skills described above. The creative arts is a healthy and growing sector in Northern Ireland and GCSE Drama is a very relevant qualification.

English Language and English Literature

GCSE English Language Specifications for 2017

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	External written examination Untiered 1 hour 40 mins Students respond to five tasks.	30%	Summer and November from 2018
Unit 2: Speaking and Listening	Controlled Assessment Untiered Teachers assess the tasks, and we moderate the outcomes.	20%	Summer and November from 2018
Unit 3: Studying Spoken and Written Language	Controlled Assessment Untiered Teachers assess the tasks, and we moderate the outcomes.	20%	Summer and November from 2018
Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts	External written examination Untiered 1 hour 40 mins Students respond to five tasks.	30%	Summer and November from 2018

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into four units. The content of each unit and the respective learning outcomes appear below. Functional aspects of English are concentrated in Units 1 and 2, the mark schemes reflect this. These units assess candidates' abilities in Functional English – reading, writing, speaking and listening. It should be possible to develop a competence profile from this.

3.1 Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts

In this unit, students engage with writing and reading tasks. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are four tasks.

Content	Learning Outcomes
Section A: Writing for Purpose and Audience (One task – all learning outcomes are assessed.)	Students should be able to: • write accurately and effectively; • use an appropriate writing form; • express ideas and/or information precisely and accurately; • select vocabulary to persuade and/or inform the reader; • use accurate grammar, spelling and punctuation;
Section B: Reading to Access Non-Fiction and Media Texts (Four tasks (two on each of the texts) – all learning outcomes are assessed.)	• read and understand texts; • recognise the effects of language choices; • develop interpretations of writers' ideas; and • explain how writers use linguistic, grammatical and structural features to influence the reader.

3.2 Unit 2: Speaking and Listening

In this unit, students are assessed in three controlled assessment tasks: an individual presentation and interaction, a discussion and a role play.

Content	Learning Outcomes
Task 1: **Individual** **Presentation and** **Interaction** (All learning outcomes are assessed.)	Students should be able to: • communicate clearly and effectively; • present information and ideas; • use standard English as appropriate; • structure and sustain talk; • choose and adapt language appropriate to an audience; • respond appropriately to questions and views of others;
Task 2: **Discussion** (All learning outcomes are assessed.)	• interact with others; • make a range of effective contributions; • express ideas clearly, accurately and appropriately; • listen and respond to others' ideas and perspectives; • challenge what they hear where appropriate and shape meaning through asking questions and making comments and suggestions; • use a variety of techniques as appropriate;
Task 3: **Role Play** (All learning outcomes are assessed.)	• create and sustain different roles; • participate in a range of real-life contexts; and • experiment with language to engage the audience.

3.3   Unit 3: Studying Spoken and Written Language

In this unit, students complete two controlled assessment tasks. In The Study of Spoken Language, they complete one written response that enables them to investigate the characteristics of, and influences on, the use of two pieces of spoken language.

In The Study of Written Language, students complete one written response that enables them to demonstrate knowledge of characters, themes or genre in a literary text or texts. Students can write about a text that they are studying for GCSE English Literature; however, they must submit a different piece of work that specifically meets the requirements of the specified task. Centres can adapt tasks by choosing a text that meets the needs of their students. Texts chosen must be of an appropriate level of demand.

Content	Learning Outcomes
Task 1: The Study of Spoken Language (All learning outcomes are assessed.)	Students should be able to: • understand the characteristics of spoken language; • understand influences on spoken language choices; • explore the impact of spoken language choices; • understand how language varies in different contexts; • collate from different sources and make appropriate comparisons and cross-references;
Task 2: The Study of Written Language (All learning outcomes are assessed.)	• read and understand texts; • understand how meaning is constructed; • recognise the effect of language choices and patterns; • select material appropriate to purpose; • evaluate how texts may be interpreted differently depending on the reader's perspective; and • explain how writers use linguistic and presentational features to sustain the reader's interest.

3.4 Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts

In this unit, students engage with writing and reading. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are four tasks.

Content	Learning Outcomes
Section A: Personal or Creative Writing (All learning outcomes are assessed.)	Students should be able to: • write clearly and fluently (as well as imaginatively, if appropriate); • organise ideas to support coherence; • use an appropriate writing form; • select vocabulary appropriate to task to engage the reader; • use a range of sentence structures for effect; • use accurate grammar, spelling and punctuation;
Section B: Reading Literary and Non-Fiction Texts (Four tasks (two on each of the texts) – all learning outcomes are assessed.)	• read and understand text; • understand how meaning is constructed; • recognise the effect of language choices and patterns; • select material appropriate to purpose; • evaluate how text(s) may be interpreted differently depending on the reader's perspective; and • explain and evaluate how writers use linguistic and presentational features to sustain the reader's interest.

2   Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: **The Study of Prose**	External written examination 1 hour 45 mins Students answer two questions, one from Section A and the set question in Section B. Section A is closed book.	30%	Summer from 2018
Unit 2: **The Study of Drama and Poetry**	External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is open book.	50%	Summer from 2018
Unit 3: **The Study of Shakespeare**	Controlled assessment 2 hours Students complete one task: an extended writing question based on a theme. For current themes, see Appendix 3. Teachers mark the tasks, and we moderate the results.	20%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3   Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

3.1   Unit 1: The Study of Prose

Section A: Novel

In this section, students explore and respond to a modern novel they have studied. Students communicate their knowledge and understanding of the novel.

Assessment for this section is a written examination that lasts 1 hour and is worth 20 percent of the marks for this unit. Students answer one question from a choice of two on each novel.

Content	Learning Outcomes
William Golding *Lord of the Flies* **or** **Nick Hornby** *About A Boy* **or** **Jennifer Johnston** *How Many Miles to Babylon?* **or** **Harper Lee** *To Kill a Mockingbird* **or** **John Steinbeck** *Of Mice and Men* **or** **Roddy Doyle** *Paddy Clarke Ha Ha Ha*	Students should be able to: • read and understand a novel; • respond to the novel critically and imaginatively; • select and evaluate relevant textual material; • use details from the novel to illustrate interpretations; and • explain and evaluate how the author uses narrative techniques, language, structure and form to present ideas, themes, characters and settings.

3.1   Unit 1: The Study of Prose

Section B: Unseen Prose

In this section, students explore and respond to a nineteenth-century unseen prose extract. Students learn to analyse and evaluate the extract.

Assessment for this section is a written examination that lasts 45 minutes and is worth 10 percent of the marks for this unit. Students should spend 15 minutes reading the extract and 30 minutes writing their response to the set question.

Content	Learning Outcomes
Unseen prose	Students should be able to: • read and understand a prose extract; • use details from the prose extract to illustrate interpretations; and • explain and evaluate how the author uses narrative techniques, language, structure and form to present ideas, themes, characters and settings.

3.2 Unit 2: The Study of Drama and Poetry

Section A: Drama

In this section, students explore and respond to a play they have studied. Students communicate their knowledge and understanding of a play by a modern dramatist.

Assessment for this section is a written examination that lasts 1 hour and is worth 20 percent of the marks for this unit. Students are permitted to bring an unannotated copy of their chosen play into the examination. They answer one question from a choice of two on each play. See Appendix 2 for more information on the prescribed texts.

Content	Learning Outcomes
Sean O'Casey *Juno and the Paycock* or **J B Priestley** *An Inspector Calls* or **Brian Friel** *Philadelphia, Here I Come!* or **Willy Russell** *Blood Brothers* or **R C Sherriff** *Journey's End* or **Simon Stephens** *The Curious Incident of the Dog in the Night-Time*	Students should be able to: • read and understand a play; • respond to the play critically and imaginatively; • select and evaluate relevant textual material; • use details from the play to illustrate interpretations; and • explain and evaluate how the dramatist uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings.

3.2 Unit 2: The Study of Drama and Poetry

Section B: Poetry

In this section, students explore and respond to a collection of poems they have studied in one of the three anthologies we provide. Students learn to analyse, evaluate, and compare and contrast.

Assessment for this section is a written examination that lasts 1 hour and is worth 30 percent of the marks for this unit. Students are permitted to bring an unannotated copy of their poetry anthology into the examination. There is a choice of two questions on each anthology and students must answer one. Each question involves analysing two poems from their chosen anthology. See Appendix 2 for the list of poems in each anthology.

Content	Learning Outcomes
Anthology One: IDENTITY **or** **Anthology Two: RELATIONSHIPS** **or** **Anthology Three: CONFLICT**	Students should be able to: • read and understand an anthology of poems; • respond to the poems critically and imaginatively; • select and evaluate relevant textual material; • use details from the poems to illustrate interpretations; • explain and evaluate the ways in which the poets express meaning and achieve effects; • make comparisons and explain links between the poems; and • relate the poems to their social, cultural and historical contexts.

3.3 Unit 3: The Study of Shakespeare

In this unit, students explore and respond to a Shakespeare play they have studied. Students communicate their knowledge and understanding of the play.

Assessment for this section is by controlled assessment that lasts 2 hours. For more details, see Section 6.4 and Appendix 3. See Appendix 4 for the assessment criteria.

Content	Learning Outcomes
A Shakespeare play	Students should be able to: • read and understand a Shakespeare play; • respond to the play critically and imaginatively; • select and evaluate relevant textual material; • use details from the play to illustrate interpretations; • explain and evaluate how the dramatist uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings; and • relate the play to its social, cultural and historical contexts.

Food & Nutrition

GCSE Food & Nutrition combines aspects of science, nutrition, cooking and consumerism. Students learn about the inter-relationships between diet, health, food choice and the management of resources.

GCSE Food & Nutrition gives students a valuable insight into:

- What's really in the food we eat every day;
- The growing impact of diet related illnesses on the health of today's society.
- How to plan and cook nutritious and economical meals;
- How to choose the best food for themselves and their family;
- The science of food;
- The importance of good nutrition and health; and
- The role of the consumer in modern eating patterns.

GCSE Food & Nutrition is divided into two compulsory units; these are outlined in more detail below:

- **Component 1: Food and Nutrition** - Food Provenance - Food processing and production - Food and nutrition for good health - Energy and nutrients - Macronutrients (Carbs, Fat, Protein) - Micronutrients (Vitamins / Minerals) - Fiber - Water - Nutrition throughout the life cycle - Special Diets (Vegetarian, Coeliac etc.) - Health Issues (Diabetes, Cancer, Heart Disease) - Being an effective consumer - Factors affecting food choice - Food Safety - Food poisoning - Budgeting - Debt - Credit / Loans / Managing Money - Food Labelling - Food Ethics – Food Miles / Organic / Fairtrade - The Law and food	**Weighting: 50% Written Exam, Summer 2022**
Component 2: Practical Food and Nutrition (Controlled Assessment Task) - Planning activity; - Practical activity – 3-hour practical cooking exam – 3 course & 3 accompaniments - Evaluation activity	**Weighting: 50% Controlled Assessment, October 2021**

In GCSE Food & Nutrition, students are assessed against three assessment objectives. They must**:**

AO1: recall, select and communicate their knowledge and understanding of a range of contexts;

AO2: apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and

AO3: analyses and evaluate information, sources and evidence, make reasoned judgments and present conclusions.

<u>The study of Food and Nutrition at GCSE can present career opportunities for pupils who may be interested in the following fields of study:</u>

- Food and nutrition - dietetics, medicine, food science, teaching;
- Food technology – product development;
- Business;
- Health education and promotion;
- Consumer studies – trading standards, consumer legislation;
- Environmental health;
- Advertising, Sales and Marketing;
- Health and social services - administration, nursing, child care and research work
- Horticulture / Agricultural Studies
- Catering and hospitality industry – chefs, management

<u>Please note at GCSE, students purchase and provide all their own ingredients for every practical lesson.</u>

FRENCH

French is a very important European language in international affairs and knowledge of French can have a very beneficial effect on job prospects, as employers are now eager to employ people who can speak at least one European language. There are more and more opportunities to use languages in various careers and because of this an increasing number of degree courses are now offering students the opportunity to combine a language with other courses and in many cases allowing them the chance to spend a year studying at a French university.

The GCSE Examination consists of four main areas:

Unit 1: Listening Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (35 minutes)
• Higher Tier (45 minutes)

Stimulus material in French, recorded by native speakers
Responses include
- selection,
- gap filling
- answering some questions in English
- answering some questions in French

Unit 2 Speaking: Worth 25%. Externally marked by CCEA

Students will complete an oral lasting 7-12 minutes. The test will include:

• 2 role-plays
• a general conversation based on 2 topics.

Unit 3: Reading Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (50 minutes) and
• Higher Tier (60 minutes)

Stimulus material of various lengths on a range of topics in French

Pupils will answer 12 questions

Responses include:
- selection
- gap filling
- answering questions in English
- answering questions in French
- translating short sentences from French to English

Unit 4: Writing: Worth 25%. Externally marked by CCEA

2 Tiers of entry:
Foundation Tier (1 hour)
Higher Tier (1hr 15 mines)

Students will answer 4 questions:
- Writing a list of vocabulary *(Foundation Tier only)*
- Writing short phrases / sentences
- Short answers in French to one or more pieces of text
- A short translation from English to French
- A structured, extended writing in French. You will have a choice of 3 questions to pick from.

GCSE French is a very enjoyable course, which builds upon and develops the skills and vocabulary learnt through the study of French in the junior school.

Career opportunities:
Being able to speak other languages is a skill that will get you ahead in the world of work.

The UK trades with over 200 countries worldwide and businesses – large, medium and small need employees with foreign language skills. Employers are looking for people with good conversational ability, which will give a good impression, help to build relationships and make new contacts. They also need people who are happy operating across cultures.

More than 30% UK businesses want people specifically for their language skills because 77% of British exporters believe they lose business because they can't speak other languages.

French is one of the world's most widely spoken languages, spoken in
- Africa (Sub-Saharan & the Maghreb)
- The Caribbean
- Canada
- Other European countries (Belgium & Switzerland)

French, along with English, is the official working language of:-

- The United Nations
- The International Olympic Committee
- The International Red Cross
- The Council of Europe
- The European Court of Justice.

French is a very important European language and a working knowledge of French will open many doors in business and the wider world of work.

GEOGRAPHY

GCSE Geography is for students who are interested in the world around them. Students will have an opportunity to learn about the dynamic landscape of rivers and coasts, about natural hazards such as earthquakes and volcanoes and about how our ever changing weather systems can affect people and the environment.

They will also look at how human activity has shaped the world through the study of population, migration, settlement and development studies.

Students will also have the opportunity to carry out their own fieldwork investigation and to develop key geographical kills such as analysing and interpreting data.

Geography now comprises of 3 Exams, fieldwork is included but NO controlled Assessment.

GCSE Geography will inspire students to become global citizens so if you are into people and places read on!!!

Content	Assessment	Weighting	Availability
Unit 1: Understanding Our Natural World This unit covers the following themes: Theme A: River Environments (25%) Theme B: Coastal Environments (25%) Theme C: Our changing Weather and Climate (25%) Theme D: The Restless Earth – Earthquakes and Volcanoes (25%)	**External written exam 1 hour 30 minutes** Four multi-part questions are set with one on each theme. Candidates answer all four questions.	40%	May / June from 2018

Content	Assessment	Weighting	Availability
Unit 2: **Living in Our World** This unit covers the following themes: 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%)	**External written exam 1 hour 30 minutes** Four multi-part questions are set with one on each theme. Candidates answer all four questions. questions. .	40%	May / June from 2018

Content	Assessment	Weighting	Availability
Unit 3: Fieldwork Students will get the opportunity to undertake a Geographical enquiry eg **River Study**	**1hour exam** Students base their answers on their knowledge and experience of fieldwork Students must bring a fieldwork statement and table of results to the examination	**20%**	May / June from 2019

CAREER OPPORTUNITIES:

Geography is an interesting and versatile subject and is regarded as a science as well as a humanities subject. It complements subjects such as Business Studies, Biology and Chemistry. It can be easily combined with almost all GCSE subjects and therefore widens career choice. Geography gives students the skills employers are looking for. GCSE Geography allows students to proceed to careers as diverse as Medicine, Law, Town and Country Planning, Marketing, Teaching, Environmental Health, Architecture, Environmental planning, Land use and environmental management, Advertising, Construction management, Communications and public relations, Property Investment.

HISTORY

The History Department has chosen the CCEA Syllabus as being most suited to the individual interests and skills of the teachers in the Department.

AIMS
1.   The stimulation of interest in and enthusiasm for the study of the past.

2.   The development of a feeling for the past.

3.   The acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.

4.   An understanding of the nature of cause and consequence, continuity and change, similarity and difference.

5.   The development of essential study skills such as the ability to locate and extract information from primary and secondary sources; to detect bias; to analyse this information and to construct a logical argument.

6.   The furthering of methods for the discovery, interpretation and communication of knowledge about the past.

Paper 1:   **Germany 1918 – 39**

                              Britain, Northern Ireland, Eire 1920-49

Paper 2:   **International Relations : The Cold War 1945-89, New tensions after 1989 : Al Qaeda and 9/11, The 2003 invasion of Iraq and the rise of Islamic State.**

THE EDUCATIONAL VALUE OF GCSE HISTORY -

Pupils who have studied History at GCSE Level are better able to understand their own world: public events, current affairs and contemporary trends. A greater understanding of the past helps create a critical awareness of the present: GCSE History promotes empathy and helps pupils to understand the attitudes of others: Moreover, it helps pupils to examine political claims critically, which could be vital in preventing the enslavement of future generations.

History has special relevance for those who proceed to careers in Law, Journalism, Politics, Social Work, the Civil Service and Teaching. Perhaps less obvious is the value for those interested in Management, Architecture and Sales. Above all, History is about people and as such is of some relevance to almost every career.

Obtaining a grade B or higher in GCSE History, along with the experience of working at that subject, will be of benefit for those pupils interested in taking 'A' Level History and / or A Level Politics.

Also, in the past ten years GCSE History has produced some of the best results in the school, with students regularly finishing in the top 3 places in Northern Ireland. The last 3 years GCSE results have been particularly outstanding.

It should be noted that History is one of the Russell Group universities' facilitating subjects. The Russell Group is a group of the 24 leading universities in the UK, (of which Queen's

University, Belfast is a member). With History seen as a 'facilitating subject'; they see the study of the subject as opening doors to more degrees and more professions.

IRISH

THE SYLLABUS:
The GCSE Irish Syllabus is structured in such a way as to cater for a wide variety of students, including those who will be ceasing formal education at 16 but who wish to have a working knowledge of the language; those going on to further education but not specialising in the subject; those going on to specialise in the subject at "A" Level.

Irish can have a very beneficial effect on job prospects, as employers are now eager to employ people who can speak at least one European language. There are more and more opportunities to use languages in various careers and because of this an increasing number of degree courses are now offering students the opportunity to combine a language with other courses.

The GCSE Examination consists of four main areas:

The first examinations will be taken in Summer 2018.

The GCSE Examination consists of four main areas:

Unit 1: Listening Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (35 minutes)
• Higher Tier (45 minutes)

Stimulus material in Irish, recorded by native speakers
Responses include
- selection,
- gap filling
- answering some questions in English
- answering some questions in Irish

Unit 2 Speaking: Worth 25%. Externally marked by CCEA

Students will complete an oral lasting 7-12 minutes. The test will include:

• 2 role-plays
• a general conversation based on 2 topics.

Unit 3: Reading Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (50 minutes) and
• Higher Tier (60 minutes)

Stimulus material of various lengths on a range of topics in Irish

Pupils will answer 12 questions

Responses include:
- selection
- gap filling
- answering questions in English
- answering questions in Irish
- translating short sentences from Irish to English

Unit 4: Writing: Worth 25%. Externally marked by CCEA

2 Tiers of entry:
Foundation Tier (1 hour)
Higher Tier (1hr 15 mins)

Students will answer 4 questions:
- Writing a list of vocabulary *(Foundation Tier only)*
- Writing short phrases / sentences
- Short answers in Irish to one or more pieces of text
- A short translation from English to Irish
- A structured, extended writing in Irish. You will have a choice of 3 questions to pick from.

GCSE Irish is a very enjoyable course, which builds upon and develops the skills and vocabulary learnt through the study of Irish in the junior school. Pupils are also given the opportunity to go to the Gaeltacht during the summer break.

REASONS FOR CHOOSING IRISH:

As of 1st January 2007 Irish is an official language of the European Union.

Irish, being the native language of this country, has a direct link with the pupil's past and present. In it are found the origins of many of our social customs, cultural traditions, attitudes and values that form the core of our identity. It acts as a launching pad for the pupil into the whole area of self-identity which forms such an essential part of education. Indeed, an education which does not include the study of one's native language would, in the opinion of many, be incomplete.

In the present world of increasing change and the growth of what one might call a European character, it is all the more urgent that pupils should have the stability of a cultural and national identity if the young people of the future are not to lose that special distinction offered to them by their own individualistic cultural heritage.

This interest in native languages in Europe generally is also clearly evident in Northern Ireland in the present upsurge in the interest in Irish, especially in the last number of years. Recent census results have revealed that 350,000 people in the Republic of Ireland use Irish daily, 180,000 people in Northern Ireland can speak Irish and 25,000 in the USA use Irish daily. With the current rise in popularity of Irish-Medium Education 4000 children are currently being educated in Irish Medium Schools and this is predicated to rise to 10,000 by 2016.

As the poet Seamus Heaney has stated -

'not to learn Irish is to miss the opportunity of understanding what life in this country has meant and could mean in a better future. It is to cut oneself off from ways of being at home. If we regard self-understanding, mutual understanding, imaginative enhancement, cultural diversity and a tolerant political atmosphere as desirable

attainments, we should remember that a knowledge of the Irish language is an essential element in their realisation'.

All of the above, of course, is opening up a whole new area of employment for those who have the necessary qualifications in Irish. Virtually all of these jobs are new and in addition to the more traditional ones of Secondary and Tertiary level education. Currently government spends approximately £34 million on Irish Language Services in Northern Ireland each year. Foras na Gaeilge, a cross-border language body, receives a budget of £14million, while TG4 receives €28million as part of its budget from the Irish Government.

In addition to this, GCSE Irish has the added advantage of providing the pupil with the qualifications necessary for entry into a number of professions in the Republic of Ireland, e.g. Teaching, Law, Broadcasting, the Civil Service, Journalism, and the Armed Forces. These professions are normally closed to those students who do not have a pass grade in GCSE Irish.

Career Opportunities:

Irish is no longer restricted to teaching and civil-service jobs in the Republic of Ireland. There are cross-border opportunities such as the legal profession, police, broadcasting and journalism (internet, television and printed word) where Irish is favoured. Currently vacancies are available in every aspect of the Media, acting, producing, directing etc. Job opportunities exist in Education, Childcare, Publishing, Science, Technology, Marketing, Finance, Personnel, Advertising and many more. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south. Language skill is a mark of a resourceful, competent and intelligent person.

LEARNING FOR LIFE AND WORK

This course is divided into three areas of study:

- **Local and Global Citizenship;**
- **Personal Development;** and
- **Employability.**

The content of each area is outlined in more detail below:

Local and Global Citizenship

1. **Diversity and inclusion: challenges and opportunities;**
2. **Rights and responsibilities: local and global issues;**
3. **Government and civil society: social equality and human rights;**
4. **Democratic institutions: promoting inclusion, justice and democracy;**
5. **Democracy and active participation;**
6. **The role of NGOs.**

Personal Development

1. **Personal health and well-being;**
2. **Emotions and reactions to life experiences;**
3. **Personal safety and well-being;**
4. **Relationships and sexuality;**
5. **Responsible parenting;**
6. **Making informed financial decisions.**

Employability

1. **The impact of globalisation on employment;**
2. **Preparing for employment: recruitment and selection;**
3. **Rights and responsibilities of employers and employees;**
4. **Social responsibilities of businesses;**
5. **Exploring self-employment;**
6. **Personal career management.**

In GCSE Learning for Life and Work, students are assessed against four assessment objectives. They must:

AO1: demonstrate their knowledge and understanding of Learning for Life and Work;

AO2: apply their knowledge and understanding of Learning for Life and Work;

AO3: research, analyse, interpret and evaluate information on Learning for Life and Work;

AO4: work with others, listen and contribute to discussion, ask and answer questions, and share ideas to improve ways of working and learning.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: **Local and Global Citizenship**	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018
Unit 2: **Personal Development**	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018
Unit 3: **Employability**	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018

Content	Assessment	Weightings	Availability
Unit 4: Controlled Assessment Task (Investigation)	Controlled assessment 100 marks 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: • Part A: Planning; • Part B: Research; • Part C: Communicating Findings; • Part D: Self-Evaluation; and • Part E: Presentation of Task. Teachers mark the task, and we moderate the results.	40%	Summer from 2019 We will issue the title of the task by 1 September of the academic year in which the award is to be made.

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

What's involved?

Students will follow a modular course in LLW. They will study 2 modules e.g Local and Global Citizenship and Personal Development in Year 11 and complete module exams in both at the end of Year 11. (Each exam is 1hr and is worth 20% of your final mark. Year 11 is worth 40%)

They will then complete their controlled assessment unit and Employability module exam in Year 12.
(Year 12 is worth 60 %)

Reasons why you should choose LLW

Through LLW, students have the opportunity to do the following:
develop as individuals and contributors to the economy, society and environment;

50

develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues;

develop thinking skills and personal capabilities through a range of learning opportunities;

develop a range of skills to enhance opportunities for employability; and enhance their use of a range of technologies.

Career Opportunities:

LLW would also be beneficial for anyone thinking of pursuing a career in teaching as, increasingly, teaching jobs are being advertised which include the ability to teach LLW. Because of the diverse range of topics covered, across the 3 strands of LLW, anyone thinking of following a career in Finance, Politics, Law, Media, Counselling or Business may also benefit from studying LLW.

MATHEMATICS

All students must study Mathematics to GCSE Level. The course available is Northern Ireland 2 Tier Modular GCSE and the 2 tiers of entry are Foundation and Higher.

For the Higher Tier grades A* to D are available, and for Foundation grades C to G can be obtained.

We propose to enter students for Higher Tier.

HIGHER TIER: GRADES A*– C WILL BE ASSESSED

CONTENT	ASSESSMENT	WEIGHTINGS	AVAILABILITY
Unit M3 or M4: Higher Tier	External written examination with calculator 2 hours	45%	Summer from 2018 and January from 2019
Unit M7 or M8: Higher Tier Completion Test	Two external written examinations: • Paper 1 without calculator 1 hour 15 mins • Paper 2 with calculator 1 hour 15 mins	55%	Summer from 2019 and January from 2020

At the end of 4th year each student will complete 45% of their GCSE by sitting module 4 (M4), while a few may prefer to drop to module M3. Module 4 will assess work at grades A* - D, while module 3 will assess work at grades B - E.

The module component will be an external written examination with calculator and will address the following three assessment objectives:

AO1 Use and apply standard techniques

Candidates must:

• accurately recall facts, terminology and definitions;

• use and interpret notation correctly; and

• accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2 Reason, interpret and communicate mathematically

Candidates must:

• make deductions, inferences and draw conclusions from mathematical information;

• construct chains of reasoning to achieve a given result;

• interpret and communicate information accurately;

• present arguments and proofs; and

• assess the validity of an argument and critically evaluate a given way of presenting information.

AO3 Solve problems in mathematics and other contexts

Candidates must:

• translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes;

• make and use connections between different parts of mathematics;

• interpret results in the context of a given problem;

• evaluate methods used and results obtained; and

• evaluate solutions to identify how they may have been affected by assumptions made.

The paper is of duration 2 hours. Results for the module paper will be available in August.

The final 55% is the completion paper which is taken in June of 5th year. Dependent upon their module result in 4th year, students will study either M7 (grades B – E) or M8 (grades A* - D). The completion paper will be split into 2 papers – a non-calculator and a calculator and will address the same three assessment objectives as the module component. These will be taken in the same exam session, with the non-calculator paper first.

Each paper is of 1¼ hours duration. Thus exam session will be approximately 2¾ hours.

The course presents students with four areas of study:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measures
- Handling Data.

Using & Applying Mathematics
- Problem-solving
- Communicating
- Reasoning

Number and Algebra
- Using and applying number and algebra
- Understanding number and number notation
- Number operations and applications
- Patterns, relationships, sequences and generalisations

Using & Applying Mathematics	Number and Algebra
	• Algebraic conventions and manipulations • Functions, formulae, equations and inequalities

Shape, Space and Measures	Handling Data
• Using and applying shape, space and measures • Exploration of shape • Position and movement • Measures	• Using and applying handling data • Collect and record data • Represent, analyse and interpret data • Probability

Career Opportunities:

A GCSE grade of B or above is essential for many careers: teaching (required by law), most banks/building society careers, most technical and scientific jobs, engineering, medicine, dentistry, insurance, health service management, nursing, psychology, management jobs and many office and shop jobs.

GCSE FURTHER MATHEMATICS (ADDITIONAL MATHS)

This subject is studied in fifth year. Only those students who reach a certain level at KS3 are permitted to study the subject in fifth year. These students must also have obtained at least a Grade B at Higher Level GCSE Mathematics in fourth year. Those who do not obtain the required standard at KS3 may study GCSE Further Maths in lower sixth year. A student wishing to study Mathematics to "A" Level would find it very helpful to have done GCSE Further Maths. Those students taking Physics would also benefit from the subject.

If a student in the Abbey wishes to do 'A' Level Maths and has not done GCSE Further Maths he must study the subject in Lower Sixth year, and have gained a Grade A or A* at Higher Level GCSE Mathematics, with an M4 & M8 GCSE Maths combination.

Aims:
This specification aims to encourage students to:
- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods in mathematical, everyday and real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend the base in mathematics from which they can progress to:
- higher studies in mathematics; and/or studies such as science, geography, technology or business which contain a significant requirement in mathematics beyond Higher Tier GCSE Mathematics; and
- design and develop mathematical models that allow them to use problem solving strategies and apply a broader range of mathematics to a variety of situations.

Key features:
The key features of the specification appear below:
- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It caters for students who require knowledge of mathematics beyond GCSE Higher Tier Mathematics and who are capable of working beyond the limits of the GCSE Mathematics specification.

- It is designed to broaden the experience of students whose mathematical ability is above average and who:
- will follow mathematical courses at AS/A Level;
- will follow other courses at AS/A Level that require mathematics beyond GCSE Higher Tier; or
- would like to extend their knowledge of mathematics.

1.3 Prior attainment

Students taking this GCSE Further Mathematics specification should ideally have covered **all** of the content in the CCEA GCSE Mathematics specification at Higher Tier, including all of the content of units M4 and M8.

2 Specification at a Glance

The table below summarises the structure of the GCSE Further Mathematics course. Students must complete the mandatory unit (Unit 1) and two of the three optional units (Units 2, 3 and 4).

Content	Assessment	Weightings	Availability
Unit 1: Pure Mathematics (Mandatory)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 2 hours	50%	Summer from 2018
Unit 2: Mechanics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 1 hour	25%	Summer from 2019
Unit 3: Statistics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 1 hour	25%	Summer from 2019
Unit 4: Discrete and Decision Mathematics (Optional)	External written examination in the form of a single question-and-answer booklet 1 hour	25%	Summer from 2019

- **We in the Abbey will cover Unit 2: Mechanics and Unit 3: Statistics.**

GCSE Moving Image Arts

GENERAL INFORMATION
GCSE Moving Image Arts is the first course of its kind in the UK. You will have the opportunity to work on a range of tasks, including planning and creating moving image products. This linear course provides a solid foundation for progression to GCE AS/A2 Moving Image Arts and other subject-related qualifications.

WHY STUDY MOVING IMAGE ARTS?
In studying this course you will:
- develop an understanding of film language in both theory and practice;
- develop ideas through investigating and experimenting with filmmaking techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and to produce moving image artworks;
- develop technical competence in the use of filmmaking techniques;
- evaluate the effectiveness of your own practice.

Component 1:
Critical Understanding of Creative and Technical Moving Image Production
You will study six set film genres during the course and will be expected to develop knowledge and understanding of film language, visual style and representation in this component. You will learn to recognise a range of genre-specific conventions and to analyse style and purpose in previously unseen moving image sequences. You will also be expected to become familiar with creative production practices, production management considerations and industry contexts and be able to apply the knowledge and experience you gain during the course to different scenarios and creative tasks.

Component 2:
Acquisition of Skills in Moving Image Production
This component gives you the opportunity to acquire and develop the five core skills of film production through practical and creative work based on a range of stimulus material. These core skills are:

• storyboarding;

• camera work;

• editing;
• postproduction sound;
• stop-motion animation.

Component 3:
Planning and Making a Moving Image Product
In this component you will be able to build on what you have learnt in Component 2 and create your own final film portfolio, which can be either live action or animated. This will involve deeper research into genre and the work of others and you will be expected to use this new knowledge to inform and influence your own creative work. This component will give you the opportunity to extend and develop the following film making skills:

• narrative and script development;

• recording and editing a wider range of production sound;

• lighting;

• production design/mise-en-scene;

• production management.

HOW WILL I BE ASSESSED?
You will complete one Component 3 online examination in Year 12, four Component 2 controlled assessment tasks in Year 11 and one Component 3 controlled assessment task in Year 12.

Component 1:
Critical Understanding of Creative and Technical Moving Image Production

You will complete an online exam which will last 1 hour 30 minutes. The exam is divided into three sections.
Section A: Film Language, Genre and Representation
Section B: Creative Production, Management and Industry Contexts
Section C: Comparative Analysis
The examination will feature a range of question types including film language-based questions with different types of audio and visual stimulus (in Section A), creative tasks and production-based scenarios (in Section B) and previously unseen film sequences requiring comparative analysis (in Section C).

Component 2:
Acquisition of Skills in Moving Image Production

You will complete four controlled assessment tasks in response to a stimulus booklet
Task 1: Storyboarding
  - CCEA provide a script – you create the storyboard;
Task 2: Camera and Editing
  - CCEA provide a script – you shoot and edit the sequence;
Task 3: Post-production Sound
  - CCEA provide a silent film clip – you add the sound;
Task 4: Animation
  - CCEA provide voice-over dialogue – you animate a figure that responds to it.
Your teacher will mark the work and CCEA will moderate it.

Component 3:
Planning and Making a Moving Image Product

You will complete one controlled assessment task in response to a stimulus booklet CCEA provide.
The booklet will contain four possible narrative scenarios to choose from for each of the specification's six set genres.

You will choose one scenario and create your own film and portfolio in response to it. Your final portfolio must contain the following:

• a Research Analysis (including a film Synopsis) and an Evaluation;

• a Screenplay and Storyboard;

• a Shotlist, Shooting Schedule and Director's Notebook;

• a final narrative Film.

Your teacher will mark the work and CCEA will moderate it.
Your task will be submitted in digital format.

Component	Assessment Description	Weighting
Component 1: Critical Understanding of Creative and Technical Moving Image Production	Compulsory **online examination** **1 hour 30 mins** The examination features: a range of previously unseen audio and visual stimuli and short film sequences; questions that assess knowledge and understanding of film language, practices, techniques and contexts; scenario-based questions that assess creative and production management skills; questions that assess analysis and evaluation of film language, audience and purpose. CCEA set and mark the examination.	**40%**
Component 2: Acquisition of Skills in Moving Image Production	Compulsory **controlled assessment tasks** Students complete **four** tasks specified in the Component 2 Task Booklet: • storyboarding • camera and editing • sound • animation CCEA set the tasks, teachers mark them and CCEA moderate them. Teachers submit the tasks to CCEA in digital format.	**20%**
Component 3: Planning and Making a Moving Image Product	Compulsory **controlled assessment portfolio** Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs that CCEA provide. The portfolio must feature: • a research analysis; • preproduction material; • a completed moving image product; • an evaluation. CCEA set the portfolio task, teachers mark it and CCEA moderate it.	**40%**

	Teachers submit the portfolio task to CCEA in digital format.	

GCSE MUSIC
Examination Board: CCEA

This specification is intended for candidates who wish to pursue music at GCSE, building on skills and knowledge developed at Key Stage 3. The students taking music at GCSE Level will be interested in the subject and will also be accomplished performers at Grade 3-4 level and higher by Year 12.

DRAFT SPECIFICATION: GCSE Music consists of three units.

Performing & Appraising	*Externally assessed by visiting examiner.* 1 Solo performance and 1 ensemble performance. It should last no longer than 6 minutes. Discussion lasts approximately 3 minutes	35% *Performance 30% Discussion 5%*
Composing	*Controlled assessment – Internally assessed.* Candidate creates 2 compositions. One will be in response to a pre-release stimulus; one is free choice.	30%
Listening & Appraising	External written examination 1 hour 30 minutes	35%

Listening and Appraising will involve both familiar and unfamiliar music relating to the Area of Studies. The Areas of Study are:

1   **Western Classical Music (1600- 1910)**
- Handel: *For unto us a child is born* from the Messiah
- Mozart: *Horn Concerto No 4, 3rd Movement*
- Berlioz: *Symphonie Fantastique, 4th Movement*

2   **Film Music**
- Eric Coates: *March* (The Dam Busters)
- John Williams: *Superman Theme*
- James Horner: *Young Peter* from the Amazing Spiderman

3   **Musical Traditions in Ireland**

- Beoga: *Prelude Polkas: Prelude Polka, Paddy's Polka No 2 and Millstream Reel*
- Stonewall: *Fife Medley: Boys of Belfast and The Girl I Left Behind*

4   Popular Music (1980 – Present Day)
- Eurythmics: *Sweet Dreams*
- Ash: *Burn Baby Burn*
- Florence and the Machine: *Cosmic Love*

GCSE Music is an excellent choice for any type of musician

. The lessons involve use of IT, practical performing and composing sessions, as well as developing independent academic study of music. All types of musicians can thrive on this course, a wide range of skills are needed. Guitarists often find performing and composing easy, traditional musicians often find the listening and appraising their strength. Commitment is needed to develop weaker areas and fully utilise strengths. Involvement with ensemble work, be it choir or a band is necessary and an approximate performance level of grade 3 or equivalent is advisable as well as continued instrumental tuition. GCSE Music is varied, interesting, challenging and satisfying.

PHYSICAL EDUCATION

This course aims to provide students with the opportunity to become informed and competent participants in physical activity through the knowledge and understanding of the principles pertaining to effective performance and the intrinsic value of physical activity within society.

The syllabus is comprised of 4 areas of study:

1. Factors affecting Participation and Performance in Physical Activity:
(1)   Why exercise? (long and short term effects)
(2)   Factors affecting exercise. (age, ability, lifestyle)
(3)   Safety in exercise.

2. Developing Physical Health/Well-being:
(1)   Determining factors. (genetic, environmental, age)
(2)   Physiological factors. (fitness, training, nutrition)
(3)   Psychological factors. (use of drugs, motivation, mental rehearsal)

3. Developing Peak Physical Fitness

4. Developing Skilful Performances

Assessment is a balance between coursework (practical activities) and terminal examination as follows:

Terminal Examination	Paper 1	30%
Exercise Activity Profile		20%
Practical Activities		50%

Candidates will have a wide range of practical activities to choose from for assessment purposes.

Physical Education helps to prepare students for a wide range of career paths.

Learn skills in a variety of sports, games, dance, swimming, and outdoor pursuits for your own enjoyment and to share with others in many ways

- Develop leadership, organization, and communication skills which will serve you in any interaction with others, in your career or in recreation
- Come to understand the science of the body and how the body works, especially the musculoskeletal system, the nervous system, the respiratory system – and the cardiovascular system – and you will learn how to apply this knowledge to improve sports or dance skills, to repair injury, or to make appropriate exercise and nutrition decisions
- Understand and apply principles of healthy living, physically, mentally, emotionally, spiritually, socially, and environmentally, and learn how to share this knowledge in many settings
- Appreciate the breadth and depth of the health and human performance field, its history and future trends, and discover your place in the field.

Career Examples

- Chiropractor
- Physical Therapist
- Occupational Therapist
- Athletic Trainer
- Physical Education Teacher
- Fitness Specialist–Personal Trainer, Fitness Director
- Recreation Worker
- Dance Medicine and Science
- Geriatric Fitness Specialist
- Gerontology
- Athletic Coach
- Dance Educator
- Exercise Science / Sports Medicine
- Sports Management
- Sports Medicine
- Health Educator
-

RELIGIOUS STUDIES

Religious Studies at the Abbey is undergoing great change in so many ways be that from staffing to new syllabus to new Board and indeed the view our school takes of this subject. In short we see it as a priority!

We changed specification in September 2017. Our students now study a two year GCSE course presented by CCEA Examining Board. CCEA offer our pupils the option of completing two modular exams, one at the end of Year 11 and one at the end of Year 12. Module 1 (Unit 5) is: Christianity through a study of the Gospel of Mark. The Topics to be covered are:
The Identity of Jesus
Jesus the Miracle Worker
The Teachings of Jesus
The Death and Resurrection of Jesus
The Role and Nature of Christian Discipleship

Module 2 (Unit 6) is: An Introduction to Christian Ethics. The Topics to be covered are:
Personal and Family Issues
Matters of Life and death
Developments in Bioethics
Contemporary Issues in Christianity
Modern warefare

Assessment:

Two externally assessed papers, lasting 1hr 30 minutes

The students within Religious Studies are encouraged after they have sufficient knowledge to question and discuss the material put in front of them by their teachers.

Skills developed:

Many of the skills involved are common to the other literary subjects included in the Key Stage Four programme, including research and investigation, discussion and written communication.

Career Opportunities:

This subject is recognised by all third level institutions as a well-developed Arts based Advanced level option. The skills acquired while studying the subject are valuable for the study of a wide variety of Third Level courses e.g. English, History, Law and Education.

Recent RE A Level Graduates have gone on to study

Civil Engineering, Chemical Engineering, Law, Psychology, History, Law with Politics, Software Engineering, Radiography, Teaching St Mary's, Geography, Criminology & Social Policy, Construction Engineering, History, Social Work, Philosophy, Film & TV Studies, ICT, Sports Science, Finance, Environmental Planning & Business Management.

SCIENCE

Students entering 4th Year will have the choice of doing ONE of the following options.

OPTION 1:   "THE THREE SCIENCES"
OPTION 2:   DOUBLE AWARD SCIENCE
OPTION 3:   ONE OR TWO SCIENCE SUBJECTS

OPTION 1:   "THE THREE SCIENCES"
Students will take Biology, Chemistry and Physics as three separate subjects for 4 periods per week. The Triple Award Science contains more Biology, Chemistry and Physics topics than is contained in Double Award Science. This option will deliver three GCSE Certificates and is an excellent preparation for an "A" level course in any of the subjects. Each subject is now modular.

OPTION 2: GCSE Science (Double Award Unitised)
OPTION 2: GCSE Science (Double Award Unitised)

This course contains elements of Biology (25%), Chemistry (25%) and Physics (25%) and will be taken for 8 periods per week. Practical Investigation is worth 25%, and is made up of 7.5% practical examinations and 17.5% practical theory papers.
GCSE Science Double Award **will deliver two GCSE Certificates** (the grades can be the same e.g. AA or BB or can be different AB or BC).

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.

The Specification is a unitised specification that includes seven units, 2 of biology, physics and chemistry. The other unit is The Practical Skills Unit (Booklet A and Booklet B- both externally marked by CCEA)
- Units 1-3 are each worth 11%
- Units 4-6 are each worth 14%.
- Unit   7 is worth 25%.
- Units 1–6 are each assessed through a written examination, either at Foundation Tier (grades C–G) or Higher Tier (grades A*–D/E).
- Students can resit each unit once.

CONTENT	ASSESSMENT
Biology Unit B1: Cells, Living Processes and Biodiversity	External written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour**
Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	Externally written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour**
Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	External written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour**
Biology Unit B2: Body Systems, Genetics, Microorganisms and Health	External written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour 15 mins**
Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	External written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour 15 mins**
Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	External written examination You will answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. **Foundation and Higher Tiers: 1 hour 15 mins**

Unit 7: Practical Skills	**Booklet A**
	Externally marked
	You will carry out three pre-release practicals in your final year of study.
	There are two tiers of entry.
	Foundation and Higher Tiers: 3 hours (Biology 1 hour, Chemistry 1 hour and Physics 1 hour)
	Booklet B
	External written examination
	You will answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics.
	There are two tiers of entry.
	Foundation and Higher Tiers: 1 hour 30 mins (Biology 30 mins, Chemistry 30 mins and Physics 30 mins)

Career opportunities:

The course enables pupils to keep all their A-Level options open. It prepares pupils for the A-Level Sciences which are required for a wide variety of careers e.g. medicine, dentistry, pharmacy, chemistry, physics, biology, veterinary medicine, engineering, agriculture, food science, ophthalmic, optometry etc.

OPTION 3: ONE OR TWO SCIENCES

BIOLOGY

This CCEA course in GCSE Biology provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages students to appreciate the value of science in their lives and in the wider world around them.

This specification aims to encourage students to:
- develop their knowledge and understanding of biology;
- develop their understanding of the effects of biology on society;
- develop an understanding of the importance of scale in biology;
- develop and apply their knowledge and understanding of the nature of science and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

The following are important features of this specification.
- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- The GCSE Biology specification is divided into three units.
- Units 1 and 2 each contain prescribed practicals in the specification.
- Students carry out nine practicals over the two years of this course.
- Students carry out these investigations to develop their skills and knowledge of practical science.
- It provides a thorough preparation for the study of biology and related courses at GCE Advanced Subsidiary Level and Advanced Level. It also allows students to develop transferable skills that will benefit them in vocational training and employment.
- It gives students the opportunity to develop the ability to apply skills to real-life contexts.

Specification at a Glance

Content	Assessment/Weightings	Weightings	Availability
Unit 1: **Cells, Living Processes and Biodiversity**	External written examination. Students answer compulsory structured questions that include short responses, extended writing and calculations. Foundation and Higher Tiers: 1 hour 15 mins	35%	Summer from 2018
Unit 2: **Body Systems, Genetics, Microorganisms and Health**	Externally written examination. Students answer compulsory structured questions that require short responses, extended writing and calculations. Foundation and Higher Tiers: 1 hour 30 mins	40%	Summer from 2019

Unit 3: Practical Skills	**Booklet A** Students carry out two externally marked pre-release practicals in the final year of study. Foundation and Higher Tier: 2hrs	7.5%	Between December and April each year
	Booklet B External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a pratical context. Foundation and Higher Tiers: 1 hr.	17.5%	

<u>**Career Opportunities in Biology**</u>
A selection of careers which require a Biological background includes:
Agriculture, Horticulture, Marine Biology, Food processing industry;
Medical - Medicine, Dentistry, Veterinary Science, Pharmacy, Physiotherapy, Occupational therapy, Speech Therapy, Dietetics, Microbiology, Chiropody, Radio-therapy, Biochemistry, Nursing and Ophthalmics;
Education, Psychology, Bio-Geography, Zoology, Genetics, Genetic engineering, Biotechnology, Catering Industry, Sports science and Laboratory Technician.

Biology is a useful complementary subject to A-Level subjects such as Chemistry, Physics, Maths and Geography and the skills it develops will help students secure employment not only within Science disciplines but also in the non-science sector e.g. Management, Administration, Business, Marketing, Sales and computing.

<u>CHEMISTRY</u>

The Abbey follows the CCEA specification (syllabus). This specification encourages pupils to develop their curiosity about the material and physical worlds and provides insight into and experience of how science works. It enables students to engage with chemistry in their everyday lives and to make informed choices both about further study in chemistry and related disciplines and about their careers.

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

Specification at a Glance

Content	Assessment	Weighting	Availability
Unit 1: **Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis**	External written examination Students answer compulsory structured questions that require short responses, extended writing and calculations. There are two tiers of entry. Foundation Tier: 1 hour Higher Tier: 1 hour 15 mins	35%	Every Summer
Unit 2: **Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry**	External written examination Students answer compulsory structured questions that require short responses, extended writing and calculations. There are two tiers of entry. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins	40%	Every Summer
Unit 3: **Practical Skills**	**Booklet A** Externally marked Students carry out two pre-release practical tasks in the final year of study. There are two tiers of entry. Foundation and Higher Tiers: 2 hours	7.5 %	Between 1 January and 1 May from 2019
	Booklet B External written examination Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context. There are two tiers of entry. Foundation and Higher Tiers: 1 hour	17.5% (Unit 3 total: 25%)	Summer from 2019

Career opportunities in Chemistry
Studying chemistry opens the door to a wide range of career options. Chemists are not just confined to the lab.
Chemists play a vital role in developing many of the everyday products we take for granted and help to sustain and improve the quality of life.

Studying chemistry can result in careers in;

Nanotechnology; communication	designing structures on an atomic scale for use in medicine, and industry.
Environmental science;	understanding and safeguarding the environment.
Sustainability;	developing alternative energy sources for a cleaner healthier planet.
Innovation;	developing exciting new technology products.
Forensics;	helping to solve crimes.
Archaeology;	dating and analysing artefacts.
Biotechnology; sources and	seeking treatment for diseases, experimenting with new energy creating the next generation of consumer chemicals.
Marine chemistry production	reducing pollution and discovering new compounds for use in food and medicines.

Key Skills developed as a result of studying GCSE Chemistry:

- Application of Number
- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with others

PHYSICS

Physics is that part of science and technology which deals with how and why things behave as they do. It includes such topics as heat, light, magnetism, electricity, thermodynamics, sound and mechanics.
Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building of blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light.

Because of the wide variety of subject matter and its relevance to everyday life, Physics is a very interesting and practically based subject to study. Physicists rarely get bored with their work. Physics forms an essential basis for careers in virtually every branch of engineering, electronics, astronomy and meteorology and a useful basis in many others including medicine, agriculture, telecommunications and the Civil Service. Increasing numbers of physicists, including our own past pupils however, work in the stock market.

Career opportunities in Physics

Physics can lead to a career in professional physics as a lecturer or researcher. There are an extraordinary number of fields of research in physics from astrophysics and cosmology on the one side to electronics and nanotechnology on the other. Physics is a requirement for many engineering degree courses and is also acceptable for entry into non-scientific degrees such as law and accountancy. The new ccea physics syllabus contains a large section on astrophysics and cosmology.

Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: **Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics**	External written examination There are two tiers of entry. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins Students answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%	Summer from 2018
Unit 2: **Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics**	External written examination There are two tiers of entry. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins Students answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%	

Content
Assessment
Weightings
Availability

Unit 3:
Practical Skills

Booklet A
Practical skills
assessment
Externally marked
Students carry out two
pre-release practical
tasks in the final year of
study.
There are two tiers of
entry. Students must
take both Booklet A and
Booklet B at the same
tier.
Foundation and Higher
Tiers: 2 hours

7.5%

Between
1 January and
1 May from 2019

Booklet B
External written
examination
Students answer
compulsory structured
questions that include
short responses,
extended writing and
calculations, all set in a
practical context.
Foundation Tier: 1 hour
Higher Tier: 1 hour 15
mins

17.5%

Summer from
2019

Students must take at least 40 percent of the assessment (based on unit weightings)
at the end of the course as terminal assessment.

SPANISH

At the Abbey Grammar School, Spanish is offered to all pupils who have studied the subject in the Junior school. Much of the basic material for the G.C.S.E. course has been covered in second and third year. The course taught in Fourth and Fifth year closely mirrors the requirements of the Northern Ireland GCSE syllabus.

The GCSE Examination consists of four main areas:

Unit 1: Listening Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (35 minutes)
• Higher Tier (45 minutes)

Stimulus material in Spanish, recorded by native speakers
Responses include
- selection,
- gap filling
- answering some questions in English
- answering some questions in Spanish

Unit 2 Speaking: Worth 25%. Externally marked by CCEA

Students will complete an oral lasting 7-12 minutes. The test will include:

• 2 role-plays
• a general conversation based on 2 topics.

Unit 3: Reading Worth 25%. Externally marked by CCEA

Two tiers of entry:
• Foundation Tier (50 minutes) and
• Higher Tier (60 minutes)

Stimulus material of various lengths on a range of topics in Spanish

Pupils will answer 12 questions

Responses include:
- selection
- gap filling
- answering questions in English
- answering questions in Spanish
- translating short sentences from Spanish to English

Unit 4: Writing: Worth 25%. Externally marked by CCEA

2 Tiers of entry:
Foundation Tier (1 hour)
Higher Tier (1hr 15 mins)

Students will answer 4 questions:
- Writing a list of vocabulary *(Foundation Tier only)*
- Writing short phrases / sentences
- Short answers in Spanish to one or more pieces of text
- A short translation from English to Spanish
- A structured, extended writing in Spanish. You will have a choice of 3 questions to pick from.

GCSE Spanish is a very enjoyable course, which builds upon and develops the skills and vocabulary learnt through the study of Spanish in the junior school.

<u>Career opportunities:</u>

1. Spanish is an important European language
2. Spain is a rapidly increasing marketing economy with many outlets world-wide.
3. Many opportunities exist in the world of leisure and tourism for the practice of Spanish.

At the Abbey the GCSE course is studied on a topic basis. Students are given notes and exercises on each of the fourteen topics and over the two year course these build into the student's key study material.

DESIGN AND TECHNOLOGY

GCSE Design and Technology will prepare our students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

You can find out about our Design and Technology qualifications at aqa.org.uk

A breakdown of Assessment follows:

Paper 1

What's assessed

• Core technical principles
• Specialist technical principles
• Designing and making principles

How it's assessed

• Written exam: 2 hours
• 100 marks
• 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

Coursework

What's assessed

Practical application of:
• Core technical principles
• Specialist technical principles
• Designing and making principles

How it's assessed

• Non-exam assessment (coursework): 30–35 hours approx • 100 marks • 50% of GCSE

Task(s)

• Investigating
• Designing
• Making
• Analysing and Evaluating
• Students will produce a working prototype and a portfolio of evidence (max 20 pages) •
Work will be marked by the teachers in the Abbey and moderated by AQA

Career Opportunities:

The course provides an important grounding in all aspects of Engineering and Design, and is widely recognised as an excellent starting point for university courses in Electrical, Electronic, Microelectronic (Computer), Civil, Aeronautical and Mechanical Engineering, as well as such courses as Architecture, Quantity Surveying, Advertising and Product Design & Manufacture. It is also possible to take a B.Sc.(Hons) course in Technology and Design as well as a teaching degree.

Careers Department Information

- Students applying to medicine, veterinary medicine/science, dentistry, and competitive entry subjects such as law **should consider completing four subjects at A Level if applying to Irish universities** because the demand for points is so high and the number of places so small**. However, the change to the tariff points system from 2019 has helped this somewhat.

- Some universities will only consider **GCSEs at the first attempt for some competitive entry courses**. *__Resits of GCSEs may not be considered__* for courses of study such as medicine or dentistry.

- Universities usually only take the best NINE GCSE results for competitive entry courses and add them to other scores from admissions tests. Selection in such a process usually involves an interview too.

- **Aptitude tests for medicine**, other high demand courses, and any course at Oxford or Cambridge, **form an important part of the application process,** e.g. the University Clinical Aptitude Test (UCAT) or the BioMedical Admissions Test (BMAT) for medicine, the Health Professions Admission Test (HPAT-Ulster) for physiotherapy and all other health related/life science courses at Ulster, the Thinking Skills Assessment (TSA) for politics and economics courses at Oxford.

- **The A* grade at A Level may be specified as part of an alternative offer for a limited range of degree programmes.**

- **CAO Applications** to the Republic of Ireland are scored as follows:

  Best FOUR subjects at A Level from ONE academic year;
      OR
  Best THREE at A Level from ONE academic year, **plus ONE AS** subject from either the same or preceding year only. (In other words from the same two-year certification cycle.)

Applicant Scoring for GCE/GCSE – for applicants from 2019

From 2019	Universities and associated colleges				Institutes of Technology & TU Dublin (other than DkIT)	
		4th Subject				
Grade	**Best 3 A-Levels**	**A-Level**	**AS Level**		**First 3 A-Levels**	**AS Levels (& 4th A-level where presented)**
A*	185	45	31†		185	74††
A	156	38	26		156	62

From 2019	Universities and associated colleges				Institutes of Technology & TU Dublin (other than DkIT)	
B	131	32	22		131	52
C	106	26	18		106	42
D	84	20	14		84	34
E	63	15	11		63	25

† Extended Project is now accepted and scored as AS. It is possible to attain an A* in this.

†† Applies to A-level only

Universities and associated colleges:

Applicants are scored on the basis of their best four A levels or three A levels and an AS level in a different subject from the same or preceding year. The maximum number of points that can be achieved is 600.

Note: Applicants presenting Grade E or above in one of A-Level Mathematics, Further Mathematics or Pure Mathematics will have 25 points added to their score for that subject. The bonus points will only be relevant where that subject is scored as one of the applicant's best four subjects for points purposes. This gives a maximum possible score of 625.

Institutes of Technology (other than DkIT) and other HEIs offering QQI HET awards:

Applicants are scored on the basis of a maximum of 4 different subject results at A and/or AS level. For scoring purposes, the following combination of A Levels and AS Levels are permitted:

1. The best 4 A level results in a single sitting.
2. The best 3 A level results in a single sitting, plus the best AS level result from the previous or the same sitting.
3. The best 2 A level subject results in a single sitting, plus the best 2 results at AS level from the previous or the same sitting.
4. The best 1 A level subject result in a single sitting, plus the best 3 results at AS level from the previous or the same sitting.
5. The best 4 AS level subject results in a single sitting.

Important information for all GCE Applicants

- Evidence of GCSE examinations must be supplied in order to meet minimum entry requirements.
- AS Levels must be in different subjects to those taken at A-Level.
- When sending documents, certified photocopies of certificates/statements of results produced by an Examining Board must be supplied to CAO well in advance of Round One offers – school transcripts will not be accepted.
- Applicants must also advise CAO of any previous AS and A Level awards and provide certified photocopies of certificates/statements of results produced by an examining board to support their application.
- CAO advises GCE applicants to discuss their AS Level certification process with their school. AS Level results are frequently cashed in

along with A2 Level results in the final year. As a result, candidates often will not have evidence of their AS Level results until the release of their A2 Level results in August. In this instance, CAO will expect to receive electronic notification of the AS Level results provided that the applicant has supplied their correct Board, Centre number and Candidate number for all subjects that will be cashed in in August 2019.

- If a school cashes in AS Level results in the same year as A Level results, applicants must enter the remaining AS Level subject carried forward on their CAO application – applicants must use the space provided for 'Examinations to be taken' in the Qualifications & Assessments section.
- CAO must be informed if the candidate sat any AS or A2 Level examinations at a different school.

Please note, all applicants must check the matriculation and minimum entry requirements for all courses.

- **UCAS Applications** to the UK are scored as follows:

(Students making applications to Higher Education from September 2015 for courses starting from September 2016 are unaffected, including those students who opt to defer to 2017. These cohorts of students will continue to make choices and receive offers using the current tariff system.)

UCAS Tariff Points from September 2017

A2 Grade	New Tariff
A*	56
A	48
B	40
C	32
D	24
E	16

AS & AS VCE Grade	New Tariff
A	20
B	16
C	12
D	10
E	6

Pearson BTEC Subsidiary Diploma (QCF)

Grade	New Tariff
Distinction*	56
Distinction	48
Merit	32
Pass	16

Edexcel BTEC National Award

Grade	New Tariff
Distinction	48
Merit	32
Pass	16

Music Qualifications

Certificate in Graded Examination in Music Performance

Grade	Grade 8	Grade 7	Grade 6
Distinction	30	16	12
Merit	24	12	10
Pass	18	10	6

Certificate in Graded Examination in Music Theory

Grade	Grade 8	Grade 7	Grade 6
Distinction	10	8	6
Merit	9	7	5
Pass	8	6	4

Speech and Drama Qualifications

Graded Qualifications in Speech and Drama

Grade	Grade 8	Grade 7	Grade 6
Distinction	30	16	12
Merit	27	14	10
Pass	24	12	8

Speech and Drama: Performance Studies

Official title: LAMDA
Certificate in Speech and Drama: Performance Studies

Grade	Tariff
Distinction	24
Merit	16
Pass	8

Entry requirements for ALL university courses can be found online via the universities' websites or via UCAS using its course finder tool.

Copies of prospectuses for all major UK and Irish universities and training colleges are available in the careers room for students to review as well as resources for students on the **Careers Google Classroom** on the Abbey domain.