Sullivan Upper School

Careers Department
Subject Choice
for GCSE

Information Booklet

January 2017

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CAREERS DEPARTMENT
SUBJECT CHOICE FOR GCSE

HEADMASTER'S COMMENTS

To Year 10 Pupils

I hope that you (and your parents) will read this booklet carefully in order to help inform your GCSE subject choices. I would also encourage you to talk to your teachers about the nature of the subject at GCSE and, where possible, seek advice from other adults and indeed older pupils who have already been through the process. You will have a chance to discuss your ideas with one of the careers teachers in January. At this meeting we will be asking you to confirm your decisions about subjects.

Remember, too, that you may be making choices with a view to A Level and, ultimately, career options, so it is important that you make decisions now based on all the available information, your career aspirations, if known, and your personal preferences.

Please note that GCSE Mathematics is part of the core for Key Stage 4 and therefore everyone will be taking it. However, for some it is also appropriate and useful to take GCSE Further Mathematics. This is for those who are likely to want to take Mathematics to A Level and who have a particular career path in mind for which mathematics is a requirement.

When you have chosen your subjects remember that this is only the beginning. Success at GCSE depends on how well you work at your studies, how much concentration and commitment you can bring, how you strike a balance between your academic studies and extra-curricular and outside activities and how well you persevere in the face of the many distractions from school work.

Choose carefully and then work hard and consistently in your subjects.

Best wishes and good luck.

C J W PEEL
Headmaster

January 2017

Role of the Careers Department in Year 10

The Careers Department at Sullivan works to enable our pupils to make informed decisions about their future career paths.

Early in Year 10 each pupil follows a programme within their Learning For Life and Work Employability classes to enable them to explore their individual qualities and preferences. This can help indicate a direction for their subject choice, in line with any possible career ideas.

After receiving the Winter Statement of Results, each pupil will indicate their subject choice for GCSE study. This choice is **confirmed and finalised** during an interview for each pupil, accompanied by a parent, with one of the school's Careers Team. This interview is completed in January after the Year 10 parental consultations. Decisions about GCSE choice can impact upon options in Higher Education and future career direction. If unsure about which GCSE subjects are relevant for future plans, please use the opportunity of the subject choice interview to seek clarification from the interviewing team. Indicating any careers of interest enables staff to focus on the requirements of these areas. The subject choice for Years 11 and 12 is then complete.

While the school endeavours to accommodate the pupil's requirements, it cannot be guaranteed that changes made after this time can be fully accommodated. It should further be noted that we hope to be able to offer the subjects enclosed. However, the school may need to remove a subject and in that case pupils will be required to select an alternative.

Pupils are encouraged to continue to refine their ideas of a career path throughout Key Stage 4, bearing in mind suitable AS subject choices or courses that can be studied after GCSE.

Important Dates:

Sept – Dec 2016:	Pupils complete Careers Programme in LLW Employability classes
Tues 10 January 2017:	From 4.00 pm to 6.30 pm. Year 10 Parental Consultations (with subject teachers)
Wed 13 January 2017:	Latest date for Subject Choice Forms to be returned to Form Teachers. Earlier submission would be welcome.
17-19 January 2017:	(Tues-Thurs) Parent and pupil interviews, by appointment, with Careers Department staff to confirm subject choice. **See the attached letter for information on individual appointment times.**

Useful websites

The internet has a vast array of useful information which can be utilised when making career choices. It is advantageous to check the later subject requirements for any occupations of interest eg A Level and beyond (if applicable). This enables appropriate GCSE choices to be made which will lead in the desired direction. At this stage, the emphasis is on keeping the options open for any areas of interest, where possible. It is important to balance the desire to follow a particular career with the enjoyment and ability in the necessary subjects. Some websites that are useful for career information are:

www.careersserviceni.com
Enter the address above and you will be redirected to the careers section of www.nidirect.gov.uk. This is a very useful broad based website that contains an A-Z of careers, advice on apprenticeships, information on the pilot of the higher level apprenticeships, and a selection of case studies amongst other useful material. It is tailored to cater for a Northern Ireland audience. Both the Career Starter section for 11-13 year olds and the Career Ideas section for 14-19 year olds are applicable. We recommend that you set up a profile, enter your subjects, answer the questions on your likes and dislikes, and use this site to research possible career options suited to each individual student.

www.prospects.ac.uk
Take the "What jobs would suit me?" quiz or browse through the job profile pages. This site offers lots of advice on CV writing, interview advice and more. The Prospects site gives careers advice particularly suited for people who will study degree courses.

www.ucas.com
This is the website for application to UK universities. It gives up to date information on the available courses offered this year. The video clips and "How to" guides (e.g giving advice on how to choose courses) are particularly useful. There are also links to other routes into higher education that are alternatives to degrees. Clearly this website is aimed at older students. However, it can provide useful information on subject requirements for careers of interest and the current range of third level education options that are available.

www.google.com
Some interesting information can be accessed by typing the title of a career into a search engine eg what does an engineer do?

www.ccea.org.uk www.aqa.org.uk
Examination board websites which contain the subject specifications, past papers and more!

www.icould.com
This is the website for career ideas, first-hand information and inspiration from free access to more than 1000 personal video stories and detailed job information. Follow the "Inspire me" button to find case studies or take the "Buzz Quiz" to find out what you are like and what you could do.

www.plotr.co.uk/
Plotr is a revolutionary website created to help 11-24 year olds discover and explore jobs they will love. It is built around The Game which uncovers careers linked to their skills, interests and personality as well as in depth career profiles, videos and more to get a view of what the world of work is really like.

Advice for choosing subjects

Choosing subjects can be a challenging decision for some. We recommend that you consider the following steps when making your choices:

- **Ability**: Consider which subjects you can do well. Looking at recent Year 10 examination results is a good indicator but remember that some examinations are of a different standard to others. It is often useful to consider your performance compared to the year average, considering your performance last year too.

- **Preferences**: What we like and don't like makes us who we are. Most students will benefit from choosing subjects which they enjoy as it helps them to keep motivated.

- **Career Ideas**: Although this is an early stage, some pupils will have an idea of a career they may wish to pursue, or a general career direction. Check out the subjects that these areas require. The internet has many useful sites which give this information. You will be able to further confirm this interview in your subject choice interview.

- **Controlled Assessment**: Controlled Assessments are carried out in class time and replace coursework. It is worth considering the overall balance of Controlled Assessments in your son's or daughter's timetable. Having some subjects where a percentage of the final result is completed in class before final examinations helps to ease pressure in those examinations. But if all choices have a large component of controlled assessments they will have to manage their time very effectively throughout the two years of study to be able to keep on top of this work.

What happens next?

Once your choices have been confirmed in the subject choice interviews, this information is promptly passed on to enable the timetable for next year to accommodate your choices.

Consequently **later changes may not be possible** as classes are full or unavailable in the timetable. As a result, **please view your choices now as final**. Changes should only be made in exceptional circumstances and, if necessary, a request for this should be addressed to the Vice-Principal, Mrs McBrien.

Key Stage 4 Curriculum 2017-2019

Pupils at Key Stage 4 [Years 11 and 12] typically take 9, 10 or 11 GCSE subjects plus a number of non-examinable courses. There is a degree of choice in the GCSE subjects taken within the framework of the revised Northern Ireland curriculum and the need to follow a broad and balanced programme.

The programme of subjects will comprise a core of subjects and one choice from three other categories of a Language, a Science and an Environment and Society subject. In addition each pupil will have three further choices. The pattern for these choices is outlined on the next page.

Also, some pupils will have the opportunity to study GCSE Further Mathematics.

Pupils considering a career in the medical field (courses such as Medicine, Dentistry, and Veterinary Science) need to consider carefully their GCSE choice as this will have an impact upon subsequent Advanced Level subject choice and the range of university options available. For example:

- Queen's University Belfast (Medicine, Dentistry) and most UK universities require Chemistry and Biology to be studied at A Level. Some universities may also require either Mathematics or Physics A Level, particularly if Biology is not studied to full A2 level. Queen's University also requires Physics at GCSE.

We endeavour to meet the individual choices of each of our pupils. **However, the viability of a class to run may depend on the number of pupils choosing the subject and the school may need to remove a subject.** Pupils in these cases will be required to select an alternative.

Entry to Sixth Form at Sullivan

Pupils should be aware that the current requirement for **entry to the Sixth Form is 7 subjects passed at GCSE with a minimum of 4 subjects at grade B or above**. The Religious Studies (short course) can count as one of the 7 subjects.

Ten careers I can do with…

NB Additional subjects and varying levels of qualifications may be required.
We recommend that you use the internet to find out more information on occupations that interest you and on the qualifications required.

Art and Design	Advertising Art Director Architect Animator Museum Conservator Product Designer	Set Designer Fashion or Costume Designer Graphic Designer Fine Artist Interactive Media Designer
Biology	Medicine Pharmacy Dentistry Biomedical Science Nursing	Veterinary Science Physiotherapy Ecology Ophthalmology Microbiology
Chemistry	Chemical Engineering Chemistry Food Science Forensic Science Materials Science	Medicine/ Dentistry Nanotechnology Petroleum Engineering Pharmacology Polymer Technology
Computer Science	App designer Computer Games Programmer Computer Hardware Engineer Electronic Engineer IT Consultant	Mechanical Engineer Network Engineer Web Developer Systems Analysis Software Development
Digital Technology (Formerly ICT)	CAD Draftsperson CGI Technician Computer Games Programmer Computer Hardware Engineer Forensic Computer Analyst	Graphic Design Information Systems Media Design Network Engineer Web Developer
Drama	Actor Arts Management Medicine Broadcast Journalist Drama Teacher	Drama Therapist Film and TV Director Lighting Designer Theatre Director Barrister

English	Advertising Account Executive Barrister Broadcast Journalist English Teacher Media Relations Manager	Newspaper Journalist Public Relations Officer Publishing Editor Solicitor TV Presenter
French, German or Spanish	Barrister Business Management Finance Chartered Accountant Finance	Solicitor International Relations Diplomat Journalist Tourism
Geography	Cartographer Environmental Science Geographical Information Systems(GIS) Geography Geology	Oceanography Surveying Sustainable Development Travel & Tourism Town and Transport Planning
History	Criminologist Heritage Management International Relations Journalism Law	Costume Designer History Teacher Media Researcher Political Researcher Accountant
Food and Nutrition (Formerly Home Economics)	Dietician Nutritionist Environmental Health Officer Food Scientist Food Technologist	Food Engineer Health Promotion Officer Trading Standards Officer Food Journalist Food Retail
ICT	Computer Games Programmer Computer Hardware Engineer Electronics Engineer Forensic Computer Analyst Mechanical Engineer	Network Engineer Software Developer Software Engineer Systems Analyst Web Developer
Learning for Life and Work	Criminology International Relations Law Politics Nursing	Nutrition Occupational Therapy Public Health Social Sciences Social Work

Mathematics and Further Mathematics	Actuary Accountant Company Executive Computer Games Designer Computer Programmer	Economist Investment Analyst Mathematics Teacher Statistician Engineering (all types)
Moving Image Arts	Advertising Executive Animator Film and TV Production Film and TV Director Lighting Designer	Marketing Multimedia Design Photography Sound Engineer Web Designer
Music	Armed Forces Musician Arts Administrator DJ Interactive Media Designer Musician (classical/pop/singer)	Music Promotions Manager Music Teacher Music Therapist Private Instrumental Tutor Sound Mixer
Physical Education	Fitness Instructor Fitness Manager Physical Education Teacher Physiotherapist Sports and Exercise Psychologist	Sports and Exercise Scientist Sports Coach Sports Development Officer Sports Nutritionist Sports Professional
Physics	Acoustician Architect Astronomer Computer Programmer Diagnostic Radiographer	Engineer (all types) Doctor Geophysicist Medical Physicist Optometrist
Religious Studies-	Advice Worker Clergy Charity Officer Civil Service Administrator Community Development Worker	Editorial Assistant Newspaper Journalist Social Worker Teacher Youth Worker
Technology and Design	Mechanical Engineering Model Making Product Design Sports Technology Sustainable Energy Technology	Theatre Design Transport Design Interior Design Packaging Technologist Prosthetist

Key Stage 4 Curriculum: Subject Choices

1. **Common Core Subjects taken by all pupils**:
   - English Language
   - English Literature
   - Mathematics
   - Religious Education (Short Course)

2. **Optional subjects**:
   a. Pupils choose **one subject from each category**

Language	Science	Environment and Society
French Spanish	Biology Chemistry Physics	Geography History Food and Nutrition (Formerly Home Economics)

   b. Pupils choose **a further 3 subjects, in order of preference,** from the following:

Art & Design	Food and Nutrition (Formerly Home Economics)	Music
Biology	Geography	Physical Education
Chemistry	German*	Physics
Computer Science	History	Religious Studies (Instead of Short Course)
Digital Technology (Formerly ICT)	Learning for Life and Work (GCSE option)	Spanish
Drama	Moving Image Arts	Technology
French		

   *** German may only be selected as a second language as it may not be available at A Level**

   c. GCSE Further Mathematics – (where applicable) – offered after Year 10 summer examinations

3. **Non-examinable compulsory courses**:
   - Learning for Life and Work [Non-Exam] (Personal Development, Citizenship and Employability/Careers)
   - Physical Education
   - Games
4. Pupils may not select Computer Science **and** Digital Technology

Examination Board Specification Changes

The specification, which is provided by the examination board, dictates the content that each subject must cover. In addition it details the structure of the course, the requirements for controlled assessment and/or coursework where applicable.

This specified content is then tested in the final examinations. The result awarded is often comprised of a number of parts which are combined for the overall grade.

CCEA is currently reviewing all of the specifications for GCSE provision and new specifications will come into operation in September 2017.

The process is currently on-going and the specifications are in a draft format at present, for most subjects. This means that **the specifications have not yet been fully approved and are subject to change**.

The most current specification content will be available on the Examination Board website.

www.ccea.org.uk

Subject: Art and Design

Examination Board: CCEA (Draft)

Course Content:

Students can study any of the art, craft and design disciplines listed below

- Fine art – drawing, painting, sculpture. printmaking
- Textiles & Fashion
- Ceramics • 3D design (Jewellery, Architecture, Product etc)
- Photography • Moving image/animation • Digital media • Graphic design

The Art & Design course at GCSE consists of:

Component 1(60%)

Part A: Exploratory Portfolio

1. Students explore and understand the visual elements of art and design, including: colour; line; shape; form; texture; tone; and pattern.
2. They explore different media, materials, techniques, processes and technologies. They experiment with and refine their ideas as their work progresses.

Their completed portfolio of experimental work is presented as an outcome for the purpose of assessment.

Part B: Investigating the Creative and Cultural Industries

Students complete **one** of the following practical tasks:

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

Students build on the knowledge, skills and confidence gained in Component 1 Part A. They engage with and understand different roles and opportunities in the creative and cultural industries.

Component 2: Externally Set Assignment (40%)

Controlled Assessment:

Component 1 is produced throughout Year 11 & the Autumn term of Year 12.
In Year 12 at the start of the Spring term, candidates will receive their Externally Set Assignment and will have 6-8 weeks to complete preparatory work before spending a 10-hour period producing a final outcome.

Additional Information:

The nature of this subject requires a commitment to independent working at home as well as in class.

Subject: Biology

Examination Board: CCEA (Draft)

Course Content:

This GCSE course is concerned with the study of living organisms - their structure and how they work.

There are three units.

Unit 1 topics are Cells, Photosynthesis, Nutrition, Digestion, Nervous System and Hormones and Ecology.
Unit 2 topics are Osmosis and Plant Transport, Circulation, Reproduction, Genetics, Genetic Engineering, Variation and Selection, Disease and Microbiology. Units 1 and 2 are assessed by written examinations worth 35% and 40% respectively.
Unit 3 assesses practical skills and is worth 25% as detailed below.
Topic tests and practice in answering past paper questions enables pupils to stay on top of the work throughout the course and should help reduce panic and stress at the end. Topic summaries assist pupils in the learning of the basics.

Practical Skills:

There are 9 prescribed practical tasks that pupils carry out throughout the course.
Unit 3 (Practical Skills) is assessed in two parts. Booklet A consists of 2 practicals (based on but not identical to the prescribed practicals) which are carried out in school but marked externally and worth 7.5%. Booklet B is an externally assessed examination based on practical work and is worth 17.5%.

Additional Information:

A good GCSE grade, a B or above, is strongly recommended in order to study this subject at AS level. Pupils should be aware that at AS and A2 level, pupils who have studied GCSE Chemistry may be at an advantage. Indeed some universities require Chemistry (at least at GCSE level) in order to study Biology.

Subject: Chemistry

Examination Board: CCEA (Draft)

Course Content:

The GCSE Chemistry course involves the study of some of the common chemical elements and their compounds. Many general chemical principles are introduced and pupils are taught to apply their knowledge and understanding of these in a variety of situations. Emphasis is placed on the everyday applications of Chemistry along with industrial processes and environmental issues.

Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis (35%)
Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry (40%)
Unit 3: Practical Skills (25%)

A very practical approach to the subject is employed, with experimental work playing an important part, both to illustrate principles and to develop essential scientific skills.

All components of GCSE Chemistry are marked externally.

Practical Skills:

There is a Practical Skills Unit worth 25% of the GCSE which is made up of Booklet A and Booklet B. Students carry out a variety of prescribed practical activities, which are highlighted throughout the specification. Two of these are assessed in a Practical Skills Booklet A, which is carried out in class towards the end of the course. A timetabled examination, Booklet B, completes the practical skills assessment. This consists of a series of questions about the prescribed practicals and other practical activities throughout the specification.

Additional Information:

A good grade in GCSE Chemistry is essential for those wishing to continue its study to AS or A Level as the advanced course relies heavily on the material covered. A grade A in GCSE Chemistry would be recommended as the minimum requirement for progress to the AS course.

Subject: Computer Science

Examination Board: AQA

Course Content:

Please Note: If you choose Computer Science you **will not** be able to take the Digital Technology course.

The course content includes the following topics:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer Systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical legal and environmental impacts of digital technology on wider society including issues of privacy
- Aspects of software development
- Non-Examination assessment.

The course is examined by:

- 2 written papers worth 40% each
- Non-Examination assessment where students are expected to create a report worth 20% of the final examination marks

Note: As this is English examination board grades will be reported using a number system 9 to 1.

Controlled Assessment:

This course requires pupils to complete a non-examination component. This requires the writing of a report totalling 20 hours of work to develop a computer program to solve a problem including the design, program code and testing.

Additional Information:

Further details of the syllabus can be found at www.aqa.org.uk. Pupils considering this course need to be good at Mathematics and have enjoyed KS3 ICT tasks such as HTML coding, Scratch and VB programming.

Subject: Digital Technology

Examination Board: CCEA (Draft)

Course Content:

Please Note: If you choose Digital Technology you **will not** be able to take the Computer Science course.

The course is made up of three units:

Unit 1 – Digital Technology consists of an external written examination worth 30% of the final GCSE grade which covers topics such as:

- Software
- Computer Hardware
- Network Technologies
- Ethical, legal and Environmental impact of digital technology on society
- Digital applications including work, social, education and training

Unit 2 – Digital Authoring Concepts consists of an external written examination worth 40% of the final GCSE grade and covering topics such as:

- Designing solutions
- Digital development considerations
- Multimedia applications and authoring
- Database development
- The significance of testing and test plans
- Evaluation of systems against a set user requirements

Unit 3 Digital Authoring Practice (Controlled Assessment) worth 30% – In this unit a pupil will design, develop and test a digital multimedia system.

Controlled Assessment:

The task for controlled assessment will be set by CCEA. Skills assessed will include: Investigating and analysing problems, designing effective solutions, developing a solution; testing and implementing solutions and evaluating the solution and pupils own performance.

Additional Information:

This course is suitable for pupils who want to extend and make use of the skills taught in KS3 ICT classes but who perhaps do not enjoy tasks involving programming such as the HTML or VB.net

Subject: Drama

Examination Board: CCEA (Draft)

Course Content:

This GCSE course follows CCEA's revised specification. The course is a key foundation for those who may wish to consider further study and training in the performing arts. Through the course, students will develop their problem solving, communication and team work skills, which are crucial in a wide variety of careers. The creative industries are currently booming in Northern Ireland and through the course students will be encouraged and supported in building links with local theatre companies. This course is also relevant to the study of English Literature and is a useful foundation for further study at A Level of English Literature and Theatre Studies.

The subject content for GCSE Drama is divided into three components:

1. **Devised Performance**
2. **Scripted Performance**
3. **Knowledge and Understanding of Drama**

40% of the course is assessed by written examination at the end of the course on the third section of Knowledge and Understanding of Drama.
There will three questions based on one set text.

Controlled Assessment:

60 % of the course is assessed through two practical components:

1. **Devising Performance** (25%) Students prepare perform a short devised piece in response to a stimulus. All students submit a student log.
2. **Scripted Performance** (35%), students present two short extracts from a published play.

For both practical options, students may choose to perform or to create a costume, set or lighting design.

Additional Information:

The study of Drama is valued by medical schools, as recent links between QUB medical school and QUB Drama Department illustrate.
**This is a change of examination board from previous years to enable smooth transition from GCSE to A Level study.*

Subject: English Language

Examination Board: CCEA (Draft)

The specifications for this subject consist of two elements; two external examinations worth a total of 60% and controlled assessment worth 40%.

Course Content:

External Assessment/Examination

Pupils will sit two papers, worth a total of 60%

Paper One: (A) Writing for Purpose and Audience
(B) Reading to access Non-fiction
Paper Two: (A) Personal and Creative Writing
(B) Reading Literary and Multi-Modal Texts

Controlled Assessment is a core component of this subject. It is 40% of the course in English Language and the requirements are outlined below.

Controlled Assessment 40%

Talking and Listening assessments are worth 20%

Pupils will be assessed on three final tasks;

(A) Informal discussion – as part of a group, without an audience
(B) Formal presentation – before an audience
(C) Role-play

Two written assignments are worth a further 20%

Task 1. The study of spoken language eg political speeches, news broadcasts. (10%)
Task 2. The study of written language. (10%)

Note there are NO CROSSOVER pieces which may also be used for English Literature Controlled Assessment.

Additional Information:

Please note that Controlled Assessment is worth 40% of the final mark.

Subject: English Literature

Examination Board: CCEA (Draft)

The specifications for this subject consist of the following elements; two external examinations worth a total of 80% and Controlled Assessment worth 20%.

Course Content:

External Assessment/Examination

There are two terminal examinations, which are worth 80% of the final mark.

Paper 1. Sec A: Prose: 'To Kill a Mockingbird' (closed book 20%)
Sec B: Unseen prose. (10%)

Paper 2. Sec A Drama: 'An Inspector Calls' (open book 20%)
Sec B Poetry from CCEA anthology (open book 30%)

Controlled Assessment

Controlled Assessment is worth 20% of the final mark.
Pupils will be assessed on their written response based on a Shakespeare text.

There are NO CROSSOVER pieces that may also be submitted for English Language.

Controlled Assessment:

Controlled Assessment is worth 20% of the final mark.

Additional Information:

GCSE English Literature is essential for all hoping to study the subject at AS and A Level.

Subject: Food and Nutrition (Formerly Home Economics)

Examination Board: CCEA

Course Content:

GCSE Food and Nutrition is a study of relevant and current issues related to food, nutrition, diet and health.

The specification covers a range of topics including:

Nutrients, dietary needs, food safety, health issues such as heart disease and diabetes, food processing, food production and legislation.

Assessment:

Pupils are assessed through two components:

Component 1: Food and Nutrition Written Examination (50%)

At the end of Year 12 pupils complete a written examination lasting 2 hours. This paper assesses the pupil's knowledge and understanding of food and nutrition.

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

This is a practical food and nutrition task. Pupils choose, plan and make a range of dishes. This task is completed in school and is worth 50% of the mark.

Controlled Assessment (50%)

Pupils complete a practical food and nutrition task in Year 12. The task requires them to research and select recipes according to given criteria, plan and make the dishes and evaluate their work.

Additional Information:

Food and Nutrition is an active, practical subject. Pupils exercise skills such as time and task management, personal responsibility and forward planning. These valuable and transferable skills equip pupils to deal with the challenges associated with lifelong learning.

Subject: French
Examination Board: CCEA (Draft)

Course Content:
The course aims to promote enjoyment of language learning and to develop the knowledge, skills and understanding acquired in Years 8, 9 and 10. Pupils who have done French in Years 8–10 already have a very good grounding in the subject. By the start of Year 11 they will be familiar with many of the language structures needed to achieve a high grade at GCSE.

For those wishing to study one language only at GCSE, we would strongly recommend that they do French.

The skills of speaking, listening, reading and writing are tested separately at GCSE and have equal weighting (ie 25% each). All skills except for speaking can be taken at either foundation or higher tier, though most of our pupils cope very well with the higher tier tests. The speaking test is facilitated by the class teacher.

GCSE classes tend to be smaller than in the junior school, and for all pupils the course provides an excellent opportunity to revise the basics of the language. Results from all classes are consistently good.

Coursework:
There is no coursework in French.

Additional Information:
The course provides a sound base for the further study of French at a more advanced level.

Subject: Further Mathematics

Examination Board: CCEA (Draft)

Course Content:

The course is intended to cater for those candidates who are capable of working beyond the limits of the existing GCSE Mathematics syllabus. It is a demanding course and is aimed at candidates who have achieved a high standard in Mathematics throughout Years 8, 9 and 10.

Since the syllabus is designed for the mathematically able, it will only be offered to those pupils who have proved their ability in the school's May examination. Normally this means that approximately 45% of the year group are offered a place in Further Mathematics classes.

Pupils follow an accelerated course and sit GCSE Mathematics at the end of Year 11 and Further Mathematics at the end of Year 12.

The Further Mathematics examination consists of two units. The first unit covers Pure Mathematics topics; the second unit examines Mechanics and Statistics topics.

Each unit is worth 50% of the total for this examination.

Information about GCSE Mathematics can be found on page 27.

Parents should note that in selecting Further Mathematics, pupils are **committing to complete the two year course** and sit a GCSE both in Mathematics and Further Mathematics.

Controlled Assessment:

There is no Controlled Assessment requirement for Further Mathematics.

Additional Information:

Further Mathematics is normally the essential starting point for those pupils wishing to study Mathematics at AS and/or A2 level in Year 13.

Subject: Geography

Examination Board: CCEA (Draft)

Course Content:

The aim of the course is to provide pupils with an understanding of the world into which they are growing and to which they contribute. Emphasis is placed on the ways in which people interact with each other and with their environment. One outcome is an encouragement to understand different communities and cultures within our own society and elsewhere in the world.

There are eight themes studied over the two years, four deal with the Natural World and four with Living in our World. Topics covered by these themes include:

- How and why do cities develop and how do they change the countryside?
- Which management strategies can help reduce flooding in the UK?
- Is migration a good or bad process for people in Europe?
- Why is the world map constantly changing?
- Why are wealthy countries rich?
- Does money answer development problems?
- Is Global Warming really threatening to change our planet and our future?

In addition to the content material numerous Geographical skills are developed with analysis of many graphical and statistical sources including ICT, video, Geographic Information systems (GIS), satellite images and, of course, maps at various scales.

Controlled Assessment:

20% of the final assessment is based on fieldwork. This local study involves gathering fieldwork information working in small groups. Research skills, so important in the later stages of education, are practised and developed in a familiar setting. Assessment of this fieldwork exercise is by written examination.

Additional Information:

The remaining 80% of marks are based on two other written examination papers one covering the four themes from Understanding the Natural World and the four from Living in Our World.

As a subject, Geography bridges the science/humanities divide helping students to maintain a broadly based GCSE course and allowing them to continue with it down the science and arts/humanities routes at A Level.

Subject: German

Examination Board: CCEA (Draft)

Course Content:

The course helps pupils to develop the knowledge, skills and understanding that they acquired in Years 9 or Year 10.

Those who have enjoyed both German and French at Key Stage 3 tend to do very well at GCSE, and many pupils decide to do the two languages in Years 11 and 12. German may only be selected as a second language as it may not be available at A Level.

The skills of speaking, listening, reading and writing are tested separately at GCSE and have equal weighting (ie 25% each). All skills except for speaking can be taken at either foundation or higher tier, though most of our pupils cope very well with the higher tier tests. The speaking test is facilitated by the class teacher.

GCSE classes tend to be smaller than in the junior school, and for all pupils the course provides an excellent opportunity to revise the basics of the language. Results from all classes are consistently good.

Coursework:

There is no coursework in German.

Additional Information:

The course provides a sound base for the further study of German at a more advanced level.

Subject: History

Examination Board: CCEA (Draft)

Course Content:

Pupils will sit **two written papers**, worth a total of 100%.

Unit One (60%)

Section A: Modern World Studies in Depth

Option 1: Life in Nazi Germany, 1933–45: In this option, students focus on the impact of the Nazi dictatorship on people's lives in Germany. Students explore the interplay of political, economic, social and racial forces in Germany at this time. Students answer five questions. The paper includes short response questions, structured questions and an essay question.

Section B: Local Study

Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98: In this option, students focus on the changing relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours. Students answer six questions. The paper includes source-based questions, short response questions and an essay question.

Unit Two – Outline Study (40%)

International Relations, 1945–2003 In this unit, students focus on the significant events and developments associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'. Students answer six questions. The paper includes source-based questions, a structured question and an essay question.

Additional Information:

The course is both interesting and rewarding. Since it builds on the approach already used in Key Stage 3, pupils should not experience too much difficulty coming to terms with the demands of the course. Those contemplating History for GCSE should have an interest and enthusiasm for the subject.

Pupils considering Politics as a possible A Level subject should note that the skills and content of GCSE History provide a good foundation for studying Politics.

Subject: Learning for Life and Work

Examination Board: CCEA (Draft)

Course Content:

Learning for Life and Work (LLW) is a compulsory entitlement under the Revised Curriculum for Northern Ireland. It is delivered to all in Year 11/12 but a fuller course is offered here for GCSE

Contemporary society presents us with a maze of challenges and opportunities that can at times seem overwhelming. We navigate that maze by means of decisions we make, in our family lives, with friends, at school and at work. LLW creates a specific space to focus on thinking through major decisions and their implications and equips pupils with the skills needed to take appropriate action when faced with personal, social, economic and employment issues. Therefore, it provides a sound basis for pupils hoping to pursue careers in politics, economics, social services and business.

The course consists of **40% CAT** (Controlled Assessment Task) mostly done under teacher supervision, and **60% theory** sat as three modular examinations (Units 1 & 2 in Y11 and Unit 3 in Y12)

At GCSE there are **three units** of study each worth **20%**:

1. **Personal development**
2. **Local and Global Citizenship**
3. **Employability**

Controlled Assessments:

One controlled assessment is taken from one of the three areas of study (from a choice of three provided by CCEA in September 2017). They will be internally assessed and externally moderated. It will take the form of a 3000 word report on research findings and self-evaluation from a topical investigation.

Additional Information:

The new specification includes some exciting additions that bring the course well up to date with changes in society and technological advances. At times topics may be controversial, whilst others hone essential life skills for the future.

Whether the GCSE is run depends on pupil uptake and staffing.

Subject: Mathematics

Examination Board: CCEA (Draft)

Course Content:

The course in Mathematics builds on the understanding and skills developed, throughout Years 8, 9 and 10. It is designed to promote continuity, coherence and progression within the study of the subject.

There are two tiers of entry available in GCSE Mathematics, Foundation and Higher Tier, but we will only have classes following the Higher Tier course.

Each year we have seven Mathematics classes in Years 11 and 12. Three of these classes study for GCSE plus Further Mathematics. The other four classes study the GCSE Higher course over the two years. *Selection for the Further Mathematics classes is made following the results of the school's May examination in Mathematics.*

The pupils selected for the Further Mathematics classes will sit their GCSE Mathematics under the scheme of assessment outlined below in June 2017.

Assessment component	Papers	Percentage weighting
Module Test (T3 or T4)	A written examination with calculator (2 hours)	45%
Completion Test (T6) (Compulsory)	Paper 1 without calculator (1 hour 15 minutes) Paper 2 with calculator (1 hour 15 minutes)	55%

The pupils not in the Further Mathematics classes will be examined in June 2019. Each specification is designed as a modular course, but our candidates will sit all the components in the one season, either June 2018 or June 2019.

Controlled Assessment:

There is no separate Controlled Assessment element in GCSE Modular Mathematics.

Additional Information:

For further information on Further Mathematics see page 22.
Selection for Further Mathematics is made following the Year 10 June examinations.
Pupils selecting Further Mathematics are committed to the two year course.

Subject: Moving Image Arts

Examination Board: CCEA

Course Content:

There are two key moving image art forms, which underpin the GCSE course:

- **Film**, which refers to live action fictional narrative films; and
- **Animation**, which refers to stop motion, rostrum and CGI animated narrative films.

The GCSE course is divided into three components. The content of these units is outlined below:

Component 1: Critical Understanding of Creative and Technical Moving Image Production(Online Examination at the end of Year 12)
Component 2: Acquisition of Skills in Moving Image Production (Year 11 work)
Component 3: Planning and Making a Moving Image Product (Year 12 work)

In an online examination students respond critically to a series of questions relating to:

- film language
- genre and representation;
- creative production techniques;
- production management; and
- industry contexts

The duration of the online examination is 1 hour 30 minutes.

Controlled Assessment:

Year 11: Students acquire practical production skills for moving image by completing four tasks:

- **Task 1: Storyboarding**
- **Task 2: Camera Work and Editing**
- **Task 3: Postproduction Sound**
- **Task 4: Stop-Motion Animation**

Year 12: Students produce their **own original film**, of around two minutes in length, and develop **a supporting portfolio** of genre-based research and preproduction materials. This component gives students the opportunity to develop and apply a combination of technical skill, management ability and creative enterprise in the design and production of their final film.

Additional Information:

To study this subject students are expected to have:

- **a keen interest in Film**
- **the ability to work independently**
- **good ICT skills**

Subject: Music

Examination Board: CCEA (Draft)

Course Content:

This is an attractive course which integrates the three main activities of

LISTENING **PERFORMING** **COMPOSING**

PERFORMING and APPRAISING **35% externally assessed**

A full range of instruments from orchestral to ethnic, pop and traditional is acceptable. Pupils should be prepared to perform in a small ensemble and rehearse on a weekly basis throughout the two years.
Pupils are required to perform **INDIVIDUALLY (15%)** and as part of an **ENSEMBLE (15%)** Performances last no longer than **6 minutes** in total. Pupils should perform music equivalent to **Grade 3 or above** to access the total marks available.

DISCUSSION (5%)
Pupils are also required to discuss and evaluate their performances with the visiting assessor. The discussion lasts approximately 3 minutes.

LISTENING and APPRAISING **35% externally assessed**
This involves one test of aural perception. (1 hour 30 minutes).
Pupils study a range of set works from the **Areas of Study -Western Classical Music, Film Music, Musical Traditions of Ireland and Popular Music 1980-present day**.
Pupils will be required to answer questions on the set works, unfamiliar music from the Areas of Study and complete one extended writing question based on a set work.

Controlled Assessment:

COMPOSING and APPRAISING **30%**
Pupils create **TWO** compositions, (total length 3-6 minutes) one in response to a pre-release stimulus and one free choice. Teachers mark the tasks and CCEA moderate the results. The choice of musical style and medium are the pupil's own. Pupils record the compositions and must provide a score, lead sheet or a written account of their work.

Additional Information:

Pupils contemplating GCSE Music should have an interest and enthusiasm for the subject and be prepared to be involved in music making. It is recommended that pupils have a basic knowledge of theory.

Subject: Physical Education

Examination Board: CCEA (Draft)

Course Content:

This course is for pupils who show a keen interest in PE and Sport and have shown a genuine commitment and high participation level throughout KS3, achieving a minimum of Grade B for attainment.

The course consists of the following:

1. 2 Written Papers 50%
2. Practical Performance 50%

The **Written Papers will cover the following topics:**

- The body and mind at work
- Health and lifestyle decisions
- The active leisure industry
- Developing physical fitness for performance
- Developing skilled performance

Controlled Assessment:

Practical work must be carried out in **three** activities from a set list provided.
At least **two** of the activities must be within school. One activity may be taken outside school under the guidance of a suitably qualified coach.
Students are assessed in the quality, efficiency and effectiveness of performances and the quality of analysis and evaluation of performances.
In place of one physical activity, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as an event manager.

Additional Information:

Pupils wishing to do this course should either a) currently represent the school in a particular sport, or b) participate at a high level in a sport not offered at Sullivan. They should also be at a reasonably good level of physical fitness i.e. not suffering an illness or injury likely to cause long-term non-participation.
This subject is very valuable to anyone hoping to pursue a career in one of the many associated work fields and is offered at AS and A Level. It is now a more heavily based theoretical course reflecting the break-down of marks.

Subject: Physics

Examination Board: CCEA (Draft)

Course Content:

This course introduces pupils to the main principles and concepts of Physics. It aims to promote an awareness and understanding of the social, economic environmental and other implications of the subject. There is a particular emphasis on the development of practical skills and the ability to apply a knowledge and understanding of physical principles to everyday situations in the home, industry etc.

The course is divided into two units. Unit 1 will be completed in Year 11 and Unit 2 in Year 12.

Unit 1: Motion, Force, Moments, Density, Kinetic Theory, Radioactivity, Fission and Fusion
Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
Unit 3: Practical Skills

For a closer look at the course content check the examining body's website www.ccea.org.uk.
Experimental skills comprise an important part of the learning experience within this subject and so every opportunity is taken to engage pupils in experiments where appropriate.

Practical Skills:

This comprises 25% of the final result.
This is divided into two sections

Booklet A: 2 practicals done in the second year	7.5%
Written Paper	17.5%

Additional Information:

A good grade in GCSE Physics is important for those wishing to continue its study to AS or A Level. A grade B in GCSE Physics would be recommended as the minimum requirement for progress to the AS course. Pupils wishing to study Physics at AS and A Level benefit considerably from having previously studied Further Mathematics at GCSE.

Subject: Religious Studies – GCSE Full Course

Examination Board: CCEA (Draft)

Course Content:

There are two topics on this course:

1. **The Gospel of Matthew**

This unit aims to introduce students to a number of themes in the life and ministry of Jesus, as portrayed in Matthew's Gospel. In their study students have an opportunity to enhance their knowledge, understanding and ability to evaluate key passages. These passages should be considered both within the religious, political, social and cultural context of Jesus' day, and in terms of how they influence contemporary Christian lifestyle in all its diversity.

The themes are as follows:

- The Identity of Jesus;
- Jesus the Miracle Worker;
- The Kingdom of God;
- The Death and Resurrection of Jesus; and
- The Place and Nature of Christian Discipleship.

2. **Christian Ethics**

In this section we take a look at many of the moral issues facing our society today, including abortion, euthanasia, capital punishment, war, relationships and marriage, divorce and the environment.

There will be two $1\frac{1}{2}$ hour papers.

Controlled Assessment:

No Controlled Assessment.

Additional Information:

This course offers very good preparation for anyone considering A Level Religious Studies after GCSEs.

Subject: Religious Studies – Short course

Examination Board: CCEA (Draft)

Course Content:

1. An Introduction to Christian Ethics

This unit looks at a number of ethical issues of importance to our society today and explores the approach which Christians and others take to them.
Some of the issues covered are:

- Abortion
- Euthanasia
- Marriage
- Divorce
- Capital Punishment
- Crime and Forgiveness
- Care for the Environment
- Animal Rights
- War and Peace

Controlled Assessment:

There is no Controlled Assessment for this subject.

Additional Information:

This subject differs from Religious Studies (full course) in subject content (half of that in the full course), in that there is only one final paper
The full range of grades (A*-G) is available in this subject.
This subject will count as a GCSE for admission to the Sixth Form.
For anyone wishing to take Religious Studies at A level, Short Course provides a very adequate preparation.

Subject: Spanish

Examination Board: CCEA (Draft)

Course Content:

The course helps pupils to develop the knowledge, skills and understanding that they acquired in Years 9 and 10.

Those who have enjoyed both Spanish and French at Key Stage 3 tend to do very well at GCSE, and many pupils decide to do the two languages in Years 11 and 12. However, if pupils much prefer Spanish, and are doing well in tests and examinations, then Spanish is certainly worth doing on its own.

The skills of speaking, listening, reading and writing are tested separately at GCSE and have equal weighting (ie 25% each). All skills except for speaking can be taken at either foundation or higher tier, though most of our pupils cope very well with the higher tier tests. The speaking test is facilitated by the class teacher.

GCSE classes tend to be smaller than in the junior school, and for all pupils the course provides an excellent opportunity to revise the basics of the language. Results from all classes are consistently good.

Coursework

There is no coursework in GCSE Spanish.

Additional Information:

The course provides a sound base for the further study of Spanish at a more advanced level.

Subject: Technology and Design

Examination Board: CCEA (Draft)

Course Content:

Technology and Design at GCSE involves studying 3 units: 2 theory and 1 controlled assessment :-

Unit 1 – **Technology and Design Core Content**

Theory based unit covering a range of core topics including design, manufacture, electronics, mechanical systems and computer control.
Weighting (Theory Paper) = 25%.

Unit 2 – **Optional Areas of Study**

Students choose **one** of **three** options:

i. Electronic and Microelectronic Control Systems; or
ii. Mechanical and Pneumatic Control Systems; or
iii. Product Design.

Weighting (Theory Paper) = 25%.

Controlled Assessment:

Unit 3 – **Design and Manufacturing Project**

Students complete a design project comprising a design portfolio and an associated manufacturing task.
Weighting = 50%.

Additional Information:

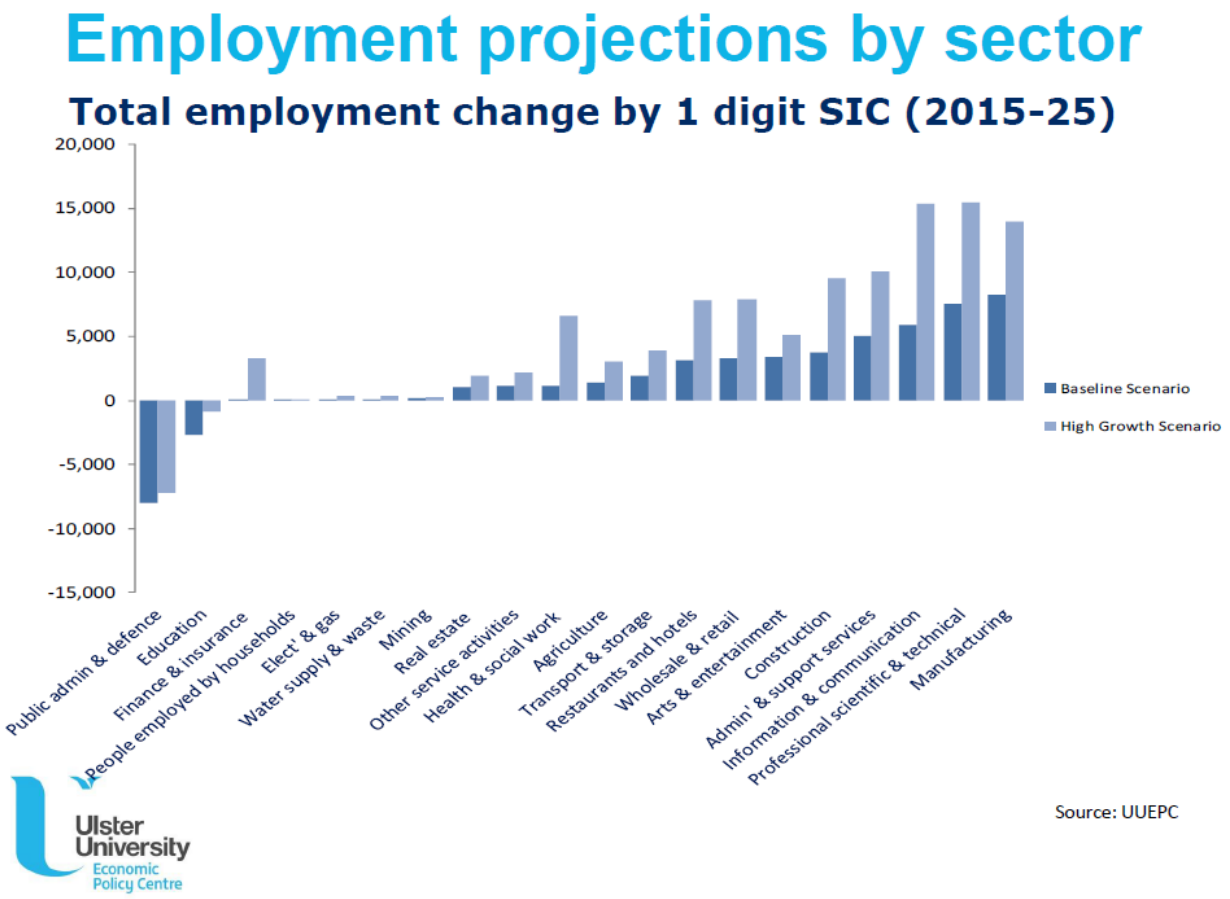
This course develops knowledge and skills in a broad range of areas including computer technology, emerging technologies and product design.

NI Labour Market Information (Pre Brexit)

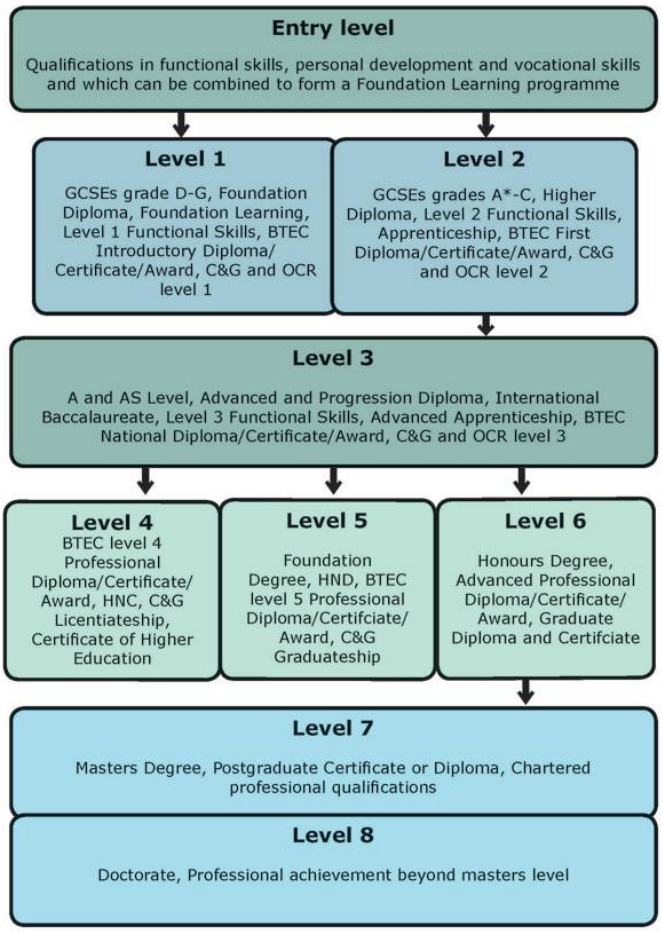
A report was commisioned by DEL through the University of Ulster to analyse the Labour Market Information in Northern Ireland and make projections on the likely trends in employment from 2015 – 2025. The following information is an excerpt from this report. The full report can be found on

https://www.ulster.ac.uk/__data/assets/pdf_file/0007/73528/Skills-Barometer-Final-Full-Report.pdf

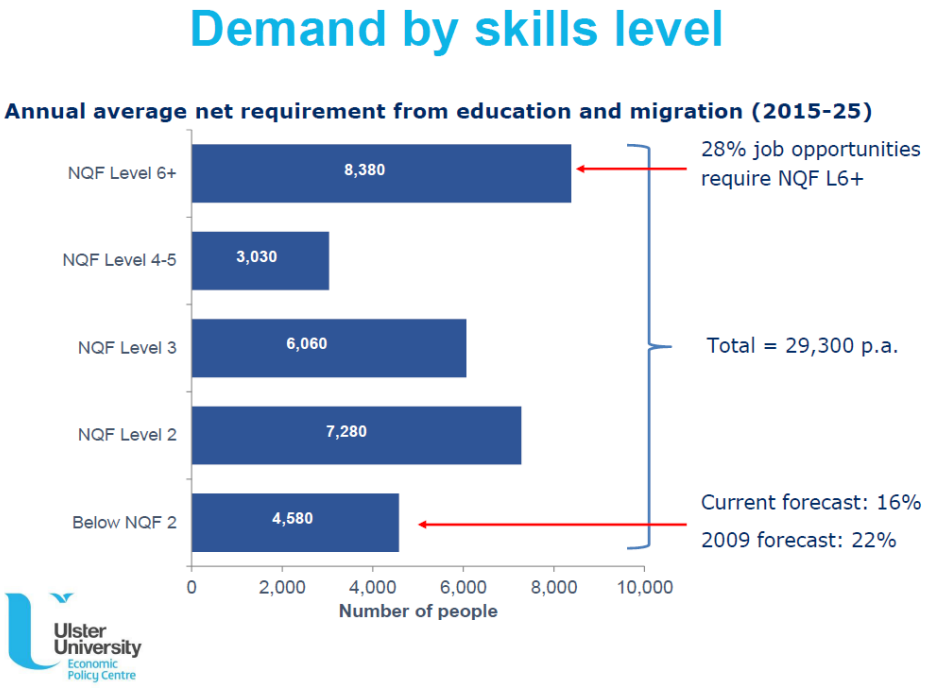
The bar chart below gives the likely projections in the job sectors listed, for Northern Ireland. If the bar chart is above the zero line, the sector is predicted to grow. The rate of growth is determined by the strength of the economy and both the baseline and high growth predictions are shown.



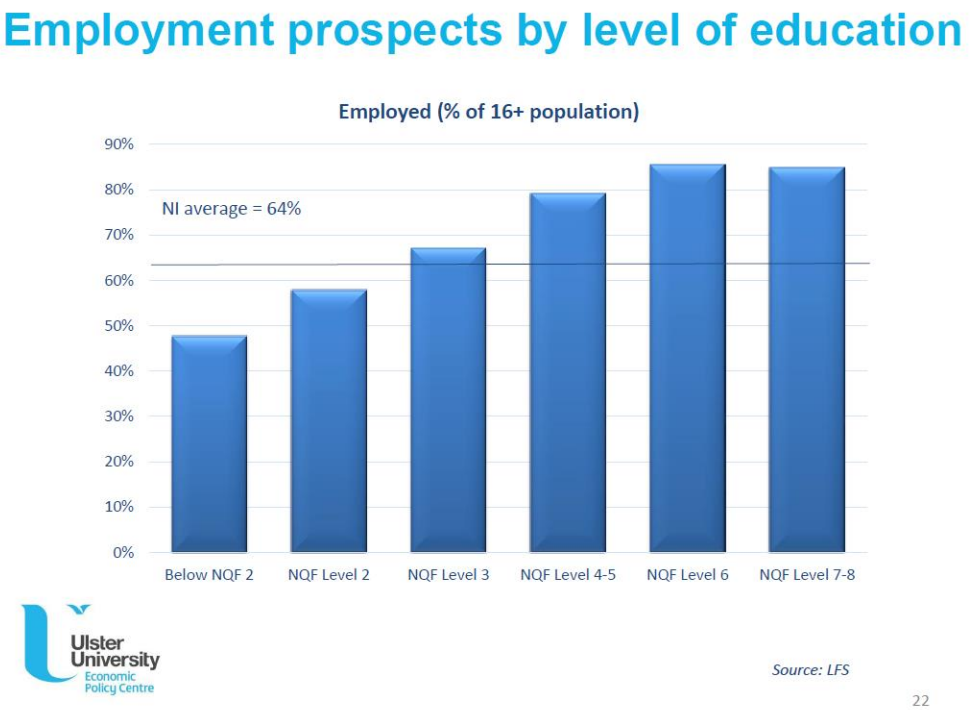
Qualifications are ranked according to the National Qualifications Framework seen below.



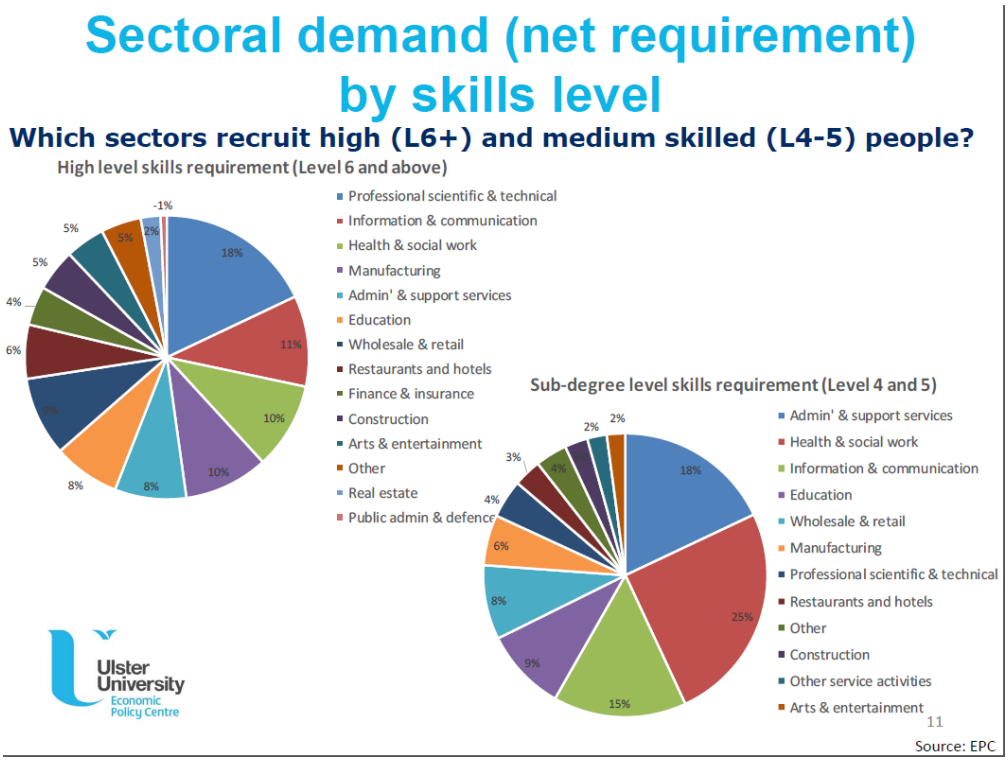
The differing levels of qualification are projected to expand at different rates in the next 10 years. Level 6 Qualifications (eg Honours Degree etc) are expected to show the greatest increase locally.



The level of qualification a person has can also determine their likelihood of employment as shown below:

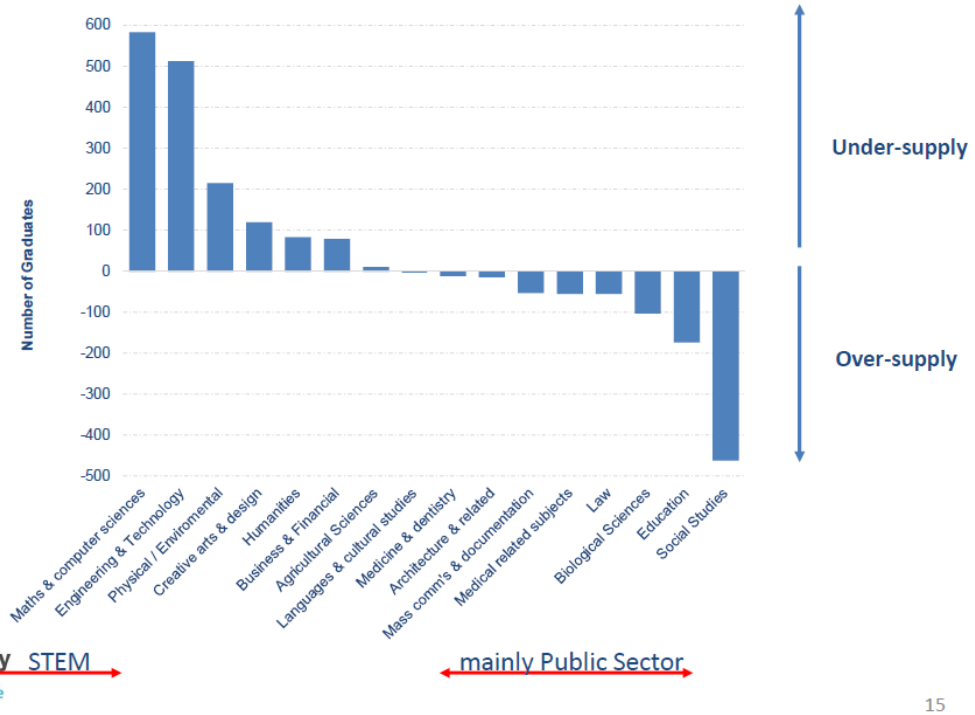


For highly qualified people: The following projections are for highly qualified (Level 6) people in Northern Ireland, eg Honours degree, postgraduate certificate etc.



NQF level 6+ Supply Gap – Broad subject area

Annual Average Supply Gap NQF L6+ (JACS 1 digit)



Ulster University Economic Policy Centre

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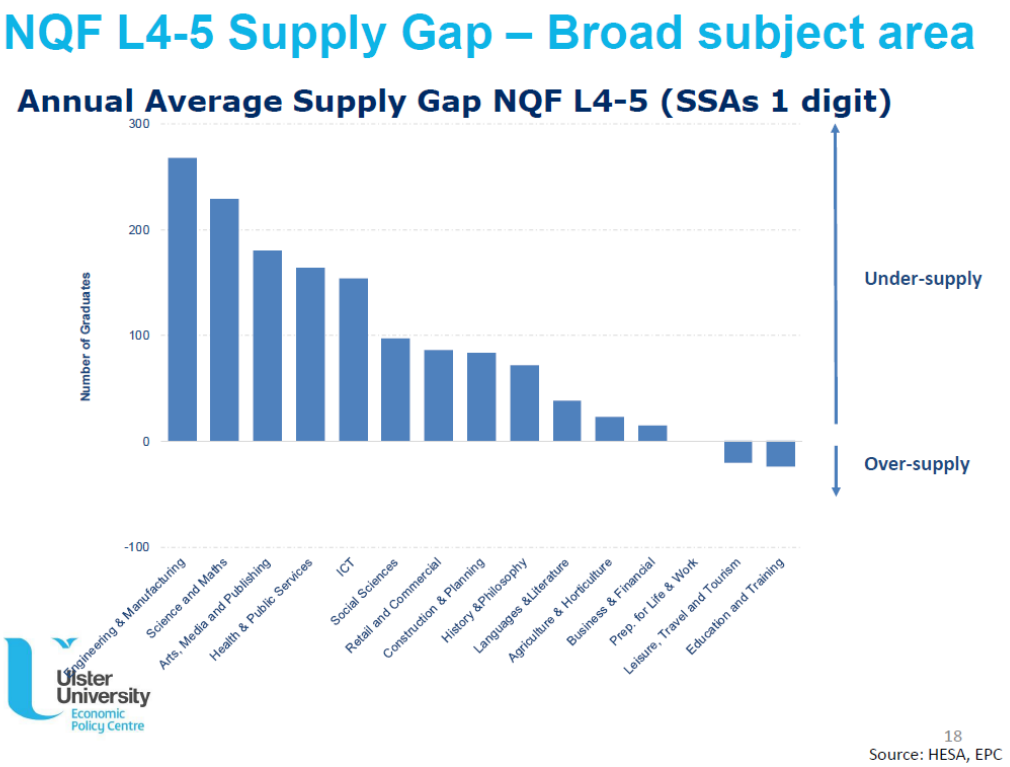
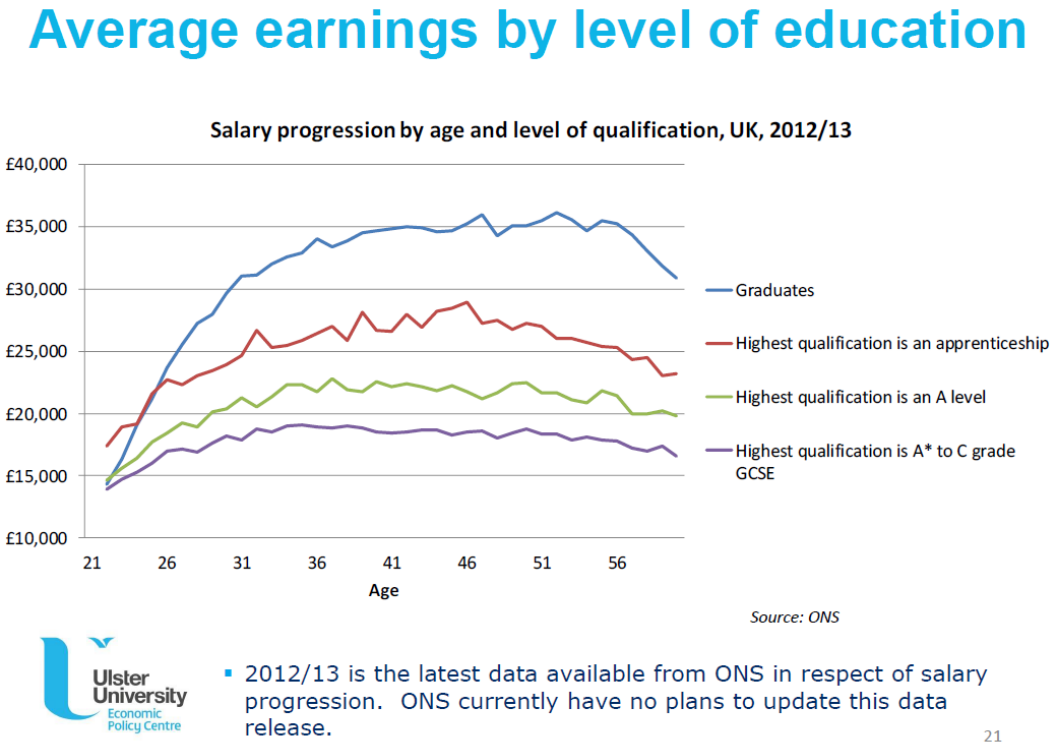
Source: HESA, EPC

For people with Level 4 or 5 Qualifications eg Btec/HNC/NHD



And, the level of qualifications affects average earnings.