

# GLENLOLA COLLEGIATE SCHOOL



## GCSE SUBJECT CHOICES

YEAR 11 ENTRY  
FOR SEPTEMBER 2018



## INTRODUCTION

**This booklet contains information about all of the subjects offered at GCSE in Glenlola Collegiate and it is provided so that parents and pupils can be informed about what each subject involves before you make your choices.**



We strongly encourage you to talk to your teachers about the nature of the subject at GCSE and, where possible, seek advice from older pupils who have already been through the process. You will have a chance to discuss your potential subjects and career plans at your careers interview in February.

You may be choosing subjects now with a view to studying them at A Level and, ultimately, for career options, so it is important that you make decisions based on all the available information, your career aspirations, if known, and your personal preferences and abilities.

You should choose subjects which are required for your career interests, subjects which you enjoy and are likely to achieve top grades in and, where possible, subjects which demonstrate breadth across a range of disciplines.

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.

Please note that subjects will be scheduled where the class size is viable and where there is available resource within the School to deliver the course.

## ROLE OF THE CAREERS DEPARTMENT IN YEAR 10 AND MIDDLE SCHOOL



**The Careers Department in Glenlola Collegiate work to enable you to make informed decisions about your future career. In February/March you will indicate your proposed subject choices for GCSE study. These choices may need to be reviewed following your Summer Examinations.**

**Year 10:** During Year 10 each pupil follows a programme within their timetabled Careers 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. This, along with an individual subject choices/careers interview, the Options Event, the ALC Careers Fair and the Parent Consultation afternoon provide support, advice and guidance for future plans. Parents are welcome to attend the individual careers interview in addition to the Options Event, Careers Fair and Parents Consultation.

**Year 11:** 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. To help with this, Year 11 pupils have the opportunity to take part in voluntary work experience placements. Pupils will also participate in Career Planning Sessions and Young Enterprise workshops. They will also have Careers classes taken by Careers staff.



**Year 12:** Year 12 pupils participate in a workshop delivered by the NI Careers Service Careers Advisers giving guidance and information on choosing careers, subject choice at year 12, post-16 options and labour market information for NI. This, along with an individual careers interview, the Options Event, Young Enterprise Workshops, the Careers Fair and the Parent Consultation afternoon provide support, advice and guidance for future plans. They will also have Careers classes taken by Careers staff.



## IMPORTANT DATES

Three important dates for your diary are:

**Wednesday 7 February 2018:** Year 10 Options Event 3:15 - 4:15pm

**February 2018:** Individual Careers Interviews

**Wednesday 28 February 2018:** Year 10 Parents' Consultation Afternoon

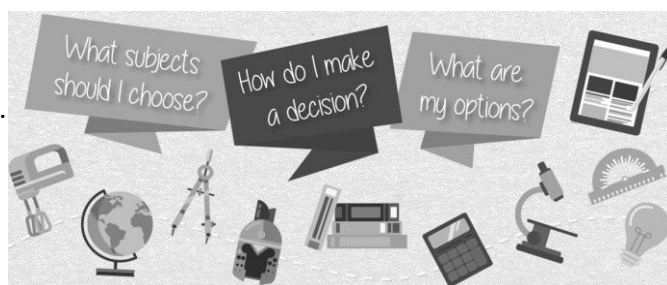
**Monday 5 March 2018:** Final day for handing in Subject Choice Forms. A GCSE Subject Choices Form is included with this booklet. **It should be returned to your Form Teacher as soon as your subject nominations are known or by the date shown above at the latest.**



## THE CURRICULUM AT KEY STAGE 4 (YEARS 11 AND 12)

Pupils at Key Stage 4 typically take 9 or 10 GCSE subjects. 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. As a result of this a statutory minimum of Learning Opportunities must be available to all pupils. These are Skills and Capabilities, Learning for Life and Work, PE and RS. In addition, schools must provide opportunities for their pupils to access courses and qualifications in any or all of the following Learning Areas – The Arts, Environment and Society, Modern Languages and Science and Technology. The nominations pupils make should result in a broad and balanced programme of courses appropriate to their needs and interests. The programme of subjects will comprise a core of compulsory subjects and then optional subjects that you will nominate to study.

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



## ADVICE FOR CHOOSING SUBJECTS

**We recommend that you consider the following factors when making your choices:**

**Ability:** Consider which subjects you do well in. Looking at recent Year 10 examination results is a good indicator. It is often useful to consider your performance last year too. Think about your interests and long-term aims so that you keep open a breadth of career paths which will suit you. It is often a **requirement** for study at AS Level in Senior School that pupils have successfully studied and achieved a sufficiently high grade in the subject at GCSE.

**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. You should **not**, however, choose a subject just because your friend or friends may be studying it.

**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 the subjects that these areas require. The internet has many useful sites (see page 6) which give this information. **Consideration should be given to how your GCSE subject choices will influence your options at A-level and beyond.** If you need advice on choosing the right course to suit your career aspirations you should speak to your parents, to the relevant subject teachers and to staff in the Careers Department.

**Controlled Assessment:** Controlled Assessments are carried out in class time. It is worth considering the overall balance of Controlled Assessments. 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.

**The importance of any subject depends on what YOU want to do in the future. If you take up a subject because of its career value rather than your ability in it, you must be prepared to work really hard for success.**

- Find out as much as possible about the subjects being offered.
- Seek detailed information about any of the new subjects which might interest you.
- Talk to your subject teachers as they have the correct information about all the specifications.



### INDIVIDUAL SUBJECTS

Pages 7-32 give some ideas regarding the content of the various subjects and suggestions about career opportunities using them. The lists are only starting points. You should be able to find out more from subject teachers. All subjects are acceptable for a range of careers. Every subject is worth studying for its own sake and not just as a means of gaining employment.

It is important that if you have an idea of a study/career path in the future, that you **check out all the requirements and choose your GCSE options carefully**. Research careers material in depth and check out university websites.

NI Careers Service Careers Advisors will be available for consultation at the Options Event on the 7 February and on the Parent Consultation afternoon on 28 February.



### GCSE SUBJECT NOMINATIONS GUIDANCE AND CRITERIA

As general guidance, pupils should aim to achieve a minimum of a grade C in examination results, and **preferably a grade B or better**, in subjects they wish to continue to GCSE level. An academic profile that contains multiple C or D grades may limit a pupil's choice of GCSE and/or the number of GCSE subjects available to them. In addition, some subjects may have specific criteria for entry into GCSE, for example GCSE Further Mathematics.



A GCSE Level Subject Choices Form accompanies this book. Please make your subject choices on this sheet and return it to your Form Teacher by the date indicated. You should discuss your choices with your parents. You must remember that even though you are indicating your subject choices now, not all combinations will be possible and it may be necessary for you to make changes. You will be notified by staff if any issues arise.

**Group 1 - Students will study at least one Language:** Students may choose between French, German and Spanish. There is also the option of studying French with a second language, German or Spanish.

**Group 2 - Students will study at least one GCSE in Science:** Students may choose Single Award Science **or** one, two or three separate sciences – Biology, Chemistry and Physics. Students taking Single Award Science **cannot** study another science subject.

**Group 3 - Choose a further 3 subjects from this group:** These can be any 3 subjects you would like to study. If you want to study 3 Sciences, you should have selected one from Group 2 and you can select the other two here. If you want to study 2 Languages, select French from this group and either German or Spanish from Group 1.

Pupils are asked to make their subject choices. Following this, subjects are placed into option blocks and every effort is made to accommodate choices. You should understand that the constraints imposed by option blocks **might** prevent your preferred combination of chosen GCSE courses. You should think about a 'back up' subject or subjects that you may wish to study if your ideal combination cannot be accommodated.

**Changing your subject choice before you start your GCSE course:** If you change your mind before the end of the year or over the summer holidays it may be possible to accommodate your new choice, **subject to places being available** in the chosen course. You should discuss any changes with your parents and careers staff.

**Changing courses after you start your GCSE course:** If you start a GCSE course in September and then wish to change courses you must make this decision **within the first three weeks**. During that time, it may be possible to accommodate your new choice and combination of subjects, **subject to places being available** in the chosen subject.

**Extra-curricular activities:** In addition to the academic side of school life, you should also endeavour to become involved in extra-curricular activities. It is important for you to realise that prospective employers and universities attach a great deal of importance to what students do in their spare time. GCSE grades will only give an indication of your academic ability but hobbies and other activities provide an insight into your personality and personal skills and qualities.



**SUBJECTS OFFERED AT GCSE LEVEL**

Please use this page to help you make your subject choices for GCSE. Glenlola Collegiate currently offers the following subjects for study at GCSE:

**CORE SUBJECTS TAKEN BY ALL PUPILS**

All pupils **must** study a 'core' of GCSE subjects:

- English
- English Literature
- Mathematics
- RS

In addition, the programme of study will include:

- LLW (Learning for Life & Work): Non examination
- PE: Non examination

**OPTIONAL SUBJECTS**

All pupils should nominate 5 additional subjects, as indicated, in the groups below:

1. Choose **one** subject from **Group 1** Language
2. Choose **one** subject from **Group 2** Science

**GROUP 1 LANGUAGES**

<b>Select one subject from this group:</b>
French
German
Spanish

**GROUP 2 SCIENCES**

<b>Select one Science:</b>
Biology
Chemistry
Physics
Single Award Science

\*Single Award Science **cannot** be chosen alongside any other Science subject.

3. Choose a further **3 subjects** from the following:

SUBJECTS		
Art and Design	French	Moving Image Arts
Biology	Geography	Music
Business Studies	German	Physical Education
Chemistry	History	Physics
Child Development	Home Economics	Single Award Science
Digital Technology	Learning for Life and Work	Spanish
Drama	Leisure, Travel and Tourism	Technology and Design

**PLEASE NOTE:**

- Where a pupil has clearly demonstrated her ability and aptitude in Mathematics she may nominate to study **GCSE Further Mathematics**. It must be clearly understood that the final decision regarding the study of this subject will be taken by the School.
- If you nominate **GCSE Further Mathematics** you will study Short Course RS.
- We will try to provide the combination of subjects chosen by pupils, but we cannot guarantee that this will happen. If there are timetabling difficulties with a chosen combination of subjects, it will be necessary to discuss this with the pupil and the choices will have to be reviewed.
- Subjects may only operate if there is a viable number of pupils. If there are insufficient numbers in any course it may not run.
- If a subject is over-subscribed, you will be advised of this and asked to make an alternative choice.
- If you want to change your mind later, that may be possible, but only if your change fits within the timetabled blocks and does not make a class too large.
- In any given year, an alternative academic pathway may be provided for a small number of pupils. This will be offered following careers and academic guidance interviews, be tailored to pupil needs and may involve a reduced number of GCSE subjects and /or the inclusion of more vocational subjects.



**USEFUL WEBSITES**

The internet has a vast array of useful information which can be utilised when making career choices. It is advantageous to check subject requirements for any occupations of interest for A Level and beyond. This enables appropriate GCSE choices to be made, which will lead in the desired direction. At this stage, the emphasis is on keeping 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 USEFUL FOR CAREERS INFORMATION ARE:**

**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 courses of interest and the current range of third level education options that are available.

**www.nidirect.gov.uk/careers**

The NI Careers Service website also provides comprehensive information on a wide range of careers, employment, apprenticeships, labour market information and higher education. It contains an A-Z of careers with case studies and 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 suitable career options.

**www.icould.com**

This website can be used for career ideas, first-hand information and inspiration from 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.

**www.qub.ac.uk**

Queen's University website

**www.ulster.ac.uk**

University of Ulster website

Details of examination specifications for each subject can be found on the relevant examination board websites:

**www.ccea.org.uk**

**www.aqa.org.uk**

**INDIVIDUAL SUBJECT INFORMATION**

Information on individual subjects offered at Glenlola Collegiate School can be found on the following pages:

SUBJECT	PAGE	SUBJECT	PAGE	SUBJECT	PAGE
<b>CORE SUBJECTS</b>		Child Development	15	Learning for Life and Work	24
English Language	7	Digital Technology	16	Leisure, Travel and Tourism	25
English Literature	8	Drama	17	Moving Image Arts	26
Mathematics	9	French	18	Music	27
Religious Studies	10	Further Mathematics	19	Physical Education	28
<b>OPTIONAL SUBJECTS</b>		Geography	20	Physics	29
Art and Design	11	German	21	Single Award Science	30
Biology	12	History	22	Spanish	31
Business Studies	13	Home Economics	23	Technology and Design	32
Chemistry	14				

**ENGLISH LANGUAGE**

EXAMINING BOARD: CCEA

**Why Study English Language?**

Studying English Language develops pupils' communication skills, teaching them how to present information with confidence and improving their reading, writing, and speaking and listening skills. They will have the opportunity to read and explore a wide range of literary and non-fiction texts, engaging with spoken and written language, including media texts. This will help them to form independent views and to learn how to challenge and argue their point of view confidently and effectively.

**Course Content**

The course is divided into four compulsory units:

**Unit 1: Section A - Writing for Purpose and Audience**

- Pupils will be expected to create an accurately presented piece of persuasive writing in an appropriate form, which engages the audience effectively.

**Unit 1: Section B - Reading to Access non-Fiction and Media Texts**

- Pupils will be expected to engage with the features of a range of non-literary texts, exploring the effects of the writer's language, presentational choices and ideas.

**Unit 2 – Speaking and Listening**

- Pupils will be expected to complete a range of speaking and listening tasks, consisting of: individual presentation and interaction; group discussion and role play.

**Unit 3 – Studying Spoken and Written Language**

- Pupils will be expected to complete two controlled assessment pieces. These will explore and evaluate the characteristics, influences and impact of spoken and written language.

**Unit 4: Section A – Personal or Creative Writing**

- Pupils will be expected to create an accurately presented piece of imaginative writing in an appropriate form, which engages the audience effectively.

**Unit 4: Section B – Reading Literary and Non-Fiction Texts**

- Pupils will be expected to engage with the features of a range of literary and non-literary texts, exploring the effects of the writer's language, presentational choices and ideas.

**Assessment (Including Controlled Assessment)****EXAMINATIONS:****Unit 1: Writing for Purpose and Audience and Reading to Access non-Fiction and Media Texts (30%)**

- External written examination in the summer of Year 11 (1 hour, 45 minutes).
- Pupils respond to five tasks, including extended writing.

**Unit 4: Personal or Creative Writing Reading Literary and Non-Fiction Texts (30%)**

- External written examination in the summer of Year 12 (1 hour, 45 minutes).
- Pupils respond to four tasks, including extended writing.

**CONTROLLED ASSESSMENT:****Unit 2 – Speaking and Listening (20%)**

- Internally assessed across Year 11 and Year 12.
- Pupils will complete individual presentations, group discussions and role plays.

**Unit 3 – Studying Spoken and Written Language (20%)**

- Internally assessed across Year 11 and Year 12.
- Pupils will complete two written tasks.

**Career Opportunities**

The use of the English Language is beneficial to all career paths, giving you skills that can be used in many different real life situations. Studying English Language can lead to further study or a career in the media, such as journalist, editor or writer. Advertising and marketing are also options, with roles such as copywriter, public relations officer or researcher. With further study you could also consider a career in teaching or law.



## ENGLISH LITERATURE



**EXAMINING BOARD:** CCEA

### Why Study English Literature?

English Literature enhances pupils' ability to be critical and analytical. It opens up their mind and imagination, helping them to think independently and increase their knowledge and understanding of a variety of literature. The course will develop their ability to write accurately and clearly. They will learn to research, plan and prepare responses using their own ideas and interests. They will discover how to be creative when explaining themes, characters, settings and their influences through social, cultural and historical situations. If they enjoy reading a wide range of literature and exploring issues and ideas within texts, then this course is ideal.

### Course Content

The course is divided into three compulsory units:

#### Unit 1: Section A - The Study of Prose (*Of Mice and Men* by John Steinbeck)

- Pupils will be expected to explain and evaluate how the author uses narrative techniques, language, structure and form to present ideas, themes, characters and settings.

#### Unit 1: Section B - Unseen Prose

- Pupils will be expected to respond to a piece of unseen prose from the nineteenth century, explaining and evaluating the writer's techniques and use of language.

#### Unit 2: Section A - The Study of Drama (*An Inspector Calls* by J B Priestley)

- Pupils will be expected to explain and evaluate the dramatist's use of dramatic techniques and their impact on the audience.

#### Unit 2: Section B - The Study of Poetry (CCEA Anthology 2: Relationships)

- Pupils will be expected to make comparison between poems and evaluate the poets' techniques and relevant contextual information.

#### Unit 3: The Study of Shakespeare (*Macbeth*)

- Pupils will be expected to explain and evaluate Shakespeare's use of dramatic techniques and their impact in relation to the Jacobean and modern audiences.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Unit 1: The Study of Prose (30%)

- External written examination in the summer of Year 11 (1 hour 45 minutes).
- Pupils respond to two extended writing tasks.
- Section A is closed book.

##### Unit 2: The Study of Drama and Poetry (50%)

- External written examination in the summer of Year 12 (2 hours).
- Pupils respond to two extended writing tasks.
- Both sections are open book.

#### CONTROLLED ASSESSMENT:

##### Unit 3: The Study of Shakespeare (20%)

- Internally assessed in Year 12.
- Pupils will complete one written task based on the theme set by CCEA.

### Career Opportunities

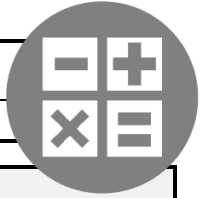
This course allows pupils to develop the use of written and face-to-face communication, as well as their ability to research, understand and respond to ideas. They could apply these skills in further study or employment in the media industry including print, online, TV and radio. Journalism or publishing are other possible routes that English Literature can lead to, for example editorial, proofreading and correcting books before they go to print. A job in advertising, public relations or the press is also an option with a qualification in English Literature.

With further study, teaching is another profession open to them, or they could work for an arts organisation trying to secure funding or publishing material for a museum or a gallery. They could also go into sectors like law, business, social work or even politics.





# MATHEMATICS



**EXAMINING BOARD:** CCEA

## Why Study Mathematics?

GCSE Mathematics encourages students to develop fluent knowledge, skills and understanding in applying mathematical methods and concepts. It enables students to reason mathematically, draw conclusions and make deductions and inferences.

Students learn how to comprehend, interpret and communicate mathematical information in a variety of appropriate forms.

Mathematics is an essential part of the curriculum in Key stages 3 and 4. General numeracy and financial capability are skills that are required in all aspects of life. GCSE Mathematics is a minimum requirement for most employers and universities.

## Course Content

The areas of study are:

- Number and Algebra
- Geometry and Measures
- Data Handling

## Assessment

### EXAMINATIONS:

#### M3/M4:

- This module will be completed at the end of year 11.
- The examination is 2 hours long.
- Calculators are allowed.

#### Weighting:

45% of GCSE

#### M7/M8

- This module will be completed at the end of year 12.
- The examination will consist of 2 papers, each lasting 1 hour 15 minutes.
- Paper 1 is without calculator, paper 2 is with calculator.

#### Weighting:

55% of GCSE

*\*Please note that Fast track candidates will complete all modules at the end of Year 11.*

## Career Opportunities

Maths GCSE is a requirement for nearly all jobs and a Grade C or higher is required for University entry. Potential careers using Mathematics are:

- |   |                                       |                     |
|---|---------------------------------------|---------------------|
| • Aerospace Engineering                 | • Product Design Engineering          | • Banking           |
| • Civil Engineering                     | • Software and Electronic Engineering | • Teaching          |
| • Computer Science                      | • Structural Engineering              | • Research          |
| • Electrical and Electronic Engineering | • Biomedical Engineer                 | • Architecture      |
| • Systems Engineering                   | • Actuary                             | • Financial Advisor |
| • Chemical Engineering                  | • Tax consultancy                     | • Data Analyst      |



# RELIGIOUS STUDIES



**EXAMINING BOARD:** CCEA

## Why Study Religious Studies?

Religious Studies is much more than a purely academic subject. The course studied has been chosen for its relevance and application to modern life, studying topics that are daily in the news to frame discussions and initiate research, for example, war and peace, family issues, abortion and euthanasia are studied. Issues such as wealth, forgiveness, the marginalised and how these impact on life are explored.

Studying Religious Studies provides opportunities to develop a range of skills such as critical thinking, developing a line of argument, problem solving, fluency in writing, working and listening to others and expressing an opinion based on evidence. These subjects are applied beyond the study of an academic subject, to the whole of life.

## Course Content

### Full Course RS

Those studying Full Course RS will complete two units of study:

- The Revelation of God and the Christian Church (Unit 3)
- An Introduction to Christian Ethics (Unit 6) \*

### Short Course RS

Students study one unit as marked \*

- Students taking Further Mathematics GCSE will follow the Short Course. All other students will take Full Course RS.

## Assessment

### EXAMINATIONS:

#### Full Course:

- Two externally assessed written papers (1 hour 30 mins each)

**Weighting:** Worth 50% each

#### Short Course:

- One externally assessed written paper (1 hour 30 mins)

**Weighting:** Worth 100%

## Career Opportunities

Religious Studies develops skills such as communication, managing information, critical thinking and showing empathy. These skills can lead onto studying in further or higher education in a range of areas and potential careers such as:

- |                   |                    |              |   |
|-------------------|--------------------|--------------|---|
| • Human Resources | • Counselling      | • Publishing | • Faith ministry                            |
| • Police          | • Community Work   | • Youth Work | • Working with charities or advocacy groups |
| • Law             | • Social Work      | • Teaching   | • Politics                                  |
| • Psychotherapy   | • Medicine/Nursing | • Journalism |   |

**ART & DESIGN****EXAMINING BOARD:** CCEA**Why Study Art and Design?**

Students of GCSE Art and Design build upon the learning experiences at Key Stage 3 developing skills in communication, use of mathematics, ICT, self-management, working with others, problem-solving, management of information and creativity. The ability to draw and paint from life is one aspect of GCSE Art and Design. A pupil wishing to study Art and Design must have a genuine interest in all aspects of the subject, including History of Art, and demonstrate the ability to work independently. Pupils will be expected to demonstrate the ability to:

- Think creatively and imaginatively.
- Communicate and express ideas, feelings and meanings through various media.
- Investigate, analyse, experiment and develop ideas through to a successful outcome.
- Show an understanding of Art and Design through contemporary societies and other times and cultures.

**Course Content**

The specification is made up of three components, all of which students must complete;

- Component 1 (25%) Part A:** Exploratory Portfolio  
**Component 1 (35%) Part B:** Investigating the Creative and Cultural Industries  
**Component 2 (40%):** Externally Set Assignment

**Component 1 Part A: Exploratory Portfolio**

The pupils are encouraged to explore the characteristics, properties and effects of different media, materials, techniques, processes and technologies; they experiment with and refine their ideas as their work progresses.

**Component 1 Part B: Investigating the Creative and Cultural Industries**

The pupils will select 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. 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.

**Assessment (Including Controlled Assessment)****EXAMINATIONS:**

**Component 2:** Externally Set Assignment

**Weighting:** 40% of GCSE

The Examination Board will release stimulus paper at the beginning of January of the examination year to which the pupils must complete a **minimum of 20 hours** of preparatory work in response to the theme. Pupils must produce and complete a final outcome based on this preparatory work within a set period of **10 hours**.

**CONTROLLED ASSESSMENT:**

**Component 1 (25%) Part A:** Exploratory Portfolio

**Component 1 (35%) Part B:**  
Investigating the Creative and Cultural Industries

**Weighting:** 60% of GCSE

**Career Opportunities**

A qualification in Art is essential for the following careers: design work in any of the following areas – graphics, textiles, fashion, interiors, product, jewellery, ceramics, furniture, landscape, theatre, photography, visual display. It is useful for: architecture, teaching, museum/gallery work, media work, free-lance illustration and archaeology.

**BIOLOGY****EXAMINING BOARD:** AQA**Why Study Biology?**

GCSE Biology helps students get a good understanding of the world of living things, from how a basic cell works to the complexities of an ecosystem. It is designed to help them understand how Science can be used to explain the world in which they live and the impact humans have.

Students develop practical skills with hands-on work which helps engage and enthuse them. Biologists learn to see how science is used to solve problems ranging from infectious diseases to creating biofuels.

It is suitable for students whether they intend further study in Science or not.

**Course Content**

The course is divided into two units:

**Unit 1: Cell Biology; Organisation; Infection and Response; and Bioenergetics**

**Unit 2: Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology**

**Practical work:**

Students carry out required practical tasks in each unit, which are written up in a laboratory book. The tasks are assessed in the written examination paper. There is no separate practical examination or practical examination paper.

**Assessment****EXAMINATIONS:**

Both units are assessed at the end of Year 12; modules are not available in Year 11. Pupils may be entered for Foundation or Higher Tier.

**Each unit examination includes:**

- External written examination paper (1 hour 45 minutes)
- Multiple choice, structured, closed short answer and open response.
- 100 marks

**Weighting:**

Each unit makes up 50% of the Biology GCSE

Pupils will be awarded grades 1-9, where 9 is the top grade.

**Career Opportunities**

There's no such thing as a typical biologist. Entering a career in biology could take you in almost any direction you can think of, and to anywhere in the world. Employers love scientists! The combination of biology-specific and general skills means that biologists are versatile and competitive in the job market. Your curious and investigative mind will be of value to employers in all industry sectors, not just in science. For example, many biology graduates will have very successful careers in commerce, industry, working for the civil service, or in the not-for-profit sector.

- |                           |                             |                                    |                               |
|---------------------------|-----------------------------|------------------------------------|-------------------------------|
| • Acupuncture             | • Environmental Biology     | • Microbiology                     | • Science Journalism          |
| • Agricultural Science    | • Environmental Health      | • Nanotechnology                   | • Soil Science                |
| • Anaesthesiology         | • Food Science              | • Nature Conservation              | • Sports and Exercise Science |
| • Anatomical Pathology    | • Forensic Science          | • Nursing                          | • Stratified Medicine         |
| • Aquaculture             | • Health promotion          | • Paramedic                        | • Sustainability consultancy  |
| • Biotechnology           | • Higher Education lecturer | • Pharmacology                     | • Teaching                    |
| • Botany                  | • Laboratory Technician     | • Pharmacy                         | • Veterinary Science          |
| • Clinical Science        | • Marine Biology            | • Physiotherapy                    | • Research Science (medical)  |
| • Dentistry               | • Medicine                  | • Research Science (life sciences) |                               |
| • Diagnostic Radiotherapy | • Zoology                   |                                    |                               |

**BUSINESS STUDIES****EXAMINING BOARD:** CCEA**Why Study Business Studies?**

Business Studies is one of the few subjects pupils will not have had the opportunity to experience, prior to making subject choices. It examines the workings of a business and its relationship with the outside world and is a very useful subject for expanding pupils' general knowledge, providing excellent preparation for life outside the classroom.

This subject will therefore appeal to pupils who are interested in current issues and finding out what goes on in the world around them. It is a broad-based subject suited to pupils who display strengths in either mathematical or arts subjects.

**Course Content**

The course is divided into three units:

**Unit 1: Starting a Business**

This unit comprises of 3 units:

- Creating a Business
- Marketing
- Business Operations

**Unit 2: Developing a Business**

- Human Resources
- Business Growth
- Finance

**Unit 3: Planning a Business (Synoptic): Business Plan**

This unit comprises the controlled assessment element of the course. It is a research based task gathered over an 8 week period in preparation for a written test taken under examination conditions.

**Assessment (Including Controlled Assessment)****EXAMINATIONS:****Unit 1: Starting a Business: Creating a Business, Marketing and Business Operations**

- External written examination (1 hour 30 mins)
- Short structured questions and extended writing

**Weighting:**

40% of GCSE

**Unit 2: Developing a Business: Human Resources, Business Growth and Finance**

- External written examination (1 hour 30 mins)
- Short structured questions and extended writing

**Weighting:**

40% of GCSE

**CONTROLLED ASSESSMENT:****Unit 3: Planning a Business (Synoptic): Business Plan**

Pupils complete the following:

- Booklet A: Planning; and
- Booklet B: Communicate Findings

**Weighting:**

20% of GCSE

**Career Opportunities**

Business Studies can be taken at AS and A2 Level and there are many different Business related degrees that can be pursued at university. Business related degrees are obviously useful as an entry to the business world in fields such as: Accountancy; Marketing; Human Resources; Travel and Tourism; Hospitality; Manufacturing; Retailing; Banking; Management Consultancy. A Business degree is also a good broad based multidiscipline degree useful for many careers such as Law, Journalism, Politics and Digital Technology. Alternatively it provides an excellent knowledge base for self-employment as an entrepreneur.



## CHEMISTRY



**EXAMINING BOARD:** CCEA

### Why Study Chemistry?

GCSE Chemistry develops students' knowledge and understanding of the material world and the effects of chemistry on society. Students learn about organic chemistry, quantitative chemistry and electrochemistry. They apply their understanding of the scientific process in the laboratory and develop their observational and problem-solving skills.

### Course Content

The course has three units:

**Unit 1:** Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

**Unit 2:** Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

**Unit 3:** Practical Skills

### Assessment

#### EXAMINATIONS:

#### **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.
  - Foundation Tier: 1 hour / Higher Tier: 1 hour 15 mins
- Weighting:** 35%

#### **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.
  - Foundation Tier: 1 hour 15 mins / Higher Tier: 1 hour 30 mins
- Weighting:** 40%

#### **Unit 3: Practical skills**

##### **Booklet A**

- Externally marked
  - Students carry out two pre-release practical tasks in the final year of study.
  - Foundation and Higher Tiers: 2 hours
- Weighting:** 7.5%

##### **Booklet B**

- External written examination
  - Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.
  - Foundation and Higher Tiers: 1 hour
- Weighting:** 17.5%

### Career Opportunities

A GCSE in Chemistry provides the opportunity for you to develop transferable skills that will benefit you in vocational training and employment, for example in the following areas:

**Energy and the environment:** Chemistry is helping us to cope with increasing pressures on energy, food, water and other natural resources.

**Human health:** Chemistry is helping to improve and maintain human health through the development of new and improved pharmaceutical drugs and drug delivery systems.

**Lifestyle and recreation:** In lots of different ways, chemistry is all around us.

To read more visit [www.rsc.org/careers/future/your-future-chemistry](http://www.rsc.org/careers/future/your-future-chemistry)

**CHILD DEVELOPMENT****EXAMINING BOARD:** CCEA**Why Study Child Development?**

Child Development is a broad, coherent course on the development of babies and small children (0–5 years). It encourages students to develop knowledge, understanding and skills, including practical skills.

Studying Child Development will develop skills that are transferable to a care setting environment such as team working, communication, time management and research.

**Course Content**

The course is divided into three units:

**Unit 1: Unit 1: Parenthood, Pregnancy and the New-born Baby**

In this unit, students learn about parental responsibilities, the development of a healthy pregnancy, the stages of labour, birth, and the care of a new-born baby. This unit is compulsory. It comprises of 7 units.

**Unit 2: The Development of the child (0-5 Years)**

In this unit, students learn about the needs of a child and the importance of all aspects of a child's health and development from 0–5 years. This unit is compulsory. It comprises of 8 units.

**Unit 3: Investigation Task**

In this unit, students carry out a task that develops unique transferable skills. Students use the given task title to choose one issue for further research. They plan and carry out activities to produce an outcome and then evaluate all aspects of the task.

**Assessment (Including Controlled Assessment)****EXAMINATIONS:****Unit 1: Parenthood, Pregnancy and the New-born Baby**

- External written examination (1 hour 15 mins)
- Students answer **ALL** questions from a core area of study.

**Weighting:**

30% of GCSE

**Unit 2: The Development of the child (0-5 Years)**

External written examination (1 hour 15 mins)

**Weighting:**

30% of GCSE

**CONTROLLED ASSESSMENT:****Unit 3: Investigation Task**

- Students complete **ONE** task from a choice of two. The titles are not released until 1 September of the academic year in which the award is made.
- Teachers mark the design project, and CCEA visit centres to carry out moderation.

**Weighting:**

40 % of GCSE

**Career Opportunities**

Studying Child Development is an excellent foundation for careers working with children and young people in many sectors including health, education and social care. These skills can lead onto studying in further or higher education in a range of areas and potential careers such as:

- Early years/ Primary/ Special Needs teaching
- Social worker
- Teaching assistant
- Midwife
- Child psychotherapist
- Children's nurse
- Community development worker
- Counsellor
- Educational psychologist
- Speech and Language Therapist

**DIGITAL TECHNOLOGY**

EXAMINING BOARD: CCEA

**Why Study Digital Technology?**

Digital Technology is an innovative course which is a response to the current demand for digital skills and digital workers in Northern Ireland.

It incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications.

**Course Content**

In Glenlola Collegiate School we study **Option A: Multimedia Route of the course.**

The course is divided into three units:

**Unit 1: Digital Technology:**

Pupils explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. This unit carries a weighting of 30% of the full qualification.

**Unit 2: Digital Authoring Concepts:**

Pupils gain an understanding of the concepts in the development of digital systems. This unit carries a weighting of 40% of the full qualification.

**Unit 3: Digital Authoring Practice:**

Pupils design, develop and test multimedia systems. This unit carries a weighting of 30% of the full qualification.

**Assessment (Including Controlled Assessment)****EXAMINATIONS:****Unit 1: Digital Technology Core Content**

- External written examination (1 hour)

**Weighting:**

30% of GCSE

**Unit 2: Digital Authoring Concepts**

- External written examination (1 hour 30 mins)

**Weighting:**

40% of GCSE

**CONTROLLED ASSESSMENT:****Unit 3: Digital Authoring Practice**

- Pupils are to design, develop, build and test multimedia systems

**Weighting:**

30% of GCSE

**Career Opportunities**

In today's technological world, Digital Technology is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are that you will use digital systems. There are opportunities for IT and computing graduates across all industries, including retail, financial services, telecommunications, broadcast media, digital media, manufacturing, transport tourism, the public sector and healthcare – with strong growth and demand in cyber security, mobile development, cloud computing and the management of big data. These skills can lead onto studying in further or higher education in a range of areas and potential careers such as:

- System Analyst
- Business Analyst
- Software Trainer
- Technical Sales Representative
- Teacher
- Software Tester
- IT Consultant
- Programmer
- Game Designer/Developer
- Web Designer
- Software Engineer
- Cyber Security Consultant
- Network Engineer
- Software Architect





## DRAMA



**EXAMINING BOARD:** CCEA

### Why Study Drama?

The GCSE Drama specification allows pupils to develop their knowledge, understanding and skills in relation to drama. They will be expected to engage actively in the process of dramatic study and to work closely with other pupils in their group to create, develop and realise their performances.

They can choose between **two pathways**: performing (acting) or design (costume, lighting, multimedia, set or sound), and will study a set text and complete a written examination based on this.

### Course Content

The course is divided into three components:

#### Component 1: Devised Performance

- Pupils will be expected to contribute to an assessed performance, according to their chosen pathway, and produce a student log at the end of the process, in which they record a summary analysis and evaluation of their work and the work of others.

#### Component 2: Scripted Performance

- Pupils will be expected to create a theatrical interpretation or design concept that has meaning for a specified audience, and contribute to the final performance, according to your chosen pathway.

#### Component 3: Knowledge and Understanding of Drama

- Pupils will be expected to develop an understanding of their set text and elements such as the use of language, style, genre and design, and analyse and evaluate their own work and the work of others.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Component 3: Knowledge and Understanding of Drama

- External written examination (1 hour, 30 minutes).
- Pupils will answer three questions using one set text.
- This examination is open book.

**Weighting:** 40% of GCSE

#### CONTROLLED ASSESSMENT:

##### Component 1: Devised Performance

- Internally assessed.
- Pupils will complete one group performance (15%) and complete their written log (10%).

**Weighting:** 25% of GCSE

##### Component 2: Scripted Performance (35%)

- Internally assessed.
- Pupils will select and interpret a published play script, and act in a group performance **or** present and realise their design concept in a group performance.

**Weighting:** 35% of GCSE

### Career Opportunities

This course gives pupils 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 are a healthy and growing sector in Northern Ireland and GCSE Drama is a very relevant qualification.



## FRENCH



**EXAMINING BOARD:** CCEA

### Why Study French?

French is the language of culture. It enriches the mind, and opens up new horizons to the worlds of fashion, gastronomy, the arts and science. It is a major language of international communication spoken in 29 countries across five continents. Our aim is to give our pupils the best knowledge of French and the skills to use it effectively in the French-speaking world. We focus on embedding key vocabulary and grammatical structures from the outset, challenging our pupils through fun and engaging activities and resources. Through high expectations and strong support, we strive to motivate our pupils to achieve their full potential in every aspect of their learning in French.

### Course Content

Pupils studying French for GCSE build on the skills and capabilities developed throughout Key Stage 3. Our aim is also to support progression to AS and A level study, further or higher education, vocational training and employment.

We follow the CCEA French specification, studying the following contexts:

1. Identity, Lifestyle and Culture;
2. Local, National, International and Global Areas of interest;
3. School life, Studies and the World of Work.

Within these Contexts French is used to:

- understand and respond to different types of spoken language;
- communicate and interact effectively in speech;
- understand and respond to different types of written language;
- communicate in writing.

### Assessment (Including Controlled Assessment)

Pupils will be assessed in the following Units at the end of Year 12:

#### Unit 1: Listening

- Written paper (45 minutes)
- 12 questions in English and French **Weighting: 25%**

#### Unit 2: Speaking

- 2 role-plays
- A conversation on two contexts for learning
- 7-12 minutes with 10 minutes preparation time **Weighting: 25%**

#### Unit 3: Reading

- Written paper (1 hour)
- 12 questions in English and French
- Translation from French to English **Weighting: 25%**

#### Unit 4: Writing

- Written paper (1 hour 15 minutes)
- 4 questions – short question and answer sentences, translation from English to French, extended writing piece **Weighting: 25%**

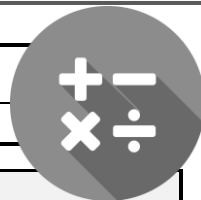
### Career Opportunities

An increasing number of degree courses in medicine, dentistry, veterinary science, engineering and law are looking for students with a breadth of knowledge. Many express a particular interest in candidates with the required science background at A level coupled with a further rigorous academic subject. French can meet these demands and enhance the possibility of a placement abroad as part of a degree course. In addition to this, pupils who study French are considered to have well-developed interpersonal skills, greater travel potential, greater capabilities to establish business partnerships and access export markets, and, as a result, have access to more job opportunities. Although especially useful for jobs in business, management, travel and tourism, language skills are an essential part of professional life in general and are relevant to a wide range of varied professions such as:

Translation	Travel and Tourism	Communications	Teaching	Journalism	Marketing
Law/Civil Service	Business and Retail	Diplomatic Service	Lecturing	Banking	
Interpreting	Public Relations				



## FURTHER MATHEMATICS



**EXAMINING BOARD:** CCEA

### Why Study Further Mathematics?

The GCSE Further Mathematics specification encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations. It challenges and stretches students to broaden their mathematical knowledge to a more advanced level.

Students design mathematical models that allow them to use problem-solving strategies and apply a broad range of mathematics to different situations.

This qualification targets students who require knowledge of mathematics beyond GCSE Mathematics. It broadens the experience of students who are capable of working beyond the limits of GCSE Mathematics (Higher Tier) and those who want to progress to AS/A level courses.

### Course Content

The areas of study are:

#### 1. Pure Mathematics:

Students investigate algebra, trigonometry, differentiation, integration, logarithms, matrices and vectors.

#### 2. Mechanics:

In this unit, students explore kinematics, vectors, forces, Newton's Laws of Motion and moments.

#### 3. Statistics:

In this unit, students investigate central tendency and dispersion, probability, the binomial and normal distributions and bivariate analysis.

### Assessment

#### EXAMINATIONS:

##### Unit 1: Pure Mathematics

External written examination in the form of a single question-and answer booklet that includes a formula sheet (2 hours)

**Weighting:** 50% of GCSE

##### Unit 2: Mechanics

External written examination in the form of a single question-and answer booklet that includes a formula sheet (1 hour)

**Weighting:** 25% of GCSE

##### Unit 3: Statistics

External written examination in the form of a single question-and answer booklet that includes a formula sheet (1 hour)

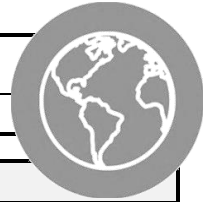
**Weighting:** 25% of GCSE

### Career Opportunities

- |   |                                       |                      |
|---|---------------------------------------|----------------------|
| • Aerospace Engineering                 | • Investment Analyst                  | • Banking            |
| • Civil Engineering                     | • Software and Electronic Engineering | • Teaching           |
| • Computer Science                      | • Structural Engineering              | • Research           |
| • Electrical and Electronic Engineering | • Biomedical Engineer                 | • Systems Developer  |
| • Systems Engineering                   | • Actuary                             | • Financial Advisor  |
| • Chemical Engineering                  | • Tax consultancy                     | • Data Analyst       |
| • Chartered Accountant                  | • Data Scientist                      | • Research Scientist |



# GEOGRAPHY

**EXAMINING BOARD:** CCEA**Why Study Geography?**

Geography is a fascinating subject which describes our Earth and asks us to question the world around us. It looks at the relationships that exist between the physical world and humanity. Geography is multi-disciplinary and is regarded as both an arts and a science subject. It is about people and places and allows students to gain an understanding of current issues including climate change, migration and the need to bridge the gap between the world's poorest and wealthiest people. It provides the right knowledge and skills needed to gain an understanding of the world outside the classroom – so important in a rapidly changing world. It's about understanding the real world – how it works and how different elements relate to each other. Geography provides the transferable skills sought by universities and employers including problem-solving, researching, communication and evaluation.

**Course Content**

The course is divided into three units:

**Unit 1: Understanding Our Natural World**

- This unit is compulsory. It comprises of 4 themes:
- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth

**Unit 2: Living in Our World**

- This unit is compulsory. It comprises of 4 themes:
- Population and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing Our Environment

**Unit 3: Fieldwork**

Involves **TWO** days fieldwork at an Outdoor Field Centre (including overnight stay). Pupils will be examined on this fieldwork in Unit 3.

**Assessment****EXAMINATIONS:****Unit 1: Understanding Our Natural World**

- External written examination (1 hour 30 mins)
  - The examination includes four multi-part questions, one on each theme. Students answer all four questions
- Weighting:** 40% of GCSE

**Unit 2: Living in Our World**

- External written examination (1 hour 30 mins)
  - The examination includes four multi-part questions, one on each theme. Students answer all four questions
- Weighting:** 40% of GCSE

**Unit 3: Fieldwork**

- External written examination (1 hour)
- Students base their answers on their knowledge and experience of fieldwork which will be covered during the course.
- Students will complete a two-day residential fieldtrip to collect data.

**Weighting:** 20% of GCSE

**Career Opportunities**

- |                          |                         |                     |                      |
|--------------------------|-------------------------|---------------------|----------------------|
| • Accountant             | • Coastal Engineer      | • GIS Specialist    | • Teacher            |
| • Aerial Surveyor        | • Conservation          | • Marketing         | • Town Planner       |
| • Aid Worker             | • Diplomat              | • Meteorology       | • Travel and Tourism |
| • Banker                 | • Environmental Planner | • Pollution Analyst | • Travel Agent       |
| • Cartographer           | • Expedition Leader     | • Public Relations  | • Travel Writer      |
| • Census Data Specialist | • Flood Protection      | • Retail Management | • TV Researcher      |
| • Charity Officer        | • Officer/Engineer      | • Social Worker     | • Urban Regeneration |
| • Civil Servant          | • Hazard Prediction     | • Surveyor          | • Urban Design       |



## GERMAN

**EXAMINING BOARD:** CCEA

### Why Study German?

German is the mother tongue in Germany, Austria and Switzerland. It is the second language in much of Eastern Europe, the former Soviet Republics and South America and it has close links with Dutch and Scandinavian languages. With the economic dominance of Germany in Western Europe, it has taken on special importance within the European Union. After English, it is the most commonly used language on the Internet. Employers want broad abilities more than subject knowledge – they want people who are confident and independent in the wider world who are able to perform “mental gymnastics!” Studying German will help you improve these skills.

### Course Content

The course covers the following three contexts for learning:

#### 1. Identity, Lifestyle + Culture

This includes the topics: myself, my family, relationships and choices; social media and new technology; free time, leisure and daily routine; culture, customs, festivals and celebrations.

#### 2. Local, National, International + Global areas of interest

This includes the topics: my local area + the wider environment; community involvement; social + global issues; travel and tourism

#### 3. School Life, Studies + the World of Work

This includes the topics: my studies + school life; extra-curricular activities; part-time jobs + money management; future plans + career.

### Assessment

#### EXAMINATIONS:

All 4 components will be timetabled by CCEA for pupils to sit in the summer of Year 12.

**Weighting:** 100% of GCSE

#### Unit 1: Listening (25%)

- Foundation: 35 minutes / Higher: 45 minutes
- External written examination

#### Unit 2: Speaking (25%)

- One tier of entry
- Teacher-conducted and externally marked
- 2 role plays (lasting up to 4 minutes) and a general conversation lasting 4 minutes on 2 topics
- Candidates prepare the first conversation topic which will be released by CCEA on September of Year 12

#### Unit 3: Reading (25%)

- Foundation: 50 minutes / Higher: 1 hour

#### Unit 4: Writing (25%)

- Foundation: 1 hour / Higher: 1 hour 15 minutes.
- Tasks include: short responses in German to one or more pieces of text, translating short sentences into German and one structured writing task in German from a choice of three.

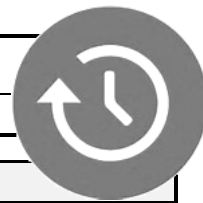
### Career Opportunities

An increasing number of degree courses in medicine, dentistry, veterinary science, engineering and law are looking for students with a breadth of knowledge. Many express a particular interest in candidates with the required science background at ‘A’ level coupled with a further rigorous academic subject. German can meet these demands and enhance the possibility of a placement abroad as part of a degree course or in research programmes. Although especially useful for jobs in business, management, travel and tourism, language skills are an essential part of professional life in general and are relevant to a wide range of varied professions.

- |                |                              |                              |                       |
|----------------|------------------------------|------------------------------|-----------------------|
| • Translating  | • Journalist                 | • International              | • Marketing Executive |
| • Interpreting | • Detective                  | • Aid/Development Worker     | • Patent Officer      |
| • Tourism      | • Diplomatic Service Officer | • Logistics and Distribution | • Sales Executive     |
| • Hospitality  | • English as a Foreign       | • Manager                    | • Tour Manager        |
| • Teaching     | • Language Teacher           | • Business                   |                       |



## HISTORY



**EXAMINING BOARD:** CCEA

### Why Study History?

History is an academically rigorous subject that is highly regarded by universities and employers. It helps you to develop important skills such as participation in discussions and interpretation, analysis and presentation of information, analysing and evaluating perspectives, exploring unfamiliar views without prejudice and weighing up options and justifying decisions. All these holistic skills are very important life skills that support you in your future education and will help you develop as an inquiring, curious and critical thinker sparking a lifelong interest in making sense of the past.

### Course Content

The course consists of:

#### Germany 1933-45

- Hitler takes political control, 1933–34
- Control and opposition
- Life for workers in Nazi Germany
- Life for women and the family in Nazi Germany
- Life for young people in Nazi Germany
- Life for the Jewish community and minorities in Nazi Germany
- Germany at war

#### Northern Ireland 1965-98

- The O'Neill years
- The campaign for civil rights
- A deteriorating situation, 1969–72
- The search for a political solution – attempt at power-sharing, 1973–74
- Changing Republican strategy
- Changing relations –towards closer co-operation
- The Downing Street Declaration, 1993
- The Good Friday Agreement, 1998

#### International Relations 1945-2003

- Co-operation ends and the Cold War begins
- Emerging superpower rivalry and its consequences, 1945–49
- Flashpoints in and outside Europe and the impact on international relations
- The end of the Cold War, 1985–91
- New tensions emerge, 1991–2003

### Assessment

#### EXAMINATIONS:

##### Unit 1

- Section A: Modern World Studies in Depth - Option 1: Life in Nazi Germany, 1933–45
- Section B: Local Study - Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98
- External written examination (1 hour 45 mins)

**Weighting:** 60%

##### Unit 2:

- Outline Study International Relations, 1945–2003
- External written examination (1 hour 15 mins)

**Weighting:** 40%

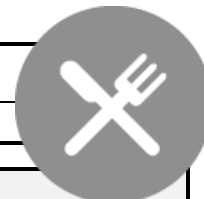
### Career Opportunities

Studying History can lead to a diverse range of further study opportunities and careers. While many of these are not directly related to the content you learn in History, it is the skills you develop when you are 'thinking like a historian' that make History a well-respected and attractive subject to universities and employers. Law, politics, civil service, business, marketing, finance, accountancy, journalism, economics, teaching, academia, insurance, social research, crime investigation, social work, archaeology and heritage offer a snapshot of the many career avenues that studying History can lead you down.



## HOME ECONOMICS: FOOD AND NUTRITION

EXAMINING BOARD: CCEA



### Why Study Home Economics?

The GCSE Home Economics: Food and Nutrition specification encourages students to develop knowledge and understanding of the science behind food. Topics include food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, and food safety. Students develop practical skills in food preparation, cooking and presentation.

They also gain knowledge, understanding and skills in areas such as:

- health issues associated with dietary and lifestyle choices
- the factors affecting how we buy food, what we buy and what we waste
- planning meals for people with specific nutritional and dietary needs

### Course Content

The GCSE in Home Economics: Food and Nutrition is a linear qualification: students take all the assessment at the end of the course.

**Component 1: Food and Nutrition:** You will study: food provenance, food processing and production, food and nutrition for good health, energy and nutrients, macronutrients, micronutrients, fibre, water, nutritional and dietary needs, priority health issues, being an effective consumer when shopping for food, factors affecting food choice, food safety, resource management; and food preparation, cooking and presentation skills.

**Component 2: Practical Food and Nutrition:** Controlled assessment: practical activity and a written element

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Component 1: Food and Nutrition

- External written examination
- 2 hours
- 120 marks
- The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.

**Weighting: 50%**

#### CONTROLLED ASSESSMENT:

##### Component 2: Practical Food and Nutrition

- Controlled assessment
- 120 marks

You will research a given task title. You will then:

- justify a choice of dishes
- plan your practical
- carry out your practical
- evaluate all parts of the task

You will complete the written report according to the guidance materials and adhere to word counts.

**Weighting: 50%**

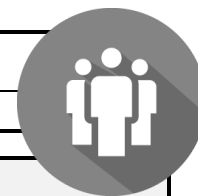
### Career Opportunities

The course helps to prepare young people for adult life and independent living and also provides an excellent foundation for work in food-related industries or undertaking further study in this area.

Careers include Dietetics, Nutrition and Food Science, Human Nutrition, Food and Drinks Industry, Agri- Food Industry, Teaching, Nursing, Product Development. Hotel Management, Leisure and Tourism industry.

**LEARNING FOR LIFE AND WORK**

EXAMINING BOARD: CCEA

**Why Study Learning for Life and Work?**

Learning for Life and Work GCSE is an enjoyable, relevant and valuable subject which caters for all interests. It is central in helping young people develop the fundamental skills, knowledge, qualities and dispositions that are pre-requisites for life and work. The fundamentals are equally important for all young people, including those whose aspirations are for a place at university. Studying Learning for Life and Work provides opportunities to share your opinion, study topics relevant to daily life and understand the world we live in. Studying Learning for Life and Work will develop skills that are transferable to all career paths such as problem solving, decision making, working with others, communication and literacy.

**Course Content**

The course is divided into four units:

**Unit 1: Local and Global Citizenship****Unit 2: Personal Development****Unit 3: Employability****Unit 4: Investigation (Controlled Assessment Task)**

The Controlled Assessment task gives students opportunities to develop transferable skills and personal capabilities. The task carries a weighting of 40% of the full qualification. It is an investigation on a Personal Development or Citizenship topic. It comprises of:

- Planning (800 words)
- Research (400 words)
- Communicating Findings (1400 words)
- Self-Evaluation (400 words)

**Assessment (Including Controlled Assessment)****EXAMINATIONS:****Unit 1: Local and Global Citizenship**

- External written examination (1 hour)

**Unit 2: Personal Development**

- External written examination (1 hour)

**Unit 3: Employability**

- External written examination (1 hour)

**Weighting:**

60% of GCSE

Each module above carries a weighting of 20% of the full qualification.

**CONTROLLED ASSESSMENT:****Unit 4: Investigation (Controlled Assessment Task)**

- Students complete an investigation on a Personal Development or Citizenship topic.
- Teachers mark the investigation, and CCEA visit centres to carry out moderation.

**Weighting:**

40% of GCSE

**Career Opportunities**

Studying Learning for Life and Work will provide students with transferable skills such as creative thinking, analytical problem solving and effective teamwork. These skills can lead onto studying in further or higher education in a range of areas and potential careers in areas such as:

- Marketing
- Human Resources
- Research
- Public Services
- Teaching
- Social Work
- Politics
- Financial Services
- Psychology
- Customer Service
- Law
- Health Care
- Business Management
- Accountancy
- Retail





## LEISURE, TRAVEL AND TOURISM



**EXAMINING BOARD:** CCEA

### Why Study Leisure, Travel and Tourism?

The leisure, travel and tourism industry is one of the fastest growing industries in the world. It covers a whole spectrum of activities, from visiting a tourist attraction and going to a health club to eating in a restaurant or travelling abroad. At Glenlola Collegiate undertaking the GCSE in Leisure, Travel and Tourism gives you a broad knowledge and understanding of the Leisure, Travel and Tourism industry in Northern Ireland. You will also develop expertise and experiences into expanding, prosperous and emerging sectors in Northern Ireland such as Business, Retail and Distribution. Numerous skills will also be gained including; working with others, self-managing information, time management, problem solving and ICT.

### Course Content

The course is divided into three units:

#### Unit 1: Understanding the Leisure, Travel and Tourism Industry

This unit explores the important role that leisure, travel and tourism plays in today's society. Investigating areas such as, the range of activities people enjoy in their leisure time, leisure, travel and tourism organisations and attractions that appeal to visitors.

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

This unit explores how organisations promote products and services. In addition, students will investigate economic, social and environmental impacts of tourism that leisure, travel and tourism organisations must consider, and the methods used to promote sustainability.

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

This unit explores the importance of customer service in the leisure, travel and tourism industry. It also directly links with careers education exploring employment opportunities and the skills and personal qualities required to achieve success in the industry.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

#### Unit 1: Understanding the Leisure, Travel and Tourism Industry

- External written examination (1 hour 30 mins)

#### Weighting:

40% of GCSE

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

- External written examination (1 hour 30 mins)

#### Weighting:

40% of GCSE

#### CONTROLLED ASSESSMENT:

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

- Students complete two tasks (each worth 50% of the marks for this unit).
- This unit is time bounded.
- The tasks are set and moderated by CCEA.

#### Weighting:

20% of GCSE

### Career Opportunities

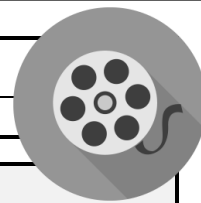
Studying Leisure and Tourism will develop a range of employability skills that students can implement into one of the fastest growing industries in the Northern Ireland economy.

These transferable skills can lead onto studying in further or higher education in a range of areas and potential careers such as:

- |                          |                         |                       |                          |
|--------------------------|-------------------------|-----------------------|--------------------------|
| • Hotel Management       | • Conference Organisers | • Park Rangers        | • Restaurant Management  |
| • Events Management      | • Tourist Guides        | • Fitness Instructors | • Travel Consultants     |
| • Hospitality Management | • Leisure Assistants    | • Air Cabin Crew      | • Resort Representatives |



## MOVING IMAGE ARTS



**EXAMINING BOARD:** CCEA

### Why Study Moving Image Arts?

Our culture is largely shaped by audio-visual discourse and this subject is about understanding that discourse in both a critical and a hands-on sense. Students learn to critique moving image products using the visual grammar (or *film language*) in which they are created. They learn about the historical context of film production within a framework of genre and representation.

Opportunities are given to acquire skills in animation, sound, camera and editing. In the second year, students will develop an idea for their own short film which they will storyboard, shoot and edit using the visual grammar which they have learned in the first year.

### Course Content

The course is divided into three units:

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

**Component 2:** Acquisition of Skills in Moving Image Production

**Component 3:** Planning and Making a Moving Image Product

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

#### 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

**Weighting:** 40% of GCSE

#### CONTROLLED ASSESSMENT:

#### 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; and
- animation

**Weighting:** 20% of GCSE

#### 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 we provide.

The portfolio must feature:

- a research analysis;
- preproduction material;
- a completed moving image product; and
- an evaluation.

**Weighting:** 40% of GCSE

### Career Opportunities

This subject has been developed in the context of both the wider creative industries and the emerging but dynamic local Film & Television production scene. Apart from being an enjoyable experience with many skills which are transferable to other careers areas, the study of Moving Image Arts is appropriate for a range of careers and entrepreneurial opportunities within the creative industries. This would include the many diverse roles within Film, TV, Advertising, Games development, Mobile App development and Animation. It is also important to recognise that there are many emerging creative technologies with as-yet undefined career opportunities which are based on the moving image.



## MUSIC



**EXAMINING BOARD:** CCEA

### Why Study Music?

Music is a vibrant and exciting subject that nurtures a wide range of skills essential to all other subjects. Nowhere in any other one subject are so many skills found. Music promotes confidence, self-assurance, conversational skills; enhances co-operation, literacy; encourages self-evaluation; develops creativity, a sense of empathy and emotional control, listening and analytical skills and allows a pupil to demonstrate their own individuality.

Music is, therefore, an exceptional subject, offering an opportunity to develop and enhance a wide range of skills. Nobody can be outstanding in all aspects of this exciting subject, but music gives a pupil the opportunity to allow their strengths to help with the areas in which they feel less confident.

### Course Content

The course is divided into three units:

#### Unit 1: Performing and Appraising

This unit comprises of a performance, lasting no more than 6 minutes, and a short discussion and evaluation lasting approximately 3 minutes

#### Unit 2: Controlled Assessment

This unit comprises of two compositions and a short commentary on their work.

#### Unit 3: Listening and Appraising

This unit is a written examination based on familiar and unfamiliar music based on areas of study.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Unit 1: Performing and Appraising

This unit is externally examined and comprises of:

- One solo and an ensemble performance, lasting no more than 6 minutes (30%)
- A short discussion and evaluation with the visiting examiner, lasting approximately 3 minutes (5%)

**Weighting:** 35% of GCSE

##### Unit 3: Listening and Appraising

This unit is an externally assessed written examination lasting 1 hour 30 minutes. Students will be asked questions based on the following areas of study:

- Western Classical music
- Film Music
- Musical traditions in Ireland
- Popular Music 1980 – present day

**Weighting:** 35% of GCSE

#### CONTROLLED ASSESSMENT:

##### Unit 2: Composition

This unit is internally marked and externally moderated and comprises of:

- Two compositions (one in response to a pre-release stimulus and one free choice)
- A written account of their pieces (no more than 600 words)

**Weighting:** 30% of GCSE

### Career Opportunities

There are many opportunities within the following categories:

- |                                       |                        |                                  |
|---------------------------------------|------------------------|----------------------------------|
| • Composing                           | • Video Gaming         | • Music Journalism               |
| • Performing                          | • Music Librarian      | • Music Legal Industry           |
| • Facility, Arena and Club Management | • Instrumental Repairs | • Music Education                |
| • Film, Radio and Television Music    | • Music and Health     | • Technical and Sound Control    |
| • Musical Theatre                     | • Music Engineering    | • Musical Technology Consultancy |
| • Music Business                      | • Recording Industry   | • Music Accountancy              |



## PHYSICAL EDUCATION



**EXAMINING BOARD:** CCEA

### Why Study Physical Education?

The GCSE Physical Education specification develops students' understanding of health, physical fitness and the role of the active leisure industry in improving health and fitness. Students learn about how the body works, the factors that can affect health, and how to plan and lead a healthier lifestyle. A practical element reinforces students' theoretical learning. They choose the physical activities and/or sports they want to perform from a list that we have designed to cover as many options as possible.

### Course Content

The course is divided into three units:

#### Component 1: Factors Underpinning Health and Performance.

This component is organised into the following three sections:

- 3.1.1 The Body at Work
- 3.1.2 Health and Lifestyle Decisions
- 3.1.3 The Active Leisure Industry

#### Component 2: Developing Performance

This component is organised into the following two sections:

- 3.2.1 Developing Physical Fitness for Performance; and
- 3.2.2 Developing Skilled Performance.

#### Component 3: Individual Performances in Physical Activities and Sports

Students must perform three physical activities or sports from the list that is supplied by CCEA. At least two of the activities or sports must be centre controlled and carried out under teachers' direct supervision. Students may be assessed in only one activity or sport with no direct teacher supervision.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Component 1: Factors Underpinning Health and Performance.

- External written examination (1 hour 15 mins)

##### Weighting:

25% of GCSE

##### Component 2: Developing Performance

- External written examination (1 hour 15 mins)

##### Weighting:

25% of GCSE

#### CONTROLLED ASSESSMENT:

##### Component 3: Individual Performances in Physical Activities and Sports

- Students perform **three** physical activities and/or sports from the list that is supplied by CCEA.

##### Weighting:

50% of GCSE

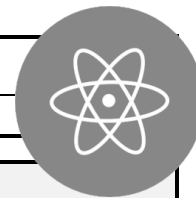
### Career Opportunities

Physical Education will develop a range of skills including communication skills, social skills, analytical skills and physical fitness. Careers that PE may lead to include:

- |                      |                              |                   |                  |
|----------------------|------------------------------|-------------------|------------------|
| • PE Teacher         | • Sports Development Officer | • Physiotherapist | • Sports Manager |
| • Dietician          | • Fitness Analyst            | • Nutritionist    | • Sports Coach   |
| • Fitness Instructor |                              | • Sports Medicine |                  |



## PHYSICS



**EXAMINING BOARD:** CCEA

### Why Study Physics?

GCSE Physics provides you with opportunities to develop and demonstrate your mathematical and problem solving skills. You will learn about how the physical world works and the scientific laws that govern it. The skills in analysis and evaluation you will develop will be a valuable preparation for all careers but particularly in Science and Engineering.

Skills developed include: Numeracy, Literacy, Using ICT, Technical skills, Oral communication, Problem solving, Analytical thinking and others

### Course Content

The course consists of three units:

**Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity and Nuclear Fission and Fusion**

**Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Science**

**Unit 3: Practical Skills**

### Assessment

#### EXAMINATIONS:

**Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity and Nuclear Fission and Fusion**

External written examination

Students answer compulsory structured questions that include short responses, extended writing and calculations

**Weighting:** 37.5%

**Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Science**

External written examination (1 hr 30 mins)

Students answer compulsory structured questions that include short responses, extended writing and calculations

**Weighting:** 37.5%

**Unit 3: Practical Skills**

Two components, both of which are externally assessed:

- Booklet A: During Year 12 pupils complete 2 practicals in class

**Weighting:** 7.5%

- Booklet B: An external examination paper which lasts 1 hour. Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context

**Weighting:** 17.5%

### Career Opportunities

In most universities it is a requirement for: Medicine, Dentistry, Veterinary, Engineering, Optometry and Radiography

It is useful for: Physiotherapy, IT careers, Software Programming, Accountancy, Teaching, Telecommunications and many more

**Further Information available from:**

- <http://ccea.org.uk/physics/>
- <http://www.futuremorph.org/>



## SINGLE AWARD SCIENCE



**EXAMINING BOARD:** CCEA

### Why Study Single Award Science?

GCSE Single Award Science provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages you to appreciate the value of science in your life and in the wider world.

### Course Content

The course consists of four units:

#### Unit 1: Biology

Cells, Food and Diet, Chromosomes and Genes, Co-ordination and Control, Reproductive Systems, Variation and Adaptation, Disease and Body Defences, and Photosynthesis.

#### Unit 2: Chemistry

Acids, bases and salts, Elements, Compounds and Mixtures, Atomic structure and Periodic Table, Bonding, Materials, Symbols, formulae and equations, Qualitative Analysis, Metals and the reactivity series, Rates of Reaction and Organic chemistry.

#### Unit 3: Physics

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

#### Unit 4: Practical Skills

### Assessment

#### EXAMINATIONS:

#### Unit 1: Biology

- External written examination (1 Hour)
- Students answer compulsory structured questions that include short responses, extended writing and calculations

**Weighting:** 25%

#### Unit 2: Chemistry (As for Unit 1)

**Weighting:** 25%

#### Unit 3: Physics (As for Unit 1)

**Weighting:** 25%

#### Unit 4: Practical Skills

Two components, both of which are externally assessed:

- Booklet A: During Year 12 pupils complete 2 practicals in class  
**Weighting:** 7.5%
- Booklet B: An external examination paper which lasts 1 hour. Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context

**Weighting:** 17.5%

Two of these units are examined as they progress through the course in Year 11 and 12 and the final two units are completed as part of the CCEA external examinations in May and June of Year 12.

### Career Opportunities

Single Award Science is accepted as a relevant Science GCSE for careers such as primary teaching, nursing, midwifery and others.

**\*Please note:** This course does not allow progression to Science at A Level

**SPANISH****EXAMINING BOARD:** CCEA**Why Study Spanish?**

Spanish is one of the world's most widely spoken languages and the official language of twenty-one nations. As well as in Spain itself, virtually all the Latin American republics speak Spanish and it has been calculated that at the beginning of this century the total number of people speaking Spanish as a first language, exceeded 400 million. Studying Spanish develops the skills of Reading, Writing, Listening and Speaking, skills which are transferable to a wide range of careers.

**Course Content**

Students develop their knowledge and understanding by studying three Contexts for Learning:

**Unit 1: Identity, Lifestyle and Culture**

**Unit 2: Local, National, International and Global Areas of Interest**

**Unit 3: School Life, Studies and the World of Work**

They use Spanish across the range of Contexts to:

- Understand and respond to different types of spoken language (Listening)
- Communicate and interact effectively in speech (Speaking)
- Understand and respond to different types of written language (Reading); and
- Communicate in writing (Writing)

**Assessment****EXAMINATIONS:****Unit 1: Listening**

- assessed by examination paper
- Foundation Tier: 35 minutes / Higher Tier: 45 minutes

**Weighting:** 25%

**Unit 2: Speaking**

- assessed by speaking examination conducted by the teacher and marked by CCEA
- examination comprises two role-plays and a general conversation and takes 7-12 minutes

**Weighting:** 25%

**Unit 3: Reading**

- assessed by examination paper
- Foundation Tier: 50 minutes / Higher Tier: 1 hour

**Weighting:** 25%

**Unit 4: Writing**

- assessed by examination paper
- Foundation Tier: 1 hour/ Higher Tier: 1 hour 15 minutes

**Weighting:** 25%

**Career Opportunities**

An increasing number of degree courses in medicine, dentistry, veterinary science, engineering and law are looking for students with a breadth of knowledge. Many express a particular interest in candidates with the required science background at "A" level coupled with a further rigorous academic subject.

A modern language can meet these demands and enhance the possibility of a placement abroad as part of a degree course. Although especially useful for jobs in business, management, travel and tourism, language skills are an essential part of professional life and are relevant to a wide range of varied professions.



## TECHNOLOGY AND DESIGN



**EXAMINING BOARD:** CCEA

### Why Study Technology and Design?

Technology and Design is a progressive, creative and exciting subject that will always be in demand and because it is challenging, those studying it stand out from the crowd. Technology and Design at Glenlola Collegiate maintains a top GCSE results record and the opportunities for women in Engineering are abundant. Studying Technology and Design provides opportunities to tackle and resolve design and technological problems to meet needs within a range of contexts. It will develop skills that are transferable to all industries such as problem solving, decision making, innovation, project management, team working and communication.

### Course Content

The course is divided into three units:

#### Unit 1: Technology and Design Core Content

This unit is compulsory. It comprises of 6 units:

- Designing
- Manufacturing
- Electronic Control Systems
- Mechanical Control Systems
- Pneumatic Control Systems
- Computer Control Systems

#### Unit 2: Optional Areas of Study

In Glenlola Collegiate School we study **Option A: Electronic and Microelectronic Control Systems.**

#### Unit 3: Design and Manufacturing Project

This unit is compulsory and carries a weighting of 50% of the full qualification. It is marked out of 100. The project allows students to demonstrate their ability to design and manufacture a product.

### Assessment (Including Controlled Assessment)

#### EXAMINATIONS:

##### Unit 1: Technology and Design Core Content

- External written examination (1 hour 30 mins)
- Students answer **10** questions from a core area of study.

**Weighting:** 25% of GCSE

##### Unit 2: Electronic and Microelectronic Control Systems

External written examination (1 hour 30 mins)

**Weighting:** 25% of GCSE

#### CONTROLLED ASSESSMENT:

##### Unit 3: Design and Manufacturing Project

- Students complete a design project comprising a design portfolio and an associated manufacturing task.
- Teachers mark the design project, and CCEA visit centres to carry out moderation.

**Weighting:** 50% of GCSE

It comprises of:

- A Design portfolio (25%)
- Manufacturing a practical outcome (25%)

### Career Opportunities

Technology and Design will develop skills in identifying problems and creating solutions, developing design ideas, practical skills in hand, machine and CAD/CAM techniques, critical thinking and self-evaluation. These skills can lead onto studying in further or higher education in a range of areas and potential careers such as:

- |   |                                       |                                |                          |
|---|---------------------------------------|--------------------------------|--------------------------|
| • Aerospace Engineering                 | • Product Design Engineering          | • Set/Special Effects Designer | • Automotive Technology  |
| • Chemical Engineering                  | • Product Development                 | • Performing Arts Technician   | • Motorsport Engineering |
| • Civil Engineering                     | • Software and Electronic Engineering | • Technical Stage Manager      | • Dental Technology      |
| • Computer Science                      | • Structural Engineering              | • Web Designer                 | • Medical Technology     |
| • Electrical and Electronic Engineering | • Biomedical Engineer                 | • Cybernetics                  | • Teaching               |
| • Systems Engineering                   | • Prosthetics                         |                                | • Graphic Design         |
| • Product Design                        |                                       |                                | • Architecture           |