

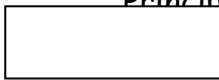
# Sullivan Upper School



## Careers Department Subject Choice For GCSE

Information Booklet  
2010

# Contents

Principal's Comments	2
 of the Career's Department in Year 10	3
Useful careers websites	4
Key Stage 4 Curriculum: Subject choices	5

## *Subject information*

Additional Maths	7
Art & Design	8
Biology	9
Chemistry	10
Drama	11
English Language	12
English Literature	13
French	14
Geography	15
German	16
History	17
Home Economics	18
ICT	19
Learning for Life and Work	20
Mathematics	21
Music	22
Physical Education	23
Physics	24
Private Study	25
Religious Studies- GCSE Course	26
Religious Studies- Short Course	27
Religious Studies- Non Examinable	28
Spanish	29
Technology and Design	30

**CAREERS DEPARTMENT  
SUBJECT CHOICE FOR GCSE  
2010  
PRINCIPAL'S COMMENTS**

I am sure that both students and parents will read this booklet carefully to help inform your choices of GCSE subjects. I would also encourage you to talk to your teachers about the nature of the subject at GCSE and seek advice from other adults and indeed older students who have already been through the process. You will have a chance to discuss your ideas with one of the careers teachers in the January. Following that we will be asking you to firm up your decisions about subjects.

Please note that GCSE Mathematics is part of the core for Key Stage 4 and therefore everyone will be taking it. However, for some it is also appropriate and useful to take GCSE Additional Mathematics. This is for those who are likely to want to take Mathematics to A Level and who have a particular career path in mind for which mathematics is a requirement. Those doing ordinary Maths have six taught classes per week with an additional two for PE, whereas those opting for Additional Maths have eight taught periods of the subject.

When you have chosen your subjects remember that is only the beginning. Success at GCSE depends on how well you work at your studies, how much concentration and commitment you can bring and how well you persevere in the face of the many distractions from school work.

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

Best wishes and good luck.

J.S. Stevenson  
Principal

January 2010

## Role of the Careers Department in Year 10

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

Early in Year 10 each pupil follows a programme within their Employability classes to enable them to explore their individual qualities and preferences. This can help indicate a direction for their subject choice, in line with any possible career ideas. In addition, there is the opportunity to sample the Odyssey program that incorporates an informative database on many varied careers. For further investigation, this program is available for later use on all of the school's networked computers.

After receiving the Christmas reports, each pupil will indicate their proposed subject choice for GCSE study. This choice is consolidated during an interview for each pupil, accompanied by a parent, with one of the School's Careers Team. This interview is completed in January in the same week as the Year 10 parental consultations. Decisions about GCSE choice can impact upon options in Higher Education and future career direction. If unsure about which GCSE subjects are relevant for future plans, please use the opportunity of the subject choice interview to seek clarification from the interviewing team. The subject choice for Years 11 and 12 is then complete. **While the school endeavours to accommodate the pupil's requirements, it cannot be guaranteed that changes made after this time can be fully accommodated.**

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

### Important Dates:

- |                      |  |
|----------------------|--|
| Sept - Dec 2009:     | Pupils complete Pastoral Careers Programme in Employability classes  |
| Mon 4 January 2010:  | Subject Choice Forms returned to Form Teachers   |
| Mon 11 January 2010: | (Monday) From 1.30 to 4.00p.m. Year 10 Parental Consultations (with subject teachers)  |
| 12-14 January 2010:  | Parent and pupil interviews with Careers Dept. staff to confirm subject choice. The attached letter gives information on individual appointment times. |

## Useful websites

The internet has a vast array of useful information which can be utilised when making career choices.

It is advantageous to check the later subject requirements for any occupations of interest e.g. A level and beyond (if applicable). This enables appropriate GCSE choices can be made which will lead in the desired direction. At this stage, the emphasis is on keeping the options open for any areas of interest, where possible. It is important to balance the desire to follow a particular career with the enjoyment and ability in the necessary subjects.

Some websites that are useful for career information are:

[www.careersservice.ni.com](http://www.careersservice.ni.com)

This is a very useful broad based website that contains an A-Z of careers and case studies amongst other useful material. It is tailored to cater for a Northern Ireland audience. The parent zone area gives some advice about Year 10 subject choices.

[www.connexions-direct.com](http://www.connexions-direct.com)

This is an extensive careers website which is designed to supply information and advice for young people. There is specific advice for subject choices in Year 10 (NB as this is an English website the equivalent school year to NI Year 10 is English Year 9)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

The Prospects site gives careers extensive advice for people who will study degree courses. Use of the search engine is particularly useful to find information on different areas of graduate careers e.g. on different types of Journalism etc.

[www.ucas.co.uk](http://www.ucas.co.uk)

This is the website for application to UK universities. It gives information on the available courses offered this year and has current information on these.

[www.google.com](http://www.google.com)

Some interesting information can be accessed by typing the title of a career into a search engine e.g. what does an engineer do?

## Key Stage 4 Curriculum 2010-2012

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

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

Also, some pupils will be offered the opportunity to study Additional Mathematics.

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

- Queens University Belfast (Medicine, Dentistry) and most UK universities require Chemistry and Biology to be studied at Advanced Level, as well as either Mathematics or Physics.
- A minority of universities also require Physics as the third A Level subject; for example, Cardiff (Medicine, Dentistry); Nottingham (Medicine, Veterinary Science)

Two new GCSE subjects have been added to the options available: GCSE Drama and GCSE Learning for Life and Work. The option of Non examinable Religious Studies is another addition and will accommodate those pupils who would wish not to sit an examination in this subject. (Study of Religious Studies forms part of the core curriculum provision in Sullivan and is a statutory requirement for all pupils.)

**The viability of a class to run may depend on the number of pupils choosing the subject.**

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

## Key Stage 4 Curriculum: Subject Choices

### 1. Common Core Subjects taken by all pupils :

- English Language
- English Literature
- Mathematics
- Learning for Life and Work [Non Exam] (Personal Development, Citizenship and Employability)
- Religious Education (Short Course/Non examination)

### 2. Optional subjects :

a. Pupils choose **one subject from each category**

Language	Science	Environment and society
French	Biology	Geography
German	Chemistry	History
Spanish	Physics	Home Economics

b. Pupils choose **a further 3 subjects from the following:**

Art	History	Physics
Biology	Home Economics	Private Study
Chemistry	ICT	Religious Studies (Instead of Short Course)
Drama	Learning for Life and Work <i>GCSE option*</i>	Spanish
French		Technology
Geography	Music	
German	Physical Education	

\* Subject to staffing and uptake.

### 3. Non examinable compulsory courses

Physical Education  
Games

## **Subject: Additional Mathematics**

### **Course Content:**

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

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

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

The Additional Mathematics examination consists of two papers. The first paper covers Pure Mathematics topics, the second paper examines Mechanics and Statistics topics.

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

### **Coursework:**

There is currently no coursework requirement for Additional Mathematics.

### **Additional Information:**

Additional Mathematics is the desired starting point for those pupils wishing to study Mathematics at AS and/or A level.

## Subject: Art and Design

**Course Content:** The Art & Design course at GCSE consists of :

- a) Unit 1: Core Portfolio (60%)
- b) Unit 2: Working to a stimulus (40%)

Candidates have to produce work in more than one of the following disciplines:

- **Fine Art** (Drawing, painting, mixed media, printmaking, sculpture, lens-based media)
- **Graphic Communication** (Illustration, advertising, packaging, computer graphics, multimedia)
- **Textile Design** (Fashion and costume, printed & dyed fabric and materials, constructed textiles)
- **3D Design** (Ceramics, sculpture, jewellery, design for theatre, television & film, interior design, product design, architectural design)
- **Photography** (Lens and light based media, video & film)

The Schedule of work is as follows:

**Year 11: Unit 1: Core Portfolio:**

Candidates prepare a portfolio of edited work of no more than 20 A2 pages to illustrate the development of personal ideas and skills in a variety of techniques as outlined above

**Year 12: Completion of Core portfolio**

**Unit 2 : Working to a stimulus**

The Examination Paper is issued in January. Candidates have approximately 6 weeks to complete the preparatory work. The final outcome is produced within a supervised period of 10 hours within school.

### **Coursework:**

The core portfolio is produced throughout Year 11 & the Autumn term of Year 12.

In Year 12 Spring term, candidates will complete preparatory work leading to the final assessment task: Working to a stimulus

### **Additional Information:**

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

## **Subject: Biology**

### **Course Content:**

This GCSE course is concerned with the study of living organisms- their structure and how they work. The main organisms studied are man and the flowering plant. Other topics covered include micro-biology and the relationship between organisms and their environment. Throughout the course, attention is drawn to the application of Biology in the modern world especially in relation to health matters, the use of Biology in industry and 'green' issues. There is an emphasis on practical work and the use of audio-visual material to aid learning. Frequent topic tests and practice in answering past paper questions enables pupils to stay on top of the work throughout the course and should help reduce panic and stress at the end. Topic summaries assist pupils in the learning of the basics.

### **Coursework:**

The coursework component contributes to 25% of the final mark. Pupils are assessed on planning, carrying out and interpreting the results of a practical investigation. The coursework is done in class time so does not impinge on homework or other studies.

### **Additional Information:**

A good GCSE grade, a B or above, is desirable in order to study this subject at AS level.

## **Subject: Chemistry**

### **Course Content:**

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

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

No particular mathematical skills are required but confidence in basic arithmetic is important for quantitative work.

### **Coursework:**

Coursework is carried out in Year 12 and accounts for 25% of the total mark for the subject. This is investigative work carried out in class and marks are awarded for the planning and carrying out of experimental procedures, the presentation and interpretation of results obtained and the critical evaluation of the whole process.

### **Additional Information:**

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

## **Subject: Drama**

### **Course Content:**

This new GCSE course will follow CEA's revised specification (for first examination in 2010).

By studying Drama at GCSE students will develop and refine their own performance skills. Throughout the course, students will work imaginatively and creatively in range of contexts, becoming highly effective team members and leaders, as well as skilled drama practitioners.

Students will study the history and development of the modern stage and consider the impact of social, historical and cultural influences on drama. The course is a key foundation for those who may wish to consider further study and training in the performing arts, but it should also attract students keen to develop their analytical, presentation and team work skills. This course is also very relevant to the study of English Literature and a useful foundation for further study at A level of English Literature and Theatre Studies.

**Coursework:** 60% is assessed through two controlled assessment tasks

**Exam:** 40% is assessed by written examination at the end of the course. The examination is based on close study of two published plays. Students must answer two questions relating to how each play in production

### **Coursework:**

60% of the GCSE Drama course is assessed through coursework. There are two controlled assessment tasks, each worth 30%. These are assessed by the teacher and moderated by an external moderator.

**Task One:** All students are assessed on their performances in short group pieces (scripted, with an option to devise one piece).

**Task Two:** Students perform in a group, students can choose from either a design task linked to a group production or performance for assessment.

### **Additional Information:**

GCSE Drama is being offered as a new course in September 2008. The recently renovated Drama Theatre and adjoining purpose built classroom will ensure students have excellent facilities to support their study. It is also hoped that Theatre Studies will be an option for sixth form study in 2011.

## **Subject: English Language**

*Criteria for this subject are under review by the examination board. Details of new course requirements will be forwarded to pupils and parents when they become available.*

### **Course Content:**

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

Paper One: (A) Literary comprehension

(B) Discursive writing - look at all sides of the statement "All tobacco products should be banned", for example

Paper Two: (A) Functional/transactional writing - letter, report, talk, article

(B) Analysis of media texts - brochure, leaflet, advertisement. . .

Coursework forms a core component-40% of the course in English and the requirements are outlined below.

### **Coursework:**

**Talking and Listening assessments are worth 20%**

Pupils will be assessed on three tasks;

- (A) Informal discussion - as part of a group, without an audience
- (B) Formal presentation - before an audience
- (C) Drama - including role-play and focusing on sustaining character

Four written assignments are worth a further 20%

- (A) A comparison of poems from a different culture \*
- (B) Macbeth \*
- (C) A Persuasive task on a topical issue
- (D) A Creative/personal piece of writing

**\* Note that these are CROSSOVER pieces which may also be used for English Literature coursework**

**Additional Information:** None

## **Subject: English Literature**

*Criteria for this subject are under review by the examination board. Details of new course requirements will be forwarded to pupils and parents when they become available.*

### **Course Content**

There is one terminal examination, which is worth 70% of the pupil's final mark.

It is divided into three sections:

- (A) Poetry from the CCEA Anthology One ( open book )
- (B) Prose - To Kill a Mockingbird ( closed book )
- (C) Drama - An Inspector Calls, or Our Town, or The Royal Hunt of the Sun ( open book )

### **Coursework**

Coursework is worth 30% of the pupil's final mark.

Three assignments are to be completed, on:

- (A) Poetry from a different culture \* ( two poems )
- (B) Macbeth\*
- (C) Pre-1914 prose - a novel or selection of short stories

**\* These assignments are CROSSOVER pieces and may also be submitted for English**

### **Coursework:**

Coursework is worth 30% of the pupil's final mark.

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

## **Subject: French**

### **Course Content:**

The course aims to promote an enjoyment of language learning and to develop the knowledge, skills and understanding acquired in Years 8, 9 and 10. Pupils who have done French in Years 8 - 10 already have a very good grounding in the subject. By the start of Year 11 they will be familiar with many of the language structures needed to achieve a high grade at GCSE. For those wishing to study one language only at GCSE, we would strongly recommend that they do French.

The skills of speaking, listening, reading and writing are tested separately at GCSE. Listening and reading are tested at the end of Year 12, and each of these skills has a 20% weighting in the overall total.

The skills of speaking and writing, each of which has a weighting of 30%, are examined as *Controlled Assessments*; tasks are chosen from a list provided by the examination board, and these may be adapted and redesigned within guidelines. Pupils will be given ample time in class to prepare for and complete these assessments.

Each skill can be done at either foundation or higher tier, though most of our pupils cope really well with the higher tier tests.

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

### **Coursework:**

There is no coursework in French. Speaking and writing are examined as *Controlled Assessments*.

### **Additional Information:**

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

## **Subject: Geography**

### **Course Content:**

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

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

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

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

### **Coursework:**

25% of the final assessment is based on one piece of investigative coursework. The research for this local study involves gathering fieldwork information working in small groups. This fieldwork and initial data presentation takes place in June of Yr. 11. Research skills, so important in the later stages of education, are practiced and developed in a familiar setting.

### **Additional Information:**

The remaining 75% of marks are based on two written examination papers one covering the three themes from Understanding the Natural World and the other three from Living in Our World.

## **Subject: German**

### **Course Content:**

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

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

The skills of speaking, listening, reading and writing are tested separately at GCSE. Listening and reading are tested at the end of Year 12, and each of these skills has a 20% weighting in the overall total.

The skills of speaking and writing, each of which has a weighting of 30%, are examined as Controlled Assessments; tasks are chosen from a list provided by the examination board, and these may be adapted and redesigned within guidelines. Pupils will be given ample time in class to prepare for and complete these assessments.

Each skill can be done at either foundation or higher tier, though most of our pupils cope really well with the higher tier tests.

GCSE classes in German tend to be smaller than in the junior school. Results are consistently good.

### **Coursework:**

There is no coursework in German. Speaking and writing are examined as Controlled Assessments.

### **Additional Information:**

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

## **Subject: History**

**Course Content:** Pupils will sit **two written papers**, worth a total of 75%.

### **Unit One - Study in Depth (50%)**

**Section A** Germany 1918 - 1941: including the rise of Nazism, Hitler, events leading to World War 11, the invasion of Poland and Russia.

**Section B** Changing Relationships: Britain, N. Ireland 1965-1985, including the Civil Rights Movement, outbreak of violence, search for a solution.

At Higher Tier, the paper includes short answer questions and questions requiring extended writing. At Foundation Tier, the paper includes short answer and structured questions.

### **Unit Two - Outline Study (25%)**

The Cold War 1945-1991, Superpower Relations 1945-1985 - including the influence of USA in Western Europe and Asia- the Berlin Blockade, Partition of Germany, Korean War, Vietnam, the collapse of Communism.

In the Higher Tier paper candidates answer two questions. One question requires extended writing and one question requires the use of source material. At Foundation Tier, the paper includes two structured questions. One question requires the use of source material.

## **Coursework**

### **Unit 3: Investigative Study - Controlled Assessment (25%)**

The investigative study will be set each year by the awarding body CCEA. Pupils will be given time in class to study and complete the unit under teacher supervision. The controlled assessment unit will have one assignment with two questions. This unit differs from the external examinations in that candidates have the opportunity to pursue independent investigative study.

**Additional Information:** The course is both interesting and rewarding.

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

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

## **Subject: Home Economics**

### **Course Content:**

GCSE Home Economics is a study of relevant and current issues related to diet and health and consumer awareness. Pupils are encouraged to develop a range of skills such as application of knowledge, critical thinking and decision making. The specification has two main areas:

#### **1. Diet and Health**

Pupils develop the knowledge, understanding and skills necessary to provide healthy diets for family members. Topical issues related to food are considered here, for example, fast food, nutrition in sport and the role of diet in the prevention of diseases such as heart disease and obesity.

#### **2. Consumer Awareness**

In this section pupils develop the knowledge, understanding and skills they need to become an affective consumer. They consider current issues such as ethical concerns when shopping for goods, shopping safely online, managing finances, and the influence of marketing on consumer choice.

### **Coursework and Assessment:**

Pupils are assessed through coursework (60%) and a written examination (40%)

#### **Coursework (60%)**

There are two tasks:

1. Pupils choose, plan and make a range of dishes. This task is completed in school and is worth 40% of the coursework mark.
2. Pupils research an issue related to the Consumer Awareness section of the course and write up their findings in a 3000 word report. 20 hours of class time is allocated to this task and it is worth 20% of the coursework mark.

#### **Written Examination (40%)**

At the end of year 12 pupils complete a written examination lasting 1½ hours. This paper assesses the pupils knowledge and understanding of both areas of the specification i.e. Diet and Health and Consumer Awareness.

### **Additional Information:**

#### **Practical Food Preparation**

Developing practical cookery skills is an important part of the GCSE course. Pupils are given plenty of time, particularly in year 11, to cook and they are encouraged to be creative and adventurous with food.

## **Subject: ICT – Information and Communication Technology**

**Course Content:** Good achievement at KS3 is desirable for this course as it builds on many of the skills previously taught.

The course consists of **60% practical**, assessed during class time, and **40% theory**, assessed by two examinations at the end of Year 12. As the course is mostly practical it is possible to enter the two terminal examinations having already achieved a pass grade.

The **theory** topics will cover the following:

- The software used in the production of the practical assignments
- An understanding of basic computer systems such as memory, processors etc.
- Information systems i.e. how data is input, checked and stored etc.
- Digital communications systems.
- Modern applications e.g. E-commerce, Virtual Reality, Smart Cards etc.
- Social Implications e.g. hacking, viruses, laws etc.

The practical will involve **6 short, independent assignments**. These are designed to enable candidates to demonstrate relevant knowledge, understanding and skills in ICT without the constraints imposed by the formal examination.

**Coursework:** - Some of these assignments allow students to provide work which overlaps with that required by other subjects. The topics covered are:

- |                       |                         |
|-----------------------|-------------------------|
| • Web page design     | Using a Database        |
| • Producing a booklet | Using a Spreadsheet     |
| • Using the internet  | Multimedia Presentation |

**Additional Information:** With the advance in new technologies this GCSE will give a wide range of practical skills which are useful for all careers and higher education opportunities. Completion of this course makes the transition into 'A' level Computing or ICT much easier by providing a solid practical and theoretical foundation. As the course goes well beyond GCSE it also provides complete exemption from level 1 & 2 IT Key skills.

## **Subject: Learning for Life and Work**

### **Course Content:**

Learning for Life and Work (LLW) is a compulsory entitlement under the Revised Curriculum for Northern Ireland.

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

**All year 11/12 pupils** will receive some elements of the content of the LLW GCSE, but for the first time it may be possible to offer a **full GCSE to a limited number of pupils**.

The course consists of **60% coursework** (two controlled assessments), mostly done under teacher supervision, and **40% theory** sat as one examination at the end of Y12.

At GCSE there are **three areas** of study:

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

### **Coursework:**

Two controlled assessments are taken from two of the three areas of study (from a choice of three provided by CCEA in September 2009). They will be internally assessed and externally moderated.

Unit 1: Report 1 completed for Summer 2010

Unit 2: Report 2 completed for Summer 2011

### **Additional Information:**

Whether the GCSE is run depends on pupil uptake and staffing, although all pupils will follow aspects of the course. To facilitate this option it would be greatly appreciated if interest in this subject could be indicated early

## Subject: Mathematics

### Course Content:

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

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

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

The course is assessed by a module test, and a completion test. Each element has two papers, as outlined below.

Assessment component	Papers	Percentage weighting
Module Test (N3 or N4)	1 hour calculator and	22%
	1 hour non-calculator	22%
Completion Test (N6)	1 $\frac{1}{4}$ hour calculator and	28%
	1 $\frac{1}{4}$ hour non-calculator	28%

This specification is designed as a modular course, but our candidates will sit all the components at the end of year 12.

### Coursework:

There is no separate coursework element in GCSE Modular Mathematics.

### Additional Information:

## **Subject: Music**

### **Course Content:**

This is an attractive course which integrates the three main activities of  
**LISTENING                  PERFORMING                  COMPOSING.**

Pupils take **one core area of study** :**REPEATED PATTERNS IN MUSIC**  
and **two** optional areas of study from a choice of three:

- **Musical Traditions in Ireland**
- **Incidental Music**
- **Vocal Music**

#### **PERFORMING and APPRAISING                  35%    externally assessed**

Pupils are required to perform **INDIVIDUALLY (15%)** and as part of an **ENSEMBLE (15%)** Each programme should last up to **5 minutes**.

One of the performances must be related to one of their areas of study. Pupils are also required to discuss their performances with the visiting assessor. A full range of instruments from orchestral to ethnic, pop and traditional is acceptable. Pupils should be prepared to perform in a small ensemble and rehearse on a weekly basis throughout the two years.

#### **LISTENING and APPRAISING                  35%    externally assessed**

This involves one test of aural perception. Part 1 is based on the core area and Part 2 on the two chosen optional areas of study. Both Parts 1 and 2 include questions on familiar and unfamiliar music. One of the questions in Part 1 relates to the impact of music on work and leisure. The total listening time for each part of the examination is approximately 45 minutes.

### **Coursework:**

#### **COMPOSING and APPRAISING                  30%**

Pupils create **TWO** contrasting compositions each with a composition log. One composition must be related to the core or optional areas of study. The length of the composition portfolio should be 3-6 minutes in total. The choice of musical style and medium are the pupil's own.

### **Additional Information:**

Pupils contemplating *GCSE Music* should have an interest and enthusiasm for the subject and be prepared to be involved in music making. They will be required to have weekly music tuition in their chosen instrument/voice during the two year *GCSE* course.

## **Subject: Physical Education**

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

The course consists of the following:

1. Written Paper 40% - (1 hour 30 mins)
2. Practical Performance 60%

1. This is divided into three sections:

- **PHYSICAL ACTIVITIES** - Acquisition of skill, rules, roles of officials, analysing and improving performance, Health-related exercise programmes.
- **HEALTH, FITNESS, FACTORS AFFECTING PERFORMANCE AND PRINCIPALS OF TRAINING** - Health, personal hygiene, fitness, muscular strength, flexibility, endurance, speed & power, Physiological factors, Psychological factors, Skeletal system, Muscular system, Circulatory system, Respiratory system, Principals of training, Drugs and sport.
- **FACTORS AFFECTING INDIVIDUAL PERFORMANCE AND PARTICIPATION AND SOCIAL AND CULTURAL FACTORS** - The media, how sport is organised, Sponsorship, Amateurs and Professionals. Politics and sport. Discrimination. Role of spectators.

### **Coursework:**

2. Practical work must be carried out in four activities. These should consist of at least one major team sport played at Sullivan and also an involvement in a physical fitness programme.

### **Additional Information:**

Pupils wishing to do this course should a) currently represent the school in a particular sport or b) represent the province in a sport not offered at Sullivan and c) be able to pursue a physical fitness program i.e. not suffer an illness or injury likely to cause long-term non-participation .

This subject is very valuable to anyone hoping to pursue a career in one of the many associated work fields and is offered at AS and A Level.

Final selection will be made by interview if necessary.

## **Subject: Physics**

### **Course Content:**

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

Topics include:

FORCES, WAVES, LIGHT, SOUND, ENERGY, HEAT TRANSFER, MOTION, MOMENTUM, POWER, CIRCULAR MOTION, EARTH IN SPACE, ELECTROSTATICS, ELECTRICITY, EXPANSION, DENSITY, EFFICIENCY, LENSES, ELECTROMAGNETIC SPECTRUM, ELECTRICITY IN THE HOME, ELECTROMAGNETISM AND RADIOACTIVITY.

Experimental skills comprise an important part of the learning experience within this subject and so every opportunity is taken to engage pupils in experiments where appropriate.

### **Coursework:**

Coursework comprises 25% of the final result.

Within class, each pupil will complete an experimental investigation where they will plan the procedure, carry out the experiment and interpret the results.

This is explained in the written report that is submitted.

### **Additional Information:**

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

## **Subject: Private Study**

### **Content:**

Choosing this option will mean that the pupil concerned will study one less GCSE subject.

This will result in time available for the consolidation of the other subjects studied. Work will be distributed for completion during this time.

### **Coursework:**

None

### **Additional Information:**

None

## **Subject: Religious Studies - GCSE course**

### **Course Content:**

There are three topics covered:

#### **The Challenge of Jesus**

*In this section we look at what the Bible says about Jesus, concentrating on His identity, His deeds, His teachings and His death and resurrection.*

#### **The Christian Church**

*Here we explore the differences and similarities between the various Christian denominations in Northern Ireland.*

#### **Christian Morality**

*In this section we take a look at many of the moral issues facing our society today, including abortion, euthanasia, relationships, marriage, adoption, drug abuse, crime and punishment.*

At the end of the course, there are two written papers lasting 1½ hours each

### **Coursework:**

No coursework

### **Additional Information:**

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

This course will only be timetabled if it is chosen by at least fifteen pupils.

## **Subject: Religious Studies – short course**

### **Course Content:**

The same topics are covered as in the full course (although in less detail):

#### **The Challenge of Jesus**

*Passages from the Gospels about Jesus, concentrating on His identity, His deeds, His teachings and His death and resurrection.*

#### **The Christian Church**

*Differences and similarities between the various Christian denominations in Northern Ireland.*

#### **Christian Morality**

*Moral issues facing our society today, including abortion, relationships, marriage, drug abuse and social responsibility.*

At the end of the course there is one 1½ hour paper.

*Places in classes studying Religious studies short course **for examination** will be allocated by the HoD and Class Teacher on the basis of performance in Year 10 summer examinations and work, behaviour and attitude in class throughout the year.*

### **Coursework:**

There is no coursework for this subject.

### **Additional Information:**

This subject differs from Religious Studies (full course) in subject content (half of that in the full course), in that there is only one final paper

The full range of grades (A\*-G) are available in this subject.

This subject will count as a GCSE for admission to the Sixth Form.

For anyone wishing to take religious studies at A level, Short Course provides a very adequate preparation.

## **Subject: Religious studies - Non examination**

### **Course Content:**

The same topics are covered as in the full course and short course, but with the flexibility of a non-examination subject, they can be adapted to suit the needs and the interests of the class.

There will be a significant emphasis on discussion, group work and project work, with outside speakers and educational visits (where these can be arranged).

There will be no examinations in this subject.

*Pupils who have not chosen full GCSE Religious studies and who have not been allocated a place in a short course examination class will follow the **non examination Religious Studies course.***

### **Coursework:**

No coursework

### **Additional Information:**

There is no requirement for any formal qualification in Religious studies for Religious Studies A-level, so it is possible that a pupil who finds that they develop a strong interest in the subject during Years 11 and 12 may continue on to take religious studies at A level.

## **Subject: Spanish**

### **Course Content:**

The course will equip pupils with the skills they need to reach their potential in Spanish and builds on the knowledge and understanding they have acquired in the language in Years 9 and 10.

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

The skills of speaking, listening, reading and writing are tested separately at GCSE. Listening and reading are tested at the end of Year 12, and each of these skills has a 20% weighting in the overall total.

The skills of speaking and writing, each of which has a weighting of 30%, are examined as Controlled Assessments; tasks are chosen from a list provided by the examination board, and these may be adapted and redesigned within guidelines. Pupils will be given ample time in class to prepare for and complete these assessments.

Each skill can be done at either foundation or higher tier, though most of our pupils cope really well with the higher tier tests.

### **Coursework:**

There is no coursework in Spanish. Speaking and writing are examined as Controlled Assessments.

### **Additional Information:**

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

## **Subject: Technology and Design**

### **Course Content:**

Technology and Design at GCSE involves studying 4 units: 2 theory and 2 coursework :-

#### **Unit 1 - Technology and Design Core**

Theory based unit covering a range of topics including electronics, mechanical systems and computer control. Weighting = 20%.

#### **Unit 3 - Product Design**

Theory based unit covering a range of topics including design, marketing, consumer protection, materials and manufacturing processes. Weighting = 20%.

**[Please note that Unit 2 is optional and will not be followed at Sullivan]**

### **Coursework: Unit 4 - Design Assignment**

Coursework based unit involving pupils designing a product to meet the needs of a theme provided by CCEA. Weighting = 20%.

#### **Unit 5 - Design Project**

Coursework based unit involving pupils designing and making a product. Weighting = 40%.

### **Additional Information:**

Coursework forms an extremely important part of this GCSE and the time allocated to this aspect in class will reflect the 60% weighting.

Topics for the main Design Project include plant watering devices, educational toys, poor light detection for sports events, automatic timing devices and sensing devices.

