



# Sullivan Upper School

## Careers Department Subject Choice for GCSE



## Information Booklet

Spring 2024

# Contents

Principal's Comments	3
Role of the Careers Department in Year 10	4
Useful careers websites	5
Advice for choosing subjects	6
Key Stage 4 Curriculum 2024-2026	7
10 Careers with .....	8-10
Key Stage 4 Curriculum: Subject Choices	11
Examination Board Specifications & Making Choices	12
<b>Subject information:</b>	
Art and Design	13
Biology	14
Business Studies	15
Chemistry	16
Computer Science	17
Digital Technology	18
Drama	19
English Language	20
English Literature	21
Food and Nutrition	22
French	23
Further Mathematics	24
Geography	25
German	26
History	27
Learning for Life and Work	28
Mathematics	29
Moving Image Arts	30
Music	31
Physical Education	32
Physics	33
Religious Studies - GCSE Full Course	34
Religious Studies - Short Course	35
Spanish	36
Technology and Design	37
NI Labour market information	38-43

## **CAREERS DEPARTMENT SUBJECT CHOICE FOR GCSE**

### **PRINCIPAL'S COMMENTS**

#### **To Year 10 Pupils**

The time has come for you to choose the subjects you wish to study for GCSE. I hope that you (and your parents) will read this booklet carefully to help inform your choices. I would also encourage you to talk to your teachers about the nature of the subject at GCSE and, where possible, seek advice from other adults and indeed older pupils who have already been through the process. Over the next few weeks, you will have the opportunity to discuss your ideas with Subject Teachers, Heads of Department, and your Form Teacher. If at the end of the process you still need help, extra support and guidance will be provided.

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

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

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

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

Best wishes and good luck.

**C J D Mairs**  
**Principal**

February 2024

## Role of the Careers Department in Year 10

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

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

From the 22 January 2024, each pupil will be able indicate their subject choice for GCSE study using Microsoft Forms (a link will be provided via ParentMail). The order of priority of choices will be taken into account if classes are oversubscribed. There will be the option of requesting a 10 min appointment if further advice is needed.

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 option to request an appointment when completing the online form. Indicating any careers of interest enables staff to review choices with these careers in mind. The appointments will take place on 6-8 February 2024.

**While the school endeavours to accommodate the pupil's requirements you should view these choices as final. It cannot be guaranteed that changes made after the submission date can be fully accommodated.** It should further be noted that we hope to be able to offer the subjects enclosed. However, the school may need to remove a subject and, in that case, pupils will be required to select an alternative.

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

### Important Dates:

Sept - Dec 2023:	Pupils complete Careers Programme in LLW Employability classes
22 <sup>nd</sup> January 2024	Subject Choice Information Booklet available.
25 <sup>th</sup> January 2024	Year 10 Parental Consultations (with subject teachers) Online Subject Choice Form opens.
31 <sup>st</sup> January 2024	3.30pm Final date for online Subject Choice Forms to be returned. Earlier submission would be welcome.
6-8 February 2024	Optional 10 min online appointments with Careers Staff.

## 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 to be made which will lead in the desired direction. At this stage, the emphasis is on keeping the options open for any areas of interest, where possible. It is important to balance the desire to follow a particular career with the enjoyment and ability in the necessary subjects. Some websites that are useful for career information are:

<https://www.nidirect.gov.uk/articles/subject-choices-year-10>

Enter the address above and you will be redirected to the careers section of [www.nidirect.gov.uk](http://www.nidirect.gov.uk). This is a very useful broad-based website that contains an A-Z of careers, advice on apprenticeships, information on higher level apprenticeships, and a selection of case studies amongst other useful material. It is tailored to cater for a Northern Ireland audience. There are sections tailored to Year 10 Subject Choice

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

Select "Take the quiz" then either of the "What jobs would suit me?" quizzes or browse through the job profile pages. This site offers lots of advice on CV writing, interview advice and more. The Prospects site gives careers advice particularly suited for people who will study degree courses. It is also useful to find career paths available after studying a particular degree.

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

This is the website for application to UK universities. It gives up to date information on the available courses offered this year. The video clips and "How to" guides (e.g., giving advice on how to choose courses) are particularly useful. There are also links to other routes into higher education that are alternatives to degrees. Clearly this website is aimed at older students. However, it can provide useful information on subject requirements for careers of interest and the current range of third level education options that are available. For those interested in studying in universities in the South of Ireland [www.cao.ie](http://www.cao.ie) gives similar information for those university courses.

[www.ccea.org.uk](http://www.ccea.org.uk) [www.aqa.org.uk](http://www.aqa.org.uk) [www.wjec.co.uk](http://www.wjec.co.uk)

Examination board websites which contain the subject specifications, past papers and more!

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

This is the website for career ideas, first-hand information and inspiration from free access to more than 1000 personal video stories and detailed job information. Follow the "Start Now" button to find case studies or find out more using the "Advice and Guides".

## Advice for choosing subjects

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

- **Ability:** Consider which subjects you can do well. Looking at the recent Progress Report may be a good indicator but remember that some examinations are of a different standard to others. It is often useful to consider your performance compared to the year average, considering your performance last year too.
- **Preferences:** What we like and don't like makes us who we are. Most students will benefit from choosing subjects which they enjoy as it helps them to keep motivated.
- **Career Ideas:** Although this is an early stage, some pupils will have an idea of a career they may wish to pursue, or a general career direction. Check out the subjects that these areas require. The internet has many useful sites which give this information. You will be able to further confirm this interview in your subject choice interview.
- **Controlled Assessment:** Controlled Assessments are carried out in class time and replace coursework. It is worth considering the overall balance of Controlled Assessments in your timetable. Having some subjects where a percentage of the final result is completed in class before final examinations helps to ease pressure in those examinations. But if all choices have a large component of controlled assessments, they will have to manage their time very effectively throughout the two years of study to be able to keep on top of this work.

## What happens next?

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

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

## Key Stage 4 Curriculum 2024-2026

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 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 two other categories of a Language and a Science subject. In addition, each pupil will have four further choices. The pattern for these choices is outlined on the page 11.

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

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

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

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

## Ten careers I can do with...

NB. Additional subjects and varying levels of qualifications may be required.

We recommend that you use the internet to find out more information on occupations that interest you and the qualifications required. This list is certainly not exhaustive and is just an insight into what kinds of jobs may link well to the subjects offered here at Sullivan.

Art and Design	Architect Animator Artist Fashion/Costume Designer Museum/Exhibitions Curator	Graphic Designer Digital Illustrator/ Modeller Photographer Product Designer Set/Props Designer
Biology	Medicine Pharmacy Dentistry Biomedical Science Nursing	Veterinary Science Physiotherapy Ecology Immunology Microbiology
Chemistry	Chemical Engineering Chemistry Environmental Science Food Science Forensic Science	Materials Science Medicine/Dentistry/Veterinary Nanotechnology Petroleum Engineering Pharmacy/Pharmacology
Business Studies	Accountancy Administration Banking/Investment/Finance Business Management Entrepreneur	Human Resources Marketing/Advertising Public Relations Sales Social Media Manager
Computer Science	App designer Computer Hardware Engineer Electronic Engineer IT Consultant Mechanical Engineer	Network Engineer Web Developer Systems Analysis Software Development Software Sales
Digital Technology	CAD Draftsperson CGI Technician Computer Games Programmer Computer Hardware Engineer Forensic Computer Analysis	Graphic Design Information Systems Media Design Network Engineer Web Developer



Drama	Actor Arts Management Doctor Broadcast Journalist Costume Designer	Drama Therapist Film and TV Director Lighting Designer Theatre Director Barrister
English	Advertising Acct. Executive Barrister Broadcast Journalist English Teacher Media Relations Manager	Newspaper Journalist Public Relations Officer Publishing Editor Solicitor TV Presenter
French, German or Spanish	Barrister Business Management Finance Chartered Accountant Finance	Solicitor International Relations Diplomat Journalist Tourism
Geography	Cartographer Environmental Science Geog. Info. Systems (GIS) Marketing executive Data Analyst	Oceanography Surveying Sustainable Development Travel & Tourism Town and Transport Planning
History	Criminologist Law International Relations Journalism Heritage Management	Marketing Consultant Media Researcher Political Researcher Accountant
Food and Nutrition	Dietician Nutritionist Environmental Health Food Scientist Food Technologist	Health Promotion Trading Standards Consumer Protection Food/Consumer Journalist Marketing & Management
Learning for Life and Work	Criminology International Relations Law Politics Nursing	Nutrition Occupational Therapy Public Health Social Sciences Social Work

Mathematics and Further Mathematics	Actuary Accountant Company Executive Computer Games Designer Computer Programmer	Economist Investment Analyst Mathematics Teacher Statistician Engineering (all types)
Moving Image Arts	Animator Camera Operator Costume Designer Editor Film Crew (Various positions)	Games Designer Production Designer Photographer Sound Designer TV/Film/Theatre Designer
Music	Armed Forces Musician Arts Administrator DJ Interactive Media Designer Musician (classical/pop etc)	Music Promotions Manager Music Teacher Music Therapist Private Instrumental Tutor Sound Mixer
Physical Education	Fitness Instructor Fitness Manager Physical Education Teacher Physiotherapist Sports and Exercise Psychologist	Sports and Exercise Scientist Sports Coach Sports Development Officer Sports Nutritionist Sports Professional
Physics	Acoustician Architect Astronomer Computer Programmer Diagnostic Radiographer	Engineer (all types) Doctor Geophysicist Medical Physicist Optometrist
Religious Studies-	Advice Worker Clergy Charity Officer Civil Service Administrator Community Develop.Worker	Editorial Assistant Newspaper Journalist Social Worker Teacher Youth Worker
Technology and Design	Mechanical Engineering Sports Technology Sustainable Energy Tech. Product Design Interior Design	Theatre/Set Design Digital Programming Computer Aided Engineering Prosthetist Architect

## Key Stage 4 Curriculum: Subject Choices

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

- English Language
- English Literature
- Mathematics
- Religious Education (Short Course)

### 2. Optional subjects:

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

Language	Science
French	Biology
Spanish	Chemistry
German	Physics

#### b. Pupils choose **a further 4 subjects, in order of preference,** from the following:

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

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

### 3. Non-examinable compulsory courses:

- Learning for Life and Work [Non-Exam] (Personal Development, Citizenship and Employability/Careers)
- Physical Education
- Games

### 4. Additional Information:

- Pupils may not select both Computer Science **and** Digital Technology

## Examination Board Specifications

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

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

CCEA most recently reviewed their specifications for GCSE in 2017 with first examination from summer 2019.

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

[www.ccea.org.uk](http://www.ccea.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

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

## Making your choices

The following information (pages 13-37) gives a brief overview of what each GCSE offered at Sullivan entails. When considering your options, you should know that subject teachers, Heads of Department and Subject Coordinators are all available to help you in your decision. If you are unsure about a particular choice, we strongly recommend that you utilise this support to help ensure you're making an informed decision.

## **Subject: Art and Design**

**Examination Board: CCEA**

### **Course Content:**

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

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

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

#### **Component 1 (60%)**

##### **Part A: Exploratory Portfolio**

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

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

##### **Part B: Investigating the Creative and Cultural Industries**

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

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

Students build on the knowledge, skills and confidence gained in Component 1

Part A. They engage with and understand different roles and opportunities in the creative and cultural industries.

#### **Component 2: Externally Set Assignment (40%)**

### **Controlled Assessment:**

Component 1 is produced throughout Year 11 & the Autumn term of Year 12.

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

### **Additional Information:**

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

## **Subject: Biology**

### **Examination Board: CCEA**

#### **Course Content:**

Biology at GCSE builds and expands on pupils' knowledge and understanding gained at KS3. It considers the impact of Biology on society, from topics such as vaccinations right through to washing powders. Throughout the course, theoretical content is linked to real life application. There are three units, all of which are assessed by written examinations. Unit 3 is also assessed by a practical. Topics of each unit are as follows:

#### **Unit 1: Cells, Living Processes and Biodiversity - 35%**

Cells, Photosynthesis, Nutrition and Digestion, Respiration, Nervous System & Hormones and Ecology.

#### **Unit 2: Body Systems, Genetics, Microorganisms and Health - 40%**

Osmosis and Plant Transport, Circulation, Reproduction, Genetics, Genetic Engineering, Variation and Selection, Disease and Microbiology.

#### **Unit 3 Practical Skills - 25%; outlined below.**

Practical work is used throughout the course to underpin theory. It also helps to develop critical thinking and numeracy skills. Regular assessments allow pupils to assess their progress.

#### **Controlled Assessment: Practical Skills:**

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

#### **Additional Information:**

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

# **Subject: Business Studies**

**Examination Board: CCEA**

## **Course Content:**

Through GCSE Business Studies students learn about how businesses start up, resources they need, marketing, finance, challenges they face and how they grow. Students also explore the role of stakeholders - groups that have an interest in a business - as well as human resources, the recruitment and selection process and the value of training and motivation for employees.

Important topics include the role of social enterprise, e-business, and m-business, discovering how businesses can use electronic and mobile technology in different ways. Students also learn to apply useful skills such as proposing business strategies or solutions, understanding other viewpoints and justifying decisions.

There are three units.

### **Unit 1: Starting a Business 40%**

- Creating a Business (Entrepreneurs, Business Resources, Business Ownership, Business Location, Aims and Objectives and Stakeholders)
- Marketing (Marketing, Market Research, Marketing Mix, Competition, Customer Service, International Trade, E-Business and M-Business)
- Business Operations (Types of Production, Methods of Manufacturing, Quality Assurance and Health and Safety)

### **Unit 2: Developing a Business 40%**

- Human Resources (Recruitment, Selection, Appraisal, Training and Motivation)
- Business Growth (Business Success/Failure and Business Growth)
- Finance (Sources of Finance, Cash Flow Forecasts, Financial Statements, Ratios and Breakeven)

## **Controlled Assessment**

### **Unit 3: Planning a Business 20%**

Pupils have 12 hours in class to complete Booklet A which involves researching a business using primary and secondary methods. Pupils have a further 1 hour under examination conditions to complete Booklet B using research from Booklet A.

## **Additional Information:**

The course is interesting, engaging and rewarding, giving pupils an understanding of how Business impacts most aspects of life.

A GCSE qualification in Business Studies is not required to take the subject at A Level.

## **Subject: Chemistry**

### **Examination Board: CCEA**

#### **Course Content:**

Chemistry is the study of the composition, behaviour and properties of matter and of the elements of the Earth and its atmosphere. The GCSE course involves the study of some 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.

There are three units, all of which are assessed by written examinations. Unit 3 is also assessed by a practical. All components of GCSE Chemistry are marked externally.

**Unit 1 (35%):** Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

**Unit 2 (40%):** Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

**Unit 3 (25%):** Practical Skills

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.

A confidence in basic mathematical skills is important for quantitative work.

For further information on the course content including a Student Guide, please visit <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-chemistry-2017>

#### **Controlled Assessment: Practical Skills:**

There is a Practical Skills Unit worth 25% of the GCSE which is made up of Booklet A (7.5%) and Booklet B (17.5%). Students study 9 prescribed practical tasks, which are highlighted throughout the specification. Practical Skills Booklet A, which is carried out in class towards the end of the course, is based on 2 of these practicals. A timetabled examination, Booklet B, completes the practical skills assessment. This consists of a series of questions about the prescribed practicals and other practical activities taught throughout the specification.

#### **Additional Information:**

Chemistry is often described as the 'central science' as it ties all the other sciences together. It touches almost every aspect of our daily lives and will become increasingly important in our future knowledge-based society. GCSE Chemistry allows students to gain an understanding of their contribution to society and the need for a culture of sustainable development through the study of elements and the compounds they form.

For ideas on careers in Chemistry visit: <https://edu.rsc.org/future-in-chemistry>



## **Subject: Computer Science**

### **Examination Board: AQA**

#### **Course Content:**

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

**The course content includes the following topics:**

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer Systems
- Fundamentals of computer networks
- Cyber security
- Ethical legal and environmental impacts of digital technology on wider society including issues of privacy
- Relational Databases and Structured Query Language SQL

**The course is examined by:**

- Two written papers worth 50% each.

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

#### **Controlled Assessment:**

None

#### **Additional Information:**

Further details of the syllabus can be found at [www.aqa.org.uk](http://www.aqa.org.uk). Pupils considering this course would have enjoyed KS3 ICT tasks such as HTML coding and Scratch.

# Subject: Digital Technology

Examination Board: CCEA

## Course Content:

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

**The course is made up of three units:**

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

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

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

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

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

## Controlled Assessment:

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

## Additional Information:

This course is suitable for pupils who want to extend and make use of the Database and Spreadsheet skills taught in KS3 ICT classes.

## **Subject: Drama**

### **Examination Board: AQA**

#### **Course Content:**

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

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

1. Understanding drama 40%
2. Devising drama 40%
3. Texts in practice 20%

#### **Component 1: Understanding drama: 40% of GCSE**

Written exam: 1 hour and 45 minutes.

Open book on one set text and live performance

#### **Component 3: Texts in practice (practical): 20% of GCSE**

Performance of two extracts from one play

Students may contribute as performer or designer.

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

#### **Coursework:**

Component 2: Devising drama (practical)

Process of creating devised drama

Students may contribute as performer or designer.

Devising log (60 marks)

Devised performance (20 marks)

40% of GCSE

#### **Additional Information:**

Drama is a valued academic subject that provides students with opportunities to develop research, communication, and performance skills. Drama students will be provided with lots of cultural opportunities to watch live theatre. For the practical aspects of the course, students will be expected to work collaboratively during the extensive rehearsal period in school.

## **Subject: English Language**

**Examination Board: CCEA**

### **Course Content:**

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

### **External Assessment/Examination**

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

Paper One: (A) Writing for Purpose and Audience

(B) Reading to access Non-fiction

Paper Two: (A) Personal and Creative Writing

(B) Reading Literary and Multi-Modal Texts

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

### **Controlled Assessment 40%**

#### **Speaking and Listening (20%)**

Pupils will have several opportunities across the course to be assessed in:

- i. Individual presentation
- ii. Group discussion
- iii. Role-play

The best score from each of these activities will make up their final score.

#### **Two written assignments (20%)**

- i. The Study of Spoken Language e.g., political speeches, news broadcasts. (10%)
- ii. The Study of Written Language. (10%)

Both written controlled assessments will be completed in sessions of high control totalling 1 hour per assessment which will be facilitated in class during Year 11.

### **Additional Information:**

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

**Subject: English Literature****Examination Board: CCEA****Course Content:**

*The specification for this subject consists of two external examinations worth a total of 80% and Controlled Assessment worth 20%.*

**External Assessment/Examination (80%)**

Paper 1. A: Prose: 'Of Mice and Men' (closed book 20%)

B: Unseen prose (10%)

Paper 2. A: Drama: 'An Inspector Calls' (open book 25%)

B: Poetry from CCEA Identity Anthology (open book 25%)

**Controlled Assessment (20%)**

Outlined below.

**Controlled Assessment (20%)**

Pupils will be assessed on their written response based on the play 'Macbeth'.

This is completed in a total of 2 hours of high control assessment facilitated in class during the first term of Year 12.

**Additional Information:**

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

## **Subject: Food and Nutrition**

**Examination Board: CCEA**

### **Course Content:**

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

The specification covers a range of topics including: Food provenance, Food processing & production, Food & nutrition for good health, Energy, Nutrients, Nutritional & dietary needs, Priority health issues, Effective consumer, Food choice, Food safety, Resource management, Food preparation, cooking & presentation.

**Assessment:** Pupils are assessed through two components:

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

At the end of Year 12 pupils complete a 2 hour written examination.

This paper assesses the pupil's knowledge and understanding of food and nutrition.

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

This is a practical food and nutrition task.

Pupils choose, plan and make a range of dishes. This task is completed in school and is worth 50% of the final GCSE.

### **Controlled Assessment (50%)**

Pupils complete a practical Food and Nutrition task in Year 12 that develops unique transferrable skills. The task requires them to research the given task title and various viewpoints on it. They choose and justify a practical activity addressing a range of set criteria. They complete the practical assessment in a 3-hour examination and evaluate all aspects of the task.

### **Additional Information:**

Food and Nutrition is a dynamic, practical subject. Pupils develop skills such as time and task management, personal responsibility and forward planning. These valuable and transferable skills equip pupils to deal with the challenges associated with lifelong learning. Pupils choosing the subject should have a genuine interest in food and be willing to extend their practical skills outside of the classroom. The GCSE Food and Nutrition course provides a sound base for the study of Nutrition and Food Science at GCE level.

**Subject: French**  
**Examination Board: CCEA****Course Content:**

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

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

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

**Context for Learning 1:** Self, Family & Relationships; Leisure; Social Media & Culture.

**Context for Learning 2:** Area; Tourism; Social & Global Issues; Community Involvement

**Context for Learning 3:** School; Extra-Curricular Activities; Future Plans; Part-Time Jobs.

The course provides an excellent opportunity to revise the basics of the language.

**Coursework:**

There is no coursework in French. However, there is a speaking test with two role plays and two conversation topics which will be held in April / May of Year 12.

**Additional Information:**

The course provides a sound base for the further study of French at A Level.

## **Subject: Further Mathematics**

**Examination Board: CCEA**

### **Course Content:**

The course is intended to cater for those candidates who are capable of working beyond the limits of the existing GCSE Mathematics syllabus. It is a demanding course and is aimed at candidates who have achieved a high standard in Mathematics throughout Key Stage 3.

Since the syllabus is designed for the mathematically able, it will only be offered to those pupils who have proved their ability in all the Year 10 assessments. Normally this means that approximately 45% of the year group are offered a place in Further Mathematics classes. Details on selection criteria to be used were provided in September 2023 via ParentMail.

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

The Further Mathematics examination consists of one compulsory Pure Mathematics unit and two from three Applied units. As a school we chose Units 2 and 3, covering Mechanics and Statistics.

Unit 1 (Pure) is worth **50%** of the total for this examination and the applied Units 2 and 3 are each worth **25%**.

*Information about GCSE Mathematics can be found on page 29.*

Parents should note that those pupils who accept the offer of Further Mathematics are **committing to complete the two-year course** and sit GCSE both in Mathematics and Further Mathematics.

### **Controlled Assessment:**

There is no Controlled Assessment requirement for Further Mathematics.

### **Additional Information:**

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

Note: It is essential to have at least a grade A in Further Mathematics GCSE if you wish to take Further Mathematics at A Level.



**Subject: Geography****Examination Board: CCEA****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. There are three written examination papers covering physical geography, human geography and fieldwork.

**Unit 1 (40%): Understanding our Natural World:** Themes studied include: River & Coastal Environments, The Restless Earth and Our Changing Weather & Climate. The course tackles questions such as: Which management strategies can help reduce flooding in the UK? Why is the British weather so changeable? Is there really the threat of a Super Volcano eruption?

**Unit 2 (40%): Living in Our World:** Themes include: Population & Migration, Changing Urban Areas, Contrasts in World Development and Managing our Environment. The course deals with questions such as: What are the issues facing cities? What are the impacts of refugee movements? Does money answer development problems? Is global warming really threatening to change our planet?

**Unit 3 (20%): Fieldwork:** Pupils carry out a geographical investigation in a local area; this involves working in small groups to gather fieldwork information. Assessment of this fieldwork exercise is in a written examination.

**Controlled Assessment:**

There is no Controlled Assessment

**Additional Information:**

In addition to the content material numerous geographical skills are developed, with analysis of graphical and statistical sources including: ICT, video, Geographic Information Systems (GIS), satellite images, aerial photographs and maps.

Geography bridges the science/humanities divide, helping students to maintain a broadly based GCSE course and allowing them to continue with it down the science and arts/humanities routes at A Level. If you want to make a difference to the world, studying geography is a good place to start.

Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural disasters, urban expansion and multicultural integration.

## **Subject: German**

### **Examination Board: CCEA**

#### **Course Content:**

The course helps pupils to develop the knowledge, skills and understanding that they acquired in Years 8, 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 above average 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 and have equal weighting (i.e. **25% each**). All skills except for speaking can be taken at either foundation or higher tier, though most of our pupils cope very well with the higher tier tests. The speaking test is facilitated by the class teacher.

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

**Context for Learning 1:** Self, Family & Relationships; Leisure; Social Media & Culture.

**Context for Learning 2:** Area; Tourism; Social & Global Issues; Community Involvement

**Context for Learning 3:** School; Extra-Curricular Activities; Future Plans; Part-Time Jobs.

The course provides an excellent opportunity to revise the basics of the language.

#### **Coursework**

There is no coursework in GCSE German. However, there is a speaking test with two role plays and two conversation topics which will be held in April / May of Year 12.

#### **Additional Information:**

The course provides a sound base for the further study of German at A Level.

## **Subject: History**

**Examination Board: CCEA**

### **Course Content:**

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

#### **Unit One (60%)**

**Section A: Modern World Studies in Depth - Life in Nazi Germany, 1933-45**

In this option, students focus on the impact of the Nazi dictatorship on people's lives in Germany. Students explore the interplay of political, economic, social and racial forces in Germany. They will examine how Hitler was able to come to power and how a range of groups such as women, young people, and minorities were treated. Our study will also explore those who opposed the Nazi regime and what life was like during World War Two. Students answer five questions. The paper includes short response questions, structured questions and an essay question.

**Section B: Local Study - Changing Relations: Northern Ireland and its Neighbours, 1965-98**

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

#### **Unit Two - Outline Study (40%)**

**International Relations, 1945-2003**

In this unit, students focus on the significant events and developments associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'. Events such as the Hungarian Uprising, Berlin Wall, Korean War, Vietnam War, Cuban Missile Crisis, and 9/11 will be explored. Students answer six questions. The paper includes source-based questions, a structured question and an essay question.

### **Controlled Assessment:**

There is no Controlled Assessment in GCSE History

### **Additional Information:**

The course is both interesting and rewarding, covering a range of events across Europe and the wider world. Since it builds on the approach already used in Key Stage 3, pupils should not experience too much difficulty coming to terms with the demands of the course. Those contemplating History for GCSE should have an interest and enthusiasm for the subject. Pupils considering Politics as a possible A Level subject should note that the skills and content of GCSE History provide a good foundation for studying Politics.

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

### **Examination Board: CCEA**

#### **Course Content:**

The CCEA GCSE Learning for Life and Work specification engages students to explore social, personal, economic and employment issues. Topics include diversity and inclusion, social responsibility, human rights and entrepreneurship.

The specification helps students to understand the connections between local, national and global issues. They develop confidence in thinking independently by critically challenging accepted views and assumptions. They also make informed decisions and take appropriate action.

Students also have opportunities to develop transferable skills such as creative thinking, analytical problem solving and effective teamwork.

This qualification enables students to progress to study subjects such as Business Studies, Health and Social Care, and Economics. It is also a good foundation for careers in business, finance, marketing, human resources and research.

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

1. **Personal development** students analyse how diet, exercise and emotional health affect personal well-being. They also explore parenting and personal finance, and these topics equip them with life management tools.
2. **Local and Global Citizenship** students investigate cultural diversity and the challenges and opportunities this brings to our society. They examine the role of non-governmental organisations (NGOs) and democratic institutions and explore how they contribute to an inclusive society.
3. **Employability** students prepare themselves for future employment by exploring the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employers and employees and investigate how globalisation affects employment.

#### **Controlled Assessments:**

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

#### **Additional Information:**

Learning for Life and Work GCSE is a fully accredited, robust GCSE course which addresses many of the crucial life skills that pupils require for employment and further study at university. Topics are relevant and up to date and ensure the development of the soft skills required for many professions

## Subject: Mathematics

Examination Board: CCEA

### 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.

Each year we have seven Mathematics classes in Years 11 and 12. Some of these classes (usually three) study for GCSE plus Further Mathematics. The remaining classes study the GCSE Higher course over the two years. *Selection for the Further Mathematics classes is made following the results of the school's Year 10 summer examination in Mathematics.*

There are two tiers of entry available in GCSE Mathematics, Foundation and Higher Tier. Pupils are entered for the Tier that best suits their needs with the aim of maximising their grade. The specification is designed as a modular course, but our candidates will sit all the components in the one season, either Summer 2025 or Summer 2026.

The pupils selected for the Further Mathematics classes will sit their GCSE Mathematics modules (M4 and M8) under the scheme of assessment outlined below in Summer 2025.

Assessment component	Papers	Percentage weighting
One from units M1, M2 M3 or M4 NB - M3 and M4 Higher Tier	A written examination with calculator. M1 or M2 (1 hour 45 minutes hours) M3 or M4 (2 hours)	<b>45%</b>
Completion Test One from units M5, M6, M7 or M8 NB - M7, M8 Higher Tier	Paper 1 without calculator Paper 2 with calculator M5 or M6 (1 hour per paper) M7 or M8 (1 hour 15 minutes per paper)	<b>55%</b>

The pupils not in the Further Mathematics classes will be examined in Summer 2026. For these pupils decisions on exactly which combination of units they will take will not be made until Year 12.

### Controlled Assessment:

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

### Additional Information:

For further information on Further Mathematics see page 24. Selection for Further Mathematics is made following the Year 10 June examinations. Those pupils who accept the offer of Further Mathematics are committed to the two-year course.

## **Subject: Moving Image Arts**

**Examination Board: CCEA**

### **Course Content:**

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

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

The GCSE course is divided into three components. Component 1 is exam based, components two and three are controlled assessment. The content of these units is outlined below:

#### **Component 1: Critical Understanding of Creative and Technical Moving Image Production 40%**

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

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

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

### **Controlled Assessment:**

#### **Component 2: Acquisition of Skills in Moving Image Production 20% (60 marks)**

- Task 1: Storyboarding (10 marks)
- Task 2: Camera Work and Editing (20 marks)
- Task 3: Postproduction Sound (15 marks)
- Task 4: Stop-Motion Animation (15 marks)

#### **Component 3: Planning and Making a Moving Image Product 40%**

Pupils produce a live action or animated film portfolio from a selection of genre specific genre briefs provided by CCEA. The portfolio includes an essay, formal preproduction materials (script, shot list and storyboard), evidence of planning for production, a 2-minute film piece and a written evaluation.

### **Additional Information:**

To study this subject, students are expected to have:

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

## **Subject: Music**

### **Examination Board: CCEA**

#### **Course Content:**

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

**LISTENING**

**PERFORMING**

**COMPOSING**

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

A full range of instruments from orchestral to ethnic, pop and traditional is acceptable. Pupils should be prepared to perform in a small ensemble and rehearse on a weekly basis throughout the two years.

Pupils are required to perform **INDIVIDUALLY (15%)** and as part of an **ENSEMBLE (15%)**. Performances last no longer than **6 minutes** in total. Pupils should perform music equivalent to **Grade 3 or above** to access the total marks available.

#### **DISCUSSION (5%)**

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

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

This involves one Test of Aural Perception. (1 hour 30 minutes).

Pupils study a range of set works from the **Areas of Study - Western Classical Music, Film Music, Musical Traditions of Ireland and Popular Music 1980-present day**. Pupils will be required to answer questions on the set works, unfamiliar music from the Areas of Study and complete one extended writing question based on a set work.

#### **Controlled Assessment:**

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

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

#### **Additional Information:**

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

## **Subject: Physical Education**

### **Examination Board: WJEC (Eduqas)**

#### **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. Pupils **must** be involved at a club level in school in at least one sport or at a similarly high level in an external sport.

The course consists of the following:

1. One Written Paper **60%**
2. Practical Performance **40%**

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

- Health training and exercise
- Exercise physiology
- Movement analysis
- Psychology of sport and physical activity
- Socio-cultural issues in sport and physical activity

#### **Controlled Assessment:**

Practical work must be carried out in **three different activities in the role of performer. At least one individual sport, one team sport and one other from the approved list of activities. A personal fitness programme will be linked to the chosen major activity and will be assessed as a piece of written Coursework.**

Students are assessed in their skills and techniques, decision making, problem solving and appropriate physical characteristics appropriate to the chosen activity. Pupils must have at least one main sport that they are participating in to a high level, this can either be a team sport or individual sport. If pupils need additional sports, there will be the opportunity to cover these in class time.

#### **Additional Information:**

Pupils wishing to do this course should either currently represent the school in a particular sport or participate at a high level in a sport not offered at Sullivan. They should also be at a reasonably good level of physical fitness i.e. not suffering an illness or injury likely to cause long-term non-participation.

This subject is very valuable to anyone hoping to pursue a career in one of the many associated work fields and is offered at AS and A Level. Before making a final decision, pupils should consult the approved list of physical activities on Pages 28-30 of the following document: <https://www.eduqas.co.uk/media/ukinjoyx/eduqas-gcse-physical-education-spec-from-2016-e-02-10-20.pdf>



## **Subject: Physics**

### **Examination Board: CCEA**

#### **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 a wide range of situations.

**Unit 1: Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics (37.5%)**

**Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics (37.5%)**

**Unit 3: Practical Skills (25%)**

For further information on the course content, please visit [www.ccea.org.uk](http://www.ccea.org.uk). Practical skills comprise an important part of the learning experience within Physics and so every opportunity is taken to engage pupils in experiments where appropriate.

#### **Controlled Assessment: Practical Skills:**

There is a Practical Skills unit (worth 25% of the GCSE) which is made up of Booklet A (7.5%) and Booklet B (17.5%). Students carry out nine prescribed practical tasks throughout the course. Booklet A, which is carried out during the second term of Year 12, is based on two of these tasks. A timetabled examination, Booklet B, completes the practical skills assessment. This consists of a series of questions about the prescribed practicals and other practical activities throughout the specification.

#### **Additional Information:**

A solid foundation in GCSE Physics is important for those who are intending to study the subject at AS and A Level. Pupils who do not achieve at least a grade A at GCSE are likely to find the transition to Key Stage 5 to be quite difficult. The study of Further Mathematics at GCSE is also recommended.

## **Subject: Religious Studies – GCSE Full Course**

### **Examination Board: CCEA**

#### **Course Content:**

There are two topics on this course:

#### **1. The Gospel of Matthew Unit 4 – worth 50%**

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

The themes are usually as follows:

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

#### **2. Christian Ethics Unit 6 – worth 50%**

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

There will be two 1½ hour papers.

#### **Controlled Assessment:**

There is no Controlled Assessment for this subject.

#### **Additional Information:**

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

**Subject: Religious Studies – Short course Examination**  
**Board: CCEA****Course Content:**

1. An Introduction to Christian Ethics Unit 6 - 100%

This unit looks at several ethical issues of importance to our society today and explores the approach which Christians and others take to them.

Some of the issues covered are:

- Abortion
- Euthanasia
- Marriage
- Divorce
- Capital Punishment
- Crime and Forgiveness
- Developments in Bioethics
- Contemporary issues in Christianity
- Modern Warfare

**Controlled Assessment:**

There is no Controlled Assessment for this subject.

**Additional Information:**

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

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

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

For anyone wishing to take Religious Studies at A Level, Short Course provides a very adequate preparation.

## **Subject: Spanish**

### **Examination Board: CCEA**

#### **Course Content:**

The course helps pupils to develop the knowledge, skills and understanding that they acquired in Years 8, 9 and 10.

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

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

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

**Context for Learning 1:** Self, Family & Relationships; Leisure; Social Media & Culture.

**Context for Learning 2:** Area; Tourism; Social & Global Issues; Community Involvement

**Context for Learning 3:** School; Extra-Curricular Activities; Future Plans; Part-Time Jobs.

The course provides an excellent opportunity to revise the basics of the language.

#### **Coursework**

There is no coursework in GCSE Spanish. However, there is a speaking test with two role plays and two conversation topics which will be held in April / May of Year 12.

#### **Additional Information:**

The course provides a sound base for the further study of Spanish at A Level.

## **Subject: Design and Technology**

**Examination Board: WJEC**

### **Course Content:**

Design and Technology develops skills and knowledge necessary for a broad range of careers including engineering, architecture, software/information technology, design, medical technology and even education. The course has a blend of both theory and design-based activities.

### **Component 1: Design and Technology in the 21st century**

A broad and balanced course developing students' knowledge and understanding of a range of modern technologies and the process of designing. This involves studies covering the following areas:

- Technical principles
- Designing and making principles

Developing students' ability to:

- Analyse and evaluate design decisions and wider issues in design and technology

**50% of qualification**

### **Controlled Assessment:**

#### **Component 2: Design and make task**

Non-exam controlled assessment

Involving the design and manufacture of a chosen product.

35 hours approximately

**50% of qualification**

### **Additional Information:**

In a rapidly changing world, this course helps to provide an insight into key aspects of the Technological Revolution. Pupils are actively involved in the use of computer aided design, using emerging technologies such as 3D printing and learning about smart material technology.

## NI Labour Market Information

There are two relevant publications you may wish to consider reading from the University of Ulster.

The first document is a report that was commissioned by DEL through the University of Ulster to analyse the Labour Market Information in Northern Ireland and make projections on the likely trends in employment. The report can be found at the following website:

<https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2021-update>

The second report is more of an overview of anticipated skills demands for Northern Ireland and does not have the same detail offered in the first document. It can be found at the following website:

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-in-Demand-Infographic.pdf>

# The National Qualifications Framework

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



