



# Shimna Integrated College

# GCSE OPTIONS BOOKLET



2023-2024



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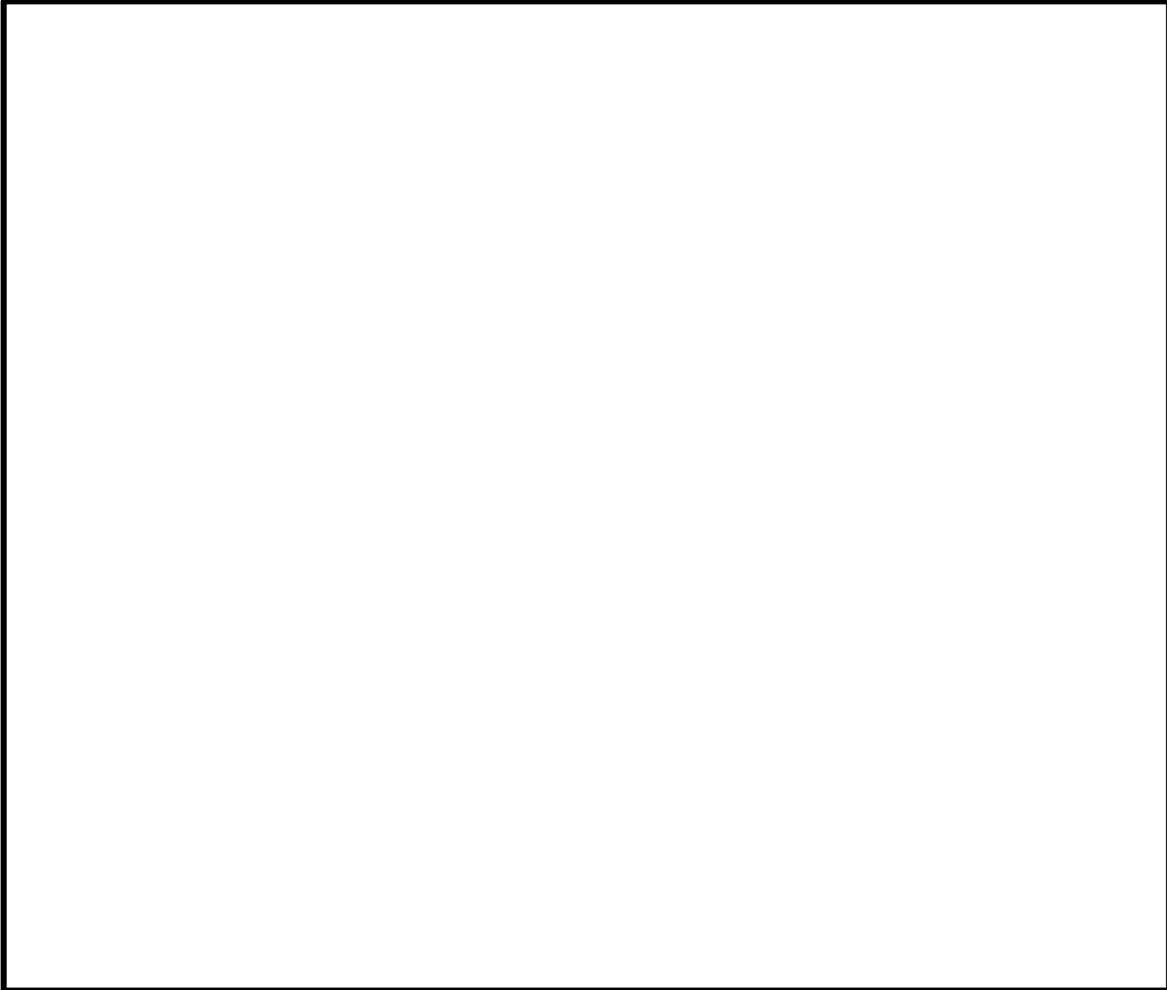
# THINKING ABOUT CAREERS AND SUBJECT CHOICES

Everyone in year 10 will have an **individual interview** to help you work out how to make your GCSE choices. You don't have to make your choices at your interview. You will have time afterwards to have another think. You can make a start by reading through this subject choice booklet, and this will help you prepare a series of questions you'll want to ask in your interview.

Here is what to do:

- **Take your time.** You have plenty of time to make good decisions;
- Don't worry about missing out an essential subject. **Everyone studies English, Maths, Science and a language course;**
- Read the booklet carefully. Talk to your teachers in lessons and make good use of the **Subject Fair on Friday 10 March** in the sports hall;
- Revisit some of the **websites** you looked at in careers class in Year 9. Try [www.icould.com](http://www.icould.com) or [www.careersbox.co.uk](http://www.careersbox.co.uk) to get you started;
- Take the **Buzz Quiz:** <https://icould.com/buzz-quiz/>
- Try a **careers questionnaire** for some ideas of the kind of careers you might like to follow up: <https://www.pearson.com/uk/career-choices/PearsonUKQuizzes/General/index.html>
- Check out BBC BiteSize Careers: <https://www.bbc.co.uk/bitesize/careers>
- Talk to your parent(s)/carer(s) and other members of your family;
- Use the teacher email addresses in the booklet, or see Karen Caulfield or Jacqui Jones
- Your subject choice form will be emailed to your school email account on Monday 20 March and must be completed by Tuesday 28 March at 4.00pm

Use the space below to jot down some questions or ideas you might want to develop or investigate.

A large, empty rectangular box with a black border, intended for students to write down questions or ideas they want to develop or investigate.

# YOUR CHOICES PROCESS IN YEAR 10

## THIS BOOKLET

This booklet has lots of advice for research you can do before you make your choices, and it is really important that you do read the subject pages of the booklet, research online, talk to or email your teachers, talk to your family etc. and dream and plan ahead.

## YOUR INTERVIEW

Then you will have your **interview with a senior member of staff**. You DON'T need to make your choices at the interview. The interview is your opportunity to try out your ideas and to ask questions.

## YOUR CHOICES FORM

After your interview you will have time to research some more, talk some more, think some more and to make good decisions. You will receive a subject choice form by email. This must be completed by Tuesday 28 March 2023 at 4.00pm. You can request a follow up interview if you have more questions or need additional support.

## HOW MANY SUBJECTS WILL I STUDY?

Most students will study nine GCSEs. Everyone studies English Language, Mathematics and a Science course worth two GCSEs. You will select your language(s) and **three optional subjects**. You will also choose up to two reserve subjects.

## WHAT HAPPENS NEXT?

As soon as everyone has made their choices, we start timetabling you into the classes you have chosen, and anywhere there is a clash, we will timetable you into your back up choice. This means that it is most important that think just as hard about your back up choices and your main choices. You will receive confirmation of your subjects for GCSE after the Easter holidays.

## WHAT IF I CHANGE MY MIND?

You may of course change your mind, and if there is room for you in the class, and there is no clash with the other subjects you have chosen, you may make the change. However, you need to know that the change may not be possible, so make sure you think hard and explore the possibilities now.

**In your Year 9 careers class, you did lots of work on making informed decisions. Here are some questions to ask yourself to help you make good subject choice decisions:**

- What are the subjects I'm **best at**?
- What are the subjects **I like best**?
- Are there subjects I need for the kinds of **career I would like to have**?
- Will the choices I am making now open up the **A levels** or **other course or job I might want** when I have finished my GCSEs?
- Do **universities** care what subjects I pick for GCSE?
- Do **further education colleges** (techs) care what subjects I pick for GCSE?
- Do **employers** care what subjects I pick for GCSE?
- Do I work well with my **teachers**?
- Do I know what my **teachers think** about my choices?
- Do I know what my **parent(s)/carer(s) think** about my choices?
- Do I know what my **friends think** about my choices?
- Am I focused on **making my own choices** after listening to the people who know me best?
- Have I **learnt how to revise** and get the best mark I am capable of in exams?
- Have I **developed good habits** of completing homework on time?
- Do I complete coursework and projects **on time**?
- How important are **good grades** at GCSE?
- Are some GCSEs harder than others?
- Am I happy with my final choices?
  
- If I don't know the answers to some of these questions, where can I go for help? Can I email my teacher to ask for feedback on my progress? Can I research university courses using the UCAS website? Do I have older friends or siblings I can call on for advice who have done the course I'm thinking about?

# ENGLISH LANGUAGE

# ENGLISH LITERATURE

Examination Board – CCEA

## WHY STUDY ENGLISH AND ENGLISH LITERATURE?

In what other subject would you have the opportunity to write about your favourite bands, films, YouTube heroes and the best and worst moments of your life? The English classroom is a place where you can be whisked away to sunny California and experience the life of a ranch worker one moment and the next land in the middle of a war zone. In this subject you can spend whole lessons just talking (and listening) about how you could make the world a better place or be the hero in your own drama.

This course makes learning fun and gives you confidence, skills and understanding that will enable you to achieve the very best grades you are capable of at GCSE.

## COURSE OUTLINE

- English language is assessed through two examinations; these are worth 60% of your final mark. This means 40% of your mark comes from controlled assessment: two written and three speaking and listening tasks.
- English Literature is assessed through two examinations; these are worth 80% of your final mark. This means 20% of your mark comes from a written controlled assessment on the study of Shakespeare and other literary texts.

## FUTURE CAREER LINKS

Your choice of career is endless, some of the most popular routes for students who study English are:

- Teaching
- Arts Administrator
- Journalism
- Law
- Marketing and Advertising
- Public Relations
- Writer
- Actor
- Librarian
- Editor

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

## HOW TO FIND OUT MORE:

Please ask **Jeff Armstrong**, **Noreen Doran-Lahey**, **Amy Bell**, **Mairi McCurdy**, or **Stacey Wilkinson**.  
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# MATHEMATICS

Examination Board – CCEA

## AIMS OF THE COURSE

The aims of the course are to enable students to develop their mathematical knowledge and skills, and to use mathematics with confidence. The course will prepare students for more advanced work in mathematics, and will also encourage them to apply mathematics to everyday situations.

## ATTRACTIONS OF THE COURSE

The GCSE course builds on and develops the work students have already done in years 8-10. Mathematics is a satisfying subject in its own right, and also contributes to achievement in many other subjects; including technology, science and geography. Mathematics is essential for many careers and keen mathematicians can explore career options in finance, research, engineering, medicine, computers, science, administration, teaching and many others areas. Mathematics is also essential for organising your own life.

## KEY FEATURES

The following are important features of the specification:

- Students should develop fluent knowledge, skills and understanding of mathematical methods and concepts
- It should encourage students to acquire, select and apply mathematical techniques to solve problems
- Students are encouraged to reason mathematically, make deductions and draw conclusions
- It gives students the appropriate mathematical skills knowledge and understanding to help them progress to further academic and vocational study and to employment.

## COMMITMENT NECESSARY

Students will need to commit themselves to completing the regular homework which is essential to the development and reinforcement of mathematical concepts. Mathematical curiosity and the enjoyment of challenging yourself are also important.

## ASSESSMENT

There are two tiers of entry for Mathematics: higher and foundation. Each tier offers a choice of units that are suited to a wide range of abilities and enable students to demonstrate achievement.

At foundation tier, students can achieve a Level 1 and Level 2 Certificate in Functional Mathematics as well as a grade in GCSE Mathematics.

The assessment model enables students to monitor their progress and offers opportunities to improve their results. Each assessment unit gives students enough time to consider various problem solving strategies and to decide on the best approach.

The course is assessed through three written examination papers. The written papers will assess Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures, and Handling Data. They will include both non calculator and calculator questions.

To find out more, please ask **Bronagh Quinn, Samara Kelly, Sarah Samuel, Irene Mathieu** or **Jacqueline Jones**.

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# FURTHER MATHS

Examination Board - CCEA

## INTRODUCTION

Further mathematics involves studying mathematics at a level **beyond GCSE Higher Tier**. It can act as a stepping stone that gives students a sound basis for studying GCE Mathematics, introducing some of the mechanics and statistics topics that appear at **AS/A2 level**.

Further mathematics can also help students progress to other studies that require mathematical knowledge and skills, for example higher level science, computer programming, geography, technology, finance or business

## AIMS

The course will enable students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend their knowledge and capabilities to allow progression to higher level study;

## ATTRactions

For those students who enjoy mathematics and are prepared to work very hard, this subject provides an opportunity to broaden their experience in the field, improve logical thought, challenge the mind, and provide the foundation to continue their mathematical studies to A level. A level mathematics is desirable for entry to many degree courses including medicine, engineering, architecture, computer science, actuarial science, mathematics, finance and business.

## COMMITMENT NECESSARY

This subject requires a significant level of dedication and hard work throughout years 11 and 12 in addition to talent in mathematics. Students will study for their GCSE Mathematics in year 11 and then GCSE Further Mathematics in year 12, with each will be examined at the end of the respective year. The two courses are studied in a reduced time which, in addition to the challenging content, requires a high level of commitment. Students who take on GCSE Further Mathematics will be studying for an extra GCSE compared to their counterparts.

## CONTENT

The course is divided into three units. Unit 1 covers pure mathematics where students are introduced to new areas such as calculus, matrices and logarithms. Unit 2 covers applications where concepts involving forces; Newton's Laws and moments are explored. Unit 3 is a statistics module where concepts such as the binomial and normal distributions are explored.

## ASSESSMENT

The assessment will comprise three written papers:

- Unit 1: Pure Mathematics – external written exam worth 50%, duration 2 hours.
- Unit 2: Mechanics – external written exam worth 25%, duration 1 hour.
- Unit 3: Statistics – external written exam worth 25%, duration 1 hour.

For more information, please contact **Jacqueline Jones** or **Irene Mathieu**.  
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# SCIENCES

Examination Board – CCEA

In the Y11 curriculum at Shimna, all students take 2 science subjects, which means 6 hours of your timetable are allocated to Science.

## CCEA DOUBLE AWARD

**(2 Science GCSEs over two years)**

Science is a powerful and rewarding way to explore, understand and control the world and the Universe we live in. We all live in a civilisation built with science – phones and computers, healthcare, building materials and the rest. That is why **Science at Shimna is part of the core curriculum, and every student studies for a double award** – which means you get 6 hours of science on your timetable.

**What are lessons like?** Quite similar to what you are used to in Y10, except you will move between specialist teachers for Biology, Chemistry and Physics and the content goes up a level, because this is GCSE. There will be theory and practical lessons, quizzes, discussions, demonstrations and more.

**What do you get at the end?** The course will result in a double award GCSE. This is an excellent qualification for careers in healthcare, beauty therapy, construction trades, working with animals or ICT. It is also good for science A levels in Biology Chemistry and Physics.

**Is it fun?** Gives you an essential science background for life in a way that is enjoyable. Gives you the opportunity to express your own views and learn about yourself, the world around you and beyond and why things happen.

**What will be expected?** A determination to work hard in class and complete practical assessments and homework tasks on time. A willingness to express opinions and to be prepared to listen to others.

## CONTENT

### YEAR 11 – Units 1, 2 & 3

**Biology Unit B1:** Cells, Living Processes and Biodiversity

**Chemistry Unit C1:** Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

**Physics Unit P1:** Motion, Forces, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion  
One theory unit taken in February, other two in May, each worth 11%

### YEAR 12 – Units 4, 5, 6 & 7

**Biology Unit B2:** Body Systems, Genetics, Microorganisms and Health

**Chemistry Unit C2:** Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

**Physics Unit P2:** Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

**Practical Skills:** Students develop their practical skills throughout all 6 theory units. This involves using equipment to set up experiments, taking measurements, handling data, plotting graphs and drawing conclusions.

Theory units 4,5,6 each worth 14% taken at end of year 12. Unit 7 is practical skills worth 25%. This is assessed by coursework completed in January of year 12 (7.5%) and practical skills exams taken in summer (17.5%)

Students need to give of their best all the time as there are regular topic tests, practice and real exams during both year 11 and 12. Year 11 counts 33% of the whole GCSE so students need to be revising and checking understanding from day one of their first module. Students are encouraged to set targets for individual module tests.

To find out more, please ask: **J Poland, L Jess, A Spence, A McDonnell, S Rowell, D Bailey, D Allen**

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# FRENCH

Examination Board – CCEA

## WHY STUDY FRENCH?

French can take you places: Canada, the Caribbean, Europe, and Africa. As an official language of the Olympic Games, it opens doors to sporting events worldwide and is the language of culture, opening your door to art, music, dance, fashion, cuisine and cinema. But what other language can help you improve your vocabulary in English? Did you know that some 40% to 50% of English vocabulary comes from French? **This makes French a great language choice!**

## VISIT FRANCE!

By studying French to GCSE level or beyond you will also be able to visit France, perhaps to stay with a family or to take part in our sixth form work experience programme and experience first-hand the many delights of France such as *haute cuisine*, arts, literature and of course a stunningly beautiful country. Bon voyage!

## LESSONS

French GCSE builds on what you've already learnt in year 8, 9 and 10 and you probably know more than you think. How many other GCSEs do you start with three years of subject knowledge already under your belt? **This makes French a very savvy GCSE choice!** Language classes are still fun and interactive, and you cover things at a slightly quicker pace, but this is good as you'll easily notice the improvements that you make. Furthermore, by taking French GCSE you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject.

## HOW WILL CHOOSING FRENCH AT GCSE LEVEL IMPROVE MY CHILD'S EMPLOYMENT PROSPECTS?

French is not just another GCSE grade- it is a concrete and demonstrable life skill like being able to drive a car or touch-type, and it is a skill highly valued by employers. Transferable skills are at present a watch word among employers, who want candidates with strengths that translate to the workplace. The French GCSE curriculum fosters key skills, such as communication, ICT, problem-solving, memory skills, and working with others and will help your child in preparation for the world of work. Your child may not fancy working abroad, but UK businesses need linguists, and a little knowledge of French will help them in careers from technology to customer service and can even be helpful when looking for summer jobs, particularly in tourism. As well as the wider cognitive benefits, speaking French increases job opportunities as well as salary potential.

Did you know that **French is a facilitating subject**? Facilitating subjects are those most commonly required or preferred by universities to get on to a range of degree courses. Many of the top universities will ask you to have at least one A-level in a facilitating subject when you apply. **This makes French a great choice in keeping your options open and helping you to get where you want to go!**

## COURSE CONTENT

During the course you will cover a range of contexts:

Identity, Lifestyle & Culture, Local, National & Global areas of interest and School Life, Studies & the World of Work. The specification helps students to:

- develop their knowledge of and enthusiasm for language learning skills by providing opportunities for the practical use of French
- develop the confidence to communicate effectively in French; and
- take their place as citizens in a multilingual, global society.

## ASSESSMENT

Students will be assessed in Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). At GCSE there is a separate examination in each of these four skills. Assessment in the speaking and writing units will also take account of knowledge of, and accurate application of, grammar and structures. Translation will also be assessed in the reading and writing units.

For more information, please contact **Rob Lennon** or **Anne Clarke**

Email: [rlennon397@c2ken.net](mailto:rlennon397@c2ken.net), [acl Clarke112@c2ken.net](mailto:acl Clarke112@c2ken.net)

# GERMAN

Examination Board - CCEA

## AIMS OF THE COURSE

As part of the course you will build on what you have already learnt, enabling you to cope in everyday situations in the countries where German is spoken. In addition, you will learn about and come to understand aspects of everyday life in Germany, Switzerland, and Austria.

## WHY STUDY GERMAN? HOW WILL IT HELP MY FUTURE CAREER?

Learning a language is always a satisfying challenge. There are many German words which are similar to English words and this makes learning easier. Our comfortable class sizes mean that you can easily get the support or extension work you need to achieve your full potential.

We have run many successful German residential trips, including visits to Freiburg, Munich, Berlin, and Bielefeld. Our trip to Salzburg and Munich in February 2020 was a great success and we are making plans for another trip as soon as possible. We frequently host German students and continue to develop links with schools in Germany. We are proud to have been nominated the first PASCH-Schule (Partnerarbeitsschule) in Northern Ireland by the German Embassy, which will mean that we receive support for work experience placements in Germany.

German is considered by all universities to be a sound basis for further academic study. There are also many jobs in which being able to speak German is directly of a great help, e.g. engineering, retail and manufacturing. There are also many other jobs in which German may improve your career prospects, for example in banking, accounting, the diplomatic service, publishing, the media, travel and tourism, the car industry and information technology.

During the course you will cover a range of themes and modules. These are:

- **Context for Learning 1:** Identity, Lifestyle and Culture
- **Context for Learning 2:** Local, National, International and Global Areas of Interest
- **Context for Learning 3:** School Life, Studies and the World of Work.

## ASSESSMENT

We will be using the CCEA exam board. Language learning is divided into four skill areas: listening, speaking, reading and writing. Each skill is worth 25% of your final grade. For GCSE the skills will be assessed by final examination in year 12.

For more information, please ask **Grace Susay or Rob Lennon**  
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# IRISH

Examination Board – CCEA

## AIMS OF THE COURSE

The aim of GCSE Irish is to enable students to learn Irish in an enjoyable manner allowing them to communicate with others about everyday situations. The course will also provide opportunities to reflect on and explore the cultures of Ireland and the relationship of the Irish language to all our communities. It is an aim of the course that students come to understand the richness of the language and that languages, whether they are widely spoken or otherwise, are for EVERYONE.

## ATTRACTIVE OF THE STUDYING IRISH

- Irish is spoken increasingly throughout the whole of Ireland and beyond, with new books, newspapers, magazines, radio and television programmes, internet sites appearing all the time.
- Websites such as Google / Facebook and Wikipedia, to name a few, have an Irish version and offices in Ireland which again enhances the availability of the language, not to mention a lot more jobs for Irish speakers in ICT. The recent census showed us that less than 2.5% of Irish speakers were unemployed in Northern Ireland, less than half of the overall unemployment rate which stands at 8%.
- The Irish language and remnants of the Irish language are all around us and it gives us a sense of belonging and achievement to have the skills to be able to read and understand names, place-names and so on.
- Gaeltacht trips, trips to Donegal, Irish language competitions, St. Patrick's Day celebrations all contribute to the vitality of the course and exposure to the language and other Irish speakers of all ages and backgrounds.
- Irish is an advantage in careers such as tourism, the media, teaching, research, the world of finance and in the administration of the arts. Even Oxford and Cambridge acknowledge Irish at A-level as an accepted entry subject. There are Irish language departments in universities all over the world, Spain, America, Australia and Japan to name a few.
- Irish is recognised as an official language of the European Union and the parliamentary house in Brussels. This means there is constant demand for translators with Irish and another EU language.
- Studying and speaking Irish is an easy way to make valuable contacts locally, nationally and beyond, which as anyone will tell you can sometimes make the difference between getting where you want to go or not.

## COMMITMENT NECESSARY

GCSE Irish can be very easy if you are willing simply to make an effort. Students will be expected to make an effort to speak in Irish as much as possible, asking questions, talking to someone else or simply having a bit of craic. They must have the commitment to learn vocabulary, to complete homework on time and especially to participate in class.

## CONTENT

During the course students will cover a range of topics. They will learn how to speak about; myself, my family and others, hobbies, my area, travel and tourism, school and careers.

## ASSESSMENT / EXAMS

As it has been since Yr 8 students will be assessed on the four main skill areas: listening, speaking, reading and writing. The speaking involves an oral exam on the topic of your choice along with a couple of role-plays. The written exam entails a few short sentences to translate and a longer piece of writing on a certain topic. The reading and listening exams are exactly like you've been used to up until now.

## EXTRA-CURRICULAR / AN GHAELTACHT

The Irish department facilitates trips to the Donegal Gaeltacht where students can spend 3 parent-free weeks, meeting friends from all over the country, staying with a local family, improving their Irish and generally having great craic. There are also trips to various universities throughout Ireland for open days / study days where you get to meet the students and lecturers. We also strive to go to Donegal for a weekend during the year to get a taste of Gaeltacht life.

For more information, speak to **Robbie Keenan**.  
Email: [rkeenan823@c2ken.net](mailto:rkeenan823@c2ken.net)

# SPANISH

Examination Board – CCEA

## WHY STUDY SPANISH?

- Spanish is the most popular language amongst UK adults.
- 580 million people speak Spanish worldwide.
- Spanish is the official language in 21 countries.
- The British Council identified Spanish as being the most important language for Britons to master as Brexit approaches.
- A report by MPS has estimated that poor language skills in the workforce costs the UK £50 billion a year.
- Learning Spanish can boost your employment prospects.
- Your holiday experiences will be enhanced by speaking Spanish as you will be able to communicate with more people.
- It will give you a greater understanding and appreciation of the food, music, art, film and culture of Spain and Spanish-speaking countries. Latin music in particular has become very popular.
- It is fun, sounds beautiful and as a phonetic language it is relatively easy to learn (with some hard work and determination!).
- Speaking another language is good for the brain!

## WHAT ARE THE AIMS OF THE COURSE?

The aim of the CCEA GCSE Spanish course is to enjoy learning another language and be inspired. In following the course students will:

- Improve their linguistic knowledge, understanding and skills which form a suitable basis for further learning and career opportunities.
- develop knowledge of and an enthusiasm for language learning skills;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop awareness and understanding of Spanish-speaking countries and communities.

## WHAT ARE THE KEY FEATURES OF THE COURSE?

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.

## ARE THERE ANY TRIPS TO SPAIN?

Yes. On our last trip we visited the beautiful city of Valencia in Spain where we went on a number of trips, got to speak Spanish and met Spanish students of a similar age in a Spanish school. There are also opportunities in class to write to a Spanish pen-pal and work with a Spanish assistant from Spain or Latin America.

## WHAT ARE THE COMMITMENTS NECESSARY?

You will be expected to use Spanish as much as possible in class, join in all activities and to learn vocabulary on a regular basis and to complete homework on time.

## WHAT IS THE CONTENT OF THE COURSE?

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

- **Context for Learning 1:** Identity, Lifestyle and Culture
- **Context for Learning 2:** Local, National, International and Global Areas of Interest
- **Context for Learning 3:** School Life, Studies and the World of Work.

#### HOW WILL STUDENTS BE ASSESSED?

For the CCEA course each of the four skills, listening, speaking, reading and writing will be assessed separately at the end of year 12 in the following way:

**Listening** - External written examination with stimulus material in Spanish 25%. There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.).

**Speaking** - One teacher-conducted and externally marked speaking examination 25%.

**Reading** - External written examination with stimulus material in Spanish 25%. There are two tiers of entry: Foundation (50 mins) and Higher (1 hour).

**Writing** - External written examination 25%. There are two tiers of entry: Foundation (1 hour) and Higher (1 hour 15 mins).

#### HOW TO FIND OUT MORE:

Please speak to **Grace Susay, Janet Mayers** or **Erin Hardy**.

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You can also find further details about the new GCSE course online at [www.ccea.org.uk](http://www.ccea.org.uk)

# ART AND DESIGN

Examination board – CCEA

This specification has been revised for first teaching from September 2017. For full details of the new specification, please visit:

[http://www.rewardinglearning.org.uk/microsites/artanddesign/revised\\_gcse/index.asp](http://www.rewardinglearning.org.uk/microsites/artanddesign/revised_gcse/index.asp)

Art and Design offers the opportunity to develop **creative thinking** and **imagination** as well as **practical skills**. During the two year GCSE course, students will be encouraged to engage with a wide range of media, techniques and processes.

The GCSE qualification in Art and Design can lead to related employment or further study at AS and A Level Art and Design or Higher Education Courses.

## YOU WILL LEARN HOW TO:

- **Express** and **record** personal **ideas** and **observations** in a wide range of media;
- Explore possibilities through **observation**, **analysis** and **experimentation**;
- **Investigate** the world of Art, Craft and Design and relate it to your work;
- Produce and present your **Final Outcome** and **Exploratory Portfolio** for assessment.

**COURSEWORK** consists of two components:

- **Component 1** consists of **part A** and **part B**.
- **Component 2** consists of one externally set assignment which includes a final outcome completed in a 10 hour supervised exam period.

Throughout Year 11, students complete **Component 1 part A** entitled the **Exploratory Portfolio**. Students demonstrate understanding of the formal visual elements by exploring media, techniques and processes in at least **two** disciplines. This part contributes **25%** of the total course marks.

Towards the end of year 11 students begin **Component 1 part B** entitled **Investigating the Creative and Cultural Industries**. Students complete **one** practical task which will be completed by December of year 12. This part contributes **35%** of the total course marks.

In January of Year 12, the externally set assignment is released, entitled **Component 2: Working to a Stimulus**. The exam unit contributes **40%** of the total course marks.

At the end of the 2 year course, all students will edit and display their work in preparation for the arrival of the visiting moderator. All work is marked by the class teacher and marks are then verified by a moderator.

GCSE Art and Design requires **commitment**, **enthusiasm** and **hard work**. Time is limited on the course so in order to be successful, students must invest a considerable amount of time each week continuing their work at home.

GCSE Art and Design may be useful for some of the following creative careers:

Architect, Art Curator, Ceramicist, Fashion Designer, Film Producer, Fine Artist, Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Photographer, Product Designer, Shoe Designer, Stage Designer, Teacher of Art & Design and Textile Designer to name just a few.

To find out more about this course please speak to **Melanie Skelcher** or **Laura Walsh**.

Email: [mkelcher030@c2ken.net](mailto:mkelcher030@c2ken.net) or [walsh829@c2ken.net](mailto:walsh829@c2ken.net)

# BUSINESS & COMMUNICATION SYSTEMS

Examination Board - CEA

**THEMES** - There are three themes to the course:

- Use of ICT;
- The Business Environment;
- E-Commerce

## KEY FEATURES

- Emphasises practical ICT skills that enhance business activity
- Develops skills that are useful in a wide range of job roles
- Reflects market changes, for example the rise of e-business
- A chance to learn about business ideas while developing ICT skills

## COMMITMENT NECESSARY

An interest in finding out about business, as well as a willingness to work hard in class and complete all homework.

## CONTENT

**USE OF ICT** – You will be studying programs designed to help with:

- word-processing
- spreadsheets
- databases
- presentations
- web design

**THE BUSINESS ENVIRONMENT** – You will study topics such as:

- communication
- marketing
- business ethics
- training, and many more.

**E-COMMERCE** – This involves looking at:

- the role of IT
- the advantages of e-business
- effective web sites
- the legal implications of e-business

## ASSESSMENT

Paper 1	External computer-based exam	2 Hours	40%
Paper 2	External written exam paper	1 Hour	35%
Paper 3	Controlled assessment task		25%

## CAREER PROGRESSION

This course gives you a good grounding in **preparing you for the world of work**. It also helps you to develop a range of skills which you will find are extremely valuable across a range of A levels, but are particularly relevant to A levels in **Business** and **ICT**.

To find out more about this course please speak to **Darryl Nesbitt**

Email: [dnesbitt901@c2ken.net](mailto:dnesbitt901@c2ken.net)

# DIGITAL TECHNOLOGY

Examination Board - CCEA

Digital Technology is concerned with the **handling of information** (which may consist of text, numbers, graphics, sound and other signals) and involves creating, accessing, storing, organising, processing, presenting, communicating and transmitting information in a **variety of electronic forms**.

## THIS SPECIFICATION AIMS TO ENCOURAGE STUDENTS TO:

- become independent and discerning users of digital technology;
- acquire and apply knowledge and understanding of digital technology in a range of contexts;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice; and
- develop the skills needed to work collaboratively.

## ATTRACTIONS OF THE COURSE

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This qualification is available as:
  - GCSE Digital Technology (Multimedia), a digital authoring qualification focusing on multimedia; and
  - GCSE Digital Technology (Programming), a digital development qualification focusing on programming.

## COMMITMENT NECESSARY

Students should be interested in computers, how they work and how they can be used effectively. Practical work is an important part of the GCSE course as controlled assessment accounts for 30% of the marks. Students should be prepared to complete all assignments (both homework and coursework) and ensure that they are handed in on time.

## CONTENT

All students study **Unit 1: Digital Technology**. They then choose either the **multimedia route** or the **programming route** and study the relevant two units for their chosen route.

- Students cannot combine units from each route; they can only be entered for Units 1, 2 and 3 or Units 1, 4 and 5.
- The content relates directly to current software development trends and the study of digital technology based systems.
- The content is well balanced between knowledge and application.
- The specification develops practical skills using a range of generic software or in an object-oriented environment.

## ASSESSMENT

### Unit 1: Digital Technology

External Exam 30%

### Unit 2 or 4: Digital Authoring Concepts or Digital Development Concepts

External Exam 40% at the end of the course

### Unit 3 or 5: Digital Authoring Practice or Digital Development Practice

Controlled assessment 30%

To find out more about this course, please ask **James Magee**, **Sarah Samuel** or **Irene Mathieu**  
Email: [imagee560@c2ken.net](mailto:imagee560@c2ken.net), [ssamuel278@c2ken.net](mailto:ssamuel278@c2ken.net), [imathieu872@c2ken.net](mailto:imathieu872@c2ken.net)

# Design and Technology

Examination Board - CCEA

Engineering/Design plays a key role in today's society, because designers figure out how things work and find practical uses for scientific discoveries. Engineers/designers are the unsung heroes of innovation because they are the people who are instrumental in making those innovations available to the world.

GCSE Technology and Design.

## COURSE OUTLINE

GCSE in Engineering is split into three different units:

- Unit 1** Technology and Design Core
- Unit 2** Mechanical and Pneumatic control systems
- Unit 3** Design and manufacturing project

Through these three units, you will develop and manufacturing skills which can be used for future study after GCSE and for vocational training and employment. Through the design and manufacturing coursework, you will learn problem solving, computer skills through research, CAD, and traditional hand drawing skills and CAM manufacturing processes.

Students who choose engineering should enjoy project work, practical work and creative thinking. They should also be prepared to work at their maths and English skills in order to do well.

## WHERE MAY THIS SUBJECT LEAD ME?

Careers in engineering include apprenticeships, engineering degrees at university, mechanics, manufacturing, design, engineering technician, ICT technician etc.

For more information, please contact **Campbell Mayers**.  
Email: [cmayers065@c2ken.net](mailto:cmayers065@c2ken.net)

# DRAMA

Examination Board - CCEA

You will have the opportunity to:

- develop your **interest** in drama;
- actively engage in the **process** of drama;
- **work creatively with the others** in your group;
- develop your practical, creative and **performance skills**;
- explore how drama can engage with **social issues**;
- prepare for further study and/or a **career** in drama.

Your work in drama class will lead up to **two performance tasks** in controlled conditions, and performed for moderation. One will be a scripted performance, and one may be improvised, devised, a dance drama, a mime or involve you in a design support role (costume, set, lighting or multimedia).

You will also study **one drama script** and sit **one exam**.

<b>Component 1:</b> <b>Devised Performance</b>  <b>(Controlled Assessment)</b>	In response to a stimulus, students <b>either</b> : <ul style="list-style-type: none"><li>• devise and present a group performance; <b>or</b></li><li>• devise and give a design presentation.</li></ul> All students submit a student log.	<b>Total: 25%</b>  15%  10%
<b>Component 2:</b> <b>Scripted Performance</b>  <b>(Controlled Assessment)</b>	Using a published play script, students <b>either</b> : <ul style="list-style-type: none"><li>• present a group performance; <b>or</b></li><li>• give a design presentation.</li></ul>	<b>Total: 35%</b>
<b>Component 3:</b> <b>Knowledge and Understanding of Drama</b>	External written examination (open book)  1 hour 30 mins  Students answer <b>three</b> questions using <b>one</b> set text.	<b>Total: 40%</b>

Both the theoretical and practical elements of this course will develop you as:

- a **critical thinker** with an enquiring mind
- a confident **communicator**
- an **independent** and **reflective** learner
- a **problem solver**
- a **creative thinker** who is able to create and develop ideas

Students of Drama can go on to secure careers in acting for film, tv and theatre; broadcast journalism; choreography; cinematography; drama therapy; set design; teaching; TV production; youth and community work and much more.

For more information, please speak with **Sarah McGilloway**  
Email: [smcgilloway330@c2ken.net](mailto:smcgilloway330@c2ken.net)

# FOOD AND NUTRITION

Examination Board – CCEA

The subject content is an extension of that studied at Key Stage 3, but with a greater emphasis on Food and Nutrition. Year 11 and 12 students receive cookery demonstrations from the Livestock and Meat Commission. This helps with the development of their practical skills and provides inspiration for their coursework task.

## AIMS OF THE COURSE:

GCSE Food and Nutrition is a very relevant and interesting subject which aims to give students the opportunity to recall, select and communicate their knowledge and understanding of a range of contexts. Students will be able to apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. Students will analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions.

## COURSE CONTENT:

- Food Provenance
- Food processing and Production
- Food and Nutrition for Good Health
- Energy and Nutrients
- Macronutrients
- Micronutrients
- Nutrition and dietary needs of individual
- Priority Health Issues
- Food preparation and cooking
- Developing recipes and meals creatively
- Being an effective consumer
- Factors affecting food choice
- Food safety
- Resource Management

## ATTRACTIONS OF THE COURSE:

At Key Stage 4, Food and Nutrition involves students in the study of nutrition, food choice, diet and health within the context of healthy eating. It encourages knowledge and understanding of current nutritional advice, the nutritional needs throughout the life cycle and of diet-related conditions. The course seeks to encourage students to think critically, make informed choices as consumers, develop practical food skills and manage resources.

## COMMITMENT:

It needs to be recognised that this is not a 'cooking' subject. Therefore, commitment is required to complete all theory work, and investigations, work independently and as part of a group. It is necessary to have a positive and determined attitude to work hard and complete assessments, classwork and homework tasks on time. A good standard of written communication and cooking is required.

**ASSESSMENT** - 50% exam, 50% coursework (17% cooking and 33% theory)

### Component 1 – Food and Nutrition Examination

One 2-hour exam paper in year 12 worth 50%. This written paper includes multiple-choice, short and structured questions and questions requiring extended writing.

### Component 2 – Practical Food and Nutrition Controlled Assessment

One task in year 12 worth 50% overall. This task is broken down into 33% theory and 17% cooking. Students are required to research, plan, justify, prepare and evaluate at least three dishes relating to a specific task. Students must prepare the three dishes in 3 hours' maximum under exam conditions, and produce a 3500-word written report to support.

## CAREER OPPORTUNITIES

- Dietician
- Nutritionist
- New Product Development Officer
- Marketer
- Hospitality or Retail Manager
- Environmental Health Officer
- Quality Assurance Manager
- Counsellor
- Social Worker
- Nurse

For more information, contact [Rebecca Murphy](#)  
Email: [murphy973@c2ken.net](mailto:murphy973@c2ken.net)

# GEOGRAPHY

Examination Board – CCEA

## WHY STUDY GEOGRAPHY?

Geography helps you to make sense of the world around you. It is hands on, it is relevant, and it is fun! The course will give you the chance to get to grips with some of the big questions of today, and to understand the social, economic, and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical, with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is an important part of geography. It is a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun!

## ATTRactions OF THE COURSE

Geography compliments either science or art subjects at AS and A-Level and may contribute to later employability. The close link between the subject and the world around us makes for a long and varied list of related careers for example working with aid or development agencies, environmental work, working for the census office, working in town planning, meteorology and in tourism and recreation.

However, most of these areas involve only one part of the broad subject of geography. Statistics show that compared with other subjects, geographers are among the most employable. This is presumably because geographers possess the abilities and skills that employers look for. If you are interested in a career that involves travel, you won't be disappointed. Geographers really can work anywhere in the world!

You already know much of the geography you will be asked to study from work in the junior school. You will be building upon the skills and knowledge you have already acquired.

Work in the field provides many opportunities to use decision-making skills, enquiry skills and presentation skills. These are life skills relevant to study in a wide range of post-16 courses.

You can sit the Unit 1 paper at the end of Year 11.

## COMMITMENT NECESSARY

A willingness to work hard in class and do all homework and catch up on both in the event of absence. To be present for the fieldwork and all coursework sessions.

## CONTENT

The CCEA specification will cover the following:

### Paper 1: Understanding Our Natural World (40%)

Theme A – River Environments  
Theme B – Coastal Environments  
Theme C – Our Changing Weather and Climate  
Theme D – The Restless Earth

### Paper 2: Living in Our World (40%)

Theme A – Population and migration  
Theme B – Changing Urban Areas  
Theme C – Contrasts in World Development  
Theme D – Managing Our Environment

### Paper 3 (20%) – A fieldwork investigation on a selected topic which will be examined with this paper.

## GCSE GEOGRAPHY SNAPSHOT

[https://ccea.org.uk/downloads/docs/Support/General/2019/Snapshot\\_19.pdf](https://ccea.org.uk/downloads/docs/Support/General/2019/Snapshot_19.pdf)

For more information, speak to **Joanne Anderson**, **Stuart Scott** or **Alison McGlynn**.  
Email: [janderson636@c2ken.net](mailto:janderson636@c2ken.net), [sscott725@c2ken.net](mailto:sscott725@c2ken.net), [amcglynn293@c2ken.net](mailto:amcglynn293@c2ken.net)

# HISTORY

Examination board - CCEA

## COURSE CONTENT

The course continues the areas studied in year 10, looking in focus at:

### Life in Nazi Germany 1933 - 1945

- Hitler Consolidates his power 1933-4 – from Chancellor to Fuhrer in 18 months
- Control of Opposition – setting up a police state, the role of the SS and labour camps, propaganda and censorship
- Life in Germany for Workers, Youth, Women & Jews
- Life in Germany at war – the impact on ordinary people as well as Workers, Women, Youths, Churches and Jews

### Changing Relationships: Britain, Northern Ireland and Ireland 1965-98

- The O'Neill Years
- Civil Rights campaign
- Deteriorating situation, 1969 = the Troubles
- Re-emergence of paramilitary groups
- Direct Rule
- Search for a Solution, 1973-4
- Moves towards closer co-operation
- The Good Friday Agreement, 1998

### International Relations, 1945-2003

- Co-operation ends & Cold War begins
- Emerging superpower rivalry & its consequences, 1945-49
- Flashpoints in Europe & the impact on international relations
- Flashpoints outside of Europe & the impact on international relations

### End of the Cold War, 1985-91

• New tensions emerge, 1991-2003

## THE ATTRACTIONS OF THE COURSE

The study of the 'troubles' is of interest to many of our students as it gives them a better awareness and understanding of current events in politics and society within Northern Ireland today. Our GCSE students have enjoyed a visit to Stormont and the murals in West and East Belfast.

The problem solving and interpretation skills which are developed during the two years studying history will attract and benefit any student considering A' level history or careers in law, medicine, media, politics and industry.

## COMMITMENT NECESSARY

A willingness to work hard in class, to do all homework and to catch up on both in the event of any absence. An enthusiasm for studying history is desirable.

## ASSESSMENT

There are two examination papers to be completed at the end of year 12.

**Paper one** is a 1 hour 45 minute exam covering the Nazi Germany and Ireland units of study. Worth 60% of the GCSE.

**Paper two** is a 1 hour 15 minute exam that looks at source and extended writing skills covering the International Relations, 1945-2003 unit of study. Worth 40% of the GCSE.

**There is no coursework.**

To find out more, please talk to **Jo Rodgers** [jrodders515@shimna.newcastle.ni.sch.uk](mailto:jrodders515@shimna.newcastle.ni.sch.uk) or **Paddy McClean** [pmcclean619@shimna.newcastle.ni.sch.uk](mailto:pmcclean619@shimna.newcastle.ni.sch.uk)

# MOVING IMAGE ARTS

Examination Board – CCEA

## WHY STUDY MOVING IMAGE ARTS?

Do you have a passion for film? Have you ever had a desire to make your own but wouldn't know where to start? Or have you ever wondered how films move from a raw idea to a finished, polished production. If the answer to any of these questions is yes, then Moving Image Arts could well be the subject for you!

Moving Image Arts will help you develop an understanding of film language and the way in which audiences are manipulated by film makers. In addition, you will study the various stages of the film production process and then get the opportunity to put all of this new knowledge into practice when you create your own film.

Not only is Moving Image Arts a highly enjoyable course of study it is also an excellent addition to any combination of subjects and will provide you with an excellent skill set through both the practical element and the theory.

## COURSE OUTLINE

### COMPONENT 1: (Online Exam) Critical Understanding of Creative and Technical Moving Image Production (40%)

### COMPONENT 2: Acquisition of Skills in Moving Image Production (20%)

This component aims to develop four core film-making skills:

- storyboarding
- camera and editing
- postproduction sound
- animation

### COMPONENT 3: Planning and Making a Moving Image Product (40%)

In this unit you will devise, plan, make and edit your own film! Your portfolio will contain the following:

- a Research Analysis Essay (including a synopsis) and Evaluation;
- a Screenplay and Storyboard;
- Shotlist, a Shooting Schedule and Director's Notebook with evidence of production research, design development and production management; and
- 2 minute narrative Film (if animated, this can be 40 - 60 seconds long).

## SHOULD I STUDY MOVING IMAGE ARTS?

The sort of student who succeeds in this course is someone who is passionate about films, TV and video games. A good imagination is also important, film is all about telling stories. You should have good literacy skills, as you will be writing your own screenplay as well as analysing the films of other directors. It also helps if you are good at using technology and whilst you sometimes work alone, at other times you will need to work as part of a team.

## FUTURE CAREER LINKS

Your choice of career is endless, some of the most popular routes for students who study Moving Image Arts are:

- Film maker
- Editor
- Teaching
- Journalism
- Marketing and Advertising
- Public Relations
- Writer
- Actor

For more information, please ask **Noreen Doran-Lahey**

Email: [ndoranlahey247@c2ken.net](mailto:ndoranlahey247@c2ken.net)

# MUSIC

Examination Board - CCEA

## AIMS AND KEY FEATURES OF THE COURSE

- Engage actively in studying music
- Develop the knowledge, understanding and skills needed to communicate effectively as musicians
- Performing skills, individually and in a group to communicate musically with fluency and control
- Composing skills to organise musical ideas and make use of appropriate resources
- To make music both individually and in groups
- To develop a life-long interest in music
- To progress to further study – e.g., AS, A2 qualifications, and/or to follow a music-related career.
- To develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, and emotional and cultural development.

## ASSESSMENTS

**Composing and Appraising 30%** - Candidates must create two compositions. One is in response to a pre-release stimulus. They must be completed under informal supervision by March/April of Year 12. These are marked by the teacher and sent to CCEA for moderation.

**Performing and Appraising 35%** - Candidates must prepare one solo and one ensemble performance and perform these to a visiting examiner during April/May of Year 12. Each candidate will also have a discussion of their performance with the visiting examiner and this is worth 5% of the total marks. There is no minimum standard for performance, but the higher the standard the more marks available.

**Listening and Appraising 35%** - This comprises of an External written examination lasting 1 hour 30 mins. Students answer questions on both familiar and unfamiliar music.

There are 4 compulsory Areas of Study:

- Western Classical Music 1600 - 1910
- Film Music
- Musical Traditions of Ireland
- Popular Music 1980 – present day

Students must be committed to listening to a variety of music which may be unfamiliar to them. They must also be committed to carrying out a lot of work after class time. For example, instrumental practice, attendance at band and/or choir, writing of compositions, listening to music etc. Lessons with a private tutor are beneficial but not compulsory.

## WHY STUDY MUSIC?

If you play an instrument or sing this is a perfect choice. Studying music can give you a great mix of social, technical, and business skills which will prepare you for the world of employment.

Careers Music graduates have a wide range of career options available to them both inside and outside the industry. For example, performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. There are also more jobs than ever in music business related areas, such as, careers in digital marketing, social media, PR, and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

For more information, please see [Orla Fitzpatrick](#)  
Email: [ofitzpatrick063@c2ken.net](mailto:ofitzpatrick063@c2ken.net)

# PHILOSOPHY AND ETHICS - RELIGIOUS STUDIES

CCEA Units 7 & 8

## SO WHAT IS THIS PHILOSOPHY AND ETHICS STUFF THEN?

*Philosophy* is the study of thought. It asks the macro (big) questions about life, our origins and our purpose. In this unit you learn how to question everything and try to use logic to construct responses to these questions.

*Ethics* is the study of morality (deciding between right and wrong). The unit looks at various sensitive, controversial and current issues such as abortion, the death penalty and social justice. We will look at various perspectives, both religious and non-religious on each issue, attempting to draw individual conclusions in an academic manner.

## WHAT TOPICS WILL WE COVER?

### RELIGIOUS ETHICS – Year 11 (Assessed by exam)

- **Personal and Family Issues** (Sexual Ethics, Marriage and Divorce)
- **Matters of Life and Death** (Abortion, Euthanasia, Crime and Punishment, The Death Penalty)
- **Bioethics** (IVF, Surrogacy, Designer Babies)
- **Equality and Justice** (Social Justice, Racism and Discrimination, Poverty)
- **Modern Warfare** (Pacifism, War, Nuclear Deterrence)

### PHILOSOPHY OF RELIGION – Year 12 (Assessed by exam)

- **The Existence of God** (Terminology, Traditional Arguments, Creation Narratives, Scientific Views)
- **The Nature of God** (Describing God, How Different Religious Traditions View God)
- **The Problem of Evil** (Types of Evil and Suffering, Challenges of Evil, Religious Responses)
- **Experiencing God** (Religious Texts, Teachings, Experience and Worship, Revelation, Miracles)
- **Life and Death** (Different Beliefs about the Afterlife Are Near Death Experiences Real?)

## HOW WILL IT DEVELOP ME AS A STUDENT?

By choosing this GCSE, you will develop critical thinking skills. You will gain an ability to approach a controversial or all-encompassing question in a rational and academic way. You will have the opportunity to formulate opinions on the big issues and be given the chance to analyse and debate, developing your skills of building and sustaining a coherent, persuasive argument. Plus, I guarantee that you will find the variety of topics and viewpoints fascinating.

## IS IT USEFUL? WHERE CAN I GO WITH IT?

GCSE Philosophy and Ethics is a versatile qualification that can lead in many diverse directions. The ethical topics are ideal for pathways involving medical care, the legal profession and finance; the development of arguments is ideally suited to literary fields including English, History, Politics, Psychology and Sociology. The ability to ask and answer questions is necessary for an aspiring journalist or writer. And, of course, there is a lovely A Level in Philosophy and Ethics (the fastest growing A Level in the UK) available right here at Shimna.

## WHAT WILL A TYPICAL LESSON LOOK LIKE?

There will be lots of debates, discussions, controversial opinions, research and case studies. Also expect plenty of reading and a fair bit of writing. You will need perseverance and resilience as you are looking to improve your skills with every argument that you develop. I expect students to be aware of what is happening in the world, reading newspapers and journals, watching the news and good quality documentaries on TV.

## WANT TO KNOW MORE?

Of course you do! Just come and speak to **Roseanna Gilmore** in Room C1 or email [rgilmore886@c2ken.net](mailto:rgilmore886@c2ken.net)

# PHYSICAL EDUCATION

Examination Board – CCEA

## AIMS

- To provide students with the opportunity to study both the practical and theoretical aspects of physical education.
- To foster enjoyment in physical activity.
- To enable students to become more effective participants in sport.

## ATTRACTIONS OF THE COURSE:

There are many key attractions to the course:

- The opportunity to do an additional three hours of physical education a week.
- The chance to improve and develop your skills to a very high level in three activity areas.
- Students will have the opportunity to participate in two activities at Tollymore Mountain Centre.
- In year 11 an orienteering residential is offered, which is followed up with an inter school orienteering competition.
- Hillwalking is organised in year 12 which provides the students with the opportunity to complete an overnight expedition, where they will camp out.
- Students will have the opportunity to learn how to complete fitness assessments and write appropriate fitness plans to improve muscular, cardiovascular and flexibility fitness.
- Students will have the opportunity to organise a sporting event e.g. an inter class or school tournament or competition.
- The opportunity to gain knowledge on how the body works and responds to physical activity.

## COMMITMENT NECESSARY:

- You must be able and willing to take part in a wide range of sports.
- You must enjoy sport and all physical activity.
- You must love the outdoors and the physical and mental challenges that developing your sporting skills will bring.
- You do not necessarily have to be a superstar, but you must be able to participate efficiently in at least 3 sports.
- A dislike of physical activity and a poor attendance through junior school P.E lessons is not the desired criteria.
- You must be willing to develop your skills in a range of sports and outdoor activities.

## CONTENT

Within the theory element of the course, students will study:

- **The Body at Work** (skeletal, muscular, cardiovascular, respiratory, digestive and nervous systems)
- **Health and Lifestyle Decisions** (physical, mental and social health and Lifestyle)
- **The Active Leisure Industry** (leisure industry, event management and competitions)
- **Developing Performance** (developing physical fitness and skills)

During the two years of study, students are assessed in three of their chosen sports, chosen from below:

Amateur Boxing	Diving	Ice Hockey	Rowing or Sculling
Archery	Equestrian: Dressage/Games	Ice Skating	Rugby Union
Association Football	Equestrian: Show Jumping/Working Hunter	Lifesaving	Sailing
Athletics	Event Management	Martial Art: Fencing	Skiing
Badminton	Fitness Testing	Martial Art: Judo	Squash
Basketball	Gaelic Football	Martial Art: Ju-Jitsu	Swimming
Boccia	Golf	Martial Art: Karate	Table Tennis
Camogie	Gymnastics	Martial Art: Taekwon-do	Tennis
Canoeing/Kayaking	Handball	Netball	Trampolining
Cricket	Hillwalking	Orienteering	Volleyball
Cross Country	Hockey	Personal Survival Swimming	Waterpolo
			Weightlifting
Cycling	Hurling	Rock Climbing	Wheelchair Basketball
Dance			Wheelchair Rugby

#### ASSESSMENT

- At the end of the two years the marks gained for practical skills and analysing performance will count for 50% of the overall mark.
- Two examination papers, worth 50%.

#### CAREER OPPORTUNITIES

- Through active leisure industry unit will become aware of career opportunities relating to physical education, sport and the leisure industry.

To find out more, please talk to Barry Dagen or Jacinta Doyle.  
Email: [bdagen319@c2ken.net](mailto:bdagen319@c2ken.net), [jdoyle479@c2ken.net](mailto:jdoyle479@c2ken.net)