



**Shimna
Integrated
College**

GCSE CHOICES BOOKLET

2022 - 2023





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THINKING ABOUT CAREERS AND SUBJECT CHOICES

Hello, Year 10. The time has come to make some big decisions about the next stage in your life and education. Yes – this is an important task that will influence your future BUT you have done lots of preparation to support you in making informed decisions.

YOU HAVE:

- done great work exploring your **strengths, passions, skills** and **natural qualities** in your Year 9 Careers classes;
- researched **careers and career sectors** in ICT;
- completed psychometric testing ('matchmaker') to uncover your **personality style, learning style** and **career matches** in Pastoral Care;
- investigated your **career matches** and associated job descriptions, education/training pathways, core tasks, labour market information, salary and more using the Xello platform;
- taken part in **Careers Week**;
- the **name** and the **email address** of the teacher to talk to about each of the subjects you might want to choose;
- written reports from your subject teachers to give you **feedback** and **next steps**;
- a school full of staff who are willing to give you their time, advice and support.

YOU WILL:

- have an opportunity at our '**Options Information Event**' on **Wednesday 16.03.22** to ask subject teachers any of your burning questions about course content, expectations of a GCSE student, opportunities that each subject will bring, attitudes and commitment necessary for success and anything else you can think of;
- **evaluate** all of the information you have collected in Pastoral Care and at home with your family;
- take part in an exciting **workshop** with visiting HIP Psychology team to help support your decision-making;
- have an **individual careers meeting** with one of our careers interviewing team to give you some feedback on your academic strengths, as well as advice on how to make your choices;
- make the right choices *for you* – **we believe in you!**

SOME ACTIONS FOR YOUR 'TO DO' LIST



- Ask all the questions you can at the **Y10 Options Information Event**, and write down the answers in your feedback document;
- Don't worry about missing out an essential subject. **Everyone studies English, Maths and Sciences**;
- **Read the booklet carefully** about all the optional subjects;
- **Take your time.** You have plenty of time to research, discuss, evaluate and make good decisions;
- Revisit some of the **websites** you looked at in careers class. Try www.careersandstuff.com www.icould.com or www.careersbox.co.uk to get you started;
- Investigate further on **Xello**. Pay particular attention to the 'Education and Training' section in each of the career fact-files to give you a sense of which subjects are important and which level of qualification you are expected to reach;
- Take the **Buzz Quiz**: <https://icould.com/buzz-quiz/>
- Research university courses at www.ucas.com
- 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)/guardian(s)** and other members of your family;
- **Talk** to **students** who are already studying at GCSE level;
- Talk to your **friends** (but remember – this is *your* life and *your* choice, and it's important that you follow your own passions and interests).

QUESTIONS FOR YOU TO CONSIDER

- What are the subjects I'm **best at**?
- What are the subjects I **like best**?
- Which subjects make me feel naturally **comfortable** and **confident**?
- Am I choosing GCSE subjects that showcase and amplify my **strengths**?
- Will the choices I am making now unlock opportunities for **A Levels, BTECs, training** or the **job** I might want when I have finished my education?
- Do **universities** care about what subjects I pick for GCSE?
- Do **further education colleges** (techs) care about what subjects I pick for GCSE?
- Do **employers** care what subjects I pick for GCSE?
- Are there subjects I need for the kind of **career** I would like to have?
- Do I work well with my **teachers**?
- Do I know what my **teachers think** about my choices?
- Do I know what my **parent(s)/guardian(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?
- Am I **happy** with my final choices?



ENGLISH LANGUAGE AND 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 talk to **Jeff Armstrong**, **Noreen Doran**, **Amy Martin**, **Mairi McCurdy**, or **Stacey Wilkinson**.
Email: jarmstrong815@c2ken.net, ndoran492@c2ken.net, amartin783@c2ken.net,
mmccurdy531@c2ken.net, swilkinson190@c2ken.net

MATHEMATICS

Examination Board – CCEA

INTRODUCTION

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.

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 other areas. Mathematics is also essential for organising your own life.

COURSE OUTLINE

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.

Students will complete a **calculator paper at the end of year 11** and both a **non-calculator** and **calculator paper at the end of year 12**.

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.

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.

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.

To find out more, please talk to **Bronagh Quinn, Gervaise Mullan, Samara Kelly, Sarah Samuel, Irene Mathieu** or **Jacqueline Jones**. Email: bquinn504@c2ken.net, gmullan650@c2ken.net, skelly740@c2ken.net, ssamuel278@c2ken.net, imathieu872@c2ken.net, jjones381@c2ken.net

SCIENCES (Double Award)

Examination Board - CCEA

The GCSE curriculum at Shimna IC encourages all students take 2 Science subjects, which means 6 hours of your timetable will be allocated to Sciences.

DOUBLE AWARD SCIENCE (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 many students study 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 Year 10, 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? This course gives you an essential science background for life in a way that is enjoyable. It 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.

COURSE 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 speak with **Joanne Poland, Lorna Jess, Alasdair Spence, Daniel Allen** or **Shauna Rowell**.

SCIENCES (Applied Course)

Open College Network Applied Science

This year we have offered an Applied Science course to those students for whom the learning of practical and analytical skills is most important. It also has the advantage of being non-exam. However, students have found that this is still a challenging option as they must compile a portfolio of their Science work throughout the year.

ASSESSMENT

This is assessed on a pass/fail basis which means that every task must be completed to the satisfaction of the assessor, and on time, in order to pass the course.

QUALIFICATION

Over two years, students can achieve a Level 2 Certificate in Applied Science, which carries equal credit to a B grade GCSE or an Extended Certificate in Applied Science equivalent to 2 B grades.

CONTENT

- Physical Processes
- Life processes and living things
- Materials and their chemical properties
- Chemical analysis and detection
- Exploring our Universe
- Health science
- Mathematics for science
- Planning, recording, and reporting on scientific projects.

To find out more, please speak with [Alasdair Spence](#) or [Ruairi Leckey](#).

FURTHER MATHS

Examination Board - CCEA

INTRODUCTION

Further Mathematics involves studying mathematics at a level **beyond GCSE Higher Tier**. It can act as a steppingstone that gives students a sound basis for studying A Level 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;

COURSE OUTLINE

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.

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.

WHERE CAN SUCCESS TAKE YOU?

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.

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

Email: jjones381@c2ken.net, imathieu872@c2ken.net

OCCUPATIONAL STUDIES

Examination Board – CCEA

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it's vital that we are able to transfer and adapt our knowledge and skills throughout our careers. Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

ASSESSMENT

The course is assessed through a completed portfolio for each unit.

Year 11: Unit 1 (50%) – Tour Guiding

Year 12: Unit 2 (50%) – Running a Leisure Event

UNIT 1 – TOUR GUIDING

This unit is suitable for those who are interested in the travel and tourism industry. Learners will take on the role of a tour guide to plan and deliver a tour to a group of foreign tourists. This will provide an opportunity for learners to develop their planning and communication skills. Learners will gain an understanding of the different visitor attractions and facilities of interest to tourists. They will also explore the history of their area – especially stories of interest to visiting tourists. This will help them to gain an overall view of their selected area as a tourist destination in order for them to carry out the role of a tour guide.

This unit includes:

- Qualifications, skills and personal qualities relevant to a tour guide;
- The importance of customer service and meeting customers' needs;
- Communication skills in tourism;
- Planning a tour itinerary for a group of tourists;
- Undertaking the role of a tour guide;
- Carrying out a risk assessment for a tour;
- Consideration of health and safety and environmental issues within tourism; and
- A review and evaluation of performance.

UNIT 2 – RUNNING A LEISURE EVENT

In this unit the learner will investigate the wide variety of leisure events which take place in Northern Ireland. Learners will develop and use their skills to work effectively as part of a team. They will have the opportunity to plan a leisure event. They will need to consider the type of event they wish to plan, while also taking into consideration the customer type, the resources required for the event, and health, safety and environmental issues. Learners will participate in the event and will learn to evaluate their own performance. Career opportunities will also be explored.

This unit includes:

- consideration of the health and safety aspects of running a leisure event;
- planning a leisure event and identifying resources required to hold the event;
- continuity meetings;
- developing contingency plans;
- effectively communicating with customers at an event;
- effectively participating in running the event;
- designing a questionnaire to evaluate the event;
- consideration of environmental issues related to running a leisure event;
- consideration of career opportunities within the leisure sector; and
- a review and evaluation of performance.

To find out more about this course, please talk to **Joanne Mills** or email jmills287@c2ken.net

PREPARATION FOR ADULT LIFE

Examination Board – CCEA

WHAT IS PREPARATION FOR ADULT LIFE?

Preparation for Adult Life is a non-exam Level 2 qualification offered by CCEA. As it is entirely based on Controlled Assessment, it is ideal for students who take pride in sustaining a high level of quality work throughout the year. The qualification is linked to the Northern Ireland Curriculum's Learning for Life and Work learning area and, as such, covers topics in Citizenship, Employability, and Personal Development.

WHAT TOPICS WILL WE COVER?

Throughout the two years of Key Stage 4, learners must complete the following 13 units of study:

AREA 1 – CITIZENSHIP	AREA 2 – EMPLOYABILITY	AREA 3 – PERSONAL AND SOCIAL DEVELOPMENT
Unit 1: Diversity and Social Inclusion	Unit 5: Preparation for Work	Unit 9: Self-Development
Unit 2: Democracy and Democratic Participation	Unit 6: Business in the Community	Unit 10: Roles and Responsibilities of Parents
Unit 3: Human Rights and Social Responsibility	Unit 7: Effective Work Practice	Unit 11: Healthy Relationships
Unit 4: Equality and Social Justice	Unit 8: Globalisation and the Labour Market	Unit 12: Maintaining Personal Health and Well-Being
		Unit 13: Effective Financial Management

HOW WILL IT DEVELOP ME AS A STUDENT?

I hope that you will agree that the topics covered in the specification (as outlined above) are crucial for a young person navigating the modern world. The overarching aim of the course is to develop young people who are valuable contributors to society, who have a sense of self and can build and maintain healthy relationships. This course will allow learners to approach these topics with curiosity. It will develop critical thinking and empathy. All qualities that are essential for third level study and employment.

IS IT USEFUL? WHERE CAN I GO WITH IT?

There are natural pathways here at Shimna. For example, the course naturally follows on to BTEC Public Services. The skills developed in completing the course will lend themselves to any future studies at A Level and beyond. Finally, the nature of the ongoing controlled assessment will develop organisation, computer literacy, and an academic rigour that is essential for Key Stage 5 studies.

WHAT WILL A TYPICAL LESSON LOOK LIKE?

Lessons will begin with a taught element, usually a case study, debate, or series of questions. The class will discuss their opinions and be encouraged to develop their thinking in a way that is critical, academic, and evidence-based. Lessons will end with students completing the associated piece of Controlled Assessment on computers.

WANT TO KNOW MORE?

Speak to **John McCloskey** in Room C2 or email jmccloskey442@c2ken.net, **Roseanna McGill** in Room C1 or email rmcgill298@c2ken.net or **Chris Smyth** in Room 258 or email csmyth266@c2ken.net

PERSONAL DEVELOPMENT AND EMPLOYABILITY SKILLS

Prince's Trust Award – Level 2 Certificate

The Prince's Trust qualification in Personal Development and Employability Skills recognises a breadth of personal **skills**, **qualities** and **attitudes** required by employers across a range of sectors. It has been developed with the aim of progressing learners into further education and/or employment.

Students will have the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work-based learning
- Develop their English and mathematics skills

With these qualifications the best practice approach is to assess by '**continuous assessment**'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities during the programme.

This qualification is **portfolio-based**, and all work/evidence of learning will be completed during class time. Therefore, there are no expectations for additional or supplementary learning to be carried out as homework. Units of work can be tailored to the strengths of the class group.

Continuous assessment keeps learners motivated and engaged, as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence. This open dialogue with the learner is recorded on their portfolio, directly on their work and on the tracking sheet in the form of assessor feedback.

Units of work can be tailored to the strengths of the class group. Units of work completed in previous years have included:

- Career Planning
- Community Impact
- Customer Experience
- Digital Skills
- Experiencing the World of Work
- Managing Money
- Personal Development
- Preparing for the World of Work
- Presentation Skills
- Sustainability & Global Citizenship
- Teamwork Skills
- Undertaking an Enterprise Project
- Wellbeing
- Wellbeing - Healthy Eating
- Wellbeing - Physical Activity

GCSE EQUIVALENCY

A 'Pass' is worth 2 grade Bs at GCSE level.

For more information, please talk to **Niamh Lindsay** or email nlindsay743@c2ken.net

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!

COURSE OUTLINE

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.

HOW THE COURSE IS ASSESSED

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.

COMMITMENT NECESSARY FOR SUCCESS

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 GCSE's 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. Plus, 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.

WHERE CAN SUCCESS TAKE YOU?

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 you 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 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. Many of the top universities will ask you to have at least one A-level in a facilitating subject like French when you apply. This makes French a great choice in keeping your options open and helping you to get where you want to go!

FAQ FOR PARENTS/GUARDIANS

http://www.whystudylanguages.ac.uk/teachers/parents_questions#toc_1
http://www.whystudylanguages.ac.uk/ks4/why_languages

For more information, speak with Anne Clarke aclarke112@c2ken.net, or Janet Mayers jmayers180@c2ken.net

GERMAN

Examination Board - Eduqas

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.

COURSE OUTLINE

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

- **Identity and Culture:** youth culture, lifestyle, customs and traditions
- **The World:** home and locality, German-speaking countries, global sustainability
- **Study and Employment:** current studies, the world of work, jobs and future career.

HOW THE COURSE IS ASSESSED

We will be using the Eduqas 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, and you may enter at either foundation or higher tier.

COMMITMENT NECESSARY FOR SUCCESS

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.

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

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.

For more information, please speak with **Ian McMillan** or **Grace Susay**
Email: imcmillan399@c2ken.net, gsusay356@c2ken.net

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.

COURSE CONTENT

During the course students will cover a range of topics. They will learn how to speak about; myself, my family and friends, hobbies, my area, travel and tourism, school and careers to name but a few. Through studying these topics they will also develop their knowledge of, and enthusiasm for, the language and of course the culture and history of Ireland.

ASSESSMENT / EXAMS

As it has been since Year 8, students will be assessed on the four main skill areas: **listening, speaking, reading and writing**. The speaking involves 2 oral exams with a level of choice involved, along with a couple of role-plays. The writing, reading and listening exams are exactly like students have been used to up until now. The same types of questions in the same format, which of course, will make things easier to handle for all involved.

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.

ATTRACTIONS 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% of Irish speakers were unemployed in Northern Ireland, less than half of the overall unemployment rate.
- 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.
- At the start of 2022, Irish was given full status in the European Union and the parliamentary house in Brussels. This means there is constant demand for translators with Irish and another EU language. Many more jobs with Irish now exist in Brussels and in other regions of the EU. The demand vastly outweighs supply at this stage.
- 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.
- 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.

For more information, speak to **Robbie Keenan**.
Email: rkeenan823@c2ken.net

SPANISH

Examination Board – CCEA

INTRODUCTION

Spanish is the most popular language amongst UK adults. 580 million people speak Spanish worldwide. It is the official language in 21 countries. Learning Spanish 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 language to learn, sounds beautiful and as a phonetic language it is relatively easy to pick up (with some hard work and determination!). Learning another language helps improve your English too!

THE AIMS OF THE COURSE

The aim of the CCEA GCSE Spanish course is to enjoy learning another language and be inspired. We want you to develop an understanding of Spanish culture. You will improve your communication skills and be able to speak in Spanish, listen, understand, and read and write in Spanish. It will improve your confidence too!

COURSE OUTLINE

Students develop their knowledge and understanding by studying three main areas:

- You, your family and friends, hobbies and interests, customs and festivals that you celebrate
- Your town and community, social issues, health and lifestyle, your holidays
- Your school life, part-time jobs and future career options.

Trips: We plan to visit Spain again! On our last visit we stayed in the beautiful city of Valencia where we went on trips, got to speak Spanish, tried Spanish food 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.

HOW THE COURSE IS ASSESSED

Each of the four skills, **listening, speaking, reading** and **writing** will be assessed separately at the end of year 12 in the form of exams. Each skill is worth 25%. Your teacher will conduct the speaking test.

COMMITMENT NECESSARY FOR SUCCESS

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

WHERE CAN SUCCESS TAKE YOU?

The GCSE course supports progression to AS and A Level study, further or higher education, vocational training and employment. There is a shortage of speakers of Spanish in the UK and Ireland. The British Council identified Spanish as being the most important language for Britons to master following Brexit. A knowledge of Spanish is invaluable for careers in Journalism, Law, Marketing, Translating, Accounting, Media, Healthcare, Social work. The IT sector has a huge shortage of workers who can speak more than one language and there are lots of opportunities in sales and accounting where you can use your Spanish. At university you can combine Spanish with other subjects and do your work placement in a Spanish-speaking country - e.g. Spanish with Engineering, Biological Sciences, Chemistry, Management Studies, Maths, Computing, Sports Studies, Law, English and Theatre Studies.

To find out more, please speak to **Grace Susay, Janet Mayers, Ian McMillan** or **Erin Hardy**.

Email: gsusay356@c2ken.net, jmayers180@c2ken.net, imcmillan399@c2ken.net, ehardy359@c2ken.net

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

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.

COMMITMENT NECESSARY FOR SUCCESS

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.

WHERE CAN SUCCESS TAKE YOU?

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: mskelcher030@c2ken.net or walsh829@c2ken.net

BUSINESS & COMMUNICATION SYSTEMS

Examination Board - CEA

There are three themes to the course:

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

The key features of the course are an:

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

COURSE OUTLINE

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

HOW THE COURSE IS ASSESSED

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

COMMITMENT NECESSARY FOR SUCCESS

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

WHERE CAN SUCCESS TAKE YOU?

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, ICT and Travel & Tourism.

To find out more about this course please speak to **Pat Lenny** or **James Magee**

Email: plenny509@c2ken.net or jmagee560@c2ken.net

DIGITAL TECHNOLOGY

Examination Board - CCEA

INTRODUCTION

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**.

COURSE OUTLINE

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%

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.

WHERE CAN SUCCESS TAKE YOU?

The **programming** pathway will enable you to choose either Software Systems Development or Digital Technology for A Level.

The **multimedia** pathway enables you to choose Digital Technology A Level.

To find out more about this course, please talk to **James Magee**, **Sarah Samuel** or **Irene Mathieu**

Email: jmagee560@c2ken.net, ssamuel278@c2ken.net, imathieu872@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.

COURSE OUTLINE AND ASSESSMENT

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**.

Component 1: Devised Performance (Controlled Assessment)	In response to a stimulus, students either : • devise and present a group performance; or • devise and give a design presentation. All students submit a student log.	Total: 25% 15% 10%
Component 2: Scripted Performance (Controlled Assessment)	Using a published play script, students either : • present a group performance; or • give a design presentation.	Total: 35%
Component 3: Knowledge and Understanding of Drama	External written examination (open book) 1 hour 30 mins Students answer three questions using one set text.	Total: 40%

WHERE CAN SUCCESS TAKE YOU?

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 **Ciaran Milligan**.

Email: cmilligan256@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.

ASSESSMENT – 50% exam, 50% coursework

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.

COMMITMENT NECESSARY FOR SUCCESS

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.

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](#) or email rmurphy973@c2ken.net

GEOGRAPHY

Examination Board - CCEA

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 which affect our world, and understand the social, economic and physical forces and processes which shape and change our 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. Geography is a vital subject in the twenty-first century, it has been described as the 'subject for our times'.

STUDYING GEOGRAPHY HELPS TO DEVELOP:

- a lifelong interest in the world around us;
- an understanding of the interaction between people and the environment;
- empathy with issues that affect us as global citizens;
- a range of transferable skills valued in the world of work, including team working, problem solving, decision-making, creative thinking and managing information; and
- ICT skills through new technologies, including Geographical Information Systems (GIS).

COURSE OUTLINE

Unit 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

Unit 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

Unit 3: Fieldwork (20%)

A fieldwork investigation on a selected topic will be examined.

HOW THE COURSE IS ASSESSED

There are three written exams. You will sit the Unit 1 Paper at the end of Year 11, and the Unit 2 and 3 papers at the end of Year 12. Papers 1 and 2 are 90 minutes long and paper 3 is 60 minutes long.

COMMITMENT NECESSARY FOR SUCCESS

A willingness to work hard in class, do all homework and catch up on both in the event of absence.

WHERE CAN SUCCESS TAKE YOU?

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! 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.

GCSE GEOGRAPHY SNAPSHOT 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, sscott725@c2ken.net, 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 FOR SUCCESS

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@c2ken.net or **Paddy McClean** pmcclean619@c2ken.net

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;
- Shortlist, 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 include:

Film Making, Editing, Teaching, Journalism, Marketing and Advertising, Public Relations, Writing, Acting and more

For more information, please ask **Noreen Doran** or **Laura Walsh**

Email: ndoran492@c2ken.net, lwalsh829@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

PHILOSOPHY AND ETHICS - RELIGIOUS STUDIES

Examination Board - CCEA

WHAT IS PHILOSOPHY AND ETHICS?

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 – CCEA Unit 7 – 50% of overall GCSE)

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

PHILOSOPHY OF RELIGION – Year 12 (Assessed by exam – CCEA Unit 8 – 50% of overall GCSE)

- **The Existence of God** (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)
- **Experiencing God** (Religious Texts, Experience and Worship, Revelation, Miracles)
- **Life and Death** (Afterlife Beliefs, Near Death Experiences, Parapsychology)

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.

For further information, come and speak to **John McCloskey** in Room C2 or email jmccloskey442@c2ken.net or **Roseanna McGill** in Room C1 or email rmcgill298@c2ken.net

PHYSICAL EDUCATION

Examination Board – CCEA

AIMS OF THE COURSE

- 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:

- 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 FOR SUCCESS:

- 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

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 | • Event Management | • Swimming |
| • Archery | • Fitness Testing | • Rock Climbing |
| • Association Football | • Gaelic Football | • Rowing or Sculling |
| • Athletics | • Golf | • Rugby Union |
| • Badminton | • Gymnastics | • Sailing |
| • Basketball | • Handball | • Skiing |
| • Boccia | • Hillwalking | • Squash |
| • Camogie | • Hockey | • Swimming |
| • Canoeing/Kayaking | • Hurling | • Table Tennis |
| • Cricket | • Ice Hockey | • Tennis |
| • Cross Country | • Ice Skating | • Trampoline |
| • Cycling | • Lifesaving | • Volleyball |
| • Dance | • Martial Art (fencing, Judo, Ju-Jitsu, Karate, Taekwon-do) | • Water Polo |
| • Diving | • Netball | • Weightlifting |
| • Equestrian (dressage/games/show jumping/working hunter) | • Orienteering | • Wheelchair Basketball |
| | • Personal Survival | • 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%

To find out more, please talk to Barry Dagen or Jacinta Doyle or email bdagen319@c2ken.net, jdoyle479@c2ken.net

TECHNOLOGY AND DESIGN

Examination Board - CCEA

Technology and 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.

COURSE OUTLINE

GCSE in Technology & Design 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 cover core subject matter that involves conceptual thinking, theoretical and practical application of knowledge and most importantly applying all of this towards a need. Through the design and manufacturing coursework, you will learn problem solving, computer skills through research, CAD, 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 CAN SUCCESS TAKE YOU?

Careers in technology and design 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