

QUALITY | CHARACTER | CARE

GCSE OPTIONS BOOKLET

2025 - 2026

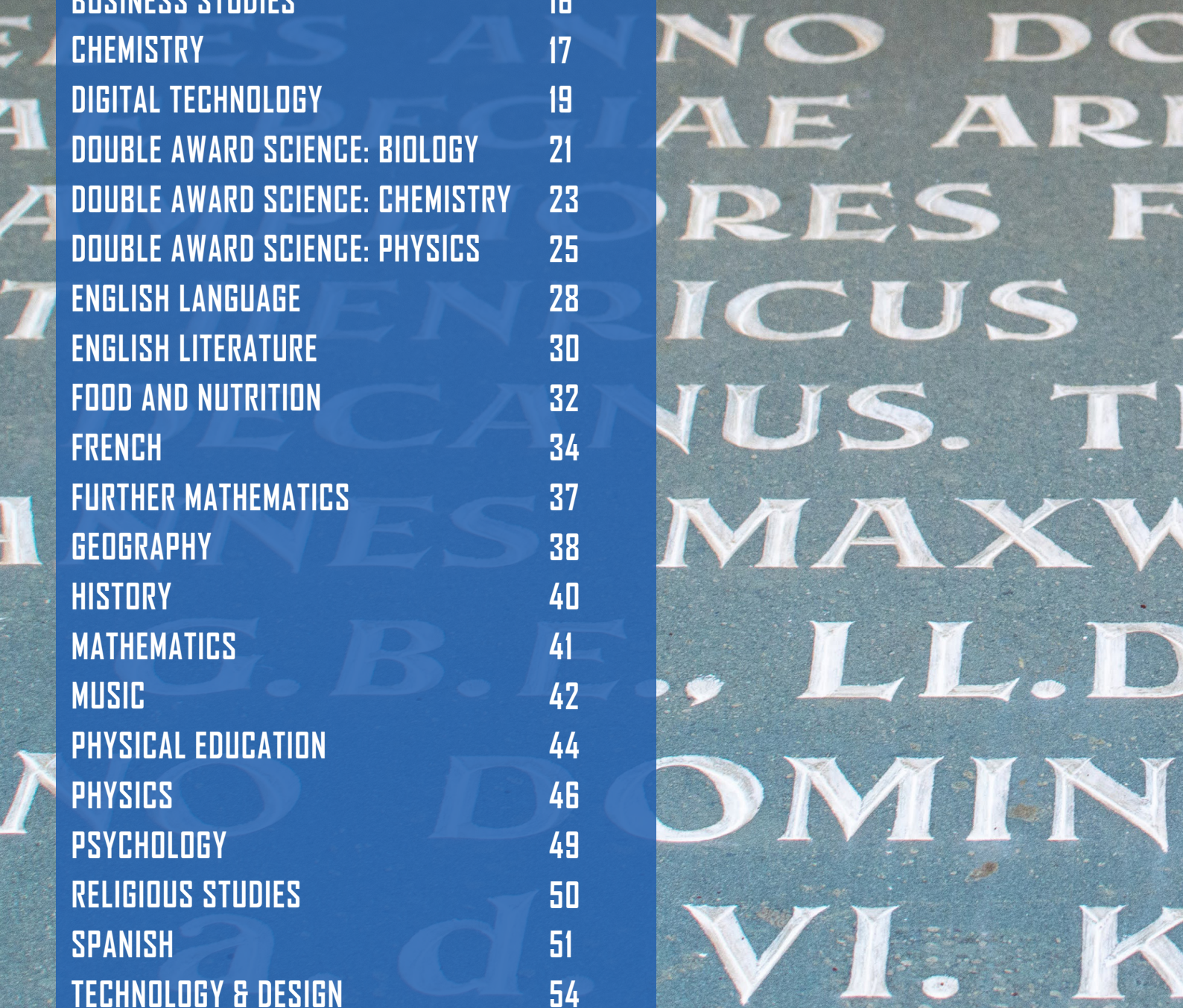


THE ROYAL SCHOOL ARMAGH

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INTRODUCTION

Welcome to the Royal School's Subject Options Guide, an essential guide to assist you in navigating your GCSE subject choices as you embark on Key Stage 4.

Careful thought and consideration is essential to ensure you choose the subjects which align with your individual strengths, interests, and future aspirations. As you consider the options available to you, think about your academic strengths and your career goals. Make sure you seek advice from teachers, mentors, and family members who can provide valuable insights based on their experiences.

Within the Royal School's curriculum, you will find a mix of mandatory and optional GCSE subjects. Essential subjects such as English, Learning for Life and Work, Mathematics, and Religious Studies are integral to every pupil's academic journey. Our range of optional GCSE subjects offer flexibility, enabling you to choose four or six subjects. In addition, you will choose either Double Award Science or a minimum of one science subject.

MAKING YOUR SUBJECT CHOICES

When choosing your GCSE subjects, it is crucial to base your decisions on your personal interests, aptitudes, and career aspirations. Below is some advice to help guide your choices:

- 1. Explore Your Interests:** Take the time to identify subjects that genuinely interest you. Consider what you enjoy learning about and what activities or topics captivate your attention. This should be the primary factor influencing your choices.
- 2. Skills and Strengths:** Reflect on your academic strengths and the skills you want to develop. Choose subjects that align with your natural abilities and provide opportunities for growth. This will ensure a more fulfilling and successful academic experience.
- 3. Future Career Goals:** Research potential career paths and the subjects required for those university courses you are interested in – it's not too early! Base your choices on the subjects that will best prepare you for your desired career.
- 4. Seek Guidance:** Talk to teachers, careers advisors, and professionals in the fields you're interested in. Their insights can provide valuable information about the skills and subjects relevant to specific careers, helping you make informed decisions.
- 5. Ignore Stereotypes:** Recognise and challenge gender stereotypes. Subjects should not be limited by expectations based on gender. Be open-minded, and choose subjects based on your passion and ability rather than conforming to narrow stereotypes.
- 6. Open doors:** Make choices which enable you to keep open pathways you might want to take in the future at A Level.
- 7. Clear focus:** Don't be put off by unhelpful things others say about your choices – it's your future.

QUESTIONS TO ASK

YOUR TEACHERS



Here are some questions you might find useful when speaking with your teachers:

What is the extent of required reading?

To what extent is writing involved?

How much Controlled Assessment is part of the course?

Will there be a need to research independently?

What practical skills are emphasised?

How much lab work or fieldwork is included in the course?

CONTROLLED ASSESSMENT

OVERVIEW



The current GCSE courses contain an element of coursework that contributes significantly to the overall grade attained; therefore, adequate time has to be assigned to the process. The manner in which each subject conducts the coursework differs; however, there are set formats that have to be followed in terms of how much control has to be exercised in the various phases of the procedure. A detailed outline of coursework in each subject and the levels of control required at a given stage are outlined in the following pages.

Controlled coursework is an ongoing process that takes place over an extended period of time. It is designed to test the ability of a student to plan, investigate, analyse and conclude. The primary aim is to allow the student an opportunity to submit a report on a topic (or topics) that affords them the opportunity to display a deep and detailed level of knowledge and understanding. In addition, it encompasses key skills in communication, Numeracy and IT that underpin the production of a substantive account.

Due to the nature of the process it is essential that attendance is maintained throughout the period allotted to coursework. Details of coursework will be sent out at the appropriate time and have to be treated in the same way as examinations taken at the end of the course.

The information contained in the is booklet outlines the coursework timings (see calendar) and the levels of control applied at various times in the process (see Controlled Assessment Overview). There is also a section that outlines the reporting and meeting schedule during the two-year programme. The vast majority of the information contained in the booklet deal with the individual subjects and the manner in which they deliver the course. In this respect there are sections on course content; teaching schedule by topics, assessment and resources (including links to website and documents).

Please note:

- Maths and Religious Studies courses do not have a controlled coursework component.
- Substantial changes are taking place in secondary education in England that could have an important impact in Northern Ireland, particularly if the examination board for a subject is based in England. Also, secondary qualifications at GCSE and Advanced Level are being reviewed in Northern Ireland. Whilst these initiatives should have no impact on the GCSE courses, there is always a remote possibility that minor changes could occur which would ultimately alter some of the information in this booklet.
- There will be a day dedicated to revision skills at the start of Year 12. Traditionally this has taken place at the end of September or the start of October.

If you need any help, advice or guidance it is best to contact the class teacher of the Head of Department in the first instance.

CONTROLLED ASSESSMENT

OVERVIEW



Controlled assessment is a new approach for those GCSE subjects which require internal assessment. It is a tightening of the circumstances in which candidates, over a period of time, complete those aspects of the subject which are usually marked by their teacher. Important processes in coursework, now referred to as 'controlled assessment', relate to:

Setting Tasks

To ensure that tasks are valid and reliable by making them less predictable and formulaic.

Taking Tasks

To control the circumstances under which tasks are taken to address issues of authentication of the work.

Marking Tasks

To ensure high-quality teacher judgements are made when teachers assess candidates' work. For each of the above processes, different levels of control are possible. These are defined as: high, medium, and low/limited.

For example, a high level of control for each process would be very similar to an existing examination. Within any subject, varying levels of control are likely to be required across the three processes. Controlled assessment regulations set out the level of control at each process for individual subjects. The aim is to address issues of authenticity, plagiarism and comparability of process and demand across specifications in the same subject offered by different awarding bodies.

Task Setting Explained

The levels of control for task setting are: high, medium, and low/limited.

A High Level of Control for Task Setting

Examination Board set the task(s).

A Medium Level of Control for Task Setting

Examination Board provide a task(s) that can be adapted by the teacher.

Low/Limited Level of Control for Task Setting

The teacher sets the task(s) according to criteria provided by the Examination Board. Some specifications require teachers to submit the titles to us. There are also some specifications that offer teachers a choice, for example: choose from exemplar tasks provided by us; create a task of choice; or adapt a task provided by us.

To ensure that the tasks continue to set an appropriate challenge, Examination Boards will:

replace the task every year for specifications with 25% controlled assessment; review the task, as a minimum, every two years for specifications with 60% controlled assessment.

CONTROLLED ASSESSMENT

OVERVIEW



Task Taking Explained

The main issue for centres relates to the level of supervision required when candidates are completing their controlled assessment tasks. The level of supervision varies for individual subjects and is defined in each specification.

Formal Supervision (High Level of Control)

With this level of control, candidates' work must be completed under direct supervision. This might be the candidates' teacher or another person nominated by the centre. For most specifications, candidates do not have to complete their work in one sitting, unlike an external examination. Section 6 of each specification details the subject specific requirements. Formal supervision usually happens during the final stages of the work when candidates write up the results of preparatory work or research and present the outcome for assessment. When this takes place over a number of sessions, candidates' work should be collected, stored securely and redistributed as necessary.

Informal Supervision (Medium Level of Control)

With this level of control, candidates can work on their own with some guidance by the teacher. In some subjects, for example art and design, and music, it may be necessary for candidates to complete part of the assessment outside the classroom.

Whatever arrangements are made, the teacher or supervisor must be able to state that what each candidate has presented for assessment is the candidate's own work. This can be assured by close supervision of portfolio work which may have been: started in class and completed in the candidate's own time, or started outside the classroom and completed by the candidate in class.

In either case, the amount of work carried out during class time should be sufficient for the teacher or supervisor to determine each candidate's capability in relation to what is presented for assessment. An analytical discussion with the candidate about his/her work would be one method of ensuring authenticity.

Limited Supervision (Low Level of Control)

With this level of control, candidates undertake work without teacher supervision.

Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment.

Task Marking Explained

Most tasks for individual specifications are marked with a medium level of control. This means that the tasks are internally marked by centres and externally moderated by Examination Boards. There are some tasks within a small number of specifications which are marked with a high level of control. This means that the tasks are marked by the Examination Boards.

AGRICULTURE & LAND USE

EXAMINATION BOARD	CODE
CCEA	0310

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Examination material for Unit 1 (Soils, Crops & Habitats) 25% of GCSE – a 75min exam with content based around plants in N.Ireland and their vital role in Agriculture plus one piece of coursework based on a practical investigation from work in unit 1 worth 20% of GCSE.	Examination material for Unit 2 (Animals on the Land) 25% of GCSE – a 75 min exam with content based on understanding the main commercially kept animals species in Northern.Ireland (farm to fork) plus one piece of coursework based on a research project from work in unit 2 worth 30% of GCSE.

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
Unit 1 GCSE exam taken in June of year 11	Unit 2 GCSE exam taken in June of year 11

COURSE WORK

The first piece of coursework is based on work from Unit 1 and includes a practical investigation. It is worth 20% of the overall GCSE.

The second piece of coursework is based on work from Unit 2 and includes a research project. It is worth 30% of the overall GCSE.

RESOURCES

	Resources
Books	
Websites	http://www.rewardinglearning.org.uk/microsites/agriculture_and_land_use/index.asp https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-agriculture-and-land-use-2019

ART AND DESIGN

EXAMINATION BOARD	CODE
CCEA	3510

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p>Component 1 Part A- Exploratory Portfolio</p> <p>Experimenting in:</p> <ul style="list-style-type: none"> ● Fine Art- drawing and painting, sculpture & print. ● Textiles ● Ceramics ● Graphic design ● Photography ● Moving image or animation ● Digital media ● 3D design <p>At least two areas will be explored.</p> <p>The process and contexts of artists and practitioners will be explored. Students will be expected to link their work to the work of others.</p> <p>The formal visual elements of art & design will be explored and developed, including:</p> <ul style="list-style-type: none"> ● Colour ● Line ● Shape ● Form ● Texture ● Tone ● Pattern <p>Introduction to Part B - Investigating the Creative and Cultural Industries</p>	<p>Completion of Component 1 Part B (as outlined in Y11) Sept- Jan</p> <p>In this unit students will be expected to work like a practising artist, craftsperson, or design. This will mean trailing and developing their work using the relevant materials. For example, if choosing to work in ceramics, students would be expected to plan and develop ideas on paper, carry out research on other ceramic artists. Experiment with clay, test clays and glaze finishes. Produced models and practice pieces cumulating in a final outcome. Students will follow a set brief that they compose.</p> <p>Component 2: Externally Set Assignment Work will be completed in response to a stimulus paper that CCEA release in January of Y12. CCEA will have a set theme which the students will research based on their interests, views and opinions. For example, the set theme for 2025 is 'Inside, Outside, In-Between'. This set theme will inspire and lead the students' work.</p> <p>A period of time will be allocated for preparation work to be completed.</p> <p>A final outcome will also be completed based on the preparation work that has been produced. A</p>

<ol style="list-style-type: none"> 1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response. A response to a design brief or visual arts commission. 2. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment. 	<p>period of 10 hours will be allocated to complete the final outcome, and this will be under exam conditions in the Art Department.</p>
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EXAMINATIONS

<p>Externally Set Assignment – Year 12 80 Marks 40% of the weighting</p>
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COURSE WORK

<p>Component 1 Part A- Exploratory Portfolio – 50 Marks - 25% Part B- Investigating the Creative and Cultural Industries- 70 Marks - 35% Course work is 60% overall of the weighting All work is externally moderated by CCEA</p>
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RESOURCES

	Resources
Books	Extensive Art section in the school library on all areas of Art and Design. Students are strongly encouraged to visit this section regularly.
Websites	www.rewardinglearning.org.uk/microsites/artanddesign/gcse/ <i>Pupils will be directed to other useful websites throughout the course as required.</i>
Google Classroom	Mark schemes plus notes on set tasks and unit completion guides. Externally Set Assignment is also posted. Information on relevant artists.

Pupils should be aware that performing well in GCSE Art & Design requires good key skills and personal discipline. Pupils will be provided with key areas of research and specific tasks throughout the GCSE course. However, pupils are expected, and required to work independently outside of lessons to develop their work and ideas. This enables pupils to produce work personal and creative.

BIOLOGY

EXAMINATION BOARD	CODE
CCEA	1010

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<u>TERM 1</u>	<u>TERM 1</u>
Cells. Photosynthesis and Plants. Nutrition and Health.	Chromosomes, Genes and DNA. Cell Division and Genetics. Reproduction, Fertility and Contraception.
<u>TERM 2</u>	<u>TERM 2</u>
Enzymes and Digestion. Breathing and Respiratory System. Nervous Systems and Hormones.	Applied Genetics. Variation and Selection. Circulatory System. Microbes, Defence Against Disease, Medicine and Drugs.
<u>TERM 3</u>	<u>TERM 3</u>
Ecological Relationships and Energy Flow. Osmosis and Plant Transport.	Revision.
Controlled Assessment (March/April Y12)	

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<ul style="list-style-type: none"> ● Weighting: 35%. ● Foundation Tier: 1 hour 15 minutes. ● Higher Tier: 1 hour 30 minutes. ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge. 	<ul style="list-style-type: none"> ● Weighting: 40%. ● Foundation Tier: 1 hour 30 minutes. ● Higher Tier: 1 hour 45 minutes. ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge.

COURSEWORK

CONTROLLED COURSEWORK

- **Weighting: 25%.**
- Booklet A – Students carry out two externally marked pre-release practicals after Christmas in the final year of study (2hrs)
- Booklet B – External written examination. Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context. (1hr)

RESOURCES

	Resources		
Books	<table><tr><td><u>Textbook:</u> GCSE Biology for CCEA Third edition James Napier/Denmour Boyd Hodder Publications</td><td><u>Revision Guide:</u> GCSE Biology for CCEA James Napier Hodder Publications</td></tr></table>	<u>Textbook:</u> GCSE Biology for CCEA Third edition James Napier/Denmour Boyd Hodder Publications	<u>Revision Guide:</u> GCSE Biology for CCEA James Napier Hodder Publications
<u>Textbook:</u> GCSE Biology for CCEA Third edition James Napier/Denmour Boyd Hodder Publications	<u>Revision Guide:</u> GCSE Biology for CCEA James Napier Hodder Publications		
Websites	<p><u>Specification:</u> http://www.rewardinglearning.org.uk/microsites/biology/gcse/specification/index.asp</p> <p><u>Past papers:</u> http://www.rewardinglearning.org.uk/qualifications/past_papers_gcse.asp</p> <p>Microsite: http://www.rewardinglearning.org.uk/microsites/biology/index.asp</p> <p><u>Controlled Coursework:</u> http://www.rewardinglearning.org.uk/microsites/biology/revision_gcse/controlled_assessment/</p>		
Google Classroom	The course notes, power point presentations, dynamic links and additional resources can be found on the Google Classroom. In addition, there are past papers and mark schemes plus revision notes.		

BUSINESS STUDIES

EXAMINATION BOARD	CODE
CCEA	3210

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Unit 1 Starting a business: <ul style="list-style-type: none"> ● Entrepreneurs ● Business Ownership ● Business Aims ● Marketing ● Production 	Covers unit 2 – Developing a business: <ul style="list-style-type: none"> ● Human resources ● Business Growth ● Finance

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
External examination at the end of Year 11. 40% of grade	External examination at the end of Year 12. 40% of grade

COURSE WORK

<p>Unit 3: 20% of the grade</p> <p>Controlled assessment. Students complete the following:</p> <p>Booklet A: Planning Booklet B: Communicate Findings</p>
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RESOURCES

	Resources
Books	CCEA business studies
Websites	<i>Many websites throughout the year</i>
Google Classroom	

CHEMISTRY

EXAMINATION BOARD	CODE
CCEA	1110

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Atomic Structure Bonding Structures Nanoparticles Symbols, Formula and equations Periodic Table Quantitative Chemistry Acids, Bases and Salts Chemical Analysis Tests for Ions Solubility	Metals and the Reactivity Series Redox, Rusting and Iron Rates of Reaction Equilibrium Organic Chemistry Quantitative Chemistry 2 Electrochemistry Energetics Gas Chemistry

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
Written Paper – 1 hr 15 mins 35% of overall GCSE mark Candidates answer compulsory structured questions that require short responses, extended writing and calculations.	Written Paper - 1hr 30 minutes 40% of overall GCSE mark Candidates answer compulsory structured questions that require short responses, extended writing and calculations.

PRACTICAL EXAM

Booklet A – 2 hours - Worth 7.5% of GCSE mark.
Students carry out two practical tasks in Yr 12.

Booklet B – Written external exam – 1 hour – Worth 17.5% of GCSE mark.
Candidates answer compulsory structured questions that require short responses, extended writing and calculations set in a practical context.

RESOURCES

	Resources
Books	CCEA GCSE Chemistry Textbook and Revision Guide (Revision Guide is available to purchase from Chem department).
Websites	Specification and Support Documents - http://ccea.org.uk/chemistry BBC Bitesize: https://www.bbc.com/education/subjects/zrkw2hv Fuse school: https://www.youtube.com/user/virtualschooluk
Google classroom	The course notes, power point presentations, dynamic links and additional resources can be found on google classroom. In addition, there are past papers and mark schemes plus revision notes.

DIGITAL TECHNOLOGY

EXAMINATION BOARD	CODE
CCEA	2650 and 2610

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Unit 1: Digital Technology (Compulsory) <ul style="list-style-type: none"> ● Digital Data ● Software ● Database applications ● Spreadsheet applications ● Computer Hardware ● Network technologies ● Cyberspace and network security ● Cloud computing ● Ethical, legal and environmental impact of digital technology ● Impact of digital technology on employment and health and safety ● Digital applications 	EITHER: (Multimedia route) <i>Digital Authoring Concepts</i> <i>Digital Authoring Practice</i> OR: (Programming route) <i>Digital Development Concepts</i> <i>Digital Development Practice</i>

EXAMINATIONS

<u>PAPER 1</u> - Weighting 30%	<u>PAPER 2</u> - Weighting 40%
Unit 1 (Compulsory – both routes) 1hr	EITHER: (Multimedia route) <i>Digital Authoring Concepts 1.5 hr</i> OR: (Programming route) <i>Digital Development Concepts 1.5 hr</i>

COURSE WORK (Controlled Assessment)

EITHER: (Multimedia route)

Digital Authoring Practice - Weighting 30%

OR: (Programming route)

Digital Development Practice - Weighting 30%

RESOURCES

	Resources
Books	Digital Technology (CCEA)
Websites	<i>As directed by teacher</i>
	See resources on Google Classroom / shared N drive folder

DOUBLE AWARD SCIENCE: BIOLOGY

EXAMINATION BOARD	CODE
CCEA	1370

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<u>TERM 1</u>	<u>TERM 1</u>
Photosynthesis and Plants. Nutrition and Health.	Chromosomes, Genes and DNA. Cell Division and Genetics. Reproduction, Fertility and Contraception.
<u>TERM 2</u>	<u>TERM 2</u>
Enzymes and Digestion. Breathing and Respiratory System. Nervous Systems and Hormones.	Applied Genetics. Variation and Selection. Circulatory System. Microbes, Defence Against Disease, Medicine and Drugs.
<u>TERM 3</u>	<u>TERM 3</u>
Ecological Relationships and Energy Flow. Osmosis and Plant Transport.	Revision.
Controlled Coursework (March/April in Y12).	

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<ul style="list-style-type: none"> ● Weighting: 11%. ● Foundation Tier: 1 hour. ● Higher Tier: 1 hour. ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge. 	<ul style="list-style-type: none"> ● Weighting: 14%. ● Foundation Tier: 1 hour and 15 minutes. ● Higher Tier: 1 hour. ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge.

COURSEWORK

CONTROLLED COURSEWORK

- **Weighting: 25% (Total across the three Sciences)**
- Booklet A – Externally marked. Students carry out one pre-released practical (1hr) in each Science after Christmas in the final year of study.
- Booklet B – External written examination (30 mins). Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics.

RESOURCES

	Resources	
Books	<u>Textbook:</u> GCSE Biology for CCEA Third edition James Napier/Denmour Boyd Hodder Publications	<u>Revision Guide:</u> GCSE Biology for CCEA James Napier Hodder Publications
Websites	<u>Specification:</u> http://www.rewardinglearning.org.uk/microsites/general_science/revise_double_award/specification/index.asp	
	<u>Past papers:</u> http://www.rewardinglearning.org.uk/microsites/general_science/revise_double_award/support/index.asp	
	<u>Microsite:</u> http://www.rewardinglearning.org.uk/microsites/general_science/double_award/	
	<u>Controlled Coursework:</u> http://www.rewardinglearning.org.uk/microsites/biology/revise_gcse_controlled_assessment/	
Google Classroom	The course notes, power point presentations, dynamic links and additional resources can be found on the Google Classroom. In addition, there are past papers and mark schemes plus revision notes.	

DOUBLE AWARD SCIENCE: CHEMISTRY

EXAMINATION BOARD	CODE
CCEA	1370

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Atomic Structure Bonding Structures Nanoparticles Symbols, Formula and equations Periodic Table Quantitative Chemistry Acids, Bases and Salts Chemical Analysis	Metals and the Reactivity Series Redox, Rusting and Iron Rates of Reaction Equilibrium Organic Chemistry Quantitative Chemistry 2 Electrochemistry Energetics Gas Chemistry

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<ul style="list-style-type: none">• Weighting: 11%.• Foundation Tier: 1 hour.• Higher Tier: 1 hour.• Students answer compulsory structured questions that include short responses, extended writing and calculations	<ul style="list-style-type: none">• Weighting: 14%.• Foundation Tier: 1 hour and 15 minutes.• Higher Tier: 1 hour and 15 minutes• Students answer compulsory structured questions that include short responses, extended writing and calculations

COURSEWORK

<u>CONTROLLED COURSEWORK</u>
<ul style="list-style-type: none">• Weighting: 25% (Total across the three Sciences)• Booklet A – Externally marked. Students carry out one pre-released practical (1hr) in each Science after Christmas in the final year of study.• Booklet B – External written examination (30 mins). Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics.

RESOURCES

	Resources
Books	CCEA GCSE Double Award Science Revision Guide – James Napier, Alyn G McFarland and Roy White.
Websites	Specification and Support Documents - https://www.google.co.uk/search?q=ccea+double+award+chemistry&safe=active BBC Bitesize: https://www.bbc.com/education/subjects/zrkw2hv Fuse school: https://www.youtube.com/user/virtualschooluk
Google classroom	The course notes, power point presentations, dynamic links and additional resources can be found on Google Classroom. In addition, there are past papers and mark schemes plus revision notes.

DOUBLE AWARD SCIENCE: PHYSICS

EXAMINATION BOARD	CODE
CCEA	1370

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
TERM 1 Displacement Velocity and acceleration Displacement time graphs and velocity time graphs Forces and Newton's laws Mass Density and weight. Kinetic Theory Heat Transfer Hooks law	TERM 1 Electricity Static Charge and Charge Flow Electric Circuits Resistance, Voltage and Current Energy and Power Electricity in the Home Controlled Coursework (Sept/Oct).
TERM 2 Circular motion Momentum Moments and Centre of Gravity. Energy Forms and Resources Efficiency Work and Power Kinetic and Potential Energy	TERM 2 Magnetism and Electromagnetism Generation and Transmission of Electricity Waves Electromagnetic Waves Reflection and Refraction of Light Dispersion of Light Total Internal Reflection. Lenses
TERM 3 Radioactivity, Structure of the atom and nucleus. Radioactive decay and Half Life Nuclear Fission and Fusion End of Year Examination (May/June). Written Report (June).	TERM 3 The Earth and Universe Solar System Stars The Universe Space Travel and Life on Other Planets Final Examination (May/June).

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<ul style="list-style-type: none"> ● Weighting: 11%. ● Foundation Tier: 1 hour ● Higher Tier: 1 hour ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge. 	<ul style="list-style-type: none"> ● Weighting: 14%. ● Foundation Tier: 1 hour 15 minutes ● Higher Tier: 1 hour 15 minutes. ● An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations that cover knowledge, content, ability to solve problems and apply knowledge

COURSEWORK

<u>CONTROLLED COURSEWORK</u>
<ul style="list-style-type: none"> ● Weighting: 25% (overall – all three sciences) ● Booklet A – 7.5% overall (2.5% Bio, Chem and Phys) ● Students carry out three pre-release practicals (one in each Science) in the final year of study from January onwards. ● There are two tiers of entry – higher and foundation ● Each practical lasts 1 hour. ● Booklet B – 17.5% overall (approx. 5.8% Bio, Chem and Phys) ● External written examination ● Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics. ● There are two tiers of entry – higher and foundation ● Each paper for each Science lasts - 30 mins

RESOURCES

	Resources	
Books	Textbook: GCSE Physics for CCEA Second edition Frank McCauley Ray White Hodder Publications	Revision Guide: GCSE Physics for CCEA Second edition Frank McCauley Ray White Hodder Publications

Websites	<p>Specification: http://www.rewardinglearning.org.uk/microsites/physics/gcse/specification/index.asp</p> <p>Past papers: http://www.rewardinglearning.org.uk/qualifications/past_papers_gcse.asp</p> <p>Microsite: http://www.rewardinglearning.org.uk/microsites/physics/index.asp</p> <p>Controlled Coursework: http://www.rewardinglearning.org.uk/microsites/physics/revised_gcse/controlled_assessment/</p>
Google Classroom/ Shared resources	<p>The course notes, power point presentations, dynamic links and additional resources can be found on the Google Classroom. In addition, there are past papers and mark schemes plus revision notes.</p>

ENGLISH LANGUAGE

EXAMINATION BOARD	CODE
CCEA	GEN 1-4

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p>Students will mostly focus on Paper 1 and will learn how to write accurately (spelling, punctuation and grammar), choose an appropriate writing form and select appropriate vocabulary. They will learn how to express ideas precisely.</p> <p>They will learn how to read and understand texts, recognising the effect of language choices. They will learn how to develop interpretations of writers' ideas. They will learn to evaluate how writers use both linguistic and presentational devices to persuade the reader.</p> <p>Controlled assessment (Spoken Language) will be completed in Year 11.</p> <p>Controlled assessment (speaking and listening) will be introduced.</p> <p>Please note that there may be variations in the order of controlled assessment depending on the CCEA topic allocated to that year group.</p>	<p>Students will focus on Paper 2 and will learn how to write clearly, fluently and imaginatively (if appropriate).</p> <p>They will learn how to organise ideas coherently and how to use sentences for effect.</p> <p>They will learn how to read texts and understand how meaning is constructed. They will learn how to evaluate how texts may be interpreted differently depending on the reader's perspective.</p> <p>Controlled assessment (Written Language) will be completed.</p>

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<p>External Written Examination (Unit 1) 1 hour and 45 mins 30% of overall GCSE mark</p> <p>Students complete 5 tasks</p> <ul style="list-style-type: none"> ● Writing for Purpose and Audience ● Reading to Access Non-fiction and Media Texts <p>Unit 1 will be completed in Year 11 (Summer series) with the possibility to resit in Year 12</p>	<p>External Written Examination (Unit 4) 1 hour and 45 mins 30% of overall GCSE mark</p> <p>Students complete 4 tasks</p> <ul style="list-style-type: none"> ● Personal or Creative Writing ● Reading Literary and Non-fiction Texts

CONTROLLED ASSESSMENT

<ul style="list-style-type: none"> ● Speaking and Listening (Unit 2) 20% of overall CCEA mark ● Studying Written and Spoken Language (Unit 3) 20% of overall CCEA <p>Teacher will mark the tasks and CCEA will moderate the results</p>

ENGLISH LITERATURE

EXAMINATION BOARD	CODE
CCEA	GEL 1-3

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p><u>Students will focus on Paper 1 (The Study of Prose)</u></p> <p><i>Lord of the Flies or Animal Farm</i> and an unseen prose.</p> <p>They will learn how to read and understand a novel and a prose text. They will learn to evaluate relevant textual material including how the author uses narrative techniques, language, structure and form to present ideas, themes, characters and settings.</p> <p><u>Students will also focus on the drama section of Paper 2.</u></p> <p><i>Juno and the Paycock or An Inspector Calls</i></p> <p>They will learn how to read and understand a play and to evaluate relevant textual material including how the dramatist uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings.</p>	<p><u>Students will focus on the poetry section of Paper 2.</u></p> <p>They will learn how to read and understand an anthology of poems and to evaluate relevant textual material. They will learn how to make comparisons and links between the poems and to relate the poems to their social, cultural and historical contexts.</p> <p><u>Students will complete their controlled assessment (Unit 3)</u></p> <p>They will learn how to read and understand a Shakespearean text and to evaluate relevant textual material including how Shakespeare uses dramatic techniques, language, structure and form to present ideas, themes, characters and settings. They will learn how to relate the play to its social, cultural and historical contexts.</p>

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
External Written Paper (Unit 1) 1hr 45 minutes 30% of overall GCSE mark Students should answer two questions: <ul style="list-style-type: none">● one question in Section A● the set question in Section B Unit 1 will be completed in Year 11 (Summer series) with the possibility to resit in Year 12)	External Written Paper (Unit 2) 2 hours 50% of overall GCSE mark Students should answer two questions: <ul style="list-style-type: none">● one question in Section A● the one question in Section B

CONTROLLED ASSESSMENT

The Study of Shakespeare (Unit 3)
20% of overall CCEA mark
Students have up to two hours to complete a written assessment on a Shakespeare play.
Teacher will mark the tasks and CCEA will moderate the results

FOOD AND NUTRITION

EXAMINATION BOARD	CODE
CCEA	G9520

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p><i>Food and Nutrition</i></p> <ul style="list-style-type: none"> ● Food provenance ● Food processing and production ● Food and nutrition for good health ● Energy and nutrients ● Macronutrients ● Micronutrients ● Fibre ● Water ● Nutritional and Dietary Needs ● Priority Health Issues ● Being an effective consumer when shopping for food ● Factors affecting food choice ● Food safety ● Resource management ● Food preparation, cooking and presentation skills. 	<p><i>Food and Nutrition</i></p> <ul style="list-style-type: none"> ● Nutritional and Dietary Needs ● Priority Health Issues <p>Component 2: Practical & Controlled Assessment</p>

EXAMINATIONS

<u>Component 1</u> <u>Food and Nutrition</u>	<u>Component 2</u> <u>Practical Food and Nutrition</u>
<p>External Written 2-hour examination 120 marks 50% of overall GCSE mark Candidates answer all questions:</p> <ul style="list-style-type: none"> ● Multiple-choice questions ● Short and structured questions ● Extended writing questions <p>This is a linear qualification: candidates will sit this assessment at the end of the course (May/June in year 12).</p>	<p>Practical and Controlled Assessment 120 marks 50% of overall GCSE mark Candidates complete one task that involves the following:</p> <ul style="list-style-type: none"> ● Part A: Research and Viewpoints ● Part B: Justification of Choice ● Part C: Planning ● Part D: Practical Activity ● Part E: Evaluation

COURSE WORK

The controlled assessment as highlighted above in Component 2 will be completed at the beginning of Year 12. The task title will be released from CCEA on the 1st of September. Candidates must prepare, cook and present three dishes and accompaniments in a single session of no more than three hours. Candidates will then produce a written task of approximately 3500 words.

RESOURCES

	Resources
Books	CCEA GCSE Home Economics Food and Nutrition textbook My Revision Notes: CCEA GCSE Home Economics: Food and Nutrition
Websites	<p><i>Specification and microsite:</i> https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-food-and-nutrition-2017 Revision material: https://www.bbc.co.uk/bitesize/subjects/zdn9jhv</p>

FRENCH

EXAMINATION BOARD	SUBJECT CODE
CCEA	5650

COURSE OUTLINE

There are three Contexts for Learning and within each context there are four topics which are taught over the two years of the GCSE course:

- Context for Learning 1: Identity, Lifestyle and Culture
 - ❖ MYSELF
 - ❖ SOCIAL MEDIA AND NEW TECHNOLOGY
 - ❖ FREE TIME, LEISURE AND DAILY ROUTINE
 - ❖ CULTURE, CUSTOMS, FESTIVALS AND CELEBRATIONS

- Context for Learning 2: Local, National, International and Global Areas of Interest
 - ❖ TRAVEL AND TOURISM
 - ❖ MY LOCAL AREA AND THE WIDER ENVIRONMENT
 - ❖ SOCIAL AND GLOBAL ISSUES
 - ❖ COMMUNITY INVOLVEMENT

- Context for Learning 3: School Life, Studies and the World of Work
 - ❖ STUDIES AND SCHOOL LIFE
 - ❖ EXTRA CURRICULAR ACTIVITIES
 - ❖ PART-TIME JOBS AND MONEY MANAGEMENT
 - ❖ FUTURE PLANS AND CAREER

These will only be examined by final examination in each of the four skill areas at the end of Year 12 as follows:

EXAMINATIONS

<u>UNIT 1 - Listening</u>	<u>UNIT 2 - Speaking</u>
<p>Examination 25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (35 minutes); and Higher (45 minutes) ● Pupils answer twelve questions, in English and French. Four of these are the same in both tiers. <p>Questions include:</p> <ul style="list-style-type: none"> ● selection ● gap-filling ● answering questions in English ● answering questions in French 	<p>Examination 25% weighting</p> <ul style="list-style-type: none"> ● Teacher-conducted speaking examination (recorded and submitted to CCEA for marking) ● 7-12 minutes (plus 10 minutes preparation time) ● Pupils complete two role-plays and a general conversation on two topics in French. <p>Each role-play lasts up to 2 minutes and each conversation takes up to 4 minutes.</p> <p>Pupils prepare the first conversation topic in advance from the Context for Learning prescribed by CCEA.</p>
<u>UNIT 3 - Reading</u>	<u>UNIT 4 - Writing</u>
<p>Examination 25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (50 minutes); and Higher (1 hour) <p>Pupils answer a variety of questions in English and French. Four of these are the same in both tiers.</p> <p>Questions include:</p> <ul style="list-style-type: none"> ● selection ● gap-filling ● answering questions in English ● answering questions in French ● translating short sentences from French into English 	<p>Examination 25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (1 hour); and Higher (1 hour 15 minutes) <p>Pupils answer four questions. One of these is the same in both tiers.</p> <p>Questions include:</p> <ul style="list-style-type: none"> ● a listing and short phrase task in French (Foundation Tier only) ● short phrase/sentence responses in French (both tiers) ● short responses in French to one or more pieces of text (Higher Tier only)

	<ul style="list-style-type: none"> ● translation of short sentences from English into French (both tiers) ● one structured, extended writing task in French from a choice of three tasks (both tiers)
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RESOURCES

	RESOURCES
Books	<p>Booklets created for each topic</p> <p>CCEA Core Vocabulary</p> <p>CCEA Listening and Reading Past Paper booklets</p> <p>Textbook (each pupil has access to a copy):</p> <ul style="list-style-type: none"> ● AQA GCSE French (<i>Marie-Thérèse Bougard, Jean-Claude Gilles, Oliver Gray, Steve Harrison, Ginny March</i>) Nelson Thornes Ltd. ● Expo (<i>Clive Bell, Rosie McNab</i>) Heinemann
Websites	<p>Specification, Past Papers and Mark Schemes:</p> <p>https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-french-2017</p> <p>Vocabulary and pronunciation practice:</p> <p>www.quizlet.com</p> <p>Grammar and comprehension practice:</p> <p>www.bookwidgets.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/z9dqxnb</p>

Pupils should be aware that doing well in a language at GCSE requires a good grasp of the grammatical rules and a wide knowledge of vocabulary. They will be provided with a list of core vocabulary (as recommended by CCEA) but they should add to this when new items of vocabulary are encountered. They will be regularly tested on their vocabulary and grammatical knowledge, but there is also an onus on them to work independently on expanding their knowledge.

FURTHER MATHEMATICS

EXAMINATION BOARD	CODE
GCEA	2330

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Topics to include; Unit 1 Pure Mathematics Algebra – Simplifying expressions Equations Trigonometry Differentiation Integration Matrices Logarithms Vectors Inequalities	Topics to include; Unit 2 Mechanics Velocity/Time graphs Constant Acceleration Newton's Laws Forces Moments Unit 3 Statistics Measures of central tendency Probability Bivariate Analysis

EXAMINATIONS

<u>May/June Year 11</u>	<u>May/June Year 12</u>
Unit 1 Pure Mathematics	Unit 2 and 3 Mechanics and Statistics
Paper 1 - 2 hour paper with calculator	Paper 1 - 1 hour paper with calculator Paper 2 - 1 hour paper with calculator
50% of overall grade	50% of overall grade

ADDITIONAL OPPORTUNITIES

GCSE Statistics may be available to complete in Year 12 as an additional GCSE if a suitable level in Unit 1 has been achieved. Speak to Mr McClure for information.

RESOURCES

	Resources
Websites	www.ccea.org.uk/mathematics www.corbettmaths.co.uk

GEOGRAPHY

EXAMINATION BOARD	CODE
CCEA	3910

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p>UNIT 1: UNDERSTANDING OUR NATURAL WORLD</p> <p>Theme A: River Environments Theme B: Coastal Environments Theme C: Our Changing Weather and Climate Theme D: The Restless Earth</p> <p>UNIT 3: ASSESSED FIELDWORK</p>	<p>UNIT 2: LIVING IN OUR WORLD</p> <p>Theme A: Population and Migration Theme B: Changing Urban Areas Theme C: Contrasts in World Development Theme D: Managing Our Environment</p>

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>	<u>PAPER 3</u>
<p>Written examination paper on Unit 1. 1 hour 30 minutes Weighting - 40% of the overall GCSE qualification. Four multi-part questions, one on each theme including using resources and extended writing.</p> <p>Examination at end of Year 12.</p>	<p>Written examination paper on Unit 2. 1 hour 30 minutes Weighting - 40% of the overall GCSE qualification. Four multi-part questions, one on each theme including using resources and extended writing.</p> <p>Examination at end of Year 12</p>	<p>Unit 3 Assessed Fieldwork External written examination based on fieldwork 1 hour Weighting - 20% of the overall GCSE qualification</p> <p>Examination at end of Year 11</p>

RESOURCES

	Resources
Books	<i>CCEA GCSE Geography, Third Edition: Henderson, P and Roulston, S</i> <i>CCEA GCSE Geography Revision Guide</i>
Websites	Specification, sample assessment and support materials on the subject microsite: www.ccea.org.uk Geography Microsite: www.ccea.org.uk/geography
Google Classroom	Supplementary material and addition resources available on the Google Classroom

HISTORY

EXAMINATION BOARD	CODE
CCEA	G9462

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Life in Nazi Germany, 1933–45 Changing Relations: Northern Ireland and its Neighbours, 1965 - 98	International Relations, 1945–2003

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
WRITTEN PAPER – 1 HR 45 MINS (60%) SECTION A - Students answer five questions. The paper includes short response questions, structured questions and an essay question. SECTION B - Students answer six questions. The paper includes source-based questions, short response questions and an essay question.	WRITTEN PAPER – 1HR 15 MINS (40%) Students answer six questions. The paper includes source-based questions, a structured question and an essay question.

RESOURCES

	Resources
Books	CCEA GCSE HISTORY (THIRD EDITION) – MADDEN & CLARE
Websites	CCEA http://ccea.org.uk/history/ , BBC BITESIZE https://www.bbc.com/education/examspecs/z3b4v9g
Google Classroom	Additional resources shared with students throughout the year.

MATHEMATICS

EXAMINATION BOARD	CODE
CCEA	2210

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
Number Percentages Algebra – Linear Equations Pythagoras and Trigonometry Algebra – Factorising Circles Area and Volume Algebra – Algebraic fractions Algebra – Quadratics Linear Geometry Finance Statistical measures and diagrams	Indices/Surds Probability Number Algebra – Changing the subject Algebra – Simultaneous equations Proportion Sequences Similarity Circle Geometry Trigonometry in 2D and 3D Inequalities Transformations

EXAMINATIONS

<u>May/June Year 11</u>	<u>Nov Year 12</u>	<u>May/June Year 12</u>
Module M3 or M4	Module M3 or M4	Module M7 or M8
Paper 1 - 2 hour paper with calculator	Paper 1 - 2 hour paper with calculator	Paper 1 – 1 hr 15 mins with calculator Paper 2 – 1hr 15 mins without calculator
45% of overall grade	45% of overall grade	55% of overall grade
Grade is calculated using the best score from M3 or M4 (45%) and the best score from M7 or M8 (55%)		

RESOURCES

	Resources
Websites	www.ccea.org.uk/mathematics www.corbettmaths.co.uk

MUSIC

EXAMINATION BOARD	CODE
CCEA	7010

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p>This is a skills-based course. Students complete all assessments in Year 12, developing skills for all three components from the beginning of Year 11.</p>	
<p>Component 1 - Performing (35%): One piece as a soloist and one as part of an ensemble followed by a brief discussion with a visiting examiner in the Spring of Year 12.</p>	
<p>Component 2 - Composing (30%) Create two pieces of music lasting, in total, between 3 and 6 minutes. To be completed in March of Year 12.</p>	
<p>Component 3 - Listening and Appraising (35%) Students study pieces of music in the following areas: Western Classical Music/Musical Traditions in Ireland/Film Music/Popular Music from 1980-present day. They are assessed in one Listening Examination at the end of Year 12.</p>	

EXAMINATIONS

<u>Paper 1</u>
<p>External written examination: 1 hour 30 minutes Students answer questions based on familiar and unfamiliar music relating to the Areas of Study.</p>

COURSEWORK

<p>Controlled Assessment: Students create two compositions. One is in response to a pre-release stimulus provided by CCEA in September of Year 12 and the other is free choice.</p>

RESOURCES

	Resources
Websites	Specification and support documents Music microsite www.ccea.org.uk Past papers and specimen assessment material

PHYSICAL EDUCATION

EXAMINATION BOARD	CODE
CCEA	7210

COURSE OUTLINE

YEAR 11	YEAR 12
TERM 1	TERM 1
<p>Theory of Component 1- The body at work. Health and lifestyle decisions.</p> <p>Practical- Sport 1 & 2</p>	<p>Theory of component 1- The Active Leisure Industry. Event Management.</p> <p>Theory of component 2- Developing physical fitness for performance. Developing skilled performance.</p> <p>Practical- Analysis and evaluation of performance. Complete Component 3a & 3b</p>
TERM 2	TERM 2
<p>Theory of component 1- Developing physical fitness for performance. Principle of Training. Diet, sleep, drugs</p> <p>Practical- Sport 3 & 4</p>	<p>As above- complete all practical sections for external moderation of component 3a & 3B Revision topics - Component 1 & 2</p>
TERM 3	TERM 3
<p>Theory of component 1- Key Influences That Impact Participation in Physical Activities. Risk Assessment.</p> <p>Practical- Sport 5</p>	<p>Revision topics - Component 1 &</p>

EXAMINATION

PAPER 1 - Component 1

- **Weighting: 25%**
- Time: 1 ¼ hours
- Year 12 (May)
- An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers and extended writing that cover knowledge, content and apply knowledge.

PAPER 2 - Component 2

- **Weighting: 25%**
- Time: 1 ¼ hours
- Year 12 (May/ June):
- An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers and extended writing that cover knowledge, content and apply knowledge.

CONTINUOUS CONTROLLED ASSESSMENT

CONTROLLED COURSEWORK- PRACTICAL AND ORAL

- **Component 3-**
- **Individual Performances in Physical Activities and Sports- worth 50%.** Broken down into 2 components, which must be completed before March in Year 12-
A) **Practical/ Event Manager- three sports** (a mix of individual and team sports) to be performed to a competent level. Only one of these, maximum, will be allowed to be done outside school, where the activity is not taught at RSA. The other 2-3 must be done in school. One of these can be done by event management of a sport.
B) **Sports Analysis** - The other component is analyse in detail and evaluate performance of self or another to improve performance. Evaluations to be provided orally.

RESOURCES

	RESOURCES
Books	Physical Education for CCEA GCSE, second edition (Derek Prentice, Colourpoint)
Websites	Specification http://ccea.org.uk/key-stage-4/gcse/subjects/gcse-physical-education-2017
Google Classroom	Copy of all booklets and Powerpoints

PHYSICS

EXAMINATION BOARD	CODE
CCEA	1210

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
TERM 1 Displacement Velocity and acceleration Displacement time graphs and velocity time graphs Forces and Newton's laws Mass Density and weight. Kinetic Theory Heat Transfer Hooks law	TERM 1 Electricity Static Charge and Charge Flow Electric Circuits Resistance, Voltage and Current Energy and Power Electricity in the Home Controlled Coursework (Sept/Oct).
TERM 2 Circular motion Momentum Moments and Centre of Gravity. Energy Forms and Resources Efficiency Work and Power Kinetic and Potential Energy	TERM 2 Magnetism and Electromagnetism Generation and Transmission of Electricity Waves Electromagnetic Waves Reflection and Refraction of Light Dispersion of Light Total Internal Reflection. Lenses
TERM 3 Radioactivity, Structure of the atom and nucleus. Radioactive decay and Half Life Nuclear Fission and Fusion End of Year Examination (May/June). Written Report (June).	TERM 3 The Earth and Universe Solar System Stars The Universe Space Travel and Life on Other Planets Final Examination (May/June).

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins Weighting 37.5%	External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins Weighting 37.5%

Unit 3

<u>Practical Skills</u>
Booklet A Weighting 7.5% Externally marked Students carry out two pre-release practicals in their final year of study. Foundation and Higher Tiers: 2 hours 7.5% Between 1 January and 1 May
Booklet B Weighting 17.5% External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context. Foundation Tier: 1 hour Higher Tier: 1 hour 15 minutes

RESOURCES

	Resources
Books	<p>Textbook: GCSE Physics for CCEA Second edition Frank McCauley Ray White Hodder Publications</p> <p>Revision Guide: GCSE Physics for CCEA Second edition Frank McCauley Ray White Hodder Publications</p>
Websites	<p>Specification: http://www.rewardinglearning.org.uk/microsites/physics/gcse/specification/index.asp</p> <p>Past papers: http://www.rewardinglearning.org.uk/qualifications/past_papers_gcse.asp</p> <p>Microsite: http://www.rewardinglearning.org.uk/microsites/physics/index.asp</p> <p>Controlled Coursework: http://www.rewardinglearning.org.uk/microsites/physics/revised_gcse/controlled_assessment/</p>
Google Classroom / Shared Resources	<p>The course notes, power point presentations, dynamic links and additional resources can be found on the Google Classroom. In addition, there are past papers and mark schemes plus revision notes.</p>

PSYCHOLOGY

EXAMINATION BOARD	CODE
AQA	8182

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<i>COGNITION AND BEHAVIOUR</i> Memory Perception Development Research Methods	<i>SOCIAL CONTEXT AND BEHAVIOUR</i> Social Influence Language, Thought and Communication Brain and neuropsychology Psychological problems

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
Written paper lasting 1hr 45 minutes 100 marks or 50% of overall GCSE mark Candidates answer all questions: <ul style="list-style-type: none"> ● multiple choice ● short answer ● extended writing 	Written paper lasting 1hr 45 minutes 100 marks or 50% of overall GCSE mark Candidates answer all questions: <ul style="list-style-type: none"> ● multiple choice ● short answer ● extended writing

This course is graded from 9 – 1. It is a two-year linear course which means that all examinations are sat at the end of Year 12.

RESOURCES

	Resources
Books	www.illuminate.digital/aqapsychgcse AQA Psychology for GCSE - Cara Flanagan (Illuminate Publishing). Pupils have access to a digital copy.
Websites	Specification and support documents: http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182 Past papers: http://www.aqa.org.uk/subjects/psychology
Google Classroom/ Google sites	The course notes, dynamic links and additional resources can be found on the Google Classroom and class Google Site. In addition, resource booklets and revision booklets are given for each unit of the course.

RELIGIOUS STUDIES

EXAMINATION BOARD	CODE
CCEA	4610

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p>CHRISTIANITY THROUGH A STUDY OF THE GOSPEL OF MATTHEW</p> <p>The Identity of Jesus Jesus the Miracle worker The kingdom of God The death and resurrection of Jesus The role and nature of Christian discipleship</p>	<p>AN INTRODUCTION TO CHRISTIAN ETHICS</p> <p>Personal and Family Issues Matters of Life and Death Developments in Bioethics Contemporary Issues in Christianity Modern Warfare</p>

EXAMINATIONS

<u>PAPER 1</u>	<u>PAPER 2</u>
<p>Written Paper 1hr 30 minutes 100 marks or 50% of overall GCSE mark Candidates answer all questions:</p> <ul style="list-style-type: none"> ● short answer ● extended writing <p>The GCSE Examination for this module will be taken at the end of Year 12</p>	<p>Written Paper 1hr 30 minutes 100 marks or 50% of overall GCSE mark Candidates answer all questions:</p> <ul style="list-style-type: none"> ● short answer ● extended writing <p>The GCSE Examination for this module will be taken at the end of Year 12</p>

RESOURCES

	Resources
Books	<p>A Study of the Gospel of Matthew – J Gilbride An Introduction to Christian Ethics – J Gilbride My Revision Notes: CCEA GCSE Religious Studies - An Introduction to Christian Ethics - P McCullough Resource booklets are provided for each unit of the Course</p>
Websites	<p>http://ccea.org.uk/religious_studies/</p>
	<p>GCSE Full Course Religious Studies is a compulsory subject.</p>

SPANISH

EXAMINATION BOARD	SUBJECT CODE
CCEA	5750

COURSE OUTLINE

There are three Contexts for Learning and within each context there are four topics which are taught over the two years of the GCSE course:

- Context for Learning 1: Identity, Lifestyle and Culture
 - ❖ MYSELF
 - ❖ SOCIAL MEDIA AND NEW TECHNOLOGY
 - ❖ FREE TIME, LEISURE AND DAILY ROUTINE
 - ❖ CULTURE, CUSTOMS, FESTIVALS AND CELEBRATIONS

- Context for Learning 2: Local, National, International and Global Areas of Interest
 - ❖ TRAVEL AND TOURISM
 - ❖ MY LOCAL AREA AND THE WIDER ENVIRONMENT
 - ❖ SOCIAL AND GLOBAL ISSUES
 - ❖ COMMUNITY INVOLVEMENT

- Context for Learning 3: School Life, Studies and the World of Work
 - ❖ STUDIES AND SCHOOL LIFE
 - ❖ EXTRA CURRICULAR ACTIVITIES
 - ❖ PART-TIME JOBS AND MONEY MANAGEMENT
 - ❖ FUTURE PLANS AND CAREER

These will only be examined by final examination in each of the four skill areas at the end of Year 12 as follows:

EXAMINATIONS

<u>UNIT 1 – Listening</u>	<u>UNIT 2 - Speaking</u>
<p>Examination</p> <p>25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (35 minutes); and Higher (45 minutes) ● Pupils answer twelve questions, in English and Spanish. Four of these are the same in both tiers. <p>Questions include:</p> <ul style="list-style-type: none"> ● selection ● gap-filling ● answering questions in English ● answering questions in Spanish 	<p>Examination</p> <p>25% weighting</p> <ul style="list-style-type: none"> ● Teacher-conducted speaking examination (recorded and submitted to CCEA for marking) ● 7-12 minutes (plus 10 minutes preparation time) ● Pupils complete two role-plays and a general conversation on two topics in Spanish <p>Each role-play lasts up to 2 minutes and each conversation takes up to 4 minutes.</p> <p>Pupils prepare the first conversation topic in advance from the Context for Learning prescribed by CCEA.</p>
<u>UNIT 3 – Reading</u>	<u>UNIT 4 - Writing</u>
<p>Examination</p> <p>25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (50 minutes); and Higher (1 hour) <p>Pupils answer a variety of questions in English and Spanish. Four of these are the same in both tiers.</p> <p>Questions include:</p> <ul style="list-style-type: none"> ● selection ● gap-filling ● answering questions in English ● answering questions in Spanish ● translating short sentences from Spanish into English 	<p>Examination</p> <p>25% weighting</p> <ul style="list-style-type: none"> ● One externally assessed written paper ● Two tiers of entry: Foundation (1 hour); and Higher (1 hour 15 minutes) <p>Pupils answer four questions. One of these is the same in both tiers.</p> <p>Questions include:</p> <ul style="list-style-type: none"> ● a listing and short phrase task in Spanish (Foundation Tier only) ● short phrase/sentence responses in Spanish (both tiers) ● short responses in Spanish to one or more pieces of text (Higher Tier only) ● translation of short sentences from English into Spanish (both tiers)

	<ul style="list-style-type: none"> ● one structured, extended writing task in Spanish from a choice of three tasks (both tiers)
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RESOURCES

	RESOURCES
Books	Booklets created for each topic CCEA Core Vocabulary CCEA Past Paper Practice Textbook (each pupil has access to a copy): <ul style="list-style-type: none"> ● AQA GCSE Spanish ● John Halksworth, Ana Kolkowska, Libby Mitchell, Fiona Wilson, Nelson Thornes Ltd. Also in class: <ul style="list-style-type: none"> ● Listos 1 ● Listos 2
Websites	Specification, Past Papers and Mark Schemes: https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-spanish-2017 Vocabulary and pronunciation practice: www.quizlet.com Grammar and comprehension practice: www.bookwidgets.com https://www.bbc.co.uk/bitesize/subjects/z4dqxb

Pupils should be aware that doing well in a language at GCSE requires a good grasp of the grammatical rules and a wide knowledge of vocabulary. They will be provided with a list of core vocabulary (as recommended by CCEA) but they should add to this when new items of vocabulary are encountered. They will also be regularly tested on their vocabulary and grammatical knowledge, but there is also an onus on them to work independently on expanding their knowledge.

TECHNOLOGY & DESIGN

EXAMINATION BOARD	CODE
CCEA	8900

COURSE OUTLINE

<u>YEAR 11</u>	<u>YEAR 12</u>
<p><u>TERM 1</u></p> <p>Unit 1 (Core content):</p> <ul style="list-style-type: none"> ● Mechanisms ● Materials and manufacturing ● Safety ● Designing 	<p><u>TERM 1</u></p> <p>Unit 3 (Design and manufacturing project):</p> <ul style="list-style-type: none"> ● Problem analysis ● Research ● Initial ideas ● System development
<p><u>TERM 2</u></p> <p>Unit 1 (Core content):</p> <ul style="list-style-type: none"> ● Electronics ● Pneumatics ● Computer control 	<p><u>TERM 2</u></p> <p>Unit 3 (Design and manufacturing project):</p> <ul style="list-style-type: none"> ● PIC development ● Product development ● Manufacturing ● Testing and evaluation
<p><u>TERM 3</u></p> <p>Unit 2 (Specialism content):</p> <ul style="list-style-type: none"> ● Electronics and microelectronics 	<p><u>TERM 3</u></p> <p>Unit 2 (Specialism content):</p> <ul style="list-style-type: none"> ● Electronics and microelectronics

EXAMINATIONS

<u>Unit 1</u>	<u>Unit 2</u>
<ul style="list-style-type: none">● Core Paper (25%)● 1.5 hours● An externally assessed written examination, consisting of a number of compulsory questions that test students in their knowledge and ability to apply this knowledge to the above topics● Unit 1 will be completed in Year 11 (Summer series) with the possibility to resit in Year 12	<ul style="list-style-type: none">● Specialism Paper (25%)● 1.5 hours● An externally assessed written examination, consisting of a number of compulsory questions that test students in their electronic knowledge and ability to apply this knowledge● Paper 2 will be completed in Year 12 (Summer series)

COURSEWORK

<u>Unit 3</u>
<ul style="list-style-type: none">● Coursework (50%)● Design and manufacturing project will be completed in Year 12 from September until April● Unit 3 is marked and standardised by the RSA Technology staff● This is then moderated by CCEA visiting Moderators

RESOURCES

Books	RSA Booklets
Websites	www.rewardinglearning.org.uk https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-technology-and-design-2017 Past papers and mark schemes are available on this site.



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