



BELFAST HIGH SCHOOL

GCSE
INFORMATION
BOOKLET

February 2017

INDEX

Awarding 2019

Art and Design

Business Studies

Child Development

Classical Civilisation

Computer Science

Electronics

English/English Literature

Geography

History

Home Economics (Food and Nutrition)

IT

Latin

Mathematics and Further Mathematics

Modern Languages (French, German, Spanish)

Music

Physical Education

Religious Studies

Science

Technology and Design

Controlled Assessment

AWARDING 2019

Subjects will be graded as follows:

A* - G

Art and Design
Business Studies
Child Development
English Language
English Literature
French
Geography
German
History
Home Economics
Mathematics and Further Mathematics
Music
Spanish
Religious Studies
Science (DAS, SAS, Biology, Chemistry, Physics)
Technology and Design

9 - 1

Classical Civilisation
Computer Science
Electronics
Latin
Physical Education

Distinction/Merit/Pass

Information Technology

ART AND DESIGN

Head of Department: Miss A Herron

Exam Board: CCEA

Website: www.ccea.org

Component 1

Part A: Exploratory Portfolio 25%

- Controlled assessment
- Internally set and assessed
- Externally moderated

Part B: Investigating the Creative and Cultural Industries 35%

- Internally set and assessed. Teachers set tasks based on examples from a controlled assessment booklet that CCEA provide
- Externally moderated

Component 2

Externally Set Assignment 40%

- Controlled assessment
- Externally set and internally assessed
- CCEA set a stimulus paper that provides a choice of themed starting points
- Externally moderated

BUSINESS STUDIES

Head of Department:	Mrs D Millar
Exam Board:	CCEA
Website:	www.ccea.org.uk/business_studies/ (Information based on draft specification)
Assessment:	20% Controlled Assessment and 80% Examination

General Information

In today's economic climate, Business Studies is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will be involved some way in a business. Business Studies helps you to understand more about how and why businesses operate in the way that they do.

Why study Business Studies?

In studying this course you will:-

- have an understanding of what is happening in the news;
- learn about the perspectives of different stakeholders in business and economic activities;
- understand the changing use of ICT in business and economic activities; and
- gain a knowledge of business that will provide a basis for possible further study

What will I study?

Unit 1 Starting a Business

This unit will cover the 3 following themes.

Business Start Up: You will study how a range of businesses start up and the importance of the role of the entrepreneur. You will also learn about the sources of finance.

Business Operations: You will study the types and methods of production; quality assurance models and health and safety.

Marketing: You will learn about customers' needs and wants. You will study: methods of market research and sampling; competition that a business may face; and the marketing mix (the four Ps – Price, Product, Promotion and Place).

Unit 2 - Developing a Business

This unit will cover the 3 following themes.

Finance: You will have the opportunity to use ratio analysis to interpret final accounts. You will also use management accounting techniques to help you make decisions.

Human Resources: You will learn about recruitment and selection; and developing people through training, motivation and appraisal.

Business Growth: You will study why a business succeeds or fails; and why it may grow. You will also study international business and E-Commerce.

How will I be assessed?

There are 2 external assessments worth 40% each and one controlled assessment worth 20%.

Business Studies theory Unit 1

Unit 1 will be a written examination of 1 hour 30 minutes duration and will have structured questions and extended writing. This examination paper is worth 40% of the overall GCSE qualification.

Business Studies theory Unit 2

The written examination for Unit 2 will be of 1 hour 30 minutes duration and will have structured questions and extended writing. This examination paper is worth 40% of the overall GCSE qualification.

Controlled Assessment Unit 3

- Business Plan - Students complete the following:
- Booklet A, a research task; and
- Booklet B, a structured report-writing task.

You will complete one task from a range of tasks which CCEA will issue to centres. This is worth 20% of the overall GCSE qualification.

How can you find out more?

There are a number of ways that you can find out more about Business Studies. These include:

- Speaking to either Mrs Millar or Mrs Crawford
- Speaking to students who have already studied the subject
- Visiting the CCEA microsite www.ccea.org.uk/business_studies

CHILD DEVELOPMENT

Head of Department:	Mrs M Lorimer
Exam Board:	CCEA
Website:	www.ccea.org.uk
Assessment:	External written examinations: 60% Unit 1 – 30% and Unit 2 – 30% Unit 3 - Investigation Task (Controlled Assessment) Teacher Assessed – 40%

Outline of GCSE Course

The GCSE Child Development Specification is a unitised course. It supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual
- to develop the young person as a contributor to society and
- to develop the young person as a contributor to the economy and environment.

The content of **Unit 1: Parenthood, Pregnancy and the Newborn Baby** includes:

- The family and parental responsibilities
- Reproduction
- Pregnancy
- Diet and lifestyle during pregnancy
- Birth
- The newborn baby
- Feeding the newborn baby

It is assessed externally by a 1 hour 15 minute examination, which carries a weighting of 30%. The examination will include multiple-choice, short and structured questions and extended writing questions.

The content of **Unit 2: The Development of the Child (0-5 years)** includes:

- Dietary needs of the child (0-5 years)
- Child health and education
- Child Development
- Social development
- Physical development
- Intellectual development
- Communication development
- Emotional development

It is assessed externally by a 1 hour 15 minute examination, which carries a weighting of 30%. The examination will include multiple-choice, short and structured questions and extended writing questions.

Unit 3: Investigation Task comprises of Controlled Assessment which is teacher assessed. Students carry out a task that develops transferable skills. They choose ONE task title from a choice of two and research it. They plan and carry out activities to produce an outcome and must evaluate all aspects of the task. CCEA will release new task titles every year. This comes with a weighting of 40%.

The course allows students to progress to A Level Nutrition and Food Science and other related courses at a more advanced level.

CLASSICAL CIVILISATION

Head of Department: Mrs I Bredin

Exam Board: OCR

Website: <http://www.ocr.org.uk/qualifications/gcse-classical-civilisation-j199-from-2017/>

Assessment: 100% Examination

The purpose of GCSE Classical Civilisation is to introduce and develop some knowledge and understanding of the civilisations of the Ancient Greeks and the Romans.

Pupils are given an opportunity to learn about societies which differed from ours in many ways, and yet were very influential in shaping our world. As a result, we should understand our own society better. Many of the skills learnt in History are also important in this subject, particularly the use and evaluation of evidence. Literary skills, similar to those used in English and English Literature, are also taught so that pupils may understand and appreciate classical literature.

Classical Civilisation is a valuable source of background information and a useful complement for those who are studying Latin, as some of the texts studied in both subjects are identical, but it has a much wider appeal: the majority of those who have studied the subject have not been studying a classical language at the same time. Many have chosen Classical Civilisation because they enjoyed the work done in Third Form, and want to continue. The Classics Department trips to Italy and Greece give all pupils in the school the opportunity to see many of the ancient sites studied in their courses. Pupils have also found it very useful for their English and History courses as the Romans and Greek provide the basis for so many elements of literature and historical developments.

The two-year syllabus is made up of two topics, which combine both the literature and history of both the Greeks and Romans. There is no Controlled Assessment. Greek and Latin literature is studied in translation; most of the works set have a story element – Homer's Odyssey (the adventures of Odysseus while returning home after the War at Troy), the mythical origins of Rome, or the Labours of Hercules. The historical topics relate to some aspect of Roman or Greek history, such as life in Mycenae, or the ethical values and religious practices of the Greeks and Romans.

Classical Civilisation at Third Form level is not needed for GCSE, nor is GCSE needed for A level. The subject is open to any pupil with reasonable writing skills, and it tends to appeal particularly to those with an interest in history or literature; pupils find the transition to A level well within their previously acquired skills. Our pupils have an excellent record of winning top marks and places at GCSE and A Level, and they have gone on to study a variety of courses and subjects at university, including Accountancy, Ancient History, Art History, Business Studies, Classical Civilisation, Classics, Computing, Criminology, English, Geography, History, Languages, Law, Politics, Psychology, the Sciences and science-based professions, and Theatre Studies. We use the OCR syllabus for both GCSE and A-level.

COMPUTER SCIENCE

Acting Head of Department:	Mr D Coyles
Exam Board:	EDUQAS
Website:	http://www.eduqas.co.uk/qualifications/computer-science/gcse/
Assessment:	80% Examination and 20% Controlled Assessment

Why study Computer Science?

The WJEC/Eduqas GCSE in Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

Assessment is divided into three units:

1. **Understanding Computer Science (50%)** - 105 minute examination to assess understanding of the theory content of the specification.
2. **Computational Thinking and Programming (30%)** - 2 hour external assessment to assess the practical application of knowledge and understanding through a series of on-screen tasks.
3. **Software Development (20%)** - internally assessed and externally moderated 20 hour controlled assessment to develop a piece of work using programming software following a task brief issued by WJEC/Eduqas. Samples of these can be viewed on the website listed above.

N.B. Any student considering this course must speak to Mr Coyles. In the event of oversubscription preference will be given to students with a strong mathematical background.

ELECTRONICS

Head of Department: Mrs D McNeill

Exam Board: EDUQAS

Web link: <http://www.eduqas.co.uk/qualifications/electronics/gcse/>

Assessment: 80% Examination, 20% Controlled Assessment

This subject extends the knowledge of electronics from KS3 Technology and Design and may suit students who enjoy Technology & Design but do not have strong enough graphical or manufacturing skills to follow this route. You do not have to have studied Technology & Design in Year 10 to choose Electronics as a GCSE subject and you can continue to study this subject or Technology & Design through to AS and A2 level.

Studying GCSE Electronics allows you to:

- Develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electronic circuits involving a wide range of electronic components
- Become more aware of new and emerging technologies
- Develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions

The practical skills developed are important to students going on to further study in electronics, engineering and related subjects, and are transferable to many careers.

Assessment

Unit 1: Discovering Electronics (40%) – External examination - 1 hour 30 minutes

Topics covered: Electronic Systems and subsystems
Circuit Concepts
Resistive components in circuits
Switching Circuits
Applications of Diodes
Combinational Logic Systems

Unit 2: Applications of Electronics (40%) – External examination – 1 hour 30 minutes

Topics covered: Operational amplifiers
Timing Circuits
Sequential Circuits
Interfacing digital to analogue circuits
Control circuits

Unit 3: Electronic System Design and Realisation (20%) – controlled assessment

Each student is required to

- Analyse a problem and derive a design specification
- Develop and test a range of sub-systems
- Develop, realise and test a final physical system
- Evaluate the final system against the design specification and suggest improvements.

The design work is documented in a written report which is then marked and assessed.

Grading – Students will be awarded grades on a scale from 9 to 1, with 9 being the highest grade.

ENGLISH and ENGLISH LITERATURE

Head of Department: Mrs C Woods

Exam Board: CCEA

Website: www.ccea.org.uk/english

Assessment: Language:
60% Examination and 40% Controlled assessment

Literature:
80% Examination and 20% Controlled assessment

English Language (subject to accreditation by CCEA)

Unit 1

Writing for Purpose and Audience, Reading to Access Non-Fiction and Media Texts
External written examination - 1 hour 45 mins, 30%

Unit 2

Speaking and Listening
Controlled Assessment, 20%

Unit 3

Studying Spoken and Written Language
Controlled assessment, 20%

Unit 4

Personal or Creative Writing and Reading Literary and Non-Fiction Texts
External written examination, 1 hour 45 mins, 30%

English Literature

Unit 1 The Study of Prose	External written examination 1 hour 45 mins	30%
Unit 2 The Study of Drama and Poetry	External written examination 2 hours	50%
Unit 3 The Study of Shakespeare	Controlled Assessment 2 hours	20%

GEOGRAPHY

Head of Department:	Dr M Wood
Exam Board:	CCEA
Website:	ccea.org.uk/geography
Assessment:	100% Examination

Why study Geography?

“Simply put, geography is our future. When we look at any issue with the balance and scrutiny that geographical study offers, we move beyond the media hype or political spin. Geography allows us to see the world more clearly.” (Tom Biebrach)

GCSE Geography aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- actively engage in studying geography to develop as effective and independent learners and as critical thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate how these concepts affect our changing world;
- recognise the differences and similarities between people’s views of the world, and its environments, societies and cultures;
- develop and apply their learning to the real world through fieldwork and other learning outside the classroom; and
- gain confidence in making informed decisions about further learning opportunities and career choices.

Course Structure

Unit	Topics	Examination
Unit 1: Understanding Our Natural World	A – River Environments B – Coastal Environments C – Our Changing Weather and Climate D – The Restless Earth	1 hour 30 mins 40% of GCSE
Unit 2: Living in Our World	A – Population and Migration B – Changing Urban Areas C – Contrasts in World Development D – Managing Our Environment	1 hour 30 mins 40% of GCSE
Unit 3: Fieldwork	Students base their answers on their knowledge and experience of fieldwork. Students must bring a fieldwork statement and table of data into the examination.	1 hour 20% of GCSE

Fieldwork

In this unit, students collect geographical data first-hand through fieldwork. Fieldwork is an essential aspect of geography. It involves applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context.

The value of fieldwork goes beyond the aim of collecting primary data. Other key aspects of the investigative process include presenting and analysing results, drawing conclusions and reflecting critically on the process.

Experiencing geographical concepts, processes and issues in the real world can be illuminating for students. They gain new geographical insights and begin to appreciate different perspectives on the world around them.

Students will collect data during a fieldwork excursion to the Curly Burn River, County Derry/Londonderry. They will present their data in table and write a brief statement concerning the aim, hypotheses and location of their investigation. Students will have access to their data table and summary statement in the examination.

Further Information

Further information can be obtained from the CCEA Geography Microsite, the Belfast High School Geography Department web page or from Dr Wood.

HISTORY

Head of Department: Mrs C Fowles

Exam Board: CCEA

Website: <http://ccea.org.uk/history/>

Assessment: 100% examination

Why study History?

Why are we surrounded by American fast food stores? Why is there such a big fuss about the European Union? Why does Northern Ireland continue to face terrorist threats? All of these questions can be answered by studying History. Pupils who study History gain a greater appreciation of the political, social and economic forces which shape the world around them. History also equips pupils with the critical thinking skills they need for success in a wide range of careers, from journalism and the law, to science and technology.

In History you will learn to:

- Analyse and make sense of complex social and political issues
- Use evidence to form logical conclusions
- Express yourself with clarity and precision in speech and writing
- Question the usefulness and reliability of information

Course Structure

Paper One - Worth 60% - 1hr 45 minute examination

1. United States of America, 1920-1933

Learn about:

- American Society during the 'Roaring Twenties'
- The American economic boom, the Wall Street Crash and the Great Depression

2. Changing Relationships: Northern Ireland and its Neighbours 1963-1998

Learn about:

- The Northern Ireland civil rights movement
- The causes and events of the 'Troubles'
- The peace process and the Good Friday Agreement

Paper Two: International Relations 1945-2003

Worth 40% - 1hr 15 minute examination

Learn about:

- The breakdown of cooperation in 1945 – emergence of the Cold War
- International relations during the Cold War – flashpoints such as Cuba, Korea, Vietnam and Afghanistan
- The emergence of the 'war on terror' after 9/11

HOME ECONOMICS (Food and Nutrition)

Head of Department: Mrs M Lorimer

Exam Board: CCEA

Website: www.ccea.org.uk (New Food and Nutrition microsite)

Assessment: External written examination: 50%
Controlled Assessment: 50%

Outline of GCSE Course

The GCSE Food and Nutrition Specification is a linear course. It supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual
- to develop the young person as a contributor to society and
- to develop the young person as a contributor to the economy and environment.

Component 1: Food and Nutrition includes:

- 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

Component 2: Practical Food and Nutrition:

Within this unit, students carry out a task that develops unique transferrable skills. They research the given task title and various viewpoints on it. Students choose and justify a practical activity using a range of criteria. They complete the activity in a single session and evaluate all parts of the task. The task will be released by CCEA on 1st September of Year 12.

Component 1 is assessed externally by a 2 hour examination, with a total of 120 marks. It includes multiple choice, short and structured questions and extended writing questions. Students answer all questions. Quality of Written Communication is assessed in the extended writing. The component weighting is 50%. This will be assessed in Summer of Year 12.

Component 2 comprises of a Controlled Assessment with a total of 120 marks. This will include a practical activity and a written report. It carries a 50% weighting.

This course allows students to progress to A Level Nutrition and Food Science and other subject related courses at a more advanced level.

INFORMATION TECHNOLOGY (IT) - TECHNICAL AWARD

(Subject to ratification by CCEA)

Acting Head of Department: Mr D Coyles

Exam Board: AQA

Website: <http://www.aqa.org.uk/subjects/computer-science-and-it/technical-award/information-technology-3735>

Assessment: 60% Coursework and 40% Examination

The IT Technical Award is a **vocational, GCSE equivalent Level 1/Level 2 qualification** designed to develop learners' knowledge and understanding through the application of knowledge in a work-related context. Learners taking this qualification will study the fundamental aspects of three core IT occupational areas: Creative, Data Management and Technical. They will also study the specific theory and skills required in their chosen occupational area in greater depth, resulting in the creation and evaluation of an IT system.

Learners will gain a range of practical skills in IT. They will choose to develop skills in two of the three occupational areas. They'll then explore one of these occupational areas and focus on the system life cycle to design, create, test and evaluate a solution to an IT problem. Learners will underpin this with fundamental knowledge and understanding of IT including:

- IT systems
- Hardware
- Software
- Networks
- Securing IT systems
- Data and information
- Emerging technologies.

Learners will achieve a qualification that is relevant to the needs of the industry, placing them in a sound position for progression to further study and equipping them with relevant employment skills.

Assessment is divided into three units:

- 1. Practical skills in IT (30%)** – Tasks will cover ten practical skills from two skills groups. The learner will carry out these tasks and provide a portfolio of evidence (Internally assessed).
- 2. Creating IT systems (30%)** - An AQA set task will be provided each year. The learner will address one occupational strand from the task. The learner will carry out this task and provide a portfolio of evidence (Internally assessed).
- 3. Fundamentals of IT (40%)** - Externally assessed written exam lasting 1 hour 30 minutes. A range of question types will be used to allow learners to express their knowledge and understanding as effectively as possible. Some questions will be based on case study prompt material and will test the learner's application of knowledge, whilst others will test recall and understanding.

LATIN

Head of Department:	Mrs I Bredin
Exam Board:	OCR
Website:	www.ocr.org.uk
Assessment:	100% Examination

The GCSE Latin course is a continuation of the Cambridge Latin Course which is studied in Forms 1 – 3. In Books III and IV pupils widen their knowledge of Roman society and the early Roman Empire by translating enjoyable stories about comedy and cruelty, treachery and tragedy involving historical and other realistic characters of the 1st century A.D.

Vocabulary and grammar which have already been learned in Forms 1 - 3 form the basis of GCSE work, and the acquisition of further grammatical knowledge which arises from the stories in Books III, IV and V will raise pupils' skills to GCSE standard.

Pupils will learn to approach language and literature in a sensitive and appreciative way. In addition, the customs, achievements and significance of Roman civilisation will be studied within the texts, enabling pupils to evaluate evidence and draw comparisons between the ancient world and later times. Pupils have found that studying Latin has helped them to improve their English and Modern Languages vocabulary and grammar as well as their literature work.

There is a clear progression to A level Latin, as pupils find the transition well within their previously acquired skills.

There are many careers pathways for pupils who take Latin GCSE. The analytical language skills pupils have acquired allow them to pursue university courses in Classics, the Sciences, Computing, Modern Languages including Russian, History, Ancient History, Accountancy, Archaeology, Mathematics, Medicine, Philosophy, Physiotherapy, Nursing, Veterinary Sciences, Business Courses, Law, Engineering, English, and Political Studies. Several of our pupils have gone on to study Classics at Oxbridge colleges, London and Scottish universities, and Trinity College Dublin.

Pupils taking the subject at GCSE and A Level have achieved much success. In 2005 pupils from Belfast High School gained first place in Northern Ireland at A Level and second place in Northern Ireland at GCSE, under the AQA syllabus. We now use the OCR syllabus, which does not publish placements in their exams.

MATHEMATICS

Head of Department:	Mrs K Sherwin
Exam Board:	CCEA
Website:	www.ccea.org.uk/maths
Assessment:	100% Examination

- A relevant, up-to-date and stimulating course, providing a sound basis for further study of Mathematics and related study at a more advanced level.
- All pupils follow the High Level course in the 2-Tier GCSE which allows students to achieve grades A* to D.
- The course is assessed through two written papers which cover Using and Applying Mathematics, Number, Algebra, Shape, Space & Measures and Handling Data. The Completion paper contains non-calculator work.

Further Mathematics

The Further Mathematics syllabus is intended to broaden the experience of those students who are capable of working beyond the limits of GCSE Mathematics and who are keen to study Mathematics or Physics at A Level.

The course enables pupils to develop mathematical skills by considering and solving problems related to the world around them. It enhances their appreciation of the interrelationship between different areas of mathematics and allows them to gain a greater understanding of the principles on which mathematical topics are based, developing their ability to reason logically, to classify, to generalise and to prove.

Assessment takes the form of two written papers:

Paper 1 covers Pure Mathematics such as algebraic manipulation, matrices, logarithms, trigonometry and calculus.

Paper 2 covers Mechanics and Statistics such as vectors, Newton's Laws, moments, motion of connected bodies, probability, and bivariate analysis.

A limited number of pupils are given the opportunity to study Further Maths as a 10th subject. There is also a class for those who will choose it as one of their 9.

MODERN LANGUAGES (FRENCH, GERMAN, SPANISH)

Heads of Department: Mrs M Patterson (French, German)
Ms A Cochrane (Spanish)

Exam Board: CCEA

A GCSE in a Modern Language helps students to:

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

Areas of Study

Pupils will build on their previous learning at Key Stage 3 and they will study the grammar of the target language. There are three Contexts for Learning:

1. Identity, Lifestyle and Culture - Students' lives, families, homes and interests, and those of others in the target language-speaking countries and communities.
2. Local, National, International and Global Areas of Interest - students' lifestyles and attitudes to environmental, social and global issues, and those of others in the target language-speaking countries and communities.
3. School Life, Studies and the World of Work - Education and employment issues in students' own country or community and in target language-speaking countries and communities.

Examination Format

The revised GCSE Modern Language specifications are divided into 4 units. The Listening, Reading and Writing units are available at both Foundation and Higher Tier, so candidates may be entered for whichever tier is more appropriate. The Speaking unit is untiered.

Unit 1: Listening

External written examination

Students answer twelve questions, in English and the target language. 25%

Unit 2: Speaking

Teacher-conducted speaking examination

7–12 minutes (plus 10 minutes of preparation time). Students complete two role-plays and a general conversation on two topics in the target language. 25%.

Unit 3: Reading

External written examination

Students answer a variety of questions in English and in the target language, as well as translating short sentences from the target language into English. 25%.

Unit 4: Writing

External written examination

Students answer four questions including listing, short phrase/sentence responses, translating short sentences and one extended writing task (from a choice of three) in the target language. 25%

MUSIC

Head of Department:	Mr S Cairns
Exam Board:	CCEA
Website:	www.ccea.org.uk/music
Assessment:	Performance 35% Composing [controlled assessment] 30% Written Examination 35%

Outline of course:

Component 1 - Performing and appraising:

Students will prepare for one solo and one ensemble performance. For solo performance the highest marks are available to students performing music of Grade 4 standard or above. Both performances will last no more than 6 minutes in total and are assessed by a visiting examiner.
Weighting: 35%

Component 2 -Composing and appraising:

Students must create **two** contrasting compositions. One composition will be to a pre-release stimulus and one will be free choice.
Weighting: 30%

Component 2 - Listening and appraising:

External written examination of 1 Hour 30 Minutes
Weighting: 35%

Students will study music from the four compulsory areas of study:

1. Western Classical Music 1600-1910
2. Film Music
3. Musical Traditions of Ireland
4. Popular Music 1980- present day.

Students will work on developing listening and compositional skills in class and will develop performing skills with their individual instrumental/vocal tutors throughout Years 11 and 12.

PHYSICAL EDUCATION

Heads of Department: Miss S Moffett/Mr M Rainey

Exam Board: EDUQAS

Website: <http://www.eduqas.co.uk/qualifications/physical-education/gcse/>

Assessment: 40% Controlled Assessment and 60% Examination

The WJEC Eduqas GCSE Physical Education specification is broad, coherent and practical, designed to encourage pupils to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education Pupils will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Pupils will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Pupils will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Pupils will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

CONTENT

The subject content focuses on 5 key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

All of the subject content can be assessed in Component 1 as part of the written examination and in Component 2 as part of the analysis and evaluation of personal performance.

Components 1 and 2 require learners to demonstrate an understanding of how both qualitative and quantitative data are collected. Learners will also be required to analyse and evaluate data. In Component 2 learners will also have to present data, including tables and graphs, as part of the written performance analysis.

Component 1

Introduction to Physical Education

Written examination: 2 hours, 60% of qualification

Pupils will be assessed through a range of short and extended questions. The questions will be based on stimuli/sources.

Component 2

The active participant in physical education

Non-exam assessment, 40% of qualification

This component is internally assessed and externally moderated.

Pupils will be assessed in **three** different activities in the role of performer in at least **one** individual and **one** team sport.

Pupils will be further assessed through a written analysis and evaluation of their personal performance in **one** of their chosen activities.

Pupils who wish to study PE as a GCSE subject **MUST HAVE**

- Participated regularly and shown an interest in and aptitude for all aspects of PE and Games, including extra-curricular involvement at Key Stage 3.
- **Competed on a regular basis in at least one sporting activity for the school at a high level and will continue to do so for the duration of the course.**
- The ability to perform in other sporting activities to a high standard.

RELIGIOUS STUDIES

Head of Department:	Mrs J Barkley
Exam Board:	CCEA
Website:	www.ccea.org.uk (RS microsite)
Assessment:	100% Examination

Full Course and Short Course 2017– 2019

All pupils study Religious Studies for GCSE apart from a very small number where timetabling is a constraint.

There is no coursework. There is no Controlled Assessment.

Full Course:	5 hours a fortnight
Assessment:	2 externally assessed written papers.

Modules

Year 11 Unit 4 - Christianity through a Study of Matthew's Gospel (text based)

Year 12 Unit 8

An Introduction to Christian Ethics (eg Justice, War and Peace, Crime and Punishment, Bioethics, Euthanasia, Abortion, Religious Diversity and world religions, Equality, Capital Punishment, personal relationships/sexuality). These are all extremely relevant issues for any career path or future study.

Short Course

This is a statutory one hour a fortnight course for those who do not choose Full Course. Pupils study Unit 8 Ethics as above, over 2 years. There is one written paper. As this is half a GCSE, pupils are awarded half points for grades. Due to time constraints, there is a responsibility on the student to work independently.

Careers and Future Study

Humanities AS /A2 subjects which follow on well from GCSE Religious Studies:

Archaeology

Theology

Philosophy

Law

Religious Studies

Classical Civilisation

English

Politics

History

Geography (Environmental Science)

Psychology

Biology (Ethics)

Greek/Latin

Music

Art

NOTE: This subject is very well regarded by Universities and Colleges. We recommend Full Course as a first option with the added benefits of no coursework and no Controlled Assessment.

SCIENCE

Head of Science/Physics
Teacher in Charge of Biology
Teacher in Charge of Chemistry

Dr K Gibson
Mrs C Macpherson
Dr T Bradley

It is compulsory in Belfast High School for all pupils to study Science up to GCSE. The options available are as follows:

DOUBLE AWARD SCIENCE (subject to accreditation by CCEA)

Examination Board **CCEA**

Website **www.ccea.org.uk**

- Worth 2 GCSEs. Pupils will be able to receive two different grades in their double award qualification, such as AB or BC
- 9 periods per two week cycle (3 for each subject)
- Two examinations for each Science taken at the end of Year 12 (75%)
- Three assessed practical tasks will be carried out (one from each subject area) and a practical examination (Unit 7) at the end of Year 12 (25%)
- AS and A2 Science possible if good grades are achieved

Subject Content:

BIOLOGY (DA)

Biology Unit 1: Cells, Living Processes and Biodiversity

Cells; Photosynthesis and Plants; Nutrition and Food Tests; Enzymes and Digestion; Breathing and the Respiratory System; Nervous System and Hormones; Ecological Relationships and Energy Flow.

Biology Unit 2: Body Systems, Genetics, Microorganisms and Health

Osmosis and Plant Transport; Circulatory System; Reproduction, Fertility and Contraception Micro-organisms; Genome, Chromosomes, Genes, DNA and Genetics; Variation and Natural Selection; Health, Disease, Defence Mechanisms and Treatment.

CHEMISTRY (DA)

Chemistry Unit 1 (C1): Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis.

Atomic Structure; Bonding; Structures; Nano Particles; Symbols, Formulae and Equations; The Periodic Table; Quantitative Chemistry; Acids Bases and Salts; Chemical Analysis.

Chemistry Unit 2 (C2): Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry.

Metals and the Reactivity Series; Redox, Rusting and Iron; Rates of Reaction; Equilibrium; Organic Chemistry; Quantitative Chemistry; Electrochemistry; Energy changes in Chemistry; Gas Chemistry.

PHYSICS (DA)

Physics Unit 1 (P1) - Motion, Force, Moments Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion.

Motion; Force; Density and Kinetic Theory; Energy; Atomic and Nuclear Physics.

Physics Unit 2 (P2) - Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

DOUBLE AWARD SCIENCE – Practical Skills Assessment Unit 7

Double Award Science is recommended for those who want to keep the A-level door open but are not sure if they will proceed to A level.

SINGLE SUBJECTS/TRIPLE AWARD eg Biology, Chemistry, Physics
(subject to accreditation by CCEA)

- Worth one GCSE
- Individual grades eg Chemistry A, Biology A, Physics B
- 5 periods per two week cycle of each subject
- AS and A2 definitely possible

BIOLOGY Content

As for Double Award, with some topics extended slightly.

Examination Board **CCEA**
Website **www.ccea.org.uk**

- Three Written Examinations:- Unit 1, 1 hour 15 min (35% of GCSE), Unit 2, 1 hour 30 min (40% of GCSE), Unit 3, 1 hour (17.5% of GCSE). All taken in Year 12.
- Two assessed practical tasks (7.5% of GCSE)

CHEMISTRY Content

As for Double Award with some topics slightly extended.

Examination Board **CCEA**
Website **www.ccea.org.uk**

- Three Written Examinations: Unit 1, 1 hour 15 min (35% of GCSE), Unit 2, 1 hour 30 min (40% of GCSE), Unit 3, 1 hour (17.5% of GCSE). All taken in Year 12.
- Two assessed practical tasks (7.5% of GCSE)

PHYSICS Content

As for Double Award with some topics slightly extended.

Examination Board: **CCEA**
Website **www.ccea.org.uk**

- Three Written Examinations: Unit 1, 1 hour 15 min (35% of GCSE), Unit 2, 1 hour 30 min (40% of GCSE), Unit 3, 1 hour (17.5% of GCSE). All taken in Year 12.
- Two assessed practical tasks (7.5% of GCSE)

Pupils are recommended to take the 3 Sciences to provide a good foundation for AS and A2 sciences.

SINGLE AWARD SCIENCE

- Worth one GCSE
- 5 periods per two week cycle
- AS and A2 not possible
- Four examinations, one for each science taken and one practical paper
- Two assessed practical tasks

Subject content:

BIOLOGY

Biology Unit 1:

Cells, Food and Diet, Chromosomes and Genes, Coordination and Control, Reproductive System, Variation and Adaptation, Disease and Body Defences Ecological Relationships.

CHEMISTRY

Chemistry Unit 2:

Acids, Bases and Salts; Elements, Compounds and Mixtures; Atomic Structure and Periodic Table; Bonding; Materials; Symbols, Formulae and Equations; Qualitative Analysis; Metals and the Reactivity Series; Rates of Reaction; Organic Chemistry

PHYSICS

Physics Unit 3:

Electrical Circuits, Household Electricity, Energy, Electricity Generation, Heat Transfer, Waves, Road Transport and Safety Reducing Reliance on Fossil Fuels, Radioactivity, Earth and Space

PRACTICAL SKILLS Unit 4:

Two assessed practical tasks.

Single Award Science is a General Science GCSE recommended for those pupils who are certain that they will not be continuing with any Science in the future. Pupils should not assume that it is a very easy option.

TECHNOLOGY AND DESIGN

Head of Department: Mrs D McNeill

GCSE Exam Board: CCEA

Web link: www.ccea.org.uk/technology/

Assessment: 50% Examination and 50% Controlled Assessment

This subject continues the work which you have been doing at KS3, increasing your knowledge of systems and control and developing your graphical and manufacturing skills. You do not have to have studied Technology & Design in Year 10 to choose it as a GCSE subject and you can continue to study this subject or Electronics through to AS and A2 level.

Students studying Technology and Design can go on to study in the fields of engineering, medical technology, teaching, design, architecture, graphic design and DTP.

Assessment

Unit 1

Technology and Design Core – External written examination lasting 1 hour 30 minutes. Students answer 10 questions from a core area of study. (Weighting = 25%)

Including the study of:

- Design and communication
- Materials and their characteristics
- Tools and processes
- Manufacturing in wood, metal and plastics
- Smart materials
- Health and safety
- Electronic control systems
- Mechanical control systems
- Pneumatic control systems
- Computer control systems

Unit 2

Electronic and Microelectronic Control Systems Option

External written examination lasting 1 hour and 30 minutes. (Weighting = 25%)

Further study of electronic control systems, microcontrollers and robotics.

Unit 3

Design & Manufacturing Project

Students demonstrate their ability to design and manufacture a product based on one of two themes issued by the examination board. Students have approximately 40 hours to complete this controlled assessment task. (Weighting = 50%)

Grading

Grades are awarded on a scale from A* to G with A* being the highest grade.

CONTROLLED ASSESSMENT

During Key Stage 4 GCSE students, as well as preparing for examinations, will also be completing Controlled Assessments in some of their subjects. Controlled Assessments are formal internal assessments which contribute to the final GCSE result. These will take place within the normal teaching timetable under the supervision of your child's teacher.

It is imperative that your son/daughter attends the scheduled Controlled Assessments and observes all regulations while completing assessments. Belfast High School has to abide by the regulations established by the relevant awarding bodies.

Details of Controlled Assessment can be accessed via the 'Studying at BHS' section of the main school website (www.belfasthigh.co.uk). This contains a summary of Controlled Assessment and, importantly, an overview of Controlled Assessment timings for the current year. I would advise you to access the website on a regular basis. Further information regarding specific Controlled Assessments may be sent out by individual departments as the year progresses.

FREQUENTLY ASKED QUESTIONS

Please consult the School's Controlled Assessment Policy in the Controlled Assessment section of the school website for a comprehensive overview of arrangements, processes and procedures.

What is Controlled Assessment?

It is a formal internal assessment which will count as part of the final GCSE result. Levels of control have been set for each assessment stage (task setting, task taking and task marking) and have been defined by QCA (the Qualification and Curriculum Authority) for all examination boards. Controlled Assessment tasks have a time guidance which should be adhered to.

All examination boards have issued time guidance for the completion of Controlled Assessments. These will be scheduled into class time and therefore attendance is very important. If your child is ill and is likely to miss a Controlled Assessment, it is important that school is notified on the first day of illness using the school absence hotline 028 90 867126.

When will Controlled Assessments be delivered?

Each subject has planned the delivery window or dates when Controlled Assessments in their subject will take place. These have been staggered across the three terms to minimise pressure on your child as much as possible. The calendar can be found in the 'Controlled Assessment' section of the school website. Please note that the Controlled Assessment calendar remains provisional and times may have to be altered if circumstances necessitate this.

Where will Controlled Assessments take place?

Controlled Assessments are designed to take place in school within the normal timetable.

What is the Controlled Assessment process?

The Controlled Assessment process has three stages in each subject:

- task Setting
- task Taking
- task Marking

For each of the above stages, different levels of control are possible. These are defined as High, Medium or Low/Limited

What about the use of ICT and the security of pupils' work?

The use of ICT is at the discretion of each Head of Subject. If ICT use is permitted during Controlled Assessments, pupils are not permitted to access their work between Controlled Assessment sessions. Pupils are not permitted to save work on USB devices and to bring these home. Breaches of these regulations can be interpreted as cheating and pupils will be informed of the possible consequences.