

2024

LECALE TRINITY GRAMMAR

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**KS4  
Guidance  
Booklet**

**10**

# Art and Design

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- actively engage in the creative process of art, craft and design to develop as effective and independent learners;
- become critical and reflective thinkers with enquiring minds;
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products;
- become confident in taking risks and learn from experience when working with ideas, media, materials, processes and technologies;
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills;
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence;
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent;
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures;
- develop an awareness of the different roles and individual work practices found in the creative and cultural industries;
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work;
- demonstrate safe working practices in art, craft and design

Content	Assessment	Weightings
<b>Component 1:</b>	Controlled assessment	60%
<b>Part A: Exploratory Portfolio</b>	Internally set and assessed  Externally moderated	Part A: 25% 50 marks
<b>Part B: Investigating the Creative and Cultural Industries</b>	Internally set and assessed  Teachers set tasks based on examples from a controlled assessment booklet that we provide.  Externally moderated	Part B: 35% 70 marks
<b>Component 2: Externally Set Assignment</b>	Controlled assessment  Externally set and internally assessed  We set a stimulus paper that provides a choice of themed starting points.  Externally moderated	40%  80 marks

CCEA WEBSITE HYPERLINK: ART AND DESIGN

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-art-and-design-2017>

# Business Studies

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop a lifelong interest in and enjoyment of business subjects;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and to make informed judgements;
- develop and apply their knowledge and skills to understand today's business issues in local, national and global contexts;
- appreciate the perspectives of different stakeholders in business-related activities;
- consider the extent to which business activity can be ethical and sustainable; and
- understand the changing use of technology in business.

Content	Assessment	Weightings	Availability
<b>Unit 1: Starting a Business</b> <ul style="list-style-type: none"> <li>• Creating a Business</li> <li>• Marketing</li> <li>• Business Operations</li> </ul>	External written examination  1 hour 30 mins  Short structured questions and extended writing	40%	Summer from 2018
<b>Unit 2: Developing a Business</b> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Business Growth</li> <li>• Finance</li> </ul>	External written examination  1 hour 30 mins  Short structured questions and extended writing	40%	Summer from 2019
<b>Unit 3: Planning a Business (Synoptic)</b> <ul style="list-style-type: none"> <li>• Business Plan</li> </ul>	Controlled assessment  Students complete the following: <ul style="list-style-type: none"> <li>• Booklet A: Planning; and</li> <li>• Booklet B: Communicate Findings.</li> </ul> Teachers mark the task, and we moderate the results.	20%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: BUSINESS STUDIES

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-business-studies-2017>

# Business and Communication Systems

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis for a future role as employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further study.

Content	Assessment	Weightings	Availability
<b>Unit 1: Software Applications for Business</b>	External computer-based examination  2 hours  Students complete tasks using a range of software applications.	40%	Summer from 2018
<b>Unit 2: The Business Environment</b>	External written examination  1 hour  Structured questions	35%	Summer from 2019
<b>Unit 3: Developing Digital Solutions</b>	Controlled assessment  Students project manage and develop a digital solution for a given problem within a business context.  Teachers mark the tasks, and we moderate the results.	25%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: BUSINESS AND COMMUNICATION SYSTEMS

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-business-and-communication-systems-2017>

# Level 2 Business Studies Pearson BTEC



## Course content/ Specification

### Pearson BTEC Level 1/Level 2 First Award in Business

Unit	Mandatory units	Assessment method	GLH
1	Introduction to Business	Internal	30
2	Finance for Business	External	30
3	Enterprise in the Business World	Internal Synoptic	30
<b>Optional specialist units</b>			
4	Promoting a Brand	Internal	30
5	Principles of Customer Service	Internal	30
6	Recruitment, Selection and Employment	Internal	30

PEARSON BTEC WEBSITE HYPERLINK: LEVEL 2 BUSINESS STUDIES

<https://qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification>



# Drama

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop a personal interest in drama and be motivated and inspired by a broad and coherent course of study;
- engage actively in studying drama so they develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- analyse and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- develop skills that provide a basis for progression to employment or further study;
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

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

CCEA WEBSITE HYPERLINK: DRAMA

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-drama-2017>

# English Literature

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- become critical readers of prose, drama and poetry;
- develop the ability to analyse the impact of language, structure and form in a range of texts;
- connect ideas, themes and issues in a range of texts;
- explore contexts and experience different times, cultures, viewpoints and situations in texts;
- read for enjoyment and nurture a lifelong love of literature.

Content	Assessment	Weightings
<p><b>Unit 1:</b> <b>The Study of Prose</b></p>	<p>External written examination</p> <p>Untiered</p> <p>1 hour 45 mins</p> <p>Students answer two questions, one from Section A and the set question in Section B.</p> <p>Section A is closed book.</p>	<p>30%</p>
<p><b>Unit 2:</b> <b>The Study of Drama and Poetry</b></p>	<p>External written examination</p> <p>Untiered</p> <p>2 hours</p> <p>Students answer two questions, one from Section A and one from Section B.</p> <p>Section A is open book. Section B is open book.</p>	<p>50%</p>

Content	Assessment	Weightings
<p><b>Unit 3: The Study of Shakespeare</b></p>	<p>Controlled assessment</p> <p>Untiered</p> <p>2 hours</p> <p>Students complete one task: an extended writing question based on a theme. For the themes for first teaching in September 2017, see Appendix 3.</p> <p>Teachers mark the tasks, and we moderate the results.</p>	<p>20%</p>

CCEA WEBSITE HYPERLINK: ENGLISH LITERATURE

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-english-literature-2017>

# Economics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- actively engage in studying economics to develop as effective and independent learners and reflective thinkers with enquiring minds;
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements;
- apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- understand various stakeholders' perspectives on economic activity;
- explore the moral issues that arise from the environmental impact of economic activity and economic development; and
- recognise that their economic knowledge and skills help them to understand current events and provide a basis for their role as consumers, producers and citizens, and for further study of economics.

Content	Assessment	Weightings	Availability
<b>Basic Economic Ideas</b>  <b>Producing and Consuming</b>  <b>Financial Capability</b>  <b>Managing the Economy</b>	<b>Paper 1</b> External written examination  1 hour 45 mins  Students answer: <ul style="list-style-type: none"> <li>• all three short response questions;</li> <li>• the two short, structured data response questions; and</li> <li>• one extended writing question from a choice of three.</li> </ul>	60%	<b>This is a linear qualification.</b>  <b>Assessment is available each Summer from 2019.</b>
<b>The Global Economy</b>	<b>Paper 2</b> External written examination  1 hour 15 mins  Students answer the two data response questions.	40%	

CCEA WEBSITE HYPERLINK: ECONOMICS

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-economics-2017>

# Geography

CCEA



## Course content/ Specification

This specification 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 their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- 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.



Content	Assessment	Weightings	Availability
<p><b>Unit 1: Understanding Our Natural World</b></p> <p>Theme A: River Environments (25%)</p> <p>Theme B: Coastal Environments (25%)</p> <p>Theme C: Our Changing Weather and Climate (25%)</p> <p>Theme D: The Restless Earth (25%)</p>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>The examination includes four multi-part questions, one on each theme. Students answer all four questions.</p>	40%	Summer from 2018
<p><b>Unit 2: Living in Our World</b></p> <p>Theme A: Population and Migration (25%)</p> <p>Theme B: Changing Urban Areas (25%)</p> <p>Theme C: Contrasts in World Development (25%)</p> <p>Theme D: Managing Our Environment (25%)</p>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>The examination includes four multi-part questions, one on each theme. Students answer all four questions.</p>	40%	Summer from 2018

Content	Assessment	Weightings	Availability
<b>Unit 3: Fieldwork</b>	<p>External written examination</p> <p>1 hour</p> <p>Students base their answers on their knowledge and experience of fieldwork.</p> <p>Students must bring <b>their completed fieldwork booklet (as supplied by CCEA), which includes a fieldwork statement and table of data</b>, into the examination. For more details, see Section 6.3.</p>	20%	Summer from 2019

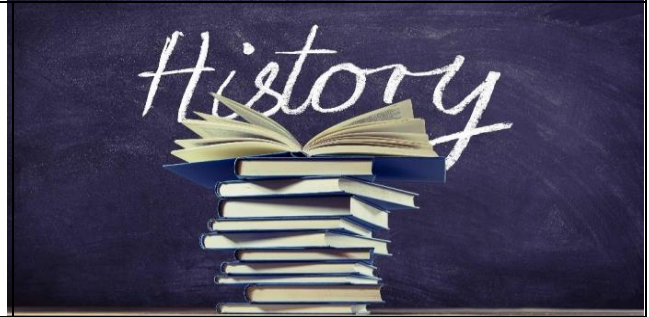
Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK : GEOGRAPHY

<https://cea.org.uk/key-stage-4/gcse/subjects/gcse-geography-2017>

# History

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- be enthusiastic about studying History;
- develop as effective and independent learners with enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to investigate issues critically and to make valid historical claims using a range of sources;
- develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes; and
- develop the ability to effectively communicate historical knowledge and understanding in a range of ways, argue a case, make judgements and reach substantiated conclusions.

Content	Assessment	Weightings	Availability
<p><b>Unit 1</b> <b>Section A: Modern World Studies in Depth</b></p> <p><b>Option 1:</b> <b>Life in Nazi Germany, 1933–45</b></p> <p>or</p> <p><b>Option 2:</b> <b>Life in the United States of America, 1920–33</b></p> <p>and</p> <p><b>Unit 1</b> <b>Section B: Local Study</b></p> <p><b>Option 1:</b> <b>Changing Relations: Northern Ireland and its Neighbours, 1920–49</b></p> <p>or</p> <p><b>Option 2:</b> <b>Changing Relations: Northern Ireland and its Neighbours, 1965–98</b></p>	<p>External written examination</p> <p>1 hour 45 mins</p> <p>There are <b>two</b> sections</p> <p><b>Section A:</b> Students answer <b>five</b> questions. The paper includes short response questions, structured questions and an essay question.</p> <p><b>Section B:</b> Students answer <b>six</b> questions. The paper includes source-based questions, short response questions and an essay question.</p>	60%	Summer from 2018

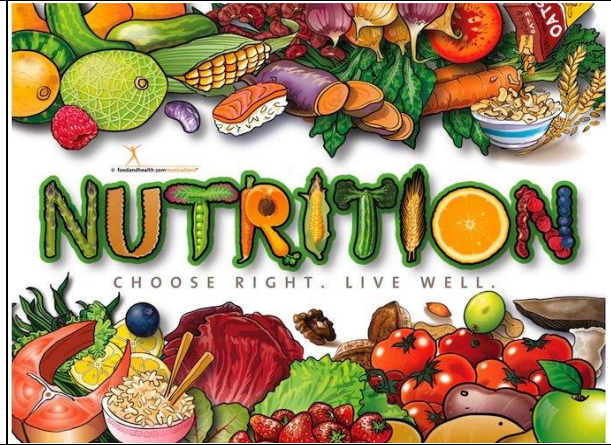
Content	Assessment	Weightings	Availability
<b>Unit 2: Outline Study</b>  <b>International Relations, 1945–2003</b>	External written examination  1 hour 15 mins  Students answer <b>six</b> questions. The paper includes source-based questions, a structured question and an essay question.	40%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: HISTORY

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-history-2017>

# Home Economics: Food Nutrition CCEA



## Course content/ Specification

This specification aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition;
- develop their knowledge and understanding of human needs in a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision making and problem solving;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate decisions so that they develop as informed and discerning consumers;
- develop an interest in and appreciation of the diverse range of food now available; and
- actively engage in studying food and nutrition to develop as effective and independent students.

Content	Assessment	Weightings	Availability
<b>Component 1: Food and Nutrition</b>	<p>External written examination</p> <p>2 hours</p> <p>120 marks</p> <p>The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.</p>	50%	<p><b>This is a linear qualification.</b></p> <p><b>Assessment is available each Summer from 2019.</b></p>
<b>Component 2: Practical Food and Nutrition</b>	<p>Controlled assessment 120 marks</p> <p>Students complete <b>one</b> task that involves the following:</p> <ul style="list-style-type: none"> <li>• Part A: Research and Viewpoints;</li> <li>• Part B: Justification of Choice;</li> <li>• Part C: Planning;</li> <li>• Part D: Practical Activity; and</li> <li>• Part E: Evaluation.</li> </ul> <p>Students present the written report on the task in the required format.</p> <p>Teachers mark the task, and we moderate the results.</p>	50%	<p><b>We will issue the title of the task on 1 September of the academic year in which the award is to be made.</b></p> <p><b>Assessment is available each Summer from 2019.</b></p>

CCEA WEBSITE HYPERLINK: HOME ECONOMICS – FOOD NUTRITION

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-food-and-nutrition-2017>

# Government and Politics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop a lifelong interest in government and politics;
- form their own beliefs about political issues and events and engage with a subject that affects us all on a day-to-day basis;
- consider important political concepts such as power, authority, accountability, who has power and how it is exercised;
- think critically about the political systems in which they live and how they might participate in those systems; and
- develop as effective and independent learners able to analyse and critically evaluate a range of differing viewpoints.



Content	Assessment	Weightings	Availability
<b>Unit 1: Democracy in Action</b>	<p>External written examination</p> <p>One tier of entry</p> <p>1 hour 30 mins</p> <p>There are three sections:</p> <ul style="list-style-type: none"> <li>• <b>Section A</b> includes questions that require short answers, recall and definitions.</li> <li>• <b>Section B</b> includes questions on source material.</li> <li>• <b>Section C</b> includes extended, evaluative questions.</li> </ul>	50%	Summer from 2018
<b>Unit 2: International Politics in Action</b>	<p>External written examination</p> <p>One tier of entry</p> <p>1 hour 30 mins</p> <p>There are three sections:</p> <ul style="list-style-type: none"> <li>• <b>Section A</b> includes questions that require short answers, recall and definitions.</li> <li>• <b>Section B</b> includes questions on source material.</li> <li>• <b>Section C</b> includes extended, evaluative questions.</li> </ul>	50%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: GOVERNMENT AND POLITICS

<https://cea.org.uk/key-stage-4/gcse/subjects/gcse-government-and-politics-2017>



Content	Assessment	Weightings
<b>Unit 1: Personal Development, Health and Well-Being</b>	External written examination  1 hour 30 mins  100 marks  Students answer <b>three</b> questions that require short responses and extended writing.	50%
<b>Unit 2: Working in the Health, Social Care and Early Years Sectors</b>	Controlled assessment  100 marks  Students complete the controlled assessment task.  Teachers mark the task and we moderate the results.	50%

CCEA WEBSITE HYPERLINK: HEALTH AND SOCIAL CARE

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-health-and-social-care-2017>

# Level 2 Information and Creative Technology

Pearson BTEC



## Course content/ Specification

### Pearson BTEC Level 1/Level 2 First Extended Certificate in Information and Creative Technology

Unit	Mandatory units	Assessment method	GLH
1	The Online World	External	30
2	Technology Systems	External	30
3	A Digital Portfolio	Internal	30
<b>Optional specialist units</b>			
4	Creating Digital Animation	Internal	30
5	Creating Digital Audio	Internal	30
6	Creating Digital Graphics	Internal	30
7	Creating Digital Video	Internal	30
8	Mobile Apps Development	Internal	30
9	Spreadsheet Development	Internal	30
10	Database Development	Internal	60
11	Computer Networks	Internal	60
12	Software Development	Internal	60
13	Website Development	Internal	60
14	Installing and Maintaining Computer Hardware	Internal	60
15	Installing and Maintaining Computer Software	Internal	60
16	Automated Computer Systems	Internal	60
17	Multimedia Products Development	Internal	60
18	Computational Thinking	Internal	30
19	Computing in the Workplace	Internal	60
20	Building a Personal Computer	Internal	30
21	A Technology Business	Internal	60
22	Computer Security in Practice	Internal	60

23	Computer Systems Support in Practice	Internal	60	
24	Software Systems Development	Internal	60	
25	IT Work Experience	Internal	30	

PEARSON BTEC WEBSITE HYPERLINK: LEVEL 2 ICT

<https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

# Computer Science

AQA



## Course content/ Specification

This subject content should be taught within a range of realistic contexts based around the major themes in the specification:

- Fundamentals of Algorithms;
- Programming;
- Fundamentals of Data Representation;
- Computer systems;
- Fundamentals of Computer Networks;
- Cyber Security;
- Relational Databases and Structured Query Language (SQL);
- Ethical, Legal and Environmental Impacts of Digital Technology on Wider Society, Including Issues of Privacy.

AQA WEBSITE HYPERLINK: COMPUTER SCIENCE

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance>

# Irish

CCEA

## Course content / Specification

This specification aims to encourage students to:

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Irish;
- develop the confidence to communicate effectively in Irish;
- develop the ability to work independently and with others;
- develop an understanding of Irish in a variety of contexts;
- develop awareness and understanding of Irish-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Content	Assessment	Weightings
<p><b>Unit 1: Listening</b></p>	<p>External written examination with stimulus material in Irish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (35 mins approx.); and</li> <li>• Higher (45 mins approx.).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English; and</li> <li>• answering questions in Irish.</li> </ul>	<p>25%</p>
<p><b>Unit 2: Speaking</b></p>	<p>One teacher-conducted and externally marked speaking examination</p> <p>There is one tier of entry. The test lasts 7½12 minutes, plus 10 minutes of supervised preparation time.</p> <p>Each test includes:</p> <ul style="list-style-type: none"> <li>• two role-plays, both from the same Context for Learning; and</li> <li>• a general conversation on two topics, one from each of the other two Contexts for Learning.</li> </ul> <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes.</p> <p>Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.</p> <p>Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>25%</p>



Content	Assessment	Weightings
<p><b>Unit 3: Reading</b></p>	<p>External written examination with stimulus material in Irish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (50 mins); and</li> <li>• Higher (1 hour).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in Irish; and</li> <li>• translating short sentences from Irish into English.</li> </ul>	<p>25%</p>
<p><b>Unit 4: Writing</b></p>	<p>External written examination</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (1 hour); and</li> <li>• Higher (1 hour 15 mins).</li> </ul> <p>Students answer four questions. One of these is the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• a listing and short phrase task in Irish (Foundation Tier only);</li> <li>• short phrase/sentence responses in Irish (both tiers);</li> <li>• short responses in Irish to one or more pieces of text (Higher Tier only);</li> <li>• translation of short sentences from English into Irish (both tiers); and</li> <li>• one structured, extended writing task in Irish from a choice of three (both tiers).</li> </ul>	<p>25%</p>

# French

CCEA

## Course content / Specification

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of French;
- develop the confidence to communicate effectively in French;
- develop the ability to work independently and with others;
- develop an understanding of French in a variety of contexts;
- develop awareness and understanding of French-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Content	Assessment	Weightings	Availability
<p><b>Unit 1: Listening</b></p>	<p>External written examination with stimulus material in French</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (35 mins approx.); and</li> <li>• Higher (45 mins approx.).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English; and</li> <li>• answering questions in French.</li> </ul>	<p>25%</p>	<p>Summer from 2019</p>
<p><b>Unit 2: Speaking</b></p>	<p>One teacher-conducted and externally marked speaking examination</p> <p>There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time.</p> <p>Each test includes:</p> <ul style="list-style-type: none"> <li>• two role-plays, both from the same Context for Learning; and</li> <li>• a general conversation on two topics, one from each of the other two Contexts for Learning.</li> </ul> <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes.</p> <p>Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.</p> <p>Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>25%</p>	<p>Summer from 2019</p>

Content	Assessment	Weightings	Availability
<p><b>Unit 3: Reading</b></p>	<p>External written examination with stimulus material in French</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (50 mins); and</li> <li>• Higher (1 hour).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in French; and</li> <li>• translating short sentences from French into English.</li> </ul>	<p>25%</p>	<p>Summer from 2018</p>
<p><b>Unit 4: Writing</b></p>	<p>External written examination</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (1 hour); and</li> <li>• Higher (1 hour 15 mins).</li> </ul> <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• a listing and short phrase task in French (Foundation Tier only);</li> <li>• short phrase/sentence responses in French (both tiers);</li> <li>• short responses in French to one or more pieces of text (Higher Tier only);</li> <li>• translation of short sentences from English into French (both tiers); and</li> </ul>	<p>25%</p>	<p>Summer from 2018</p>

	<ul style="list-style-type: none"><li>• one structured, extended writing task in French from a choice of three (both tiers).</li></ul>			
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Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK : FRENCH

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-french-2017>

# Spanish

CCEA



## Course content / Specification

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Spanish;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop an understanding of Spanish in a variety of contexts;
- develop awareness and understanding of Spanish-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Content	Assessment	Weightings	Availability
<p><b>Unit 1: Listening</b></p>	<p>External written examination with stimulus material in Spanish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (35 mins approx.); and</li> <li>• Higher (45 mins approx.).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English; and</li> <li>• answering questions in Spanish.</li> </ul>	<p>25%</p>	<p>Summer from 2019</p>
<p><b>Unit 2: Speaking</b></p>	<p>One teacher-conducted and externally marked speaking examination</p> <p>There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time.</p> <p>Each test includes:</p> <ul style="list-style-type: none"> <li>• two role-plays, both from the same Context for Learning; and</li> <li>• a general conversation on two topics, one from each of the other two Contexts for Learning.</li> </ul> <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes.</p> <p>Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.</p> <p>Teachers must record and authenticate all evidence and submit it to us for marking.</p>	<p>25%</p>	<p>Summer from 2019</p>

Content	Assessment	Weightings	Availability
<p><b>Unit 3: Reading</b></p>	<p>External written examination with stimulus material in Spanish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (50 mins); and</li> <li>• Higher (1 hour).</li> </ul> <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• selection;</li> <li>• gap-filling;</li> <li>• answering questions in English;</li> <li>• answering questions in Spanish; and</li> <li>• translating short sentences from Spanish into English.</li> </ul>	<p>25%</p>	<p>Summer from 2018</p>
<p><b>Unit 4: Writing</b></p>	<p>External written examination</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> <li>• Foundation (1 hour); and</li> <li>• Higher (1 hour 15 mins).</li> </ul> <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> <li>• a listing and short phrase task in Spanish (Foundation Tier only);</li> <li>• short phrase/sentence responses in Spanish (both tiers);</li> <li>• short responses in Spanish to one or more pieces of text (Higher Tier only);</li> <li>• translation of short sentences from English into Spanish (both tiers); and</li> <li>• one structured, extended writing task in Spanish from a choice of three (both tiers).</li> </ul>	<p>25%</p>	<p>Summer from 2018</p>



Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: SPANISH

<https://cea.org.uk/key-stage-4/gcse/subjects/gcse-spanish-2017>

# Learning for Life and Work

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop the skills required to think independently, make informed decisions and take appropriate courses of action in relation to personal, social, economic and employment issues;
- develop a deeper understanding of the impact of change on individuals, society and the economy;
- develop a deeper understanding of the connections between local, national and global issues;
- develop higher-order critical and creative thinking skills;
- develop their ability to work effectively with others;
- develop the knowledge, understanding, skills and confidence to critically challenge accepted views and assumptions;
- develop a critical and analytical approach to problem solving and decision making;
- develop their knowledge, understanding and skills, and progress to further or higher education and employment.

Content	Assessment	Weightings
<b>Unit 1: Local and Global Citizenship</b>	External written examination  60 marks  1 hour  The written paper includes short structured questions and extended writing questions.	20%
<b>Unit 2: Personal Development</b>	External written examination  60 marks  1 hour  The written paper includes short structured questions and extended writing questions.	20%
<b>Unit 3: Employability</b>	External written examination  60 marks  1 hour  The written paper includes short structured questions and extended writing questions.	20%

<p><b>Unit 4: Controlled Assessment Task (Investigation)</b></p>	<p>Controlled assessment</p> <p>100 marks</p> <p>Students complete <b>one</b> task from a choice of three. The task is an investigation on a topic in one of the following:</p> <ol style="list-style-type: none"> <li>1. Local and Global Citizenship;</li> <li>2. Personal Development; or</li> <li>3. Employability.</li> </ol> <p>The task involves the following:</p> <ul style="list-style-type: none"> <li>• Part A: Planning;</li> <li>• Part B: Research;</li> <li>• Part C: Communicating Findings;</li> <li>• Part D: Self-Evaluation; and</li> <li>• Part E: Presentation of Task.</li> </ul> <p>Teachers mark the task, and we moderate the results.</p>	<p>40%</p>
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CCEA WEBSITE HYPERLINK: LEARNING FOR LIFE AND WORK

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-learning-life-and-work-2017>

# Mathematics

CCEA



## Course content/ Specification

**Year 11: Pupils choose one unit from either-**

- Unit M1 or M2- Foundation Tier; or
- Unit M3 or M4- Higher Tier

**Year 12: Pupils choose one unit from either-**

- Unit M5 or M6 Foundation Tier; or
- Unit M7 or M8 Higher Tier

This specification aims to encourage students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences and draw conclusions; and
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Foundation Tier Option 1

Content	Assessment	Weightings	Availability
<b>Unit M1: Foundation Tier</b>	External written examination <b>with</b> calculator  1 hour 45 mins	45%	Summer from 2018 and January from 2019
<b>Unit M5: Foundation Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour</li><li>• Paper 2 <b>with</b> calculator 1 hour</li></ul>	55%	Summer from 2019 and January from 2020

### Foundation Tier Option 2

Content	Assessment	Weightings	Availability
<b>Unit M2: Foundation Tier</b>	External written examination <b>with</b> calculator  1 hour 45 mins	45%	Summer from 2018 and January from 2019
<b>Unit M6: Foundation Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour</li><li>• Paper 2 <b>with</b> calculator 1 hour</li></ul>	55%	Summer from 2019 and January from 2020

### Higher Tier Option 1

Content	Assessment	Weightings	Availability
<b>Unit M3: Higher Tier</b>	External written examination <b>with</b> calculator  2 hours	45%	Summer from 2018 and January from 2019
<b>Unit M7: Higher Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour 15 mins</li><li>• Paper 2 <b>with</b> calculator 1 hour 15 mins</li></ul>	55%	Summer from 2019 and January from 2020

### Higher Tier Option 2

Content	Assessment	Weightings	Availability
<b>Unit M4: Higher Tier</b>	External written examination <b>with</b> calculator  2 hours	45%	Summer from 2018 and January 2019
<b>Unit M8: Higher Tier Completion Test</b>	Two external written examinations: <ul style="list-style-type: none"><li>• Paper 1 <b>without</b> calculator 1 hour 15 mins</li><li>• Paper 2 <b>with</b> calculator 1 hour 15 mins</li></ul>	55%	Summer from 2019 and January from 2020

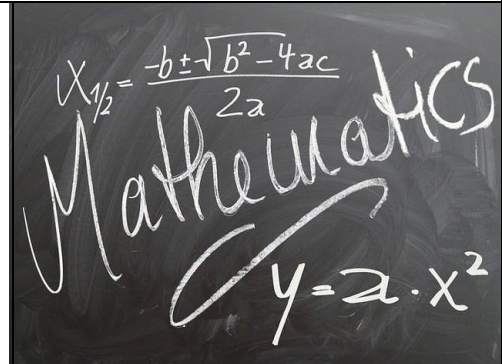
Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: MATHEMATICS

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-mathematics-2017>

# Further Mathematics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to mathematical, everyday and real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend their base in mathematics from which they can progress to:
- higher studies in mathematics; and/or
- studies such as science, geography, technology or business, which contain a significant requirement in mathematics beyond Higher Tier GCSE Mathematics; and
- design and develop mathematical models that allow them to use problem-solving strategies and apply a broader range of mathematics to a variety of situations.



Content	Assessment	Weightings	Availability
<b>Unit 1: Pure Mathematics (Mandatory)</b>	External written examination in the form of a single question-and-answer booklet that includes a formula sheet  2 hours	50%	Summer from 2018
<b>Unit 2: Mechanics (Optional)</b>	External written examination in the form of a single question-and-answer booklet that includes a formula sheet  1 hour	25%	Summer from 2019
<b>Unit 3: Statistics (Optional)</b>	External written examination in the form of a single question-and-answer booklet that includes a formula sheet  1 hour	25%	Summer from 2019
<b>Unit 4: Discrete and Decision Mathematics (Optional)</b>	External written examination in the form of a single question-and-answer booklet  1 hour	25%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

# Statistics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop understanding of the basic concepts of statistical problem solving in a way that encourages confidence and enjoyment of the subject in everyday and real-life situations;
- develop and apply their knowledge, skills and understanding in planning a statistical enquiry;
- develop knowledge of methods that are commonly used to collect statistical data and understanding of difficulties they may encounter when collecting data;
- develop skills of processing, analysing and representing data and understand which techniques are appropriate in particular situations;
- develop their ability to interpret and evaluate the outcomes of a statistical enquiry, thinking critically and communicating their conclusions clearly;
- develop their ability to use appropriate technology to work with data;
- develop understanding of the importance of statistical information to individual citizens and to society as a whole as well as its limitations, including recognising misleading representations and uses of statistics;
- develop understanding of how technology enables the collection, visualisation and analysis of large quantities of data to inform decision-making in a variety of organisations including public, commercial, charitable and academic sectors.

Content	Assessment	Weightings
<p><b>Unit 1</b></p>	<p>External written examination</p> <p>Foundation Tier: 1 hour 30 minutes 80 marks <b>OR</b> Higher Tier: 2 hours 100 marks</p> <p>All questions are compulsory.</p>	<p>50%</p>
<p><b>Unit 2</b></p>	<p>External written examination</p> <p>Foundation Tier: 1 hour 30 mins 80 marks <b>OR</b> Higher Tier: 2 hours 100 marks</p> <p>Some questions are set on the information in the pre-release case study.</p> <p>All questions are compulsory.</p>	<p>50%</p>

CCEA WEBSITE HYPERLINK: STATISTICS

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-statistics-2017>

# Media Studies

AQA



## Course content/ Specification

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework:

- media language;
- media representation;
- media industries;
- media audiences.

Students are required to study media products from all of the following media forms:

- television;
- film;
- radio;
- newspapers;
- magazines;
- advertising and marketing;
- online, social and participatory media;
- video games;
- music video.

AQA WEBSITE HYPERLINK: MEDIA STUDIES

<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/specification-at-a-glance>

# Media Studies

WJEC



## Course content/ Specification

This GCSE Media Studies specification is based on the key concepts for exploring and creating media. The framework is based on four inter-related areas:

- media language: how forms, codes and conventions create meanings
- representation: how the media portray events, issues, individuals and social groups
- media industries: production and distribution
- audiences: how audiences respond to and interact with media products and processes.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three units.

1. Exploring the Media
2. Understanding Television and Film
3. Creating Media

# Music

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- engage actively in studying music;
- develop the knowledge, understanding and skills needed to communicate effectively as musicians, including: - performing skills, individually and in a group, to communicate musically with fluency and control; and - composing skills to organise musical ideas and make use of appropriate resources;
- recognise the interdependence of musical knowledge, understanding and skills and make links between the integrated activities of performing, composing, listening and appraising;
- develop awareness of music technologies and their use in creating and presenting music;
- reflect critically and make personal judgements on their own music and the music of others;
- progress to further study, for example Advanced Subsidiary (AS) and Advanced level (A level);
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers;
- engage with, and extend their appreciation of, the diverse heritage of music to promote personal, social, intellectual and cultural development;
- continue to develop as individuals and as contributors to society, the economy and the environment through active engagement in musical activities.

Content	Assessment	Weightings
<b>Component 1: Performing and Appraising</b>	<p>External examination assessed by a visiting examiner</p> <p>Students present <b>one</b> solo and <b>one</b> ensemble performance.</p> <p>The combined duration of the performances should be no longer than <b>6 minutes</b>.</p> <p>Students discuss and evaluate performances with the visiting examiner.</p> <p>Discussion lasts approximately <b>3 minutes</b>.</p>	<p>Total: 35%</p> <p>Performances: 30%</p> <p>Discussion: 5%</p>
<b>Component 2: Composing</b>	<p>Controlled assessment</p> <p>Students create <b>two</b> compositions. One is in response to a pre-release stimulus and one is free choice.</p> <p>Teachers mark the tasks, and we moderate the results.</p>	30%
<b>Component 3: Listening and Appraising</b>	<p>External written examination</p> <p><b>1 hour 30 minutes</b></p> <p>Students answer questions based on familiar and unfamiliar music relating to the Areas of Study.</p>	35%

CCEA WEBSITE HYPERLINK: MUSIC

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-music-2017>

# Physical Education

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop an appreciation of physical education in a wide range of contexts;
- develop theoretical knowledge and understanding of health and performance to evaluate and improve these in physical activities and sports;
- understand how the physiological and psychological state affects health and performance in physical activities and sports;
- perform efficiently, effectively and consistently in different physical activities and sports by developing their physical fitness, skills and techniques;
- select and use strategies, tactics and/or compositional ideas;
- develop their ability to analyse, evaluate and implement safe, appropriate and effective plans to improve health and performance in physical activities and sports;
- develop knowledge and understanding of the active leisure industry and how it contributes to developing good health and outstanding physical performance;
- develop knowledge and understanding of successful event management and be able to plan active leisure events.



Content	Assessment	Weightings
<b>Component 1: Factors Underpinning Health and Performance</b>	<p>External written examination</p> <p>1 hour 15 mins</p> <p>Students answer short response questions and questions that require extended writing.</p> <p>100 marks</p>	25%
<b>Component 2: Developing Performance</b>	<p>External written examination</p> <p>1 hour 15 mins</p> <p>Students answer short response questions and questions that require extended writing.</p> <p>100 marks</p>	25%
<b>Component 3: Individual Performances in Physical Activities and Sports</b>	<p>Controlled assessment</p> <p>(a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports.</p> <p>Students perform <b>three</b> physical activities and/or sports from the list that we supply.</p> <p>For <b>one</b> physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as an <b>event manager</b>.</p>	50%

		<p>3 × 50 = 150 marks</p> <p>and</p> <p>(b) Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances.</p> <p>50 marks</p>		
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CCEA WEBSITE HYPERLINK: PHYSICAL EDUCATION

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-physical-education-2017>

# Level 2 Sport

Pearson BTEC



## Course content/ Specification

### Pearson BTEC Level 1/Level 2 First Certificate in Sport

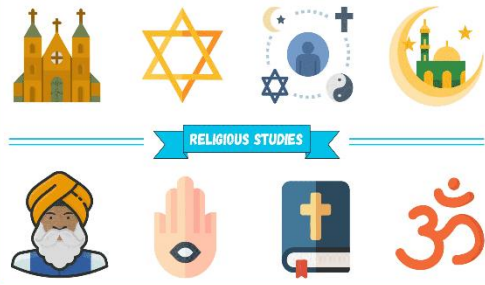
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
<b>Optional specialist units</b>			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30

PEARSON BTEC WEBSITE HYPERLINK: LEVEL 2 SPORT

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

# Religious Studies

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- be inspired, moved and changed by following a broad and worthwhile course of study that will challenge and equip them to lead constructive lives in the modern world;
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world;
- adopt an enquiring, critical and reflective approach to the study of religion;
- reflect on and develop their own values, opinions and attitudes in light of their learning;
- explore religions and beliefs, giving them opportunities to reflect on fundamental questions related to belief, engage with them intellectually and respond personally;
- enhance their spiritual and moral development, and contribute to their health and well-being; and
- enhance their personal, social and cultural development, along with their understanding of different cultures locally, nationally and in the wider world, so they may contribute to social and community cohesion

Content	Assessment	Weightings
<p><b>Unit 1:</b> The Christian Church through a Study of the Catholic Church and the Protestant Church</p> <p><b>Unit 2:</b> The Christian Church with a Focus on EITHER the Catholic Church OR the Protestant Church</p> <p><b>Unit 3:</b> The Revelation of God and the Christian Church</p> <p><b>Unit 4:</b> Christianity through a Study of the Gospel of Matthew</p> <p><b>Unit 5:</b> Christianity through a Study of the Gospel of Mark</p> <p><b>Unit 6:</b> An Introduction to Christian Ethics</p> <p><b>Unit 7:</b> An Introduction to Philosophy of Religion</p> <p><b>Unit 8:</b> Islam</p> <p><b>Unit 9:</b> Judaism</p>	<p><b>Short Course:</b> one external written examination on students' chosen unit lasting 1 hour 30 mins</p> <p><b>Full Course:</b> two external written examinations, one on each of students' chosen units, lasting 1 hour 30 mins each</p>	<p><b>Short Course:</b> written examination worth 100%</p> <p><b>Full Course:</b> each written examination worth 50%</p>

Full Course students complete **two** of the nine units.

Short Course students complete **one** of the nine units.

CCEA WEBSITE HYPERLINK: RELIGIOUS STUDIES

<https://cea.org.uk/key-stage-4/gcse/subjects/gcse-religious-studies-2017>

# Religious Studies

OCN



## Course content/ Specification

The OCN NI Level 2 Certificate in Religious Studies are designed for learners who wish to develop knowledge and understanding in religious studies in order to recognise religious choices people make based around faith practices within different religions in today's society. It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity as they are applied in everyday life situations.

These qualifications provide learners from different religions with opportunities to examine their own faith practices and those of others in the context of the units provided. By continuous assessment through building a portfolio, learners will be more motivated and engaged to successfully complete the qualification.

The OCN NI Level 2 Certificate in Religious Studies has been approved by the Department of Education and added to the NIEFQAN file. This qualification has been awarded points which equates to a Grade B at GCSE.

In order to achieve the Level 2 Certificate learners must complete all units for a total of 15 credits.

# Single Award Science

CCEA



## Course content / Specification

This specification aims to encourage students to:

- develop their knowledge and understanding of the material, physical and living worlds;
- develop their understanding of the nature of science and its applications and the interrelationships between science and society;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Content	Assessment	Weightings	Availability
<b>Unit 1: Biology</b>	External written examination  Foundation and Higher Tiers: 1 hour  Students answer compulsory structured questions that include short responses, extended writing and calculations.	25%	February and November only in 2018  February, <b>Summer</b> and November from 2019
<b>Unit 2: Chemistry</b>	External written examination  Foundation and Higher Tiers: 1 hour  Students answer compulsory structured questions that include short responses, extended writing and calculations.	25%	February and November only in 2018  February, <b>Summer</b> and November from 2019
<b>Unit 3: Physics</b>	External written examination  Foundation and Higher Tiers: 1 hour  Students answer compulsory structured questions that include short responses, extended writing and calculations.	25%	February and November only in 2018  February, <b>Summer</b> and November from 2019



Content	Assessment	Weightings	Availability
<b>Unit 4: Practical Skills</b>	<b>Booklet A</b> Practical skills assessment  Foundation and Higher Tiers: 2 hours  Students carry out two pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study.	7.5%	Between 1 January and 1 May from 2019
	<b>Booklet B</b> External written examination  Foundation Tier: 1 hour Higher Tier: 1 hour 15 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.	17.5%	Summer from 2019

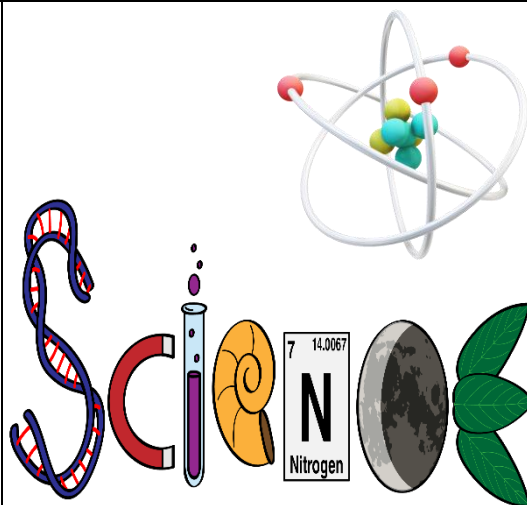
Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: SINGLE AWARD SCIENCE

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-science-single-award-2017>

# Double Award Science

CCEA



## Course content / Specification

This specification aims to encourage students to:

- develop their knowledge and understanding of the material, physical and living worlds;
- develop their understanding of the effects of science on society;
- develop their understanding of the importance of scale in science;
- develop and apply their knowledge and understanding of the nature of science and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk and potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>	<b>Availability</b>
<b>Biology Unit B1: Cells, Living Processes and Biodiversity</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	11%	<p>November, February and Summer</p> <p>From February 2018</p>
<b>Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	11%	<p>November, February and Summer</p> <p>From February 2018</p>
<b>Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour</p>	11%	<p>November, February and Summer</p> <p>From February 2018</p>

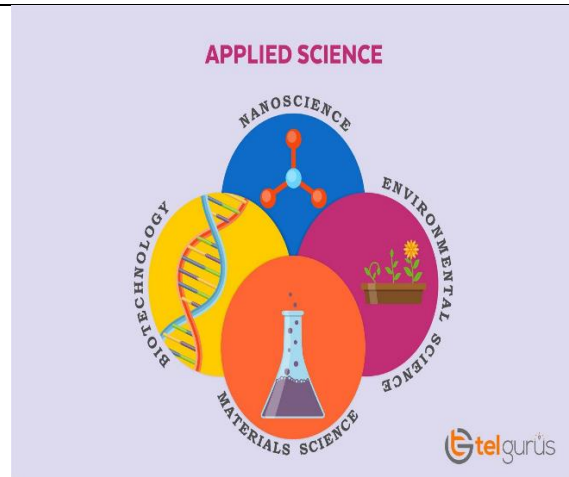
<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>	<b>Availability</b>
<b>Biology Unit B2: Body Systems, Genetics, Microorganisms and Health</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour 15 mins</p>	14%	Summer from 2019
<b>Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour 15 mins</p>	14%	Summer from 2019
<b>Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation and Higher Tiers: 1 hour 15 mins</p>	14%	Summer from 2019

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>	<b>Availability</b>
<b>Unit 7: Practical Skills</b> <b>This comprises Unit 7 Biology, Unit 7 Chemistry and Unit 7 Physics</b>	<b>Booklet A</b>  Externally marked  Students carry out three pre-release practicals (Biology, Chemistry and Physics) in the final year of study.  There are two tiers of entry.  Foundation and Higher Tiers: 3 hours	7.5%	Between 1 January and 1 May from 2019
	<b>Booklet B</b>  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.  Foundation and Higher Tiers total time: 1 hour 30 mins (Biology 30 mins, Chemistry 30 mins and Physics 30 mins)	17.5%           (Unit 7 total: 25%)	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

# Applied Science

## OCN Level 2



### Course content/ Specification

#### Aims and Objectives

The OCN NI Level 2 Certificate and the OCN NI Level 2 Extended Certificate in Applied Science qualifications will provide learners with the opportunity to develop their knowledge, skills and understanding in a range of key concepts within Biology, Chemistry and Physics and builds upon the Key Stage 3 science curriculum.

These qualifications were developed in conjunction with post-primary schools and offer an applied approach to science. They contain mandatory units in Biology, Chemistry and Physics and a range of optional units.

OCN WEBSITE HYPERLINK: Applied Science Level 2

<https://www.ocni.org.uk/qualifications/ocn-ni-level-2-certificate-in-applied-science>

# Biology

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their knowledge and understanding of biology;
- develop their understanding of the effects of biology on society;
- develop an understanding of the importance of scale in biology;
- develop and apply their knowledge and understanding of the nature of science and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>	<b>Availability</b>
<b>Unit 1: Cells, Living Processes and Biodiversity</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p> <p>Foundation and Higher Tiers: 1 hour 15 mins</p>	35%	Summer from 2018
<b>Unit 2: Body Systems, Genetics, Microorganisms and Health</b>	<p>Externally written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations.</p> <p>Foundation and Higher Tiers: 1 hour 30 mins</p>	40%	Summer from 2019
<b>Unit 3: Practical skills</b>	<p><b>Booklet A</b></p> <p>Students carry out two externally marked pre-release practicals in the final year of study.</p> <p>Foundation and Higher Tiers: 2 hours</p>	7.5%	Between 1 January and 1 May each year (beginning in 2019)



Content	Assessment	Weightings	Availability
	<p><b>Booklet B</b></p> <p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context.</p> <p>There are two tiers of entry</p> <p>Foundation and Higher Tiers: 1 hour</p>	17.5%	<p>Every Summer</p> <p>(beginning in 2019)</p>

Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: BIOLOGY

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-biology-2017>

# Chemistry

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their knowledge and understanding of the material world;
- develop their understanding of the effects of chemistry on society;
- develop their understanding of the importance of scale in chemistry;
- develop and apply their knowledge and understanding of the nature of science and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk and potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- develop their ability to evaluate claims based on chemistry through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Content	Assessment	Weightings	Availability
<b>Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation Tier: 1 hour</p> <p>Higher Tier: 1 hour 15 mins</p>	35%	Summer from 2018
<b>Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry</b>	<p>External written examination</p> <p>Students answer compulsory structured questions that require short responses, extended writing and calculations.</p> <p>There are two tiers of entry.</p> <p>Foundation Tier: 1 hour 15 mins</p> <p>Higher Tier: 1 hour 30 mins</p>	40%	Summer from 2019

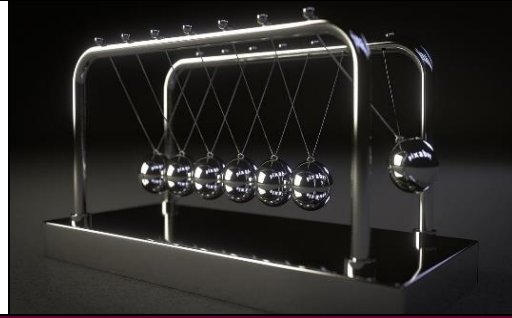
Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: CHEMISTRY

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-chemistry-2017>

# Physics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- appreciate the value of physics in their lives and in the wider world around them;
- develop their knowledge and understanding of physics;
- develop their understanding of the effects of physics on society;
- develop an understanding of the importance of scale in physics;
- develop and apply their knowledge and understanding of the nature of physics and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem- solving skills;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Content	Assessment	Weightings	Availability
<p><b>Unit 1:</b>  <b>Motion, Force, Density and Kinetic Theory, Energy, and Atomic and Nuclear Physics</b></p>	<p>External written examination</p> <p>There are two tiers of entry.</p> <p>Foundation Tier: 1 hour 15 mins</p> <p>Higher Tier: 1 hour 30 mins</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p>	<p>37.5%</p>	<p>Summer from 2018</p>
<p><b>Unit 2:</b>  <b>Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics</b></p>	<p>External written examination</p> <p>There are two tiers of entry.</p> <p>Foundation Tier: 1 hour 15 mins</p> <p>Higher Tier: 1 hour 30 mins</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations.</p>	<p>37.5%</p>	<p>Summer from 2019</p>

Content	Assessment	Weightings	Availability
<b>Unit 3: Practical Skills</b>	<p><b>Booklet A</b></p> <p>Practical skills assessment</p> <p>Externally marked</p> <p>Students carry out two pre-release practical tasks in the final year of study.</p> <p>There are two tiers of entry. Students must take both Booklet A and Booklet B at the same tier.</p> <p>Foundation and Higher Tiers: 2 hours</p>	7.5%	Between 1 January and 1 May from 2019
	<p><b>Booklet B</b></p> <p>External written examination</p> <p>Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context.</p> <p>Foundation Tier: 1 hour</p> <p>Higher Tier: 1 hour 15 mins</p>	17.5%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

CCEA WEBSITE HYPERLINK: PHYSICS

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-physics-2017>

# Occupational Studies

CCEA



## Course content/ Specification

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

Occupational Area	Assessment	Weighting
Business and Services (15 units available)	Internal assessment.	50% for each unit
Construction (8 units available)	Learners complete two units from their chosen occupational area.  They carry out tasks to gather the required assessment evidence in a portfolio for each unit.  Tasks include answering questions, carrying out practical activities and evaluating their own performance.  The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation.	
Design and Creativity (12 units available)		
Engineering and Engineering Services (11 units available)		
Environment and Society (9 units available)		
Technology and Innovation (9 units available)		

CCEA WEBSITE HYPERLINK: OCCUPATIONAL STUDIES

<https://ceca.org.uk/key-stage-4/vocational/subjects/level-1-and-level-2-occupational-studies-2013>



# Technology and Design

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- use imagination and develop skills of creativity and critical analysis through making links between existing solutions, technological knowledge and the principles of good design;
- communicate design ideas and decisions using a range of media and techniques;
- use a broad range of materials, components and technologies, as well as practical skills, to develop and produce high quality, imaginative and functional prototypes;
- consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;
- consider the costs in the making and marketing of products;
- apply health and safety procedures to ensure safe working practices;
- analyse and develop existing products and develop practical solutions to needs, wants and opportunities, recognising their impact on quality of life;
- develop decision-making skills through individual and collaborative working;
- apply appropriate technology and design terminology;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle;
- combine skills with knowledge and understanding in order to make quality products.

Content	Assessment	Weightings
<b>Unit 1: Technology and Design Core Content</b>	External written examination 1 hour 30 mins Students answer <b>10</b> questions from a core area of study.	25%
<b>Unit 2: Optional Areas of Study</b>	One of three optional written examinations  1 hour 30 mins  Students choose <b>one of three</b> options:  A. Electronic and Microelectronic Control Systems; or  B. Mechanical and Pneumatic Control Systems; or  C. Product Design.  Students should select the option that reflects the area of Technology and Design they have studied.	25%
<b>Unit 3: Design and Manufacturing Project</b>	Controlled assessment  Students complete a design project comprising a design portfolio and an associated manufacturing task.  Teachers mark the design project, and we visit centres to carry out moderation.	50%

CCEA WEBSITE HYPERLINK: TECHNOLOGY AND DESIGN

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-technology-and-design-2017>

# Level 2 Travel & Tourism

Pearson BTEC



## Course content/ Specification

### Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Unit	Mandatory units	Assessment method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
3	The Travel and Tourism Customer Experience	Internal Synoptic	30
<b>Optional specialist units</b>			
4	International Travel and Tourism Destinations	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30

PEARSON BTEC WEBSITE HYPERLINK: LEVEL 2 TRAVEL & TOURISM

<https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

# Personal Success and Well-being

## OCN



### Course content/ Specification

The OCN NI in Personal Success and Well-Being has been designed to support a balanced curriculum by assisting the learner with effective development in personal, social, health and well-being.

It builds on the broad objectives of the Northern Ireland Curriculum, aiming at empowering young people to achieve their potential and help them deal more effectively with personal and social issues.

This course is delivered by the class teacher and a professionally qualified youth worker over two years and has 10 distinct modules. The model of delivery is flexible with the possibility of two modules being delivered in a community setting.

OCN WEBSITE HYPERLINK: PERSONAL SUCCESS AND WELL-BEING

<https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-award-in-personal-success-and-well-being>