

OMAGH ACADEMY



GCSE Subject Choice Booklet

For entry to Year 11

September 2022

'Never stop learning, for when we stop learning, we stop growing'

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Compulsory subjects

English Language

English Literature

Mathematics

One modern language (French or Spanish)

Double Award Science (if Triple Award is not chosen)

Notes for Guidance

In September 2022 you will commence Key Stage 4. In Year 11 and 12, you will study a number of subjects leading to GCSE examinations. Some subjects are compulsory at Key Stage 4 while a number of others are optional.

This booklet contains information on all subjects taught at Key Stage 4 at Omagh Academy. Each page gives you a summary of the subject content, how the subject is assessed, i.e. the examination and coursework requirements, the skills developed through its study, its relevance to various careers and other relevant information.

The information in this booklet aims to make you aware of what is expected at Key Stage 4, as well as helping you to make informed choices on your GCSE Curriculum and beyond.

****Important:** Before choosing GCSE subjects, pupils should:

- consult with their subject teacher for advice,
- carefully read the relevant pages in this booklet and
- conduct independent research into the entry requirements for specific courses and future careers that they are considering.

ART AND DESIGN

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

➤ **Art, Craft and Design Disciplines**

Students can study any of the art, craft and design disciplines listed below, or a combination of them across this course.

Disciplines: Graphic Design, Photography, Moving Image or Animation, Digital Media, 3D Design, Sculpture, Fine Art – Drawing and Painting, Printmaking, Textiles and Ceramics

➤ **Specification at a Glance**

COMPONENT	CONTENT AND ASSESSMENT	WEIGHTING
Component 1 - Part A: Exploratory Portfolio Component 1 - Part B: Investigating the Creative and Cultural Industries	Part A is to encourage students to develop their ability to experiment in the various disciplines (a minimum of two disciplines), developing their ideas by responding creatively to others' work. Part B: Students complete one of the following practical tasks as described in the Component 1 Part B controlled assessment booklet. <ol style="list-style-type: none"> 1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response. 2. A response to a design brief or visual arts commission. 3. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment. <p><i>(Internally set and addressed – Externally moderated)</i></p>	(60%) Part A: 25% 50 marks Part B: 35% 70 marks
Component 2: Externally Set Assignment	A stimulus paper is released at the beginning of January of the examination year. The stimulus paper provides a choice of themed starting points. Students must produce and complete a final outcome based on preparatory work within a set period of 10 hours . They carry this out under controlled examination conditions <p><i>(Externally set and addressed – Externally moderated)</i></p>	(40%) 80 marks

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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<p>Cross Curricular Skills: Communication, Using Mathematics and Using ICT</p> <p>Thinking Skills and Personal Capabilities: Self-Management, Working with Others and Problem Solving</p> <p>Creative and Artistic Skills: Actively engage in the creative process of art, craft and design, developing their creative, imaginative and intuitive capabilities, critical and reflective thinking skills and technical skills</p>	<p>Film, television and video production, animation, photography, graphic design, product design, architectural design, furniture design, stage and set design – TV, theatre, film and gaming, interior and landscape design, jewellery design and body adornment, printed textiles and surface design, fashion design, costume design including accessories, textiles for interior design, textile based millinery and shoe design, teaching, history of art and design (museums, conservation), arts administrator, art director or editor.</p>
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OTHER INFORMATION

- The creative industries are a fast-growing area of the economy. Art and Design encourages students to engage with the creative and cultural industries. It offers broad and flexible content, allowing students to pursue a range of creative pathways and develop key transferable skills and qualities.
- GCSE afterschool support classes are offered to Year 11 and Year 12 Art and Design pupils on a weekly basis.

BUSINESS STUDIES

QUALIFICATION TYPE

GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

CONTENT

Unit 1: Starting a Business

Creating a Business – Entrepreneurs, business resources, business ownership, the public sector, social enterprises, business location, aims and objectives and stakeholders.

Marketing – Market research, marketing mix, competition, customer service, international business, e-business and m-business.

Business Operations – Types of production, methods of manufacturing, quality assurance and health and safety.

Unit 2: Developing a Business

Human Resources – Recruitment, selection, developing people, training and motivation.

Business Growth – Business success and failure and growth.

Finance – sources of finance, cash flow forecasts, analysing business accounts and break even.

Unit 3: Planning a Business (synoptic)

Drawing up a Business Plan.

HOW WILL THE SUBJECT BE ASSESSED?

Examinations:

Paper 1 (worth 40% of final mark) - The course content covered in Unit 1 is assessed in an external written examination made up of short structured questions and extended writing.

Paper 2 (worth 40% of final mark) - The course content covered in Unit 2 is assessed in an external written examination made up of short structured questions and extended writing.

Controlled Assessment (worth 20% of final mark)

The pupils complete the following: Booklet A, a research task, and Booklet B, a structured report writing task. The tasks will be internally assessed and externally moderated.

SKILLS DEVELOPED

Pupils develop the ability to make rational business decisions through the application of appropriate knowledge and understanding. Pupils are tested with regard to how they can apply their knowledge rather than the facts they can remember. The following skills are developed: numeracy, I.C.T., literacy, discovery, selection, application, interpretation and presentation of relevant sources of information.

CAREER OPPORTUNITIES

Business Studies is a new subject to all pupils entering Year 11.

The subject gives pupils a grounding in the basics of business and knowledge about the world they will enter when they leave school. The subject can be continued at AS/A level. The subject is of particular relevance to careers in Banking, Finance, Administration and Management.

OTHER INFORMATION

It is not essential to have studied GCSE Business Studies in order to take up level Business Studies in Year 13.

DIGITAL TECHNOLOGY - MULTIMEDIA

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

The Specification at a glance:

Content	Assessment	Weightings
Unit 1: Digital Technology Compulsory core unit	External written examination 1 hour	30%
Unit 2: Digital Authoring Concepts	External written examination 1 hour 30 minutes	40%
Unit 3: Digital Authoring Practice	Controlled Assessment	30%

Unit 1: Digital Technology

In this unit students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. They have the opportunity to study about a wide range of hardware and software and the impact of cyberspace and cloud technology. Employment opportunities will be discussed as well as issues relating to health and safety when using IT.

Unit 2: Digital Authoring Concepts

In this unit students gain an understanding of the concepts of digital systems. This enhances the knowledge and skills developed in Unit 1. They learn about different types of interfaces for operating packages, such as, graphical user interfaces, natural language interfaces, motion tracking interfaces and touchscreens. They will also learn to evaluate multimedia and interactive features in websites supporting e-commerce, social media and gaming. Skills will be acquired in the use of HTML to create websites and in database creation and testing.

Unit 3: Digital Authoring Practice

In this unit students design, develop and test an interactive website from a design document using the features of a multimedia authoring package. Their website will incorporate video, animation, sound and accessibility features. They will also create and test a relational database operated from a menu system.

SKILLS DEVELOPED

Cross Curricular Skills building on KS3 skills in Communication, Using Mathematics and Using ICT.

Transferable skills e.g. analysis and problem-solving.

Interpersonal skills supporting teamwork.

Information processing skills in a range of generic packages such as spreadsheets and databases.

Creative and practical digital technology skills through the use of web authoring software and graphics packages.

CAREER OPPORTUNITIES

There is an unprecedented range of IT related employment opportunities both within and outside Northern Ireland. The IT industry offers many different roles and career paths which appeal to a wide range of skills and interests from coding to graphic design to IT consulting. Other career opportunities are available in gaming, cybersecurity, web design, technical support, robotics, artificial intelligence, forensics, database administration, computer-generated imagery, application development of all types, film development and positions in audio and visual communication.

OTHER INFORMATION

GCSE Digital Technology provides a realistic opportunity for you to use your skills and qualifications as part of a dynamic global industry. There is great demand for skilled IT personnel in Northern Ireland, where this job sector has grown by 32% in the past 5 years. This trend is forecast to continue for the next 10 years and beyond, ensuring lots of jobs in the future. It also provides a foundation for post 16 computer courses and equips pupils to avail of IT sponsorship opportunities and apprenticeships.

DIGITAL TECHNOLOGY - PROGRAMMING

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

The Specification at a glance:

Content	Assessment	Weightings
Unit 1: Digital Technology Compulsory core unit	External written examination 1 hour	30%
Unit 4: Digital Development Concepts	External written examination 1 hour 30 minutes	40%
Unit 5: Digital Development Practice	Controlled Assessment	30%

Unit 1: Digital Technology

In this unit students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation. They have the opportunity to study about a wide range of hardware and software and the impact of cyberspace and cloud technology. Employment opportunities will be discussed as well as issues relating to health and safety when using IT.

Unit 2: Digital Development Concepts

In this unit students analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions. They will learn about the contemporary trends in software development and acquire skills in a programming language. Strategies for handling errors and testing will also be explored along with methods of evaluating digitally authored systems against the user's requirements.

Unit 3: Digital Development Practice

In this unit students design, develop and test coded solutions when creating digital systems. They will use a programming language such as Python, Java or C# to implement their completed solution.

SKILLS DEVELOPED

Cross Curricular Skills Communication, Using Mathematics and Using ICT.
Transferable skills analysis and problem-solving.
Interpersonal skills supporting teamwork.
Information processing skills in a range of generic packages such as spreadsheets and databases.
Programming and technical skills through learning to code in Python, Java or C#.
Critical and reflective thinking skills in solution evaluation.

CAREER OPPORTUNITIES

There are a wide range of job opportunities for programmers both within and outside Northern Ireland. The Computer industry offers many different roles and career paths which appeal to a wide range of skills and interests from coding to graphic design to IT consulting. Other career opportunities are available in gaming, cybersecurity, web design, technical support, robotics, artificial intelligence, forensics, database administration and management, computer-generated imagery, application development of all types, film development and positions in audio and visual communication.

OTHER INFORMATION

GCSE Digital Technology provides a realistic opportunity for you to use your skills and qualifications as part of a dynamic global industry. There is great demand for employees with good programming and IT related skills in Northern Ireland, where this job sector has grown by 32% in the past 5 years. This trend is forecast to continue for the next 10 years and beyond, ensuring lots of jobs in the future. It also provides a foundation for post 16 computer courses and equips pupils to avail of IT sponsorship opportunities and apprenticeships.

ENGLISH LANGUAGE

QUALIFICATION TYPE

GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

The GCSE course in English Language will build on the knowledge, understanding and skills developed by pupils within Key Stage 3 of the Programme of Study for English of the Northern Ireland Curriculum.

The course comprises four units, two of which will be assessed by external examination and two by controlled assessment tasks. The structure of the course may be summarised as follows:

Unit 1 (Examination lasting 1 hour 45 minutes) Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts. (Weighting: 30%)

Unit 2 (Controlled Assessment) Speaking and Listening (Pupils will complete an Individual Presentation, a discussion and a role play. (Weighting: 20%)

Unit 3 (Controlled Assessment: Two tasks to complete) Studying Spoken Language and Written Language (Weighting: 20%)

Unit 4 (Examination lasting 1 hour and 45 mins) Personal or Creative Writing and Reading Literary and Non-Fiction Texts. (Weighting 30%)

SKILLS DEVELOPED

- Writing and speaking clearly, appropriately and accurately;
- Reading with insight and engagement;
- Debating, discussing, arguing, analysing, evaluating and persuading;
- Informing, explaining, describing, exploring, reviewing and instructing;
- Adapting speech & writing to suit audience purpose;
- Using grammar, punctuation & vocabulary to express meaning with clarity & precision;
- Redrafting, using paper or computer screen as appropriate;
- Communicating with audiences, using a range of techniques.
- Analysing spoken language.

CAREER OPPORTUNITIES

English is a basic requirement for all careers.

It is especially useful for Journalism, Teaching, Law and Media Studies.

OTHER INFORMATION

ENGLISH LITERATURE

QUALIFICATION TYPE

GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

Pupils taking GCSE English Literature will study a range of prose, poetry and drama texts chosen from different literary and historical contexts. The course will provide pupils with opportunities to build on their experience of studying literary texts at Key Stage 3 and also provide a basis for them to progress to the study of English Literature at AS and A2 level.

Omagh Academy pupils will follow the CCEA specifications for English Literature. The course comprises three units, two of which will be assessed by external examination and one by controlled assessment.

The structure of the course may be summarised as follows:

Unit 1: (Examination lasting 1 hour and 45 mins): The Study of Prose (e.g. *'Of Mice and Men' by John Steinbeck*) and Unseen Prose (Weighting: 30%.)

Unit 2: (External examination lasting 2 hours): The Study of Drama and Poetry (*'Blood Brothers' by Willy Russell and Relationships Poetry Anthology*) (Weighting: 50%.)

Unit 3: (Controlled assessment) The Study of Shakespeare. Pupils will study 'Macbeth' and complete an extended writing task based on a theme set by CCEA. (Weighting: 20%.)

SKILLS DEVELOPED

Developing and sustaining independent interpretations of whole texts, supporting them with detailed textual references;

- Analysing connections between texts, comparing and contrasting features & qualities that connect and contrast the presentation of themes, characters and settings;
- Analysing impact of style, language, structure and form;
- Relating texts to their social & historical contexts, and to the literary traditions of which they are part;
- understanding how texts from the literary heritage have been influential and significant over time.

CAREER OPPORTUNITIES

English Literature is a very useful subject for a wide range of professions including Journalism, Teaching, Law and the Media.

It is normally required for a degree courses in English.

OTHER INFORMATION

FRENCH

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

ASSESSMENT:

All units are worth 25% each.

Unit 1: **Listening**. Tiers: Foundation (35 mins), Higher (45 mins).

12 Questions: Selection, gap-filling, answering in English or French/Spanish.

Unit 2: **Speaking**. One tier of entry. 7-12 mins:

2 role-plays, general conversation on 2 topics (one known in advance). Conducted by your teacher.

Unit 3: **Reading**. Tiers: Foundation (50 mins), Higher (1hour).

As in Listening paper plus translating short sentences into English.

Unit 4: **Writing**. Tiers: Foundation (1 hour), Higher (1 hour 15).

Write a list, short phrases, translation of short sentences from English to Target Language, one structured, extended writing task from a choice of 3.

THREE CONTEXTS FOR LEARNING:

Identity, lifestyle and culture:

Myself, family, relationships, choices. Social Media and New Technology. Free time, daily routine.

Culture customs, festivals and celebrations.

Local, national, international and Global areas of interest:

My local area and the wider environment, community involvement, social and global issues, travel and tourism.

School life, Studies and the World of Work:

My studies and school life, extra-curricular activities, part-time jobs and money management, future plans and career.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> • Linguistic and cultural knowledge and enthusiasm for language learning, taking opportunities to use language(s). • Confidence to communicate effectively: expressing viewpoints, asking questions, participating in discussions, debates and interviews, presenting reasons and justifying opinions. Listening to and learning from others through discussion and group work. • Citizenship of a multilingual, global society. • Mathematical skills to interpret statistical data in languages such as diagrams. • ICT skills to present information • Planning, time management and self-evaluation skills. 	<p>Teaching (including primary school teaching), Tourism, Interpreting, Translation, International Business and Law, which are all enhanced by an ability to offer more than one language.</p> <p>Knowledge of a language to GCSE level will enhance any career and is a great asset if contemplating working abroad with the Armed Forces, in Law, Business, Journalism, Fashion, Tourism and Exports.</p>

OTHER INFORMATION

- A GCSE pass in a foreign language is **essential for entry to some universities.**
- Small group conversation classes with the Foreign Language Assistant are offered regularly.
- Trips to target language country may be offered.

GEOGRAPHY

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Unit 1: Understanding our Natural World. Total weighting 40 %

Theme A: River Environments (25%)
The drainage basin as an open system; River processes, features and sustainable management of rivers.

Theme B: Coastal Environments (25%)
Coastal processes, features and sustainable management of coasts.

Theme C: Our Changing Weather and Climate (25%)
Elements of weather and climate; Causes & consequences of climate change.

Theme D: The Restless Earth (25%)
Basic rock types; Plate tectonics; Earthquakes & volcanoes.

This module will be examined externally at the end of Year 11

Unit 2: Living in Our World. Total weighting 40 %

Theme A: Population and Migration (25%)
Population growth; Change & structure. Causes & impacts of migration.

Theme B: Changing Urban Areas (25%)
Urban land use; Issues in inner city MEDCs; Urbanisation in LEDCs & MEDCs.

Theme C: Contrasts in World Development (25%)
The development gap; Unequal development; Globalisation.

Theme D: Managing Our Environment (25%)
Human impact on the environment; Strategies to manage our resources; Sustainable tourism.

Unit 3: Fieldwork. Total weighting 20 %
External written examination. Students base their answers on their knowledge and experience of **fieldwork**. Fieldwork will consist of a **3-day residential trip** to Magilligan Field Centre where students will plan and prepare for data collection. They will then analyse and interpret data deriving conclusions and evaluating as they do so. This information will then be used within their examination.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<p>GCSE Geography aims to develop numerous skills:</p> <ul style="list-style-type: none"> • Communication (oral and written). • Using Mathematics. • Using ICT and Geographical Information Systems (GIS). • Analytical skills. • Self-Management. • Problem Solving. • Identify and analyse relationships and patterns. Fieldwork investigation including sampling, data collection, data presentation, statistical techniques and analysis. 	<p>Geography is a dynamic and diverse subject which can open doors to a wide range of specialised careers:</p> <p>Engineering, Geologist, Surveyor, Architect, Armed Forces, Defence, Environmental management, Demographer, Epidemiology, Emergency management, Oceanographer, GIS Developer, Journalist, Meteorologist, Hazard analyst, Floods Agency, Education and Law.</p> <p>Geography equips students with a broad range of skills, all of which are valued by prospective employers. Many geographers have gone on to pursue promising careers with companies such as AXA, NISRA, Deloitte, Ernst and Young, Accenture, Ipsos Mori and PWC.</p>

OTHER INFORMATION

Links to A level: Studying A level Geography allows students to build on some GCSE units, including Rivers, Weather, Population and Development; however, it also enables them to study new topics, such as Ethnic Diversity, Tourism, Tropical Ecosystems and Decision Making in Geography.

HISTORY

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Paper 1 – 2 sections. **Examination**-1 hour 45 minutes. **(60%)**
Section A includes short response questions and an essay question.
Section B includes 6 questions including source-based questions, short questions and an essay question.

Unit 1, Section A: Life in Nazi Germany, 1933-45.	Unit 1, Section B: Changing Relations, NI and its neighbours 1965-98.
Hitler’s appointment as Chancellor, The treatment of Youth, Women and Jews in Nazi Germany, The Nazi economy, The impact of war in Germany	The O’Neill Years, The campaign for civil rights, The growth of violence & paramilitaries 1969-72, The attempt at power sharing & The Ulster Worker’s Council Strike 1973-74, The Hunger Strikes, The Anglo-Irish Agreement, The Downing Street Declaration, The Good Friday Agreement.

An opportunity will be given to sit an external examination in year 11.

Paper 2- International Relations 1945-2003.
Examination- 1 hour 15 minutes. **(40%).**

Content	Examination
The causes of the cold war, Berlin Blockade, Airlift and Wall, The Vietnam& Korean War, The Cuban Missile Crisis, The War in Afghanistan (1979-89), The destruction of the Twin Towers on 9/11, War in Iraq and Afghanistan	6 questions including source-based questions, a structured question, and an essay question

Further detail can be found at [Support | CCEA](#)

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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<p>Investigative –identifying bias and deficiency in evidence.</p> <p>Research – using a variety of sources.</p> <p>Logical Thinking making informed judgements.</p> <p>Analysis- identifying the nature and complexities of a problem.</p> <p>Report Writing – and good communication of ideas.</p> <p>Enquiry- It will develop students as inquiring, curious and critical thinkers and spark a lifelong interest in making sense of the past.</p>	<p>History is studied by those contemplating a range of careers, from law, journalism, the diplomatic service, politics, police, teaching, television, business, finance and the civil service. University tutors and employers value its study as an intellectual discipline which cultivates an inquisitive intellect and an ability to communicate ideas to others. An interest in history may even direct you to a more specialist career as an archaeologist, archivist, historical researcher, museum curator or genealogist. Notable alumni include Gordon Brown, Arlene Foster, and the heads of Sony and IBM.</p>
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OTHER INFORMATION

History is an academically rigorous subject that is highly regarded by universities and employers. History students will develop skills that will help them to become more proficient in a wide range of other subjects and support them in their future education and in the workplace. A GCSE History qualification will also promote important skills that will support progression to studying History at GCE.

HOME ECONOMICS: FOOD AND NUTRITION

QUALIFICATION TYPE

GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

This subject allows students to develop their knowledge and understanding of food and nutrition and apply skills to real-life contexts. This specification allows students to progress to GCE Food and Nutrition and Food Science and other related courses.

Subject content:

Unit 1: Food and Nutrition

Students will have the opportunity to learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this they modify recipes and plan, prepare and cook meals and dishes that reflect current government nutritional guidelines. They also study how to be an effective consumer in relation to food choice, food safety and managing resources.

Unit 2: Practical Food and Nutrition

Students carry out a task that develops unique transferable skills. They research the given task title and various viewpoints on it. They 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.

Assessment:

The course is assessed through one external examination written paper (50% Weighting) and one controlled assessment task (including practical activity) (50% Weighting) which is internally assessed and moderated by CCEA.

SKILLS DEVELOPED

- Application of Number
- Problem solving
- Data analysis
- Practical skills
- Communication skills
- Thinking skills
- Teamwork
- Independent learning
- Using ICT
- Self-management
- Decision making

CAREER OPPORTUNITIES

Career opportunities include:

- Producing e.g. Agriculture, Animal husbandry, etc.
- Processing e.g. Food safety and quality, Food Science, Primary processing and manufacturing, etc.
- Providing e.g. Retailing, Hospitality and Catering, etc.
- Advising e.g. Dietetics, Health care, Nutrition, Environmental Health, etc.
- Educating e.g. Teaching, Research, Resource production, Training, etc.
- Communicating e.g. Advertising, Marketing, Designing, Food Styling, etc.

OTHER INFORMATION

MATHEMATICS

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Pupils follow the Higher Tier option in this subject and will be tested on topics within the following 3 strands: Number & Algebra, Geometry & Measures and Handling Data. See link for full details of material covered in this course.

<https://ceea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Mathematics%20%20%282017%29/GCSE%20Mathematics%20%20%282017%29-specification-Standard.pdf>

Key features

The following are important features of this new specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It provides a strong foundation for progression to GCSE Further Mathematics and/or AS level Mathematics and for other disciplines where understanding and application of mathematics is essential.
- It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further academic and vocational study and to employment.

Specification at a Glance

The table below summarises the structure of this new GCSE course. All units address the three assessment objectives and, where appropriate, questions may require students to know and use problem solving strategies. Each written paper has a range of question types. Some questions are set in both mathematical and non-mathematical contexts. Students will follow one of the options below ie M3 & M7, M4 & M8 etc

Higher Tier Option

Content	Assessment	Weightings
Unit M3 or M4;	External written examination with calculator 2 hours	45%
Unit M7 or M8: Higher Completion Test (Compulsory)	Two external written examinations: Paper 1 without calculator 1 hour 15 minutes Paper 2 with calculator 1 hour 15 mins	55%

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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This new 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.

A grade C in GCSE Mathematics is a basic qualification needed for all careers.

OTHER INFORMATION

Pupils must have studied the M4 & M8 module and achieve at least a Grade A to be eligible to opt for this subject at A level.

FURTHER MATHEMATICS

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Subject Content:

Unit 1: Pure Mathematics - In this unit, students investigate algebra, trigonometry, differentiation, integration, logarithms, matrices and quadratic inequalities.

Unit 2: Mechanics - In this unit, students explore kinematics, vectors, forces, Newton’s Laws of Motion and moments.

Unit 3: Statistics -In this unit, students investigate central tendency and dispersion, probability, the binomial and normal distributions and bivariate analysis.

Specification at a Glance

The table below summarises the structure of the GCSE Further Mathematics course. There is one mandatory unit (Unit 1) and three optional units (Units 2,3 and 4). Students must complete Unit 1 and choose to complete two units from options Unit 2, Unit 3 and Unit 4. ***Omagh Academy pupils will complete Unit 1 – 3.***

Content	Assessment	Weightings
Unit 1: Pure Mathematic (Mandatory)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 2 hours	50%
Unit 2: Mechanics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet. 1 hour	25%
Unit 3: Statistics (Optional)	External written examination in the form of a single question-and-answer booklet that includes a formula sheet 1 hour	25%
Unit 4: Discrete and Decision Mathematics (Optional)	External written examination in the form of a single question-and-answer booklet 1 hour	25%

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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This specification aims to encourage students to:

- select and apply mathematical techniques and methods to mathematical, everyday and real-world situations;
- reason mathematically, interpret & communicate mathematical information, make deductions & inferences, & draw conclusions;
- 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.

Studying GCSE Further Mathematics helps you to build the knowledge and skills to progress to GCE Mathematics. It also helps provide progression to other post-16 subjects such as STEM, Computing, Geography or Business Studies. A qualification in further mathematics can lead to employment in any area of work where developing knowledge and skills beyond the level of GCSE Mathematics is valued.

OTHER INFORMATION

This subject is offered to the top 30-35% mathematics students in Year 10.

MUSIC

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Music at GCSE level is divided into 3 main areas:

- **Composing & Appraising** = 30%
 - Pupils will submit 2 pieces of composition, with both pieces combined to last 3-6 minutes.

- **Performing & Appraising** = 35%
 - Pupils will perform a solo and an ensemble programme, followed by a discussion on the pieces. This will be assessed by a visiting examiner.

- **Listening & Appraising** = 35%
 - Pupils will complete 1 listening paper based on set works from the four Areas of Study; plus answer questions on unfamiliar music associated with these topics.

The course is structured around the following Areas of Study:

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

This specification also gives students opportunities to:

- develop their knowledge, understanding and appreciation of a range of different genres of music.
- develop a lifelong interest in music.
- learn about music-related careers.
- develop ICT skills – using music software – Sibelius, Garageband and Logic.
- learn about the history and theory of music.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> • Creativity • Working independently • Working together as a team • Working towards a deadline • Analysis skills • Performing for an audience 	<p>A qualification in GCSE Music is desirable for courses in Music.</p> <p>Studying music is also an asset for Primary school teaching, arts administration, journalism, music therapy, composing and music technology. The skills gained are also useful for careers in law and medicine.</p>

OTHER INFORMATION

- It should be noted that instrumental lessons can only contribute to 20% of the GCSE Music course; practical grade examinations are not a replacement of or equivalent to GCSE music.
- It is expected that all Music students take an active part in the extra-curricular music activities provided by the Music Department at Omagh Academy – including Senior Choir, Orchestra, Brass Band, Orchestra and other ensembles – and participate in public performances.

PERFORMING ARTS

QUALIFICATION TYPE

Level 2 Technical Award

EXAM BOARD

EDUQAS / WJEC

SUBJECT CONTENT AND ASSESSMENT

Within this subject, pupils will develop knowledge and understanding of the performing arts sector and will be given the opportunity to learn and develop both new and existing skills in a range of performance disciplines including acting, singing, lighting, sound design, costume design and stage design. Students will undertake projects (no exams) in all three units set by the examination board.

Unit 1: Performing (Internal Controlled Assessment) 30%

Candidates will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show. This unit can be completed through Music, Drama or Musical Theatre.

Unit 2: Creating (Internal Controlled Assessment) 30%

Candidates will be required to create an original idea/concept to a brief set by the examination board. They must choose one discipline from the following:

- Devised drama
- Choreography
- Composition
- Costume design (for at least two characters)
- Lighting design
- Sound design
- Make-up and hair design (for at least two characters)
- Set design

Unit 3: Performing Arts in Practice (External Controlled Assessment) 40%

Candidates will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when creating and pitching their own idea.

SKILLS DEVELOPED

The course will develop a variety of transferable skills attractive to employers, colleges and universities including communication, teamwork, confidence, organisation, problem solving, research, self-discipline, stamina, taking on responsibility, time management and learning independently.

CAREER OPPORTUNITIES

This qualification is an appropriate foundation for further study in Performing Arts, Theatre Studies and other subjects such as Music, Drama and Dance. It also provides a foundation for design work in set, costume and props and technical elements such as lighting and sound.

OTHER INFORMATION

Presently this subject is taught within one year - as a twilight course for Year 11 students.

PHYSICAL EDUCATION

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

GCSE Physical Education provides opportunities for students to develop and apply their knowledge, skills and understanding through selected activities. The course aims to promote the importance of physical activity for healthy lifestyles, and to improve student's awareness of the factors that affect participation and performance.

Course Content

GCSE Physical Education is divided into 3 components:

Component 1: External Assessment: Written Examination 1 hour 15 minutes (25%)

Factors Underpinning Health and Performance

Develop a knowledge and understanding of:

- The body at work
- Health and lifestyle decisions
- The active leisure industry

Component 2: External Assessment: Written Examination 1 hour 15 minutes (25%)

Developing Performance

- Developing physical fitness and its importance for health and for efficient and effective performances.
- Developing skilled performance.

Component 3: Internal Teacher Assessment and Moderated by CCEA (50%)

Individual Performance in Physical Activities and Sports

- 1) a) Students are assessed on the quality of their own performances in physical activities and/ or sports.
 - Complete individual performances in **three** different physical activities and/or sports from the extensive CCEA approved list.
 - For **one** physical activity or sport, the assessment may be based on the consistent quality of the student's performance as an **events manager**.
- b) Analysis of performance: Students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> • Teamwork • Communication and interpersonal skills • Leadership • Resilience • Independent thinking • Respect of self and others • Confidence when performing • Decision-making • Problem-solving • Risk management 	<ul style="list-style-type: none"> • Teaching/ lecturing • Sports development and coaching • Podiatry • Physiotherapy • Dietetics • Sports manager/ coaching/ official/ administrator • Professional sports • Gym/ fitness instruction/ personal training • Leisure/ recreation management

OTHER INFORMATION

Entry Criteria: A keen interest in Physical Education and Sport is **essential**. **Students must regularly participate in at least one school sport before they will be accepted on this course.** This is essential if they wish to be successful in this subject, as they will be assessed on their practical ability in **three** activities.

Visit www.ccea.org.uk/key-stage-4/gcse/subjects/gcse-physical-education-2017 for more information.

RELIGIOUS STUDIES

QUALIFICATION TYPE

FULL COURSE GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

The Religious Studies GCSE course aims to encourage students to be inspired through following a broad, satisfying and worthwhile course of study that will challenge them to think independently and will help to equip them for life in the modern world. Pupils will have the opportunity to explore and reflect upon the fundamental questions related to belief and to develop their own values and opinions in light of their learning.

CONTENT	ASSESSMENT	%
Unit 4: The Gospel of Matthew	External Examination 1 hour 30 minutes	50%
Unit 6: An Introduction to Christian Ethics	External Examination 1 hour 30 minutes	50%

There is **no** controlled assessment or coursework in G.C.S.E Religious Studies. Discussion and debate are encouraged as 50% of the marks in both papers are for evaluation.

Matthew's Gospel Module 4

This unit aims to introduce you to themes in the life and teaching of Jesus. You will relate the Biblical material to modern day life and consider how Jesus influences contemporary society. The topics covered include: The Identity of Jesus, Jesus the Miracle Worker, The Kingdom of God, The Death and Resurrection of Jesus and The Place and Nature of Christian Discipleship. These topics will be considered from both a Biblical and modern-day perspective.

Ethics Module 6

This unit aims to introduce you to Ethics and you will have the opportunity to explore a wide range of contemporary issues including: Life and Death Issues (e.g. the euthanasia debate and capital punishment) Developments in Bio-Ethics (e.g. surrogacy and the status of the embryo), Contemporary Issues in Christianity (e.g. prejudice, discrimination and poverty), Modern Warfare and Personal and Family Issues.

SKILLS DEVELOPED

Religious Studies enables students to develop:

- Communication skills
- the skills to analyse and evaluate arguments, and to reflect, discuss and debate the fundamental issues (i.e. 'the big questions')
- Thinking and problem-solving skills.
- The ability to work as part of a team
- The ability to research information.
- Decision making.
- Appreciation of and sensitivity to the view of others

CAREER OPPORTUNITIES

Religious Studies provides a good background for any career where understanding about people is an asset. Possible Career Pathways include: law, social work, counselling, teaching, youth work, journalism, the police, broadcasting, the medical and caring professions (nursing - the Medical Ethics element is useful for this) and human resource management.

GCSE Religious Studies is readily accepted by Universities (including the Russell Group) as a subject of academic standing for degrees in the Humanities, Arts and Sciences.

OTHER INFORMATION

- [GCSE Religious Studies \(2017\) | CCEA](#)- further information about the specification.
- Useful apps for pupils include: BBC News.
- [GCSE Religious Studies - CCEA - BBC Bitesize](#) is a useful site for reviewing bitesize chunks of the course.

SCIENCE (DOUBLE AWARD)

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

Biology

- Unit 1- Cells, Living Processes and Biodiversity
Assessment method: 1 hour examination externally marked.
Weighting: 11%

- Unit 2 – Body systems, Genetics, Micro-organisms and Health
Assessment method: 1¼ hour examination externally marked.
Weighting: 14%

Chemistry

- Unit 1 – Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
Assessment method: 1 hour examination externally marked.
Weighting: 11%

- Unit 2 – Further Chemical Reactions. Rates and Equilibrium, Calculations and Organic Chemistry
Assessment method: 1¼ hour examination externally marked.
Weighting: 14%

Physics

- Unit 1- Force, Motions, Energy, Moments, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
Assessment method: 1 hour examination externally marked.
Weighting: 11%

- Unit 2 – Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
Assessment method: 1¼ hour examination externally marked.
Weighting: 14%

Practical Skills

Assessment method:

- Booklet A: 1-hour practical examination (for each subject) completed in the laboratory, externally marked

Weighting: 7.5%

- Booklet B: ½ hour practical examination (for each subject), externally marked
Weighting: 17.5%

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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- Observation
- Analysis
- Problem-solving
- Interpretation of information
- Practical skills
- Modelling
- Use of technology
- Communication

Studying GCSE Double Award Science is useful for a wide range of careers including all areas of healthcare, engineering, conservation and pharmaceuticals to name but a few.
See www.thebigbangfair.co.uk/careers/stem-careers/

OTHER INFORMATION

All pupils will study **either** Double Award **or** Triple Award Science, with Double Award counting as 2 GCSEs and Triple Award as 3.

In Double Award, two grades will be attained, based on a combined score from each of the three subject areas (Biology, Chemistry, Physics) and practical skills. The Double Award option is a perfectly acceptable pathway to enable students to pursue Science subjects at A Level.

SPANISH

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

ASSESSMENT:
 All units are worth 25% each.
 Unit 1: **Listening.** Tiers: Foundation (35 mins), Higher (45 mins).
 12 Questions: Selection, gap-filling, answering in English or French/Spanish.

Unit 2: **Speaking.** One tier of entry. 7-12 mins:
 2 role-plays, general conversation on 2 topics (one known in advance). Conducted by your teacher.

Unit 3: **Reading.** Tiers: Foundation (50 mins), Higher (1hour).
 As in Listening paper plus translating short sentences into English.

Unit 4: **Writing.** Tiers: Foundation (1 hour), Higher (1 hour 15).
 Write a list, short phrases, translation of short sentences from English to Target Language, one structured, extended writing task from a choice of 3.

THREE CONTEXTS FOR LEARNING:

Identity, lifestyle and culture:

Myself, family, relationships, choices. Social Media and New Technology. Free time, daily routine.
 Culture customs, festivals and celebrations.

Local, national, international and Global areas of interest:

My local area and the wider environment, community involvement, social and global issues, travel and tourism.

School life, Studies and the World of Work:

My studies and school life, extra-curricular activities, part-time jobs and money management, future plans and career.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> • Linguistic and cultural knowledge and enthusiasm for language learning, taking opportunities to use language(s). • Confidence to communicate effectively: expressing viewpoints, asking questions, participating in discussions, debates and interviews, presenting reasons and justifying opinions. Listening to and learning from others through discussion and group work. • Citizenship of a multilingual, global society. • Mathematical skills to interpret statistical data in languages such as diagrams. • ICT skills to present information • Planning, time management and self-evaluation skills. 	<p>Teaching (including primary school teaching), Tourism, Interpreting, Translation, International Business and Law, which are all enhanced by an ability to offer more than one language.</p> <p>Knowledge of a language to GCSE level will enhance any career and is a great asset if contemplating working abroad with the Armed Forces, in Law, Business, Journalism, Fashion, Tourism and Exports.</p>

OTHER INFORMATION

- A GCSE pass in a foreign language is **essential for entry to some universities.**
 - Small group conversation classes with the Foreign Language Assistant are offered regularly.
- Trips to target language country may be offered.

TRIPLE AWARD BIOLOGY

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

<p>Unit 1: Cells, Living processes and Biodiversity</p> <ul style="list-style-type: none"> • 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 <p><u>Assessment method</u>: 1¼ hour examination externally marked <u>Weighting</u>: 35%</p> <p>Unit 2: Body systems, Genetics, Microorganisms and Health</p> <ul style="list-style-type: none"> • Osmosis and plant transport • Circulatory system • Reproduction, fertility and contraception • Genome, chromosomes, DNA ad genetics • Genetic engineering • Variation and natural selection • Health, disease, defence mechanisms and treatment <p><u>Assessment method</u>: 1½ hour examination externally marked <u>Weighting</u>: 45%</p> <p>Unit 3: Practical skills</p> <p>Booklet A <u>Assessment method</u>: 2-hour practical examination in the laboratory, externally marked <u>Weighting</u>: 7.5%</p> <p>Booklet B <u>Assessment method</u>: 1-hour practical examination, externally marked <u>Weighting</u>: 17.5%</p>

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> • Observation • Analysis • Problem-solving • Interpretation of information • Practical skills • Communication 	<p>Agriculture, Biomedical science, Biotechnology and bioengineering, Conservation and environmental protection, Food production, Forensic science, Healthcare including medicine, nursing, dentistry, speech and language therapy, Pharmacology and pharmaceutical science, Physiology, Veterinary science</p> <p>See www.rsb.org.uk/careers-and-cpd/careers/make-a-difference</p>

OTHER INFORMATION

The Triple Award option is very suitable for students who are coping well with Science at Key Stage 3, and who have a particular interest in pursuing Science subjects at A level.

TRIPLE AWARD CHEMISTRY

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

<u>Course Content Unit One</u>	<u>Course Content Unit Two:</u>
Atomic Structure	Metals and Reactivity Series
Bonding and Structures	Redox, Rusting and Iron
Nanoparticles	Rates of Chemical Reactions
Symbols, Formula and Equations	Equilibrium
Acids, Bases and Salts	Organic Chemistry
Periodic Table	Quantitative Chemistry
Quantitative Chemistry	Electrochemistry
Chemical Analysis	Energy Changes in Chemistry
Solubility	Gas Chemistry

Unit Three: Practical Skills (25%)

Externally Marked Assessment:

Unit 1: a 1 ¼ hour paper worth 35% of the final mark.

Unit 2: a 1 ½ hour paper worth 40% of the final mark.

Unit 3: 2 practical exercises worth 7.5% and a 1 hour paper worth 17.5% of the final mark.

SKILLS DEVELOPED

- An understanding of the link between theory and experiment.
- The use of mathematical skills and knowledge to solve complex problems.
- Dexterity and co-ordination during individual practical work and interpersonal skills during group practical work.

CAREER OPPORTUNITIES

Triple Award Chemistry presents pupils with the opportunity to undertake a full GCSE in Chemistry providing a good basis for the study of Chemistry at A-level which is required for a wide variety of careers such as

- Medicine
- Veterinary Science
- Pharmacy,
- Forensic Science
- Dentistry
- and many other related careers

OTHER INFORMATION

The Triple Award option is very suitable for students who are coping well with Science at Key Stage 3, and who have a particular interest in pursuing Science subjects at A level.

TRIPLE AWARD PHYSICS

QUALIFICATION TYPE

GCSE

EXAM BOARD

CCEA

SUBJECT CONTENT AND ASSESSMENT

Course content:

Unit 1 - Forces, Motion, Energy, Moments, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

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

Unit 3 - Practical skills

Externally marked assessment:

Unit 1 - 1.5 hour paper worth 37.5% of the final mark

Unit 2 - 1.5 hour paper worth 37.5% of the final mark

Unit 3 - 2 Practical exercises worth 7.5% and a 1 hour paper worth 17.5% of the final mark

SKILLS DEVELOPED

- Practical skills
- Logical thinking
- Problem solving
- Communication
- Teamwork
- Numeracy

CAREER OPPORTUNITIES

Physics leads to a wide variety of career opportunities. There are many areas where Physics is useful, including engineering, medicine and healthcare professions. For further careers see www.physics.org/careers.

OTHER INFORMATION

The Triple Award option is very suitable for students who are coping well with Science at Key Stage 3, and who have a particular interest in pursuing Science subjects at A level.

TECHNOLOGY AND DESIGN

QUALIFICATION TYPE	GCSE	EXAM BOARD	CCEA
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SUBJECT CONTENT AND ASSESSMENT

The Technology and Design department are delighted to offer the Revised CCEA GCSE Technology and Design (2017) to pupils with a focus on Product Design. This GCSE specification encourages students to be innovative and prepared to take design risks. They explore the creative, engineering and manufacturing industries, as well as the importance of high-quality Technology and Design.



Unit One: Technology and Design Core Content:

This unit is compulsory. It comprises of designing, manufacturing, electronics, mechanical control systems, computer control systems and pneumatic systems and control. Pupils studying the core should be able to recognise, name and draw all the symbols shown in Appendix 2 of the revised specification.

Assessment method: External written examination (1 hour 30 minutes)

Weighting: 25%

Unit Two: Option C: Product Design: 25%

In this unit, pupils are given the opportunity to explore in detail the design and innovation of products, materials and manufacturing techniques used in the production of products and the social responsibility and market influences involved in the design process.

Assessment method: External written examination (1 hour 30 minutes)

Weighting: 25%

Unit Three: Design and Manufacturing Project: 50%

All pupils must complete this unit of work. This controlled assessment task involves pupils designing and manufacturing an innovative and sustainable product as well as documenting this process in a ten-page portfolio which is then submitted to CCEA for moderation.

Assessment method: Controlled Assessment: Design Project and Portfolio - Internally assessed/ Externally moderated.

Weighting: 50%

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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-Identify needs, produce creative solutions and provide material and construction details.
 -Present ideas using sketches and ICT (CAD) to produce working drawings.
 -Manufacture products in a safe and correct manner, also develop the skills to select the most appropriate materials. Time management of project work.
 -To be able to identify the most appropriate system to control a product and work independently.
 - Provide detailed evaluations and modifications.

The Technology and Design GCSE and A level are fully accepted by universities. It is particularly useful for pupils wishing to study or follow a career in Aeronautical Engineering, Civil Engineering, Mechanical Engineering, Designer (Product), Architecture and Electrical/ Electronic Engineering, Technology and Design Teaching and many more.



OTHER INFORMATION

- For further information, please contact:
- Mrs Sinead Keown (Head of Technology and Design)
 - Dr Leanne Robinson (Teacher of Technology and Design)

Next Steps

You will soon receive information in your form/ PSE classes which will detail the next steps for making your subject choices.

Speak to your subject teachers for more information on your suitability, and conduct research on subject requirements for specific degrees and courses.

Meanwhile, you could visit the following webpage where you will find more information and advice about choosing your GCSE subjects.

www.nidirect.gov.uk/articles/subject-choices-year-10