



**BELFAST HIGH SCHOOL**

**GCSE  
INFORMATION  
BOOKLET**

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# ART AND DESIGN

## **Head of Department:**

Miss A Herron

## **Outline of Course:**

This course requires the production of two units.

### **Unit 1: Coursework (60%):**

Pupils must produce a portfolio of work developed from a given topic/theme set by the class teacher. Pupils must produce one final outcome. The portfolio should illustrate evidence of a broad range of creative activities, in both 2 and 3 dimensions in fine art, craft and design where possible.

### **Unit 2: Externally Set Assignment (40%):**

Pupils will receive this paper, set by the examining board, on 1 February in Form 5. All coursework must be completed by this date. The period following this is for producing preparatory work for a 10 hour exam which will take place in April when pupils will produce their final outcome.

### **GCSE Show:**

Pupils will display all of their work, including their exam piece for moderation approximately one week from the completion of the externally set assignment.

# BUSINESS STUDIES

## General Information

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

## Why study Business Studies?

In studying this course you will:-

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

## What will I study?

### Unit 1

#### Business Start-up

This unit will cover the 3 following themes:

#### Business Start Up:

You will study how a business starts up and the importance of the role of the entrepreneur. You will also learn about the sources of finance.

#### Production:

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

#### Marketing:

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

### Unit 2 - Business Development

This unit will cover the four following themes:

**Finance:**

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

**Managing People:**

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

**Business Growth:**

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

**Business Plan:**

You will learn about the content of business plans and the reasons for developing them. You will also have the opportunity to construct and to evaluate a business plan.

**How will I be assessed?**

There are two external assessments worth 35% and 40% respectively and one controlled assessment worth 25%.

**Business Studies theory Unit 1**

Unit 1 will be a written examination of 1 hour 20 minutes duration and will have structured questions.

This examination paper is worth 35% of the overall GCSE qualification.

**Business Studies theory Unit 2**

The written examination for Unit 2 will be of 1 hour 40 minutes duration and will have three structured questions with an incline of difficulty.

**Controlled Assessment**

This examination paper is worth 40% of the overall GCSE qualification.

You will complete one task from a range of tasks which CCEA will issue to centres.

This is worth 25% of the overall GCSE qualification.

**How can you find out more?**

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

- Speaking to either Mrs Millar, Miss Foster or Ms Cochrane
- Speaking to students who have already studied the subject
- Visiting the CCEA microsite [www.ccea.org.uk/business\\_studies](http://www.ccea.org.uk/business_studies)

# CLASSICAL CIVILISATION

## Head of Department

Mrs I Bredin

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

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

Classical Civilisation is a valuable source of background information for those who are studying Latin and Greek, but it has a much wider appeal. Over the last number of years the vast majority of those who have studied the subject have not been studying a classical language at the same time. Many have chosen Classical Civilisation because they enjoyed the work done in third form, and wanted to continue. The Classics Department trips to Italy and Greece give all pupils in the school the opportunity to see many of the ancient sites studied in their courses.

The two-year syllabus is made up of four topics, which can be a combination of literature and history. Three of the topics are examined, while the fourth topic is a compulsory controlled assessment, or coursework, done under teacher supervision. Greek and Latin literature is studied in translation; most of the works set have a story element - mythology, the Persian War, the Iliad and Odyssey of Homer, Roman comedy or Greek tragedy. The other topics relate to some aspect of Roman or Greek history, such as life in Rome or Athens, the Spartans, Pompeii or the Olympic Games.

Classical Civilisation at third form level is not needed for *GCSE*, nor is *GCSE* needed for *A level*. The subject is open to any pupil with reasonable writing skills, and it tends to appeal particularly to those with an interest in History or Literature. Our pupils have an excellent record of winning top places at *GCSE* and *A Level*, and they have gone on to study a variety of courses and subjects at university, such as Accountancy, Business Studies, Classical Civilisation, Criminology, English, History, Languages, Law, Politics, Psychology and Theatre Studies. We will be using either the *AQA* or the *OCR* syllabus for *GCSE*: they are identical except for the number of topics offered.

# CLASSICAL GREEK

## Head of Department

Mrs I Bredin

Classical Greek can be taken as an extra GCSE by interested and able pupils. The course is similar to that of GCSE Latin and tends to be taken by pupils also studying Latin. Those pupils who take Greek will have demonstrated high achievement in Latin or another language and will be personally interested in Greek civilisation, literature and society. Pupils who are interested in Religious Studies or Theology are also often attracted to the study of Greek. The syllabus, and final examination, consist of four units, two of which are language and two of literature. Any additional vocabulary not studied in the Word List will be given to pupils in the language units. There is a Greek civilisation option available as an alternative to one of the literature modules.

The subject is timetabled outside the main GCSE options and will be studied on a limited allocation of four periods a week. This means that the pupils need to be highly motivated to succeed.

Although the class is normally small, achievement is always extremely high with the great majority of our pupils over the years gaining an A\* or A grade in the subject. In 2006, our pupils gained 1<sup>st</sup> place at A-level in the U.K. in Greek, and 1<sup>st</sup> and 2<sup>nd</sup> places at GCSE in N. Ireland with the AQA syllabus. We now use the OCR syllabus; OCR does not publish placements for their exams.

Past pupils have taken a variety of career paths, from Classics and Law to Accountancy, Mathematics, Medicine and Theology. They have found the study of Classical Greek to be a rewarding challenge and a useful and interesting literary and linguistic achievement.

# ENGLISH

## ENGLISH LITERATURE

**Head of Department**  
Ms E Miller

**Outline of coursework:**

Coursework is completed on a regular basis throughout the *GCSE* course.

For English Literature 3 (final) pieces of coursework are required, although more may be set during the *GCSE* course.

Three (final) assessments are required for Talking and Listening.

Four (final) pieces of coursework are required for English.

**Percentage of total marks available:**

English (Reading and Writing): 20%

English (Talking and Listening): 20%

English Literature: 30%

# FRENCH

## Head of Department

Mrs M Patterson

Pupils who study French have the opportunity to study one of two new GCSE courses.

### French 1

The first course follows the AQA syllabus which allows the students to develop language skills in a variety of contexts. Its structure is flexible and enables pupils to maximise their achievement. In addition to a Full Course, short courses are being offered in the Spoken Language (Listening and Speaking) and in the Written Language (Reading and Writing). The Listening, Reading and Writing examinations are externally assessed, the Speaking examination is assessed internally and moderated by AQA.

- The Listening Examination is worth 20% of the marks
- The Reading Examination is worth 20% of the marks
- The Speaking Examination is worth 30% of the marks.

Students will complete 2 controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation.

### **The Writing Examination is worth 30% of the marks.**

Students will complete 2 controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks provided by AQA or they may be adapted by teachers for their students. Teachers may also devise their own tasks. The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision.

### **The course is divided into 4 contexts:**

#### Lifestyle

##### Health

Healthy and unhealthy lifestyles and their consequences

##### Relationships and Choices

Relationships with family and friends

Future plans regarding: marriage/partnership

Social issues and equality

## Leisure

Free Time and the Media

Free time activities

Shopping, money, fashion and trends

Advantages and disadvantages of new technology

Holidays

Plans, preferences, experiences

What to see and getting around

## Home and Environment

Home and Local Area

Special occasions celebrated in the home

Home, town, neighbourhood and region, where it is and what it is like

Environment

Current problems facing the planet

Being environmentally friendly within the home

and local area

## Work and Education

School/College and Future Plans

What school/college is like

Pressures and problems

Current and Future Jobs

Looking for and getting a job

Advantages and disadvantages of different jobs

## **French 2**

The alternative course follows the Edexcel syllabus for Applied French with Leisure and Tourism and will be offered to pupils on the recommendation of their French teacher.

Applied French is a new French Course. The difference to the normal GCSE course is that the oral and written exam contexts are set in Leisure and Tourism with a greater emphasis on speaking and writing. The Reading and Listening are assessed on-line.

This GCSE in Applied French qualification consists of three units and has full equivalence with other full course GCSEs in French.

The Applied French course affords teachers and students choice, flexibility and potential for linking language learning activities to a specialist context and to new technology. It represents a relevant and applied alternative to conventional GCSE French and has the following key features:

- Full GCSE status
- Emphasis on productive language skills in practical contexts
- Can relate to Applied, Leisure & Tourism
- 40% terminal assessment through onscreen listening and reading external tests
- Access to complete range of grades G-A\*
- Students studying this course cover all the elements required to make the transition to A Level French
- Recognition of ongoing classroom-based teacher assessment

### **Unit 1 - Speaking (based on Leisure and Tourism)**

#### Teacher Assessment (15%)

Assessment of spoken interactions (marks from three of each student's performances). These are marked by the teacher and are undertaken at appropriate points of teaching and learning. Recordings of a spoken interaction from each student will be required.

#### Internal Assessment (15%)

A short (1-2 minutes) presentation followed by related questions from the teacher (1-2 minutes). These must be undertaken and recorded in the final year of the course (between March and May).

### **Unit 2 - Writing (based on Leisure and Tourism)**

#### Internal assessment (30%)

Three main samples of work are required, comprising between 350 and 700 words of writing in French in total. This must include at least main samples (2 x 120- 230 words) that have been undertaken under controlled conditions. The coursework is marked by the teacher and moderated by Edexcel. A 'main sample' of coursework could be made up of more than one piece of 'linked' writing (eg an email [30 words] and a short letter [90 words]).

### **Unit 3 - Listening and Reading**

#### On-screen testing marked by Edexcel (40%)

The third unit of the specification is not specific to a specialist area and is designed to promote general understanding of spoken and written communication in a range of common and practical settings. These may include:

- town and region (visitor information, weather and local amenities)
- getting around (accommodation, public transport, directions and weather)
- customer service and transactions (restaurant, café, shops, dealing with problems, lost property)
- personal information and future plans (including key interests and leisure activities)
- work, education and work-related experiences (including basic language of the internet, job advertisements, simple applications and curricula vitae)
- formal and informal dialogue and messages (conversations, telephone, voicemail, faxes and other written messages).

# GEOGRAPHY

## Head of Department

Mr K Morrison

Geography at GCSE considers a wide range of important issues related to:

1. The environment
2. Global problems of development
3. Cultural understanding and tolerance.

As an academic subject Geography can offer you:

1. Transferable skills eg using primary and secondary data, report writing, analytical and research skills.
2. IT skills eg use of spreadsheets, internet, Geographical Information Systems (GIS).
3. Practical skills - measuring and collecting data during fieldwork.
4. A 'bridging subject' between the Arts and Sciences. Many university courses accept A level Geography as a science subject.

## The GCSE Specification

From September 2009 we will be studying the new OCR B specification, which is divided into 4 main themes. Some themes build upon work you have already studied in junior school and there are a number of new topics, which are introduced.

### Theme 1 - Rivers and Coasts

River landscapes, flooding and flood management.

Coastal landforms and coastal management.

### Theme 2 - Population and Settlement

Population structure and population pyramids.

Population change, birth rates, death rates and overpopulation.

Population policies eg China's one child policy.

Population migration.

Growth of cities and planning problems in cities.

Providing goods and services in rural and urban areas.

### Theme 3 - Natural Hazards

Study of earthquakes and volcanoes.

Study of tropical storms (hurricanes).

Study of Why people live and work in hazardous areas.

## **Theme 4 - Economic Development**

Measurement of development

Importance of Aid programmes in developing countries

Employment structures in developed and developing countries.

Changing location of economic activities

How multinational companies affect development

How economic activity can damage the environment.

### **Assessment**

There are **three** main assessment components:

#### **Unit 1 - Decision Making Exercise**

1 hour written paper - worth 25% of the total GCSE marks

Students study information contained in a Resource Booklet over a 3 week period, in class and then sit a written exam which tests their ability to select and justify a possible course of action needed to overcome the problems described in the booklet. This unit is externally assessed.

#### **Unit 2 - Geographical Enquiry**

Two Controlled Assessment Tasks worth 25% of the total GCSE marks:

Fieldwork task

Students collect primary data and write a short report (1200 words) over a period of approximately 5 weeks. This task is internally marked and externally moderated.

Geographical Investigation

Students collect secondary data, from textbooks, the internet etc and write an extended essay on **one** of nine topics, including sport, fashion and crime.(800 words). This unit is also internally assessed.

#### **Unit 3 - Key Geographical Themes**

1 hour and 30 minutes written exam worth 50% of the total GCSE marks.

This question paper has three sections ; candidates answer three questions, one from each section. This paper tests the student's knowledge of the topics studied within each of the key themes; it includes data response type questions and questions which test the candidates knowledge of case studies, which are a key component of the course.

The complete specification and sample question papers can be accessed on the OCR website.

Title of the course:       OCR GCSE in Geography B

Course Code:             J385

All students will initially be entered for the **Higher** tier papers

# GERMAN

## Head of Department

Mrs M Patterson

Pupils who study German follow the new GCSE course offered by AQA.

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The course is divided into 4 contexts:

### Lifestyle

Health

Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

Relationships with family and friends

Future plans regarding: marriage/partnership

Social issues and equality

## Leisure

Free Time and the Media

Free time activities

Shopping, money, fashion and trends

Advantages and disadvantages of new technology

Holidays

Plans, preferences, experiences

What to see and getting around

## Home and Environment

Home and Local Area

Special occasions celebrated in the home

Home, town, neighbourhood and region, where it is and what it is like

Environment

Current problems facing the planet

Being environmentally friendly within the home  
and local area

## Work and Education

School/College and Future Plans

What school/college is like

Pressures and problems

Current and Future Jobs

Looking for and getting a job

Advantages and disadvantages of different jobs

# HISTORY

## Head of Department

Mr R Ewart

## Exam Board:

OCR

## Syllabus:

Syllabus B: The Modern World

## Outline of syllabus

Assessment will involve answering **two** exam papers and one coursework assignment. The examination topics assessed are:

1. The inter-war years, 1919-1939
2. Germany, 1918-1945
3. How was British society changed, 1890-1918

Themes 1 and 2 will be assessed in Paper 1 (2 hours). Theme 3 will be assessed in Paper 2 (1½ hours). The exam papers will test knowledge and understanding as well as the ability to deal with (unseen) source material.

## Outline of coursework

Coursework is a compulsory element of the GCSE History syllabus. Pupils will be required to write **ONE** assignment. The maximum length of the completed assignment is 2,000 words. The assignment will focus on one of the following:

1. The role of an individual in the 20<sup>th</sup> century
2. A 20<sup>th</sup> century theme
3. A Modern World Study
4. A 20<sup>th</sup> century Study in Depth

## Timetable

The coursework element is undertaken in two parts. Firstly, the assignment topic will be taught in class and pupils will undertake their own research. Secondly, when teaching is completed pupils will answer a question set by OCR. There will then be **8 hours** to write up the assignment. Work will be done in the Christmas term in Year 12.

## Marking

Coursework will be marked and moderated within the History Department. However marks may change as external moderation is undertaken by OCR. Coursework is worth 25% of the total marks available for the exam.

# HOME ECONOMICS (Food and Nutrition)

## Head of Department

Mrs M Lorimer

## Outline of GCSE Course

The GCSE Home Economics specification is a unitised specification, which allows students the opportunity to complete any of the three units in the first year of teaching.

The course offers opportunities to build on skills and capabilities developed through the Key Stage 3 Curriculum in NI. It allows students to progress from Key Stage 3 to A Level Home Economics and other subject related courses.

The course is assessed through one written examination and two controlled assessment tasks.

The content of Unit 1 is divided into two components, Diet and Health and Consumer Awareness. Topics included in the unit are:

### Diet and Health

- What's on the plate?
- What's in food?
- What's on the label?
- Ages and stages
- Dietary disorders
- Special diets
- The facts behind the issues
- Keeping food safe
- Creativity and food

### Consumer Awareness

- Being an effective consumer
- What influences shopping
- Money matters
- Wiser buyer

**Unit 1 is assessed externally by a 1 hour 30 minute examination.**

The examination has two sections, Diet and Health and Consumer Awareness. Short answers, structured and extended response questions are included in both sections. All questions are compulsory. There is a single tier entry. The unit carries a weighting of 40%.

**Unit 2 comprises of a Controlled Assessment Task** (similar to the old Coursework Assignment), which is assessed internally. It carries a weighting of 40%. It involves a planning activity, a practical activity and an evaluation activity.

**Unit 3 comprises of a Controlled Assessment Task** (similar to the old Coursework Assignment), which is assessed internally. It carries a weighting of 20%. It involves identification of issues, research-based activity, a primary investigation, conclusions and evaluation.

# HOME ECONOMICS

## (Child Development)

### Head of Department

Mrs M Lorimer

### Outline of GCSE Course

The GCSE Home Economics: Child Development specification is a unitised specification, which allows students the opportunity to complete a unit in the first year of teaching.

The course offers opportunities to build on skills and capabilities developed through the Key Stage 3 Curriculum in NI. It allows students to progress from Key Stage 3 to A Level Home Economics and other subject related courses at a more advanced level.

The course is assessed through two written examinations and two controlled assessment tasks. The written papers are worth 40% of the overall marks. They are made up of short answer, structured, stimulus response and free-response questions. The controlled assessment tasks (coursework tasks) are worth 60% of the overall marks.

The content of **Unit 1 is Parenthood, pregnancy and childbirth**

- Parenthood and responsibilities
- Pregnancy
- Healthy diet and lifestyle
- Birth

**It is assessed externally by a one hour examination.** It carries a weighting of 20%.

The content of **Unit 2 is Child Development (0-5 years)**

- The newborn baby
- Physical development of the child up to five years old
- Intellectual development of the child up to five years old
- The social and emotional development of the child up to five years old
- Childcare provision
- Sources of support available
- Safety, first aid and childhood diseases
- Choosing clothing and shoes for young children
- Weaning and dietary needs of the child

**It is assessed externally by a one hour examination.** It carries a weighting of 20%.

**Unit 3** comprises of a **Controlled Assessment Task**, which is assessed internally. It involves a task analysis activity, research-based activity, planning and carrying out primary investigation and evaluation activity. It carries a weighting of 40%.

**Unit 4** comprises of a **Controlled Assessment Task**, which is assessed internally. It involves a research-based activity, planning activity, practical activity and evaluation activity. It carries a weighting of 20%.

# ICT

## Head of Department

Mrs E Addis

ICT stands for Information and Communications Technology. It is the study of how computers work and how they are used in business, home and industry.

The GCSE course provides pupils with opportunities:

- To choose, use and design information systems to carry out a range of tasks
- To develop problem solving skills
- To acquire knowledge and understanding of ICT systems

Assessment takes the form of 2 examination papers and 6 practical assignments, which are set by CCEA. The assignments are worth 60% of the total marks and cover the following tasks:

- The Design of a Multimedia Production
- The Production of a Booklet or Report
- The Design of a Website
- Use of the Internet to research and present information
- The Setting up and use of a Database
- The Setting up and use of a Spreadsheet

The GCSE course will enable pupils to:

- Use a range of ICT tools such as word processors, databases, spreadsheets, desk top publishing, graphics, the Internet, image processing and control applications
- Develop the skills to choose appropriate ICT tools for a given task
- Read and understand information, present ideas and formulate questions using appropriate technical terms
- Develop skills of analysis, problem solving, research and evaluation
- Develop technical understanding of computer systems and telecommunications
- Develop understanding of the wider applications and effects of ICT in society.

# LATIN

## Head of Department

Mrs I Bredin

The GCSE Latin course is a continuation of the Cambridge Latin Course which is studied in Forms 1 - 3. The aims of the GCSE course are to: 1) develop skills in the Latin language; 2) read, understand and make a personal response to selected works of Latin literature in prose and poetry by Roman authors such as Pliny and Virgil; 3) develop an awareness of the influence of the Romans' language, culture and history on our languages and civilisation today.

Vocabulary and grammar which are learned in Year 8-10 form the basis of GCSE work; most of the GCSE word list will have already been learned and further grammar work in Years 11 and 12 will raise pupils' skills to GCSE standard.

Pupils will learn to approach language and literature in a sensitive and appreciative way. In addition, the customs, achievements and significance of Roman civilisation will be studied within the selected texts, enabling pupils to evaluate evidence and draw comparisons between the ancient world and later times. Texts are chosen by the OCR exam board which will interest pupils. For example, in 2009 - 2011, possible texts which can be studied include the last night of the Trojan War, as told by Virgil in his poem *The Aeneid*, and "Passions and Poisons", stories about the Roman emperors and other badly-behaved men and women.

There are 4 units in the syllabus, and the final examination, 2 of which test language skills, and 2 which test the set texts that have been studied. Any vocabulary not learned directly in class will be given to pupils in the language units. A Roman civilisation topic is also available as an alternative for one of the set texts. There is a clear progression to AS/A2 Latin.

There are many careers pathways for pupils who take Latin GCSE. Former Belfast High School pupils have followed university courses in Classics, Chemistry, Law, Languages, Mathematics, Nursing, Philosophy, Political Studies and Computing. Some have combined Latin with other subjects and have studied medicine, veterinary science, business courses and engineering.

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

# MATHEMATICS

## Head of Department

Mrs K Sherwin

- A relevant, up-to-date and stimulating course, providing a sound basis for further study of Mathematics and related study at a more advanced level.
- All pupils follow the High Level course in the recently introduced 2-Tier GCSE which allows students to achieve grades A\* to D.
- The course is assessed through two written papers which cover Using and Applying Mathematics, Number, Algebra, Shape, Space & Measures and Handling Data. Each paper contains non-calculator work.
- One module is examined at the end of Year 11, another in January of Year 12 and the Completion Paper is in June of Year 12. One Module is taken with the completion paper to provide the final grade.

# MOTOR VEHICLE AND ROAD USER STUDIES

**Head of Department**  
Mrs S Seffen

## **General Information**

Motor Vehicle and Road User Studies helps you to develop as an informed and responsible road user. It provides you with the opportunity to progress to vocational training and employment. It also helps you to prepare for driver training and the driving test.

## **Why Study Motor Vehicle and Road Users Studies?**

- Gain an interest in and appreciation of the motor vehicle.
- Develop an awareness of the interaction of the road user, the environment and the vehicle.
- Develop a respect for the safety of road users.
- Learn to act decisively and positively at the scene of an accident.
- Acquire the knowledge and skills needed for the use of a powered vehicle.
- Develop an understanding of the mathematical, scientific and technological principle of motor vehicles.
- Acquire a range of manipulative and communicative skills.

## **What Will I Study?**

### **Vehicle Control and Road User Behaviour**

This unit explores the driver and pedestrian's safe use of the road and demonstrates how this is a combination of many factors.

### **Legal Requirements**

This unit covers the important legal requirements of driving and owning a vehicle.

### **Road Transport and its effect on Society**

This unit explores the background to modern road systems and traffic law.

### **Motoring Mathematics**

This unit addresses the financial implications of owning and driving a motor vehicle.

### **Accident Procedures**

This unit deals with the procedures recommended in the event of a road traffic collision.

## **Motor Vehicle Technology**

This unit explores a motorist's responsibility for maintenance and care of a vehicle. You will gain basic knowledge of vehicle systems and safety precautions. You will be able to recognise component parts of vehicle systems and understand and know the checks and safety precautions you need for safe road use.

## **How Will I Be Assessed?**

There is one external assessment worth 40% and 2 controlled assessment tasks each worth 30%.

## **Type of Assessment**

### **Motor Vehicle and Road User Theory**

Foundation Tier: 1 hour 30 minutes examination paper

Higher Tier: 2 hours examination paper

This external assessment is worth 40% of the overall GCSE qualification.

### **Investigative Study**

The study will involve about 10 hours work and a maximum of 2000 words. It will include an investigation and collection of data, the preparation of analysis and interpretation of results and a conclusion. This controlled assessment is worth 30% of the overall GCSE qualification.

### **Practical Moped Riding**

This will allow you to demonstrate your skills of vehicle control and road craft. This controlled assessment is worth 30% of the overall GCSE qualification.

## **More Information**

There are a number of ways that you can find out more about Motor Vehicle and Road User Studies. These include:

- CCEA Microsite - [www.ccea.org.uk/MVRUS](http://www.ccea.org.uk/MVRUS)
- Speak to Mrs Seffen

# MUSIC

## Head of Department

Mr S Cairns

### Outline of course:

#### **Composing and appraising:**

Students must create **2** contrasting compositions and keep a composition log for each. **One** of these will be related to the core or an optional area of study.

Weighting: 30%

#### **Performing and appraising:**

Students will prepare for one solo and one ensemble performance. For solo performance the highest marks are available to students performing music of *Grade 4* standard or above.

Weighting: 35%

#### **Listening and appraising:**

Core Area of Study: Repeated Patterns in Music

Optional Areas of Study (two out of the three are studied):

1. Musical Traditions in Ireland
2. Incidental Music
3. Vocal Music

Weighting: 35%

Students will work on developing compositional skills throughout Years 11 and 12.

# PHYSICAL EDUCATION

## Head of Department

Miss S Moffett (girls)

Mr M Rainey (boys)

The GCSE PE course follows on from the KS3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.

The content of this GCSE Physical Education specification is designed to enable the students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to Further Education awards such as A levels or the new diplomas and to Higher Education in PE as well as to related career opportunities.

This exciting specification in PE will offer a Single Award course that will be followed by all pupils in Year 11. Some pupils may then have the opportunity in Year 12, after consultation with the PE staff to extend this into a Double Award exam.

The style of the question paper in the full course has been designed to include a mixture of multiple choice questions, some structured questions and extended written answer questions set in response to a pre released scenario. We believe this will be accessible and appealing to all students.

## Practical Section

Students can be examined in a range of practical activities including

|              |               |              |                     |
|--------------|---------------|--------------|---------------------|
| Hockey       | Rugby         | Golf         | Tennis              |
| Netball      | Lifesaving    | Badminton    | Basketball          |
| Cricket      | Football      | Squash       | Table Tennis        |
| Swimming     | Gymnastics    | Dance        | Canoeing            |
| Athletics    | Trampolining  | Cycling      | Horse Riding Skiing |
| Orienteering | Cross Country | Hill walking |                     |

(many others are also available in the syllabus)

Pupils must participate in at least one school sport as part of this section

They may choose from the following ways to participate:

**Player/Performer**

**Organiser**

**Leader/Coach**

**Choreographer**

**Official**

## Theory Section

- **Health, Fitness and a Healthy Lifestyle**
- **Aspects of Training** - principles, environment, diet and the training year
- **School Influences to Sport** - Healthy Eating, Physical Activities and Extra Curricular provision
- **Emotional Health and Wellbeing**
- **Cultural and Social Factors** - Leisure Time, Social Groupings and Social Responsibility
- **Opportunities for Becoming or Remaining Involved in Physical Activities**
- **International and Other Factors** - The Media, Sponsorship and Competitions  
Health & Safety, Science & ICT and Role Models.

# RELIGIOUS STUDIES

**Head of Department**  
Mrs J Barkley

2009 - 2011

This new course will start September 2009.

Pupils will study 2 modules.

**THERE WILL BE NO COURSEWORK.**

**ASSESSMENT:**

Two externally assessed written papers, 1 hour 30 minutes each.

**MODULES:**

Christianity through a Study of Matthew ( text based )

and

An Introduction to Christian Ethics

# SCIENCE

## Heads of Department:

**Biology** Mr I Campbell

**Chemistry** Dr M Jordan

**Physics** Dr K Gibson

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

### SINGLE AWARD SCIENCE (Modular)

- worth one GCSE
- 5 periods per week
- 3 modules taken in Year 11, 3 modules taken in Year 12
- 2 pieces of coursework of submitted
- No AS or A2 level sciences possible

### Module Content:

Life and Living Processes

Digestion, Transport, Defence, Response, Excretion, Drugs

Environment, Inheritance and Selection

Survival, Habitat, Characteristics of Living Things, Inheritance, Hormones

Materials and Reactions

Metals and their extraction, Compounds, Limestone, Crude Oil Products

Patterns and Reactions

Rates of Reaction, Chemistry in Living Things, Electronic Structure, Periodic Table

Energy and Electricity

Heat Transfer, Electrical Costing, Generation of Electricity, Electric Circuits

Forces, Waves and Radiation

Planets and the Universe, Light and Sound, Electromagnetic Spectrum, Radioactivity, Ultrasound

## **DOUBLE AWARD SCIENCE (Modular)**

- Worth 2 GCSEs (AA, BB etc)
- 9 periods per week (3 for each subject)
- Modular (3 modules taken in Year 11 - 25% of GCSE). Terminal exam (50% of GCSE)
- AS and A2 science possible if good grades are achieved.

### **Subject content:**

#### **BIOLOGY (DA)**

##### **Living Organisms and Life Processes**

The Cell, Nutrition, Respiration, Transport, Excretion, Sensitivity & Response, Photosynthesis

##### **Environment, Reproduction and Genetics**

Habitat study, Food Chains and Webs, Cycles, Pollution, Conservation, Reproduction, Genetics

#### **CHEMISTRY (DA)**

##### **Using Materials**

Hazard Symbols, Man-made and Composite Materials, Gases, Solubility

##### **Particles and Bonds**

Kinetic Theory, Atomic Structure, Elements, Compounds and Mixtures, Bonding

##### **Understanding Chemical Reactions**

Chemical Nomenclature, Rusting, Redox, Hard Water, Acids and Bases, Electrolysis

##### **Patterns, Problems, Processes**

Energetics, Reactivity Series, Reaction Rates, Periodic Table, Chemical Calculations

##### **Metals, Non-Metals and Compounds**

##### **Organic Chemistry**

##### **Science at Work**

## **PHYSICS (DA)**

### **Forces and Energy**

Energy, Forms and Resources, Work A Power, Heat Transfer, Forces, Hooke's Law, Moments, Pressure, Mechanics.

### **Waves, Light, Sound, Electricity and Magnetism**

Waves, Sound, Light, Electromagnetic, Spectrum, Statics, Electric Circuits, OHMS Law, Electromagnetic Induction, Generation and Transmission of Electricity.

### **Earth and Space**

Seasons, Solar System, Gravitation, Universe, Big Bang, Stars

## **Double Award Science Coursework**

- Worth 25%
- 2 pieces of work are submitted. (It is decided annually which 2 of the 3 subjects will contribute to coursework).

## **GCSE Exam**

- 3 modules (one in each subject) worth 25% in Year 11
- 3 modules (one in each subject) worth 50% in Year 12

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

## **SINGLE SUBJECTS/TRIPLE AWARD** (Non-modular) eg Biology, Chemistry, Physics

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

## **Biology Content**

As for Double Award with some topics extended slightly and an additional section on Microbiology.

## **Chemistry Content**

As for Double Award with some topics extended slightly and an additional section on Volumetric Analysis.

## **Physics Content**

As for Double Award with some topics slightly extended and an additional section on Radioactivity.

## **Triple Award Coursework**

- Worth 25% for each subject.
- One piece of work for each subject is submitted.

## **GCSE Exam**

- Two papers in each subject worth 37.5% each.
- Pupils are recommended to take the 3 sciences to provide a good foundation for AS and A2 sciences.

## **GCSE ADDITIONAL APPLIED SCIENCE**

This is a single award vocational GCSE which includes aspects of Biology, Chemistry and Physics in an applied setting. Applied science does not allow progression to A levels in Biology, Chemistry or Physics but is a good foundation for A level Applied Science.

### **3 Units of work**

#### **1. Science in the workplace**

A portfolio of evidence including 2 reports worth 20%

Pupils research the science and skills used by people in a wide variety of jobs not all of which are immediately obvious as being scientific (for example in the fields of food production and sport). The reports involve describing the work of people who use scientific skills and investigating the risks involved in science.

#### **2. Science at work**

Written Paper 1 hour worth 40%. The topics covered are

- Food Science
- Forensic Science
- Sports Science

### **3. Using scientific skills**

A portfolio of evidence including one report worth 40%

In this unit pupils carry out an investigation and report and explain their findings. This investigation is set in the context of food science, forensic science or sports science. Pupils then produce a report in which they:

- explain the vocational application of the investigation
- produce a plan and complete a risk assessment
- select appropriate equipment and carry out the plan, collecting and recording relevant information
- process the information and make conclusions
- evaluate the investigation and explain how the findings could be used and applied.

# SPANISH

## Head of Department

Ms A Cochrane

## Outline of course:

In studying this course you will:

- develop knowledge of the language and language learning skills;
- develop an understanding of Spanish in a variety of contexts;
- develop the ability to communicate effectively in Spanish;
- develop awareness and understanding of Spanish-speaking communities; and
- gain a basis for further study and practical use of Spanish.

## What you will study

### The Individual

- relationships (families and friends)
- the local environment
- daily routine and leisure activities
- health and lifestyle

### Citizenship

- environmental and social issues
- travel and tourism
- media and communications
- festivals and customs

### Employability

- school life
- part time jobs
- future plans

## How you will be tested

### Unit 1 Speaking

Controlled assessment

You will prepare and complete 2 tasks under supervision. Teachers mark the assessments and they are sent to CCEA for moderation.

## **Unit 2 Writing**

Controlled assessment

You will prepare and complete 2 tasks under supervision. CCEA marks these assessments.

## **Unit 3 Listening**

External assessment

You will sit one externally assessed written paper lasting 45 minutes (Higher Tier). You will hear stimulus material in Spanish, recorded by native speakers, and your responses will include selection, gap filling and answering some questions in English.

## **Unit 4 Reading**

External assessment

You will sit one externally assessed written paper lasting 50 minutes (Higher Tier). There will be stimulus material of various lengths on a range of topics in Spanish and your responses will include selection, gap filling and short answers in Spanish, and some answers in English.

The CCEA microsite for Languages provides lots of advice and information including recordings of sample speaking tests. The address is [www.ccea.org.uk/languages/](http://www.ccea.org.uk/languages/).

# TECHNOLOGY AND DESIGN

## Head of Department

Mrs D McNeill

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

## Why study Technology & Design?

Do you want to:

- create your own working product
- work with tools and machines
- use graphics, and other methods to communicate your design ideas
- make links between products and the impact they have on daily life
- develop your decision making skills
- gain insight into related sectors such as manufacturing and engineering and the career paths they have to offer

## Assessment

One hour examination paper worth 20% covering manufacturing, electronics, mechanisms, computer control and pneumatics.

One hour examination paper worth 20% covering electronic and microelectronic control systems.

Design Assignment worth 20% on a topic set by CCEA.

Design Project worth 40% based on a topic chosen by the pupil.