



The Wallace High School  
**GCSE Prospectus**  
September 2020 – 2021

## **The Subject Choice Process**

It may be hard to believe that your son or daughter is completing Key Stage 3 and is now making important choices about their future. It is important to consider your child's strengths, interests and future options and it is not too early to be thinking of future A-level choices.

### **Factors affecting Choice**

- Career options
- Enjoyment of Subject
- Balance / Breadth
- Realism concerning subjects / career options
- The importance of good GCSE grades.

If in doubt seek advice from the Head of Department for a subject or through the Head of Careers, Mr P Beaton. The Year 10 subject report and interviews with teachers will help shape decisions in the run up to the careers interview evening in March.

### **Careers Service of Northern Ireland**

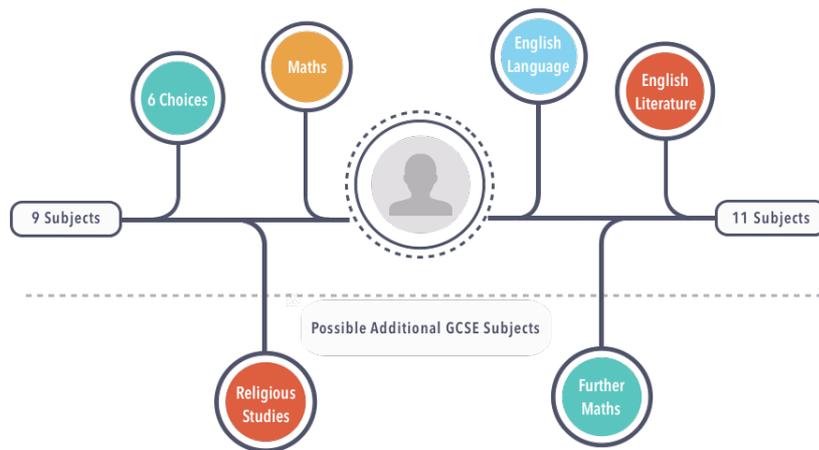
The Careers Service of Northern Ireland offer pupil support around subject choice both at GCSE and A-level. Although not essential, if your son or daughter wishes to avail of an interview with the Careers Service, they can do so by contacting the Head of Careers, Mr. Beaton.

## The GCSE Curriculum at Wallace

Pupils in Wallace take:

- Mathematics.
- English Language & English Literature.
- RS Short Course (Year 11) leading to RS Full Course in Year 12.
- Further Mathematics (Top 70 pupils in the Year 10 Summer Maths Exam).
- GCSE Statistics (Top 70-100 pupils in the Year 10 Summer Maths Exam).
- One subject from each of the following six columns.

Pupil / Parent Choice					
Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Agriculture and Land Use	Art	Biology	Biology	Art	Digital Technology
Biology	Business Studies	Business Communications	Business Studies	Chemistry	French
Chemistry	Food and Nutrition	History	Chemistry	French	German
Motor Vehicle & Road User Studies.	Geography	Food and Nutrition	Digital Technology	Geography	Leisure and Tourism
Physics	History	Music	Geography	History	Spanish
	Journalism	PE	Technology	Moving Image Arts	
	Technology	Physics		Physics	



## Subjects new at GCSE

There are a number of new subjects available at GCSE that have not been studied at Key Stage 3. Heads of Department from those subjects will be presenting on the GCSE at Year 10 Form Assemblies in the run up to the Subject Choice evening.

- Moving Image Arts | Head of Department – Mrs K Lucas
- Journalism | Head of Department – Mrs G Weir
- Business Studies | Head of Department – Ms K Neil
- Physical Education | Head of Department – Mr N Hinds
- Digital Technology | Head of Department – Mrs R Foster
- Motor Vehicle & Road User Studies – Mr A Monteith
- Business Communication – Mrs R Foster
- Agriculture and Land Use – Miss B McKee
- Leisure and Tourism – Mrs C Schumann

Please feel free to contact the Head of Department should you have any specific queries about these courses.

## The New GCSE Grading System

You will already be aware that the grading system for GCSE has changed in England. As a result CCEA have made some changes to the Northern Ireland grading system to retain a parity of level.

In summer 2019, the grading changed for all CCEA GCSE qualifications. The vast majority of learners will notice a change in the way that GCSEs are graded.

The C\* will appear in the grading for the first time and there will be a decrease in the number of learners achieving an A\* overall.

Grades 7, 4 and 1 will be linked to the current (A\*-G) grade scale. This means that, broadly, the same proportion of candidates achieving grades 7, 4 and 1 would have achieved grades A, C and G in the current system.

The Grade A\* aligns with the Grade 9. The Grade A will cover Grades 8 and 7. The Grade B will align with the Grade 6. In addition a Grade C\* will be introduced and this will align with the Grade 5.

Current CCEA Structure Phased out by 2019	New CCEA Structure First award from summer 2019	9-1 Structure Awarded from 2017
A*	A*	9
A	A	8
B	B	7
C	B	6
	C*	5
	C	4
D	D	3
E	E	2
F	F	1
G	G	

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## Agriculture and Land Use

Through studying CCEA GCSE Agriculture and Land Use, students will develop knowledge, understanding and skills through practical demonstration. However, it is not necessary to have any previous experience in agriculture.

This course will enable students to develop their scientific knowledge in relevant, enjoyable and work-based contexts. They will appreciate how knowledge of science can enhance productivity in the land-based and agricultural sector. Students will also develop an awareness of the complex relationships between humans and the environment in which they engage in agricultural activity. In addition, students will acquire core knowledge about the land-based and agricultural sector and the skills needed to work in it. This course will develop a critical and analytical approach to problem solving in the context of work-related scenarios; therefore, students will be able to make informed decisions about further learning opportunities and career choices in the land-based and agricultural sector.

The course is split into 3 units that are assessed through externally set papers and practical tasks. These units cover a wide range of topics as indicated by the unit titles in the table below. Further details on subject content can be found via the [CCEA Agriculture and Land Use Microsite](#).

The table below summarises the structure of the CCEA GCSE Agriculture and Land Use Course:

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>	<b>Availability</b>
<b>Unit 1 : Soils, Crops and Habitats</b>	This unit is a written external examination.  1 hr 15 minutes.  The exam consists of a number of compulsory structured questions that give you opportunities to respond with	25%	Every Summer

	short answers, extended writing and calculations.		
<b>Unit 2 : Animals on the Land</b>	<p>This unit is a written external examination.</p> <p>1 hr 15 minutes.</p> <p>The exam consists of a number of compulsory structured questions that give you opportunities to respond with short answers, extended writing and calculations.</p>	25%	Every Summer
<b>Unit 3 : Controlled Assessment</b>  <b>Contemporary Issues in Agriculture and Land Use</b>	<p>This unit is a controlled assessment.</p> <p>Students complete two controlled assessment tasks that CCEA set every year:</p> <ol style="list-style-type: none"> <li>1. Practical Investigation Task (20%)</li> <li>2. Research Project (30%)</li> </ol> <p>Teachers mark the tasks and CCEA moderate the results.</p> <p>Students can only take this unit at the end of the course.</p>	50%	Every Summer

## Art and Design

GCSE in Art and Design gives candidates opportunities to actively engage in the creative process of art, craft and design to develop as an effective and independent learner. They will have the freedom to explore many art, craft and design skills and processes throughout the two components of this course. They will develop core knowledge, understanding and skills through their own exploratory work and the research of others' work. There will be a focus on drawing as it is fundamental to the creative process in all art, craft and design disciplines.

Candidates could progress to an A level qualification in Art and Design or other related courses. They may go on to become a practising artist, designer or architect and contribute to the economy as part of the fast-growing creative and cultural industries. Students of Art and Design develop valuable transferable skills, which are sought after by many colleges and universities, employers and industry leaders. These practical skills and the ability to solve problems and think creatively will be used throughout their life.

### Subject content:

Component 1:	Part A Exploratory Portfolio	25%
	Part B Investigating the creative and cultural industries	35%
Component 2:	Externally set assignment	40%

#### Component 1: **Part A Exploratory Portfolio**

In the Portfolio students experiment with different media; material; techniques; processes and technologies refining their ideas as they progress. Students explore and understand from their own work and the work of others, the formal visual elements - colour; line; shape; form; texture; tone and pattern.

#### Component 1: **Part B Investigating the creative and cultural industries**

Students complete a practical task in response to a set brief. Students engage and document the work and practices of artists and designers and develop their own ideas through this practical engagement.

Component 2: **Externally set assignment**

Candidates are expected to produce a finished piece of work in response to a stimulus paper. The paper is distributed in January allowing for a preparatory period. A supervised time of 10 hours is given in which to produce the final outcome. They will develop ideas through investigations informed by selecting and critically analysing the work of practitioners.

During the course, the pupils will have contact with artists, designers or craftspeople either by attending exhibitions or workshops.

On completion of the course the candidate assembles their work in the form of an exhibition. The class teacher marks the components. This is then moderated by an external moderator appointed by the Examination Council.

For pupils intending to follow this course it helps to have a lively imagination, a willingness to experiment and a lot of enthusiasm. The Art and Design course provides students with opportunities to develop a wide range of transferable skills such as time management, organisation, analysis, evaluation and independent learning.

## Biology

The science course followed is the CCEA specification for Biology.

Outline of course:

The course is split into 3 units that are assessed through externally set papers and practical tasks. These units cover a wide range of topics as indicated by the unit titles in the table below. Further detail on subject content can be found via the [CCEA biology micro site](#).

Practical assessment involves the completion of an externally set and marked practical paper covering 2 investigations familiar to students from their work in class as well as the practical examination.

Content	Assessment	Weighting	Availability
Higher Unit 1: Cells, living processes and biodiversity	1 hour 15-minute examination  Externally assessed	35%	Summer
Higher Unit 2: Body systems, genetics, microorganisms and health	1 hour 30 minutes examination  Externally assessed	40%	Summer



# Business and Communication Systems

The course follows the CCEA specification for Business and Communication Systems.

This specification aims to encourage students to:

- engage actively in the study of **business** and **digital technology** in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of **business** and the use of **software applications** will provide a sound basis for a future role as employee or employer;
- develop skills and understanding in the use of **software applications**; and
- use software applications to **develop digital solutions** to enhance business activities.

## Unit 1: Software Applications for Business - 40%

In this unit, students learn about relevant functions in software applications and develop their skills in using them in business contexts. Applications will include word processing, database and spreadsheet software. The assessment for this unit will be a practical examination completed on a computer.

## Unit 2: The Business Environment - 35%

In this unit, students gain a broad introduction to the business world. They learn about recruitment, selection, training and marketing, as well as the implications of digital technology for business.

Students consider different roles, including stakeholders and customers, as well as how best to communicate a message. They look at all these factors in the context of the changing nature of business today. This unit will be assessed as a 1 hour written examination.

## Unit 3: Developing Digital Solutions - 25%

In this unit, students use the skills they have developed in Units 1 and 2 to plan and develop a digital solution for a business. This unit is synoptic; it tests students' understanding of the connections between the different elements of the subject. The controlled assessment for this unit typically involves making a website for a business.

## **Business Studies**

Through studying GCSE Business Studies, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment.

Business Studies students develop as independent learners and are encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgements.

This course prepares students for further study of business and business-related subjects, including Advanced Subsidiary GCE in Business Studies or Economics and Advanced GCE in Business Studies or Economics.

This specification has three units:

- **Starting a Business**
- **Developing a Business and**
- **Planning a Business.**

The content of each unit is split up into the following topics.

### **Unit 1 Starting a Business**

Creating a Business - Entrepreneurs, Business Resources, Business Ownership, Business Location, Business Aims and Stakeholders.

Marketing - Market Research, Marketing Mix (Product, Price, Promotion and Place), Competition, Customer Service, International Business, E-Business and M-Business

Business Operations - Types of Production, Methods of Manufacturing, Quality Assurance and Health and Safety in Manufacturing.

### **Unit 2 Developing a Business**

Human Resources - Recruitment, Selection, Appraisal, Training and Motivation.

Business Growth - Business Success or Failure, Internal and External methods of Business Growth, Economies and Diseconomies of Scale, Advantages and Disadvantages of Growth, Ethical Implications of Growth and the role of the CMA in relation to business growth.

Finance - Internal and External Sources of Finance, Cash Flow Forecasts, Financial Statements, Income Statement, Statement of Financial Position, Ratios and Break-Even.

### Unit 3 Planning a Business

Business Plan - Reasons for producing a Business Plan, the components of a Business Plan and an evaluation of the components of a Business Plan.

**Controlled Assessment** - Students complete the following based on planning a business:-

Booklet A - 12 hour Research Task set externally by CCEA.

Booklet B - 1 hour externally set paper to Communicate Findings from research.

Both Booklets are marked by the class teacher and moderated by CCEA.

In GCSE Business Studies, students are assessed against three assessment objectives.

Students must:

**AO1:** recall, select and communicate their knowledge and understanding of concepts, issues and terminology;

**AO2:** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and

**AO3:** analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

Content	Assessment	Weighting	Availability
Unit 1 Starting a Business	External Exam 1.5 hours	40%	Summer
Unit 2	External Exam	40%	Summer

Developing a Business	1.5 hours		
Unit 3 Planning a Business * Synoptic	Controlled Assessment	20%	Summer

\*Synoptic assessment required candidates to identify and use, from across the full course studied, those aspects/elements /knowledge/skills which are required to address a particular task or question.

# Chemistry

## Introduction

Chemistry offers a range of activities which can engage all learners by linking direct practical experience with ideas, developing Key Skills and encouraging critical and creative thought, through developing and evaluating explanations. Studying Chemistry enables pupils to understand the role of experimental evidence and models in evaluating explanations of phenomena and events. Pupils learn how technologies based on science have been used in industry, business and medicine, and how these developments have contributed greatly to the quality of life for most people. Pupils engage in questioning and discussion about science-based issues which affect their lives, the society in which they live and the world as a whole and, through this, become more confident in expressing views and evaluating decisions about such matters.

The course followed is the CCEA specification for Chemistry. The course is split into three units which are assessed through 2 written papers and Unit 3: Practical Skills.

The table below summarises the structure of the Chemistry GCSE Course:

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



## Digital Technology

Students who select Digital Technology will follow the programming route obtaining a GCSE with the title “Digital Technology(Programming)”.

### **Unit 1: Digital Technology (Compulsory Core) 30%**

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. Specific topics covered include: Database and Spreadsheet applications, Software, Hardware, Network technologies and security.

### **Units for Programming Route**

### **Unit 4: Digital Development Concepts – Programming Theory 40%**

In this unit, students analyse trends in software development and the concepts involved in designing and building digital systems using coded solutions. Topics covered include: Digital data(binary), Programming Constructs, Error handling, Testing and Evaluating solutions. Students will be using Python for the practical tasks in this unit and should have access to a computer with IDLE software(free download) for homeworks.

### **Unit 5: Digital Development Practice – Programming Controlled Assessment Task 30%**

In this unit, students design, develop and test coded solutions when creating digital systems using the Python programming language. Topics covered include: designing a solution, building a solution; and testing and evaluating a solution.

Unit 1 will be taught in Year 11. Units 2 & 3 will be taught across both years. Unit 3 Controlled Assessment will be completed during Year 12 and Units 1 & 2 external examinations will be taken at the end of Year 12.

Further information can be found at [www.ccea.org.uk](http://www.ccea.org.uk) on the microsite for Digital Technology.

Students selecting Digital Technology should have access to a PC/Laptop at home or be prepared to use computing facilities after school to complete practical homeworks.

GCSE Digital Technology is good preparation for studying A Levels in either Digital Technology or Computing (Software Systems Development). It can be taken as a subject on its own but is also particularly useful when combined with Further Maths and/or Physics.

## English Language and English Literature

The two subjects, English and English Literature, are taught together but assessed and examined separately.

G.C.S.E. grades will be awarded for each subject at the end of the two-year courses. These final grades will be based partly on written exams (marked externally), and partly on Controlled Assessment.

The details are as follows:

### 1. GCSE English Language

Content	Assessment	Weighting
Unit 1: Writing for Purpose Reading Non Fiction Texts Reading Multi-Modal Texts	External examination 1 hour, 45 min	30%
Unit 2: Speaking and Listening	Controlled assessment	20%
Unit 3: Studying Spoken and Written language	Controlled assessment Themes set by CCEA	20%
Unit 4: Personal/Creative writing Reading Literary and non-fiction texts	External examination 1 hour, 45 min	30%

## 2. GCSE English Literature

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>
Unit 1: The Study of Prose A - Class Novel (closed book) B - Analysis of unseen prose extract	External examination  1 hour, 45 minutes	30%
Unit 2: The Study of Drama and Poetry A - Set play (open book) B - Poetry anthology (open book)	External examination  2 hours	50%
Unit 3: The Study of Shakespeare	Controlled assessment (2 hour)  Themes set by CCEA	20%

## Food and Nutrition

### Overview

This is an interesting and dynamic course with a strong focus on nutrition and the prominent nutrition related health concerns that affect many people in today's society. In addition, the course content considers issues such as food provenance, processing and production and those factors that influence consumers' choice of food (for further details visit [http://ccea.org.uk/food\\_nutrition/](http://ccea.org.uk/food_nutrition/) to explore the Student Guide).

### Assessment

COMPONENT	ASSESSMENT DESCRIPTION	WEIGHTING
<b>Component 1: Food and Nutrition</b>	<b>Examination</b>  2 hours  Paper set and marked by CCEA  120 marks  The paper will include multiple choice, short answer and structured questions and questions that require extended answers	50%

<p><b>Component 2:</b></p> <p><b>Practical Food and Nutrition</b></p>	<p><b>Controlled assessment</b></p> <p>120 marks</p> <p>The task title will be set by CCEA. The task will include a written component and a practical examination.</p> <p>The task is marked by the student's teacher, internally moderated and then moderated by CCEA</p>	<p>50%</p>
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This specification is a sound basis for the study of GCE Nutrition and Food Science and provides students with opportunities to develop a wide range of transferrable skills such as time management, organisation, analysis, evaluation and independent learning. It is an excellent foundation for young people who wish to ultimately pursue careers in caring professions e.g. nursing, dietetics, medicine and for those who have an interest in food-related industries.

# Geography

## Specification

The new specification offers opportunities to build upon the skills and capabilities which were acquired through the NI Curriculum at Key Stage 3. Throughout the specification there is a diverse range of learning opportunities for students to continue to develop as individuals and as contributors to society, as well as to the economy and environment. The knowledge and transferable skills that geographers gain from their studies are highly relevant to the workplace.

Further details on the subject content can be found on the [CCEA Geography Microsite](#)

The syllabus is presented as two units, each of which contains a number of themes:

- **Unit 1: *Understanding Our Natural World***
  - \* Theme A: River Environments
  - \* Theme B: Coastal Environments
  - \* Theme C: Our Changing Weather and Climate
  - \* Theme D: The Restless Earth
  
- **Unit 2: *Living in Our World***
  - \* Theme A: Population and Migration
  - \* Theme B: Changing Urban Areas
  - \* Theme C: Contrasts in World Development
  - \* Theme D: Managing Our Environment

## Examination

There is one tier of entry for all students. Field work is assessed through an external examination supported by primary data collection.

### **External Examination Paper 1 (Unit 1 - Physical Geography)**

- 1 hour 30 minutes
- 40% weighting (each theme 25%)

- The examination includes four multi-part questions, one on each theme. Students answer all four questions.
- The resource material used in each question may take a variety of forms, such as written text, statistical, and pictorial; students must carry out extended writing in some parts of the question.

### **External Examination Paper 2 (Unit 2 - Human Geography)**

- As Paper 1 but assesses Human Geography Themes

### **External Examination Paper 3 (Unit 3 - Fieldwork)**

This is a 1 hour written examination (20% weighting). All questions are generic in nature to facilitate a range of fieldwork contexts. Students base their answers on their knowledge and experience of fieldwork skills. Students must bring a fieldwork statement and table of data into the examination.

## History

In GCSE History pupils explore key political, economic and social events that have helped to shape today's society.

Pupils have the chance to learn about how the past has been represented, interpreted and given significance for different reasons and purposes.

This course develops a range of skills which are highly sought after by employers. These include decision making, working with others, being creative, analytical skills, self management, managing information, as well as ICT and presentation skills.

### The Course

#### **Unit One: Study in Depth – 1 hour 45 minutes (60%) Studied in Year 11**

Option 1: Life in Nazi Germany 1933-1945 which includes:

- The Nazis Consolidation of Power and Control of the People
- Life in Germany during WW2

Option 2: Northern Ireland and its Neighbours 1965-98 which includes:

- Northern Ireland in the 1960s and its Relations with the Republic of Ireland
- Escalation of Political and Civil Unrest
- Search for a Solution, The Hunger Strikes and the Anglo-Irish Agreement
- The Good Friday agreement 1998

#### **Unit Two: Outline Study – 1 hour 15 minutes (40%) Studied in Year 12**

International Relations 1945-2003 which includes:

- The events of the Cold War both in and outside of Europe
- The Key personalities and developments of the Cold War
- The new age of conflict and the 'war on terror'

## Journalism in the Media and Communications Industry

Students will develop the core skills and knowledge, including the background and context, underpinning the Journalism and Communications Industry. They will apply their developing knowledge in a range of relevant, enjoyable and work-related contexts whilst developing their critical thinking and decision-making skills.

In **Unit One** they will prepare a cross platform research portfolio, including a local weekly article and a regional/national online piece. This Controlled Assessment is worth 25% of the overall grade.

In **Unit Two** students will prepare a radio and review portfolio. This Controlled Assessment is worth 25% of the overall grade.

In **Unit Three** students will explore Industry, Theory and Practice.

The 2-hour examination, worth 50% of the overall qualification, will deal with Law, Industry and Cross Platform conventions, sub-editing, Public Relations, analysis and newsroom tasks.

This exciting new specification has been developed in partnership with representatives from the media and will provide students with an opportunity to learn in a work-related fashion.

## Leisure and Tourism

Studying Leisure, Travel and Tourism at GCSE level gives students the opportunity to develop the knowledge and skills required by this growing sector of the economy. Throughout the specification there is a diverse range of learning opportunities for students to continue to develop as individuals and as contributors to society.

**Unit 1** is assessed in an external written examination. It introduces students to the important role that leisure, travel and tourism plays in today's society. They investigate the range of activities people can enjoy in their leisure time. They identify leisure, travel and tourism organisations and the facilities and attractions that appeal to visitors.

*Unit 1 equates to 40% of the GCSE and the external examination is taken at the end of Year 11*

**Unit 2** is assessed in an external written examination. In this unit, students explore how organisations promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods used to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks and precautions, and emergencies.

*Unit 2 equates to 40% of the GCSE and the external examination is taken at the end of Year 12*

**Unit 3** is assessed in a controlled assessment task. In this unit, students explore the importance of customer service in the leisure, travel and tourism industry. They also have an opportunity to research and explore the employment opportunities available in the industry. They develop their knowledge of the entry qualifications required to work in the industry. They also develop an insight into the job roles and responsibilities in the sector and the skills and personal qualities needed to gain employment.

*Unit 3 equates to 20% of the GCSE and the controlled assessment task is carried out throughout the two years of study.*

## Mathematics: Two Tier

The main strands are

Number and Algebra

Geometry and Measures

Statistics and Probability

The emphasis is strongly on understanding and applying skills in real life contexts and problem solving i.e. functional elements. The course has a modular structure.

### Assessment

There are two tiers of entry

Foundation	Grades C* - G
Higher	Grades A* - E

The vast majority of our pupils will enter at Higher Tier, a few may enter Foundation Tier (this decision will be made in consultation with the Mathematics teacher, the Head of Department and with parents).

In each Tier there will be two assessed components.

1. Module Test (M1 or M2 or M3 or M4) 45%
  2. Completion Test (M5 or M6 or M7 or M8)55%
1. The Module Test written paper is of 1 hour 45 minutes duration at Foundation Tier (M1 or M2) and 2 hours duration at Higher Tier (M3 or M4). Calculators are allowed.
  2. The Completion Test consists of 2 papers and is of 2 hours duration at Foundation Tier (M5 or M6) and of 2½ hours duration at Higher Tier (M7 or M8). Paper 1 is without a calculator and Paper 2 is with calculator.

## Maths : Further Mathematics

The components of the course studied at Wallace are:

Pure Mathematics

Mechanics and Statistics

### Assessment

There are two papers each of 2 hours duration

<b>Paper 1</b>	<b>Pure Mathematics</b>	<b>50%</b>
<b>Paper 2</b>	<b>Mechanics and Statistics</b>	<b>50%</b>

This subject may be taken by pupils who have demonstrated a high level of achievement and performance in Mathematics in general and/or require it for career consideration or further studies. Pupils will be placed into their appropriate GCSE Mathematics class by the school, based on their Summer examination result in Year 10.

## Maths : Statistics

Pupils will study a range of statistical content including:

- Planning and data collection
- Problems with data
- Types of data
- Processing, representing and analysing data
- Reasoning, interpreting and discussing results
- Probability
- The normal distribution as a model
- The binomial distribution as a model
- Statistics in real-life

This GCSE is assessed across two units based on all the taught material.

### Assessment

Content	Assessment	Weighting
Unit 1	External written examination	50%

	<p>Higher Tier: 2 hours 100 marks</p> <p>All questions are compulsory</p>	
Unit 2	<p>External written examination</p> <p>Higher Tier: 2 hours 100 marks</p> <p>Some questions are set on the information in the pre-release case study.</p> <p>All questions are compulsory</p>	50%

This subject may be taken by pupils who have demonstrated a high level of achievement and performance in Mathematics in general though are not eligible for Further Mathematics GCSE. Pupils will be placed into their appropriate GCSE Mathematics class by the school, based on their Summer examination result in Year 10.

## Modern Languages

Pupils will study 3 Contexts of Learning: Identity, Lifestyle and Culture; Local, National, International and Global Areas of Interest; and School Life, Studies and the World of Work throughout the 2 year course. Pupils are assessed in 4 skill areas - Listening, speaking, reading and writing in Year 12:

### Unit 1:

Listening 25%

External written examination with stimulus material in French/German/Spanish. There are two tiers of entry: Foundation (35 mins approx.) and Higher (45 mins approx.). Students answer 12 questions. Responses include: selection; gap-filling; answering questions in English; and answering questions in French/German/Spanish

### Unit 2:

Speaking 25%

One teacher-conducted and externally marked speaking examination. There is one tier of entry. The test lasts 7-12 minutes, plus 10 minutes of supervised preparation time.

Each test includes: two role-plays, both from the same Context for Learning; and a general conversation on two topics, one from each of the other two Contexts for Learning.

Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Students prepare for the first conversation topic in advance from the Context for Learning prescribed by CCEA.

Teachers record the examination and submit it to CCEA for marking.

### Unit 3:

Reading 25%

External written examination with stimulus material in French/German/Spanish. There are two tiers of entry: Foundation (50 mins); and Higher (1 hour). Students answer 12 questions.

Responses include: selection; gap-filling; answering questions in English; answering questions in French/German/Spanish; and translating short sentences from French/German/Spanish into English.

### Unit 4:

Writing 25%

External written examination. There are two tiers of entry: Foundation (1 hour); and Higher (1 hour 15 mins). Students answer four questions.

Responses include: a list and short phrase task in French/German/Spanish (Foundation Tier only); short phrase/sentence responses in French/German/Spanish (both tiers); short responses in French/German/Spanish to one or more pieces of text (Higher Tier only); translation of short sentences from English into French/German/Spanish (both tiers); and one structured, extended writing task in French/German/Spanish from a choice of three (both tiers).

## Motor Vehicle and Road User Studies

The CCEA scheme of Motor Vehicle and Road User Studies develops a wealth of relevant knowledge and practical skills, including a greater awareness of the motor vehicle itself and its systems. It focuses on learning to drive in different conditions and coping with the unexpected. It deals with the various costs involved in running a car and raises broader issues of traffic management and pollution. It also looks at how best to avoid accidents and, if one does occur, how to limit the damage.

Throughout, it drives home the importance of making safety top priority. The result is more informed and enthusiastic road users better able to combine their enjoyment of driving with a healthy respect for the road.

### Scheme of Assessment.

The subject is assessed through coursework and by examination. Pupils at The Wallace High School will be assessed in 3 Units. The weighting for each unit is as follows.

#### Unit 1:

Motor Vehicle and Road User Theory

Externally assessed written paper 50%

#### Unit 2:

Investigative Study

Controlled Assessment 25%

#### Unit 3:

Practical Riding Activity

Controlled Assessment 25%

During the first year of the course the pupils will cover the content of Unit 1 and will take an examination at the end of Year 11.

The aims of the course are to:

- develop interest in and appreciation of the motor vehicle;
- develop understanding of the legal liabilities of being a road user;

- develop knowledge and understanding of the responsibilities of vehicle ownership;
- develop a positive and understanding attitude to the use of the road and to other road users;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop respect for the safety of road users;
- learn to act decisively and positively at the scene of a road traffic collision;
- acquire the knowledge and skills needed for the use of a powered vehicle;
- develop understanding of the mathematical, scientific and technological principles of motor vehicles;
- develop knowledge and understanding of routine vehicle maintenance; and
- acquire a range of practical and communication skills appropriate to the subject.

### **Unit 1 Assessment**

Students answer questions on the following areas:

- Vehicle Control and Road User Behaviour;
- Legal Requirements;
- Road Transport and Its Effects on Society;
- Motoring Mathematics;
- Collision Procedures; and
- Motor Vehicle Technology.

### **Unit 2 Assessment**

- Students collect data on a moving traffic situation. They may do this in groups.
- Students collect data on a moving write the investigative study. They must do this individually.

### **Unit 3 Assessment**

- Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft.

## Moving Image Arts

Students have the opportunity to work on a range of creative, critical and technical tasks, including planning and creating moving image products. This linear course provides a solid foundation for progression to GCE AS/A2 Moving Image Arts and other subject-related qualifications. Students develop knowledge, understanding and skills through practical demonstration in a context related to employability.

Studying this specification, gives students opportunities to:

- develop a critical understanding of film language, narrative, representation and audience in both theory and practice;
- investigate and research others work and demonstrate the ability to analyse and evaluate creative purpose;
- acquire knowledge and understanding of moving image genres and contexts;
- develop ideas by investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources, processes and equipment at different stages of moving image production;
- create complete moving image products;
- develop technical competence in using film-making techniques; and
- evaluate the effectiveness of their practice as film-makers.

The course consists of 3 Components. The features and assessment opportunities for each component are listed in the grid below.

	Features	Assessment
<p><b>Component 1:</b> (Online Examination)</p> <p><b>Critical Understanding of Creative and Technical Moving Image Production</b></p> <p><b>40%</b></p>	<p>A Range of Previously Unseen Audio and Visual Stimuli and short film sequences.</p> <p>Questions that assess knowledge and understanding of film language, practices, techniques and contexts.</p> <p>Scenario-based questions that assess creative and production management skills.</p> <p>Questions that assess analysis and evaluation of film language, audience and purpose.</p>	<p>Component 1 will be assessed in the Summer of Year 12.</p> <p>Assessment will take the form of a 1 hour and 30 minute online examination.</p>
<p><b>Component 2:</b> (Year 11 Controlled Assessment)</p> <p><b>Acquisition of Skills in Moving Image Production</b></p> <p><b>20%</b></p>	<p>Students will complete 4 tasks: -</p> <ol style="list-style-type: none"> <li>1. Storyboard – October - 2 hours 30 minutes - 10 marks.</li> <li>2. Camera and Editing – December/January 2014 - 7 hours 30 minutes – 20 marks</li> <li>3. Sound – February/March - 5 hours -15 marks</li> <li>4. Animation – May - 5 hours – 15 marks</li> </ol> <p>Controlled Assessment Tasks 1-3 will be completed during class time. Task 4 will be</p>	<p>Students complete the Component 2 Tasks in Year 11</p> <p>The tasks will be marked by the Teacher and submitted to CCEA for moderation</p>

	completed under exam conditions during 8th summer examination period.	
<p><b>Component 3:</b> (Year 12 Controlled <b>Assessment)</b></p> <p><b>Planning and making a Moving Image Product</b></p> <p>40%</p>	<p>Students produce a Film or animation portfolio from a selection of genre specific production briefs.</p> <p>The portfolio will include: -</p> <ul style="list-style-type: none"> <li>● 1. Research analysis</li> <li>● 2. Pre-production material (Storyboard, script etc)</li> <li>● 3. A completed Moving Image Arts product (Film)</li> <li>● 4. An evaluation.</li> </ul>	<p>Component 3 will be assessed in the Summer of Year 12</p> <p>The Component 3 portfolio will be marked by the Teacher and submitted to CCEA for moderation.</p>

## Music

The G.C.S.E. syllabus represents a continuation of the experiences promoted by the Programmes of Study for Music at Key Stages 1 - 3. It reflects the key elements of a musical education i.e. listening, composing and performing activities, critical appraisal and articulate responses.

**Length of Course:    2 Years**

### **Aims**

- To develop an understanding and appreciation of a range of different kinds of music.
- To express a personal response to music in an articulate and literate manner.
- To acquire the knowledge, skills and understanding needed to:
  - \* make music both individually and in groups
  - \* develop a life-long interest in music
  - \* progress to further study e.g. AS Level Music, A2 Level Music and / or follow a music-related career
- To develop broader life skills such as critical, independent and creative thinking, aesthetic sensitivity and cultural awareness, time management, self-appraisal, leadership, working with others.

### **Course Elements:**

Students study Western Classical music, Film and TV music, Traditional music and Popular music. Assessment covers composing, performing, listening and appraising.

**Composing and Appraising** – 3-6 minutes, two compositions each, undertaken as moderately controlled assessment in Year 12. internally assessed and externally moderated, 30% weighting, available Summer only.

**Performing and Appraising** - up to 12 minutes, at least one solo and one ensemble performance, to include one piece related to one of their areas of study, externally assessed, 35% weighting, available Summer only.

**Listening and Appraising.** , 35% weighting, available Summer only.

### **Course Content:**

All elements of the course are explored through the following areas of study

- \* Orchestral Music
- \* Music for Film and TV
- \* Musical traditions
- \* Popular Music

Students will have the opportunity to listen to and study a range of pieces of music from all eras. They will develop the skills and understanding necessary to compose their own music. They will also perform music (both solo and ensemble). All these activities will be related to the three areas above.

**Entry Requirement:**

Show ability to achieve Grade 3 Associated Board standard or equivalent on a musical instrument/voice by Easter of Year 12.

## Physics

Physics GCSE encourages students to appreciate the value of physics and mathematics in their lives and world around them. It will develop their knowledge and understanding of physics and the effects of science on society. Physics GCSE will develop an objective view of questions and problems, encouraging individuals to form hypotheses, collect and research evidence to develop and explain theories and observations. Physicists develop a good awareness of risk and to assess risk in the context of potential benefits. They also tend to develop strong skills in the communication of mathematics and use of technology. Physics supports the majority of STEM careers and is one of the facilitating subjects at A level, for which GCSE Physics is a prerequisite.

The GCSE course consists of three units divided into 4 examinations as explained below.

Content	Assessment	Weighting	Availability
<b>Unit 1:</b> Motion Force Density Kinetic Theory Energy Atomic and Nuclear Physics	An externally assessed written examination (90 mins) consisting of a number of compulsory structured questions. These provide opportunities for short answers, extended writing and calculations.	37.5%	Summer only
<b>Unit 2:</b> Waves Light Electricity	An externally assessed written examination (90 mins) consisting of a number of compulsory structured questions. These provide opportunities for short answers, extended writing and calculations.	37.5%	Summer only

Magnetism Electromagnetism Space Physics			
<b>Unit 3:</b> Practical skills	<p><b>Part A:</b> 2 externally marked practicals in the second year of the course in a single 2 hour session</p> <p><b>Part B:</b> 1 hour examination paper based on the practical skills developed across all topics covered in the course</p>	<p>7.5%</p> <p>17.5%</p>	<p>During Jan exams in Year 12 at WHS</p> <p>Summer</p>

## Physical Education

The GCSE Physical Education course builds on the broad objectives of the Northern Ireland Curriculum. It promotes students' physical, mental and spiritual development while also helping to prepare them for adulthood. It equips students with knowledge, understanding and skills to make informed and responsible decisions as contributors to society, the economy and the Environment.

### Aims

This specification helps students to:

- be inspired by following a broad, clear, satisfying and worthwhile course of study
- be aware of and appreciate their own and others cultures in the area of physical education
- be creative and develop decision making skills to help them plan for performances and respond to changing situations
- make informed decisions about further learning opportunities and career choices
- improve their fitness levels and skills through a range of physical activities
- improve their performance in different types of physical activity and roles such as player, participant, leader and official
- develop the ability to take part independently and successfully in different types of physical activities
- develop and continue their involvement in physical activity as part of a healthy, active lifestyle

### Components

The specification comprises three components.

#### **Component 1: factors underpinning health and performance**

External written exam 1hour 15minutes 100 marks - 25%

#### **Content:**

The body systems - skeletal, muscular, cardiovascular, respiratory, digestive and nervous system

Healthy and lifestyle decisions - health, mental, social, physical (exercise, nutrition, sleep, tobacco and illegal drugs, alcohol and planning for physical health

The active leisure industry- concept of leisure and event management

### **Component 2 : developing performance**

External written examination 1hour 15mins 100 marks - 25%

Content:

Developing physical fitness for performance - physical fitness, principles of training, methods of training, assessment of physical fitness, planning and evaluating training programmes/training sessions

Developing skilled performance- skilled performance, factors underpinning learning skills

### **Component 3 : Individual performances in physical activities and sports**

Controlled assessment

3 physical activities/sports/ event manager 3 x 50 = 150 marks AND

analysis of performance 1 x 50 marks - all worth 50% No limit on choice

Pupils opting for this course should play at least one major school sport for a school team for the duration of the course. (Cricket, Hockey, Netball or Rugby) or play at a representative level in another sport.

If the above criteria are not achieved, pupils must then have gained an A grade for their Year 10 summer report. In addition high levels of performance must be achieved in badminton and fitness Year 10 modules.

## **Religious Studies (Short and Long Course)**

Pupils will sit the appropriate GCSE examination at the end of both Year 11 and Year 12. Each examination lasts 90 minutes. Pupils are selected for the Half GCSE course based on their Jan Year 11 mock marks.

**Year 11 and 12 - taught over two periods per week**

**Module One: An introduction to Christian Ethics (8)**

All students will study this module an introduction to ethics within the study of religion. Students will explore:

Personal and family issues

Matters of life and death

Developments in bioethics

Contemporary issues in Christianity

Modern warfare

**Assessment**

**One external paper:**

An introduction to Christian Ethics 50%

**Success Criteria**

In this unit students must be able to develop two attainment targets:

AO1 Describe, explain and analyse using knowledge and understanding.

AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

## **Module 2**

An introduction to Philosophy of Religion (9)

This module aims to introduce students to a number of themes surrounding the study of religion. It enables students to explore issues surrounding the existence of God, the nature of God, how human beings relate to God and the problem of evil/and or suffering.

The themes studied include:

- The existence of God
- The nature of God
- The problem of evil/and or suffering
- Experiencing God
- Life after Death

## **Assessment**

This module is examined with one external paper:

‘An Introduction to Philosophy of Religion’ (1 Hr 30mins) which is 50% of the Full Course Grade.

## **Success Criteria**

In this unit students must be able to develop two attainment targets:

AO1 Describe, explain and analyse using knowledge and understanding.

AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

## Technology and Design

Technology and Design encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain insight into related sectors such as manufacturing and engineering. It also prepares them to make informed decisions about further learning opportunities and career choices.

### **Scheme of Assessment.**

The subject is assessed through coursework and by examination. Pupils at The Wallace High School will be assessed in the common Units 1 and 3 and will also be entered for the optional Unit 2 Electronic and Microelectronic Control Systems. The weighting for each unit is as follows.

#### **Unit 1:**

Technology and Design – Core

Externally assessed written paper	25%
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#### **Unit 2:**

Systems and Control – (Electronic and Microelectronic Control Systems)

Externally assessed written paper	25%
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#### **Unit 3:**

Design and Manufacturing Project

Coursework	50%
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During the first year of the course the pupils will cover the common core of the subject. (Unit 1) and will take an examination at the end of Year 11.

They will learn about:

Materials and Their General, Physical, Aesthetic and Structural Characteristics

Tools, Processes and Techniques

Electronics

Mechanical Control Systems

Computer Control Systems

## Pneumatic Control

### **Note :**

**Unit 3** - This unit is compulsory for all students and carries a weighting of 50% of the full qualification. It is marked out of 100. It has a time guidance of approximately 40 hours. The project allows students to demonstrate their ability to design and manufacture a product.