

# Abbey Christian Brothers' Grammar School



**GCSE Subject Choices  
2013**

## **Table of Contents**

**Foreword**

**Choosing Subjects for GCSE**

**How to Choose the Right Subjects**

**Art and Design**

**Business Studies**

**Construction**

**Drama**

**English Language**

**English Literature**

**French**

**Geography**

**History**

**ICT (Computers)**

**Irish**

**Learning for Life and Work**

**Mathematics**

**Additional Mathematics**

**Moving Images**

**Music**

**Physical Education**

**Religious Studies**

**Science**

**Spanish**

**Technology**

**Career Information Pack**

## FOREWORD

Dear Student,

You now draw close to an important milestone, namely the end of your time in junior school. Naturally with this comes a degree of excitement and expectation, but now also you must make some important decisions regarding your subjects for GCSE. Please note that a recent major survey of Abbey Past Pupils revealed that a significant number believed that decisions taken in relation to subject options at the end of Key Stage Three had a significant bearing on their future Career path.

The information contained in this booklet is to help you make choices for fourth year in as informed a way as possible. Read the information carefully, listen to others, ask questions and above all else try to work out what is best for you - and you alone. In your decisions do not be afraid to be influenced by reasons such as (a) you are good at this subject and (b) you enjoy it.

If you need further advice do not hesitate to talk to any of your teachers or relevant H.O.D'S, Mrs. McGrath , Ms Toner or myself.

Finally, I feel it would help if you paused now and again and quietly asked the Holy Spirit to guide your deliberations. I wish you well and pray that you will make choices now that will bring you peace and contentment in the future.

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Headmaster  
(Mr. Dermot McGovern)

## **CHOOSING SUBJECTS FOR GCSE**

As a third year you are coming to the end of Key Stage Three in the Abbey, and over the next few weeks you are required to begin to make a number of important decisions about yourself, your education and your future.

This can be a daunting time for you, and there is no doubt that some decisions will be more difficult to make than others.

During your taught LLW Employability programme this year you will be focusing on preparing a Personal Career Plan for yourself. This involves looking more closely at yourself as an individual, reflecting on your strengths and weaknesses and focusing on what you are good at, interested in and enjoy.

You will also look at the various sources of information available to help you make both short-term and long-term career plans. During Careers Class in January we spent some time discussing the Year 10 Subject Options and the importance of choosing subjects relevant to your career. The following is an overview of what to consider before making your forthcoming subject choices.

### **HOW TO CHOOSE THE RIGHT SUBJECTS**

As a Year 10 student it is important that you make the 'right' choice of GCSE subjects.

The 'right' choice should include a combined consideration of these factors -

- (1) Subjects that you really like
  - The more you enjoy; the easier it is to learn.
- (1) Subjects that you are good at
  - There may be a change in emphasis from Junior School to GCSE level, so make sure you speak to your teacher about coping with this change.
- (1) **Subjects that you may need for your career**

Choosing a career is a continuous process which involves a series of choices as you make your way through life.

Your GCSE subjects will help dictate the career opportunities open to you.

Think ahead and choose subjects that:-

  - (a) will help with your A-level studies;
  - (b) are needed for entry into University courses;
  - (c) are needed for entry into Further Education Courses, and;
  - (d) may help you land a job.

### **Carefully consider the GCSE and A level Subject requirements for courses given at the end of this booklet.**

4. **Subjects that keep your options open -**

Taking a **broad** and **balanced** range of subjects will leave open many career doors and close few.
5. **What your teachers say**

Teachers' should be able to advise you whether your choice of GCSE subjects is suited to your interests and abilities.
6. **What Parents and Friends say**

Listen to others as they can pass on valuable knowledge and experience on the importance of certain subjects in the world of work. However, always remember it is your subject choice and you must do what is right for you.

### **WHAT QUESTIONS SHOULD I ASK MY TEACHERS -**

Your teachers will see it as part of their responsibility to see that you are entered for the most appropriate subjects and syllabus available. So, before opting for, or committing yourself to any course, make sure that you ask each subject teacher:

- How much reading is involved?
- How much writing is involved?
- How much coursework is involved?
- What percentage of the marks is given for coursework?
- If there's the option of different tiers of assessment?
- If there's an oral test?
- If you'll have to gather information for yourself?
- If projects are involved?
- What practical skills are involved?
- How much laboratory or fieldwork is involved?

Armed with this information, you should be well placed to begin to make your GCSE decisions - The Choice Is Yours. Good Luck!

Mrs C Mc Grath (Head of Careers/CEIAG)

## ART & DESIGN

The Art and Design GCSE course is ideally suited to motivated, mature and skilled pupils who have a passion for art in all aspects of day to day life. It has the flexibility to allow students to choose a theme which they are interested in and to focus on techniques and skills eg printing, ceramics, photoshop which they would like to develop.

### CAREER OPPORTUNITIES

Successful completion of the course will provide excellent framework for A' level Art and Design and onward progression into careers diverse as architecture, engineering, graphic design, advertising, product design, the media and education.

### SPECIFICATION STRUCTURE

This specification is made up of two units

#### Unit 1 – The Core Portfolio

#### Unit 2 – Working to a Stimulus

To fulfil the requirements of this qualification, students must complete both Unit 1 & Unit 2. All work presented for assessment and moderation must be carried out under supervision.

#### Unit 1 – The Core Portfolio

Unit Weighting 60%

This provides an opportunity for candidates to explore what is meant by the visual elements with an emphasis on broad, creative learning experiences that fulfil the requirements of the assessment objectives. Students choose their own theme for their Core Portfolio.

#### Unit 2 – Working to a Stimulus

Unit Weighting 40%

This externally set examination takes the form of a series of suggested ideas based on a set stimulus. A final outcome is completed within a set period of 10 hrs under controlled conditions.

### Aims and Learning Outcomes

Students who take this course pursue an integrated, critical, practical and theoretical study of art and design. They also develop an appreciation of the work of artists and designers from a range of cultural backgrounds.

Students who take this course:

- use appropriate technical language to make relevant comments explaining how they have developed their ideas;
- realise their intentions and fulfil the requirements of the unit;
- understand the importance of health and safety issues;
- investigate and develop their ideas in a personal and creative way using a range of media, materials, processes, techniques and new technology;
- sustain a focused development of their work;
- experience working within the restrictions of a set stimulus;
- experiment with and explore the visual elements through research investigation, observation and analysis;
- review and modify their work to generate further ideas;
- understand, develop and use safe working practices;
- develop an appreciation of the work of artists and designers from a range of cultural backgrounds;
- work with relevant artists, designers, organisations, and creative and cultural industries and/or experience and learn from the working practices of these, where possible;
- experience working within real and relevant frameworks; and
- select, edit and present completed work for assessment and moderation.

AO1: Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO2: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.  
AO4: Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## BUSINESS STUDIES

Business Studies is seen as an integrated course which emphasizes the need for students to develop the ability to make rational decisions through the application of appropriate knowledge, skills and understanding.

The examination is made up of 3 units:

### **Unit 1 Business Start Up**

This unit is made up of three parts:

- 1 Business start-up:**  
Types and Organization e.g. Sole Traders, Partnerships, Public Limited Companies, Private Companies and the Public Sector; Sources of Finance, Business Aims and Mission Statements; Stakeholders; Customers, Factors of Production; the Role of Entrepreneurs.
- 2 Production:**  
Types of Production; Methods of Production; Quality Assurance; Health and Safety.
- 3 Marketing:**  
Market Research; The Marketing Mix – the 4 Ps.

**This unit can be taken in the summer of Year 11 and will be a 1 hour 20 external written exam. This exam is worth 35% of the final GCSE mark.**

### **Unit 2 Business Development**

This unit is made up of 4 parts plus a controlled assessment:

- 1 Finance:**  
Cash Flow Forecasting; Ratios; Break-even.
- 2 Managing People:**  
Recruitment Selection and Training, Motivation and Trade Unions.
- 3 Business Growth:**  
Success or Failure; Methods of Growth; International Business; E-Commerce; Business Planning.
- 4 Business Plans.**

**The exam for this unit is taken in the summer of Year 12 and will be a 1 hour 40 minutes written exam. This exam is worth 40% of the final GCSE mark.**

### **Unit 3 The controlled Assessment**

The controlled assessment involves one task that is set by the examination board. There will be 12 hours of research conducted before the final exam which consists of the writing up of a 3 hour report under exam conditions. All tasks must be completed independently.

**This controlled assessment is taken during Year 12. This exam is worth 25% of the final GCSE mark.**

#### **Skills developed:**

The course in Business Studies will introduce students to the skills, knowledge and attitudes necessary for setting up or managing a business or a particular aspect of a business e.g. accountancy, sales, marketing or management.

**Career Opportunities:**

Business Studies provides a very useful foundation for higher level study. Now available as an 'A' option in this school, it is acceptable for entrance into a wide range of degree courses, leading into careers such as marketing/sales, personnel/business management, accountancy, banking, business law, finance, insurance, investment and self employment in one's own business enterprise.

## CONSTRUCTION

GCSE Construction is a practical, work related course. You learn by completing projects and assignments on realistic workplace situations and activities. You focus on particular subject areas and develop a range of specialist skills and knowledge.

**The course consists of three units and are as follows:**

- Unit 1: The Construction Industry for the 21<sup>st</sup> Century
- Unit 2: The Construction Craft project
- Unit 3: Computer Aided Design in Construction

**How is this course assessed?**

**Unit 1** is assessed by means of an examination

**A written examination lasting 1Hr (40%)**

**Unit 2** is assessed through coursework

Students carry out one craft project and produce an allied craft folder

**Manufactured outcome and Folder (30%)**

**Unit 3** is assessed through coursework.

**Portfolio of computer generated drawings (30%)**

### CAREER OPPORTUNITIES

This course is designed to equip individuals who wish to gain the practical skills, knowledge and understanding required for success for employment in the technical and professional disciplines within the construction and engineering environment.

If you wanted to get a job straight away you could enter work based training through the Apprenticeship or Pre-Apprenticeship programme or alternatively you could continue your education to ultimately pursue an occupation in areas such as:

Architectural Design, Construction Engineering and Management, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying, Town Planning.

## DRAMA

### AIMS

A course in Drama will enable students to develop:

1. An awareness of self and others and the world around us in a dramatic context.
2. Self confidence and mutual respect in a dramatic context.
3. Self expression through art.
4. Qualities of intuition, imagination, exploration, analysis and critical reflection;
5. Appreciation of the contribution of the arts in the development of their personality and that of others:
6. Development of personal qualities in decision making and co-operating with others;
7. Development of special interests and enthusiasm to gain confidence and a sense of achievement.

### SCHEME OF ASSESSMENT

The scheme of assessment is designed to enable students to demonstrate the levels of attainment they have achieved by combining evidence from the coursework component with that produced by the practical examination and the written terminal examination as set out below.

| TIERS                           | COMMON   |
|---------------------------------|--|
| Target Grades                   | A* - G   |
| Assessment Components           | 2  |
| Paper 1<br>Written Examination  | Section A (30%) - 2 questions on a set text<br>(a) aspect of costume or set design – 8%<br>(b) rehearsal work – 20%  |
| Time                            | Section B (10%) - one question on the text studied for the compulsory Internally Assessed Unit<br>(a) an aspect of staging or an aspect of role – 12%.<br>1 hour 30 minutes      |
| Percentage assessment weighting | 40%<br>Summer only.  |
| Internally Assessed Component   | Two controlled assessment units. Internally assessed - externally moderated.   |
| Percentage Weighting            | First compulsory element: Scripted performance: 30%<br>Second Element: 30% from list:<br>Devised<br>Improvisation<br>Dance Drama<br>Mime<br>Design Support<br>60%<br>Summer only |
| Documentation                   | Candidate and Centre Moderation Record Sheets, Teacher Assessment Record Sheet, Student Notebook.  |

| GCSE ENGLISH LANGUAGE CCEA  | GCSE ENGLISH LITERATURE AQA  |
|---|--|
| <b>The Exam (40 %)</b>  | <b>The Exam (75%)</b>  |
| <p><b>Units 1 and 2: The Exam</b></p> <p><b>Unit 1: External: 1hr 30mins- 20%</b><br/>(available from summer 2011, Jan. 2013)<br/><b>Writing:</b> Personal<br/><b>Reading:</b> Multi-modal texts (two to allow comparisons/cross-ref);</p> <p><b>Unit 2: External: 1hr 30mins- 20%</b><br/>(available from summer 2012, Jan. 2013)<br/><b>Writing:</b> discursive (ONE side of issue only), based on multi-modal stimulus;<br/><b>Reading:</b> Non-fiction Writing (one stimulus)</p>   | <p><b>Unit 1: Exploring Modern Texts: 1 hour and 30mins: 40%</b></p> <p><b>Section A: Modern Prose or Drama: 20%</b><br/>e.g. <i>AQA anthology, An Inspector Calls, The Crucible, Lord of the Flies, Touching the Void</i> and others. NB A clean copy of the text can be taken into the exam.</p> <p><b>Section B: Exploring Cultures: 20%</b><br/><i>Of Mice and Men, To Kill a Mockingbird</i></p> <p><b>Unit 2: Poetry Across Time: 1 hour 15mins: 35%</b></p>   |
| <b>Controlled Assessments</b>   | <p><b>Section A: Poetry Cluster from the Anthology:</b><br/>23% of total marks (NB Digital Anthology available for this)</p> <p><b>Section B: Responding to an Unseen Poem: 12%</b><br/>of total marks</p>   |
| <p><b>Unit 3: Speaking and Listening: 20%</b><br/>CCEA to provide exemplar tasks<br/><i>Available summer 2011, Jan. 2013</i><br/>Three tasks:<br/>-Individual Presentation;<br/>-Group Interaction;<br/>-Role play based on 'real life'</p> <p><b>Unit 4: Three Written Pieces: 40%</b><br/>CCEA provides tasks/titles:</p>   | <b>Controlled Assessments</b>  |
| <p><b>-Task 1: The Study of Spoken Language: 10% 1 hour 30 mins</b> (Students listen to different types of talk and say why it varies. They can record their own sources);</p> <p><b>-Task 2: The Study of a Literary Text: 15% 1hour 30 mins</b> (Can be based on part/whole of a GCSE Lit text. New focus each year/three choices given. E.g. Analyse the presentation of conflict in a literary text you have studied. Centre to adapt titles to suit candidates.</p> <p><b>-Task 3: Creative Writing: 15% 2 hours</b> (Can be based on a GCSE Literature stimulus) CCEA gives topic and candidate chooses format e.g. horror story, play script, editorials etc.<br/><b>Themes for 2012 are:</b><br/><b>conflict/women/suspense</b> e.g. Write George's diary after Lennie's shooting at the end of <i>Of Mice and Men</i> <b>or</b> Write a short story creating an atmosphere of suspense. <b>NB First moderation of R&amp;W tasks: 2012- but can be done in 2011</b></p> | <p><b>Unit 3: The Significance of Shakespeare and the English Literary Heritage (3-4 hours writing)</b><br/>25% of total GCSE marks.</p> <p>Candidates complete one controlled assessment task which asks them to make links between a play from Shakespeare and any other text, of any genre, from the English/Welsh/Irish Literary heritage.</p> <p>Pupils can draw on multi-modal versions of the texts, for example stage productions, film and/or audio versions to enrich and inform their understanding of the text.</p> <p><b>Refer to <a href="http://aqa.org.uk">aqa.org.uk</a> for specimen materials.</b><br/>Tasks may be set on aspects such as: conflict/love/family/power or on characterisation topics such as: relationships, heroes, female or male characters, comic characters.<br/>E.g. How are family relationships presented in <i>Romeo and Juliet</i> and <i>Pride and Prejudice</i>. In your response you should explore similarities and differences in the ways the relationships are developed by each writer.<br/>Or<br/>Compare and contrast Shakespeare's presentation of Shylock in <i>The Merchant of Venice</i> with Dickens' presentation of Fagin in <i>Oliver Twist</i></p> |

## FRENCH

French is a very important European language in international affairs and knowledge of French can have a very beneficial effect on job prospects, as employers are now eager to employ people who can speak at least one European language. There are more and more opportunities to use languages in various careers and because of this an increasing number of degree courses are now offering students the opportunity to combine a language with other courses and in many cases allowing them the chance to spend a year studying at a French university.

The GCSE Examination consists of four main areas:

### **Unit 1 (A02) Speaking:**

Controlled assessment

Students prepare and complete **two tasks** under supervision.

Teachers can either:

- select or adapt the two tasks from a list that CEA provide; or
- set their own two tasks, keeping within the parameters described in Section 6.

Teachers mark the assessments and CEA moderate them.

Worth 30% available every summer (beginning in 2010)

### **Unit 2: (AO4) Writing**

Controlled assessment. Students prepare and complete **two tasks** under supervision. Teachers can either:

- select or adapt the two tasks from a list that CEA provide; or
- set their own two tasks, keeping within the parameters described in Section 6.

CEA mark the assessments.

Worth 30% Every Summer (beginning in 2010)

### **Unit 3: (AO1) Listening**

One externally assessed written paper

Two tiers of entry:

- Foundation (**35 minutes**); and
- Higher (**45 minutes**)

Stimulus material in French, recorded by native speakers

Responses include selection, gap filling and answering some questions in English

20% exam to be taken in summer of 5<sup>th</sup> yr

### **Unit 4: (AO3) Reading**

One externally assessed written paper

Two tiers of entry:

- Foundation (**40 minutes**); and
- Higher (**50 minutes**)

Stimulus material of various lengths on a range of topics in French

Responses include selection, gap filling and short answers in French, and some answers in English

Worth 20% exam to be taken in summer of 5<sup>th</sup> Yr

GCSE French is a very enjoyable course, which builds upon and develops the skills and vocabulary learnt through the study of French in the junior school.

**Career opportunities:**

Being able to speak other languages is a skill that will get you ahead in the world of work.

The UK trades with over 200 countries worldwide and businesses – large, medium and small need employees with foreign language skills. Employers are looking for people with good conversational ability, which will give a good impression, help to build relationships and make new contacts. They also need people who are happy operating across cultures.

More than 30% UK businesses want people specifically for their language skills because 77% of British exporters believe they lose business because they can't speak other languages.

French is one of the world's most widely spoken languages, spoken in

- Africa (Sub-Saharan & the Maghreb)
- The Caribbean
- Canada
- Other European countries (Belgium & Switzerland)

French, along with English, is the official working language of:-

- The United Nations
- The International Olympic Committee
- The International Red Cross
- The Council of Europe
- The European Court of Justice.

French is a very important European language and a working knowledge of French will open many doors in business and the wider world of work.

## GEOGRAPHY

..... if you are into people and places read on!!!

Geography is going modular with one exam at the end of Year 11 based on the work taught that year and the final exam at the end of Year 12 based solely on the work taught during 5<sup>th</sup> year, along with a compulsory piece of coursework.

| Content  | Assessment  | Weighting | Availability                     |
|--|---|-----------|----------------------------------|
| <p><b>Unit 1:<br/>Understanding Our<br/>Natural World</b></p> <p>This unit covers the following themes:<br/>Theme A: The Dynamic Landscape</p> <p>Theme B: Our Changing Weather and Climate</p> <p>Theme C: The Restless Earth</p> | <p><b>External written exam<br/>1 hour 30 minutes</b></p> <p>Three multi-part questions are set with one on each theme. Candidates answer all three questions.<br/>Each question includes:</p> <ul style="list-style-type: none"> <li>• resource material which may take a variety of forms, for example statistical, pictorial and written text; and</li> <li>• some parts that require extended writing.</li> </ul> | 37.5%     | Every Summer (beginning in 2010) |

| Content   | Assessment  | Weighting | Availability                     |
|---|---|-----------|----------------------------------|
| <p><b>Unit 2:<br/>Living in Our World</b></p> <p>This unit covers the following themes:<br/>Theme A: People and Where They Live</p> <p>Theme B: Contrasts in World Development</p> <p>Theme C: Managing Our Resources</p> | <p><b>External written exam<br/>1 hour 30 minutes</b></p> <p>Three multi-part questions are set with one on each theme. Candidates answer all three questions.<br/>Each question includes:</p> <ul style="list-style-type: none"> <li>• resource material which may take a variety of forms, for example statistical, pictorial and written text; and</li> <li>• some parts that require extended writing.</li> </ul> | 37.5%     | Every Summer (beginning in 2010) |
| <p><b>Unit 3:<br/>Fieldwork Report</b></p>  | <p><b>Controlled Assessment</b></p> <p>The candidate must complete a report of no more than <b>2000 words</b> based on primary data collection.</p>   | 25%       | Summer<br>Terminal               |

**CAREER OPPORTUNITIES:**

Geography is an interesting and versatile subject and is regarded as a science as well as a humanities subject. It complements subjects such as Business Studies, Biology and Chemistry. It can be easily combined with almost all A-level subjects and therefore widens career choice. Geography studied to A-level, allows students to proceed to careers as diverse as Medicine, Law, Town and Country Planning, Marketing, Teaching, Environmental Health and Architecture.

## HISTORY

The History Department has chosen the CCEA Syllabus as being most suited to the individual interests and skills of the teachers in the Department.

### AIMS

1. The stimulation of interest in and enthusiasm for the study of the past.
2. The development of a feeling for the past.
3. The acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.
4. An understanding of the nature of cause and consequence, continuity and change, similarity and difference.
5. The development of essential study skills such as the ability to locate and extract information from primary and secondary sources; to detect bias; to analyse this information and to construct a logical argument.
6. The furthering of methods for the discovery, interpretation and communication of knowledge about the past.

**Paper 1: Germany 1918 – 39**

**Britain, Northern Ireland, Eire 1935-45**

**Paper 11: The Cold War 1945 – 1991**

**Paper 111: Controlled Assessment. 2 Extended Essay type questions on ‘The dropping of the atomic bomb on Hiroshima’**

### THE EDUCATIONAL VALUE OF GCSE HISTORY -

Pupils who have studied History at GCSE Level are better able to understand their own world: public events, current affairs and contemporary trends. A greater understanding of the past helps create a critical awareness of the present: GCSE History promotes empathy and helps pupils to understand the attitudes of others: Moreover, it helps pupils to examine political claims critically, could be vital in preventing the enslavement of future generations.

History has special relevance for those who proceed to careers in Law, Journalism, Politics, Social Work, the Civil Service and Teaching. Perhaps less obvious is the value for those interested in Management, Architecture and Sales. Above all, History is about people and as such is of some relevance to almost every career.

Obtaining a grade B or higher in GCSE History, along with the experience of working at that subject, will be of benefit for those pupils interested in taking 'A' Level Politics. Also, in the past ten years 'A' level History has produced the best results in the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FULL COURSE ( Computers )

In today's technological world, ICT is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will end up working with ICT. This qualification will help you to understand more about how and why ICT operates in the way it does.

In studying this course you will:

- Become an independent user of ICT who can make informed decisions about its use and are aware of its implications for individuals, organisations and society;
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts;
- Develop ICT based solutions to solve problems;
- Develop your understanding of current and emerging technologies and the social and commercial impact of these technologies;
- Develop your understanding of the legal, social, economic, ethical and environmental issues raised by ICT;
- Recognise potential risks when using ICT, and develop safe, secure and responsible practice;
- Develop the skills to work together; and
- Evaluate ICT based solutions.

The table below summarises the structure of this GCSE course:

### 3 UNITS.

| Content  | Assessment                                       | Weighting |
|--|--|-----------|
| <b>Unit 1: Tools and Applications</b><br><i>Completed in 4<sup>th</sup> Year</i>   | Controlled Assessment                            | 30%       |
| <b>Unit 2: Visual Communications Technology</b><br><i>Completed in 5<sup>th</sup> Year</i>   | Controlled Assessment                            | 30%       |
| <b>Unit 3: Theory Understanding ICT systems in everyday life and its implications for individuals, organisations, society and the wider world.</b><br><i>Summer of 5<sup>th</sup> Year</i> | 1 * External Exam (2 hours)<br>Terminal Synoptic | 40%       |

**BRIEF EXPLANATION** of the different Units:-

**Unit 1 : Tools and Applications**

In this unit, students should be able to make appropriate use of a **Wordprocessor /Desktop publishing package, Communications Software, Presentation Package, Spreadsheet Package.**

**Unit 2: Visual Communications Technology**

In this unit, students will have the opportunity to develop practical skills for designing **websites and games.** They will also develop practical skills that will enable them to use **graphics, digital video and sound effectively.**

**Unit 3: Understanding ICT Systems in Everyday Life and its Implications for Individuals, Organisations, Society and the Wider World**

This unit is about acquiring the knowledge and understanding of ICT systems, how they work and how they are applied to everyday life. The main content areas include :

Input, Output, Storage devices, Memory, Data Portability, Data Networks, Digital communication Security, Mobile Digital Communication, Internet Services and Applications of ICT.

**WHY STUDY GCSE ICT?**

- Employers expect young people to know about and be able to use Computers.
- A knowledge and understanding of GCSE ICT can enhance career prospects especially in this information age.
- Computers play a vital role in many aspects of society.
- It is an exciting practical based subject.

**SKILLS DEVELOPED:**

GCSE ICT provides students with important key-board skills and an ability to work with a variety of hardware and a range of software programmes. The assessments involve a number of important skills involved with research, presentation and personal organisation.

**CAREER OPPORTUNITIES:**

The course offers an excellent preparation for students who may wish to undertake the A-Level ICT course. In the longer term, a qualification in Computer Science provides a student with a good opportunity to pursue a career in computers and computer related work including; System/Analyst/Computer Consultant, Programmer, System Engineer (computer repair and service), Computer Sales, Computer Design and manufacture, Internet Design, Multimedia Authoring, Software Engineering.

**If you have any queries regarding this exciting subject please ask Mr. D. McCann.**

## IRISH

### THE SYLLABUS:

The GCSE Irish Syllabus is structured in such a way as to cater for a wide variety of students, including those who will be ceasing formal education at 16 but who wish to have a working knowledge of the language; those going on to further education but not specialising in the subject; those going on to specialise in the subject at "A" Level.

Irish is now partially modular based and students will complete two tasks in Year 11 and two tasks in Year 12.

#### Unit 1:

##### Speaking (AO2)

Controlled assessment Students prepare and complete **two tasks** under supervision.

Teachers can either:

- select or adapt the two tasks from a list that we provide; or
- set their own two tasks, keeping within

.Teachers mark the assessments and we moderate them. 30% Every Summer (beginning in 2010)

#### Unit 2:

##### Writing

Controlled assessment Students prepare and complete **two tasks** under supervision.

We mark the assessments. 30% Every Summer (beginning in 2010)

#### Unit 3:

##### Listening

One externally assessed written paper

Two tiers of entry:

- Foundation (**35 minutes**); and
- Higher (**45 minutes**)

Stimulus material in Irish, recorded by native speakers

Responses include selection, gap filling and

Answering some questions in English

20% Summer Terminal

#### Unit 4:

##### Reading (AO3)

One externally assessed written paper

Two tiers of entry:

- Foundation (**40 minutes**); and
- Higher (**50 minutes**)

Stimulus material of various lengths on a range of topics in Irish Responses include selection, gap filling and short answers in Irish, and some answers in English 20% Summer Terminal

### REASONS FOR CHOOSING IRISH:

As of 1<sup>st</sup> January 2007 Irish is now an official working language of the European Union. The proposed Irish Language Act will strengthen the position of Irish as an official language of Northern Ireland and will provide greater potential and scope for employment in both the public and private sector.

Irish, being the native language of this country, has a direct link with the pupil's past and present. In it are found the origins of many of our social customs, cultural traditions, attitudes and values that form the core of our identity. It acts as a launching pad for the pupil into the whole area of self-identity which forms such an essential part of education. Indeed, an education which does not include the study of one's native language would, in the opinion of many, be incomplete.

In the present world of increasing change and the growth of what one might call a European character, it is all the more urgent that pupils should have the stability of a cultural and national identity if the young people of the future are not to lose that special distinction offered to them by their own individualistic cultural heritage.

This interest in native languages in Europe generally is also clearly evident in Northern Ireland in the present upsurge in the interest in Irish, especially in the last number of years. Recent census results have revealed that 350,000 people in the Republic of Ireland use Irish daily, 165,000 people in Northern Ireland can speak Irish and 25,000 in the USA use Irish daily. With the current rise in popularity of Irish-Medium Education 4000 children are currently being educated in Irish Medium Schools and this is predicted to rise to 10,000 by 2016.

As the poet Seamus Heaney has stated -

**‘not to learn Irish is to miss the opportunity of understanding what life in this country has meant and could mean in a better future. It is to cut oneself off from ways of being at home. If we regard self-understanding, mutual understanding, imaginative enhancement, cultural diversity and a tolerant political atmosphere as a desirable attainments, we should remember that a knowledge of the Irish language is an essential element in their realisation’.**

All of the above, of course, is opening up a whole new area of employment for those who have the necessary qualifications in Irish. Virtually all of these jobs are new and in addition to the more traditional ones of Secondary and Tertiary level education. Currently government spends approximately £34 million on Irish Language Services in Northern Ireland each year. Foras na Gaeilge, a cross-border language body, receives a budget of £14million, while TG4 receives €8million as part of its budget from the Irish Government.

In addition to this, GCSE Irish has the added advantage of providing the pupil with the qualifications necessary for entry into a number of professions in the Republic of Ireland, e.g. Teaching, Law, Broadcasting, the Civil Service, Journalism, and the Armed Forces. These professions are normally closed to those students who do not have a pass grade in GCSE Irish.

#### **Career Opportunities:**

Irish is no longer restricted to teaching and civil-service jobs in the Republic of Ireland. There are cross-border opportunities such as the legal profession, police, broadcasting and journalism (internet, television and printed word) where Irish is favored. Currently vacancies are available in every aspect of the Media, acting, producing, directing etc. Job opportunities exist in Education, Childcare, Publishing, Science, Technology, Marketing, Finance, Personnel, Advertising and many more. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south. Language skill is a mark of a resourceful, competent and intelligent person.

## LEARNING FOR LIFE AND WORK

This course is divided into three areas of study:

- **Local and Global Citizenship;**
- **Personal Development;** and
- **Employability.**

The content of each area is outlined in more detail below:

### **Local and Global Citizenship**

- Diversity and inclusion in Northern Ireland and the wider world
- Rights and social responsibilities, in relation to local, national and global issues
- The role of society and government in safeguarding rights
- Non-governmental organisations
- Key democratic institutions and their role in promoting inclusion, justice and democracy
- Understanding how to participate in a range of democratic processes

### **Personal Development**

- Understanding how to maximise and sustain health and well-being
- Concept of self, managing emotions and reactions
- Recognising, assessing and managing risk
- Understanding relationships and sexuality, and the responsibilities of healthy relationships
- Understanding the roles and responsibilities of parenting
- Developing further competence as discerning consumers in preparation for independent living

### **Employability**

- The impact of globalisation on employment
- Recruitment and selection procedures, taking into account the rights and responsibilities of employees and employers
- Self-employment and relevant sources of support
- Maintaining an effective working environment
- Investigating the increasing social responsibility of business in the community.

In GCSE Learning for Life and Work, students are assessed against four assessment objectives. They must:

**AO1:** demonstrate their knowledge and understanding of Learning for Life and Work;

**AO2:** apply their knowledge and understanding of Learning for Life and Work;

**AO3:** analyse, select, synthesise, present and evaluate information on Learning for Life and Work;

**AO4:** reflect and evaluate their own learning.

### **What's involved?**

Students will follow a modular course in LLW. They will study Local and Global Citizenship (LGC) in terms 1 and 2 and complete Report 1 in term 2. They will do a 45 minute exam in LGC in June of Year 11. In Year 12, they will do an exam in Personal Development in January, complete Report 2 in term 2

and finish with an exam in June of Year 12 in Employability. In summary, you have to complete 2 reports for controlled assessment and three 45 minute exam papers.

### **Reasons why you should choose LLW**

Through LLW, students have the opportunity to do the following:

**develop as individuals and contributors to the economy, society and environment;**

**develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues;**

**develop thinking skills and personal capabilities through a range of learning opportunities;**

**develop a range of skills to enhance opportunities for employability; and enhance their use of a range of technologies.**

## MATHEMATICS

All students must study Mathematics to GCSE Level. The course available is Northern Ireland 2 Tier Modular GCSE and the 2 tiers of entry are Foundation and Higher.

For the Higher Tier grades A\* to D are available, and for Foundation grades C to G can be obtained.

We propose to enter students for Higher Tier.

At the end of 4<sup>th</sup> year each student will complete 45% of their GCSE by sitting either module 3 (T3) or module 4 (T4). Module 4 will assess work at grades A\*, A and B, while module 3 will assess work at grades B, C and D.

The module component will be an external written examination with calculator and will address the following three assessment objectives:

- recall and use their knowledge of the prescribed content
- select and apply mathematical methods in a range of contexts
- interpret and analyse problems and generate strategies to solve them

The paper is of 1½ hours duration. Results for the module paper will be available in August.

The final 55% is the completion paper which is taken in June of 5<sup>th</sup> year. All students complete the same completion paper, T6, regardless of whether they have taken T3 or T4 in 4<sup>th</sup> year. The completion paper will be split into 2 papers – a non-calculator and a calculator and will address the same three assessment objectives as the module component. These will be taken in the same exam session, with the non-calculator paper first.

Each paper is of 1¼ hours duration. Thus exam session will be approximately 2¾ hours. The course presents students with four areas of study:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measures
- Handling Data.

### Using & Applying Mathematics

- Problem-solving
- Communicating
- Reasoning

### Shape, Space and Measures

- Using and applying shape, space and measures
- Exploration of shape
- Position and movement
- Measures

### Number and Algebra

- Using and applying number and algebra
- Understanding number and number notation
- Number operations and applications
- Patterns, relationships, sequences and generalisations
- Algebraic conventions and manipulations
- Functions, formulae, equations and inequalities

### Handling Data

- Using and applying handling data
- Collect and record data
- Represent, analyse and interpret data
- Probability

### Career Opportunities:

A GCSE grade of B or above is essential for many careers: teaching (required by law), most banks/building society careers, most technical and scientific jobs, engineering, medicine, dentistry,

insurance, health service management, nursing, psychology, management jobs and many office and shop jobs.

### **ADDITIONAL MATHS**

This subject is studied in fifth year. Only those students who reach a certain level at KS3 are permitted to study the subject in fifth year. These students must also have obtained at least a Grade B at Higher Level GCSE Mathematics in fourth year. Those who do not obtain the required standard at KS3 may study Additional Maths in lower sixth year. A student wishing to study Mathematics to "A" Level would find it very helpful to have done Additional Maths. Those students taking Physics would also benefit from the subject.

If a student in the Abbey wishes to do 'A' Level Maths and has not done Additional Maths he must study the subject in Lower Sixth year, and have gained a Grade A or A\* at Higher Level GCSE Mathematics.

GCSE Additional Mathematics takes the study of Mathematics beyond the content of GCSE Higher Tier. It introduces some of the mechanics and statistics topics that students encounter in GCE Mathematics and acts as a 'stepping stone' between GCSE and GCE. It can also be of benefit to students who are studying (or intending to study) the following subjects at both GCSE and GCE levels:

- Biology
- Business Studies
- Economics
- Geography

## MOVING IMAGE ARTS

It can be said that no art or communication form is as influential, powerful or prolific in the modern era as the art of Moving Images. This GCSE course will appeal to any student with simply an interest in film making or considering a career in any form of media.

This specification focuses on how to create moving image products, and the genres within film-making. Students plan and create moving image products, and analyse and critically evaluate moving image genres. Through studying this specification, students:

- develop an understanding of film language in theory and practice;
- develop ideas through investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and produce moving image artworks;
- develop technical competence in the use of film-making techniques; and
- evaluate the effectiveness of their own practice.

Moving Image Arts is divided into the following units:

Unit 1: Acquisition of Skills in Moving Image Production;  
Unit 2: Planning and Making a Moving Image Product; and  
Unit 3: Critical Response to Moving Image Products.

Each unit is outlined in more detail below:

Unit 1: Acquisition of Skills in Moving Image Production (controlled assessment, 10% each)  
Students practice *two* of the following film language areas:

- camera technique;
- sound;
- mise-en-scène;
- lighting;
- editing;
- animation; and/or
- post production.

Unit 2: Planning and Making a Moving Image Product (controlled assessment, 40%)  
Students produce their own moving image product (either a live action film or an animation). This unit takes the form of an externally set assignment (ESA).

Unit 3: Critical Response to Moving Image Products (40%)  
Students learn how to critically analyse film and animation. They develop knowledge and understanding of film language, genre conventions and visual style.

In GCSE Moving Image Arts, students are assessed against five assessment objectives. These are outlined below.

Students must:

- develop personal creative goals within a moving image context and make connections with the work of others (AO1);
- demonstrate the ability to organise a range of resources to facilitate the realisation of a moving image product (AO2);
- use creative and technical skills to construct a moving image product (AO3);
- analyse and evaluate moving image products (AO4); and
- demonstrate knowledge and understanding of film language, genre conventions and visual style (AO5).

## MUSIC

This specification is intended for candidates who wish to pursue music at GCSE, building on skills and knowledge developed at Key Stage 3.

There are three main components:

### **Composing and appraising:** (controlled assessment)

- Folio of two pieces (one composition must be related to the core or an optional area of study and each composition must be accompanied by a composition log. This controlled assessment task is internally assessed and externally moderated)  
(30%)

### **Performing and appraising:** (controlled assessment)

- Solo Recital and Ensemble Performance (At least one piece must relate to the core or optional area of study)  
(35%)

### **Listening and appraising:**

- Written exam in two parts based on set works from areas of study and unfamiliar pieces. Part one is based on the core area of study. Part two is based on the two chosen optional areas of study.  
(35%)

### **Areas of Study:**

Core Area of Study (compulsory for all students)

- **Repeated Patterns in Music:** set works – Pachelbel *Canon in D major*; Beethoven Symphony No. 7 ‘Andante’ 2<sup>nd</sup> movement; Holst *The Planets* ‘Mars’; Jenkins *Requiem* ‘Dies Irae’

Optional Area of Study 1

- **Music Traditions of Ireland:** Bill Whelan River Dance ‘Reel around the Sun’; Ravara Pipe Band; Chieftains; Carrickfegus and Drowsey Maggie; De Danaan; Millar’s Hill Accordion Band; Ballygowan Flute Band.

Optional Area of Study 2

- **Incidental Music:** Mendelssohn *A Midsummer Night’s Dream* ‘Overture’; Grieg Peer Gynt Suite – ‘Morning’; Hans Zimmer Pirates of the Caribbean – Dead Man’s Chest; Ron Grainer Dr Who Theme (2005 series).

Optional Area of Study 3

- **Vocal Music:** Handel Messiah Recitative, Chorus, Aria; Schubert (The Erl King); Stephen Schwartz, *Wicked*; U2 18 Singles ‘One’.

GCSE Music is an excellent choice for any type of musician. The lessons involve use of IT, practical performing and composing sessions, as well as developing independent academic study of music. All types of musicians can thrive on this course, a wide range of skills are needed. Guitarists often find performing and composing easy, traditional musicians often find the listening and appraising their strength. Commitment is needed to develop weaker areas and fully utilise strengths. Involvement with ensemble work, be it choir or a band is necessary and an approximate performance level of grade 3 or equivalent is advisable as well as continued instrumental tuition. GCSE Music is varied, interesting, challenging and satisfying it could be the right choice for you - find out more!

## PHYSICAL EDUCATION

This course aims to provide students with the opportunity to become informed and competent participants in physical activity through the knowledge and understanding of the principles pertaining to effective performance and the intrinsic value of physical activity within society.

The syllabus is comprised of 4 areas of study:

### **1. Factors affecting Participation and Performance in Physical Activity:**

- (1) Why exercise? (long and short term effects)
- (2) Factors affecting exercise. (age, ability, lifestyle)
- (3) Safety in exercise.

### **2. Developing Physical Health/Well-being:**

- (1) Determining factors. (genetic, environmental, age)
- (2) Physiological factors. (fitness, training, nutrition)
- (3) Psychological factors. (use of drugs, motivation, mental rehearsal)

### **3. Developing Peak Physical Fitness**

### **4. Developing Skilful Performances**

Assessment is a balance between coursework (practical activities) and terminal examination as follows:

|                           |         |     |
|---------------------------|---------|-----|
| Terminal Examination      | Paper 1 | 30% |
| Exercise Activity Profile |         | 20% |
| Practical Activities      |         | 50% |

Candidates will have a wide range of practical activities to choose from for assessment purposes.

## RELIGIOUS STUDIES

Religious Studies at the Abbey is undergoing great change in so many ways be that from staffing to new syllabus to new Board and indeed the view our school takes of this subject. In short we see it as a priority!

All students will pursue a two year GCSE course presented by the AQA Examining Board. First year is a study of Mark's Gospel (The Life and Work of Jesus).

Second Year is a study of 'Roman Catholicism: Ethics'. This gives pupils the opportunity to explore:

Christian Values  
Christian Marriage  
Christian Vocation  
The Sacrament of Reconciliation  
Christian Healing  
Christian responses to global issues.

Assessment is carried out through 2 written examination papers. Both papers are completed at the end of Year 12. This syllabus is Catholic but is very inclusive and ecumenical in outlook.

As is now becoming the case with all our students the academic Religious Studies is fortified with both liturgical experience and Christian praxis.

The students within Religious Studies are encouraged after they have sufficient knowledge to question and discuss the material put in front of them by their teachers.

NOTE: This is a subject that is so important at the Abbey that it will have a bearing on admission to 'A' level studies at the end of fifth year.

### **Skills developed:**

Many of the skills involved are common to the other literary subjects included in the Key Stage Four programme, including research and investigation, discussion and written communication.

### **Career Opportunities:**

This subject is recognised by all third level institutions as a well-developed Arts based Advanced level option. The skills acquired while studying the subject are valuable for the study of a wide variety of Third Level courses e.g. English, History, Law and Education.

Recent RE A Level Graduates have gone on to study –  
Civil Engineering, Chemical Engineering, Law, Psychology, History, Law with Politics, Software Engineering, Radiography, Teaching St Mary's, Geography, Criminology & Social Policy, Construction Engineering, History, Social Work, Philosophy, Film & TV Studies, ICT, Sports Science, Finance, Environmental Planning & Business Management.

## SCIENCE

Students entering 4th Year will have the choice of doing ONE of the following options.

- OPTION 1: "THE THREE SCIENCES"  
OPTION 2: DOUBLE AWARD SCIENCE  
OPTION 3: ONE OR TWO SCIENCE SUBJECTS

### OPTION 1: "THE THREE SCIENCES"

Students will take Biology, Chemistry and Physics as three separate subjects for 4 periods per week. The Triple Award Science contains more Biology, Chemistry and Physics topics than is contained in Double Award Science. This option will deliver three GCSE Certificates and is an excellent preparation for an "A" level course in any of the subjects. Each subject is now modular.

### OPTION 2: GCSE Science (Double Award Unitised )

This course contains elements of Biology (25%), Chemistry (25%) and Physics (25%) and will be taken for 8 periods per week. Practical Investigation is worth 25%, and is managed by controlled assessment.

GCSE Science Double Award **will deliver two GCSE Certificates** (the grades can be the same e.g. AA or BB or can be different AB or BC).

Through studying this specification, students:

- gain a broad knowledge and understanding of science, biology, chemistry and physics;
- gain scientific, investigation and problem-solving skills;
- develop a critical approach to scientific evidence and methods; and
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

The Specification is a unitised specification that includes seven units, 2 of biology, physics and chemistry. The other unit is The Practical Skills Unit evaluated by controlled assessment.

Units 1–3 are available for assessment in the first year of teaching.

Units 1-3 are each worth 11%

Units 4-6 are each worth 14%.

Unit 7 is worth 25%.

Units 1–6 are each assessed through a written examination, either at Foundation Tier (grades C–G) or Higher Tier (grades A\*–D/E).

Students can resit each unit once.

### Career opportunities:

The course enables pupils to keep all their A-Level options open. It prepares pupils for the A-Level Sciences which are required for a wide variety of careers e.g. medicine, dentistry, pharmacy, chemistry, physics, biology, veterinary medicine, engineering, agriculture, food science, ophthalmic, optometry etc.

### OPTION 3 ONE OR TWO SCIENCES

#### BIOLOGY

The aims set out below describe the educational purpose of following a course in Biology to GCSE

1. To develop an interest in, and enjoyment of the study of, and a respect of living organisms;
2. To encourage an attitude of curiosity and scientific enquiry through experimental and investigatory work in the study of Biology;
3. To develop an understanding of biological facts and principles and an appreciation of their significance in personal, social, economic, environmental and technological contexts;
4. To develop the skills of obtaining, handling and communicating information; to develop the ability to use these skills in the identification and solution of problems.

The subject content is divided as follows:

- [i] Living organisms and life processes;
- [ii] Environment;
- [iii] Variation;
- [iv] Microbiology.

### **Career Opportunities in Biology**

A selection of careers which require a Biological background includes:

Agriculture, Horticulture, Marine Biology, Food processing industry;  
Medical - Medicine, Dentistry, veterinary Science, Pharmacy, Physiotherapy, Occupational therapy, Speech Therapy, Dietetics, Microbiology, Chiropody, Radio-therapy, Biochemistry, Nursing, Optics and Ophthalmic;

Education, Psychology, Bio-Geography, Zoology, Genetics, Genetic engineering, Biotechnology, Catering Industry, Sports science and Laboratory Technician.

Biology is a useful complementary subject to A-Level subjects such as Chemistry, Physics, Maths and Geography and the skills it develops will help students secure employment not only within Science disciplines but also in the non-science sector e.g. Management, Administration, Business, Marketing, Sales and computing.

Students who wish to study Biology at University are advised to take GCSE chemistry as it is a requirement for entry.

## **CHEMISTRY**

The Abbey follows the CCEA specification (syllabus). This specification encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It enables students to engage with chemistry in their everyday lives and to make informed choices both about further study in chemistry and related disciplines and about their careers.

- The specification is divided into three units.
- Units 1 and 2 are each assessed by a written examination either at Foundation Tier (grades C–G) or Higher Tier (grades A\*–D/E).
- Students may take Unit 1 or Unit 2 at the end of their first year of study.
- The controlled assessment tasks for Unit 3 are set by CCEA: Practical Skills. Students must complete one task. Teachers supervise it and mark students according to a mark scheme, it is then moderated by CCEA.
- Students can resit each unit once.
- GCSE Chemistry is the best foundation course for AS and A2 Chemistry (A-Level). (Pupils who follow DAS are not at a disadvantage).

### **Career opportunities in Chemistry**

Studying chemistry opens the door to a wide range of career options. Chemists are not just confined to the lab.

Chemists play a vital role in developing many of the everyday products we take for granted and help to sustain and improve the quality of life.

Studying chemistry can result in careers in;

*Nanotechnology*- designing structures on an atomic scale for use in medicine, communication and industry.

*Environmental science*- understanding and safeguarding the environment.

*Sustainability*- developing alternative energy sources for a cleaner healthier planet.

*Innovation*- developing exciting new technology products.

*Forensics*- helping to solve crimes.

*Archaeology* – dating and analysing artefacts.

*Biotechnology*- seeking treatment for diseases, experimenting with new energy sources and creating the next generation of consumer chemicals.

*Marine chemistry*- reducing pollution and discovering new compounds for use in food production and medicines.

*Sportswear development*- producing smart new materials for trainers, lightweight materials for bike frames and racquets, or aerodynamic suits for cycling and athletics.

Also the skills you develop while studying chemistry, are desirable to employers in all sorts of sectors.

Skills like:

*Logical thinking*

*Analysis*

*Communication,*

*Data handling*

*Observation.*

## PHYSICS

### 2 Specification at a Glance

The table below summarises the structure of this GCSE course:

| Content  | Assessment   | Weighting | Availability  |
|--|--|-----------|---|
| <b>Unit 1: Force and Motion, Energy, Moments and Radioactivity</b>             | An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations<br><br>Foundation Tier: 1 hour 15 mins<br><br>Higher Tier: 1 hour 30 mins | 35%       | Every Summer<br><br>(beginning in 2012)   |
| <b>Unit 2: Waves, Sound and Light, Electricity, and the Earth and Universe</b> | An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations<br><br>Foundation Tier: 1 hour 30 mins<br><br>Higher Tier: 1 hour 45 mins | 40%       | Every Summer<br><br>(beginning in 2013)   |
| <b>Unit 3: Practical Skills</b>  | Controlled assessment<br><br>Students complete one controlled assessment task from a choice of two.<br><br>Teachers mark the task and we moderate the results.   | 25%       | From September<br><br>(beginning in 2011)<br><br>(submitted every May beginning 2013) |

**At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.**

Physics is that part of science and technology which deals with how and why things behave as they do. It includes such topics as heat, light, magnetism, electricity, thermodynamics, sound and mechanics.

Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light.

Because of the wide variety of subject matter and its relevance to everyday life, Physics is a very interesting and practically based subject to study. Physicists rarely get bored with their work. Physics forms an essential basis for careers in virtually every branch of engineering, electronics, astronomy and meteorology and a useful basis in many others including medicine, agriculture, telecommunications and the Civil Service. Increasing numbers of physicists, including our own past pupils however, work in the stock market.

## SPANISH

At the Abbey Grammar School, Spanish is offered to all pupils who have studied the subject in the Junior school. Much of the basic material for the G.C.S.E. course has been covered in second and third year. The course taught in Fourth and Fifth year closely mirrors the requirements of the Northern Ireland GCSE syllabus.

There are four major elements in the G.C.S.E. Course: "Speaking," "Listening", "Reading" and "Writing". The "speaking" part of the examination requires pupils to sit a fifteen minute oral examination in school. This oral is carried out by the pupil's own teacher. Topics covered in the oral include personal details, hobbies, sports, week-end activity, holidays etc. Pupils will be supplied with questions and sample answers which they will study in class. The "Listening" section of the exam involves pupils listening to some Spaniards talking about themselves and their activities and answering questions about what they have heard on tape. The "Reading" section consists of a wide range of material in Spanish which the student has to read and answer questions on. Finally the "writing" section requires the pupil to write a short letter of 80 words either to a pen-pal or a hotel etc. in Spanish. A short essay (120 words) is also required at G.C.S.E. level.

### **Career opportunities:**

1. Spanish is an important European language
2. Spain is a rapidly increasing marketing economy with many outlets world-wide.
3. Many opportunities exist in the world of leisure and tourism for the practice of Spanish.

At the Abbey the GCSE course is studied on a topic basis. Students are given notes and exercises on each of the fourteen topics and over the two year course these build into the student's key study material.

Physics is that part of science and technology which deals with how and why things behave as they do. It includes such topics as heat, light, magnetism, electricity, thermodynamics, sound and mechanics.

Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light.

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## TECHNOLOGY

Technology is principally concerned with design and problem solving processes involving the application of scientific principles and natural phenomena, and leading to the making, modelling and evaluating of an artifact or system. Technology is also concerned with the management of the environment, and familiarity with materials, energy and control.

Our pupils will complete the AQA Design and Technology syllabus with the emphasis on electronics, computer control and mechanisms. This will provide important grounding in all aspects of engineering and design and provide an atmosphere to:

Students who wish to study Technology and Design will cover a syllabus consisting of a common core and a design and make project. The weighting of this GCSE syllabus is 60% Coursework to 40% Exams.

Design and Make Technological Project:

A 60% weighting is given to the 'design and make' project. This requires each candidate to submit a technological project consisting of the design, implementation and evaluation of a product or system. All coursework is internally assessed by the teacher and externally moderated by the examining board.

### **Career Opportunities:**

The course provides an important grounding in all aspects of Engineering and Design, and is widely recognised as an excellent starting point for university courses in Electrical, Electronic, Microelectronic (Computer), Civil, Aeronautical and Mechanical Engineering, as well as such courses as Architecture, Quantity Surveying, Advertising and Product Design & Manufacture. It is also possible to take a B.Sc.(Hons) course in Technology and Design as well as a teaching degree.

## CAREERS INFORMATION PACK

- STUDENTS APPLYING TO MEDICINE, DENTISTRY, PHARMACY, AND VETERINARY SCIENCE **MUST BE CARRYING FOUR SUBJECTS**. FURTHERMORE IT IS EXTREMELY ADVISABLE TO CARRY A FOURTH SUBJECT TO A -LEVEL **FOR ENTRANCE TO LAW AT QUB, BELFAST**, AS THE COMPETITION IS GETTING STRONGER EVERY YEAR.
- QUB WILL ONLY CONSIDER **GCSEs AND A/S GRADES AT THE FIRST ATTEMPT. RESITS OF GCSEs WILL NOT BE CONSIDERED** UNDER ANY CIRCUMSTANCES.
- THE THRESHOLD FOR MEDICINE IN QUB, BELFAST AT GCSE NOW STANDS AT **9 A\* (36 points)** Dentistry = 36/37 points of recent. A GCSE A\* = 4 Points; an A = 3 Points. Universities only take the best of NINE GCSE results.
- LAW AT QUEENS WILL ALSO LOOK FOR A MINIMUM THRESHOLD OF 8 A/A\* AT GCSE FOR ENTRY TO ANY OF ITS LAW DEGREES.

AAA AT A-LEVEL;  
AAB + A (A/S)

- **APTITUDE TESTS FOR MEDICINE AND OTHER HIGH DEMAND COURSES now form an important part of the application process.** For e.g THE UKCAT test. The HPAT test for Physiotherapy and all other health related/life science courses.
- **A NEW A\* GRADE AT A LEVEL HAS BEEN INTRODUCED** and more universities are now taking into account the A\* grade in decisions in making offers to A level students.
- **CAO APPLICATIONS** to the Republic Of Ireland include:

**BEST FOUR SUBJECTS AT A-LEVEL FROM ONE ACADEMIC YEAR;**  
OR

**THEIR BEST THREE (A/2) FROM ONE ACADEMIC YEAR, PLUS ONE A/S FROM EITHER THE SAME OR PRECEDING YEAR ONLY.**

| ■ | GRADE | A2 LEVEL | A/S LEVEL |
|---|-------|----------|-----------|
| ■ | A*    | 150      | 70        |
| ■ | A     | 135      | 65        |
| ■ | B     | 120      | 60        |
| ■ | C     | 100      | 50        |
| ■ | D     | 75       | 35        |
| ■ | E     | 40       | 20        |

**EG – LAW AT TRINITY – MINIMUM 540 POINTS:**  
A, A, A, B REQUIRED AT A-LEVEL.

### **UCAS TARIFF POINTS**

|     |        |    |       |
|-----|--------|----|-------|
| 140 | POINTS | A* | GRADE |
| 120 | POINTS | A  | GRADE |
| 100 | POINTS | B  | GRADE |
| 80  | POINTS | C  | GRADE |
| 60  | POINTS | D  | GRADE |
| 40  | POINTS | E  | GRADE |

| NO | CAREER/COURSE  | NECESSARY GCSE SUBJECTS  | USEFUL GCSE SUBJECTS       | NECESSARY 'A' LEVEL SUBJECTS  | USEFUL 'A' LEVEL SUBJECTS AND COMMENTS                        |
|----|--|--------------------------|----------------------------|---|---|
| 1  | <b>ACCOUNTANCY</b><br><a href="http://www.acca.org">www.acca.org</a>                               | Good maths, high profile | Business Studies/Economics | Maths in some universities;<br>Qub AAB; Ulster AAB;<br>DCU 450pts AAA   | Economics & Mathematics & Business Studies & Foreign Language |
| 2  | <b>ACTUARY/ACTUARIAL STUDIES</b><br><a href="http://www.actuaries.org.uk">www.actuaries.org.uk</a> | Maths/Physics            | Physics/Biology            | Maths/Modern Language/English/Economics/Computers/Bus. Studies<br>UCD(Must have Maths) AAA & 4 <sup>th</sup> A/S<br>London AAA;<br>Herriot-Watt BBC | If French/Spanish option chosen - French or Spanish           |
| 3  | <b>AERONAUTICAL ENGINEERING</b>  | Maths/Physics            | Physics/Biology            | Maths/Physics<br>Qub ABB/AAB  | Any other science   |
| 4  | <b>AGRICULTURE</b>   | Science subjects         |                            | Chemistry & Biology<br>London BBB; UCD CCC;<br>Qub BCC  | Biology/Physics/Mathematics                                   |
| 5  | <b>ANATOMY</b>   | Maths + Science          |                            | QUB BCC- CCC c A/S inc. BIOL or Chem (preferably both)  | Strong science background very useful                         |

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|           |   |   |  | Liverpool ABB- BBB;<br>Glasgow BBC-CCC  |   |
| 6         | <b>ARCHAEOLOGY</b><br><a href="http://www.britarch.ac.uk">www.britarch.ac.uk</a>              |   |  | QUB - BBB - BBC;<br>Edinburgh BBB;<br>Liverpool BBC                                       | No specific subjects<br>BUT Art, Physics,<br>Biology, Geog, Chem,<br>History and Maths. |
| 7         | <b>ARCHITECTURE</b><br><a href="http://www.riba.org">www.riba.org</a>                         | Maths/Physics<br>Becoming increasingly<br>important to have Art<br>& Design | Art (if not then a<br>Portfolio of Art<br>Work | Art & Design (for most<br>Universities)<br>Qub BBC; Ulster BCC;<br>Liverpool BBB; UCD ABB | Physics/Art/Maths<br>(preferred 'A' Level<br>Mathematics at QUB)                        |
| 8         | <b>ART &amp; DESIGN</b><br><a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> | Art   | Any  | Art<br>Ulster BBC   | Any combination   |
| <b>NO</b> | <b>CAREER/COURSE</b>  | <b>NECESSARY GCSE SUBJECTS</b>  | <b>USEFUL GCSE SUBJECTS</b>                    | <b>NECESSARY 'A' LEVEL SUBJECTS</b>   | <b>USEFUL 'A' LEVEL SUBJECTS AND COMMENTS</b>   |
|           |   |   |  |   |   |
| 9         | <b>ASTRONOMY/<br/>ASTROPHYSICS</b><br><a href="http://www.ras.org.uk">www.ras.org.uk</a>      | Physics   | Another<br>Science/Maths                       | Physics & Maths<br>Qub CCC  | Mathematics   |
| 10        | <b>AUTO<br/>ENGINEERING</b>   | Physics/Maths   | Sciences                                       | Maths/Physics<br>Southampton BBB  | Any other, especially<br>Sciences, Computers  |
| 11        | <b>BANKING</b>  | Maths/English   |  |   | Economics/Maths   |
| 12        | <b>BIOCHEMISTRY</b>   | Chemistry/Biology   | Physics  | Chemistry & Biology   | Physics/Maths   |

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|    | <a href="http://www.biochemistry.org">www.biochemistry.org</a>                        |  |                 | Qub BCC   |                                   |
| 13 | <b>BIOLOGY /SCIENCE AREAS</b><br><a href="http://www.bbsrc.ac.uk">www.bbsrc.ac.uk</a> | Chemistry/Biology                            | Physics         | Biology/Chemistry<br>QUB ABB;   | Mathematics/Physics               |
| 14 | <b>BIOMEDICAL ENGINEERING</b><br><br><b>BIOMEDICAL SCIENCE</b>                        | Chemistry/Biology<br><br>Strong GCSE Science | Physics         | Biology/Chemistry/Physics/Maths/T&D/Computers<br>Ulster BCC<br><br>Qub ABB Biology/Chem | Mathematics/Physics               |
| 15 | <b>BIOTECHNOLOGY</b>  | Chemistry/Biology/Physics                    |                 | Chemistry/Biology/Physics/Maths<br>Edinburgh BBB  | Mathematics                       |
| 16 | <b>BOTANY</b>   | Chemistry                                    | Biology/Physics | Chemistry & Biology<br>Qub BCC; Edinburgh BBB   | One from<br>Maths/Physics/Biology |
| 17 | <b>BUILDING/Design/ Building Services Engineering/</b>                                | Physics/Maths                                | Geography       | Physics or Maths and any other<br>Ulster BCC/ LJM CCD                                   |                                   |

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|           | <b>Building Surveying/Const Mgment</b><br><a href="http://www.ciob.org.uk">www.ciob.org.uk</a>    |                                |                             |   |   |
| <b>NO</b> | <b>CAREER/COURSE</b>  | <b>NECESSARY GCSE SUBJECTS</b> | <b>USEFUL GCSE SUBJECTS</b> | <b>NECESSARY 'A' LEVEL SUBJECTS</b>   | <b>USEFUL 'A' LEVEL SUBJECTS AND COMMENTS</b>               |
|           |   |                                |                             |   |   |
| 18        | <b>BUILDING SOCIETIES</b>   | Maths/English                  | Good GCSE Profile           | None  | Any combination   |
| 19        | <b>BUSINESS ADMINIST.</b>   | GCSE Maths                     | Good GCSE Profile           | None  | Economics/Maths/Bus. St/<br>Com.Studies                     |
| 20        | <b>BUSINESS</b><br>(See Brian Heap text for diversity of business and management related degrees) | GCSE Maths                     | Language                    | French/German or Spanish<br>Qub ABB; Ulster BBC;<br>UCD ABB - BBB<br>Range(going up to a 4 <sup>th</sup> grade now) | Spanish not necessary unless doing Business with a language |
| 21        | <b>CATERING ADMINIST.</b>   | Science                        | French                      | None  | Economics & French  |
| 22        | <b>CHEMICAL ENGINEERING</b>   | Chemistry/Physics/Maths        |                             | Maths & Chemistry<br>Qub ABB/BBC  | Other Science subjects                                      |
| 23        | <b>CHEMISTRY</b>  | Chemistry and other            | Biology                     | Chemistry   | Maths and Science   |

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|           | <a href="http://www.rsc.org">www.rsc.org</a>   | sciences/Maths                 |                             | Qub BBC   |  |
| 24        | <b>CIVIL ENGINEERING</b>   | Physics/maths                  |                             | Maths,Physics<br>Qub BBB; Ulster BBC<br>LJM BBC   | Computers/Biology/<br>Economics/Bus.Studies<br>/<br>Technology                 |
| 25        | <b>COMMUNICATION STUDIES</b><br><a href="http://www.camfoundation.com">www.camfoundation.com</a> | English, Maths                 |                             | Variety of subject communications - BCC<br>Ulster; CAM AAA<br>DCU 450pts                                      | Becoming very popular area with links to Marketing, Journalism, Business etc.. |
| 26        | <b>Computer Game Design &amp; Development</b>  | No Specific subjects           | Science ICT                 | QUB AAB MEng BBB to include Maths or Physics;<br>BCC Ulster; LJM BCC  | Strong science and maths background very useful.                               |
| 27        | <b>Computer Science</b><br><a href="http://www.bcs.org.uk">www.bcs.org.uk</a>                    | Add Maths/GCSE Maths           | Computers/Physics           | Chemistry or Computing or Maths or Physics<br>Qub BBB; Ulster BBB<br>UCD BCC + 4 <sup>th</sup> ; Trinity BBBB | Increasing - Universities looking for 'A2' Maths                               |
| <b>NO</b> | <b>CAREER/COURSE</b>   | <b>NECESSARY GCSE SUBJECTS</b> | <b>USEFUL GCSE SUBJECTS</b> | <b>NECESSARY 'A' LEVEL SUBJECTS</b>   | <b>USEFUL 'A' LEVEL SUBJECTS AND COMMENTS</b>                                  |
| 28        | <b>CRIMINOLOGY (QUB)</b>   | No specific                    |                             | QUB ABB - no specific A Level subject requirements  | Useful - Psychology, Sociology, Science subjects.<br>REFER to Brian Heap under |

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|    |  |                    |         | Keele BBB; BBB Ulster   | Social Studies/Science section   |
| 29 | <b>DIETETICS</b><br><a href="http://www.bda.uk.com">www.bda.uk.com</a>   | Strong science     |         | Ulster - CCC include 2 sciences + HPAT Admissions Test  | Professionally trained to advise on diets and aspects of nutrition - working in NHS; with GP's, Education & Consumer groups. |
| 30 | <b>Dentistry</b><br><a href="http://www.bda-dentistry.org.uk">www.bda-dentistry.org.uk</a>                               | Chemistry, Biology | Physics | Chemistry + other Sciences<br>Biology at least to A/S level<br>Qub AAB + A A/S<br>Trinity AAA + 4 <sup>th</sup> A/S | Very high grades/3 A Levels + 1 AS Level now essential   |
| 31 | <b>Drama<br/>Performing Arts<br/>/ Theatre<br/>Studies</b><br><a href="http://www.thestage.co.uk">www.thestage.co.uk</a> | Gcse English       | Drama   | Qub BBC - BCC<br>Manchester BBB<br>Trinity AAA + 4th  | Drama at A- Level highly useful; Interviews needed for some courses eg - Trinity   |
| 32 | <b>Economics</b><br><a href="http://www.iea.org.uk">www.iea.org.uk</a>   | Good Maths         |         | Qub ABB - BBB   | A Level Economics very useful also   |
| 33 | <b>Electronics /<br/>Electrical<br/>Engineering</b>  | Physics/Maths      |         | Maths/Physics Q.U.B.<br>UCD BBB + 4 <sup>th</sup><br>Qub BBB; Ulster CCD  | U.U. admit with 'A' Level maths but no Physics   |

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| 34        | <b>ENGLISH</b><br><a href="http://www.bl.uk">www.bl.uk</a>  | English/Eng Lit                |                             | Ulster BCC- CCC and Joint Hons CCC; UCD ABB;QUB BBB                            | Strong interest in English literature highly valuable. |
| 35        | <b>Environmental Planning</b><br><b>Environmental Science</b><br><a href="http://www.ies-uk.org.uk">www.ies-uk.org.uk</a> | Science with good grades       |                             | Biology + Chemistry (Qub)<br>Qub BCC<br>Ulster BBC                             |  |
| 36        | <b>(E.Mgment)</b><br><b>Property Invest. &amp; Development</b>  | Maths                          |                             | Ulster BCC   | Economics part of core courses                         |
| <b>NO</b> | <b>CAREER/COURSES</b>   | <b>NECESSARY GCSE SUBJECTS</b> | <b>USEFUL GCSE SUBJECTS</b> | <b>NECESSARY 'A' LEVEL SUBJECTS</b>  | <b>USEFUL 'A' LEVEL SUBJECTS AND COMMENTS</b>          |
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| 37        | <b>EUROPEAN STUDIES</b><br><a href="http://www.europa.eu.int">www.europa.eu.int</a>                                       |                                |                             | Ulster - CCC -CCD<br>QUB - BBB + relevant language                             |  |
| 38        | <b>Food Science Technology</b>  | Chemistry, Biology             |                             | Chemistry +Biology or Maths or Physics<br>Ulster CCC; Qub BCC<br>UCD BCC + 4th | Biology/Maths/Physics                                  |
| 39        | <b>Forestry</b>   | Chemistry                      | Biology                     | Chemistry  | Limited 3 <sup>rd</sup> level courses -                |

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|    | <b>Forestry</b><br><a href="http://www.forestry.gov.uk">www.forestry.gov.uk</a>  |  |           | Edinburgh BCC;<br>Aberdeen CDD; UCD<br>BCC + 4th                                | High grades - direct to<br>Forestry Service   |
| 40 | <b>Film Studies</b><br><a href="http://www.film.com">www.film.com</a>            |  |           | Qub BBC - BCC   | Theatre<br>Studies/Art/History/<br>Modern language                                  |
| 41 | <b>French</b><br><a href="http://www.europa-eu.int">www.europa-eu.int</a>        | French   |           | French<br>UCD BBB + 4 <sup>th</sup> ; Qub<br>BBC - BCC; Ulster BCC              | More often combined with<br>other subjects e.g.<br>Spanish/Business Studies         |
| 42 | <b>Geography</b><br><a href="http://www.rgs.org">www.rgs.org</a>                 | Geography  | Geology   | Geography & Language<br>(if this course chosen)<br>Qub BBC - BCC; Ulster<br>BCC | Any other preference subject<br>(good joint courses e.g. with<br>computers)         |
| 43 | <b>Geology</b><br><a href="http://www.geolsoc.org.uk">www.geolsoc.org.uk</a>     | Chemistry  | Geography | Liverpool ABB; Cardiff<br>BBC   | Geography/Chemistry   |
| 44 | <b>German</b><br><a href="http://www.cilt.org.uk">www.cilt.org.uk</a>            | German   | German    | Qub BBC - BCC;<br>Ulster BBC  | C at least required at 'A'<br>Level. Often joined with<br>Business or Euro Business |
| 45 | <b>History</b><br><a href="http://www.historytoday.com">www.historytoday.com</a> | History<br>Ulster - Foreign<br>language required | History   | Qub BBC - BCC;<br>Ulster CCC; UCD BBB +<br>4th                                  | Often joined or part of<br>combined Arts course.                                    |
| 46 | <b>Horticulture</b><br><a href="http://www.iagre.org.uk">www.iagre.org.uk</a>    | Chemistry  | Biology   | Chemistry<br>Central England CCC  | Biology + Maths or Physics.<br>Direct 4 GCSE Passes                                 |

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|           | <b>k</b>  |                                |                             |  |  |
| 47        | <b>Hotel Management</b><br><a href="http://www.baha.org.uk">www.baha.org.uk</a>                 | Maths                          | Science + Language          | Ulster CCC   | Language especially French or Spanish/Economics/Bus.Studies/Computers                                      |
| <b>NO</b> | <b>CAREER/COURSE</b>  | <b>NECESSARY GCSE SUBJECTS</b> | <b>USEFUL GCSE SUBJECTS</b> | <b>NECESSARY 'A' LEVEL SUBJECTS</b>  | <b>USEFUL 'A' LEVEL SUBJECTS AND COMMENTS</b>  |
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| 48        | <b>Housing Management</b><br><a href="http://www.housingcorp.gov.uk">www.housingcorp.gov.uk</a> | Maths, English                 |                             | Ulster CCD; LJM CCC  | Degree U.U. no specific subjects.  |
| 49        | <b>Irish</b>  | Irish                          |                             | Irish  | Often combined in Arts course. Grade c in Irish required.  |
| 50        | <b>Italian</b><br><a href="http://www.italia.gov.it">www.italia.gov.it</a>                      | Italian                        |                             | Italian<br>Manchester ABB  | Single Honours. Q.U.B. Joint/or Part of Combined Arts. Grade C required.                                   |
| 51        | <b>Journalism</b>   | English                        | English/Psychology          | English Literature essential in Dublin applications<br>Cardiff ABB; Brighton BBB (Sports Journalism); Ulster BCC (Media Studies) | Pre or Post Graduate entry, no specific subject required. English very useful. 2 'A' levels for pre entry. |

| No | Career/Course   | Necessary GCSE Subjects                             | Useful GCSE Subjects       | Necessary 'A' Level Subjects   | Useful 'A' Level subjects and Comments   |
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| 52 | <b>Landscape Architecture</b><br><a href="http://www.landscape.co.uk">www.landscape.co.uk</a>                                       | Art/Maths   | Art                        | Art & Design   | Maths, Physics very useful.<br>Art port-folio required.  |
| 53 | <b>Law</b><br>(See B Heap for grades for joint honours degrees)<br><a href="http://www.barcouncil.org.uk">www.barcouncil.org.uk</a> | Very high GCSE<br>Minimum of 8A/A* at GCSE for QUB. | English, Psychology        | Qub AAA / AAB + A A/S<br>UCD AAAB; Trinity AAAB;<br>Ulster BBB - ABB   | 3 A Levels + 1 AS level required in QUB. High grades.<br>Any subjects. English/History useful. |
| 54 | <b>Leisure &amp; Cultural Management</b><br><a href="http://www.ilam.co.uk">www.ilam.co.uk</a>                                      | 4 GCSE  |                            | Ulster CCC<br>Manchester BBB   | Business Studies/Economics/Drama   |
| 55 | <b>Management</b>   | Good GCSE Profile -<br>Maths B                      | Language, Computer Studies | French/German if option chosen<br>Trinity BBBB;<br>Qub BBB; Ulster BBC | Economics/Maths/Bus.Studies  |
| 56 | <b>Marine Biology</b>   | Chemistry, Biology                                  |                            | Chemistry+ Biology   | Limited places. High grades  |

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|    | <b>www.uk-sail.org.uk</b>                           |   |                              | Qub BCC; Ulster CCC  | required. Very popular.   |
| 57 | <b>Mathematics</b><br><b>www.ima.org.uk</b>         | Good Maths  | Computer Studies,<br>Physics | Maths<br>Qub ABC - BBB;<br>Trinity AABC approx.  | Often joined e.g. with computers or physics. Further Maths useful   |
| 58 | <b>Media Studies</b><br><b>www.mediastudies.com</b> | Good English  | Art                          | Ulster BCC<br>Liverpool BBB  | English very useful. Good artistic and critical sense required. Theatre Studies/Politics  |
| 59 | <b>Medicine</b><br><b>www.bmat.org.uk</b>           | Biology, Physics,<br>Chemistry<br>High Profile required |                              | Chemistry, and one from Biology/Maths & Physics<br>Trinity AAAA; UCD AAAA;<br>Qub AAA + a + UKCAT (A/S) Min - Biology preferred with Chemistry; Cambridge AAA + BMAT test; Edinburgh AAA + b A/S; London AAA + b A/S + BMAT (Imperial); Oxford AAA + BMAT; Liverpool | Very high grades<br>Biology/Physics/Maths<br>3 A Levels + 1 AS level required.<br>The Personal Statement and highly relevant Work Experience essential. |

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|    |   |   |           | AAB + b A/S;<br>Aberdeen AAB +<br>UKCAT; London (UCL)<br>AAB + b A/S +BMAT.   |  |
| 60 | <b>Meteorology</b>  | Physics, chemistry  | Geography | Physics   | Basically a Physics degree<br>with spec. Geography |
| 61 | <b>Microbiology</b>   | Biology/chemistry   | Physics   | Chemistry + Biology<br>Qub BCC; Manchester<br>AAB; Edinburgh BBB  | Mathematics and Physics                            |
| 62 | <b>Music</b><br>(See B Heap for<br>additional points<br>awarded for<br>music exams) | Music<br>London (RH) &<br>Oxford / Cambridge<br>good range of As and<br>Bs required |           | Music Grade VIII<br>Theory<br>Qub BBB - BBC + b<br>A/S;<br>Ulster BBC; Trinity &<br>UCD Music exams +<br>AABC approx. | Any other + Design &<br>Technology + Computing     |
| 63 | <b>Music<br/>Technology</b>   | Music, Design &<br>Technology   |           | Computing/Maths/Musi<br>c/Physics/Grade III<br>Theory<br>Lancaster BBC  |  |
| 64 | <b>Nursing</b><br><a href="http://www.nmas.ac.uk">www.nmas.ac.uk</a>                | English/Maths<br>Double Award<br>Science  |           | Biology<br>Ulster BBC; Qub BBC  | Other Science                                      |

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| 65 | <b>Occupational Therapy</b><br><a href="http://www.cot.co.uk">www.cot.co.uk</a>                           | Chemistry            | Biology            | One Science at 'A' Level<br>(normally Biology)<br>Trinity 505 pts + approx.; Liverpool CCC; Ulster BBB + HPAT Test; Salford CCC | Any other subject Biology/P.E. Studies/Psychology/Physics/Sociology. High degree of commitment   |
| 66 | <b>Ophthalmic/Optometry</b><br><a href="http://www.assoc-optometrists.org">www.assoc-optometrists.org</a> | Physics or Chemistry | Chemistry, Biology | Physics, Chemistry<br>Ulster AAB; Liverpool CCC(Biology preferred)  | Chemistry + 2 from Maths, Physics, Biology   |
| 67 | <b>Pharmacy</b><br><a href="http://www.pharmweb.net">www.pharmweb.net</a>                                 | Chemistry + Science  | Biology/Physics    | 3 from Maths/Phys/Chem/Biology<br>Qub AAB - ABB + B A/S; UJ - AAB<br>LJM ABB - BCC; Trinity AAAB                                | 2 Sciences + 2 approved subjects, relevant work experience very important. High grades required and likely 3 A levels + 1 AS level needed. |
| 68 | <b>Pharmacology</b>   | Good Science grades  |                    | 3 from  |  |

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|    | <a href="http://www.thebts.org">www.thebts.org</a>                 |                                |                             | Maths/Physics/Chemistry/Biology<br>Liverpool BBB-BBC;<br>Ulster BBB                                    |   |
| 69 | Philosophy<br><a href="http://www.iep.utm.edu">www.iep.utm.edu</a> |                                |                             | Cambridge/Oxford AAA; QUB BBB - BBC +b A/S; Edinburgh BBB; Liverpool ABB; UCD 420pts+; Trinity 460pts+ | One of the oldest and most fundamental disciplines - examines the nature of the universe and humanity's place in it.                    |
| 70 | Physics<br><a href="http://www.iop.org">www.iop.org</a>            | Physics                        | Chemistry                   | Physics & Maths ( Qub)<br>Qub ABB  | Usually 3 Sciences for best courses; 2 acceptable   |
| No | <b>Career/Course</b>   | <b>Necessary GCSE Subjects</b> | <b>Useful GCSE Subjects</b> | <b>Necessary 'A' Level Subjects</b>  | <b>Useful Comments</b>  |
| 71 | Physiology<br><a href="http://www.phy.soc.org">www.phy.soc.org</a> | Good science background        |                             | QUB BCC - CCC +c A/S inc Biology or Chem ( preferably BOTH);<br>Edinburgh BBB;<br>Manchester AAB;      | Note: this is the study of body Function- a wide ranging subject covering the central nervous system, special senses and neuro-muscular |

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|    |  |                       |                  | Liverpool BBB.  | mechanisms with body regulating systems such as exercise, stress, and temp regulation.           |
| 72 | <b>Physiotherapy</b><br><a href="http://www.cps.org.uk">www.cps.org.uk</a> | Chemistry + Science   | Biology, Physics | 3 from -<br>Maths/Physics/Chemistry/Biology<br>UCD 535pts+.; Ulster BBB + HPAT Test;<br>Trinity 540pts+., East London BBB; Liverpool BBB; Salford BBB | 2 Sciences + 2 approved subjects, relevant work experience very important. High grades required. |
| 73 | <b>Podiatry / Chiropody</b>  | Good Science Grades   |                  | Biology & Chemistry<br>Ulster BBB + HPAT Test + 1 of<br>Maths/Chem/Phys/Biol<br>Southampton BBB;<br>Huddersfield BDD                                  |  |
| 74 | <b>Politics</b><br><a href="http://www.psa.ac.uk">www.psa.ac.uk</a>        | Maths at a good grade | English          | Qub AAA ( Law/Pol);<br>BBC +b A/S Politics;<br>Ulster BCC; DCU Econ/Pol/Law 540pts+<br>Ulster International Politics CCC; UCD                         | Politics at 'A' Level useful. Usually part of Arts.  |

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|    |   |               |                  | History/Pol/  |   |
| 75 | <b>Psychology &amp; Behavioural Science</b><br><a href="http://www.psychology.org">www.psychology.org</a><br><a href="http://www.bps.org.uk">www.bps.org.uk</a> | Science/Maths | Psychology       | No specific subjects.<br>Qub AAB - ABB + b<br>A/S ; Ulster BBC ;<br>Trinity ABBB approx. ;<br>UCD ABBB approx.  | Available in Arts + A Level<br>Maths, Science Faculties |
| 76 | <b>Quantity Surveying</b><br><a href="http://www.rics.org">www.rics.org</a>   | Maths         | Good Maths grade | Ulster ABB ;<br>Loughborough BBB ;<br>LJM CCC ; Reading CCC   | Geography, Maths, Physics                               |
| 77 | <b>Radiography</b><br><a href="http://www.radiographycareers.co.uk">www.radiographycareers.co.uk</a>  |               |                  | At least one Science<br>subject preferred<br>Ulster BBB ; Liverpool<br>CCC ; Trinity AABB<br>approx. ; UCD ABBB |   |

| No | Career/Course  | Necessary GCSE Subjects                         | Useful GCSE Subjects | Necessary 'A' Level Subjects   | Useful 'A' Level Subjects and Comments                                |
|----|--|---|----------------------|--|---|
| 78 | <b>Retail Marketing &amp; Customer Services Management</b>   | Good Maths & Profile                            |                      | Ulster BBC;<br>Loughborough ABB;<br>Manchester BBB;<br>Brighton CCC                          | Available at UU Part of Business Degree. Business Studies very useful |
| 79 | <b>Social Work</b><br><a href="http://www.socialworkcareers.co.uk">www.socialworkcareers.co.uk</a><br><a href="http://www.gsc.org.uk">www.gsc.org.uk</a> | GCSE Maths & English                            |                      | Ulster BBB; Qub ABB - candidates will be interviewed; Glasgow ABB; Leeds BBC; Manchester BCC | No specific subjects  |
| 80 | <b>Sociology</b><br><a href="http://www.britsoc.co.uk">www.britsoc.co.uk</a>   |   |                      | Ulster BCC; QUB BBB-BBC + b A/S;<br>Manchester ABB- BBB;<br>Liverpool BBC.                   | This is the study of societies in general both in Britain and abroad. |
| 81 | <b>Spanish</b><br><a href="http://www.donquijote.co.uk">www.donquijote.co.uk</a>   | Spanish   |                      | Spanish<br>Qub BBB - BBC + b;<br>Ulster CCC - CCD;<br>Liverpool BBB;<br>Aberdeen CCC         | Available as single Hons. Or as part of Combined Degree               |
| 82 | <b>Speech &amp; Language Therapy</b>   | Good GCSE's including English & Modern Language |                      | English/Maths or Science subject at A2 for Ulster  |   |

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|    | <a href="http://www.rcslt.org">www.rcslt.org</a>  |   |                | Ulster BBB + HPAT Test; Sheffield ABB; Reading ABB   |  |
| 83 | <b>Sport Science / Sports Studies</b><br><a href="http://www.isrm.co.uk">www.isrm.co.uk</a>                                     | Good Science Grades & Maths                         | P.E. Studies   | 2 of Biology/Maths/P.E. Studies/Physics/Psychology/Chemistry/English/Politics/Bus. Studies/Economics<br>Loughborough AAA - AAB;<br>Ulster ABB;<br>LJM BBB- BBC; UCD BBBC approx. | A high demand course!  |
| 84 | <b>Teaching</b><br><a href="http://www.tda.gov.uk">www.tda.gov.uk</a> ;<br><a href="http://www.gtcs.org.uk">www.gtcs.org.uk</a> | Maths/English and a good range of As and Bs at GCSE |                | Subject applied for in St. Mary's (Belfast)<br>Normally an A or B for subject in which applying.   | Interview is vitally important. Assessing applicant's dedication to the profession and their personal characteristics. |
| 85 | <b>Tourism</b><br><a href="http://www.tournet.org">www.tournet.org</a>  | Maths   | Languages      | Ulster CCC; Stirling CCD   | Languages useful. Available only at Magee University   |
| 86 | <b>Town &amp; Country Planning</b>  | Maths + one science subject                         | Geography, Art | Ulster - Urban Planning BBB; QUB BBC-BBB   | Geography, High grades - Portfolio required  |

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|    | <a href="http://www.rtpi.org.uk">www.rtpi.org.uk</a>  |  |                             | Birmingham BBB- BBC;<br>Leeds BCC; Liverpool<br>BBC   |  |
| No | <b>Career/Course</b>  | <b>Necessary GCSE Subjects</b>                 | <b>Useful GCSE Subjects</b> | <b>Necessary 'A' Level Subjects</b>   | <b>Useful 'A' Level Subjects and Comments</b>  |
| 87 | <b>Veterinary Science</b><br><a href="http://www.vetweb.co.uk">www.vetweb.co.uk</a> ;<br><a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a> | High GCSE Profile<br>Chemistry/Biology/Physics |                             | Chemistry + 2 Sciences<br>UCD 560 pts+; Bristol<br>AAA + BMAT; Liverpool<br>BBB; Edinburgh AAB;<br>Cambridge AAA +<br>BMAT. | Very high grades 'A' Level<br>Biology, relevant work<br>experience very important. 3<br>'A's & 1AS becoming essential. |
| 88 | <b>Youth Work</b>   | Maths GCSE                                     |                             | See Community Studies<br>in Brian Heap.   | Any 'A' Levels. Evidence of<br>interest commitment.  |

