The Royal School Dungannon

Subjects for Study at GCSE Level 2018/19

Options Booklet

Contents

Introduction & General Advice

This booklet provides guidance for pupils entering Year 11 and their parents. The structure of the choices available is shown on a sample option sheet (see page 49). We offer the following advice regarding the choices available.

1) Do not worry if you don't know what career you are interested in (many pupils in Year 14 don't know). The fact that pupils must study a compulsory core of subjects reduces the probability of a future career path being seriously compromised. Choose subjects which:-
   - You like best
   - You are good at
   - You might need for a particular career or group of careers (eg A level Chemistry is essential for Medicine, GCSE Art & Design is preferred for many Architecture courses)
   - Include subjects that you could continue to study at A Level. We do not feel that it is normally appropriate to study more than one "fresh start" subject at this level
   - Will provide you with a good foundation for A level study if you are unsure about your particular career path.
     The Russell Group* states: "If you don't yet know what you'll want to study at university, there are some subjects which will keep your degree options open until you decide which course to take." These Advanced Level subjects — which they call 'facilitating subjects' — "open doors to more degrees and more professions than others".
     Subjects that The Russell Group view as 'facilitating' subjects are:
     - Mathematics and Further Mathematics
     - English Literature
     - Physics
     - Biology
     - Chemistry
     - Geography
     - History
     - Modern Languages – e.g. French, German, Spanish etc…
     - Classical languages – e.g. Latin, Ancient Greek

     (Information taken from http://russellgroup.ac.uk/informed-choices)

2) Avoid choosing subjects simply because:-
   - Your friends are choosing them
   - You 'like' the teacher (you may have a different teacher in Year 11).

3) If in doubt consult the Careers Staff (Miss Chestnutt, Mr Hunniford, Mr Lindsay, Mrs Matthews, Mr McClintock, Mrs McMullan, Miss Montgomery & Mrs Straghan), your Head of Year, the Head of Key Stage 3 (Mr Kerr), the Head of Key Stage 4 (Mrs Chambers) or the Head of Department. Speak to your parents and encourage them to attend the special Parents' Evening on Thursday 8th February at 7.00pm or to make an appointment after school if necessary.

4) Parents have an opportunity to speak to Subject Teachers at the Parents' Afternoon on Wednesday 21st February from 4.00pm to 6.00pm. Pupils should accompany Parents to these meetings.

(The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector.)*

Year 11 & 12 Curriculum

There are three compulsory areas of study: English, Mathematics and Science. Some choice is possible within these areas. These choices can be summarised as follows.

English: All pupils will study GCSE English Language. Some pupils (about 55% of the year group) will study GCSE English Literature as well as English Language, sitting both examinations at the end of Year 12. Selection is based on performance in the Year 10 English examinations.

Mathematics: All pupils will study GCSE Mathematics. The first two classes will also study GCSE Further Mathematics in Year 12 (about 55% of the year group), having taken the GCSE Mathematics examination in Year 11. Remember that the normal entry requirement for each of A Level Mathematics and A Level Physics is a minimum of a grade B in Further Mathematics. Pupils applying to take GCSE Mathematics early are assumed to be making a firm commitment to study Further Mathematics in Year 12. Selection is based on performance in the Year 10 Mathematics examinations. Pupils in the 3rd class will study GCSE Mathematics over two years and will be able to achieve grades in the range A* – D. Pupils in the 4th Mathematics class (which is normally smaller than the others) will study a reduced amount of the Higher Tier material and will be able to achieve grades in the range A – D. It is generally the case that the level of Mathematics reached by pupils in the 4th set would not be considered suitable for progressing to A Level Mathematics.

Modern Foreign Languages: As part of the regular review of the curriculum provision and in response to feedback from parents and pupils for increased option choices at GCSE, the school has made the study of a Modern Foreign Language optional. The school continues to value the study of languages and in particular their academic value as 'facilitating subjects' for further study at A Level and university. Many pupils find studying a language to be very interesting and understand the usefulness for world travel and enhancing career opportunities. Please note that universities in the Republic of Ireland require a modern language for many of their degrees: http://www.nui.ie/college/entry-requirements.asp. It is expected that at least 50% of the year group will decide to study at least one language. The Modern Foreign Languages Teaching Staff will provide each pupil with clear guidance about which language would be most appropriate for them and also if they have the potential for success in the study of two languages.

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Science: All pupils will study one of the following options:

- Three sciences (pupils study Biology, Chemistry and Physics as separate sciences, also known as Triple Award Science),
- Two sciences (pupils study two of Biology, Chemistry and Physics as separate sciences),
- Double Award science (pupils study reduced content in Biology, Chemistry and Physics with the examinations resulting in two GCSEs graded as A*A*, A*A, AA, AB, BB, etc.)

Further information is provided on pages 7 & 8.

Entry Requirements for A Level:
It is recommended that those wishing to study Biology, Chemistry or Physics at AS/A2 level should have at least a B grade in the relevant science including at least B grades in both the relevant modules of the written papers taken at Higher Tier.

For pupils studying GCSE Double Award Science at least BB grades overall are recommended including at least B grades in both the relevant modules of the written papers taken at Higher Tier.

Pupils taking Double Award Science or two separate sciences will choose four further subjects. Those taking three sciences will choose three further subjects.

All pupils take non examination R.E., Learning for Life and Work, P.E. and Games. Pupils who do not do English Literature will do GCSE RE Short Course which is worth half a GCSE. Initially pupils have a free choice and the option blocks will be determined in order to satisfy as many pupils as possible. The remainder of the booklet gives details of subjects which may not be very familiar to parents or pupils, including the provision for Double Award Science.

Please note that, while every effort is made to accommodate pupil preferences, the School reserves the right to determine the final selection regarding allocation to any subject or class. In exceptional cases this may include reference to the professional judgement of teachers.

Studying Science at GCSE

Three years ago we looked at ways to enhance our provision at GCSE in the science subjects so that pupils would have more options at GCSE and the best possible preparation for further study at A Level. We made an adjustment which we feel will be of help to some pupils. These will continue in the 2018-2019 academic year.

The long standing options of Triple Science and Double Award Science remain in place. We added a new option whereby pupils may choose to study two individual science GCSEs in any combination (thus dropping one science subject).

Guidance

GCSE Science is offered in three ways:

- Three sciences (pupils study Biology, Chemistry and Physics as separate sciences, also known as Triple Award),
- Two sciences (pupils study two of Biology, Chemistry and Physics as separate sciences),
- Double Award science (pupils study reduced content in Biology, Chemistry and Physics with the examinations resulting in two GCSEs graded as A*A*, A*A, AA, AB, BB, etc.

The amount of time allocated to the teaching of GCSE science is:

- Each individual science will be taught over 5 periods per week (whether you study Triple Science or choose 2 individual science GCSEs)
- Each subject within Double Award science will be taught over approximately 3 periods per week with a total of 10 periods
- Pupils choosing either two individual sciences or Double Award science will be able to choose an additional subject from the range of optional subjects (making a total of 4 option choices)

When considering your GCSE science choices you should consider the points below.

- The full GCSE in a science (5 periods per week) provides the best preparation for A Level study in that subject
- Pupils who wish to have a choice of studying any or all of the sciences at A Level should continue to choose Triple Award science (i.e. all three sciences)
- Pupils who wish to have the choice of one or two sciences at A Level should consider choosing two individual GCSE science subjects
- Pupils who choose two individual science GCSEs should pay close attention to the careers advice provided as some degree courses require all three science subjects to have been studied at some stage across GCSE and/or A Level
- Pupils who are not sure about taking science at A Level should consider either choosing two individual science GCSEs or Double Award science
- Pupils who find science challenging may wish to consider taking Double Award Science as the reduced content in each of the subjects will make it more manageable
- A pupil studying Double Award science may be considered for a single A Level science subject provided that she/he has B grades in each of the written papers at higher tier in the chosen science.

Pupils are advised to check relevant university websites to check the requirements of scientific courses that they are interested in to determine the A Level sciences required. A general advice sheet is shown on the next page.

If you have any queries about potential career pathways for your child, please do not hesitate to contact the Head of Careers, Miss Chestnutt.

GCSE Science Options – Careers Guidance

When making Science option choices it is essential that pupils consider the requirements for some university courses/career paths. The following table shows **for pupils selecting 2 or 3 GCSE individual Science subjects** the subjects that would generally be required for specific career choices. By studying this table pupils will be aware of career paths they would close by dropping a particular science for GCSE.

GCSE science subjects required	Examples of University Courses/Career paths
Chemistry, Biology and Physics	Dentistry, Medicine, Veterinary Science
Biology and Chemistry	Biochemistry, Biological Sciences, Biomedical Science, Environmental Biology, Food Science, Human Biology, Marine Biology, Microbiology, Pharmacy, Pharmaceutical Sciences, Zoology
Chemistry and Biology or Physics	Chemistry, Medicinal Chemistry, Chemistry with Forensic Analysis
Chemistry and Physics	Chemical Engineering
Physics	Aerospace Engineering, Applied Maths and Physics, Astrophysics, Theoretical Physics, Civil Engineering, Electrical & Electronic Engineering, Environmental & Civil Engineering, Mechanical Engineering, Physics, Physics with Medical Applications, Structural Engineering with Architecture.
Physics and Biology or Chemistry	Radiography
Physics and another Science/Further Mathematics (At least two Sciences from Biology, Chemistry, Physics and Mathematics to A2) For some universities A2 Biology is required	Optometry
May require Physics at GCSE	Architecture
May study Physics (Physics or Mathematics required at A2)	Computer Games Development

The table above is only indicative of the course requirements by universities in general. A significant number of university courses have very specific science requirements. For example, the current QUB prospectus states that pupils intending to enter a course in Medicine or Dentistry must have studied all three science subjects to at least GCSE (with Biology and Chemistry to A Level). Additionally, pupils intending to take engineering type courses at university are advised to take Mathematics, and possibly Physics or Chemistry, depending on the engineering discipline. Pupils considering taking A Level Biology will find it helpful to have studied GCSE Chemistry.

The following websites should be useful sources of information:

- https://www.ucas.com/
- http://university.which.co.uk/advice/what-a-levels-do-you-need-for-the-degree-you-want-to-study
- http://university.which.co.uk/courses

It is important that if you have particular courses and universities in mind that you check the prospectus which will be available on-line. Please note that these requirements will be for pupils entering university in 2018 or 2019 and may change in the future. Also it is important to note that requirements change from course to course even within a university and from university to university.

If you have any queries about potential career pathways, please do not hesitate to contact the Head of Careers, Miss Chestnutt.

Alternative Pathways

It may be possible to arrange other educational pathways to meet the specific needs of a small number of individual pupils through collaboration with other local education establishments.

Outlined on the following page are the collaboration subjects that The Integrated College and South West College hope to make available (depending on pupil uptake, etc.) in the academic year 2018-19.

If you wish for the school to investigate the possibility of studying another subject which is not listed on the option form, please indicate it the space provided or speak to Miss Chestnutt.

Please note that:

- **a pupil will only be able to take a total of one subject in a partner school**
- **the subject entry requirements of the partner school will apply**
- **there are a limited number of places available**
- **any pupil (along with their parents) who studies at another school will be required to sign an agreement concerning their understanding of what is expected of them and what the course entails.**

If a collaboration subject is taken this would mean:

a) **missing lessons in other subjects as a result of travelling to and from another school;**

b) **having to catch up with work missed in those other subjects and;**

c) **studying in another school which may have a different ethos and school culture, as well as different approaches to teaching.**

It is also important to note that what you decide to study post-14 can have a major impact on what you can study at degree level. When applying to a competitive university and especially for a very competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE or other standard level requirements. Many courses at university level build on knowledge which you will gain while still at school. Where this is the case, universities need to make sure that all the pupils they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require you to have studied a specific subject prior to entry, others may not. **It is extremely important that you are aware that for several leading universities (such as the Russell group*) some vocational qualifications are not considered to be suitable.** Some leading universities may consider them in certain circumstances but the circumstances do vary. **It is therefore particularly important to check requirements with individual universities.**

(* Russell Group Universities represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector.)

(Information taken from http://russellgroup.ac.uk/informed-choices)

Courses available at other local education establishments

Pearson BTEC L2 Engineering First Award

The above course may be available at South West College, Dungannon.

This BTEC Level 2 First Award is an Applied Subject, broadly equivalent to GCSE Level.

Pearson BTEC L2 Performing Arts (Acting) First Award

The above course may be available at The Integrated College Dungannon.

This BTEC Level 2 First Award is an Applied Subject, broadly equivalent to GCSE Level.

Art & Design

Head of Department: Mrs M.E. CLINGAN

Art and Design is part of everyone's life. It has universal appeal to the mind, the senses and the imagination. A good Art and Design education develops the intellect, heightens aesthetic sensibility, stimulates creative ability and enriches our lives. It provides abundant opportunities for pupils to experience a sense of enjoyment and wonder, to communicate their ideas and feelings visually and to exploit their natural curiosity about the world around them.

Art and Design can foster a sense of involvement in, and responsibility for, the natural and made environment by developing visual awareness and influencing values. It can provide a stimulus for exploring and appreciating other cultures and developing critical judgement. The unique contribution which art and design can make to a whole pupil encourages the development of worthwhile attitudes, such as co-operation, flexibility, commitment, perseverance and tolerance leading to a respect for other's views.

General Information
You will follow an integrated, critical, practical and theoretical study of Art and Design. You will also develop an appreciation of the work of artists and designers from a range of cultural backgrounds. This is a non-unitised specification.

Art, craft and design disciplines
Pupils can study any of the art, craft and design disciplines listed below, or a combination of them across this course, with the exception of Component 1 Part A, where they must study at least two different disciplines.

- Fine art – drawing and painting
- Fine art – sculpture
- Fine art – printmaking
- Textiles
- Ceramics
- Graphic design
- Photography
- Moving image or animation
- Digital media
- 3D design

Component 1 Part A: Exploratory Portfolio
Component 1 is worth 60% of the overall marks for the course and has two parts (A and B).
The focus of Part A is to encourage pupils to develop their ability to experiment in the disciplines listed previously. Pupils learn through practical exploration of practitioners, the contexts they work in, and the processes they use. Pupils develop their ideas by responding creatively to others' work. They must explore at least **two** different disciplines from those listed but they can explore and combine as many different disciplines as they wish.

Component 1 Part B: Investigating the Creative and Cultural Industries
Pupils complete **one** of the following practical tasks as described in the Component 1 Part B controlled assessment booklet.

1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response.
2. A response to a design brief or visual arts commission.
3. Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Pupils build on the knowledge, skills and confidence gained in Component 1 Part A. They engage with and demonstrate understanding of different roles and opportunities in the creative and cultural industries.

Component 2: Externally Set Assignment

Component 2 is the externally set assignment and makes up 40% of the overall marks for the course. CCEA release the stimulus paper at the beginning of January of the examination year and pupils must complete a **minimum of 20 hours** of preparatory work in response to the theme.

Pupils must produce and complete a final outcome based on this preparatory work within a set period of **10 hours**. They carry this out under controlled examination conditions and complete it by the date that CCEA specify.

Pupils develop ideas in response to the stimulus paper. They investigate the work of artists, craft practitioners and designers and other sources to inspire and inform their creative process.

How will I be assessed?

You must complete both Component 1 and Component 2, for assessment at the end of the two year course.

Specification at a Glance:

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

Beyond GCSE

In sixth form Art and Design can be continued to AS & A Level. An AS/A Level in Art and Design means that pupils can apply to a Foundation Course (usually one year in duration) which covers many aspects of Art and Design or directly onto a specific degree course in a subject area of their choice. Alternatively some Universities and Colleges now offer direct entry to degree and HND courses.

Career Opportunities

The following is a list of professions in which the major influence or training is from Art and Design.

- advertising
- architecture
- film and video
- fine crafts
- illustration
- landscape architecture
- make-up
- model making
- photo-journalism
- product design
- restoration
- teaching
- theatre design
- television/media
- textile design
- window display
- archaeology
- community artist
- fashion and design
- fine art
- gallery administration
- graphic design
- interior design
- lighting
- marketing
- museum conservation
- photography
- printing
- research
- systems designs
- visual communication

Biology

Head of Department: Mr R.E. CHAMBERS

The study of Biology GCSE allows pupils to build up a broad understanding of the main biological concepts and processes and it incorporates skills, knowledge and understanding of how science works.

The specification provides a thorough preparation for the study of biology and related courses at GCE A level and AS level. It also allows pupils to develop transferable skills that will benefit them in vocational training and employment. For those wishing to progress directly to employment, a GCSE in biology is relevant not only in the fields of science and medicine, but also to areas of commerce and public service that value problem-solving and practical skills.

Aims & Learning Outcomes

This CCEA course in GCSE Biology provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages learners to appreciate the value of Science in their lives and in the wider world around them.

This specification aims to encourage pupils to:

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

Key features of the Course

The GCSE Biology specification is divided into three units.

- Units 1 and 2 each contain a number of prescribed practicals in the specification; pupils carry out a total of 9 practicals over the two years of this course. Pupils carry out these investigations to develop their skills and knowledge of practical science.
- 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).
- Unit 3 is an externally assessed Practical Skills unit in two parts: Booklet A and Booklet B.
- Booklet A has two practicals from the prescribed practical list. All pupils must carry these out by May. They are marked externally.
- Booklet B is a timetabled, externally assessed exam taken at the end of final year of study. It consists of questions about planning and carrying out any of the prescribed practicals as well as more general questions about any practical situation that arises from the specification.

Unit 1 (studied in Year 11) – Cells, Living Processes and Biodiversity:
Cells, Photosynthesis and Plants, Nutrition & Health, Enzymes & Digestion, Respiratory System, Coordination & Control and Ecology.

Unit 2 (studied in Year 12) – Body Systems, Genetics, Microorganisms and Health:
Osmosis and Transpiration, Chromosomes, Genome & DNA, Cell Division & Genetics, Reproduction and Fertility, Genetics, Variation & Selection, Circulatory System, Health, Disease and Defence Against Disease.

Specification at a glance:

The table below summarises the structure of the GCSE course.

Content	Assessment	Weightings
Unit 1: **Cells, Living Processes and Biodiversity**	External written examination Foundation Tier: 1 hour 15 mins, Higher Tier: 1 hour 30 mins Pupils answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%
Unit 2: **Body Systems, Genetics, Microorganisms and Health**	External written examination Foundation Tier: 1 hour 15 mins Higher Tier:1 hour 30 mins Pupils answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%
Unit 3: **Practical Skills**	Practical skills assessment (Booklet A) Externally marked. Pupils complete two pre-release practicals carried out in centres in the final year of study. No time limit External written examination (Booklet B) Foundation Tier: 1 hour, Higher Tier: 1 hour Pupils answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context.	7.5% 17.5%

The following will be assessed throughout the three units:

- demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures
- apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures
- analyse information and ideas to interpret, evaluate, make judgements and draw conclusions, and develop and improve experimental procedures.

How can I find out more?

- Speak to your Biology teacher or Mr Chambers.
- Speak to a pupil who has studied, or currently is studying, GCSE Biology.
- Visit the CCEA Microsite - www.ccea.org.uk/biology

If you are in any doubt about your ability to study an individual science at GCSE level, you should speak to your relevant teacher.

Business Studies

Head of Department: Mrs A.R. STRAGHAN

Introduction

GCSE Business Studies aims to encourage pupils to:

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

What will I study?

Unit 1: Starting a Business

In this unit, pupils are introduced to the fundamentals of starting a business. They examine why businesses start and the resources required to maintain and grow them. Pupils explore business aims and the impact that various stakeholder groups may have on businesses. Pupils explore marketing options and consider the impact of e-business on potential growth strategies. They also consider why businesses conform to quality assurance standards and health and safety legislation.

Unit 2: Developing a Business

In this unit, pupils examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Pupils learn about business finance. They examine the sources of finance and complete basic cash flow forecasts as well as interpret simple financial statements. When analysing business performance, pupils consider concepts such as ratio analysis and break-even.

Unit 3: Planning a Business

In this synoptic unit, pupils apply knowledge and understanding drawn from across the whole specification to a real business context. Pupils carry out research and apply it, together with their own knowledge, to a range of circumstances. They examine and evaluate specified areas of a business plan and make reasoned recommendations. **This unit is assessed by controlled assessment**.

Specification at a glance

Content	Assessment	Weighting
Unit 1: **Starting a Business** • Creating a Business • Marketing • Business Operations	External written Examination 1 hour 30 mins Short structured questions and extended writing	40%
Unit 2: **Developing a Business** • Human Resources • Business Growth • Finance	External written Examination 1 hour 30 mins Short structured questions and extended writing	40%
Unit 3: **Planning a Business** (synoptic) • Business Plan	Controlled Assessment Pupils complete the following: • Booklet A - a research task; and • Booklet B - a structured report writing task. Teachers mark the tasks, and CCEA moderates the results.	20%

Opportunities beyond GCSE

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study.

Studying and succeeding in GCSE Business Studies can provide a foundation for pupils who are considering studying the following at A-Level or beyond:

- Business Studies
- Economics
- Marketing
- Accounting
- Finance
- Management

Alternatively, studying and succeeding in GCSE Business Studies can provide a useful background for pupils who hope to run their own business or be self-employed e.g. hair & beauty or a trade such as plumbing, joinery, etc.

How can I find out more?

- Speak to Mrs Straghan (K3) if you have specific questions about the subject.
- Speak to a pupil who has studied, or currently is studying, Business Studies.

Chemistry

Head of Department: Mrs R. L. HAMPTON

The aim of GCSE Chemistry is to encourage pupils to:

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

The key features of the course are:

- The course comprises two taught units (Units 1 and 2), which are designed to be taught in the first and second years of the course respectively, and a practical skills assessment unit (Unit 3), which is made up of Booklet A and Booklet B.
- Pupils carry out a variety of prescribed practical activities, which are highlighted throughout the specification. Two of these are assessed in a Practical Skills Booklet A, which is carried out in class towards the end of the course.
- A timetabled examination, Booklet B, completes the practical skills assessment. This consists of a series of questions about the prescribed practicals and other practical activities throughout the specification.
- All components of Unit 3 are marked externally.
- The specification allows pupils to develop transferable skills that will benefit them in vocational training and employment. It is also possible to progress to the study of science and related courses at GCE Advanced Level and Advanced Subsidiary Level.

WHAT WILL I STUDY?

GCSE Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
Safe practical and theoretical chemistry is introduced and extended in terms of atomic structure, structure and bonding in traditional, new and nano materials, patterns in the Periodic Table, reactions of acids including preparation of pure, dry salts, solubility and chemical analysis. Pupils are expected to express themselves accurately in terms of formulae, ionic and balanced symbol equations. The section on quantitative chemistry includes calculations in terms of amounts in moles and percentage yield.

GCSE Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry
Safe practical and theoretical chemistry is extended further to include reactivity series, redox, rates of reaction, energy changes in chemical reactions and gas chemistry. Pupils are introduced to organic chemistry, equilibrium in chemical reactions and electrochemistry as well as continuing to write more complex equations and carry out increasingly complex calculations of amounts in moles involving solution and gas chemistry.

GCSE Unit 3: Practical Skills

Units 1 and 2 include a number of practical tasks that pupils carry out during the course. Nine of these are prescribed practicals. This unit has two examinations: Booklet A and Booklet B. CCEA sets and marks both booklets.

Booklet A is a practical, externally assessed examination. It assesses pupils' ability to plan and carry out two practical tasks based on but not identical to the nine prescribed practicals listed in this specification.

Booklet B is a written, externally assessed examination taken during the final year of study. It assesses pupils' knowledge and understanding of practical science. It consists of questions about planning and carrying out any of the prescribed practical tasks, together with more general questions about any practical situation that arises in Units 1 and 2 in this specification.

The following skills are assessed in Unit 3:

- planning an investigation;
- carrying out an experiment;
- analysing experimental data; and
- drawing conclusions from an experiment.

Specification at a glance:

Unit	Areas of study	Assessment	Weighing
Unit 1	Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	An external assessed written examination. Foundation Tier: 1 hour Higher Tier: 1 hour 15 mins Pupils answer compulsory questions that include short responses, extended writing and calculations.	35% of GCSE
Unit 2	Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	An external assessed written examination. Foundation Tier: 1 hour 15 mins Higher Tier: 1 hour 30 mins Pupils answer compulsory questions that include short responses, extended writing and calculations.	40% of GCSE
Unit 3	Practical Skills	Booklet A: Externally marked. Pupils carry out two pre-release practicals in the final year of study between 1 January and 1 May from 2019. No time limit. Booklet B: External written paper. Pupils answer compulsory questions that include short responses, extended writing and calculations all set in a practical context. Foundation Tier: 1 hour Higher Tier: 1 hour	A: 7.5% B:17.5% 25% of GCSE

Opportunities beyond GCSE

Chemistry is a very important subject as a gateway to many scientific professions and those studying it at GCSE will be well placed for further study at A Level and beyond. GCSE Chemistry is a great way to develop critical analysis of the methodology, evidence and conclusions and knowledge and understanding of the nature of science and of the scientific process. These skills can be then transferred to further study and to everyday life. As such Chemistry has thus become a prerequisite for Medicine, Dentistry, Pharmacy, Food Science, Agriculture, Biochemistry, Dietetics and Environmental Studies. Although few people now do a degree in Chemistry, it has become even more important as a feeder subject for a wider range of scientific careers.

If you are in any doubt about your ability to study an individual science at GCSE level, you should speak to your relevant teacher.

Computer Science (OCR Graded 9-1)

Head of Department: Mr K.D. McGUINNESS

Computer technology continues to advance rapidly and impacts every area of our daily lives. As 'consumers' of this technology, we continually demand new, innovative hardware and software solutions and this causes a surge in demand for those with an understanding of Computer Science principles and concepts. This is an exciting qualification that seeks to provide a launch-pad for the study of Computer Science and the development of critical thinking, analysis and problem-solving skills. This qualification aims to go 'behind the scenes' – offering a clear insight and understanding of how computer systems actually work. Pupils studying GCSE Computer Science will have the opportunity to write their own programs and learn about programming concepts and structures.

Traditional ICT qualifications provide an in-depth understanding of how computer systems can be used to develop resources and maximise the potential of existing hardware and software in a range of environments. In GCSE Computer Science, pupils are encouraged to develop the skills that enable them to create their own software solutions. This involves developing an understanding of new (and emerging) technologies and how they work. Becoming an independent and discerning user of ICT requires a blend of creative and technical skills. This qualification seeks to develop these skills in a range of innovative and exciting contexts through three components:

The GCSE Computer Science course has three component parts:

Unit 1: Computer Systems (Assessed through a written paper)

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Unit 2: Computational Thinking, Algorithms and Programming (Assessed through a written paper)

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Unit 3: Programming Project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

ASSESSMENT:

Unit 1 and Unit 2 each consist of a 1 hour 30 minutes written examination. Each written examination constitutes 40% of the GCSE. Unit 3 is assessed through the completion of a practical programming task. This Programming Project has a 20% weighting in this course.

BEYOND GCSE:

Pupils who have studied GCSE Computer Science will be well-placed for further study of Computer Science at A-Level and beyond. This subject is suitable for those who have an aptitude for subjects that require structured reasoning, such as Mathematics and Physics, but is also increasing in popularity for keen linguists due to the links with language structure.

GCSE Computer Science is a great way to develop critical thinking, analysis and problem-solving skills which can be transferred to further learning and to everyday life. For future study of Computer Science or employment in the field of Computer Science, this is an excellent stepping-stone. Opportunities for employment in the IT industry have never been better. There is an incredibly high demand in Northern Ireland, and further afield, for the skills and abilities that can be developed through this subject. Of course, the employment possibilities are not restricted to the IT sector. Those who study Computer Science may go on to a career in Medicine, Law, Business, Engineering or any type of Science.

GCSE Computer Science will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science

Design & Technology

Head of Department: Mr N.J. CANNING

General Information

Design and Technology allows you to learn about Systems and Control. It also provides a good foundation if you would like to study design and technology related subjects at a more advanced level.

Why study Design and Technology?

It is fun to design and make

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

Pupils must also be aware of how Technology influences their lives and how new technological advantages may change their lifestyle in the future

GCSE

One main project must be produced over the two years and submitted for the coursework assessment. The main purpose of the project is to give candidates the opportunity to demonstrate what they know, understand and can do in relation to the technological process.

What will I study?

This is a core unit and is compulsory. In this unit you will learn about

- manufacturing
- electronics
- mechanical control systems
- computer control systems
- pneumatic systems and control

You will study systems and control. In systems and control there are two elements. You will study electronic and microelectronic control systems (PIC Microcontrollers).

The Design and Technology examination comprises of:

Unit 1	Core Examination	25%
Unit 2	Systems & Control Examination	25%
Unit 3	Design and Make Controlled Assessment Task	50%

The teaching strategy adopted in Design & Technology is mainly that of 'Problem Solving'. A problem is identified, an investigation and research approach is adopted, a solution is designed, manufactured and evaluated.

Beyond GCSE

A Level Technology and Design is offered by the school as a relevant, worthwhile examination. This subject is now a widely recognised qualification by most Universities who consider it to be a solid foundation on which to build further academic achievements

Design and Technology offers the opportunity for exposure to the processes involved in beneficially harnessing the resources of people and the earth they inhabit, through the creation of appropriate artefacts.

Facilities within the Design & Technology Department

Fortunately RSD has a comprehensive range of up to date technological equipment allowing us the opportunity to study this interesting yet demanding subject. The facilities at present include 20 computers, scanning equipment, laser and colour printing machines, laser cutter, CNC router and CNC label cutting equipment.

Digital Technology (Multimedia)

Head of Department: Mr K.D. McGUINNESS

Thomas Watson, the chairman of IBM until 1956, is reported to have said "I think there is a world market for maybe five computers". Even those at the forefront of technology could not have anticipated the rate at which technology would explode into our everyday lives. We are surrounded by computer systems and many of our everyday tasks have become so dependent on them that we find it hard to imagine how people ever coped without a mobile phone or access to the Internet.

GCSE Digital Technology aims to prepare pupils to cope with the increased dependence on computer systems in our society. This qualification is for everyone: the proficiency and understanding that the course develops is an excellent confidence boost for those who are keen to master digital technology in any area of life and work.

This is an exciting new course that will prepare all students with the ability not only to use digital technology purposefully and confidently to communicate, find information and purchase goods and services; but also the ability to evaluate, configure and use complex digital systems.

GCSE Digital Technology pupils learn to:

- become independent and discerning users of digital technology;
- acquire and apply knowledge and understanding of digital technology in a range of contexts;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice; and
- develop the skills needed to work collaboratively.

The GCSE Digital Technology (Multimedia) course has three component parts:

Unit 1: Digital Technology (30% Written Examination). Topics include:

- Digital Data
- Software
- Hardware
- Network Technologies
- Cyberspace, network security and data transfer
- Cloud Technology
- Ethical, legal and environmental impact of digital technology on wider society
- Digital Applications

Unit 2: Digital Authoring Concepts (40% Written Examination). Topics include:

- Designing Solutions
- Digital Development Considerations
- Multimedia Applications
- Multimedia Authoring
- Database Development
- Testing & Evaluating Digitally Authored Systems

Unit 3: Digital Authoring Practice (30% Controlled Assessment)

- Designing Solutions Using Appropriate Tools
- Building a Solution
- Testing a Solution
- Evaluating a Solution

ASSESSMENT:

Practical work accounts for 30% of the overall grade in GCSE Digital Technology and the remaining 70% is achieved through two written examinations at the end of the second year of the course.

BEYOND GCSE:

A GCSE in Digital Technology provides excellent preparation for future employment and the world of work where a host of rewarding and challenging careers in industry, commerce, education and research are available. For those intending to study a computer-related qualification at A-level, the Digital Technology A-level course will build on the skills developed at GCSE.

English Literature

Head of Department: Mrs S.J. JACKSON

Aims

Pupils learn to:

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

What will I study?

Content	Assessment	Weightings
Unit 1 : Prose You will read 'To Kill a Mocking Bird' or 'Of Mice and Men'	External Examination 1 hour 45 minutes 2 essays	30%
Unit 2: The Study of Drama and Poetry 'Juno and the Paycock' and 12 poems all based on the same theme	External Examination 2 hours	50%
Unit 3: The Study of Shakespeare 'Macbeth'	Controlled Assessment 2 hours	20%

The pace of work is quite fast and so it is desirable that pupils are interested in reading and can write fluently and accurately. English Literature provides an excellent basis for studying at Advanced Level as it promotes careful reading and teaches essay writing skills.

Choosing this option does provide pupils with the opportunity to gain an **additional GCSE** without requiring extra time. If you are capable of achieving a good grade in this subject, then you should not neglect this chance to increase your number of GCSE points in these competitive times. It is taught alongside English Language.

There will be two classes of approximately 28 pupils studying GCSE English Literature. The final decision on those capable of doing GCSE English Literature will be taken by The English Department and is based on assessments throughout the year and Y10 examinations.

Please speak to Mrs Jackson or your English teacher for further information and advice as you consider this subject for study.

Food and Nutrition

Head of Department: Mrs P. McMULLAN

Introduction

Food Technology GCSE is now known as FOOD and NUTRITION and even though it has a name change it continues to offer pupils a range of opportunities to further develop their nutritional and health knowledge, consumer skills and food safety expertise. This will be achieved through lesson teaching, learning of notes, past paper question assessments, food practical opportunities and controlled assessment. The knowledge and practical skills learned in Key Stage 3 are an excellent basis for the work you will be involved in during the GCSE Years 11 & 12 (Key Stage 4).

What will I study?

The GCSE course will be made up of 2 components:

Component 1
Food and Nutrition: written examination worth 50% of the final mark. It will be 2 hrs long and will consist of multiple choice, short and structured questions and extended writing questions.

The **Specification Content** for this component includes:

Knowledge and understanding of:
- where food comes from,
- food processing of wheat and milk,
- Eatwell Guide,
- energy and nutrients,
- nutritional and dietary needs through the lifecycle,
- health issues,
- being an effective consumer when shopping for food,
- factors affecting food choice,
- food safety,
- saving resources of food, money, energy and time.

Component 2
Controlled Assessment worth 50% of the final mark.
After the experience of a range of food practicals in class in Year 11 pupils will complete ONE TASK that involves research, planning, practical activity and evaluation.

Opportunities Beyond GCSE
A GCSE in Food and Nutrition will help you progress to an A Level in the subject out of which will come many food related career opportunities as well as career areas such as dietetics, teaching, business and marketing.

Further Mathematics

Head of Department: Mr G.R. BLACK

GCSE Further Mathematics is taken in Year 12, having taken GCSE Mathematics in Year 11 and obtained a good grade (usually B or above).

Subject Content:

This is divided into 3 areas:- PURE MATHEMATICS
MECHANICS
STATISTICS

Content	Assessment	Weightings
Unit 1: **Pure Mathematics**	External written examination in the form of a single question and answer booklet that includes a formula sheet 2 hours	50%
Unit 2: **Mechanics**	External written examination in the form of a single question and answer booklet that includes a formula sheet 1 hour	25%
Unit 3: **Statistics**	External written examination in the form of a single question and answer booklet that includes a formula sheet 1 hour	25%

GCSE Further Mathematics is for anyone considering doing A Level Mathematics and for anyone considering doing a scientific 'A' level (especially Physics) and for those who enjoy Mathematics and are reasonably good at it.

There will be two classes of approximately 28 pupils studying GCSE Further Mathematics. The final decision on those capable of doing GCSE Further Mathematics will be taken by the Mathematics department, based mainly on performance in the Year 10 school examinations but also on the general performance throughout Key Stage 3.

Geography

Head of Department: Miss H. MONTGOMERY

Introduction

The world today is very different from the world of your parents and grandparents. It is this dynamism that makes the study of Geography relevant and exciting. There has never been a greater need to be aware of the changing world around us. Turn on your TV almost any day and you will see coverage of events such as flooding, storms or earthquakes and hear about issues such as conflicts and wars, poverty, sustainability and global warming. These events and issues are at the very heart of Geography. By studying Geography you will gain an awareness of your own responsibilities and how you can contribute to a future that is sustainable and inclusive. In other words, Geography helps make sense of our world. It helps us to understand the patterns and processes that go on in it, both in the natural world and in the human environment; it teaches spatial awareness, i.e. where places are; it identifies connections between places and the need for co-operation to tackle global issues. For this reason, the GCSE course reflects the changing nature of our world and so its content is contemporary and up-to-date. By studying it, you will be aware of local, national and global issues and you will develop a host of skills. It is for these reasons that employers like Geographers.

What Will I Study?

The course is divided into three units.

GCSE Unit 1: Understanding Our Natural World – this unit covers the following themes:

Theme A: River Environments
Theme B: Coastal Environments
Theme C: Our Changing Weather & Climate
Theme D: The Restless Earth (study of volcanic and earthquake activity)

GCSE Unit 2: Living in Our World – this unit covers the following themes:

Theme A: Population & Migration
Theme B: Changing Urban Areas
Theme C: Contrasts in World Development
Theme D: Managing Our Environment

Each theme permits pupils to study local issues and case studies, as well as topics at a regional and world scale. It provides opportunities to gain transferable skills such as developing skills in ICT, including the use of GIS (Geographical Information Systems), communication, teamwork and graphicacy, and it will also enhance your reading and writing skills, as well as skills of analysis, interpretation and map reading. Pupils are encouraged to debate and solve real geographical problems and issues. All of these skills are attractive to employers.

GCSE Unit 3: Fieldwork – external written examination 1 hour long.

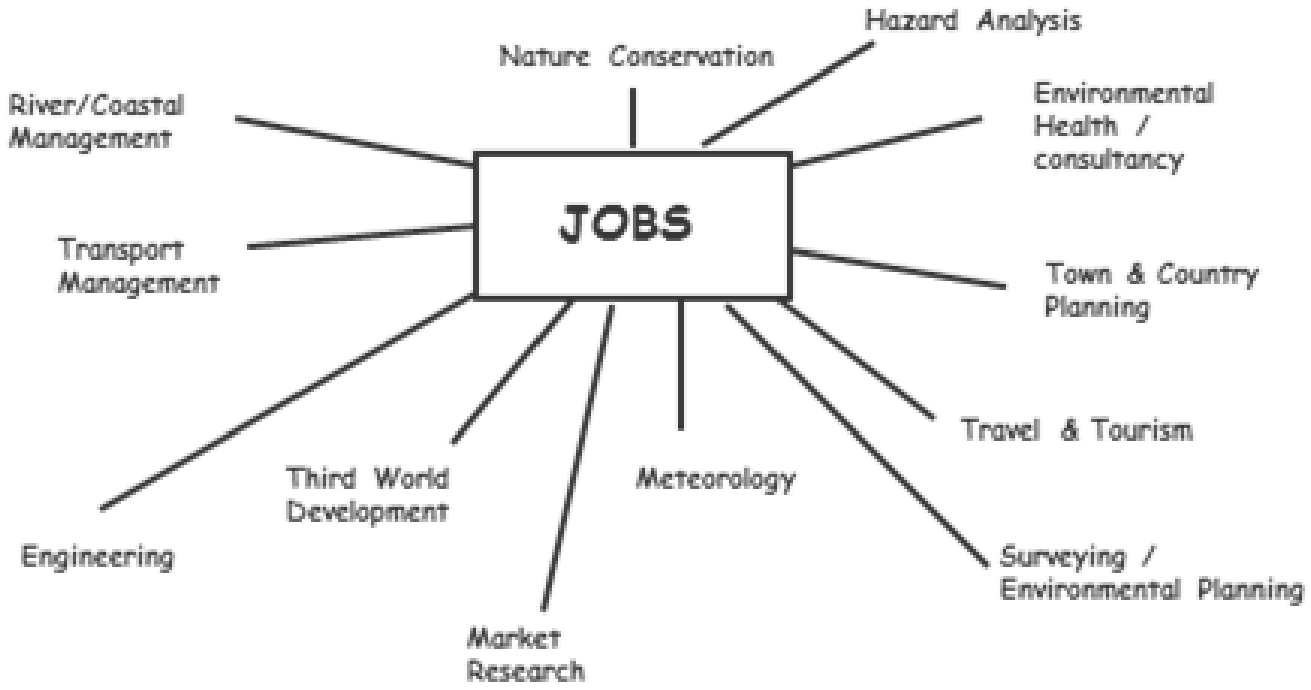
Pupils base their answers on their knowledge and experience of their fieldwork. Pupils must bring a fieldwork statement and table of data into the examination. A one-day fieldtrip is organised for the collection of this data.

SPECIFICATION AT A GLANCE:

Unit	Areas of study	Assessment	Weighting
Unit 1	Understanding Our Natural World	An external assessed written examination 1 hour 30 mins 4 multi-part questions (one on each theme)	40% of GCSE
Unit 2	Living in Our World	An external assessed written examination 1 hour 30 mins 4 multi-part questions (one on each theme)	40% of GCSE
Unit 3	Fieldwork	An external assessed written examination. 1 hour Questions are generic and based on fieldwork experience	20% of GCSE

OPPORTUNITIES BEYOND GCSE

Studying Geography will help you gain a greater understanding of people and places. Many of the topics or issues that you will study will be reported in the media, for example, environmental concerns such as climate change, flooding, natural hazards, migration and poverty. This close link between studying Geography and what is going on in the world around you, could lead you on to have a successful and interesting career. Below are some examples of Geography-related jobs:



. . . and there are many more! The subject itself may be studied at university after A-Levels.

If you are in any doubt about your ability to study Geography at GCSE level, you should speak to your teacher.

History

Head of Department: Mr P.S. KERR

Introduction:
Someone once said that we should study History so that we can watch the television news with understanding. Certainly it is impossible to fully comprehend the state we are in without a knowledge of the past, but GCSE History can offer pupils many other benefits. History pupils learn:-

- to present facts in ordered sequence,
- to argue coherently,
- to take into account and evaluate different points of view,
- to extract important and relevant points from a variety of documentary material,
- to recognise bias when it occurs,
- to consider why events occur,
- to study the values of different societies in different places and at different times.

The skills learnt in History are important, and valuable, and are increasingly sought by employers and by university selectors.

What will I study?

The GCSE course consists of three elements:

- **One Modern World Study in Depth:**
  - **Life in Nazi Germany, 1933-45**: In this module pupils will examine how one of history's greatest villains, Adolf Hitler, and his Nazi party developed their control of Germany after 1933, the use of terror and propaganda to retain this control and the impact of their policies on the workers, women, young people and minorities in Germany in the 1930s. Pupils will also examine the effects of World War II on the people of Germany and the implementation of the plan to exterminate the Jews of Europe.

- **One Local Study:**
  - **Changing Relations: Northern Ireland and its Neighbours 1920-49:** In this module pupils will delve into the experience of those people living in Britain and Ireland just before, during and after WWII. The partition of Ireland, the Belfast Blitz and the creation of the Republic of Ireland will all come under examination.

- **One Outline Study:**
  - **International Relations 1945-2003**: Here pupils will examine the conflict between the Superpowers since 1945 and in doing so will study momentous events including the Korean War, the Vietnam War, the Cuban Missile Crisis and the collapse of the Soviet empire. As well as this, pupils will have the opportunity to learn about more recent tensions such as the development of groups like the Taliban and Al-Qaeda, the 9/11 attacks and their aftermath and the wars in Iraq and Afghanistan.

Specification at a glance:

Content	Assessment	Weighting
Unit 1: Section A Modern World Study in Depth: Life in Nazi Germany, 1933-45	**External written examination** **1hr 45 mins**	**60%**
Unit 1: Section B Local Study: Changing Relations – Northern Ireland and its Neighbours 1920-49		
Unit 2: Outline Study International Relations 1945-2003	**External written examination** **1hr 15 mins**	**40%**

Opportunities beyond GCSE:

Apart from the interesting content studied, GCSE History offers additional factors which make it a highly valued subject. The interpretation of documents, the comparison of differing viewpoints, presentational skills including essay writing, the ability to summarise and clarify complex issues, analytical skills – all these factors should attract pupils of an enquiring mind.

History is often studied by those contemplating a range of careers, from law, journalism, politics, television and business, where university selectors and employers value its study as an intellectual discipline which cultivates a well-stocked and incisive mind and an ability to communicate ideas to others. In recent times RSD historians have gone on to follow careers in such diverse fields as dentistry, medical sciences, investment banking, primary teaching, university administration and many more.

GCSE History pupils have the option to broaden their studies outside the classroom. In recent years the department has organised GCSE trips to London and Berlin and aims to run one such trip every two years.

In the final analysis, History is about people, with all their triumphs and disasters, their ambitions and failures, their virtues and their weaknesses. People are fascinating: so is History.

Modern Foreign Languages – French & Spanish

Head of Department: Mr P.G. MOORE

Introduction:

There is the opportunity for Year 10 pupils to choose to study one or two languages to study at GCSE. All pupils will have studied French for three years and Spanish for two years. For this reason, pupils opting for Spanish at GCSE must realise that this course will be of a slightly more accelerated nature than French.

Specification:

All language courses are divided into four skills - Speaking, Listening, Reading and Writing, each making up 25% of the total marks; all four skills are externally assessed. The latter three papers are available at either Foundation or Higher Tier; we take great care to select those Tiers best suited to the abilities of each individual pupil. All examinations are taken at the end of Year 12.

Speaking:

The pupil learns to speak in greater depth about themselves and their lives. Speaking is partly assessed by Controlled Assessment, meaning that the pupil will receive considerable guidance from their class teacher. Each pupil has a great deal of opportunity to prepare thoroughly and to take charge of their own success. Emphasis is placed on the accurate communication of ideas, opinions and reasons, in language that goes beyond the KS3 basics.

Writing:

The pupil learns to write in greater depth about themselves and their lives. Again, emphasis is placed on the accurate communication of ideas, opinions and reasons, in language that goes beyond the KS3 basics.

Listening and Reading:

The pupil learns to understand both the spoken and written forms of the language in a range of realistic everyday contexts.

Additional information & entrance requirements

Whilst the school aims to give pupils some freedom of choice, it seems wise for the Modern Foreign Languages Teaching Staff to offer specific guidance to pupils. They will take into account the pupil's relative progress in each of the languages studied as well as general aptitude for, and application to study of languages during Year 10. This will assist pupils in deciding whether to choose a language/languages, based on their best chances of success at GCSE.

Each pupil will, therefore, be issued with an individual Language Choice Information sheet, which will outline which language(s) they are most likely to make the best progress in at GCSE level.

Course Structure

The table below summarises the structure of these GCSE courses.

Content	Assessment	Weighting
Unit 1: Listening	**External written examination with stimulus material in French/Spanish** Pupils answer 12 questions. Four of these are the same in both tiers. Responses include: • selection; • gap-filling; • answering questions in English; and • answering questions in French.	25%
Unit 2: Speaking	**One teacher-facilitated and externally marked speaking examination** The test lasts 7 - 12 minutes, plus 10 minutes of supervised preparation time. Each test includes: • two role-plays, both from the same Context for Learning; and • a general conversation on two topics, one from each of the other two Contexts for Learning. Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes. Pupils prepare the first conversation topic in advance from the Context for Learning that CCEA prescribe. Teachers record and authenticate all evidence and submit it to CCEA for marking.	25%
Unit 3: Reading	**External written examination with stimulus material in French/Spanish** Pupils answer 12 questions. Four of these are the same in both tiers. Responses include: • selection; • gap-filling; • answering questions in English; • answering questions in French/Spanish; and • translating short sentences from French into English.	25%
Unit 4: Writing	**External written examination** Pupils answer four questions. One of these is the same in both tiers. Responses include: • a listing and short phrase task in French/Spanish (Foundation Tier only); • short phrase/sentence responses in French/Spanish (both tiers); • short responses in French/Spanish to one or more pieces of text (Higher Tier only); • translation of short sentences from English into French/Spanish (both tiers); and • one structured, extended writing task in French/Spanish from a choice of three (both tiers).	25%

Career opportunities:

The versatility and academic rigour of the subjects means that Modern Languages are highly regarded in managerial and administrative fields, while worldwide commerce and communication requirements have meant that French and Spanish are increasingly needed in business and industry, at home as well as abroad.

Music

Head of Department: Mr S.J. CUDDY

The aim of GCSE Music specification is to encourage pupils to:

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

What Will I Study?

Component 1: Performing and Appraising
Pupils prepare pieces for solo performance and for ensemble performance. They discuss and appraise both their performances and those of others.

Component 2: Composition
Pupils compose two pieces of music. One is a free composition, the other is written in response to a pre-release stimulus. They record their compositions and provide a score, a lead sheet or a written account of their work.

Component 3: Listening and Appraising
Pupils build on the knowledge, understanding and appreciation of music gained through Components 1 and 2. They develop their understanding of the relationship between music and its contexts. Pupils listen to and appraise familiar and unfamiliar music by a range of composers, both male and female, within the four compulsory Areas of Study:

1. Western Classical Music 1600–1910
2. Film Music
3. Musical Traditions of Ireland
4. Popular Music 1980–present day

/over

Specification at a glance:

Unit	Assessment	Weighting
Component 1: Performing and Appraising	External examination assessed by a visiting examiner Pupils present **one** solo and **one** ensemble performance. Performances last no longer than **6** minutes in total. Candidates discuss and evaluate performances with the visiting examiner. Discussion lasts approximately **3** minutes.	Total: 35% Performances: 30% Discussion: 5%
Component 2: Composing	Controlled assessment Candidates, create two compositions. One is in response to a pre-release stimulus; one is free choice. Teachers mark the tasks, and CCEA moderate the results	Total: 30%
Component 3: Listening and Appraising	External written examination (1 hour 30 mins) Pupils answer questions based on familiar and unfamiliar music relating to the Areas of Study.	Total: 35%

Opportunities beyond GCSE

Pupils will:-

- develop their understanding of the relevance of the subject to their career planning, employability and potential for community-based learning.
- learn about the music industry through the set works and in the future work as a performer or studio technician.
- experience the use of professional software such as Logic and Garageband and professional notation programmes such as Sibelius. Again these pieces of software are industry renowned and the skills learned at GCSE are directly transferable within a studio context. There would also be the opportunity to pursue composition as a career within TV, radio or film.
- experience opportunities to use recording facilities and develop their use of ICT. Music technology and computer gaming are huge industries and more and more musicians are accessing careers in this field.
- learn to work with others in a music ensemble to manage their time when completing controlled assessments and practising for performance exams.
- develop specialist skills that are desirable within both primary and secondary education.

If you are in any doubt about your ability to study Music at GCSE level, you should speak to your relevant teacher who will be able to summarise your strengths in each of the three key areas of Music.

Physical Education

Heads of Department: Mrs D. ROBB/Miss S. COLGAN & Mr G.W. McCLINTOCK

Physical Education is all about developing a healthy, active approach to life. Whatever the activities involved – from rugby to rhythmic dance, track and field to table-tennis and orienteering to the 100 metre sprint – it's designed to foster enjoyable participation in exercise and training. At the same time, it helps each individual reach their full potential by providing background knowledge about health, effective training and safe performance.

Aside from the obvious benefits to health and general fitness levels, regular physical activity promotes mental and social well-being too. Playing a sport isn't *just* playing a sport; it can also be developing motor skills, self-confidence, ability to form strategies and play by the rules, creative thinking, leadership abilities and other interpersonal skills, including teamwork and sense of fair play.

The goal of Physical Education is to instil a lifelong enthusiasm for sustaining a healthy lifestyle. In a society where obesity levels are rising fast and the temptation to slump into a sedentary lifestyle is increasingly hard to avoid, it provides the tools to help swim against the tide.

Pupils wishing to study GCSE Physical Education should:

a) have been actively involved in Physical Education classes and the games programme throughout Key Stage 3 including a high level of attendance,
b) have trained and competed regularly with a RSD sports team for a full competitive season within Year 10 in at least one practical activity,
c) have trained and competed regularly in at least one other practical activity **compatible with the CCEA GCSE PE syllabus**, with a club inside RSD **or** with a recognised club/organisation outside school.
d) continue to train and compete within a sport at RSD for the duration of the GCSE PE course in at least one practical activity, compatible with the CCEA GCSE PE syllabus, and in at least one other compatible practical activity with a club inside or outside school.

In exceptional circumstances a pupil who is not involved in organised school sport but who is involved in a practical activity at a high level with a recognised club/organisation outside of school may be admitted to the class.

Specialist activities, carried out outside school must be conducted under the supervision of an approved body. Evidence using a DVD or a written report must be available.

There will be one mixed Year 11 GCSE Physical Education class with a maximum of 20 pupils. In the case of over subscription, those pupils deemed by the school to have the greatest involvement in recognised activities will be admitted to the class.

Assessment

The subject is divided into three compulsory components:

Component 1: Written paper 1 hr 15 minutes = 25%
Factors Underpinning Health and Performance:

- The Body at Work
- Health and Lifestyle Decisions
- The Active Leisure Industry

Component 2: Written paper 1 hr 15 minutes = 25%
Developing Performance:

- Developing Physical Fitness for Performance; and
- Developing Skilled Performance.

Components 1 & 2 combine to give 50%

Component 3
Perform 3 activities and analyse one = 50%

a) Pupils are assessed on the consistent quality, efficiency and effectiveness of their performances in physical activities and/or sports. Pupils perform **three** physical activities and/or sports from the list that CCEA supplies. (3 × 50 = 150 marks)

b) Pupils are assessed on the consistent quality of their analysis and evaluation of their own and others' performances. (50 marks)

Beyond GCSE
A GCSE in Physical Education provides a good base for further study at a more advanced level, including courses such as AS and A2 Level Sports Science and the Active Leisure Industry.

CAREERS:
Some of the career opportunities for pupils studying Physical Education are as follows:

- Teaching
- Sports Development or Coaching
- Sports Nutrition
- Physiotherapy and Rehabilitation / Sports Medicine
- Sports Psychology
- Personal Training / Leisure Industry
- Sports Science
- Sports Journalism / Media and Marketing
- Professional Sportsperson

Please note: Those pupils who include this subject as one of their option choices may be interviewed by the Heads of Physical Education when they will be required to confirm how they meet the criteria listed above.

Physics

Head of Department: Mrs W. CHAMBERS

Where Physics GCSE Can Lead You?

Physics GCSE is a course that is relevant not only to the fields of science and engineering, but also is highly regarded in the many areas of commerce and public service that value problem-solving and practical skills. A physics qualification opens the doors to all sorts of jobs and courses. All the technology that surrounds us is based on the principles of physics, so if you are considering working in any area related to technology from music to medicine, or lasers to law – studying physics is an excellent first step. Whatever you do the knowledge and skills you gain by studying physics will be useful. Physics is more than a subject – it trains your brain to think beyond boundaries.

In addition it should help facilitate the study of physics and related subjects at a more advanced level, for example Advanced Subsidiary Physics and Advanced Physics.

"There are millions of pupils in the world, but to get a job you have to stand out from the crowd. Physics will help to give you that edge; people are always impressed by a qualification in physics." [Steff, weather forecaster]

Aims and Learning Outcomes

This specification encourages pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages them to develop their curiosity about the physical world and provides insight into and experience of how science works. It enables pupils to engage with physics in their everyday lives and to make informed choices both about further study in physics and related disciplines and about their careers.

This specification aims to enable pupils to:

- develop their knowledge and understanding of physics and prepare for advancement to AS/2 level;
- develop their understanding of the effects of physics and its applications on society;
- develop an understanding of the importance of scale in physics;
- develop and apply their knowledge and understanding of the nature of science and of the scientific process;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, modelling, enquiry and problem solving skills and understanding in the laboratory and in other learning environments;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively; and
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Key features of the Course

The following are important features of this specification.

- The GCSE Physics specification is divided into three units. Units 1 and 2 will each contain prescribed practicals within the specification, making a total of 9 practicals to be carried out over the two years of this course. Pupils must carry out these investigations in order to develop their skills and knowledge of practical science.
- The specification provides a thorough preparation for the study of physics and related courses at GCE Advanced Level and Advanced Subsidiary Level. It also allows pupils to develop transferable skills that will benefit them in vocational training and employment.

What I Will study and How I will Be Assessed?

The table below summarises the structure of the GCSE course.

Content	Assessment	Weightings
Unit 1: **Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion**	External written examination Foundation Tier: 1 hour 15 mins, Higher Tier: 1 hour 30 mins. Pupils answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%
Unit 2: **Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics**	External written examination Foundation Tier: 1 hour 15 mins, Higher Tier:1 hour 30 mins Pupils answer compulsory structured questions that include short responses, extended writing and calculations.	37.5%
Unit 3: **Practical Skills**	Practical skills assessment (Booklet A), No time limit Externally marked. Pupils complete two pre-release practicals carried out in centres in the final year of study. External written examination (Booklet B) Foundation Tier: 1 hour, Higher Tier: 1 hour Pupils answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context.	7.5% 17.5%

Within the units 1 & 2 the following shall be assessed:

1. Ability to recall, select and communicate their knowledge and understanding of physics.
2. Ability to apply skills, knowledge and understanding of physics in practical and other contexts.
3. Ability to analyse and evaluate evidence, make reasoned judgments and present conclusions based on evidence.

Within the unit 3 the following shall be assessed:

Candidates must:

Demonstrate knowledge and understanding of:

- scientific ideas; and
- scientific techniques and procedures.

Apply knowledge and understanding of:

- scientific ideas; and
- scientific enquiry, techniques and procedures.

Analyse information and ideas to:

- interpret and evaluate;
- make judgements and draw conclusions; and
- develop and improve experimental procedures.

How can I find Out More?

- Speak to your Physics teacher or Mrs Chambers.
- Speak to a pupil who has studied or is currently studying Physics.
- Visit the CCEA Microsite - http://ccea.org.uk/physics/

If you are in any doubt about your ability to study an individual science at GCSE level, you should speak to your relevant teacher.

Religious Studies

Head of Department: Ms A.M. PRESCOTT

Introduction

Religious Studies incorporates the same educational principles and standards which are applied to other GCSE subjects in the curriculum. Religious Studies qualifications at GCSE, AS and A Level are accepted by Colleges and Universities as a subject of academic standing, so far as their entry requirements are concerned.

Important social, moral, ethical and religious issues are studied. The skills involved and the attitudes displayed in following a Religious Studies course are relevant to life as a whole and also prepare pupils for a wide range of careers, as well as helping to develop sympathetic and understanding adults.

What will I study?

GCSE full course syllabus (CCEA)

As part of the CCEA Religious Studies syllabus we are delighted to offer two exciting and challenging units at GCSE level. As part of unit one, 'The Revelation of God and the Christian Church', we will be looking at a variety of topics including the identity of Jesus, His teachings, His encounters with others and His death and resurrection. We will consider these topics both within the religious, political, social and cultural context of Jesus' day, and in terms of how they influence contemporary Christian lifestyle in all its diversity. Section B of this unit deals with an exploration of two church traditions in Northern Ireland. In particular, we will have the opportunity to explain and evaluate issues of worship, symbolism, sacraments and the role of the Church in contemporary society. This part of the course will include an educational trip to visit local churches.

The second unit 'An Introduction to Christian Ethics' will look to explore personal and family issues today, matters of life and death, development of bioethics, contemporary Christianity and modern warfare. A sample of such issues includes sexual relationships, abortion, euthanasia, just war, capital punishment and social justice. The pupils will attend the LIFE conference during this part of the course.

The work from Year 8 to Year 10 provides an excellent background and foundation for the GCSE course.

For those pupils who may be interested in studying Religious Studies at AS/A2 level, a full course GCSE provides a more comprehensive background in the subject than the short course qualification.

GCSE Full Course Assessment

Pupil will complete **two** written examinations, one for each of the units they study. Each exam lasts **1 hour 30 minutes** and is worth 50% of the final award.

GCSE Short Course

Short Course pupils will study 'An Introduction to Christian Ethics'. They will explore personal and family issues today, matters of life and death, development of bioethics, contemporary Christianity and modern warfare. A sample of such issues includes sexual relationships, abortion, euthanasia, just war, capital punishment and social justice.

GCSE Short Course Assessment

Pupil will complete **one** written examination which will last **1 hour 30 minutes** and is worth 100% of the final award.

Specification at a Glance

The table below summarises the structure of the Full and Short GCSE courses. Full Course pupils study two units and Short Course pupils study one unit.

Content	Assessment	Weightings
Unit 3 The Revelation of God and the Christian Church	1 hour 30 minute external written examination	50% of Full Course GCSE
Unit 6 An Introduction to Christian Ethics	1 hour 30 minute external written examination	50% of Full Course GCSE 100% of Short Course GCSE

Opportunities Beyond GCSE

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills developed at this level will support pupils in future studies and employment. A good grade at GCSE also helps pupils progress to an AS or A level.

Religious Studies GCSE is a good basis for many jobs which require an understanding of other people and the ability to relate to people of different backgrounds. This includes areas from manufacturing and service industries to journalism and teaching.

In the last four years RSD Religious Studies pupils have gone on to study a wide variety of subjects at degree level. This includes Multi-media Design, Law, Teaching, Theology, Geography and Accounting and Finance.

Science (Double Award Unitised)

Science Co-Ordinator: Miss D. McCOMBE

Double Award Science allows pupils to study all the Sciences but to a lesser extent than completing the separate Sciences. Each of the Sciences will be taught by specialist teachers. Double Award Science pupils will achieve equivalent to two GCSE grades.

Studying this Specification

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

This Specification Aims to Enable Pupils to:

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

Specification at a Glance

The specification is split into 6 teaching units, two for each Science, and Unit 7 is a practical skills unit. The skills unit replaces the controlled assessment tasks.

Unit 7

Booklet A contains three practicals from the prescribed practicals listed in the specification; and Booklet B is a timetabled written exam, taken at the end of Year 12. It includes questions about planning and carrying out any of the prescribed practical activities and general questions about any practical situation that arises from this specification.

At the end of Year 12 the pupils will sit seven examinations, the weightings and topics taught in each unit are highlighted in the table below:

Taught	Exam Time				Weighting
Year 11	1hr per subject	**Biology Unit 1:** Living Processes, Cells and Biodiversity	**Chemistry Unit 1:** Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	**Physics Unit 1:** Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	Each 11% **Total 33%**
Year 12	1hr 15mins per subject	**Biology Unit 2:** Body Systems, Genetics, Microorganisms and Health	**Chemistry Unit 2:** Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	**Physics Unit 2:** Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	Each 14% **Total 42%**
Between Jan and May of Year 12	No time Limit 1hr	**Unit 7**: <u>Booklet A</u> 3 Practicals (In class) <u>Booklet B</u> External Written Exam Practical skills assessment. Pupils answer compulsory structured questions.			A – 7.5% B – 17.5% **Total 25%**

Grading

CCEA award the GCSE Double Award Science qualification on an eight grade scale from A*A*- GG, with A*A* being the highest. Double intermediate grades such as AB and BC are also awarded.

Beyond GCSE

This course prepares pupils for the study of Science-related subjects at a more advanced level, for example an A-Level in Biology, Chemistry or Physics. To do so it is school policy that the pupil obtains a B grade in Higher Tier in the written Unit 1 and 2 papers.

For those progressing directly into employment, a GCSE in Double Award Science is relevant not only to the fields of Science and Engineering, but also to areas of commerce and public service that value problem-solving and practical skills.

How can I find out more?

- Speak to your Science teachers
- Visit the CCEA website
- Contact Miss McCombe

If you are in any doubt about your ability to study an individual Science at GCSE level, you should speak to your relevant teacher.

GCSE Statistics 2015 Year 12

Subject	TOTAL	A*	A	B	C	D	E	F	G	U	% A - C
Art & Design	16	3	6	7	0	0	0	0	0	0	100.0
Biology	55	16	29	9	1	0	0	0	0	0	100.0
Business Studies	14	2	2	8	2	0	0	0	0	0	100.0
Chemistry	55	12	26	13	2	1	1	0	0	0	96.4
Design & Technology	17	2	7	7	1	0	0	0	0	0	100.0
English Language	104	10	40	42	11	1	0	0	0	0	99.0
English Literature	62	8	24	20	9	1	0	0	0	0	98.4
French	76	6	19	20	15	13	2	1	0	0	78.9
Geography	54	20	18	6	9	0	1	0	0	0	98.1
History	30	6	11	4	5	4	0	0	0	0	86.7
Home Economics	47	9	12	13	12	1	0	0	0	0	97.9
ICT	31	2	20	6	2	1	0	0	0	0	96.8
Mathematics	103	44	32	14	11	0	2	0	0	0	98.1
Mathematics Further	59	24	17	13	3	1	1	0	0	0	96.6
Music	13	3	6	4	0	0	0	0	0	0	100.0
Physical Education	8	0	3	5	0	0	0	0	0	0	100.0
Physics	55	13	27	11	3	0	1	0	0	0	98.2
Religious Education	23	7	6	3	5	2	0	0	0	0	91.3
Science (Double Award)	96	14	30	33	11	7	1	0	0	0	91.7
Spanish	25	3	6	6	9	1	0	0	0	0	96.0
Chinese (SC)	4	4	0	0	0	0	0	0	0	0	100.0
Religious Education (SC)	36	2	9	14	8	3	0	0	0	0	91.7
2015 Totals*	943.0	204.0	341.0	244.0	111.0	33.0	9.0	1.0	0.0	0.0	
%		21.6	36.2	25.9	11.8	3.5	1.0	0.1	0.0	0.0	
cum%		21.6	57.8	83.7	95.4	98.9	99.9	100.0	100.0	100.0	
MATHS (Y11)	64	35	22	6	1	0	0	0	0	0	100

* Totals exclude Chinese Ci(SC) Re (SC)

YEAR 12 PUPILS
No. of pupils in Year 12 - 103

No. of these with a statement of special educational needs - 0

GCSE RESULTS OVERALL

% entered for 7 or more subjects.	% entered for 5 or more subjects	% achieving Grades A* - C in 7 or more GCSEs	% achieving Grades A* - C in 5 or more GCSEs	% achieving no GCSE qualifications
100	100	93.2	98.1	0

GCSE Statistics 2016 Year 12

Subject	TOTAL	A*	A	B	C	D	E	F	G	U	% A - C
Art & Design	17	5	9	2	1	0	0	0	0	0	100
Biology	54	22	21	9	2	0	0	0	0	0	100
Business Studies	24	3	5	9	5	2	0	0	0	0	92
Chemistry	54	12	20	18	3	1	0	0	0	0	98
Computing	13	4	6	1	2	0	0	0	0	0	100
Design & Technology	34	3	10	16	4	1	0	0	0	0	97
English Language	102	9	23	36	31	3	0	0	0	0	97
English Literature	57	17	16	19	5	0	0	0	0	0	100
French	81	5	6	12	33	23	2	0	0	0	69
Geography	53	13	13	15	11	1	0	0	0	0	98
History	21	4	9	4	4	0	0	0	0	0	100
Home Economics	38	3	12	18	4	1	0	0	0	0	97
ICT	26	2	8	7	5	3	0	1	0	0	85
Mathematics	102	38	30	15	17	1	1	0	0	0	98
Mathematics Further	58	22	19	10	7	0	0	0	0	0	100
Music	10	3	3	4	0	0	0	0	0	0	100
Physical Education	12	1	3	2	3	2	1	0	0	0	75
Physics	54	16	19	17	2	0	0	0	0	0	100
Science (Double Award)	94	6	11	50	22	5	0	0	0	0	95
Spanish	22	4	6	6	5	1	0	0	0	0	95
Chinese (SC)	10	10	0	0	0	0	0	0	0	0	100
Religious Education (SC)	42	3	13	19	6	1	0	0	0	0	98
2016 Totals*	926.0	192.0	249.0	270.0	166.0	44.0	4.0	1.0	0.0	0.0	
%		20.7	26.9	29.2	17.9	4.8	0.4	0.1	0.0	0.0	
cum%		20.7	47.6	76.8	94.7	99.5	99.9	100.0	100.0	100.0	
MATHS (Y11)	59	24	22	8	5	0	0	0	0	0	100

* Totals exclude Chinese Ci(SC) Re (SC)

YEAR 12 PUPILS
No. of pupils in Year 12 - 102

No. of these with a statement of special educational needs - 0

GCSE RESULTS OVERALL

% entered for 7 or more subjects.	% entered for 5 or more subjects	% achieving Grades A* - C in 7 or more GCSEs	% achieving Grades A* - C in 5 or more GCSEs	% achieving no GCSE qualifications
100	100	92.2	97.1	0

GCSE Statistics 2017 Year 12

Subject	TOTAL	A*	A	B	C	D	E	F	G	U	% A - C
Art & Design	18	6	7	5	0	0	0	0	0	0	100
Biology	84	10	21	32	21	0	0	0	0	0	100
Business Studies	28	1	10	9	2	3	2	1	0	0	79
Chemistry	77	9	17	27	14	8	1	1	0	0	87
Computing	21	4	2	3	6	3	2	1	0	0	71
Design & Technology	30	4	6	17	3	0	0	0	0	0	100
English Language	104	5	22	44	30	3	0	0	0	0	97
English Literature	47	4	19	14	10	0	0	0	0	0	100
French	82	7	15	20	28	9	2	1	0	0	85
Geography	37	3	10	14	7	2	0	1	0	0	92
History	29	8	8	1	8	4	0	0	0	0	86
Home Economics	28	1	12	7	5	1	2	0	0	0	89
ICT	20	0	4	3	4	6	2	1	0	0	55
Japanese	1	1	0	0	0	0	0	0	0	0	100
Mathematics	105	23	37	21	18	5	1	0	0	0	94
Mathematics Further	54	17	10	15	6	4	0	2	0	0	89
Music	14	2	5	6	1	0	0	0	0	0	100
Physical Education	20	3	5	4	4	4	0	0	0	0	80
Physics	68	12	17	26	8	4	1	0	0	0	93
Religious Education	17	2	3	6	3	2	1	0	0	0	82
Science (Double Award)	34	1	6	16	6	3	0	2	0	0	85
Spanish	21	3	6	7	4	1	0	0	0	0	95
Chinese (SC)	12	12	0	0	0	0	0	0	0	0	100
Religious Education (SC)	49	1	6	18	12	11	1	0	0	0	76
2017 Totals*	939.0	126.0	242.0	297.0	188.0	62.0	14.0	10.0	0.0	0.0	
%		13.4	25.8	31.6	20.0	6.6	1.5	1.1	0.0	0.0	
cum%		13.4	39.2	70.8	90.8	97.4	98.9	100.0	100.0	100.0	
MATHS (Y11)	60	35	16	8	1	0	0	0	0	0	100.00

* Totals exclude Chinese Ci(SC) Re (SC)

YEAR 12 PUPILS
No. of pupils in Year 12 - 105

No. of these with a statement of special educational needs - 3

GCSE RESULTS OVERALL

% entered for 7 or more subjects.	% entered for 5 or more subjects	% achieving Grades A* - C in 7 or more GCSEs	% achieving Grades A* - C in 5 or more GCSEs	% achieving no GCSE qualifications
100	100	81.9	96.2	0

Admission to Sixth Form for RSD Pupils

A* = 4 A = 3 B = 2 C = 1

Please note that GCSE Short Courses will only count for half the above points (i.e. A* = 2, A = 1½, B = 1, C = ½)

- The minimum requirement for automatic entry to Year 13 = 12[#] points (for 3 AS levels) **OR** 16[#] points (for 4 AS levels) including at least 6 GCSE passes, (pass = grade C or better). **Note:** [#] Year 11 Maths should be included in the points total.
- Pupils must normally have GCSE passes at grade A*, A or B for the AS/A2 subjects to be studied in Sixth Form. C grades are generally not suitable for A level work in that subject (please see options booklet)
- When selecting to study new start subjects a pupil must have GCSE passes at A*, A or B grades in related subject(s).
  (Lower requirements may apply for pupils whose first language is not English.)

Pupils who have **not** reached the minimum number of points for automatic return should phone the school to arrange a meeting with the Headmaster. Pupils must be accompanied by a parent/guardian in order to review progression into Sixth Form. The purpose of this meeting is to determine the best way forward for the pupil. The discussion with the pupil and parent/guardian may result in:

- A decision for the pupil to continue to RSD Sixth Form with realistic and suitable subject combinations
- A decision to leave RSD and pursue an alternative course of study

Pupils returning with less than 12 points will be required to sign a Sixth Form performance contract. This will include setting targets for the pupil to meet in Year 13 and outline other requirements such as regular meetings with the Head of Sixth Form to analyse the pupil's tracking scores and discuss progress towards AS exams.

Examples:	**2A*+4A+3B = 26**	**4B+6C = 14**
	3A+5B+1C = 20	**5B+3C = 13**
	1A*+2A+3B+2C = 18	**4B+4C = 12**
	1A+4B+4C = 15	**3B+4C = 10**
	1A+3B+2C+ 1A(SC) = 12½	**3B+5C+1C(SC) = 11½**

Sample Post Option Sheet 2018/2019 (Provisional, for information only)

Please note: This form will only be issued when a pupil's choices do not fit the final option blocks.

GCSE Option Sheet 2018/2019

Name: _____

All pupils must study English, Mathematics and Science. English Literature and Further (Additional) Mathematics are optional, and are taught to the first two English and Mathematics sets with a small increase in teaching time. While at this stage pupils are asked to indicate an interest in studying Further (Additional) Mathematics and English Literature, the final selection will be made as soon as possible after the results are available following the examinations in June.

Compulsory Subjects	**Optional Extras (tick)**	
Mathematics	Further (Additional) Mathematics	_____
English	English Literature	_____

Please indicate your choice of science:

Three full sciences ☐ Two full sciences ☐ Double Award Science ☐

Optional Subjects: (Please circle choices)

- All pupils must choose a minimum of two sciences (Biology, Chemistry and Physics) or Double Award Science.
- Pupils studying Double Award Science should choose a subject from each of Option A, Option B, Option C and Option D.
- Places are subject to there being space available in the requested classes. Some of the classes below are nearing capacity or actually full.

Option A	Option B	Option C	Option D	Option E	Option F
Subject ????	Subject ????	Subject ????	Subject ????	Subject ????	Subject ????
Subject ????	Subject ????	Subject ????	Subject ????	Subject ????	Subject ????
Subject ????	Subject ????	Subject ????	Subject ????	Subject ????	Subject ????
Subject ????	Subject ????	Subject ????		Subject ????	Subject ????
	Subject ????	Subject ????			

I understand that:

a) It may be necessary to carry out selection for some subjects which are oversubscribed,
b) The school reserves the right to withdraw a subject if there are insufficient numbers to make it viable,
c) Pupils may be rejected for courses for which the school believes they are not sufficiently capable of completing,
d) In a few cases, the class teacher may change between Year 11 and Year 12 or some pupils may be allocated to a different class,
e) Pupils selected for Further (Additional) Mathematics and English Literature are committed to those classes for the two years and will not be permitted to drop out unless there are valid exceptional circumstances in the opinion of the school,
f) It may be possible to change some options within the constraints of the created option blocks and class sizes. Such changes should normally be made by the end of September.

Signed: _____ (Parent/Guardian) Date: _____

Option Sheet 2018/2019 (Provisional, for information only)

Name: _____

All pupils must study English, Mathematics and Science. English Literature and Further (Additional) Mathematics are optional, and are taught to the first two English and Mathematics sets with a small increase in teaching time. While at this stage pupils are asked to indicate an interest in studying Further (Additional) Mathematics and English Literature, the final selection will be made as soon as possible after the results are available following the examinations in June.

Compulsory Subjects	**Optional Extras (please tick)**	
Mathematics	Further (Additional) Mathematics	_____
English	English Literature	_____

Science Choice: All pupils will study a minimum of two GCSE sciences based on the choices offered below. Please tick your preference from the list below.

Three full sciences: ☐
Two full sciences: ☐ Which Subjects? Biology ☐ Chemistry ☐ Physics ☐
Double Award: ☐

Optional Subjects Choice: If you have chosen three full sciences choose three subjects from the following list, otherwise choose four. Also choose a reserve option choice.

- Art and Design
- Business Studies
- Computer Science
- Design and Technology
- Digital Technology
- Food & Nutrition
- French
- Geography
- History
- Music
- Physical Education
- Religious Education
- Spanish

List selected subjects **in order of preference**:

1) _____ 2) _____ 3) _____ 4) _____

Reserve: _____

If you wish the school to investigate the possibility of studying a subject not available at RSD as explained on page 9 of the Option Booklet, please list it here. _____

Career area of interest: (if known) _____

I understand that:

a) The school will do its best to create option groups that satisfy all subject preferences but in some cases this may not be possible,
b) It may be necessary to carry out selection for some subjects which are oversubscribed,
c) The school reserves the right to withdraw a subject if there are insufficient numbers to make it viable,
d) Pupils may be rejected for courses for which the school believes they are not sufficiently capable of completing,
e) In a few cases, the class teacher may change between Year 11 and Year 12 or some pupils may be allocated to a different class or classes may be combined,
f) Pupils selected for Further (Additional) Mathematics and English Literature are committed to those classes for the two years and will not be permitted to drop out unless there are valid exceptional circumstances in the opinion of the school,
g) It may be possible to change some options within the constraints of the created option blocks and class sizes. Such changes should normally be made by the end of September.

Signed: _____ (Parent/Guardian) Date: _____