

Christian Brothers' Grammar School

Scoil Ghramadaí na mBráithre Críostaí

Omagh



Year 10
Key Stage 4
Choices
2026-2028

www.cbsomagh.org





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Foreword from the Head of School, Mr Moriarty



Choosing GCSE subjects is an important step in your son's educational journey, and this booklet is designed to help him make confident, well informed decisions as he enters Key Stage 4. Over the next two years, he will not only deepen his learning in the classroom but also continue to grow as a young man developing the character, resilience and independence that will shape his future.

At Christian Brothers' Grammar School, we pride ourselves on offering a broad, balanced and ambitious curriculum that allows every pupil to find routes that match his strengths, interests and aspirations. Our dedicated teachers and Heads of Department work hard to ensure each subject is taught with high expectations, strong support, and a commitment to helping every pupil reach his full potential.

Just as important as academic success is the outstanding pastoral care that underpins everything we do. We want every young man in Key Stage 4 to feel known, supported and encouraged. Throughout the options process, your son will be guided not only by subject teachers, but also by our pastoral team, Year Heads and form tutors. Their role is to help pupils reflect honestly on their progress, understand the demands of each course, and make choices that will set them up for success. We recognise that every pupil is different, and we are fully committed to walking alongside each of them as they navigate this next stage of their education.

Life at Christian Brothers' Grammar School extends well beyond the classroom. Our rich programme of extra curricular activities including sport, music, the arts, clubs, competitions, leadership opportunities and community engagement plays a central role in helping pupils develop confidence, teamwork and a strong sense of belonging. Whether your son excels on the sports field, in performance, or through service to others, these experiences are invaluable in shaping well rounded, grounded young men who contribute positively to school life.

As you read through this booklet together, I encourage you to take time to discuss options openly at home, ask questions, and seek advice where needed. No pupil is expected to make these decisions alone. We are here to support him at every stage, ensuring that he begins Key Stage 4 with clarity, motivation and belief in his own ability.

Thank you for your continued partnership and trust in our school. We look forward to supporting your son as he takes this exciting next step.

Mr Finnian Moriarty
Head of School



English
Language

English
Literature

Maths

- M4, M8
- M3, M7
- M2, M6

Religious
Studies

Optional
Subject 1

Science

- D.A. (H)
- D.A. (F)
- S.A.

Optional
Subject 2

Optional
Subject 3

Key Stage 4
Subject Choices

Subject Choices for KS4

The compulsory subjects are as follows: -

English Language
Mathematics
Science

English Literature
Religious Studies

Agriculture and Land Use	Geography
Art, Craft & Design	History
Business Studies	Hospitality
Business and Communication Systems	Irish
Computer Science	LLW
Construction	Music
Digital Technology	Spanish
Drama	Sport BTEC Level 2
Engineering BTEC Level 2	Technology (Systems Control)
Further Mathematics	

Students will select their remaining **three subjects** from the list above. They will also be asked to choose a reserve option. The school will endeavour to provide students with as much choice as possible but if a subject is oversubscribed then students will be selected for that particular subject on the basis of their Year 10 Christmas report and in consultation with the relevant Head of Department. If a subject does not have enough students wishing to study it next year, then it may not be possible to offer a GCSE in that subject and students will have to study an alternative subject.

In addition to their GCSEs all students will also have P.E. as a compulsory part of the curriculum.

- Students may only select a **maximum of two** subjects from Technology and Design, Construction & BTec Engineering.
- Students may only select **one** from GCSE Digital Technology and GCSE Computer Science
- Students may only select **one** from Business Studies and Business Communication Systems
- Students must achieve Grade A/ A+ in Year 10 Maths Assessments to study GCSE Further Maths

Subjects Required for Degree Courses

Included is a list of the subject requirements for a range of Degree courses. The information is mostly based on entry to courses in N.Ireland and is compiled from the universities' most up to date Prospectus available at going to print.

As fees at N. Ireland universities are lower than for England, Scotland and Wales this creates increased demand for places here. Ulster University often offer the same course e.g. Accounting/ Law / ICT/Business at several of their campuses and asking grades at Derry or Coleraine campus may be lower – simply because there are fewer applicants.

Many degrees are now offered on a part-time basis and as there is no restriction on the number of places offered, the asking grades/ points are usually lower. Also, as students are assessed on their income rather than family income when calculating eligibility for paying fees, part-time degrees can be a much more affordable option. On completion of A-Levels/ BTEC qualifications, an excellent range of Foundation degrees are also offered at South West and North West Regional Colleges. These can offer students the opportunity to study a third level qualification nearer to home at a much more affordable cost. On completion students can complete a further year or two of study at QUB/ UU if they then wish to top these up to an Honours degree. A number of Honours Degree top up courses are now available at Regional Colleges.

For more detailed information on entry requirements for further/ higher education courses (including GCSE requirements) check out the *entry profile* on the relevant university/ college website. Students are also advised to register with the student portal at all universities they may be interested in as this will offer them very useful information on specific courses/ careers they may be interested in as well as advice from current undergraduate students.

Some degree courses will require students to study DA Science and GCSE Maths at Grade B; the vast majority require a minimum of Grade C in English and Maths. Very high demand courses, such as Medicine, Dentistry, Actuarial Science and Pharmacy, place a lot of emphasis on GCSE results and will have a GCSE performance threshold. A language at GCSE will be required for the more traditional universities in R.O.I. (eg. UCD, Trinity College Dublin and University of Galway.)

If you have a particular career path in mind and a particular subject(s) is listed as required in the table, you must ensure that you study that subject(s) at Post 16.

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Accounting	No specific A-Levels. Maths or Business Studies useful. Will receive reduced offer if studying Maths, Economics, Accounting or Physics (UU)	AAB + GCSE Maths B - QUB ABB - BBC depending on course and subjects taken at A-level- UU	www.accaglobal.com www.cimaglobal.com https://www.charteredaccountants.ie/
Architecture	Useful A-levels include Art, Maths and Physics. For a small number of degree courses Maths and/or Physics, plus Art are required	AAB – QUB BBC - UU	Applicants with a grade C in GCSE Art or no Art at GCSE/A-level may be invited for a portfolio interview – QUB Applicants will be required to submit a portfolio, except where the applicant has GCSE Art/Art & Design at Grade B or higher- UU
Biomedical Science	2 science subjects: Biology/ Chemistry plus one other	AAB-ABB + GCSE DA Science CC and Maths C – QUB BBB (including 2 science subjects) - UU	QUB Acceptable second Science subjects: Computer Science, ICT, Environmental Technology, Geography, Mathematics, Physics, Psychology, Technology & Design. Sport. UU – Two subjects from Biology, Chemistry, Maths, Physics. OR One from Chemistry, Physics, Maths, Biology plus one from Environment Technology, Geography, ICT or Life & Health Science
Business Studies	Business Studies useful	ABB + GCSE Maths B - QUB BBC - UU	N.B. Asking grades for UU will vary depending on campus and specific business course applied to.
Computing	Some courses may require Maths, Software Systems Development or Digital Technology A-Level or may offer a one grade drop if offering one of above.	AAA – BBB – QUB BBB – BBC - UU	N.B. Asking grades will vary depending on campus and specific computing courses applied to. QUB: Preferred subjects: Maths or Software Systems Development Relevant subjects: Chemistry, Digital Technology, ICT, Physics, Technology and Design UU: Grade drop if offering: Mathematics, Physics, Chemistry, Software Systems Development https://www.economy-ni.gov.uk/sites/default/files/publications/economy/COIU-bulletin-software.pdf

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Construction Engineering and Management	One from - Physics, Maths, Chemistry, Biology, Engineering, Technology (including Environmental Technology, Digital Technology, Technology & Design), Life & Health Sciences, Geography or ICT.	BBC – BCC – UU	Visit the Construction Industry Training Board: https://www.citb.co.uk/ Construction Futures NI: https://www.constructionfuturesni.com/
Dentistry	Biology and Chemistry A-Level required Btec/OCR qualifications are not accepted for entry to QUB.	AAA + UCAT admission test – QUB GCSEs will be scored using points system on best 9 subjects – see QUB website for details	Visit British Dental Association: https://www.bda.org/ and the General Dental Council: www.gdc-uk.org Career advice on becoming a Dentist: https://www.youtube.com/watch?v=NZziPWp7Ffl
Engineering	Maths and another science subject Some courses may require GCSE Maths A and DA Science	AAA – BBB Grades and subject requirements vary depending on specific Engineering degree taken – QUB. ABB – BBC Grades and subject requirements vary depending on specific Engineering degree taken – UU	Royal Academy of Engineering: www.raeng.org.uk The Institution of Engineering and Technology: www.theiet.org Some courses may offer a one grade drop if offering a desirable subject – See university website for accurate grade requirements
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Life and Health Sciences (single or double award) Environmental Technology.	BBB to include grade B from one of the listed subjects – UU	Chartered Institute of Environmental Health: www.cieh.org
I.T./CIT/BIT	Mathematics, Software Systems Development, Digital Technology, ICT, Biology, Chemistry, Physics. See websites for subjects relevant to specific degree	AAB – BBB – QUB BBC – CCC – UU	www.bringitonni.info N.B. Some courses may offer a grade reduction if studying desired subjects – see university website for details
Law	Subjects that develop critical thinking and analytical skills such as English, History or Politics are useful	AAA – QUB AAB – BBB – UU	N.B. Asking grades for UU vary according to campus
Medicine	Chemistry and at least one from Biology, Maths or Physics. Btec/OCR qualifications are not accepted for entry to QUB.	A*AA – AAA + 4 th A at AS level plus UCAT admission test – QUB UCAT will be scored and used in conjunction with GCSE score to rank for interview.	Medical Schools Council – www.medschools.ac.uk British Medical Association – www.bma.org.uk The Medic Portal – https://www.themedicportal.com/
Nursing	A relevant science useful at A-Level. Science required at GCSE	BBC – BCC – QUB BBC + successful MSAT required – UU	NHS Careers: www.nhs.uk/careers The Royal College of Nursing: www.rcn.org.uk The Royal College of Midwives: www.rcm.org.uk
Occupational Therapy	A relevant science useful	BBB plus successful MSAT exam – UU	The College of Occupational Therapy – www.cot.co.uk UU MSAT exam
Optometry	Two science subjects from Biology, Chemistry, Mathematics, Physics	ABB – UU	College of Optometrists: www.college-optometrists.org A career on Optometry – https://www.college-optometrists.org/qualifying/a-career-in-optometry
Pharmacy	Chemistry and at least one other A-level from Biology, Mathematics or Physics. GCSE DA Science. Biology to at least AS-Level preferred.	AAB – QUB and UU	Royal Pharmaceutical Society: www.rpharms.com Pharmacy Futures NI – https://www.pharmacyfuturesni.com/
Physiotherapy	One of the following: Maths, Physics, Chemistry, Biology, Single Award Life & Health Sciences.	BBB plus successful MSAT exam	Chartered Society of Physiotherapy: www.csp.org.uk UU MSAT exam
Quantity Surveying	One from Mathematics, Physics, Chemistry, Biology, Engineering or Construction.	ABB if desired subject is offered. If not, all subjects considered at AAA – UU	Royal Institute of Chartered Surveyors: www.rics.org.uk

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Radiography	One from: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences.	BBB plus successful MSAT exam GCSE DA Science - BB	Society of Radiographers: www.sor.org UU MSAT exam
Social Work	None specified	ABB - QUB BBB - UU Successful interview required	NI Social Care Council: www.niscc.info Skills for Care: www.skillsforcare.org.uk
Speech and Language Therapy	English, a modern language or a science would be useful	BBB plus successful MSAT exam	The Royal College of Speech and Language Therapists: www.rcslt.org UU MSAT exam
Sport and Exercise Sciences	One of the following: Biology, Chemistry, Mathematics, Physics, Sports Studies, Life and Health Science	AAB – BBB to include a grade A from one from the listed subjects – UU N.B. Asking grades for UU vary according to campus	Sport NI: www.sportni.net Careers in Sport: https://careers-in-sport.co.uk/ Sport Science Careers: https://www.bases.org.uk/spage-students-careers_centre.html
Teaching	One from: English, Biology, Chemistry, Physics, Geography, History, Irish, Spanish, ICT, Maths, Music, Religion or Sport At secondary level the subject taught must be studied at A-Level	AAA – AAB – St. Mary's Primary AAA-BBC – St. Mary's Post-Primary AAB – Stranmillis Primary BBB – BCC Stranmillis Post-Primary	Department of Education: www.education.gov.uk St. Mary's University College: www.stmarys-belfast.ac.uk Stranmillis University College: www.stran.ac.uk Please see websites for accurate grade requirements
Veterinary Science	Chemistry and Biology and either Physics or Maths at A-Level	A*AA – AAB – UK universities	Royal College of Veterinary Surgeons: www.rcvs.org.uk N.B. UCD typical points required for entry in 2024 was 589

(N.B. QUB = Queen's University Belfast; UU = Ulster University) Please see university websites for any updated entry requirements.
QUB - A maximum of one BTEC/OCR Single Award or AQA Extended Certificate will be accepted as part of an applicant's portfolio of qualifications with a Distinction* being equated to a grade A at A-level and a Distinction being equated to a grade B at A-level.



Exam Results ~ Summer 2025

GCSE Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Agriculture*	100.0	History	87.4
Art & Design	100.0	Hospitality*	N/A
Business Studies	88.3	Irish	83.5
Business & Communications	95.5	Learning for Life & Work	82.7
Computer Studies	93.5	Mathematics	98.0
Construction	90.3	Music	100.0
Double Award Science 1	94.8	Performing Arts	96.3
Double Award Science 2	87.0	Religious Studies	70.8
Digital Technology	97.3	Single Award Science*	N/A
English Literature	95.0	Spanish	59.9
English Language	96.0	Technology & Design	83.5
Further Mathematics	100.0	Engineering Btec	100.0
Geography	92.8	Sports Studies Btec	100.0

A-Level and Btec Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Art & Design	100	Politics	N/A*
Biology	88.0	Psychology	N/A*
Business Studies	93.7	Religious Studies	N/A*
Chemistry	98.7	Software Systems Design / Computing	89.3
Digital Technology	87.5	Spanish	N/A*
English Literature	86.2	Technology & Design	72.7
Environmental Technology	N/A*	Business Ext Certificate	89.3
Further Maths	N/A*	Cambridge Technicals	100.0
Geography	89.1	Construction Diploma	85.7
History	70.8	Construction Ext Cert	91.9
Irish	N/A*	Engineering Ext Certificate	N/A
Life & Health Sciences	64.4	Sport Diploma	96.2
Mathematics	89.4	Sport Ext Certificate	78.1
Music	N/A*		
Physics	69.7		

* N/A if not studied in all 3 years

GCSE Assessment

Terminal and Modular Exam Explained

Terminal exams are those which are taken at the end of the GCSE studies i.e. at the end of Year 12. Modular exams are those which are taken at the end of a module (unit of work), and typically may also be available in the Spring, Autumn and Summer of Year 11 and 12. The English Exam boards will be discontinuing modular exams while CCEA (NI exam body) seem set to continue with modular options. Student progress is monitored by departments and Mr F Moriarty. (Head of School). Decisions on levels of commitment by students, including tiers of entry, will be based on academic progress.

Controlled Assessments and Coursework

Controlled Assessment — some GCSE subjects contain a controlled assessment element, and this requires students to spend a good deal of time in undertaking research, preparation and completion of final tasks. All departments assist students by drawing up a schedule of staged deadlines by which time the required parts are to be completed. It is very important that you assist your son in managing his time effectively so that such deadlines are met. Controlled Assessments are prepared in class and at home but are completed under examination conditions during supervised class time.

Coursework - Some applied subjects still complete coursework as above but without the examination style completion. All such work is scheduled to allow students to complete their work to an appropriate standard, within a given time frame, while also allowing a full delivery of each course. Schedules are finalised at the start of each academic year. These tasks may extend beyond timetabled class for some subjects and therefore require a degree of timetabling in line with other events within the school calendar. Therefore, these are subject to minor changes as the year progresses. The academic schedules are published online on the school website in the KS4 Subject Information Booklet on the school website www.omaghcbs.org.

Coursework & Controlled Assessment Policy

The policy details the roles and responsibilities within the managing and assessment of Coursework and Controlled Assessment and can be accessed on the school's website www.omaghcbs.org



Careers

Some top UK universities require a modern foreign language at GCSE Grade C or above for entry onto some of their courses. Traditional universities in the South of Ireland require a GCSE in one Modern Language for entry onto most of their courses – this modern language can be Irish or Spanish. Please check individual universities for up to date criteria.

Double Award Science is an acceptable Science qualification for entry into all career paths.

Whilst it is important to consider your KS4 options and subject choices carefully please do not worry unnecessarily as the school has set the core compulsory subjects so that the vast majority of careers are still open to you in the future. BTEC Level 2 courses are acceptable to the vast majority of universities, however, they might look at performance in the individual units as well as the overall grade achieved so it would be important that students achieve well across all their units. In the South of Ireland, applied subjects including BTECs are not given the same level of recognition. Please check individual universities for up to date criteria.



Agriculture & Land Use



Content	Assessment	% of overall Grade
Unit 1 – Soils, Crops and Habitats	External paper -1hour 15 minutes	25%
Unit 2 – Animals and the Land	External paper -1hour 15 minutes	25%
Unit 3 – Contemporary issues in Agriculture and Land Use	Controlled assessment	50%

Requirements

Students will require an exercise book and a USB.

Assessment

The course involves 3 units, 2 of which are external written exams and a third unit which is coursework. They will be completed over Year 11 and Year 12.

Unit 1- Soils, Crops and Habitats

Format – External written examination (1hr 15mins)

Content

- Composition of soils
- Horticulture – Glasshouses, Poly-tunnels, Hydroponics
- Plant Biology –Germination, Photosynthesis, Flowers and Pollination
- Crop Production- Crops and Weeds
- Care and Management of the Countryside- Conservation and Sustainable Agriculture
- Renewable Energy and Climate Change – Carbon Cycle.
- Careers

Unit 2: Animals on the Land

Format: External written examination (1hr 15mins)

Content

- Livestock farming – Cows, sheep, pigs and poultry
- Livestock farming – Assessing general health
- Breeding and Reproduction
- Animal Health and Welfare
- Nutrition
- Food Production and Processing – Intensive, Extensive, Stoking Rates, Organic Methods
- Farm Economics
- Technology and the Agriculture Industry
- Farm Health and Safety
- Pollution and Farm Waste

Exam: May/June in Year 12

Unit 3: - Contemporary Issues in Agriculture and Land Use

Format: 2 pieces of Coursework

- Practical investigation task (20%); (Completed in Year 11)
- Research project (30%) (Completed in Year 12)

Content

Coursework tasks will be released by CCEA in September of Year 11

Coursework Submitted: May/June of Year 12

Skills Developed

- Problem solving skills using a scientific approach
- Primary Research skills
- Develop Hypothesis and plan practical ways to test them to assess their viability
- Develop practical skills relevant to the agriculture and land-based sector
- Work safely and assess and manage risk
- Make observations, collect and record data
- Draw evidence-based conclusions
- Use a range of methods to display and present relevant information
- Analyse and evaluate evidence
- Develops scientific knowledge and understanding in a relevant, enjoyable and work based context
- Develop awareness of complex relationships between humans and the environment
- Appreciate how knowledge of science can enhance productivity in the land-based sector and help with environmental improvement

Career Opportunities

NI has a strong rural tradition where almost 75% of land is used for agricultural purposes. The agri-food industry contributes hugely to the local economy representing employment for around 50,000 people on farms and in factories within the agri-food sector. This science-based GCSE is designed to appeal not only to young people from the changing agricultural sector but also those who are interested in working within the wider land based and environmental industries.

Art, Craft & Design

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

Content	Assessment	Weighting
Component 1 Personal Portfolio	Internally assessed and externally moderated.	60%
Component 2 Externally Set Assignment	Internally assessed and externally moderated.	40%

The course is designed to be a two-year, coursework-based structure with no traditional written exam.

The qualification is built on a "portfolio" approach, focusing on the development of practical skills, artistic research, and personal creative voice.

Component 1: Personal Portfolio (60% of qualification)

- Description: This is the coursework component, built up over the two years of the course.
- Content: Students produce a portfolio of work consisting of a sustained project (a major, in-depth study) and a selection of further supporting studies that demonstrate skills across different areas.
- Key Aspects: Sketchbook work, experiments, artist studies, and final piece(s).

Component 2: Externally Set Assignment (ESA) (40% of qualification)

- Description: This is the final exam project, which takes place in Year 12.
- Structure: A theme is released by Edexcel on 2 January. Students have a preparatory period to research and develop ideas based on this theme.
- Sustained Focus Period: The project culminates in a 10-hour exam (supervised, often over two days) where students produce a final, personal response.

Both components of the course allow students opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) theme(s) set by the centre, (Component 1) and to the externally set theme, (Component 2-set by Edexcel)

FINAL MODERATION & EXHIBITION: In May of Year 12 . All work is displayed for external moderation.

Qualification Aims and Objectives

This GCSE Art and Design qualification requires students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

Career Opportunities:

GCSE Art & Design prepares students for the study of art and design and related courses at GCE Advanced Subsidiary Level and Advanced Level. It also can open up a wide range of opportunities for further and higher education and provides students who have an interest in developing a career in art and design with relevant, skills-based knowledge. It can lead to a wide range of career opportunities such as Fine Arts and Crafts, Design, Fashion and Textiles, Graphics, Product, Architecture, Film, Animation, Costume, Special effects, Theatre, Furniture, Interior, Toys and Games. STEAM careers such as engineering also require creative, artistic and design skills. A GCSE in Art & Design develops a range of useful skills that can be transferred to other careers. Many careers require artistic skills and a knowledge and appreciation of Art and Design. Every man-made object we see around us has been designed and as fashion, styles and technology continue to change, so the opportunities for young people in the wide variety of design or art related jobs are increasing.



Business Studies

This 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.

Skills Developed:

This specification gives students the opportunity to develop and generate evidence for assessing the following nationally recognised Key Skills: Application of number, Communication, Improving Own Learning and Performance, Information and Communication Technology, Problem-Solving; and Working with Others.

Career Opportunities:

Business Studies can open up a wide range of opportunities for further and higher education or on to a rewarding career such as Accountancy, Law, Banking, Systems/Business Analysis, Management, Insurance, Media, Marketing, Human Resource Management, Investment, Teaching, ICT and Economics and/or self-employment in one's own business enterprise. Many degree courses also contain a Business Module as a core element.

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 Students complete the following: • Booklet A, a research task; and • Booklet B, a structured report-writing task.	20%



Business & Communication Systems

Content	Assessment	Weighting
Unit 1 Software Applications for Business • File management • Common software applications • Word processing • spreadsheet • Databases • Presentation software • Web authoring • Internet • E-mail.	Externally assessed computer-based examination To be taken in summer series of Year 11 2 hours This examination will test your ICT skills in a business context.	40%
Unit 2 The Business Environment • Ownership • Stakeholders • Communication • Digital trading • Human Resources • Digital Technology • Marketing	Externally assessed written examination To be taken in summer series of Year 12 1 hour Structured questions	35%
Unit 3 Developing Digital Solutions	Controlled Assessment To be completed during Term 1 of Year 12 You will design a website and explain its business rationale through a PowerPoint presentation.	25%

Business and Communication Systems is an exciting and practical subject that recognises how ICT is in the foreground of all business activities.

Topics Covered:

In this course you will: study business activity and how ICT has changed the business environment. You will learn how to use different types of software applications. These include: Microsoft Office (Word, Excel, Access & PowerPoint), Adobe Photoshop and Dreamweaver.

You will also study:

- Business Ownership
- Marketing
- Human resources

Skills Developed:

Practical ICT skills, communication, analysis, evaluate and make reasoned judgements and present conclusions, problem solving and working with others.

Careers:

This is a practical skills and knowledge based course that will provide entry to As Level ICT and/ or Business Studies as well as further vocational training and will also open up a wide range of career areas within the business and/ or IT industry.



Computer Science

Computer Systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context.

Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

Practical Programming in Python

Students will spend time building short, simple programs in Python using Visual Studio Community Edition. This software is free to download and use at home. Students who have access to a computer outside of school benefit immensely from practicing the coding skills at home so this is encouraged throughout Year 11 and Year 12.

Skills Developed:

This specification gives students the opportunity to demonstrate the ability to:

- Recall, select and communicate their knowledge and understanding of computer technology.
- Apply knowledge, understanding and skills to solve computing or programming problems.
- Analyse, evaluate and make reasoned judgements and present conclusions
- Build simple short applications using Python and Visual Studio

Career Opportunities:

This subject contains a mixture of practical skills and theoretical understanding associated with Computing and Software Development and provides a direct pathway through to a A-Level Software Systems Development with a much deeper dive into Software Development and a focus on C#. This pathway is focused on further study at University but also offers talented individuals an opportunity of direct employment in a number of under-graduate Earn-As-You-Learn schemes straight from school. This subject also provides an opportunity to enter a wide ranging variety of career areas. These career areas include:

- Computer Programming
- Games Software Development
- Software Engineering
- Website Design
- IT Project Management
- IT Business Analysis
- Education

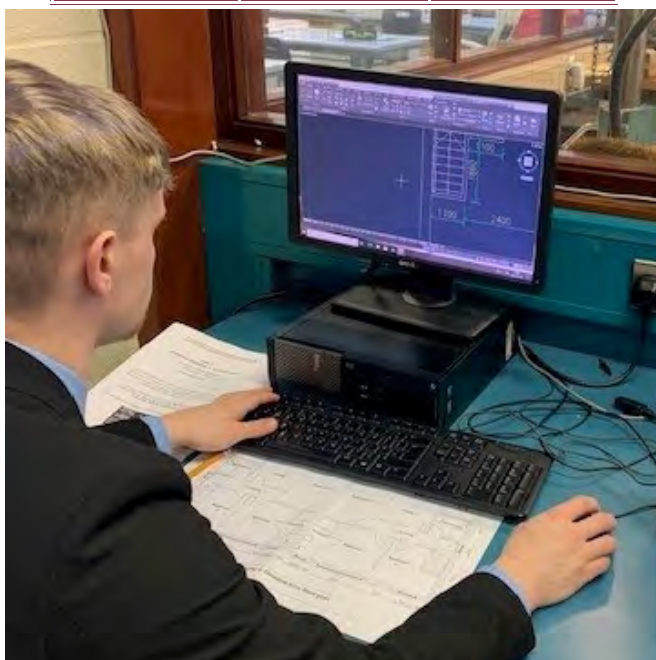
(N.B. GCSE Computer Science will be graded using a scale from 9— 1 with Grade 9 being broadly equivalent to an A*. Grade 4 is equivalent to Grade C.)

Content	Assessment	Weighting
Computer systems • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns	Computer systems 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
Computational thinking, algorithms and programming • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation	Computational thinking, algorithms and programming 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE



Construction & the Built Environment

Content	Assessment Format	Weighting
Unit 1: Introduction to the Built Environment	External written examination 1 hour	20%
Unit 2: Sustainable Construction	External written examination 1 hour 30 mins Paper includes questions based on pre-release materials.	30%
Unit 3: The Construction Craft Project	Controlled assessment (Coursework)	25%
Unit 4: Computer Aided Design in Construction	Controlled assessment (Coursework)	25%



Aims

This GCSE Course aims to encourage students to:

- Develop a broad background knowledge and core knowledge of the construction industry;
- Apply their developing knowledge in relevant, enjoyable and work-related contexts for craft products and computer aided design (CAD) projects;
- Investigate opportunities to progress into further education, training or employment in the construction industry;
- Experience success when applying their knowledge in work-related contexts;
- Develop and practice the key transferable skills that are important in working life;
- Develop knowledge of the materials and sustainable methods used in domestic and commercial construction.

Key Features

The following are important features of this specification.

It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.

It encourages students to develop and practise key transferable skills and to have a positive attitude towards sustainable construction techniques.

It helps raise achievement in a wider range of learners due to its high practical content.

It provides students with a broad background knowledge and core knowledge of the construction industry.

It encourages students to develop craft skills, CAD skills and technical skills, and knowledge and understanding of the construction industry.

It encourages a student centred approach to learning and enables students to apply their developing knowledge in enjoyable and work-related contexts.

Unit Overview / Course Content

Unit 1: Introduction to the Built Environment. In this unit, students develop an understanding of construction and the built environment, the importance of health and safety in the construction industry, and the employment opportunities in the industry.

Unit 2: Sustainable Construction. (pre-release materials)

In this unit, students interpret drawings of domestic buildings and demonstrate awareness of the issues surrounding sustainable development in the construction industry.

Unit 3: The Construction Craft Project. In this unit, students complete a project based on one of the following crafts: woodwork; or brickwork or blockwork. The craft project is made up of a product and an evaluation.

Unit 4: Computer Aided Design in Construction. In this unit, students develop an understanding and a working knowledge of computer aided design (CAD) in the construction industry.

Aims

This specification aims to encourage students 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

Course Specification

The course is made up of **3 units**:

Unit 1: Digital Technology is **compulsory** for all students.

There are 2 routes available in this course but as the CBS currently offers GCSE Computing, students will study Route A which is the **Multimedia** Option - **Units 2 & 3** on the course. The outline of this course is shown on table (left).

Route A Multimedia

Course Content:

3.1 Unit 1: Digital Technology

In this unit, students explore a range of digital available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.

3.2 Unit 2: Digital Authoring Concepts

In this unit, students gain an understanding of the concepts in the development of digital systems.

3.3 Unit 3: Digital Authoring Practice

In this unit, students design, develop and test digital multimedia systems.

Skills Developed

This specification provides opportunities for students to:

- investigate and analyse problems
- designing effective solutions
- developing solutions
- testing and implementing solutions; and
- evaluating solutions

Key Skills

This specification provides opportunities for students to continue to develop their Cross-Curricular Skills and Thinking Skills & Personal Capabilities in the following areas:

- Communication
- Using Mathematics
- Information and Communication Technology
- Improving Own Learning & Performance
- Self -Management
- Problem-Solving
- Working with Others.

Career Opportunities

This is a practical, skills-based qualification that will provide entry to AS Level ICT/Digital Technology / Computing, vocational training and employment. This subject also provides an opportunity to enter a wide ranging variety of career areas. These career areas include : Computer programming, Network technicians, Project managers, Website designers, Games Software development , Business analysts, Education.

Digital Technology

Content		Assessment	Weightings
Compulsory Core	Unit 1: Digital Technology	External written Examination 1 hour	30%
Multimedia units	Unit 2: Digital Authoring Concepts	External written examination 1 hour 30 mins	40%
	Unit 3: Digital Authoring Practice	Controlled Assessment (The controlled assessment task is worth 90 marks and will take a maximum of 36 hours to complete).	30%



Drama

This is a linear qualification. There are three components: two internally assessed (60%) and one externally assessed (40%). All assessment is completed at the end of the course. The specification aims to encourage students to develop a personal interest in drama, to engage actively in the process of dramatic study, to work imaginatively and creatively in collaboration with their peers, to analyse their own work and the work of others, and to develop and demonstrate competence in their chosen pathway of acting or design. The specification offers opportunities to build on the learning experiences from Key Stage 3 and to develop the Cross-Curricular Skills and Thinking Skills and Personal Capabilities at Key Stage 4. A range of support material is available, including specimen assessment materials, exemplar planning frameworks and teacher and student guidance on controlled assessment.

Specification Summary

Component 1: Devised Performance Controlled assessment – a performance or a design presentation, and a student log (first assessment Summer 2019) Component 2: Scripted Performance Controlled assessment – a performance or a design presentation (first assessment Summer 2019) Component 3: Knowledge and Understanding of Drama External written examination – 1 hour 30 minutes, three questions based on one set text (first assessment Summer 2019)

Benefits to Students

Students will:

- develop their knowledge and understanding of drama;
- have opportunities to explore and develop confidence and competence in acting or design, or both;
- work together in groups to create, develop and realise their ideas for an audience; and
- develop a range of skills that provide a basis for progression to further study or employment.

Skills Developed

Cross-Curricular Skills at Key Stage 4 Communication, Using Mathematics and Using ICT Students will have opportunities to develop their communication skills and use mathematics and ICT in a variety of ways, for example:

- presenting their work to an audience through devised and scripted performances and in their responses to questions in the written examination;
- completing their student log for Component 1;
- understanding intensity levels of lighting and sound;
- timing performances;
- understanding how to use digital technology in the design and delivery of drama; and
- exploring the effects of multimedia and ICT on drama.

Content	Assessment	Weighting
Component 1: Devised Performance	Students choose either a performance or design pathway. In response to pre-release stimulus material, they either devise and present a group performance or devise and give a design presentation. Design students must choose one of the following disciplines: costume, lighting, multimedia, set or sound. Students also complete a student log. Controlled assessment Pre-release stimulus material 50 marks	25%
Component 2: Scripted Performance	Students choose either a performance or a design pathway. Students research and prepare a performance of their script. Design students must choose one of the following disciplines: costume, lighting, multimedia, set or sound and give a design presentation. Controlled assessment 70 marks	35%
Component 3: Knowledge and Understanding of Drama	Students choose one set text from the list below. They develop understanding of the text and elements such as the playwright's use of language, style and genre. They also consider contexts and aspects of performance, production and design. Set Texts • A Midsummer Night's Dream • Juno and the Paycock • The Crucible • Philadelphia, Here I Come! • Tea in a China Cup • Blood Brothers • Across the Barricades • Sparkleshark External written examination 1 hour 30 mins Three questions on their set text 80 marks	40%



Engineering

The Pearson BTEC Level 2 First Award in Engineering was introduced in Sept 2018 as a replacement for GCSE Engineering and Manufacturing.

Skills Developed

Students showing an interest in the field of Engineering would benefit from studying this qualification as it gives students:

- the opportunity to gain a broad understanding and knowledge of the engineering sector
- a more focused understanding of engineering through the specialist units selected
- the opportunity to develop a range of personal skills and techniques that are essential for successful performance in working life
- a good basis for progression into BTEC Level 3 Engineering or Construction (Single Award) or into an apprenticeship with a local company

Career Opportunities

Studying BTEC Level 2 in Engineering provides underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow students to understand theory and application.

Assessments

To be awarded a qualification in this subject, students must complete 3 Units over two years of study. This consists of 2 Mandatory units and 1 optional unit.

Content	Assessment	Weighting
Unit 1 – The Engineered World Class time: Theory relating to engineering materials, processes, types of manufacture, sustainability, lean manufacturing and new technologies. All theory is taught via OneNote and ongoing assessments of knowledge are carried out online.	Externally assessed (Online exam) Duration: 1 hour (exam date to be set by individual centres)	25%
Unit 2 – Investigating an Engineering Product Class time: Students choose to investigate an engineered product of their choice, developing a thorough understanding of the product and all associated factors. They complete 2 assignments where they provide evidence for specific criteria as set by Pearson.	Internally assessed unit Duration: 16 weeks of theory leading to relevant Assignments	25%
Unit 3 – Electronic Circuit Design and Construction Class time: Students learn all about electronic systems design allowing them to design and construct electronic circuits. They will know how to populate circuit boards permanently and construct electronic circuits safely. Finally, they learn how to test and evaluate electronic circuits.	Internally assessed unit Duration: 32 weeks of theory and practical tasks leading to relevant Assignments	50%



Further Mathematics

Skills Developed

GCSE Further Mathematics encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations. It challenges and stretches students to broaden their mathematical knowledge to a more advanced level.

Students design mathematical models that allow them to use problem-solving strategies and apply a broad range of mathematics to different situations.

This qualification targets students who require knowledge of mathematics beyond GCSE Mathematics. It broadens the experience of students who are capable of working beyond the limits of GCSE Mathematics (Higher Tier, M4/M8) and those who want to progress to AS/A level courses in mathematics. However, GCSE Further Mathematics is not required for entry A-level mathematics.

This course aims to encourage students to:

- develop further their mathematical knowledge, skills and understanding;
- select and apply mathematical techniques and methods to mathematical, everyday and real-world situations;
- reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions;
- extend their base in mathematics from which they can progress to higher studies in mathematics; and/or studies such as science, geography, technology or business, which contain a significant requirement in mathematics beyond Higher Tier GCSE Mathematics;
- design and develop mathematical models that allow them to use problem-solving strategies and apply a broader range of mathematics to a variety of situations.

Topics Covered

GCSE Further Mathematics has three units covering topics in Pure Mathematics, Mechanics and Statistics.

- **Unit 1: Pure Mathematics**
- **Unit 2: Mechanics**
- **Unit 3: Statistics**

Each unit is assessed by external written examination in the form of a single question-and-answer booklet.

The table below summarises the structure of the GCSE Further Mathematics course.

Content	Assessment	Weighting
Unit 1 Pure Mathematics	External written examination	50%
Unit 2 Mechanics	External written examination	25%
Unit 3 Statistics	External written examination	25%

There is no coursework element to GCSE Further Mathematics

Career Opportunities

The understanding of the fundamentals of Maths and problem-solving skills are useful across all kinds of disciplines and careers.

GCSE Further Mathematics could lead on to further study in Mathematics, Further Maths, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Environmental Studies or Applied Science.

GCSE Further Mathematics could eventually lead to careers in Actuarial Mathematics, Computer Science, Law, Medicine, Dentistry, Financial Mathematics, Public Health, Teaching, Civil Engineering, Operations Research, Aeronautical Engineering.



Geography

Topics covered:

Unit 1: Understanding Our Natural World; River Environments, Coastal Environments, Our Changing Weather and Climate and The Restless Earth.

Unit 2: Living In Our World; Population and Migration, Changing Urban Areas, Contrasts in World Development and Managing Our Environment.

Unit 3: Fieldwork

Assessment (Exams and Coursework Requirements):

Content	Assessment	Weighting
Unit 1	External Written Exam 1 ½ hours	40%
Unit 2	External Written Exam 1 ½ hours	40%
Unit 3	External Written Exam 1 hour	20%

Skills Developed:

This specification aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- actively engage in studying geography to develop as effective and independent learners and as critical thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate how these concepts affect our changing world;
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- develop and apply their learning to the real world through fieldwork and other learning outside the classroom; and
- gain confidence in making informed decisions about further learning opportunities and career choices.

Career Opportunities:

Management, Environmental health, Estate Management, Transport Management, Local Government, Environmental Management: Architecture, Landscape Architecture, National Trust, Journalism, Urban and Rural Planning, Information Services: Census Officer, Telecommunications, Systems analyst. Scientific services: Map making, Meteorology, Mining and Quarrying Surveying, Hydrology and water services. Business and Finance: Advertising, Marketing, Market Research. Education, Professional and Social services: Teaching, Lecturing, Social Work, Law, Banking. Leisure, travel and tourism: Tourist Boards, Travel Agent, Air Traffic Control, Tour Operator.



History

Unit 1- Year 11

There are two sections:

Section A: Modern World Studies in Depth

- *Life in Nazi Germany, 1933–45*

(Students answer five questions. The paper includes short response questions, structured questions and an essay question.)

Section B: Local Study

Changing Relations: Northern Ireland and its Neighbours, 1965–98

(Students answer six questions. The paper includes source-based questions, short response questions and an essay question.)

Unit 1-Content Outline

Section A – Nazi Germany, 1933-1945

- Hitler takes political control, 1933-1934
- Creation of the police state
- Propaganda and censorship
- Life for workers, women, and young people
- Opposition to Nazi rule, 1933-1945
- Life for the Jewish community and minorities in Nazi Germany
- Life in Germany during World War Two
- Escalation of racial policies, 1939-1945



Section B - Northern Ireland and its neighbours, 1965-1998

- The O'Neill years
- The campaign for civil rights
- A deteriorating situation, 1969
- The re-emergence of paramilitary organisations
- Internment
- Direct Rule
- Search for a political solution, 1973-74
- Changing Republican strategy: Hunger strikes
- Anglo-Irish Agreement
- The Downing Street Declaration, 1993
- The Good Friday Agreement, 1998

Unit 2 – Year 12

Outline Study: **International Relations, 1945–2003**

Assessment Format:

- External written examination lasting 1 hour 15 minutes.
- Students answer six questions. The paper includes source-based questions, a structured question, and an essay question.
- 40% Overall Weighting
- Test will be sat in May/June of Year 12

Unit 2- Content Outline

1. Co-operation ends and the Cold War begins
2. Emerging superpower rivalry and its consequences, 1945–49
3. Flashpoints in Europe and the impact on international relations
4. Flashpoints outside Europe and the impact on international relations
5. The end of the Cold War, 1985–91
6. New tensions emerge, 1991–2003

Skills Developed:

History naturally allows students to think independently and critically. Historians become adept at analysing material, speaking confidently, writing, and reaching conclusions that are well thought out and can be supported. Skills of developing and defending a personal point of view are continually advanced. History is an enjoyable and fun subject to learn that allows students to better understand the past and the world around them today.

Career Opportunities:

History, as a well-respected and valued subject provides an opportunity to enter a wide-ranging variety of career areas. These career areas include **Law, Media, Journalism, Education, Management, Finance, Research and Politics.**

A History degree develops independent thinking, and its flexibility lends itself to all areas of employment that require the ability to think quickly, be well organised and communicate effectively.

Content	Assessment	Weighting
Unit 1 – Modern World studies Germany (Section A) and Local Study NI (Section B)	External Written Exam- 1 ¾ hours	60%
Unit 2 – International Relations	External Written Exam- 1 ¾ hours	40%

Hospitality



GCSE Hospitality specification is made up of three units:

UNIT	AREAS OF STUDY
Unit 1: The Hospitality Industry	You will study the diversity of the hospitality industry, its place in the economy, careers and job roles as well as healthy eating, health and safety and first aid. This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.
Unit 2: Hospitality at the Customer	You will study how the hospitality industry meets customers' needs and the importance of customer care. You will explore the importance of effective communication, marketing and promotions. This unit is assessed in a 1 hour externally written examination that is worth 25% of the overall GCSE qualification.
Unit 3: Food and Beverage Preparation and Service	In this practical unit, you will learn how to prepare, present and serve dishes, and work as part of a team to plan and deliver a function or event. This unit is assessed by controlled assessment. You have to produce a portfolio of three tasks and carry out an event or function. It is marked by the teacher and moderated by us and is worth 50% of the overall GCSE qualification.

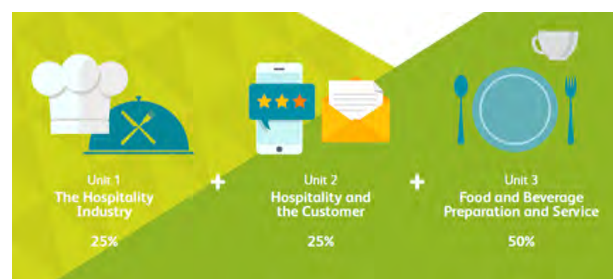
GCSE in Hospitality helps students to:

- develop a core knowledge of the hospitality industry and the skills required for working in it;
- experience the real world of work;
- develop skills through practical tasks; and
- practise key transferable skills for working life.

Through this course, students will:

- improve their communication skills by learning how to write reports, give presentations and participate in discussions, debates and interviews;
- apply mathematical concepts to problem-solving strategies in a range of simulated and real-life contexts;
- estimate, calculate and cost using notation and computation;
- use ICT in a wide range of contexts to access, manage, select and present information;

- develop their planning, time management and self-evaluation skills;
- learn from others through co-operation, group work and achieving collective goals;



Career Opportunities:

GCSE Hospitality is a varied and interesting subject which provides students with an invaluable insight to what is involved with the Hospitality Industry. GCSE Hospitality provides students with a wide range of career opportunities within the Hospitality and Catering Industry and also within other areas of employment.

Students who obtain a qualification in GCSE Hospitality go on to have successful careers in the following areas which include:

Administration, Chefs, Front Office Manager, Events Manager, Account Managers, Banqueting Assistant/ Banqueting Manager, Retail Manager, Customer Services, Health Promotion, Environmental Health Officer, Food Quality Assurance, Food Technologist, Teaching.

Content	Assessment	Weighting
Unit 1 – The Hospitality Industry	External Written Exam - 1 hour	25%
Unit 2 – Hospitality and the Customer	External Written Exam - 1 hour	25%
Unit 3 – Food and Beverage Preparation and Service	Internal Assessment	50%

Irish



Topics Covered:

Context 1: Identity, Lifestyle and Culture	- Family & Relationships - Social Media & Technology - Daily Routine & Leisure Activities - Culture & Customs
Context 2: Local, National and Global Areas of Interest	- Local Area & Environment - Community Involvement - Social Issues - Travel & Tourism
Context 3: School Life and the World of Work	- School Life - Part-time Jobs - Future Plans

Skills Developed:

A GCSE in Irish helps students to:

- develop their knowledge of and enthusiasm for language learning skills by providing opportunities for the practical use of Irish;
- develop the confidence to communicate effectively in Irish; and
- take their place as citizens in a multilingual, global society.

The four language skills; listening, speaking, reading and writing as well as the associated skills of self-presentation plus logical analysis and presentation are developed. In studying this course you will develop the ability to communicate effectively in Irish, develop an awareness and understanding of Irish-speaking communities; and gain a basis for further study and practical use of Irish.

Career Opportunities:

There are opportunities such as the Legal Profession, Teaching, Broadcasting, Journalism and Tourism where Irish is favoured. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south.

Language skill is a mark of a resourceful, competent and intelligent person.

Content	Assessment	Weighting
Unit 1 – Speaking	Internal Assessment	25%
Unit 2 – Writing	External Written Exam- 1 ¼ hours	25%
Unit 3 - Listening	External Written Exam- ¾ hour	25%
Unit 4 - Reading	External Written Exam- 1 hour	25%

Learning for Life & Work

The specification aligns closely with the overarching aims of the Northern Ireland Curriculum, which seeks to equip young people with the skills and confidence needed to reach their full potential and to make informed, responsible choices throughout their lives. It also supports the curriculum's key objectives by promoting these essential competencies.

- To develop a 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.

Content	Assessment	Weighting
Unit 1- Local and	External Written Exam – 1 hour	20%
Unit 2 - Personal	External Written Exam – 1 hour	20%
Unit 3 - Employability	External Written Exam – 1 hour	20%
Unit 4 - Controlled Assessment	Internal assessment	40%

Career Opportunities

This subject aims to prepare young people for 'life' and 'work'; as such this programme is relevant to further study and employment in a vast array of occupational sectors and professions including;

- Business Management.
- Accountancy
- Law
- Banking & Financial Services.
- Healthcare
- Travel and Tourism.



Music

There are 3 main components in GCSE Music

Component 1: Performing and Appraising. 35%

- Candidates present **one solo** performance and **one ensemble** (group) performance.
- Total performance time lasts no longer than **6 minutes**.
- A **3-minute** discussion and evaluation with the visiting examiner.

Component 2: Composing - Controlled Assessment 30%

- Candidates create **two** compositions. One is in response to a pre-release stimulus by CCEA; one is free choice. Teachers mark the tasks, and they are moderated by CCEA.

Component 3: Listening and Appraising 35%

- External written listening exam lasting **1 hour 30 mins**.
- Students answer questions based on familiar and unfamiliar music relating to **4 Areas of Study**.

1. Western classical Music 1600-1910, music by Mozart and Handel.
2. Film Music: Themes from Superman and The Amazing Spider-Man.
3. Musical Traditions of Ireland: Reels and jigs performed by Beoga.
4. Popular Music 1980-present day: Florence & the Machine; Eurythmics; Ash.

Skills Developed:

Listening, Performing, Composing, Communication,

Career Opportunities:

GCSE Music prepares students for the study of music and related courses at GCE AS Level and A' Level. It also can open up a wide range of opportunities for further and higher education and provides students who have an interest in developing a career in music with relevant, skills-based knowledge. It can lead to a wide range of career opportunities such as Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal, Business and Management, Music Media: TV, Radio, Print; Education and Music Therapy to name just a few. A GCSE in Music develops a range of useful skills that can be transferred to many other careers.

Content	Assessment	Weighting
Component 1 – Performing and Appraising	External Assessment	25%
Component 2 – Composing	Internal Assessment	30%
Component 3 – Listening and Appraising	External Written Exam - 1 ½ hours	35%



Spanish



Topics covered:

Context 1:	Identity Lifestyle Cultural issues
Context 2:	Local, National, International areas of interest
Context 3:	School Life Studies The World of Work

Exams – the course is divided into 4 exams as detailed below. Each exam is worth **25%** of the overall qualification.

1. **Speaking exam** – one exam involving 2 role plays and 2 conversations which will take place around Easter in Year 11
2. **Writing exam** – taken in May/June Year 12 with emphasis on writing paragraphs on some of the topics listed before as well as short translation sentences
3. **Reading exam** – taken in May/June Year 12 based on the vocabulary learnt from the topics above
4. **Listening exam** – again taken in May/June Year 12 and involves listening to recordings and writing the correct answer in Spanish and/or English based on the vocabulary listed in the topics

Skills Developed:

Pupils develop important communication skills which are catered for in all aspects of the course. They learn about a different culture and way of life, and develop an awareness of the interpersonal skills required for all types of communication. Also, pupils develop the skills to help them cope in many varied aspects of daily life in a foreign culture, e.g. in the restaurant, in a hotel or at school. They develop reading skills using a variety of media sources, listening skills from a variety of different accents from various Spanish speaking countries, speaking skills to help them cope in everyday, real-life situations and writing skills for different purposes.

Career Opportunities:

Many students combine the study of Spanish with different career options and courses at University. Popular choices in the past have been Teaching, Law, Banking, Journalism, Media Studies, Accountancy, careers in Travel and Tourism. Having Spanish will open so many other doors when combined with another subject especially, with more than 360 million speakers worldwide.

Content	Assessment	Weighting
Unit 1 – Listening	External Assessment ¾ hour	25%
Unit 2 – Speaking	Internal Assessment	25%
Unit 3 - Reading	External Written Exam - 1 hour	25%
Unit 4 - Writing	External Written Exam - 1 ¼ hour	25%

Skills Developed

Undertaking BTEC Sport gives you an understanding of sports performance and the factors that affect behaviour in sport. You gain subject-specific knowledge in areas such as physiology, psychology, biochemistry, biomechanics and nutrition.

You'll also develop a set of core skills including:

- research and data analysis
- the ability to work on your own initiative and as part of a team
- presentation and oral communication skills
- written communication skills, including report writing
- time management and planning
- effective problem solving
- a good understanding of information technology.

Career Opportunities

BTEC Sport is a great start for a variety of careers in the sports industry where you can work with children, athletes or the general public. Jobs directly related to BTEC Sport include; Exercise physiologist, Fitness centre manager, Personal trainer, Primary school teacher, Secondary school teacher, Sports administrator, Sports coach, Sports development officer, Sports therapist, Choreographer, Clinical scientist, cardiac sciences, Health improvement practitioner, Higher education lecturer, Nutritionist, Outdoor activities/education manager, Sport and exercise psychologist.

Content	Assessment	Weighting
Unit 1 Fitness for Sport and Exercise	External Exam	25%
Unit 2 Practical Sports Performance	Internal Assessment	25%
Unit 5 The Sports Performer in Action	Internal Assessment	25%
Unit 3 Applying the Principles of Personal Training	Synoptic Assessment	25%

Sport



Technology & Design (Systems & Control)

Brief Details on GCSE / Topics Covered:

We study CCEA GCSE Technology & Design which is split into three units. All units are compulsory.

Students must complete:

Unit 1: Technology and Design Core theory which comprises of manufacturing, electronics, mechanical control systems, computer control systems, and pneumatic systems.

Unit 2: Systems and Control theory which comprises of Electronic and Microelectronic Control Systems including recognising components, circuit design, PIC technology and Integrated Circuits.

Unit 3: Design Project enabling students to demonstrate their ability to design and manufacture a systems based product under controlled conditions.

Skills Developed: This is first class preparation for students who wish to pursue a career in any Engineering discipline.

Pupils will:

- use imagination and develop skills of creativity and critical analysis through making links between existing solutions, technological knowledge and the principles of good design;
- communicate design ideas and decisions using a range of media and techniques;
- Use a broad range of materials, components and technologies, as well as practical skills, to develop and produce high quality, imaginative and functional prototypes;
- consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;
- consider the costs in the making and marketing of products;
- apply health and safety procedures to ensure safe working practices;
- analyse and develop existing products and develop practical solutions to needs, wants and opportunities, recognising their impact on quality of life;
- develop decision-making skills through individual and collaborative working;

- apply appropriate technology and design terminology;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle; and combine skills with knowledge and understanding in order to make quality products.

Content	Assessment	Weighting
Unit 1: Technology and Design Core	Externally assessed written paper sat in Year 11 Examination lasts 1 hour 30 mins	25%
Unit 2: Systems and Control Electronic and Microelectronic Control Systems	Externally assessed written paper sat in Year 12 Examination lasts 1 hour 30 mins	25%
Unit 3: Design Project Controlled assessment	CCEA set the theme for the project. Pupils have approximately 30 hours to complete the project under controlled conditions. Teachers mark the project and CCEA moderate it. Element: Systems Design and Manufacturing	50%

Career Opportunities:

GCSE Technology & Design encourages students to be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors such as manufacturing and engineering and is necessary preparation for further study in Technology & Design. Pupils who have completed GCSE & A-Level Technology & Design have progressed onto a range of diverse courses at Higher Education including all engineering disciplines, teaching, product design, advertising & marketing, industrial design, production engineering, project planning, furniture design, CAD/CAM development and Architecture.





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Review & Amendments
The information in this prospectus is published subject to review and amendment, as and when necessary.

All information correct at time of print
(March 2026).

www.cbsomagh.org

