



Bloomfield Collegiate School
excellence in a caring community



Bloomfield Collegiate School

Key Stage 4 Options Booklet

2026- 2028

Contents

The Key Stage 4 Curriculum and Making the right choice	3-7
Art & Design	8
Biology	9
Business Studies	10
Chemistry	11
Child Development	12
Digital Technology- Multimedia ICT	13
Double Award Science	14
Drama	15
English Language	16
English Literature	17
Food & Nutrition (HE)	18
Further Mathematics	19
French, German or Spanish	20
Geography	21
History	22
Learning for Life and Work	23
Maths	24
Music	25
Physical Education	26
Physics	27
Religious Education	28
Technology & Design	29



The Key Stage 4 Curriculum

The completion of Year 10 marks the end of Key Stage 3 and the start of a new phase of education. Your choice of GCSE qualifications will provide you with a unique and challenging set of opportunities for detailed academic and vocational study and for fulfilling involvement in a wide range of activities. These will not only prepare you for further study at A level and beyond, but they will also enable you to develop the skills and competencies needed for the workplace.

The Curriculum

To allow for flexibility and choice in our curriculum, all pupils will study a common core and then choose from a range of options.

Common core

All pupils will normally study: GCSE Mathematics; GCSE English Language; GCSE Religious Studies, Physical Education and Games.

GCSE options

Most pupils will study **nine GCSE** subjects. These pupils will study English Literature, English Language and Mathematics, then choose **six** subjects from the Options Blocks. Your child will study **five** of these.

Pupils are not compelled to choose one of the three sciences (Biology, Chemistry or Physics) or one of the three modern foreign languages (French, Spanish or German). However, for some pupils this decision may have repercussions for their career pathways. Pupils are encouraged to study at least two subjects from GCSE- Biology, Chemistry, Physics, Technology and Design or Double Award Science. If you are unsure as to whether to choose one of these subjects, please discuss this with our Careers Team.

Making choices- what should I do now?

- Discuss the options with your parents/ carers and teachers.
- Take time to investigate career choices online.
- Read all the information in this booklet.
- Look at the course specifications for details of the course content.
- The Options Form will be issued **during week beginning 23rd February 2026** and subjects will be in specific blocks to support timetable construction.
- Please then complete the Options Form and submit before the end of school on **Friday 13th March 2026**. This should be signed by the pupil, their Form Tutor, and their Parent/ Carer and handed into your Form Tutor.

Factors influencing subject choice

- Choose subjects that will give you a balanced curriculum. Your subject choice should leave your future plans flexible.
- Choose subjects that you need e.g. Art may be needed for Architecture.
- Choose subjects that you like and are good at. Evidence will come from recent tests and assessments. Always keep in mind your career plans after you leave school.
- Consider your interests and aptitudes - even if you do not know at this stage what your final career choices will be, you may have an idea of the broad area which interests you e.g. active, social, practical, scientific, or artistic. Some subjects will be more relevant to each area.

Should you choose one, two or three of the Science/ Technology subjects?

We live in a technological world and without some scientific knowledge you will not be well enough equipped to understand it. So, at Bloomfield Collegiate School, we encourage every pupil to study at least one of the GCSE science courses. You may choose to study one, two or three of the STEM subjects, Biology, Chemistry, Physics and Technology. Alternatively, some pupils may study Double Award Science. It is important to consider your career aspirations when choosing which science to study.

- If you intend to follow a scientific career such as Medicine, Pharmacy or Dentistry you must choose all three sciences. Whilst separate Sciences provide the most comprehensive approach this route is achievable through Double Award Science.
- Be aware that parts of the A-level Biology course might be challenging if you have not studied GCSE Chemistry or Double Award Science.
- There are many Geography courses which benefit from the study of GCSE Physics.
- Double Award Science includes elements of all three sciences and is awarded two GCSE grades. Students of Double Award Science may go on to study all sciences at A Level.

This is not your final choice

The Options Form submitted in March is only indicative i.e. it allows us to plan for what subjects may be required next year. Not all subjects offered here will be offered in final options. Some subjects are limited in the number of pupils that can be catered for. If such subjects are over-subscribed, evidence of ability and aptitude, e.g. as shown by Year 10 assessments, may be used for selection or previous attendance records where practical elements form part of the assessment criteria. The school reserves the right to withdraw subjects if there is not sufficient uptake to create a viable class or for other curricular reasons.

If we are unable to offer the first 4 choices, or where we are not able to offer your daughter 4 out of the 6 choices, we will contact you to discuss this further.

It should be noted that although every effort will be made to facilitate all subject combinations, some may still not be possible because of staffing/ timetabling limitations.

Flexible curriculum

Not all pupils will study nine GCSEs or equivalent. Several of our pupils will be advised to follow a flexible curriculum that would enable them to gain eight GCSEs.

The school is committed to providing all pupils a clear pathway to succeed, no matter what level of ability or situation. This curriculum is an opportunity for our pupils to achieve success.

Pupils who choose to embark on the flexible curriculum may do so for several reasons. For example:

- Sustained underperformance
- SEN
- Attendance issues

Pupils may be advised to follow the flexible curriculum based on the professional opinion of Senior staff after analysis of data including attendance, benchmark testing and internal examination results. These pupils will be informed separately.

Pupils who elect to follow this curriculum will also have timetabled Learning Support and Careers lessons.

Optional GCSE subjects

In addition to the common core, the following subjects are offered at GCSE level:

Art and Design	French
Biology	Geography
Business Studies	German
Chemistry	History
Child Development	Learning for Life and Work
Drama	Music
Digital Technology- Multimedia ICT	Physical Education
Double Award Science	Physics
Food and Nutrition (HE)	Spanish
Further Mathematics	Technology and Design

Choosing the right GCSEs

Choosing the right GCSEs can be a huge dilemma for many students, particularly for those who aren't sure what they want to do at A level and beyond.

However, the decisions you make now will set you on a course that can be difficult to change, so it's important to make the right subject choices at this early stage. The aim of this guide is to help you see things more clearly and get a good impression of the possible options, whether you have your heart set on a particular career path or not. We'll consider the best GCSEs to take as initial steps towards a variety of popular university subjects and then give some more general advice if you're not sure what it is you want to study.

How many GCSEs should I take?

The minimum requirement even for the best universities is that you take three A-levels or equivalent; these will be the basis of your offer. Some students choose to take on additional AS or full A-level subjects, giving them a total of four A-levels with which to apply to university. With the possible exception of the occasional course in some Russell Group universities, you won't be at a disadvantage for only taking three; indeed, it's better to take three and get brilliant results in all three than it is to take on more than you can handle and get worse results because of it. The current criteria for re-entry to A level is 11 points with at least B grades in the subjects to be studied at A level. Thus, it is possible to return to school at Sixth Form by following either the traditional or flexible curriculum. However, some Universities use GCSE grades as part of their entry requirements; therefore, it is important that you carefully research and consider future plans before you choose your GCSEs.

What subjects do I need for specific courses?

Universities typically differentiate between subjects that are essential for studying a particular course and subjects that are merely useful. Therefore, in the subject lists that follow, those in **bold** are generally deemed **essential** for studying the subject, while those in *italics* are often seen as *useful* but not necessarily required. The rest are subjects that complement the course with transferrable skills or useful background knowledge, and are suggestions based on ideas offered by a selection of university admissions pages. All are subjects currently offered by Bloomfield Collegiate School or partner schools.

ARCHITECTURE: **Mathematics**, **Art**, *Design and Technology*, *Further Mathematics*, Physics, Chemistry

BIOLOGY: **Biology**, **Mathematics**, Chemistry, Physics, Further Mathematics

CHEMISTRY: **Chemistry**, **Mathematics**, Physics, Biology, Further Mathematics

COMPUTER SC.: **Mathematics**, *Further Mathematics*, Physics, Chemistry, Computing

DIVINITY: **Religious Studies**, *English Literature*, *History*

ECONOMICS: **Mathematics**, *Further Mathematics*, Business Studies, Government and Politics

ENGINEERING: **Mathematics**, **Physics**, *Further Mathematics*, Chemistry, Biology, Geography, Computing, Design and Technology

ENGLISH: **English Literature**, *History*, *Foreign Language*, *Religious Studies*

HISTORY: *History*, *English Literature*, Government and Politics, *Foreign Language*, *Religious Studies*

GEOGRAPHY: *Geography*, Geology, Biology, Chemistry, Mathematics, Physics, *Foreign Language*

LAW: *English Literature*, *History*, Mathematics, Government and Politics, *Religious Studies*

MATHEMATICS: **Mathematics, Further Maths**, Physics, Chemistry, Biology, Computing

MEDICINE: **Chemistry**, Biology, Physics, Mathematics

MUSIC: **Music**, English Literature, History, Mathematics

PHYSICS: **Physics, Mathematics, Further Mathematics**, Chemistry, Biology

POLITICS: History, Government and Politics, Geography, English Literature, Foreign Language, Mathematics, Religious Studies

PSYCHOLOGY: Biology, Mathematics, Chemistry

Keeping your options open

Many students have no idea what they want to do beyond Key Stage 4. That is not a problem- it just means that it is important for you to keep your options open. Use the thoughts below to guide you.

Choose subjects you enjoy – you will often achieve more highly in them.

Choose subjects which are relevant to your career path – chances are you'll be motivated to do well in these subjects too.

Choose a range of subjects – this will give you greater choice if later applying to university. Consider choosing subjects with transferable skills. For example: English Literature, Religious Studies or History demonstrate analytical skills and critical thinking; Physics or Mathematics demonstrate logic and familiarity with scientific principles; Art or Music demonstrate self-discipline and creative thinking.

As with all A levels, it is best to check university websites for what combination of subjects is required **before** electing to study them if you have a clear career path in mind.

Helpful links

www.nidirect.gov.uk/careers

www.UCAS.ac.uk

COURSE NAME

GCSE Art & Design

INTRODUCTION

This CCEA Art and Design course gives you opportunities to actively engage in the creative process of art, craft and design. You will develop knowledge, understanding and skills through your practical exploratory work and the research of others' artists, designers and craft workers work from a range of cultural backgrounds. You will learn visual literacy and communication skills to express yourself creatively in both two- and three-dimensional media. There will be a focus on drawing as it is fundamental to the creative process in all art, craft and design disciplines.

Students opting for this subject must have achieved a B standard in Year 10 Art and Design, good observational drawing skills are important. This GCSE is coursework based and requires sustained commitment, motivation and effective time management across the two years of the course to complete the portfolio of work required.

What equipment do I need and how much will I have to spend on materials?

You will need an A3 Art folder, drawing pencils, paint brushes and two sketchbooks. These can be purchased from the Art dept at a discounted rate. We will provide all paper, card, watercolour, gouache and acrylic paint, soft and oil pastels, drawing and printing ink, printing plates including polystyrene, lino and Intaglio, cotton, silk and assorted fabrics, felt, fleece, felting needles, threads, fabric dye, clay, glaze, oxides, wire, fixatives, adhesives and all other mediums that are relevant to the course. **To cover the cost of the materials and associated equipment costs each candidate is required to pay £30 per year of the course.**

Please feel free to speak with us if you have any queries about any aspect of the course.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

Component 1:

Part A Exploratory Portfolio – Internally set and assessed and externally moderated

Part B Investigating the Creative and Cultural Industries – Internally set from CCEA tasks and assessed and externally moderated

Component 2:

Externally Set and internally assessed from CCEA stimulus paper – externally moderated

EXAMINATION SUMMARY

Component 1 60% (Part A 25% Part B 35%)

Component 2 40% (Final Outcome completed during 10 hour examination)

CAREER PATHWAYS

In recent years, our students have gone on to study a wide range of creative subjects at degree level including Architecture, Games Design, Set Design, Animation, Graphic Design, Illustration, Product Design, Fashion Design, Textile Design, Costume Design, Fine Art Painting and Printmaking, Intermedia Art, Photography, History of Art and Teaching, Further information and case studies on careers in the creative industries can be accessed at

<https://www.studentartguide.com/articles/art-careers-list>

TRANSFERABLE SKILLS

- ability to develop individual ideas and collaborate with others as part of a creative team
- strong observational, research and analytical skills
- creative problem solving
- the ability to communicate ideas, visually, orally and in writing
- resilience and the ability to learn from criticism and be objective about your work
- an openness to new influences and concepts
- a focused and motivated approach to work

HEAD OF DEPARTMENT

Mrs Monteith (W1) and Mrs Martin (W2)

COURSE NAME

GCSE Biology

INTRODUCTION

Biology is the study of life. It explores the complexity of living organisms, their structures and functions, and life processes such as photosynthesis, respiration, reproduction and digestion. Biology looks at how characteristics are passed from parents to their offspring and how natural selection operates, creating the great diversity of species in the world today.

Today's biologists are involved in researching and understanding some of the most controversial advances in human knowledge. These include the cloning of embryos, designer babies and genetically modified food.

Biologists are also involved in finding solutions to worldwide problems such as:

- global warming;
- the extinction of species;
- Ebola and other epidemic diseases; and
- MRSA and superbugs.

Biology is a fascinating subject that allows us to make a difference to tomorrow's world by helping us understand the world we live in today. Pupils hoping to study GCSE Biology should have performed well in their Year 10 assessments.

NOTE: Pupils who wish to study Biology at A-Level are advised to study Chemistry to GCSE Level (possible through the Double Award Science pathway).

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

This CCEA specification consists of three units;

Unit 1: Cells, Living Processes and Biodiversity – This will be covered in Year 11 with an examination at the end of Year 11.

Unit 2: Body Systems, Genetics, Microorganisms and Health -This will be covered in Year 12 with an examination at the end of Year 12

Unit 3 (practical work): Booklet A is a 2 hour long practical examination that will be carried out between Jan-May of Year 12. Booklet B will be an externally assessed examination, consisting of questions about planning or carrying out the prescribed practical tasks.

EXAMINATION SUMMARY

Unit 1: 1 hour 15 min written examination - worth 35% of GCSE

Unit 2: 1 hour 30 min written examination - worth 40% of GCSE

Unit 3: Booklet A – 2-hour practical examination – worth 7.5% of GCSE
Booklet B – 1 hour written examination – worth 17.5% of GCSE

CAREER PATHWAYS

The study of Biology develops the knowledge, understanding and skills required for a wide range of careers. Some ideas of Biology-related careers include:

Biomedical Scientist, Biochemical Engineer, Biology Teacher, Dentist, Ecologist, Medical Doctor, Microbiologist, Nurse, Occupational Therapist, Optometrist, Pharmacist, Physiotherapist, Podiatrist, Speech and Language Therapist... and many more.

TRANSFERABLE SKILLS

- Literacy skills
- Mathematical skills
- Communication skills
- ICT skills

HEAD OF DEPARTMENT

Miss Ritchie G1

COURSE NAME

GCSE Business Studies

INTRODUCTION

Business Studies helps pupils understand more about how and why businesses operate in the way that they do and how they benefit the economy and the community.

In Year 11, pupils study business activity, including why entrepreneurs start businesses, how businesses are marketed and how businesses make products.

In Year 12, pupils develop their understanding of people in business, operations, business growth, finance and the wider influences that affect how businesses operate.

Business Studies can open a wide range of opportunities for further learning. As well as developing pupils' knowledge and understanding of the world of business, this course helps pupils develop a range of skills such as:

- decision-making;
- interpreting and managing information; and
- devising solutions to business problems and issues.

SPECIFICATION

This is an OCR GCSE Business course. The detailed specification can be found on the OCR website (<https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/>).

Business 01: Business activity, marketing and people

This unit introduces pupils to key business concepts and issues relating to the activities of a business. Pupils explore the purpose and role of businesses, from spotting an opportunity through to the growth of an established business. They also examine the role of marketing and how people are managed within businesses.

Business 02: Operations, finance and influences on business

This unit focuses on how businesses operate and manage their finances. Pupils study production processes, quality of goods and services, customer service and working with suppliers. They also develop an understanding of finance, including costs, profit and loss, cash and cash flow.

Pupils further explore how businesses respond to external influences such as ethical and environmental considerations, economic conditions, globalisation and the interdependent nature of business.

EXAMINATION SUMMARY

The assessment consists of two external written examinations:

Business 01: Business activity, marketing and people – 50%

- External written examination
- 1 hour 30 minutes

Business 02: Operations, finance and influences on business – 50%

- External written examination
- 1 hour 30 minutes

There is no controlled assessment.

CAREER PATHWAYS

GCSE Business provides an excellent foundation for pupils wishing to pursue careers in management, marketing, project management, accounting, management consultancy, human resources and entrepreneurship, as well as for those interested in continuing to further and higher education.

TRANSFERABLE SKILLS

In studying this subject, pupils will develop the ability to problem solve, think analytically and critically, communicate to a range of audiences, make informed decisions and work effectively with others.

HEAD OF DEPARTMENT

Mr Neill C7

COURSE NAME

GCSE Chemistry

INTRODUCTION

Understanding Chemistry helps us to understand life, the universe and everything! Chemists are the people who transform the everyday materials around us into amazing things. Some chemists work on cures for cancer while others monitor the ozone layer protecting us from the sun. Still others are at the cutting edge of technology, developing new materials such as graphene for use in the electronics industries. GCSE Chemistry sets out to foster interest, enthusiasm and understanding through explorations and investigative experiments. The course has a strong emphasis on practical work leading to proficiency in the skills needed by a practicing chemist. The specification also provides opportunities to develop the students' appreciation of the wider applications of Chemistry in environmental and technological areas.

Pupils hoping to study GCSE Chemistry should have performed well in their Year 10 assessments.

NOTE: Pupils who wish to study Biology at A-Level are advised to study Chemistry to GCSE Level (this is also possible through the Double Award Science pathway)

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

The specification is divided into three units, one completed in Year 11 and the second and third in Year 12. The third unit involves assessment of practical skills. Many of these areas are familiar to Year 10 pupils so that GCSE Chemistry represents a logical progression from Key Stage 3.

- Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry* and Analysis
- Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations* and Organic Chemistry
- Unit 3: Practical Skills

*Note: Good Mathematical skills are an essential requirement of this course.

EXAMINATION SUMMARY

Unit 1 (35%): Higher Tier - 1 hour 30 minutes; Foundation Tier - 1 hour 15 minutes.

Unit 2 (40%): Higher Tier - 1 hour 45 minutes; Foundation Tier - 1 hour 30 minutes.

Both units 1 and 2 involve externally assessed written examinations consisting of structured questions requiring short answers, extended writing and calculations.

Unit 3 (25%): Both higher and foundation tiers consist of two papers: -

Booklet A (7.5%) 2 hours. Students carry out two pre-released practical tasks in the final year of study.

Booklet B (17.5%) 1 hour. This is an external written examination. Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.

CAREER PATHWAYS

A Chemistry qualification can lead to careers in the Pharmaceutical, Food, Textile, Paint and Dye Industries. Other fields include Forensic Science, Environmental Science, Biochemistry, Material Science and Nanotechnology. Chemistry is also an essential requirement for university courses such as Medicine, Pharmacy, Dentistry, Food Science, Medicinal Chemistry and Chemical Engineering. It has links to other subjects such as Biology, Physics, Geography, Geology and all types of Engineering. For this reason, a solid background in Chemistry is beneficial to any career related to these subjects.

TRANSFERABLE SKILLS

Throughout this course, pupils have the opportunity to develop practical, communication, mathematical and problem-solving skills. In addition, Chemistry is deeply ingrained into so many areas of Business and Government that specialised knowledge of it can give a career edge in fields as varied as Product Development, Marketing, Management, Computer Science, Technical Writing and even Law.

HEAD OF DEPARTMENT

Dr Swann G4

COURSE NAME

GCSE Child Development

INTRODUCTION

This course allows students to develop knowledge, understanding and skills relating to:

- Family, pregnancy and the responsibilities of being a parent;
- Birth and caring for a newborn baby;
- Diet and lifestyle choices and their impact;
- The dietary and developmental needs of young children; and
- The health and well-being of young children.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

EXAMINATION SUMMARY

Content Overview	Assessment Overview	
Unit 1: Parenthood, Pregnancy and the Newborn Baby Unit 2: The Development of the Child (0–5 Years) Unit 3: Investigation Task – Title released each September.	Unit 1 75 Marks 1 Hour 15 minutes external examination Completed in Year 11	30% of total GCSE
	Unit 2: 75 Marks 1 Hour 15 minutes external examination Completed in Year 12	30% of total GCSE
	Unit 3: 100 Marks Controlled assessment 3000 words Internally assessed Completed in Year 12	40% of total GCSE

CAREER PATHWAYS

This course offers a diverse range of career opportunities including:

- Nursing
- Midwifery
- Teaching
- Early Years
- Social Work
- Parenting in the future

TRANSFERABLE SKILLS

- Apply communication skills to participate in discussions, debates and interviews, *for example evaluating feeding options for a baby*
- Using mathematics by interpreting and analysing a wide range of data, *for example using centile charts.*
- Develop self-management skills, for example, by setting personal learning goals and targets to meet deadlines when completing controlled assessment.

To successfully work with others by listening actively to others and influence group thinking and decision-making, *for example discussing the role of parents and carers in promoting positive behavior.*

HEAD OF DEPARTMENT

Mrs Girvan G6

COURSE NAME

GCSE Digital Technology – Multimedia (ICT)

INTRODUCTION

Digital Technology is a digital authoring qualification focusing on current/emerging technologies and on the creation of multimedia. If you enjoy or would like to learn how to create websites using HTML, then you may find this course beneficial. This GCSE can be used as a foundation for A-level Digital Technology but is not essential. It also provides students with a strong foundation of IT skills that can be applied in any future role.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

Unit 1: Digital Technology

- Storing data, images and sound
- Types of software
- Databases
- Spreadsheets
- Computer Hardware
- Network technologies
- Cyberspace
- Cloud technology
- Ethical, legal and Environmental Impacts

Unit 2: Digital Authoring Concepts

- Theory for controlled assessment

Unit 3: Digital Authoring Practise

- Creation of a website using HTML
- Connect website to a database

EXAMINATION SUMMARY

Unit 1: Digital Technology - Written examination 30%

Unit 2: Digital Authoring Concepts - Written examination 40%

Unit 3: Digital Authoring Practise - Controlled Assessment 30%

CAREER PATHWAYS

Northern Ireland is home to a wide range of creative arts and industries. From world-class film and television productions to the thriving games industry - the creative sectors are forecast to play a big role in the economic development and growth of the region. At present creative industries provide employment for over 21,000 people in almost 1,400 businesses and contribute over £329 million to the local economy. It is essential that all our pupils prepare to meet the changing needs of our society. The skill set formed through this course will be transferable into a wide range of sectors. This course can open pathways into the following roles such as Web Developer, UX Designer, Data Analyst, and Cyber Security Specialist.

TRANSFERABLE SKILLS

- Digital Literacy
- Confidence when encountering new technologies
- Organisation & Project management
- Effective communication
- Logical thinking

HEAD OF DEPARTMENT

Mr N Dillon W11

COURSE NAME

GCSE Double Award Science

INTRODUCTION

Double Award Science allows pupils to study all three scientific disciplines, i.e. Physics, Chemistry and Biology, in sufficient detail and rigour to study A level sciences. It is a broad and coherent course that develops students' knowledge and understanding of the material, physical and living worlds. It aims to foster a positive view of science and recognises its importance in every aspect of our lives. Students gain two GCSEs for completing Double Award Science. Practical science is a key part of this revised specification; students carry out 18 prescribed practical tasks during the course.

Double Award Science offers flexibility within the course through Foundation and Higher tier examination entries, which deems the qualification suitable for pupils of a wide range of abilities. This course ensures the door to every Science career pathway remains open.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

- Unit 1: Biology Unit B1: Cells, Living Processes and Biodiversity
- Unit 2: Biology Unit B2: Body Systems, Genetics, Microorganisms and Health
- Unit 3: Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis
- Unit 4: Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry
- Unit 5: Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion
- Unit 6: Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics
- Unit 7: Practical Skills.

EXAMINATION SUMMARY

Unit 1 - B1: 11 %

Unit 2 - C1: 11 %

Unit 3 - P1: 11 %

Unit 4 - B2: 14 %

Unit 5 - C2: 14 %

Unit 6 - P2: 14 %

Unit 7: 25 %

CAREER PATHWAYS

Double Award Science is sufficient preparation for all science A levels and thus supports further scientific study at university or college or in the workplace. Many students of Double Award Science in the past have graduated in Medicine, Dentistry, Physiotherapy, Food Science, IT, Law, Forensic Science, Nursing and many other scientific and non-scientific courses.

TRANSFERABLE SKILLS

Students develop their observational and problem-solving skills in the laboratory and during fieldwork. They also enhance their ability to evaluate scientific claims through critical thinking. Communication and mathematical skills are developed, and practical and investigative experiences are prioritised.

HEAD OF DEPARTMENT: Dr Swann G4

COURSE NAME

GCSE Drama

INTRODUCTION

GCSE Drama builds on the skills and experiences developed through Key Stage 3 Drama. The course provides students with opportunities to explore a wide range of dramatic styles, forms and texts through both practical performance and written work. Students develop confidence, creativity and communication skills while learning to work collaboratively and reflect critically on their own work and the work of others.

Drama encourages students to express ideas, respond imaginatively to themes and issues, and gain a deeper understanding of themselves and the world around them.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

The course comprises practical performance work, controlled assessment and an external written examination.

EXAMINATION SUMMARY

Through studying this specification, students gain knowledge and understanding of:

Practical Performance Skills

- Developing acting and performance skills through scripted and devised work
- Use of voice, movement, gesture and facial expression to communicate meaning
- Working collaboratively as part of a drama group
- Understanding the role of the actor and the rehearsal process

Devising Drama

- Creating original drama in response to a stimulus
- Exploring themes, issues and ideas through performance
- Developing characters, structure and dramatic tension
- Evaluating and reflecting on the creative process

Drama in Context

- Understanding how drama communicates meaning to an audience
- Knowledge of theatre conventions and performance styles
- Exploration of a published play text
- Responding to live theatre performances

Written Communication and Analysis

- Using appropriate drama terminology
- Analysing performance work and theatrical choices
- Reflecting on personal contribution and group work
- Developing written responses in the external examination

CAREER PATHWAYS

GCSE Drama develops skills relevant to a wide range of careers including acting, directing, teaching, media, journalism, law, public relations, event management, marketing and any career requiring strong communication and teamwork skills.

TRANSFERABLE SKILLS

Students studying Drama develop confidence, creativity and resilience. They improve their communication, teamwork, problem-solving and critical thinking skills, as well as their ability to present ideas clearly and respond constructively to feedback. These skills are highly valued across further education and employment.

HEAD OF SUBJECT: N/A

COURSE NAME

GCSE English Language – *compulsory for all*

INTRODUCTION

The English Language course builds on the Language and Literacy skills developed in Key Stage 3 English. Students demonstrate the skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively and appropriately. They learn how to express themselves creatively and precisely. They learn how to analyse various types of texts, including non-fiction, literary and media texts.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA website.

Pupils study the following four units:

Unit 1: Examination

Section A: Writing

Task 1: Writing for Audience and Purpose

Section B: Reading

Tasks 2 and 3: Reading to Access Non-Fiction Texts

Tasks 4 and 5: Reading to Access Media Texts

Unit 2: Speaking and Listening Controlled Assessment

This consists of a role play, a group discussion and an individual presentation.

Unit 3: Written Controlled Assessment

Task 1: The Study of Spoken Language

Task 2: The Study of Written Language

Unit 4: Examination

Section A: Writing

Task 1: Personal or Creative Writing

Section B: Reading

Task 2: Comparing and Contrasting Literary Texts

Tasks 3 and 4: Reading Non-Fiction Texts

EXAMINATION SUMMARY

Unit 1: Examination worth 30% of the qualification

Unit 2: Speaking and Listening Controlled Assessment worth 20% of the qualification

Unit 3: Written Controlled Assessment worth 20% of the qualification

Unit 4: Examination worth 30% of the qualification

CAREER PATHWAYS

GCSE English Language is a requirement for the vast majority of career pathways and further education institutions as it shows the student has acquired a certain level of communication and literacy skills.

TRANSFERABLE SKILLS

Pupils enhance their written and oral communication skills, their research and time-management skills, their critical reasoning skills and their ability to articulate knowledge and understanding, all of which may be utilised in many other subjects and careers.

HEAD OF DEPARTMENT:

Ms Kinsley-Smith G9

COURSE NAME

GCSE English Literature – *compulsory for most*

INTRODUCTION

The English Literature course encourages students to become critical readers of prose, drama and poetry. Students read and analyse a range of texts and explore the language, themes, ideas and issues within them. They also explore contexts and consider the experiences of different times, cultures and viewpoints. It aims to promote reading for enjoyment and to nurture a lifelong love of reading.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA website.

Pupils study the following three units:

Unit 1: Examination on the Study of Prose

Section A: Novel

This section of the examination is closed book. Students write an essay communicating their knowledge and understanding of the novel they have studied in class.

Section B: Unseen Prose

In this section, students analyse and evaluate a nineteenth-century prose extract. The extract is unseen, meaning the students have not seen it before the examination.

Unit 2: Examination on the Study of Drama and Poetry

Section A: Drama

This section of the examination is open book. Students write an essay communicating their knowledge and understanding of the play they have studied in class.

Section B: Poetry

This section of the examination is also open book. Students analyse, evaluate, compare and contrast two of the poems from the *Identity* anthology studied in class.

Unit 3: Controlled Assessment on the Study of Shakespeare

Students study a Shakespearean play and have two hours to write an essay exploring how a set theme is presented in this play through language and dramatic methods such as costume, staging and use of props. The theme changes each year and is set by CCEA.

EXAMINATION SUMMARY

Unit 1: Examination worth 30% of the qualification

Unit 2: Examination worth 50% of the qualification

Unit 3: Written Controlled Assessment worth 20% of the qualification

CAREER PATHWAYS

GCSE English Literature develops analytical and communication skills that are of use in many careers including advertising, writing, creative arts, counselling, journalism, tourism, marketing, PR, scriptwriting, acting, welfare rights, politics, law, publishing, and teaching.

Our students have gone on to study and work in various fields including the media, both in front of and behind the camera, medicine, criminology, law, Egyptology, paramedic sciences, nutrition and culinary arts.

TRANSFERABLE SKILLS

Pupils enhance their written and oral communication skills, their ability to work independently as well as in groups, skills in articulating knowledge and understanding, skills in effectively conveying arguments and opinions as well as critical reasoning and analytical skills, all of which may be utilised in many other subjects and careers.

HEAD OF DEPARTMENT:

Ms Kinsley-Smith G9

COURSE NAME

GCSE Home Economics: Food and Nutrition

INTRODUCTION

The CCEA GCSE Home Economics: Food and Nutrition specification encourages students to develop knowledge and understanding of the science behind food. The linear course includes topics such as food provenance, food processing and production, macronutrients and micronutrients, government nutritional guidelines, food safety and how to be an effective consumer. Students will learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this, they modify recipes and plan, prepare and cook meals and dishes that reflect current government nutritional guidelines. Throughout the course, the pupils will develop their practical skills in food preparation, cooking and presentation.

SPECIFICATION

This is a CCEA course, and both assessments are completed in Year 12.

Unit Title:	Assessment	Weighting
Unit 1: Food & Nutrition	External written examination 2 hours 120 marks The written paper includes multiple-choice, short, structured, and extended writing questions.	50%
Unit 2: Practical Food and Nutrition	Controlled assessment including 3 hour practical exam = 120 marks Students complete one task that involves the following: Part A: Research and Viewpoints; Part B: Justification of Choice; Part C: Planning; Part D: Practical Activity; Part E: Evaluation. Pupils present the written report on the task in the required format. The class teacher marks the task and then a sub sample is sent to CCEA for moderation.	50% This is usually completed term 1 in Year 12.

EXAMINATION SUMMARY

Unit 1: Written exam paper = 50% Unit 2: Controlled assessment including practical exam = 50%

CAREER PATHWAYS

This course offers a diverse range of career opportunities including

- Food Product Development/ Dietician, Food Journalism, Environmental Health. Hospitality industry, Food Technician and Nursing.

TRANSFERABLE SKILLS

- Using communication skills to interpret, analyse and present information in oral, written and ICT formats, for example planning, modifying and making meals for different groups of people with specific nutritional and dietary needs.
- Good organisation skills to prepare for practical lessons, for example producing time plans and carrying out practical food activities.
- Present mathematical data in a variety of formats, which take account of audience and purpose, for example calculating the energy and nutritional values of recipes.

HEAD OF DEPARTMENT:

Mrs Girvan G5

COURSE NAME

GCSE Further Mathematics

INTRODUCTION

This subject is intended to cater for those pupils who require knowledge beyond that provided by the GCSE Mathematics and who are capable of working beyond the limits of the existing GCSE examination.

Mathematics is becoming increasingly important in both employment and higher education. Studying GCSE Further Mathematics helps you to build the knowledge and skills to progress to GCE Mathematics and GCE Further Mathematics. It also helps provide progression to other post-16 subjects such as STEM, Computing, Geography or Business Studies.

Pupils will be allowed to take the Further Mathematics course if their performance in KS3 Mathematics examinations and tests, together with their teacher's assessment of their ability, suggest that they are capable of this standard of work.

Most pupils taking Further Mathematics will be entered for 10 GCSEs.

Please Note:

Any pupil taking Further Maths will take RS Short Course rather than the RS Long Course.

A pupil needs to be competent in Mathematics to study GCSE Physics. Pupils who wish to study Physics at A-Level are advised to study GCSE Further Mathematics.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite).

EXAMINATION SUMMARY

Pupils will be assessed through 3 examination papers; the first must be Pure Mathematics (worth 50 % of the overall grade) and the other two are chosen from Mechanics, Statistics or Discrete and Decision Mathematics (each worth 25 % of the overall grade).

CAREER PATHWAYS

A qualification in Further Mathematics can lead to employment in any area of work where developing knowledge and skills beyond the level of GCSE Mathematics is valued such as Mathematician, Actuary, Accountant, Physicist, Statistician, etc.

TRANSFERABLE SKILLS

Problem-solving, independence, resilience, higher-order thinking.

HEAD OF DEPARTMENT:

Mrs Cummings W15

COURSE NAME

GCSE French, GCSE German, GCSE Spanish

INTRODUCTION

It is recommended that pupils study at least one Modern Language at GCSE level. The GCSE course in French, German or Spanish aims to enable students to study a language for both academic success and personal enjoyment. It seeks to develop the ability to understand and use the target language effectively for the purposes of practical communication. Pupils are also encouraged to use the language creatively and imaginatively.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found on the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

At Bloomfield we currently follow the CCEA GCSE specification in French, German and Spanish.

The GCSE examination consists of four components, in the skill areas of listening, speaking, reading and writing which are teacher- facilitated and externally marked:

Reading (25%) - Higher or Foundation tier entry available

Listening (25%) - Higher or Foundation tier entry available

Writing (25%) - Higher or Foundation tier entry available

Speaking (25%) - Only one tier of entry

EXAMINATION SUMMARY

Reading and Listening:

Students answer 12 questions. These include:

- Selection
- Gap-filling
- Answering questions in the target language
- Answering questions in English
- Translating short sentences from the target language into English (Reading paper)

Writing:

Students will be required to write, in the target language:

- Lists & short phrases/sentences; short responses to one or more pieces of text; a translation of short sentences from English; one structured, extended writing task.

Speaking:

Students will take part in one teacher-conducted speaking test, lasting 7-12 minutes and consisting of:

- 2 role-plays
- A general conversation on 2 topics studied over the course.

CAREER PATHWAYS

The ability to speak another language is an asset in the modern workplace: It helps to set you apart from other candidates and is advantageous in many areas of employment, such as teaching, tourism, media, commerce, advertising and marketing.

TRANSFERABLE SKILLS

Language learning helps to teach many skills which can be used beyond the classroom. As well as developing communication skills, it also enhances listening and interpersonal skills as you interact with others. It requires students to analyse information and be flexible and creative in their thinking. In addition, it broadens awareness of other cultures and enables students to appreciate other perspectives.

HEAD OF DEPARTMENT:

Mrs Polley C1

COURSE NAME

GCSE Geography

INTRODUCTION

Geography helps to give you a greater awareness of day-to-day life at a local, regional and world level. It also helps you understand global issues e.g. migration and economic differences.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

GCSE Geography consists of 3 units as follows:

Unit 1 – Understanding our Natural World

Theme A – River Environments

Theme B - Coastal Environments

Theme C - Our Changing Weather and Climate

Theme D - The Restless Earth

Unit 2 - Living in our World

Theme A – Population and Migration

Theme B – Changing Urban Areas

Theme C - Contrasts in World Development

Theme D - Managing our Environment

Unit 3 - Fieldwork

There are many sources of learning in Geography such as online sources for up to date and relevant case studies, videos, interpreting maps and diagrams and using simple instruments to collect primary data. This course also includes a fieldtrip which will be a river study where we collect data on various variables such as river velocity (speed), depth, width and looking at the bedload of the river. This data collection is then used within a written exam to carry out tasks such as drawing a scatter graph, describing the graph and finally explaining the results found.

EXAMINATION SUMMARY

There are three examination papers:

Paper 1 (1hr 30) examines Unit 1 (40% of total grade)

Paper 2 (1hr 30) examines Unit 2 (40% of total grade)

Paper 3 (1hr) examines Unit 3 (20% of total grade)

CAREER PATHWAYS

There are many careers where the study of Geography is useful because employers value the wide range of computer, research and analytical skills that Geography students bring. Careers where Geography is a particularly useful subject to have studied include: Town and country Planner, Community Development, Cartographer, GIS Specialist, Climatologist, Transportation Management, Environmental Management, Writer/Researcher, Teaching, Emergency Management, Demographer, Librarian/Information Scientist, National Park Ranger and Estate Agent.

TRANSFERABLE SKILLS

A GCSE in geography provides students with many transferable skills in demand by employers: communication skills (presentation, writing, oral), teamwork, problem solving, IT skills, research skills, logic and mathematical approaches are all developed.

HEAD OF DEPARTMENT:

Mrs Calvert W14

COURSE NAME

GCSE History

INTRODUCTION

GCSE History provides pupils with an opportunity to study some of the most controversial and dramatic periods of both local and world history. Topics featured in the GCSE course include Nazi Germany, the Cold War, the global 'War on Terror' of the early 21st Century and Northern Ireland's 'Troubles'.

The skills taught in History are appreciated in many careers including law, journalism, industry and education. History is a very useful 'bridge' subject which combines well with sciences, languages and literary subjects. It is also a very appropriate choice if you wish to keep your options open.

It is highly recommended that pupils wishing to study History at GCSE Level should have a minimum average Tracking Assessment mark of 70% in Year 10.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-history-2017>

Pupils study the following units:

Unit 1

Section A: Modern World Studies

- Life in Nazi Germany 1933-45

Section B: Local Study

- Changing Relationships: Northern Ireland and its neighbours 1965-1998

Unit 2

International Relations 1945-2003

- The Cold War 1945-1991
- New tensions emerge 1991-2003

EXAMINATION SUMMARY

Paper 1 Study in Depth: 1 hour 45 minutes (60% of GCSE course)

This exam is normally taken at the end of Year 11, with an opportunity to resit in Year 12.

- Section A Life in Nazi Germany 1933 – c1945
- Section B Changing relationships: Britain, Northern Ireland and Ireland C1965-1998

Paper 2 Outline Study: 1 hour 15 minutes (40% of GCSE course)

This exam is normally taken at the end of Year 12.

- The Cold War c1945 - c1991
- New tensions emerge c1991-c2003

CAREER PATHWAYS

The Higher Education Statistical Agency places History in the top five disciplines in terms of successful employability within the six months of graduation. Many history graduates move into jobs as researchers while employment can also be found with a variety of government departments and agencies, both local and national. Further career options can include working in teaching (both primary and secondary), business management, libraries, museums or galleries not forgetting archaeology. Due to their solid foundation in research and analysis, a significant number of history graduates pursue careers in the law. History graduates generally possess high levels of literacy and critical thinking abilities, so are often suited to careers in journalism. In the past 5 years pupils at Bloomfield who have studied A Level History have gained entry to a wide range of university courses including Aeronautical Engineering, Accountancy, Computing, Dentistry, Finance, Law, Medicine and Sports Science.

TRANSFERABLE SKILLS

Studying GCSE History affords you the opportunity to develop many skills of use in a wide range of careers and further study. You will develop communication skills, interpersonal skills working with others, debating skills, critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively. intellectual rigour and independence, including the ability to conduct research and to assess quality of evidence.

HEAD OF DEPARTMENT:

Mr Waterworth G16

COURSE NAME

GCSE Learning for Life & Work

INTRODUCTION

GCSE Learning for Life & Work LLW builds on the knowledge and skills acquired through Key Stage 3 classes in Personal Development, Employability and Local and Global Citizenship. GCSE Learning for Life & Work provides students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

The course comprises controlled assessment tasks and external examinations.

EXAMINATION SUMMARY

Through studying this specification, students gain knowledge and understanding of:

Local and Global Citizenship

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

Personal Development

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

Employability

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

CAREER PATHWAYS

Learning for Life & Work develops skills and dispositions relevant to a wide range of careers and disciplines including Law, police, armed services, teaching, journalism and many more.

TRANSFERABLE SKILLS

Students of LLW develop a range of communication skills and the ability to think critically and have an awareness and appreciation of the multicultural and multidimensional nature of our society and world.

HEAD OF SUBJECT:

N/A

COURSE NAME

GCSE Mathematics - *compulsory for all*

INTRODUCTION

Mathematics is compulsory for all pupils in Bloomfield Collegiate School.

Whether you plan to go on to work, A-Levels or further studies, a good qualification and understanding of mathematics will be useful to you. A good grade in GCSE Mathematics is highly beneficial for access to most University courses.

The GCSE Mathematics course covers Number, Algebra, Geometry, Measure and Data Handling. Pupils wishing to Study A level Mathematics must obtain a minimum of a Grade A (360 UMS) at GCSE from the M4/M8 module combination.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

EXAMINATION SUMMARY

GCSE Mathematics is a unitised course and pupils will be entered for a unit worth 45% at the end of Year 11 and a completion module worth 55% in Year 12.

The first unit is taken in Year 11 from M2, M3 or M4. The completion unit is taken in Year 12 and will be from M6, M7 or M8. The most common combinations are as follows and can lead to the maximum possible grade stated;

M4/M8 up to A*

M4/M7 up to A

M3/M7 up to a B

M3/M6 up to a B

M2/M6 up to a C

CAREER PATHWAYS

All careers benefit from successful completion of GCSE Mathematics and for many it is a pre-requisite. Mathematical careers include Accountancy, Business, Banking, Statistics and Research.

TRANSFERABLE SKILLS

The study of Mathematics will give pupils the ability to accurately recall facts, make conclusions about information, interpret results in the context of a given problem, evaluate methods used and evaluate solutions to a variety of problems.

HEAD OF DEPARTMENT:

Mrs Cummings W15

COURSE NAME

GCSE Music

INTRODUCTION

GCSE Music aims to provide a course of study that develops imagination and fosters creativity. In particular, it encourages students to recognize the interdependence of musical skills, knowledge and understanding as well as the links between the activities of performing, composing and appraising. GCSE Music helps develop a lifelong interest in music and is a good preparation for further study and a solid foundation for AS/A2 Levels in Music. As GCSE Music is skills-based, pupils who select the subject are expected to have basic music theory knowledge and be able to perform (through singing or playing an instrument) a piece that is of grade 2 standard. This will ensure success later on, maximising performance marks in the final Year 12 examination.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

The course comprises three strands:

Component 1: Composing and Appraising (30%)

Component 2: Performing and Appraising (35%)

Component 3: Listening and Appraising (35%)

EXAMINATION SUMMARY

Component 1: Performing and Appraising (35%)

- Pupils are required to prepare two performances.
- The minimum level of performance is Grade 1. A Grade 1-level performance will achieve a 'C' grade in the GCSE Performance strand, so pupils should be aiming to be **at least** at this level. It is advised that pupils be of a higher standard to attain the highest available marks.
- One performance must be a solo performance (one piece), the other an ensemble (one piece). Pupils are **not required** to play the same instrument for both performances.
- An external examiner will visit the school in April/May (at the end of Year 12) to hear, record and mark both ensemble and solo performances.
- The examiner will also discuss the performance with the candidate. This discussion (Viva Voce) is marked as part of the Performance component.

Component 2: Composing and Appraising (30%)

- Pupils will complete two compositions as part of the Music Controlled Assessment. One will be completed in the first year of study, and one in the second.
- Pupils must provide either a score, lead sheet or written commentary about their composition.
- One composition must be based on a given stimulus, and the other composition is free choice. The compositions must be contrasting in style.
- Both compositions together must fall between 3-5 minutes.
- The compositions are double marked in School, before being sent to CCEA for moderation.

Component 3: Listening and Appraising (35%)

- The Listening and Appraisal section of the course is divided into four Areas of Study and is examined through one 1 ½ hour examination paper.
- There are four Areas of Study; Classical Music, Popular Music, Film Music and Irish Traditional Music. Pupils study two or three set works per Area of Study and are also tested on unseen/unheard pieces which are related to the four Areas of Study.

CAREER PATHWAYS

Classical or popular music performer, teacher, music therapy, composer, music technology programmer, theatre and the performing arts industry, studio technician, sound engineer, recording producer, concert promotions manager or agent, publishing, licensing and royalty collection, television and radio.

TRANSFERABLE SKILLS

Literacy, numeracy, decision making, teamwork (both leading and participating), analysis skills, development of aural skills, performance skills, interview skills and developing creativity.

HEAD OF DEPARTMENT:

Mrs Mark W8

COURSE NAME

GCSE Physical Education

INTRODUCTION

Studying Physical Education allows pupils to gain knowledge and understanding of health and performance in physical activities and sports. They will learn how to evaluate performance, make improvements and be aware of the factors that can affect health and performance.

SPECIFICATION

This is an Eduqas (WJEC) course.

The detailed specification with an activity list can be found on the WJEC Website:

(<https://www.eduqas.co.uk/qualifications/physical-education/gcse/eduqas-gcse-physical-education-spec-from-2016-e.pdf>)

This course is 60% theory and 40% practical:

Including three practical activities in the role of a performer in at least **one** individual and **one** team sport. Learners will also be assessed through a written analysis and evaluation of their personal performance in one of their chosen activities.

EXAMINATION SUMMARY

Component 1: Introduction to Physical Education

Assessment: Written exam

Duration: 2 hours

Weighting: 60% of your GCSE PE grade

When: May/June 2028

Content covers five key areas:

- Health, training and exercise
- Exercise physiology
- Movement analysis
- Psychology of sport and physical activity
- Socio-cultural issues in physical activity and sport

Component 2: Practical Performance & Coursework

Weighting: 40% of your GCSE PE grade

Total Marks: 80

Assesses: Assessment Objective 4 (AO4)

You will be assessed on:

Three practical activities:

- One individual sport (20 marks – 10%)
- One team sport (20 marks – 10%)
- One other sport (team or individual) (20 marks – 10%)

Performance Analysis & Evaluation (PEP coursework):

- Plan, carry out, and evaluate a training programme (20 marks – 10%)

What is assessed in practical activities?

In both individual and team activities, you must show:

- Skills and techniques
- Decision-making skills
- Problem-solving solutions
- Appropriate physical characteristics
- Psychological control
- Adherence to health and safety guidelines

In team activities, you must also:

- Participate actively as a team member

Please note that pupils are required to offer a minimum of **two** physical activities and must be **regular participants** in PE and Games classes. You will also have to provide video evidence of all of your chosen activities.

CAREER PATHWAYS

Career opportunities in leisure or recreation management, sports management, podiatry, physiotherapy, sports coaching, professional sports, sports development, teaching, gym instruction, fitness instruction, personal training.

TRANSFERABLE SKILLS

Pupils will develop the following skills:

- | | |
|---------------------|-----------------------|
| ▪ Communication | ▪ Self-management |
| ▪ Using mathematics | ▪ Working with others |
| ▪ Using ICT | ▪ Problem solving |

HEAD OF DEPARTMENT:

Mrs Robinson S3

COURSE NAME

GCSE Physics

INTRODUCTION

Physics is the study of matter, energy, motion and forces. It reveals the beauty of the universe at scales ranging from inside an atom to the structure of the whole universe. GCSE Physics builds upon topics studied at KS3. Studying Physics can challenge our thinking and creativity. It has led to great discoveries, such as mobile phones, lasers, and technologies that change our lives; from treating cancer to developing sustainable energy solutions.

Who should study GCSE Physics? If you're selecting to study GCSE Physics, then you should:

- have enjoyed studying it at KS3.
- be curious about how the world works.
- be ready to make connections between what you observe and scientific principles.
- be willing to work hard, be challenged and be a proactive learner.

NOTE: A pupil needs to be competent in Mathematics to study GCSE Physics. Pupils who wish to study Physics at A-Level are advised to study GCSE Further Mathematics.

SPECIFICATION

The CCEA GCSE Physics Specification is followed. This is available at: [GCSE Physics DesignVersion \(ccea.org.uk\)](https://www.ccea.org.uk/gcse-physics-design-version)

Pupils are provided with a textbook that supports the CCEA GCSE course.

Year 11- Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

Year 12- Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

Unit 3: Practical Skills (divided into parts A & B)

Part A: Students carry out two practicals from a list of 9 prescribed practicals studied in Unit 1 and 2. Part B: Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context.

EXAMINATION SUMMARY

Unit 1 (37.5%): 1 ½ hr written paper. Unit 2 (37.5%): 1 ½ hr written paper. Unit 3 (25%): Part A -2 Hour written paper. Part B -1 hr 15 written paper. Both are completed during Year 12.

CAREER PATHWAYS

Studying Physics is great preparation for many careers including engineering, architecture, law, science, medicine. It is especially helpful for jobs that involve developing new technologies, such as: engineering astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, computer game technology, research, predicting climate change and nanotechnology. [Where physics could take you: Career paths | Institute of Physics \(iop.org\)](#)

TRANSFERABLE SKILLS

GCSE Physics provides you with a strong set of transferable skills; problem-solving, high-level communication, applying knowledge to new situations, critically assessing information, working independently and as part of a team, investigation planning, measurement techniques and data analysis alongside study skills that help you prepare for the next step in your education.

HEAD OF DEPARTMENT:

Ms Wallace W4

COURSE NAME

GCSE Religious Studies - *compulsory for all*

INTRODUCTION

GCSE Religious Studies provides pupils with the opportunity to consider some important moral and ethical issues, many of which feature in the news such as abortion, euthanasia, capital punishment, poverty, and discrimination. In addition, it will allow you to consider important philosophical issues relating to belief such as the existence of God, the problem of suffering, and life after death.

The course will consider both religious and non-religious perspectives and you will be encouraged to express your own viewpoints as well as the viewpoints of others.

SPECIFICATION

Pupils will follow the CCEA Religious Studies specification.

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-religious-studies-2017>

The specification requires pupils to undertake two units of study:

Unit 6 - An Introduction to Christian Ethics

- Personal and Family Issues – sexual relationships, marriage and divorce, types and importance of family, alternatives to marriage
- Matters of Life and Death – abortion, euthanasia, capital punishment, justice and forgiveness
- Developments in Bioethics – IVF, the status of embryos, surrogacy
- Contemporary Issues in Christianity – prejudice and discrimination, poverty and injustice, Christian teaching and response to these issues
- Modern Warfare – the causes of war, the Just War theory, the ethics of modern warfare, the human and economic cost of war

Unit 7 – An Introduction to Philosophy of Religion

- The Existence of God – arguments for the existence of God; the debate between creationism and science about the origin of the universe
- The Nature of God – ways of understanding and describing God; contrasting beliefs about the nature of God
- The Problem of Evil and/or Suffering – theories on the origin, nature and purpose of evil and/or suffering
- Experiencing God – the nature and importance of revelation; challenges to revelation
- Life After Death – religious and non-religious views on the afterlife

EXAMINATION SUMMARY

There is no coursework or controlled assessment for GCSE Religious Studies – final assessment is entirely by examination only. Two examination papers will be undertaken:

- Unit 6 will be externally assessed at the end of Year 11- 90 minute long (Worth 50%)
- Unit 7 will be externally assessed at the end of Year 12- 90 minute long exam (Worth 50%)

CAREER PATHWAYS

The obvious pathways include teaching, youth ministry and the ministry itself, but R.S. lends itself to many different career pathways. Pupils in the past have gone on to undertake a wide range of careers in Law, Medicine, Politics, Business, and the Sciences.

TRANSFERABLE SKILLS

- Managing Information
- Communication
- Working with Others
- Thinking, Problem Solving and Decision Making
- Using ICT (for research and presentations)
- Self-Management

Many of the skills R.S. requires and develops are similar to those which English and History also require and develop.

HEAD OF DEPARTMENT:

Mr Irvine C5

COURSE NAME

GCSE Technology & Design

INTRODUCTION

Technology, combined with Maths and Physics, is an excellent choice for all STEM based careers (Engineering-all strands, product design, architecture, games design, software design, dentistry, manufacturing and modern apprenticeships). With a firm background in Product Design, materials, mechanisms, fluid control, structures, project management, technical problem solving and Computer Aided Design, there are many other career paths that would be assisted in our modern world by a GCSE in Technology and Design.

Due to the high emphasis on Controlled Assessment, pupils wishing to study GCSE Technology and Design should be self-motivated, hardworking, have an interest in design, enjoy practical work and be able to express ideas graphically.

SPECIFICATION

This is a CCEA course.

The detailed specification can be found in the CCEA Website (<http://ccea.org.uk/> Choose Subject Microsite)

The new specification has a greater emphasis on Product Design and its associated skills. The content has changed to enable the course to be completed during normal class time.

This specification aims to encourage students to:

- use imagination and develop skills of creativity and critical analysis;
- communicate design ideas and decisions;
- use a broad range of materials, components and technologies 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;
- analyse and develop existing products;
- develop decision-making skills;
- 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 to make quality products.

EXAMINATION SUMMARY

Students must complete **three** units to gain a GCSE in Technology and Design.

There are **two** external papers, each lasting 1 hour 30 minutes, and one controlled assessment.

- **Unit 1** covers core content that all students have to complete. **(25% of GCSE)**
- **Unit 2** focuses on mechanical and pneumatic control systems. **(25% of GCSE)**
- **Unit 3** is the controlled assessment, which includes a design portfolio and an associated manufacturing task. **(50% of GCSE)**

CAREER PATHWAYS

The study of Technology and Design develops many of the essential skills required in most technical careers such as Engineering (all areas), Architecture, Art and Design, Material Science, Product Design etc. These skills such as the use of ICT for producing a design portfolio, CAD, use of CNC equipment, knowledge of materials, manufacturing process and industrial control systems can also be invaluable in many non-technical careers.

TRANSFERABLE SKILLS

The CCEA Technology and Design specification includes details of these skills and capabilities, along with specific examples of links to Using ICT, Using Mathematics, Communication, Self-Management, Working with Others and Problem Solving.

HEAD OF DEPARTMENT:

Mr Turner N1



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