

St Michael's College
Coláiste Mhichíl
ENNISKILLEN

YEAR 10
Subject Choice Booklet





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Introduction

Thank you for your interest in the study pathways and subject choice for your son as he enters a new phase of his studies here in St. Michael's College. A central part of the ethos of St. Michael's College is the formation of your son and his preparation for his future career and mission in life. At St. Michael's we are focused on providing a holistic and progressive curriculum which ensures our students achieve highly in subject areas that are matched to their abilities, talents, and aspirations. We realise the importance of providing the opportunity for every student to excel and follow the career pathway appropriate to them.

Year 10 is what we call a transition point. It is where students move to specialise and deepen their learning. This 'GCSE Year 10 Options Booklet for 2026-'27 aims to ensure that all students and their parents/guardians can make informed decisions about GCSE pathways and subject choices. You will find throughout this booklet clear and detailed information on subject content, GCSE specifications, assessment methods and possible career pathways.

Each student in St. Michael's College will study eight or nine GCSE subjects in Years 11 & 12. The compulsory subjects for study are: Religious Studies, English Language, Mathematics and Science (DA Science or SA Science). Students will then have the

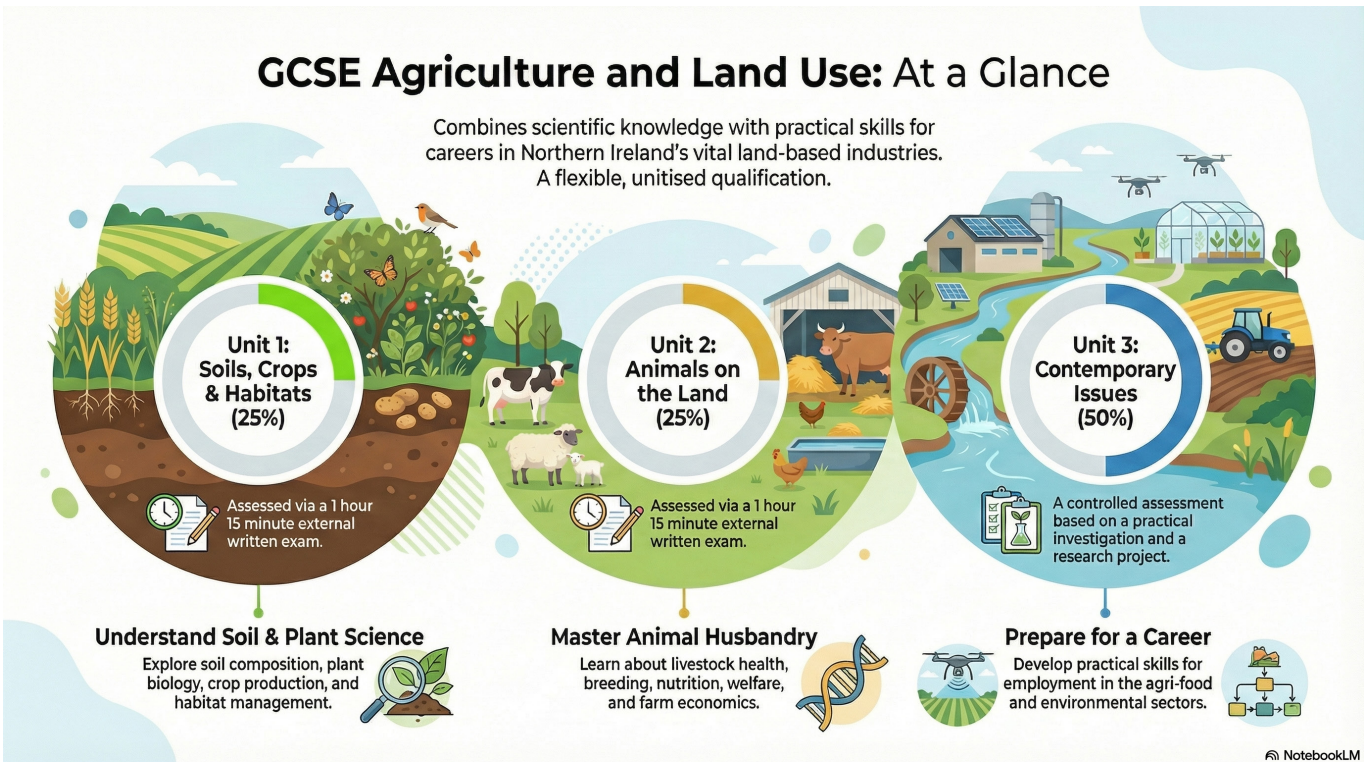
freedom to choose their additional GCSE subjects from the blocks set out. Students will also have classes in Personal Development, Careers and non-exam Physical Education.

St. Michael's is able to offer to other schools in the area a range of subjects and is equally proud to see the operation of two collaborative blocks; one with South West College, an important part of our Vocational Pathway, and a second with other schools and colleges in Enniskillen. This comprehensive Curriculum offering is designed to allow students the opportunity to make the most of their talents, equip them for future opportunities and challenges in life, and prepare them for the world of work.

This booklet, together with other guidance, provides the information that allows for a proper and full consideration of the appropriate pathway and subjects your son should follow. We hope that you find the following information of use in making what are personal and important decisions. The Parent / Teacher Meeting, the Careers Department and others in the College community will support you at this point of transition and in the years ahead. Every best wishes.

Mr Cathal O'Connor BEd. MSc. MEd. PQH
Principal

Subject Leader: Mr B. Rasdale / Mr E. Maguire



What are the key aims of this subject at GCSE?

The course gives students the opportunity to:

- › develop their scientific knowledge in relevant, enjoyable and work-based contexts;
- › appreciate how knowledge of science can enhance productivity in the land-based and environmental sector;
- › develop their awareness of complex relationships between humans and the environment in which they engage in agricultural activity;
- › acquire core knowledge about the land-based and environmental sector and the skills required to work in it;
- › make informed decisions about further learning opportunities and career choices in the land-based and environmental sector.



HOW WILL THE PUPIL BE ASSESSED?				
Unit	Title	Assessment Type	Duration/Details	Weighting
Unit 1	Soils, Crops and Habitats	External written examination	1 hour 15 minutes	25%
Unit 2	Animals on the Land	External written examination	1 hour 15 minutes	25%
Unit 3	Contemporary Issues in Agriculture and Land Use	Controlled assessment	Students complete two controlled assessment tasks: Practical Investigation (20%) and Research Project (30%)	50%

CAREER PATHWAY

Completing GCSE Agriculture and Land Use provides an excellent foundation for careers in the agri-food sector, one of Northern Ireland's most important industries. Students gain practical knowledge on crop production, livestock management, environmental stewardship, and sustainable farming practices, which can lead to a variety of entry-level roles.

Possible jobs include farm assistant, agricultural technician, horticultural worker, and roles in agri-business such as sales or advisory services. This qualification also opens pathways into food production, animal care, and land-based industries like forestry and environmental management.

Many students progress to study BTEC Agriculture or vocational courses in Agricultural Technology, which can lead to careers as farm managers, agronomists, veterinary nurses, or specialists in agri-science and rural development.

PUPIL EXPERIENCE

"I study Agriculture and Land Use because the course contains a lot of topics that I find interesting. The first element in the course is Soils, Crops and Habitats, which looks at the composition of soil, crop production, renewable energy and plant biology. The second area studied is that of Animals on the Land, learning about animal nutrition, animal welfare standards, breeding, food production from 'farm to fork', poultry and egg production, farm economics and finally farm health and safety. As well as the two exams, 50% of the assessment is done via completion of a practical investigation and a research project. This assessment mix suits me well. The agriculture industry has modernised and grown significantly in the last decade, and offers many employment opportunities, not just in farming itself, but in areas such as agrichemicals, animal medicine, sales, food processing, biotechnology and more."





Offered through the Collaborative Block

What are the key topics in this subject for GCSE?

You will develop your practical skills through participating in a wide range of Art & Design Activities - You may select:

- 1. Fine Art – Drawing, painting, mixed media, sculpture and print making
- 2. Textiles
- 3. Ceramics
- 4. Graphic Design
- 5. Photography
- 6. Moving image or animation
- 7. Digital Media
- 8. 3D Design

What skills / abilities / interests are needed for this subject?

- › You must be interested in the process of exploring and recording ideas, by looking at natural and made objects, people, and places.
- › You must enjoy experimenting with various media and evaluating your own work.
- › You must be interested in practical exploration of the processes and contexts of practitioners.

THE PUPILS WILL FOLLOW THE CCEA GCSE ART & DESIGN SPECIFICATION	
Component 1 (60%)	Exploratory Portfolio Part A- 25% 50 Marks Investigating the Creative and Cultural Industries Part B- 35% 70 Marks
Component 2 (40%)	Externally Set Assignment 80 Marks Students will complete a minimum of 20 hours of prep work in response to a set theme issued early January of Year 12. Within a period of 10 hours students will complete an outcome under controlled examination conditions.

What Controlled Assessment or Coursework is involved? ?

- › 60% - Exploratory Portfolio & Investigating the Creative and Cultural Industries
- › 40% - Externally Set Assignment

ADDITIONAL INFORMATION

If you enjoy and excel in Art & Design, it is important you consider it as one of your GCSE subjects. You are more likely to get a top grade when you are exercising your strengths and talents.

While Art & Design continues to be a desirable option for students wishing to pursue 'traditional' creative careers, such as Architecture, Interior Design or Painting / Fine Art related professions, the internet has brought about a burst of exciting new roles and jobs. The fact is employment within the UK's creative industries is increasing at more than twice the rate of the wider UK economy.

More and more employers are seeking individuals who can prove they possess fine motor skills, hand-eye coordination, problem solving skills, lateral thinking ability, complex analysis and critical thinking skills. These skills are clearly evidenced in an Art & Design portfolio.

A large quantity of the work that is assessed is completed during class or for homework over the duration of the two years. This means the pupil has the control over producing their best work for final moderation.

CAREER PATHWAY

Students that study GCSE Art & Design can progress to higher level qualifications in Art and Design, History of Art, and other related courses. Students of Art and Design develop valuable transferable skills, which are sought after by many colleges and universities, employers, and industry leaders. These practical skills and the ability to solve problems and think creatively will be used throughout life.

The broad and flexible content of this course gives students the freedom to pursue a range of creative pathways:

- Architecture
- Animation
- Art Therapy
- Ceramics
- Community Arts Work
- Conservation
- Exhibition Design
- Fashion & Accessory Design
- Fine Art
- Product Design
- Game Design
- Graphic Design
- Illustration
- Interior & Spatial Design
- Special Effects Makeup
- Museum/Gallery Curation
- Photography
- Teaching
- Theatre, Set & Costume Design
- TV/Film
- Textile Design
- Web Design
- VFX Art

PUPIL EXPERIENCE

"I chose GCSE art due to my interest of drawing new, interesting and unique characters and places. With GCSE art students have the chance to refine their skills and learn new techniques in order to help them find their passion for art. Although you have to keep up with the weekly Art work set, GCSE art has remained one of my preferred subjects as it allows for creativity, which some other subjects do not. I enjoy being creative and think that Art is so satisfying. It is such fun and I enjoy developing my practical skills. I like that it assessed through practical coursework and that we have some freedom to choose the projects that we are interested in doing. I am happy to be able to express my creativity through visual practical work, rather than written responses or revising for exams. Our exam is like a full day Art lesson and we have all the prep work completed beforehand."



Subject Leader: Mr G. Donnelly

What are the key topics in this subject for GCSE?

- 1. Creating a business
- 2. Marketing
- 3. Business Operations
- 4. Human Resources
- 5. Business Growth
- 6. Finance
- 7. Business Plan

HOW WILL THE PUPIL BE ASSESSED?	
Unit 1 – Starting a Business	External written exam – Year 11 Start Topics assessed: Creating a Business; Marketing; Business Operations Format: Structured questions Weighting: 40%
Unit 2 – Developing a Business	External written exam – Year 12 Topics assessed: Human Resources; Business Growth; Finance Format: Structured questions Weighting: 40%
Unit 3 – Planning a Business	Controlled assessment task Format: Research- based internal exam Weighting: 20%

ADDITIONAL INFORMATION

Business Studies isn't just a subject—it's a gateway to opportunity. Choosing this course equips you with practical, real-world skills that employers and universities value. You'll gain insight into how businesses operate, make decisions, and succeed in today's competitive world.

Whether you're interested in careers in finance, accounting, marketing, public relations, estate management, or dream of starting your own business, this subject gives you the knowledge and confidence to thrive. Business Studies develops problem-solving, communication, and analytical skills—essential for any profession.

PUPIL EXPERIENCE

"I chose Business Studies for GCSE because I wanted to understand how businesses actually work, and it's been one of the most useful subjects I've taken. You don't just learn theory—you look at real examples, like how shops set prices, promote their products and hire their workers.

The best part is how practical it feels. You learn things like budgeting, what makes a business successful, and topics such as finance, marketing, and human resources. It also links really well with other subjects like Maths and English, because you see how they apply in real life.

If you want a subject that's interesting, relevant, and gives you skills you'll actually use in the future, I'd definitely recommend Business Studies."

Dylan Hanratty, Year 12



CAREER PATHWAY

Business and finance are at the heart of our economy, and understanding how they work gives you a real advantage. GCSE Business Studies is a powerful addition to your CV—it shows future employers that you understand the principles behind successful businesses, making you stand out and even opening doors to higher-level positions.

This subject doesn't just teach theory; it builds practical skills that lead to exciting career and study opportunities. Business Studies is relevant to many fields, including:

- Financial Services & Banking
- Accounting & Auditing
- Estate & Property Management
- Stockbroking & Investment
- Legal Professions
- Public Relations & Communications
- Marketing & Advertising

If you want a subject that is practical, respected, and full of possibilities, Business Studies is the smart choice for your future.

Offered through the Collaborative Block

Introduction

Studying Business and Communication Systems will engage you in the study of business and digital technology and develop your practical skills in using software applications. You will have the opportunity to explore the changing role of digital technology in business and economic activities. This specification will help you to develop a lifelong interest in and enjoyment of business subjects, while being inspired, moved and changed by following an exciting, enjoyable and worthwhile course.

Why study business and Communication systems?

In studying this course you will:

- study business activity and how ICT has changed the business environment;
- develop as an effective and independent thinker with an enquiring mind;
- have the opportunity to develop valuable practical ICT skills in a business context; and
- use software applications to develop digital solutions to enhance business activities.

Unique features of this qualification?

Unit 3 of the specification (controlled assessment) has a new title: Developing Digital Solutions. There is the opportunity to make use of the skills developed in Unit 1 and Unit 2 as well as the opportunity to plan and develop a digital solution for business.

HOW WILL THE PUPIL BE ASSESSED IN MAY / JUNE?	
Unit 1: Software Applications for Business 40%	You will study file management and the use of common applications such as word processing, spreadsheets, databases, web authoring, web browsing, email and presentation software. This unit is assessed in a 2 hour computer-based examination that is worth 40% of the overall GCSE qualification.
Unit 2: The Business Environment 35%	You will study recruitment, selection, training and marketing as well as the implications of digital technology for business. In the context of the changing nature of business, you will consider different roles, including stakeholders and customers, and how best to communicate. This unit is assessed in a 1 hour external written examination that is worth 35% of the overall GCSE qualification.
Unit 3: Developing Digital Solutions 25%	You will learn how to plan and develop a digital solution for a business through the use of software applications, planning and research. This unit is assessed by a controlled assessment task (marked by the teacher and moderated by us) that is worth 25% of the overall GCSE qualification.



What cross-curricular skills, thinking skills and personal capabilities will i develop?

Through this course you will:

- improve communication skills by learning how to write reports, give presentations, and participate in discussions, debates and interviews;
- apply mathematical concepts to problem-solving strategies, and interpret, analyse and present data in a range of simulated and real-life contexts;
- use ICT in a wide range of contexts to access, manage, select and present information;
- develop your planning, time management and self-evaluation skills;
- learn from others through discussion, group work and shared tasks; and
- increase your use of critical analysis, learn to express ideas and opinions, and make decisions and be able justify them.

CAREER PATHWAY

Studying this subject will provide you with the knowledge of business and the use of software applications that will give you a sound basis as a future employee or employer. It can lead to further study or a career, for example in a business environment, research or ICT.



Subject Leader: Mr C. McNaughton

What are the key aims in this subject at GCSE?

The course gives students the opportunity to:

- › Build a good overall understanding of the construction industry.
- › Apply what they learn through practical craft projects and CAD work.
- › Develop skills that are useful in real working environments
- › Explore possible career pathways, apprenticeships and further study in construction.
- › Gain confidence by achieving success in work-related tasks and projects.
- › Develop important transferable skills such as teamwork, problem-solving, organisation and communication.
- › Learn about construction materials and sustainable building methods used in both homes and commercial buildings.



HOW WILL THE PUPIL BE ASSESSED?

Unit	Title	Assessment Type	Duration/Details	Weighting
Unit 1	Introduction to the Built Environment	External written examination	1 hour	20%
Unit 2	Sustainable Construction	External written examination	1 hour 30 minutes	30%
Unit 3	The Construction Craft Project	Controlled assessment	Centre-based practical project	25%
Unit 4	Computer Aided Design in Construction	Controlled assessment	Centre-based CAD portfolio	25%

CAREER PATHWAY

GCSE Construction & the Built Environment provides a strong foundation for a wide range of careers, apprenticeships and further education within the construction industry. The course helps students develop practical skills, technical knowledge and an understanding of how the built environment works in real life.

After GCSE, students may progress to:

- BTEC Level 3 Diploma in Construction and the Built Environment (Delivered by St. Michael's College)
- Apprenticeships in skilled trades or technical roles
- Employment within the construction industry

Possible career routes include:

- Bricklayer
- Carpenter / Joiner
- Plumber
- Electrician
- Construction Operative
- Site Supervisor
- Quantity Surveyor
- Civil Engineer
- Architectural Technician
- Construction Manager
- Building Services Engineer
- Health & Safety Officer
- Facilities Manager
- CAD Technician

PUPIL EXPERIENCE

"I am a Year 11 pupil studying Construction and the Built Environment at GCSE. I chose this subject because I enjoy practical work and like learning how the buildings around us are constructed. I have learned how to use tools and equipment safely, work accurately with different materials, and understand the main stages of building a house. I also enjoy the practical projects and using CAD to create building plans. This subject has made me consider a future career in construction, as it gives a real insight into the industry."



Subject Leader: Mr J. Maguire

Digital Technology will provide opportunities for students to:

- Understand and apply the fundamental principles and concepts associated with the development of solutions using digital technology.
- Analyse problems through practical experience of solving such problems, including designing, writing, and debugging solutions.
- Think creatively, innovatively, analytically, logically, and critically.
- Understand the components that make up digital systems, how they communicate with one another and with other systems.
- Understand the impact of digital technology on the individual and on wider society.

What are the key topics in this subject for GCSE?

- › Digital data
- › Software
- › Database applications
- › Spreadsheet applications
- › Computer hardware
- › Network technologies
- › Cyberspace, network security and data transfer
- › Cloud computing
- › Ethical, legal, and environmental impact of digital technology on wider society
- › Impact of digital technology on employment and health and safety
- › Digital applications
- › Designing solutions
- › Multimedia applications
- › Multimedia authoring
- › Database development
- › Testing

What skills/abilities/interests are needed for this subject?

- › Problem solving
- › Web development

HOW WILL THE PUPIL BE ASSESSED IN MAY / JUNE?

Unit 1	External Written Exam 30% – End of Year 11
Unit 2	External Written Exam 40% – End of Year 12
Unit 3	Controlled Assessment 30% (Website and Database) – Year 12



CAREER PATHWAY

A variety of interesting career paths are available in this area.

- Web Developer
- Cloud Architect
- Data Analyst
- AI & Machine Learning Engineer
- Cybersecurity Specialist & Ethical Hacker
- Digital Marketing
- AI Prompt Engineer
- Sustainable Technology Specialist
- Robotics & Automation Engineer

PUPIL EXPERIENCE

"Digital Technology is one of the most valuable subjects you can choose if you're thinking about your future career. ICT drives every industry, and employers are looking for people who understand how to use and manage it effectively. Studying DT gives you practical skills in data handling, digital communication, and problem-solving—skills that are essential in fields like business, healthcare, engineering, and media. It also opens pathways to exciting careers in software development, cybersecurity, App development, and project management. The course is designed to prepare you for the real world, where digital knowledge is a must. I would highly recommend DT as a GCSE because the lessons are engaging, the content is relevant, and the skills you learn will benefit you for life." **Eoin Maguire**



Biology (CCEA) - Double Award

Subject Leader: Mrs D. McCaffrey

What are the key aims in this subject at GCSE?

GCSE Science Double Award is a two-year unitised course. This course covers Biology, Chemistry and Physics and is the equivalent of two GCSE qualifications.

Biology Unit 1 - Year 11	You will learn about: Cell; Ecology; Photosynthesis; Nutrition and Health; Enzymes and Digestion; Respiration; Nervous System and hormones; Excretion and Kidney
Biology Unit 2 - Year 12	You will learn about: Osmosis; Transport in plants and animals; How we defend ourselves against disease; Human Reproduction; DNA; Variation in living things

Chemistry (CCEA) - Double Award

Subject Leader: Mr M. McGovern

What are the key aims in this subject at GCSE?

Chemistry Unit 1 - Year 11	You will learn about: Atomic Structure, Bonding and Structures, Chemical Formula and Equations, Periodic Table, Quantitative Chemistry, Acids and Alkalis, Chemical Analysis
Chemistry Unit 2 - Year 12	You will learn about: Reactivity Series, Rusting, Oxidation and Reduction, Quantitative Chemistry, Rates of Reaction, Equilibrium, Energetics, Gas Chemistry, Organic Chemistry, Electrochemistry

Physics (CCEA) - Double Award

Subject Leader: Mrs G. McAree

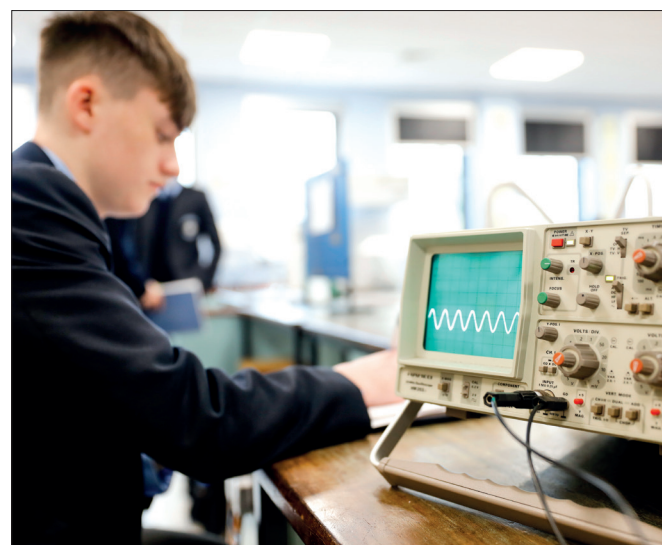
What are the key aims in this subject at GCSE?

Physics Unit 1 - Year 11	You will learn about: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion.
Physics Unit 2 - Year 12	You will learn about: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics



What are the key aims in this subject at GCSE?

- You will develop many skills including Problem solving skills, Experimental and investigative skills and Numeracy skills.
- Knowledge of health and body
- Awareness of environmental issues
- A keen interest in exploring our world and how it works and how chemistry impacts on our daily lives: health care, conservation of our natural resources, protection of the environment, provision of everyday needs – food, clothing, and shelter
- Taking science will open up a variety of career options for your future providing you with skills that will make you very employable
- Physics is concerned with the observation, understanding and prediction of natural phenomena and the behaviour of man-made systems. It deals with profound questions about the Universe and important practical, environmental, and technological issues. It is both theoretical and practical.
- It encourages you to develop your curiosity about the physical world and provides insight into experience of how science works, applying physics to your everyday lives.



HOW WILL THE PUPIL BE ASSESSED IN MAY / JUNE?

Unit 1 Biology	Summer Examination series in Year 11. 3 Externally assessed written examination consisting of several short answer questions and at least one structured question. Time - 1 hour
Unit 2 Chemistry	Each paper accounts for 11% of the final GCSE marks. All 3 papers will account for 33% of the total marks for Double Award Science.
Unit 1 Physics	Summer Examination series in Year 12. 3 Externally assessed written examination consisting of a mixture of short answer and structured questions. Time - 1 hour 15 minutes Each paper accounts for 14% of the final GCSE marks. All 3 papers will account for 42% of the total marks for Double Award Science.
Unit 2 Biology	
Unit 2 Chemistry	
Unit 2 Physics	
Practical Skills	Booklet A 7.5% Externally marked. Students carry out three pre-release practical's (Biology, Chemistry and Physics) during Jan- June in Year 12. Booklet B 17.5% Externally assessed written examination consisting of a mixture of short answer and structured questions including calculations, all set in a practical context from Physics, Chemistry & Biology.

What coursework is involved? None.

ADDITIONAL INFORMATION

- In Double Award Science you will study Biology, Chemistry and Physics.
- You will do a Unit Exam in each of the three subjects in Year 11 and in Year 12 and carry out two pieces of controlled assessment.
- Grades are awarded on an eight-grade scale from A*A* -GG, with A*A* being the highest. Double intermediate grades such as AB and BC are also awarded.

PUPIL EXPERIENCE

"Double Award Science provides a broad, coherent and practical course that develops confidence in and a positive view of science. It encourages you to appreciate the value of science in your life and in the wider world around you. It allows you to develop your knowledge and understanding of the material, physical and living worlds. It also develops your understanding of the effects of science on society." **Charlie Corrigan (12T)**

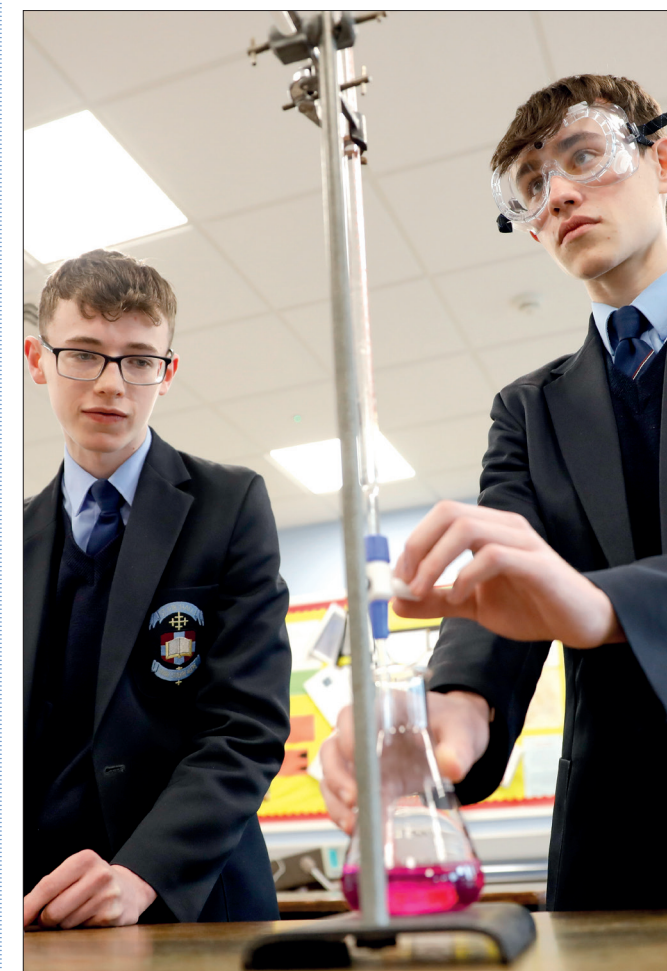


CAREER PATHWAY

The study of Biology, Chemistry and Physics allows pupils to develop their communication skills, sense of enquiry, practical skills and powers of observation and interpretation. These qualities form an excellent foundation for a wide range of careers including:

- Medicine
- Dentistry
- Pharmacy
- Veterinary Science
- Genetic Engineering
- Civil Engineering
- Marine Biology
- Teaching
- Forensic Science
- Food Science
- Food Engineering
- Medical Research
- Environmental Protection
- Sustainable Energy Development

Scientists are considered to have the skills that make them highly employable and can, therefore, almost always find a job, even in tough economic times. Scientists also work in banking, law, publishing, and accounting.





Subject Leader: Mr G. Gallagher

What are the key topics in this subject for GCSE?

- 1. Skills Development
- 2. Careers in Drama
- 3. Health and Safety in the Industry
- 5. Theatre Design - Costume
- 6. Approaches to Rehearsal
- 7. Performance Analysis
- 8. Improvisation Performance
- 9. Devised Performance
- 10. Scripted Performance

What skills/abilities/interests are needed for this subject?

Students working towards this qualification should be:

- › Independent Enquirers
- › Creative Thinkers
- › Reflective Learners
- › Team Workers
- › Self-Managers
- › Effective Participants

And should have an interest in:

- › Live Theatre
- › Devising and Performing
- › Scriptwriting
- › Directing
- › Theatre Production and Design (set design, lighting design, sound design etc.)

HOW WILL THE PUPIL BE ASSESSED IN MAY / JUNE?

Unit 1	Unit 1: Understanding Drama (40%) This unit is assessed by a written examination at the end of the GCSE course which lasts for 1 hour 30 minutes. It will have two questions on a set text and one question on Scripted Performance. The exam is an open book exam. Pupils may use a clean copy of the set text during the exam. The set text pupils will study is Juno and the Paycock.
Unit 2	Unit 2: Drama Performance (60%) This unit is assessed by two controlled practical assessment tasks, one of which must be Scripted Performance. Pupils will be assessed in one other practical task from the following options: <ul style="list-style-type: none">• Devised Performance.• Improvisation.• Dance Drama.• Mime.• Design Support. Pupils who choose to be assessed in a Design Support role may focus on one of the following areas: <ul style="list-style-type: none">• Costume Design.• Set Design.• Lighting Design.• Multimedia Design



What controlled assessment is involved?

Controlled Assessment in GCSE Drama is practical in nature.

GCSE DRAMA

Pupils' work in Unit 2: Drama Performance constitutes the Controlled Assessment component of the GCSE Drama programme. Controlled Assessment is worth 60% of the final grade awarded to pupils. Scripted performance is worth 35% and devised is 25%. For each practical unit, pupils are required to record and evaluate their preparation and performance work in a Student Notebook which must be made available to the moderator during the moderation process.

CAREER PATHWAY

Drama is a highly credible qualification in an ever-growing and dynamic industry within Northern Ireland and abroad. Specifically placed within the Arts it lends itself to an array of career possibilities such as: Acting, Screen Writing, Teaching, Journalism, Set and Costume Designing, Law and Public Relations. Through studying Drama, students acquire a vast range of skills, most specifically verbal and non-verbal communication skills. Drama also instils confidence, encourages teamwork and leadership, inspires critical thinking, and develops creativity.

PUPIL EXPERIENCE

"GCSE Drama is the subject you will walk to with a smile on your face - even if it's a double class! It's learning through enjoyment, developing your confidence and ability to speak in front of others - qualities needed in so many aspects of life. But it's not just the fact that Drama helps you develop as a person, it's that the subject itself is so entertaining!"

Rory McCreesh



Subject Leader: Mrs C. Collins

What are the key topics in this subject for GCSE?

- 1. **Speaking and Listening** – Formal and Informal presentations, dramatic explorations, group and class discussions, debates
- 2. **Reading** – Fiction, Non-fiction, and Media texts
- 3. **Writing** – Argumentative, Functional, Creative, Personal

What skills/abilities/interests are needed for this subject?

- › An ability to communicate effectively with others
- › An ability to write in a variety of forms for a variety of audiences
- › An ability to analyse a writer's purpose, tone and technique
- › An ability to manage time and information effectively
- › An ability to employ creative and thinking skills

HOW WILL THE PUPIL BE ASSESSED IN MAY / JUNE?	
Unit 1 Year 11	Unit 1 exam is taken at the end of Year 11 1 hour 45 minutes Section A – Writing for Purpose Section B – Reading to Access non-fiction and media texts. 30%
Unit 4 Year 12	Unit 4 exam is taken at the end of Year 12 1 hour 45 minutes Section A – Personal & Creative Writing Section B – Reading literary and Non-fiction texts. 30%

What controlled assessment is involved?

Controlled Assessment in English is worth 40% of a pupil's final mark.

- › 20% of the Controlled Assessment mark is awarded for Speaking and Listening. Pupils will complete three tasks over the course of the two years.
- › 20% of the Controlled Assessment mark is awarded for their performance in two written tasks.
 - o Task A: The Study of Written Language – 10%
 - o Task B: The Study of Spoken Language – 10%

CAREER PATHWAY

Qualifications in GCSE English Language/Literature are suited to careers in the following areas:

- Advertising
- Marketing
- Teaching
- Law
- Journalism
- Editing
- Screenwriting
- Authors



PUPIL EXPERIENCE

"I didn't feel confident when I started GCSE English Language, but our teacher showed us, step by step, how to do our exam tasks. So, when I went to complete the exam, I knew I could do it! My favourite part of the course has been the Speaking and Listening Controlled Assessment; knowing we can get marks for our discussions and presentations is great and has also improved my confidence in speaking in other classes."



Subject Leader: Mrs C. Collins

What are the key topics in this subject for GCSE?

- 1. Study of Prose – *Of Mice and Men* & 19th century Unseen Prose
- 2. Study of Drama – *Blood Brothers*
- 3. Study of Poetry – CCEA Anthology (Conflict)

What skills/abilities/interests are needed for this subject?

- › An understanding and appreciation of literature
- › An ability to construct and sustain a logical argument
- › An ability to analyse a writer's purpose, tone and technique
- › An ability to employ creative and thinking skills
- › An ability to express an opinion about characters, themes and situations

HOW WILL THE PUPIL BE ASSESSED?	
Unit 1 exam is taken at the end of Year 11	Pupils will answer 2 questions: 1-hour 45mins - 30% One question on <i>Of Mice and Men</i> and one question on a 19th century Unseen Prose extract
Unit 2 exam is taken at the end of Year 12	One essay on <i>Blood Brothers</i> and one essay on the CCEA Poetry Anthology 2 hours - 50%

What controlled assessment is involved?

Controlled Assessment in English is worth 20% of a pupil's final mark.

Pupil complete one extended writing question on a theme which is set by CCEA and changes each year e.g., Explore the theme of ambition in *Macbeth*.

CAREER PATHWAY

Qualifications in GCSE English Language/Literature are suited to careers in the following areas:

- Advertising
- Marketing
- Teaching
- Law
- Journalism
- Editing
- Screenwriting
- Authors

PUPIL EXPERIENCE

"English Literature is one of the subjects I have enjoyed most at GCSE! My English teacher had recommended the subject to me in Year 10 and I wasn't sure I would like it. However, I've really enjoyed our classes and it has helped me to become so much more confident in GCSE English Language too, as many of the skills are similar. The texts we read are genuinely interesting and have made me more interested in wider reading and the world around me. Now that I am in Year 12, I can see studying Literature has made me a better critical thinker, communicator and my analytical skills have really improved. I'm planning to go into either a job in sales, marketing or law, and know that these skills will be really useful. I'd would advise any Year 10 who is considering English Literature as an option to go for it!"



Subject Leader: Miss M. Bogan

What are the key topics in this subject for GCSE?

GCSE Further Mathematics takes the study of Mathematics beyond the content of GCSE Higher Tier. It introduces some of the mechanics and statistics topics that students encounter in A Level Mathematics and acts as a ‘stepping stone’ between GCSE and A Level.

Pure Mathematics – Trigonometry, Calculus, Algebra, Logarithms and Matrices.

Mechanics - Kinematics, Vectors, Forces, Newton's Laws of Motion and Moments.

Statistics - Measures of Central Tendency and Dispersion, Probability, Bivariate Analysis, Binomial Distribution and Normal Distribution.

What skills/abilities/interests are needed for this subject?

Strong Mathematical Skills

- High competence in GCSE Mathematics
- Confidence working with complex, multi-step problems

Logical and Analytical Thinking

- Ability to reason logically and follow mathematical arguments
- Skill in spotting patterns and relationships

Problem-Solving Ability

- Persistence with challenging questions
- Ability to try different strategies when the first approach doesn't work

Interests and Attitudes

- Enjoyment of mathematical challenge
- Motivation to go beyond the standard GCSE syllabus
- Positive attitude towards effort and resilience

HOW WILL THE PUPIL BE ASSESSED?	
Year 11	Module 1 Pure Mathematics (50% of the course)
Year 12	Module 2 Mechanics (25% of the course) and Module 3 Statistics (25% of the course)

What coursework is involved? None.

ADDITIONAL INFORMATION

Further Maths is an excellent bridge between GCSE Maths and A Level Maths and would be advised if pupils would like to continue to A Level Maths.

GCSE Further Mathematics develops many transferable skills, including:

- Logical reasoning and problem-solving
- Accuracy and attention to detail
- Resilience and perseverance
- Ability to analyse information and make decisions

CAREER PATHWAY

The study of Further Mathematics at GCSE allows pupils to progress into A Level Mathematics although it is not a required pre-requisite.

Mathematics can open doors in a variety of careers including:

- Engineering – mechanical, civil, electrical, aerospace
- Science and Research – physics, chemistry, data science
- Technology and Computing – cybersecurity, artificial intelligence
- Finance and Business – accounting, actuarial science, economics, banking
- Medicine and Healthcare – medical research, medical technology
- Architecture and Design
- Education
- Statistics and Data Analysis

PUPIL EXPERIENCE

“I chose GCSE Further Mathematics because it offered me a chance to develop my Maths skills and problem-solving beyond the standard GCSE course. The subject has helped me think more logically and approach problems with greater confidence and perseverance. Although the work can be demanding at times, it is very rewarding, and I have found it has improved my understanding of GCSE Mathematics as well. Studying Further Mathematics has also helped me prepare for A-level Maths and keep my future options open.”
Aaron Hoogerboord 12M



“I chose GCSE Further Mathematics because I really enjoy problem-solving and wanted a subject that would challenge me to think more deeply. The course is challenging but interesting, and it has helped me become more confident when tackling unfamiliar questions. If you stick with it, Further Maths is very rewarding and you get a real sense of achievement. I feel that studying Further Mathematics has strengthened my overall Maths skills and prepared me well for future study in Maths and Science subjects.”
Jack Rice 12T



Subject Leader: Mrs S. West

What are the key topics in this subject for GCSE?

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

Module 2 - Living in Our World: Population and Migration, Changing Urban Areas, Contrasts in World Development, Managing our Environment.

Module 3 - Fieldwork: Students base their answers on their knowledge and experience of fieldwork.

What skills/abilities/interests are needed for this subject?

- Having an interest in the world around you
- Having an interest in people and the environment
- Being aware of current affairs
- Being competent in literacy, numeracy, and ICT

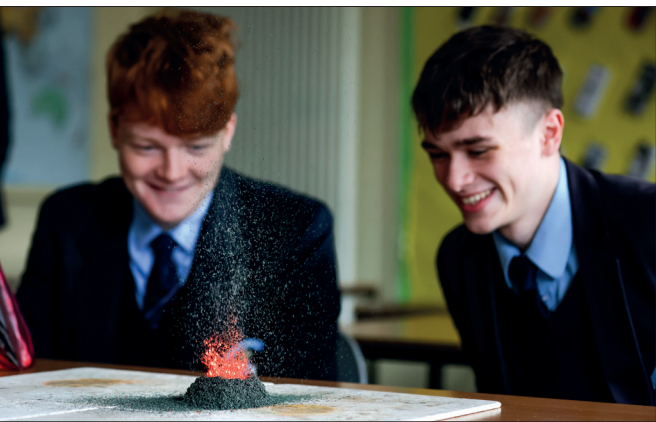
HOW WILL THE PUPIL BE ASSESSED IN MAY/JUNE?	
Unit 1 May of Year 11	Understanding Our Natural World: An external written exam lasting 1½ hours. It is worth 40% of the Final GCSE mark.
Unit 2 May of Year 12	Living in Our World: An external written exam lasting 1½ hours. It is worth 40% of the Final GCSE mark.
Unit 3 May of Year 12	Fieldwork: External written exam lasting 1 hour. Students base their answers on their knowledge and experience of fieldwork. It is worth 20%.

What coursework is involved?

There is no coursework or controlled assessment to be completed for GCSE Geography.

PUPIL EXPERIENCE

“I chose Geography GCSE, as I find it extremely interesting and was keen to learn and understand how the natural world around me functions and the nature of population and development. Through studying GCSE geography you are able to develop strong problem-solving, analysis and evaluation skills. These are all transferable skills and are of upmost importance in the real world. I would highly recommend picking geography as classes are highly engaging and enjoyable and the teachers deliver the course in a fascinating and compelling way, enabling you garner expertise in the aforementioned topics. If you are considering this subject, I strongly suggest you choose it!” **Finn Hegarty, 12O**



ADDITIONAL INFORMATION

In St. Michael's we follow the CCEA GCSE Geography specification. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes.

Reasons for studying Geography include:

It makes you look smart. Knowing basic geography can help you avoid embarrassing moments and put current events in context. Geography not only puts current events in perspective, but it also helps us understand history. Without a basic sense of geography, it's impossible to get the most out of travel experiences. Geography allows you to understand the place where you live. Globalisation has been one of the biggest forces in world history for decades. The saying “it's a small world” reflects this change: the world is as big as it always was, but it's just more interconnected than ever. Understanding the changes that have swept the world because of this interconnection is impossible without appreciating the geography on which it is taking place. Every aspect of human culture is affected by its geography. Geography helps you understand and appreciate the incredible diversity of cultures around the world and puts culture in context. Geographic skills guide important decisions every day. Geography combines well with a variety of other subjects, as it links with sciences, arts, and social science subjects. Studying Geography will enable you develop skills that will be useful to you in the future. including communication skills, teamwork, management skills, analytical skills as well as being spatially, socially, and environmentally aware and equipped with these skills, Geographers are among the most employable people in the world of work today. Geography is part of our everyday lives, so come and discover the world around you.

CAREER PATHWAY

GCSE Geography opens career pathways in:

- Green technologies
- Teaching
- Meteorology
- Climate change
- Law
- Tourism
- Town planning
- Aviation
- Environmental consultancy

Subject Leader: Mrs E. Irvine

What are the key topics in this subject for GCSE?

In Year 11 we study:
Section A: Life in Nazi Germany, 1933–45
In this option, students explore how the lives of people in Germany were shaped by the political, economic, and social changes introduced under Nazi rule. This includes the establishment of the Nazi dictatorship, the methods used to control and influence the population, and the impact of Nazi policies on different groups within German society. Students also examine how the regime prepared for and experienced the Second World War, as well as the consequences of Nazi ideology and wartime events on everyday life up to 1945.

Section B: Changing Relations: Northern Ireland and its Neighbours, 1920–49 or 1965–98
Students examine the changing political, social, and economic relationships between Northern Ireland, Britain, and the Irish Free State/Éire from the creation of Northern Ireland in 1921 through to the end of the 1940s. This option explores the establishment of partition, the workings of the new Northern Ireland state, and the tensions and challenges faced by different communities. Students also study key developments such as the impact of the Boundary Commission, the policies of the Unionist government, the role of key political figures, and the effects of the Second World War on Northern Ireland. The course concludes with an assessment of how these events shaped relations within Northern Ireland and between Northern Ireland and its neighbours up to 1949.
OR
Changing Relationships: Britain, Northern Ireland, and Ireland 1965 – 1998: Civil Rights to Hunger Strikes, Paramilitaries and Paisley, Downing Street Declaration and Good Friday Agreement. Students will focus on the changing relationships between Northern Ireland, Britain, and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.

What skills/abilities/interests are needed for this subject?

- Be enthusiastic about studying History.
- Develop as effective and independent learners with enquiring minds.
- Develop the ability to ask relevant and significant questions about the past, to investigate issues critically and to make valid historical claims using a range of sources.
- Develop an awareness of how the past has been represented, interpreted, and given significance for different reasons and purposes; and
- Develop the ability to effectively communicate historical knowledge and understanding in a range of ways, argue a case, make judgements, and reach substantiated conclusions.

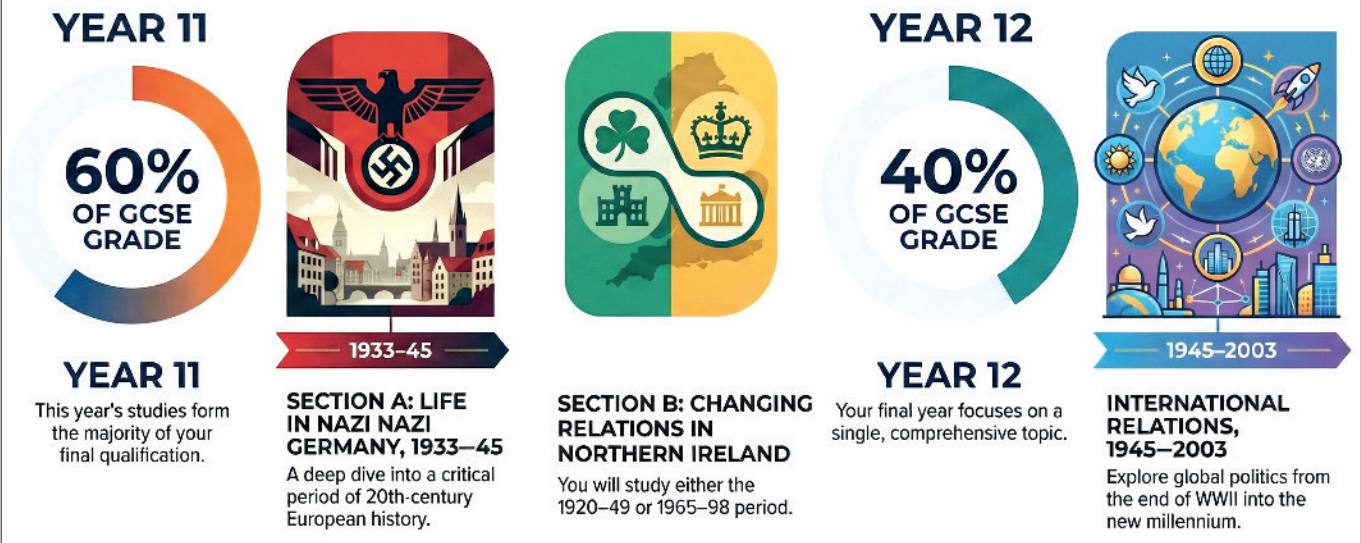
HOW WILL THE PUPIL BE ASSESSED IN MAY/JUNE?	
100% Examination	
Paper 1	1 hour 45 minutes examination Section A Life in Nazi Germany, 1933–45 Students answer 5 questions including short response questions, structured questions, and an essay question. Section B Changing Relations: Northern Ireland and its Neighbours, 1920–49 or 1965–98 Students answer 6 questions which include source-based questions, short response questions and an essay question. This is worth 60% of the GCSE (Year 11)
Paper 2	1 hour 15 minutes examination International Relations, 1945–2003 Students answer 6 questions including source-based questions, a structured question, and an essay question. Worth 40% of GCSE (Year 12)

What controlled assessment is involved?
There is no controlled assessment offered.



GCSE History: Your Course Overview

A clear, at-a-glance breakdown of the two-year curriculum, detailing topics and assessment weighting.



ADDITIONAL INFORMATION

- There are many different reasons to study history, as it is a fantastic combination of all the other school subjects. There are many arguments over the importance of history, and these still go on today.
- History helps you discover how your world evolved.
 - History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.
 - History trains your mind and teaches you how to think and process information.
 - History students are rounded individuals who develop an understanding of both past and present.
 - The pursuit of historical events and people is fun - a form of time travel.

- History helps you make sense of most other subjects.
- A lack of historical knowledge prevents people from truly understanding the world they live in.
- History helps you understand the origins of modern political and social problems.
- History lets you learn how and why people behaved as they did, whether they are Elizabeth I, Hitler or John Lennon...
- History makes you appreciate that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.
- History provides you with the skills employers are looking for.

CAREER PATHWAY

Students who study History are valued by a range of employers and organisations including heritage organisations, museums, and libraries.

Other typical employers include:

- accountancy firms archive and records offices
- banks
- charities higher education institutions (HEIs) international development organisations law firms
- management consultancies
- publishing companies' retailers schools television and radio broadcasters.

PUPIL EXPERIENCE

"I chose GCSE History because I believe it to be one of, if not the most fascinating, subject offered here. History develops critical thinking, problem-solving, organisational skills, and many more, all of which are applicable throughout every subject and provide you with numerous career opportunities in the future. On top of that, all the teachers ensure that the classes remain engaging and enjoyable for everyone. For these reasons, I would highly recommend picking GCSE History." **Rian McSorley**





Subject Leader: Mrs G. McMahon

What are the key topics in this subject for GCSE?

- Component 1: Food and Nutrition
- Component 2: Practical Food and Nutrition

What skills/abilities/interests are needed for this subject?

- › An interest in nutrition and diet throughout the life cycle.
- › An interest in practical cookery and an ability to demonstrate creativity when working with food.
- › An interest in consumer issues and being an effective consumer.
- › Ability to work independently and to meet deadlines.
- › Ability to analyse and make decisions and solve problems in a specified content (e.g., for coursework tasks)

HOW WILL THE PUPIL BE ASSESSED?	
Component 1	External assessment 50% in Year 12 2-hour examination Multiple choice, short and structured questions and questions requiring extended writing. All questions are compulsory.

What coursework is involved?

Component 2: Food and Nutrition	(Controlled Assessment) 50% - to be done in Year 12
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ADDITIONAL INFORMATION

This subject is useful for students who have an interest in diet, health, and nutritional requirements. Students will learn how to prepare, cook, and creatively serve a wide range of healthy dishes. It is also useful for those students who may be planning to pursue a career in Health promotion, dietetics, teaching, environmental health, sports nutritionists, and food related industries.



CAREER PATHWAY

- The specification allows students to develop knowledge, understanding and skills relating to:
- food provenance, food processing and production,
 - nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people
 - macronutrients and micronutrients, government nutritional guidelines, and food safety.
 - being an effective consumer in food choices, food safety and managing resources.
 - Students develop practical skills in food preparation, cooking and presentation.
 - GCSE Food and Nutrition opens many career pathways in –
Dietetics
Environmental Health
Food Journalism
Food Science
Hospitality Industry
Secondary Teaching
Food Manufacturing
Quality Assurance

PUPIL EXPERIENCE

“I chose Food and & Nutrition to study for GCSE because I have always loved cooking and baking while also learning about the wide variations of different types of nutrients, food and all the diverse cultures of food. I am so glad I picked this subject because it is so interactive and fun.

In practical, we learn how to make more complex foods, such as pastry which requires a lot of concentration and skill. I believe the best part of the practical end of Food and Nutrition is how it can really help to develop organisation and independence; time management skills; and significant knowledge of the whole food industry. For the theory part of this subject, we study a range of topics such as food production, nutritional needs and so much more. The teachers in the Home Economics department make the subject so fascinating and engaging to learn about helping me to absorb the information and make it memorable. So many career opportunities are available with Food & Nutrition as a GCSE such as sports sciences, dietician, and food scientist.”



Subject Leaders: Mr. B. Rasdale / Mr. Mairtin O’Gormlaithe / Miss N. Corrigan

What are the key topics in this subject for GCSE?

- 1. Identity, Lifestyle and Culture
- 2. Local, National, International and Global Areas of Interest
- 3. School Life, Studies, and the World of Work

What skills/abilities/interests are needed for this subject?

- Understand and respond to different types of spoken language (Listening)
- Communicate and interact effectively in speech (Speaking)
- Understand and respond to different types of written language (Reading)
- Communicate in writing (Writing)

HOW WILL THE PUPIL BE ASSESSED IN MAY/JUNE?

Unit 1	Listening Paper: This paper includes a variety of items of stimulus material in the Target Language recorded on CD, for example announcements, messages, dialogues, and narratives of various types from a range of contexts. Pupils’ responses may require selection, gap filling and answers in English and answers in the Target Language. Pupils are required to understand gist, identify main points and details, recognise points of view, attitudes, and emotions, and draw conclusions. (25%)
Unit 2	Speaking: The teacher conducts and records the Speaking Examination under controlled conditions, and it is marked by the Exam Board. Candidates must respond and converse in the Target Language. The examination comprises two role-plays and one general conversation on two topics, and it covers all three Contexts for Learning. Candidates prepare Topic 1 in advance during normal class time. (25%)
Unit 3	Reading Paper: This paper includes a variety of stimulus material in the Target language for example notices, announcements, advertisements, extracts from letters, magazines or newspaper articles and forms of imaginative writing. Pupils’ responses may require selection, gap filling, answers in English and answers in the Target Language. Candidates need to understand gist, identify main points and detail, recognise points of view, attitude, and emotions, and draw conclusions. (25%)
Unit 4	Writing Paper: Writing is assessed by examination paper. Candidates must respond and write in the Target Language. The writing paper includes a variety of stimulus material. (25%) The Foundation Tier paper has four questions: Question 1 is a listing and short phrase task in the Target Language Question 2 requires short phrase/sentence responses in the Target Language Question 3 is a short translation exercise from English into the Target Language Question 4 is a structured, extended writing task in the Target Language (candidates answer one question from a choice of 3) The Higher Tier Paper has four questions: Question 1 requires short phrase/sentence responses in the Target Language Question 2 requires short responses in the Target Language to one or more pieces of text. Question 3 is a short translation exercise from English into the Target Language Question 4 is a structured, extended writing task in the Target Language (Candidates answer one question from a choice of 3)



What controlled assessment is involved? None.

ADDITIONAL INFORMATION

A language pass at GCSE is essential if you are hoping to attend some of the universities in the Republic of Ireland.

A language pass at GCSE shows employers that you have good communication skills and an ability to work with others.

The British Council has recently spoken of an “alarming shortage” of Language graduates” and has said that Languages are “of the same status as Sciences and Maths”.

Employers in the UK are looking abroad for workers due to the shortage of Modern Language speakers here. There are enormous opportunities that come from studying a Modern Language.



CAREER PATHWAY

Below are some of the career ideas you can follow with languages. Languages skills are useful in many careers, especially within the international business trade. Many of these roles involve travelling to other countries.

Teaching:

- English as a foreign language teacher
- Higher education lecturer
- Online tutor
- Primary or secondary school teacher

Administration and commerce:

- Aid worker
- Bilingual secretary
- Diplomatic service officer
- General practice surveyor
- Immigration officer
- Import-export clerk
- Interpreter
- Marketing executive
- Patent attorney
- Planning and development surveyor
- Sales representative
- Supply chain manager
- Translator
- Proof-reader

Hospitality, travel, and tourism:

- Airline customer service agent
- Cabin crew
- Hotel manager
- Hotel porter
- Hotel receptionist
- Resort representative
- Tourist guide
- Tourist information centre assistant
- Tour manager

Other:

- Lawyer-Linguist
- Language Development Officer
- Linguistic Assistant/ Secretary
- Various Media roles (TV, Radio, social media)

PUPIL EXPERIENCE

“I chose to study Irish at GCSE because it’s more than just a language—it’s a gateway to valuable skills and opportunities. Learning Irish strengthens communication, memory, and confidence, while building qualities like perseverance and cultural awareness. It opens doors to careers in education, media, and public service, and connects you to a rich heritage that shapes who we are. Most importantly, studying Irish allows me to take pride in my identity and play a role in preserving a unique and vibrant part of our culture for future generations. I have developed many skills and traits that I know are invaluable as I take my next steps. Irish gives you the added extra in a growing sector with many job, training, and travel opportunities. By studying Irish, I know it will widen my opportunities to study both North and South of Ireland, and indeed globally! Gabh le Gaeilge, choose Irish!”

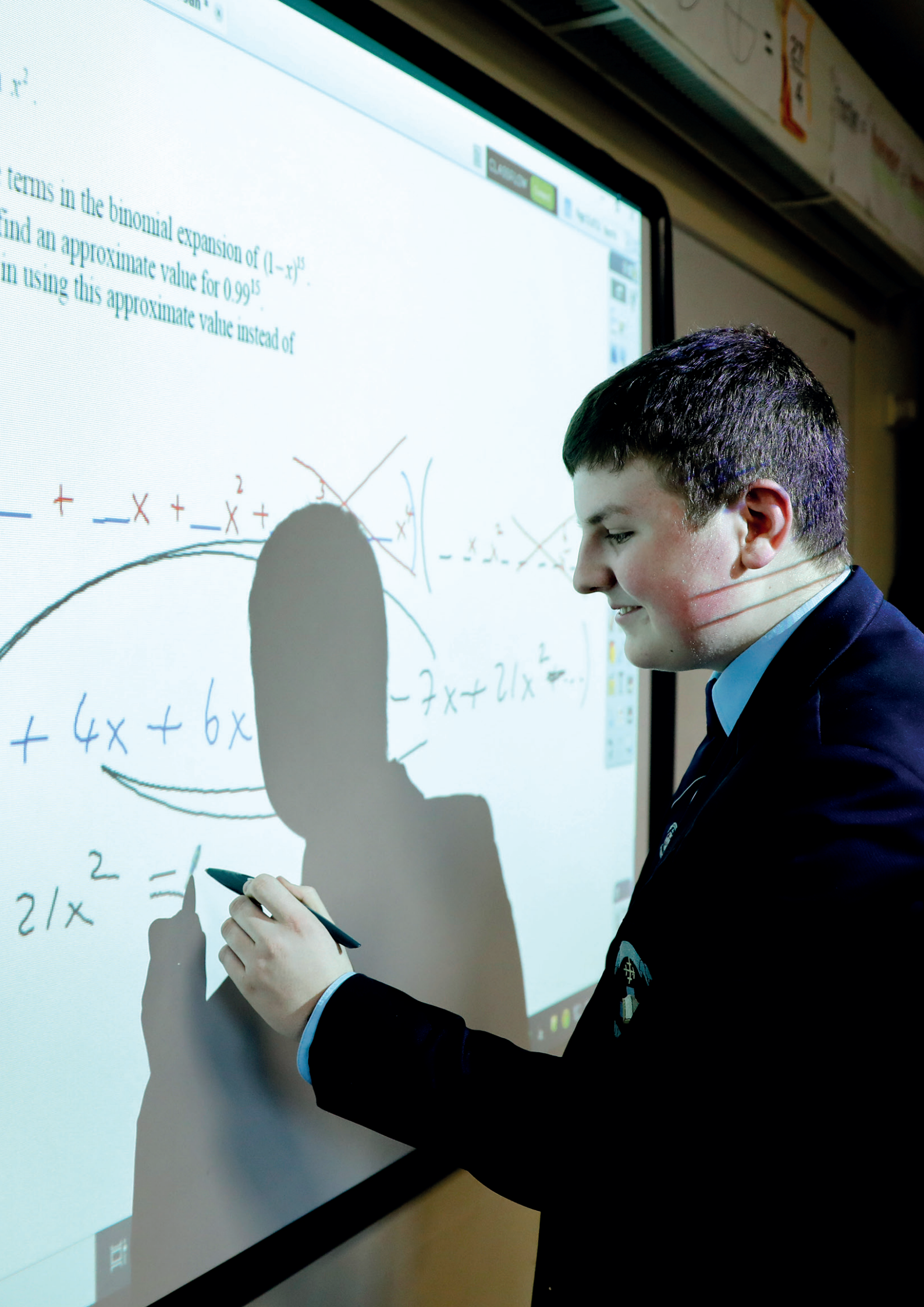
Dannon Tierney Year 12 Irish



PUPIL EXPERIENCE

“I chose German because I am quite good at it, I am interested in German life and culture, and because it is a strong, quite niche, career subject. I like the way that the assessment is done across four language skills: speaking, reading comprehensions, writing tasks and listening comprehensions. The German economy is the third largest exporter world wide. At the moment, it is recognized as the world leader in Environmental Engineering, particularly in the areas of renewable energies such as Wind Power and Solar Power. Other significant industries include Biotechnology, Chemicals, IT, Automobiles, and Financial Services. Hamburg, Frankfurt, Munich and Berlin are key European Trade and Industry locations. So I think having a qualification in German makes me more employable, and it is a very enjoyable course.”





Mathematics (CCEA)

Subject Leader: Miss M. Bogan

What are the key topics in this subject for GCSE?

- 1. Number
- 2. Algebra
- 3. Shape and Space
- 4. Handling Data & Probability

What skills/abilities/interests are needed for this subject?

Students studying GCSE Mathematics should:

- Have basic numeracy skills and confidence with numbers,
- Be able to apply mathematical methods to a range of problems,
- Use logical thinking and follow clear steps,
- Work accurately and check their answers.

This course suits students who:

- Are willing to develop confidence with numbers,
- Enjoy solving practical and real-life problems,
- Are prepared to practise and improve their skills,
- Understand the importance of mathematics for everyday life and future opportunities.

How will the Non-Further Maths students be assessed?

Year 11 – Module M2/M3/M4 (45% of the course)
Year 12 – Module M6/M7/M8 (55% of the course)

What coursework is involved? None.

ADDITIONAL INFORMATION

Modules M2 and M6 are Foundation Tier modules.

M2 and M6 allows pupils to achieve up to a grade C

Modules M3, M4, M7 and M8 are Higher Tier modules.

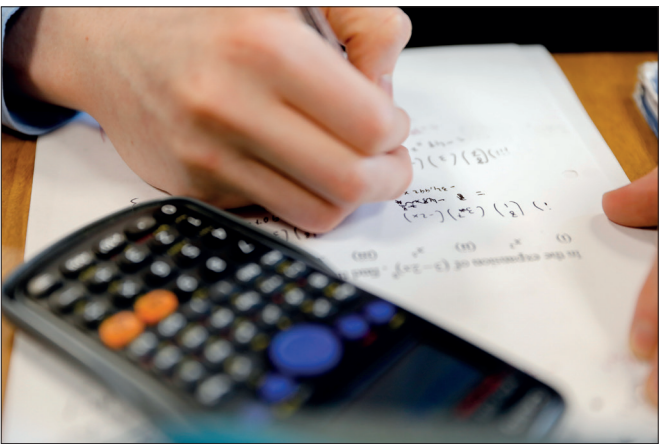
M2 and M7 allows pupils to achieve up to a grade C*

M3 and M7 allows pupils to achieve up to a grade B

M3 and M8 allows pupils to achieve up to a grade A

M4 and M8 allows pupils to achieve up to a grade A*

Students require a grade A or a grade A* in GCSE Mathematics if they wish to study A level Mathematics.



CAREER PATHWAY

A qualification in GCSE Mathematics supports careers in:

- Business and Finance – accounting, banking, retail, administration
- Science and Technology – engineering, IT, laboratory work
- Healthcare and Social Care – nursing, paramedic work, care services
- Construction and Trades – electrical work, plumbing, surveying
- Education and Childcare
- Hospitality and Tourism
- Public Services – police, armed forces, civil service
- Transport and Logistics

Studying GCSE Mathematics helps students develop valuable transferable skills:

- Confidence with numbers and data
- Problem-solving and decision-making skills
- Accuracy and attention to detail
- The ability to manage money, time and resources

PUPIL EXPERIENCE

"GCSE Mathematics is an important subject that helps me develop essential skills I will need in everyday life and work. The course has improved my confidence with problem-solving as this was one of my weakest points going into the course. I have also gained a lot of confidence in mental Maths and non-calculator work. Although some topics can be challenging, regular practice has helped me make progress, and I feel better prepared for further study and future career opportunities."
Diarmuid Dolan 12O



"GCSE Mathematics is a core subject that is required for many careers and further study options. I think GCSE Maths has been a challenging yet very rewarding subject. Studying maths has helped me become more confident with problem-solving and logical thinking and I like the sense of achievement when I apply what I have learnt to real-life situations. The skills I am developing are useful across other subjects and will be important in my future career prospects."
Daithi McLaughlin 12P



Subject Leaders: Mr N. McCann & Mr E. Maguire

What are the key topics in this subject for GCSE?

- Component 1: Investigative Study
- Component 2: Practical Moped Riding Activity
- Component 3: Written Examination

What skills/abilities/interests are needed for this subject?

- Interest in Road Safety and Regulations
An eagerness to learn about traffic laws, driver responsibilities, and how to keep all road users safe. This includes understanding the impact of human behaviour on road safety.
- Problem-Solving Skills
Ability to diagnose issues and think logically to find solutions. This includes interpreting data, using tools effectively, and applying practical knowledge.
- Strong Mechanical Interest
A curiosity about how vehicles work, including engines, brakes, and electrical systems. Enjoys learning about the technical side of cars and road safety.

HOW WILL THE PUPIL BE ASSESSED IN MAY/JUNE?

Component 1	Investigative Study Task: Students collect data on a moving traffic situation. Write-up: Each student must complete their own individual written study. Marking: Teachers assess the work, and CCEA moderates the results. Skills Assessed: <ul style="list-style-type: none">Data collection and analysis.Understanding of traffic patterns and road user behaviour.Written communication and evaluation.
Component 2	Practical Moped Riding Activity Nature: Controlled assessment. Task: Students perform a moped riding activity to demonstrate vehicle control, roadcraft and safety awareness. Marking: Teachers assess the performance, and CCEA moderates the results.
Component 3	Written Examination Nature: Controlled External assessment. Task: Examination 1hr 30mins

What controlled assessment is involved?

- Component 1 - Investigative Study - 25%
- Component 2 - Practical Moped Riding Activity - 25%
- Component 2 - Written Examination - 50%

ADDITIONAL INFORMATION

The GCSE Motor Vehicle and Road Users Studies course blends practical skills with theoretical knowledge about vehicles and road safety. You'll need an interest in how cars work, from engines to electrical systems, and a willingness to learn about the responsibilities of all road users. Success isn't just about hands-on ability—you'll also study traffic laws, safety principles, and the impact of human behaviour on driving. It's practical, informative, and ideal for those who like learning through real-world applications.

CAREER PATHWAY

Motor Vehicle and Road Users Studies opens up a wide range of opportunities in the automotive and transport industries, as well as related technical fields. For example, many vehicle technicians, transport managers, and automotive engineers start with a qualification like this.

Some careers you could consider include:

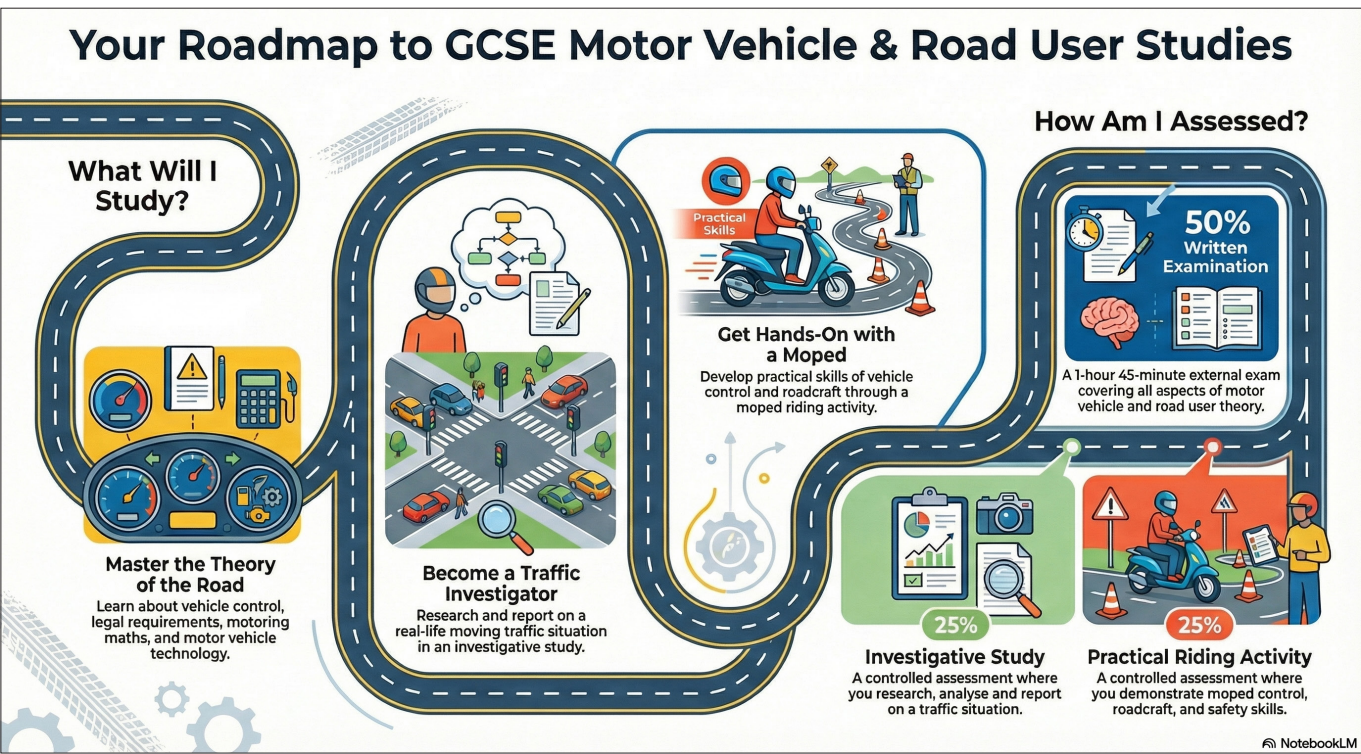
- Vehicle Technician or Mechanic – Diagnosing and repairing cars and other vehicles.
- Automotive Engineer – Designing and improving vehicle systems and technology.
- Transport Manager – Overseeing logistics and road safety for fleets.
- Driving Instructor – Teaching safe and responsible driving.
- Road Safety Officer – Promoting safety and compliance for all road users.
- Motorsport Technician – Working with high-performance vehicles in racing.

PUPIL EXPERIENCE

"I chose Motor Vehicle and Road Users Studies because I've always been interested in cars and how they work. The course has been really practical, which I enjoy, and I've learned a lot about safety and responsibility on the road. It's given me skills I can use in real life and opened my eyes to careers in the automotive industry."



"This subject is great. I've enjoyed understanding the mechanics behind vehicles and learning about road safety. It's not just about fixing cars—it's about thinking carefully and solving problems. I love driving the moped too with my class friends in the playgroups – it's something I've never done before and enjoying the challenge."





Offered through the Collaborative Block

What are the key topics in this subject for GCSE?

- 1. Composition – 30%
- 2. Solo Performance – 17.5%
- 3. Group Performance – 17.5%
- 4. Listening and Responding to Music – 35%

What skills/abilities/interests are needed for this subject?

- › Being able to sing or play a musical instrument. All students must be receiving lessons in their chosen instrument/voice for the duration of the GCSE course. Students need to have reached at least Grade 2 standard in their chosen instrument (or entry will be subject to an practical audition).
- › Being able to work and perform with others
- › Students will be expected to contribute to the extra-curricular life of the Music Department. This will help to develop their solo/ensemble performance skills.
- › Being able to show creativity through Composing
- › Being able to use ICT in Music by making use of Music specific software including Garageband and Sibelius
- › Having an interest in a wide range of Musical styles

HOW WILL THE PUPIL BE ASSESSED IN MAY/JUNE?

Listening: There will be one paper in May of Year 12 lasting 1 hour and 30 minutes.

Paper 1	Responding to Music including Western Classical Music, Musical Traditions of Ireland, Film Music, and Pop Music from 1980-present day.
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Performance: An examiner will visit the school in April/May to assess the solo and group performances

Composition Portfolio: The compositions will be internally assessed by both Music teachers and then sent to CCEA for external standardisation.

What coursework is involved?

- › Composing two contrasting compositions, one in response to a stimulus.
- › Performing one piece as a soloist, lasting approximately 2-3 minutes.
- › Performing one piece as part of an ensemble, lasting approximately 2-3 minutes.

ADDITIONAL INFORMATION

- Music is one of the biggest industries in the world.
- Not all A Level Music pupils will study third level Music, but many will use it as a subject that they enjoy and one that they are confident they can achieve a top-grade in.
- There is now a bigger demand for musicians in careers such as Sound Recording, Computer Game Creation and Primary School Teaching.
- GCSE Musicians develop skills in Self Presentation, Performance, Creativity, ICT and Listening.
- Many pupils' avails of lessons in and outside of school and are therefore already well prepared for the Performance element of the GCSE course (35% of the course). GCSE pupils will have the opportunity to perform in their own chosen style of Music and, if they wish, learn a new instrument.
- Past pupils are now touring the world as professional musicians. Others have gone on to study at some of the top Music Colleges and Musical Theatre Academies in the UK and Ireland.
- Grade 5 Music Theory/Practical does not equate to a GCSE Grade in Music. This is a common misconception of many external Piano tutors.
- Queen's University have one of the best Sonic Arts Centres in the UK.

CAREER PATHWAY

Students that study GCSE Music can progress to higher level qualifications in Music. Students of Music develop valuable transferable skills, which are sought after by many colleges and universities, employers, and industry leaders. These practical skills and the ability to solve problems and think creatively will be used throughout life.

Music students from St Michael's have followed a range of university career paths including.

- Music – BMus (Hons)
- Music and Audio Production – BA
- Music and Sound Design – BA
- Music Performance – BA
- Teaching – Bed (Hons)/PGCE
- Music Therapy – MA/MSc

PUPIL EXPERIENCE

"I enjoy Music GCSE as it is a fun and enjoyable class, where I learn many new things every day. I have great fun learning about composition, exploring the pop music culture, and discovering in detail about songs. We learn about various singing techniques and instruments. Overall, I enjoy Music because I am surrounded by creative classmates in a supportive, interesting, and educational environment. I also think that A-Level music is a good opportunity to explore and discover more about music."



What is Occupational Studies?

Occupational Studies is a qualification, awarded by CCEA, that you may choose to work towards in Key Stage 4 (Year 11) and continue within Year 12. You can achieve this qualification alongside your GCSEs back at school. This route of study is suited only to those who attend well and enjoy practical work.

What makes Occupational Studies special?

Occupational Studies is all about learning through practical activity. This means that most of the time you will be learning by ‘doing’ something, hands-on. You will have the chance to learn about work by ‘working’ in the salons, catering kitchen, workshops, and classrooms. You will learn lots of different skills that will be useful to you in the world of work.

What kind of work areas can I choose from?

There are 3 different Occupational Studies pathways within the framework offered. Each of the pathways are divided into different units. Two units from one pathway make up the overall qualification.

What will I learn in the different units of study?

The brief summary given overleaf will give you some idea of what you will learn about in some of the units offered. This will help you to make up your mind about which units you may like to choose.



Occupational Studies Pathways

- 1. Business and Services
- 2. Construction
- 3. Engineering and Engineering Services

Some units offered within the Occupational Studies Pathways are:

- 1. Business & Services
Patisserie and Baking
- 2. Construction
Brick and Block Work
Joinery
Plastering
Plumbing
- 3. Engineering and Engineering Services
Electrical Wiring Installation (Year 12)
Manufacturing Techniques – Sheet Metal Work
Vehicle Servicing and Valeting Operations



The brief summary below will give you some idea of what you will learn about in some of the units offered. This will help you to make up your mind about which units you may like to choose.

- › **Joinery:** In this unit you will learn how to use the appropriate joinery hand tools and basic hand-held power tools. You will acquire techniques in cutting, jointing, boring and planning to produce construction related components. You will construct a range of joinery models.
- › **Manufacturing Techniques – Sheet Metal:** You will gain a basic understanding of the practical skills and knowledge required in the fabrication of assembled components manufactured from sheet metal. You will gain experience and develop techniques of measuring, marking out, cutting, folding, and joining together component parts to produce an assembled item. You will select and use appropriate marking out equipment and hand tools.
- › **Brick and Block Work:** You will develop skills associated with brick and block work using appropriate tools and materials while following safe working practices.
- › **Plumbing:** You will develop the skills in using appropriate hand tools, hand-held threading machine, cutting, bending, and jointing methods and the use of industrial standard materials and sustainable resourcing of materials.
- › **Plastering:** You will develop techniques in applying scratch coat and floating coat to a wall, applying dash or render, nailing, or screwing plasterboard, fixing skim beads and applying a skim finish.
- › **Electrical Wiring Installation (Year 12 only):** In this unit you will use a range of tools and equipment to install and connect electrical components and cables to produce circuits for lighting and power installations. You will use appropriate methods to inspect and test circuitry. You will develop the techniques of measuring, cutting, and preparing cables.
- › **Vehicle Servicing & Valeting Operations:** You will be introduced to the correct procedures for carrying out regular servicing and valeting of vehicles. This unit is suitable for those who may be interested in pursuing careers as vehicle fitters, motor mechanics or vehicle valeters. You will use specialist components and materials to carry out vehicle servicing procedures and specialist equipment and cleaning materials to carry out vehicle valeting procedures.

What do I do next?

First, you must choose 2 pathways in which you would like to study in Year 11 and Year 12.
Secondly, you must choose 2 options indicating your first and second choice from within each of these pathways. Make sure to read about each unit as this will give you some idea if you would like this type of work or not. However, the options you select will only run if there are sufficient numbers for that class.

How will Occupational Studies be assessed?

No exams! You can achieve your qualification mostly by ‘doing’. This means that your tutor will assess/mark your work. You will have to show that you have gained the skills necessary to do a particular task. The highest mark you can achieve in each unit is 100. In order to achieve a level 2 qualification, you must achieve a minimum of 120 marks which is the combined mark of 2 units as 2 units make up each qualification.

See below table for the breakdown of marks;

HOW WILL THE PUPIL BE ASSESSED?	
Grade	Marks Required over 2 units
Level 2 Distinction*	180-200
Level 2 Distinction	160-179
Level 2 Merit	140-159
Level 2 Pass	120-139
Level 1 Distinction	100-119
Level 1 Merit	80-99
Level 1 Pass	40-79

Photographs of you and your work will be taken throughout the course and these form a big part of your evidence in your unit portfolio which will be sent to CCEA.

Where will I study Occupational Studies?

You will study Occupational Studies at South West College, Enniskillen Campus, one day per week. You must attend College every week. Students from other schools in the area will also be in your class. You will study 1 unit from 09.45 am to 12.15 pm, will have half an hour for lunch and will complete your studies from 12.45 pm to 3.15 pm.
In some units you will be asked to wear special protective clothing. The College will provide this but you must look after what you have been given and bring this clothing to College every week.
You will have lunch in the College Cafeteria. If you receive free meals in school, this will also apply in College. You will NOT be allowed to leave the College grounds at lunchtime. Your school will let you know how you will travel to and from the College.

Progression

You can progress on to a full-time course, DFE Traineeships or Apprenticeship at South West College.
Continue post-16 studies at school and study one subject at South West College.

Subject Leader: Mr N. McCann

What are the key topics in this subject for GCSE?

- Component 1: Practical Performance in Physical Activities
- Component 2: Written Analysis and Evaluation
- Component 3: Written Examination

What skills/abilities/interests are needed for this subject?

- Strong Interest in Physical Activity
A genuine passion for sport and exercise, not just watching but actively participating.
- Commitment to Practical Performance
Willingness to train and improve in at least three sports, as practical marks matter.
- Good Understanding of Health and Fitness
Awareness of how lifestyle choices affect physical and mental well-being
- Motivation and Self-Discipline
Consistency in completing coursework, revising theory, and maintaining fitness.

HOW WILL THE PUPIL BE ASSESSED?	
Component 1	Practical Performance in Physical Activities Students are assessed in three different activities. At least one individual and one team sport. Activities must be chosen from the Eduqas approved list.
Component 2	Written Analysis and Evaluation Students complete a written Personal Fitness Programme (PFP) analysing and evaluating their training and performance in one of their chosen activities in which is assessed by the teacher. Project title: Does Training improve performance?
Component 3	Written Examination The written examination is a most important unit within the course. Externally set, controlled assessment. It is completed in Year 12 under supervised conditions and marked by WJEC.

What controlled assessment is involved?

- Component 1
Practical Performance in Physical Activities – 30%
- Component 2
Written Analysis and Evaluation – 10%
- Component 3
Written Examination – 60%

ADDITIONAL INFORMATION

The GCSE PE, course combines practical performance with theory, so you'll need a solid level of fitness and skill across several sports, ideally playing at a competitive standard. Success isn't just about physical ability—you'll also analyse your own performance and that of others, applying tactics and strategies to improve. If you're passionate about sport, committed to training, and ready to explore how the body works to impact your sporting performance this is the perfect choice. It's demanding, rewarding, and ideal for those who love learning through action.

CAREER PATHWAY

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists, and chiropractors have a degree in PE?

Some careers that you could consider doing with PE include:

- Sports Coach or Trainer
- Physiotherapist or Sports Therapist
- Nutritionist or Dietitian
- Exercise Scientist or Strength & Conditioning Specialist
- PE Teacher or Lecturer
- Sports Psychologist
- Leisure and Recreation Manager
- Personal Trainer or Fitness Instructor
- Performance Analyst
- Occupational Therapist

PUPIL EXPERIENCE

"I chose GCSE PE because I love being active and wanted a subject that challenges me both physically and mentally. It's not just about playing sport—you learn how the body works, how to train effectively, and how nutrition impacts performance. I enjoy analysing my own game and finding ways to improve. This course gives you skills that go beyond school, like teamwork, discipline, and resilience. PE is a great choice for me."

"I picked GCSE PE because it combines my interest in sport with learning about science and health. You don't just play games—you study anatomy, fitness, and how to plan training programmes. I like that it helps you understand why athletes perform the way they do, their intensity and desired training method. It's a subject that keeps you active while teaching life skills goal setting."



Subject Leader: Mrs L. Carlin

What are the key topics in this subject for GCSE?

Year 11 Unit 2

The Christian Church with a Focus on the Catholic Church

This module focuses on The Christian Church with a Focus on the Catholic Church. This option introduces students to Christian belief and practice, focusing on the Catholic Church.

Year 12 Unit 6

An Introduction to Christian Ethics

This course will provide students with the opportunity to explore issues such as relationships, abortion, euthanasia, capital punishment, justice, racism, pacifism and war. Pupils will examine varying arguments which are presented on these controversial topics, whilst also exploring Biblical and Christian teaching.

What skills/abilities/interests are needed for this subject?

Students must be able to recall key religious beliefs, teachings, practices, and sources of authority such as the Bible and Church teaching. This includes showing clear understanding of Christian beliefs and ethical issues. Explanation skills are important. Students should be able to explain religious ideas clearly, showing how beliefs influence behaviour and moral decision-making. Students also need strong evaluation and critical thinking skills. They must be able to present different viewpoints, including Christian and non-religious perspectives and reach a justified conclusion. This involves using evidence, examples and religious teachings to support arguments.

This specification aims to encourage students to:

- be inspired, moved and changed by following a broad and worthwhile course of study that will challenge and equip them to lead constructive lives in the modern world;
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world;
- adopt an enquiring, critical and reflective approach to the study of religion;
- reflect on and develop their own values, opinions and attitudes in light of their learning;
- explore religions and beliefs, giving them opportunities to reflect on fundamental questions related to belief, engage with them intellectually and respond personally;
- enhance their spiritual and moral development, and contribute to their health and well-being;
- enhance their personal, social and cultural development, along with their understanding of different cultures locally, nationally and in the wider world, so they may contribute to social and community cohesion.

HOW WILL THE PUPIL BE ASSESSED?	
Year 11	Pupils will sit a modular examination at the end of Year 11 the CCEA Specification (1½ hour written paper on the Catholic Church) 50%
Year 12	Pupils will sit a modular examination at the end of Year 12 The CCEA Specification (1½ hour written paper on Ethics) 50%

What coursework is involved? None.

ADDITIONAL INFORMATION

Religious Studies is a great subject at both GCSE and Advanced Level. It will help develop important key skills needed for university such as analysis, empathy, evaluation, interpretation, and reflection.

It is helpful in any job which involves working with other people. Doctors and nurses need a firm understanding of medical ethics. Judges and lawyers need to understand how religious beliefs and teachings affect how people live and act. Teachers and social workers must work with children from diverse cultural and religious backgrounds and must be able to understand and empathise.

Most employers regard GCSE and A Level Religious Studies as desirable qualifications. It shows you are aware of other people's beliefs and the nature of the society we live in.

CAREER PATHWAY

Jobs requiring specialist knowledge:

- Secondary School Teacher
- Religious Leader
- Journalist

Jobs with People:

- Aid worker
- Social worker
- Counsellor/MP
- Care assistant
- Primary school teacher
- Probation officer

Jobs in Business:

- Solicitor
- Charity fund raiser
- Marketing executive

Skills developed in GCSE RE:

- Critical thinking skills
- Problem solving
- Research
- Resolving conflict
- Negotiating
- Independence

PUPIL EXPERIENCE

"I really enjoyed this subject in Key Stage 3 and loved learning information about different Religions and Ethical Issues. In Year 11 we have been studying the Catholic Church and have been learning about the sacraments and the Church in contemporary society. Religion has developed my thinking, independent and critical analysis skills. In class we discuss our thoughts and opinions on the topic with classmates and the teacher. I enjoy group work and I think it is a great subject to take on at GCSE, I am sure I will consider Religion as one of my subject choices at A level."



Subject Leader: Mr M. McGovern

INTRODUCTION

The CCEA GCSE Single Award Science specification introduces key aspects of science and its methodology. It gives students an overview of topics such as cells, atomic structure and waves. This broad, practical course can help students appreciate the value of science while preparing them for related vocational studies or the world of work. Single Award Science is a single GCSE and is effectively half the content of the Double Award Science course. It allows pupils to continue with their study of science but will free up some time to study another GCSE or available course. However, in St Michaels we do NOT regard this course as a suitable preparation to study Biology, Chemistry or Physics at post-16 AS – Level.

The specification has four units, with each unit available at Foundation and Higher Level.

- Unit 1: Biology
- Unit 2: Chemistry
- Unit 3: Physics
- Unit 4: Practical Skills

WHAT WILL THE PUPIL STUDY?		
Unit 1: Biology	Unit 2: Chemistry	Unit 3: Physics
Food and Diet	Acids, Bases, Salts	Electrical Circuits
Chromosomes and Genes	Elements, Compounds, Mixtures	Household Electricity
Co-ordination and Control	Atomic Structure & Periodic Table	Energy
Reproductive System	Bonding	Electricity Generation
Variation and Adaptation	Materials	Heat Transfer
Disease and Body Defences	Symbols, Formulae & Equations	Waves
Ecological Relationships	Metals & The Reactivity Series	Road Transport & Safety
	Rates of Reactions	Radioactivity
	Organic Chemistry	Earth in Space

PUPIL EXPERIENCE

“I chose Single Award Science because I am interested in how science explains the world around us. This course gives me the chance to learn about biology, chemistry, and physics however not in as much detail as the Double Award. I enjoy doing experiments and discovering how scientific ideas are used to everyday life, and it helps me build skills that will be useful for my future studies and careers such as healthcare, where science is essential.”

HOW WILL THE PUPIL BE ASSESSED?	
Unit 1 Biology (25%)	External written examination. Time- 1 hour Students answer compulsory structured questions that include short responses, extended writing and calculations. Available- February, Summer and November
Unit 2 Chemistry (25%)	External written examination. Time- 1 hour Students answer compulsory structured questions that include short responses, extended writing and calculations. Available- February, Summer and November
Unit 3 Physics (25%)	External written examination. Time- 1 hour Students answer compulsory structured questions that include short responses, extended writing and calculations. Available- February, Summer and November
Unit 4 Practical Skills (25%)	Booklet A (7.5%) Practical skills assessment. Foundation and Higher Tiers: 2 hours Students carry out two pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study. Available - Between 1 January and 1 May of year 12 Booklet B (17.5%) External written examination Foundation Tier: 1 hour Higher Tier: 1 hour 15 mins Students answer compulsory structured questions that include short responses, extended writing and calculations all set in a practical context for Biology, Chemistry and Physics. Available - Summer

CAREER PATHWAY

The specification provides a broad overview of key aspects of The specification provides a broad overview of key aspects of chemistry, biology and physics and an introduction to scientific methodology and key practical skills. This course provides foundations for study of a wide variety of scientific and other courses at GCE Advanced level and Advanced Subsidiary level. It also allows you to develop transferable skills that will benefit you in vocational training and employment. Science is crucial to understanding the world around us and understanding the challenges and benefits of living at a time when significant scientific discoveries happen every day. Science challenges our imaginations with developments in nanotechnologies, and it leads to significant discoveries, such as computers and lasers, and technologies that change our lives – from replacing worn out joints to curing cancer and developing sustainable energy solutions.

Subject Leader: Mrs L. Donnelly

What are the key topics in this subject for GCSE?

1. Product Design
2. Systems Design
3. Materials Processes & Manufacture
4. Electronics, Mechanisms, Pneumatics, Computer Control
5. Specialist option – Product Design

What skills/abilities/interests are needed for this subject?

- › Design – Graphics/CAD skills – Must be able to draw free hand sketches
- › Manufacturing/practical skills
- › The ability to problem-solve and creativity
- › The ability to work independently and with initiative on project work

HOW WILL THE PUPIL BE ASSESSED?	
Unit 1: 25%	External Exam (1 hour) Topics: Materials & Processes, Electronics, Mechanisms, Pneumatics, Computer Control
Unit 2: 25%	External Exam (1 hour) Topics: Product Design
Unit 3: 50%	Internal Assessment (Coursework) 40 hours Assessment: Design Portfolio – 10* A3 pages Manufactured Project and Card Model

What controlled assessment is involved?

- Controlled assessment totals 50%
- A design and manufacture project.

PUPIL EXPERIENCE

“I chose Technology and Design because I’ve always liked making things and coming up with new ideas. I wanted a subject where I could be creative but also learn how products are actually designed and made. It’s really interesting to see how something goes from a sketch to a real product. I enjoy working on projects and using different materials, tools and equipment. It’s a subject where you can be hands-on and come up with your own designs, which makes it way more interesting than just sitting in a classroom.”
Luke Lannon



ADDITIONAL INFORMATION

Career Options: Product Design, Graphic Design, Architecture, Civil Engineering, Quantity Surveying, Teaching, Mechanical Engineering, Electronic Engineering, Set & Special Effects Engineering, Biomedical Engineer, Computer Operator, Telecommunications Engineer, Computer Programmer, Web Designer, Inventor, Network and Communications Analyst, Construction, Interior Designer, Manufacturing Engineer, Automotive Engineer.

CAREER PATHWAY

The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design.

- Product designer/developer
- Civil Engineer
- Interior Designer
- Aerospace Engineer
- Mechanical Engineer
- Electronic/Electrical Engineer
- Entrepreneur
- Quantity Surveyor
- Graphics Designer
- Robotics Engineer
- Architecture
- Teaching
- Medical Technology
- Prosthetics
- Special Effects Designer
- Performing Arts Technician
- Technical Stage Manager
- Vehicle Designer
- Dental Technology
- Manufacturing Engineer
- Biomedical Engineering



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