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Information for Parents

This booklet is part of the school's careers guidance to enable year 10 pupils to make informed choices when choosing their subjects for GCSE study in Years 11 and 12.

The booklet gives details of subjects that are **likely** to be available to pupils in Year 11 in September 2018. Due to a lack of numbers or other circumstances it is possible that one or two subjects are not viable after the choices are made but this is not a usual occurrence.

The fact that Ashfield Girls' High School has a history of excellent results and is an ICT Specialist School gives all pupils an opportunity to achieve their maximum potential at exam level and **all pupils** will enter 9 GCSE/Level 2 subjects. The variety of choice makes the process complicated so it is necessary to read these introductory notes carefully.

All pupils in **Group S** will study GCSE in the following subjects which are **not choice options**:

English Language, English Literature, Mathematics, Double Award Science and History

A further 3 GCSE/BTEC Level 2 options must also be chosen. This booklet gives information on each option that is available in Ashfield Girls' High School. Please also make use of the valuable sections in this booklet on information on Transferable skills and Careers for each subject.

Your daughter will firstly be asked for their provisional choices. These are not binding and are to enable us to maximise the timetabling options in the final choices.

A Parents' Information Session will be held on Thursday 1st February from 1.00pm to 1.15pm in the school's Gym. After this a Careers Fair for both pupils and parents will be held in the school's Sports Hall from 1.15pm to 1.45pm. We strongly advise all parents to attend this. From 1.45pm until 4.30pm there will be a Parents' Consultation. By Monday 5th March final choices must be completed.

Pupils in years 11 and 12 also have classes in RE, PE, and LLW that are non exam subjects but are compulsory under Department of Education guidelines.

Pupils will spend two years studying each of their subjects, so should find out all they can about them, before making their final choices.

Important Dates:

Wed 24 January 2018: Year 10 pupils given Provisional Choice Sheets and Option Choice Booklet.

Tue 30 January 2018: Subject Mapping Event for all Year 10 pupils – organised by Eye4Education. Subjects are mapped to real life careers in this programme with the additional aim of promoting the subjects as choices for further study at GCSE level.

Thur 1 February 2018 Principal & Vice-Principal Information Session for parents (1.00pm - 1.15pm)
Year 10 Subject Fair (for parents & pupils) – 1.15pm – 1.45pm
Year 10 Parents' Consultations (1.45pm - 4.30pm)

Mon 5 February 2018 Provisional Option choice sheets to be submitted.

Mon 5 March 2018 Final choice sheets to be submitted.

Advice for choosing a subject

Choosing subjects can be a challenging decision for some. We would recommend that you consider the following steps when making your choices:

- ✓ **Ability:** Consider which subjects you can do well. Consider your recent Winter examination results and performances in Year 9 but remember that some examinations are of a different standard to others.
- ✓ **Preferences:** What we like and don't like makes us who we are. Most students will benefit from choosing subjects which they enjoy as it helps them to stay motivated.
- ✓ **Career Ideas:** Although this is an early stage, some students will have an idea of a career they may wish to pursue, or a general career direction. Check out the subjects that these career areas require. The internet has many useful sites which give this information.
- ✓ **Controlled Assessment:** Controlled Assessments are carried out in class time. It is worth considering the overall balance of controlled assessments in your timetable. Having some subjects where a percentage of the final result is completed in class before final examinations helps to ease pressure in those examinations. If all choices have a large component of controlled assessments they will have to manage their time very effectively throughout the two years of study to be able to keep on top of their work.

It must be emphasised that there is little point in choosing subjects because they are required for entry into a particular career if you are likely to fail or do poorly at these subjects.



What are Transferable Skills?

Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school. They are 'portable skills'.

People usually think about their transferable skills when applying for a job or when thinking about a career change. Employers often look for people who can demonstrate a good set of transferable skills.

The good news is that you already have transferable skills – you've developed such skills and abilities throughout your life, at school, at home and in your social life.

It is often important that you can identify and give examples of the transferable skills that you have developed – this will go a long way to persuading prospective employers that you are right for the job.

Most people will have at least three different careers during their working life and many of the skills used in one will be transferable to another.

Each subject has its own set of transferable skills as follows:

Art & Design

- team-working
- visual presentation
- imagination
- self-motivation and self-management
- organisation and planning
- the ability to work independently
- an appreciation of diversity
- interpersonal and social skills
- creativity and resourcefulness
- ability to be reflective.

Business Studies

- an understanding of organisational behaviour and structure
- analytical and critical thinking
- decision-making
- a creative approach to problem-solving
- persuasive written and oral communication
- numeracy and the ability to research
- interpret and use business and financial data
- self-resilience
- initiative and the ability to manage time
- projects and resources
- appreciation of the causes and effects of economic and other external changes.

Child Development

- written communication developed through writing essays
- ability to work as a team, through collaborative group work
- research and analytical skills with the ability to judge and evaluate information
- organisational and time management skills by prioritising tasks to ensure academic, social and work commitments are completed on time
- negotiation
- informally with peers and formally with staff
- problem solving
- ICT skills.

Digital Technology

- ability to adapt to a changing environment
- problem-solving and change management skills
- ability to understand and respond to user/customer requirements
- planning and organisational skills
- ICT skills
- ability to contribute to a team objective
- commercial awareness and business acumen
- project management experience
- negotiation and influencing skills.
- ICT skills

French

Modern language skills (written and verbal) are in big demand by companies that work/sell outside of the UK. Additional skills gained through studying French include:

- gather information
- assess and interpret it
- organise your workload and work to deadlines
- read pages of text and pick out the essential points
- develop opinions and propose ideas
- lead and participate in group discussions.

Geography

- team work and investigative skills through fieldwork
- awareness of local, national & global issues and ethical responsibility
- numerical, graphical & ICT skills
- problem solving skills

Moving Image Arts

- ability to initiate, develop and realise distinctive and creative work in various media such as digital photography and audiovisual formats
- ability to work flexibly and independently with self-discipline and self-direction
- communication skills and the ability to present an argument
- how to evaluate and reflect on your own work
- teamwork
- project management (including financial awareness)
- problem-solving
- working to a deadline
- entrepreneurship
- research
- technical skills such as ICT
- media production and web-based technologies

Music

- analytical, critical thinking
- research
- writing, communication and presentation skills
- powers of memory, physical dexterity and concentration
- teamwork
- self-management- physical and mental self-discipline
- performing under pressure
- planning – organising and working towards a project
- critical reflection – giving and receiving criticism, learning from mistakes and striving for improved performance
- ICT skills – through use of standard software packages, the internet and email

BTEC Drama

- confidence
- self-presentation
- teamwork and collaboration
- time-management and organisational skills
- self-awareness
- self-discipline
- an open mind and the ability to move beyond boundaries and experiment with different ideas
- communication skills
- analytical, critical and research skills
- the ability to cope with criticism and learn from it

Religious Studies

- research and analysis skills
- presentation skills
- the ability to interpret and synthesise information and formulate questions and solve problems
- the ability to understand the meaning of complex written documents
- organisational and time management skills
- team-working and communication skills
- writing skills, including accurate referencing and the ability to construct a reasoned argument
- ICT skills
- empathy and the ability to understand people and take on others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself

Double Award Science

- communication skills – through report writing and presentations
- team-working skills – through group projects
- organisational skills
- ability to confidently handle masses of diverse data and to draw conclusions
- problem-solving, project and time management skills
- self-reliance, initiative and business awareness
- reasoning – you can construct logical arguments, apply analytical skills and grasp complex problems
- numeracy – you gain skills in using mathematics to find solutions to science problems, create mathematical modelling and interpret and present information graphically
- practical skills – you plan, execute and report experiments, using technical equipment and paying attention to detail
- ICT skills – this includes specialist software

BTEC Sport

- research and data analysis
- work on own initiative and as part of a team
- presentation and oral communication skills, including report writing
- time management and planning
- effective problem-solving
- professionalism and customer focus
- a good understanding of information technology

Technology & Design

- practical & technological skills
- creative solutions by solving real life problems
- self-management in project work
- effective planning
- critical analysis skills and decision making skills
- investigating, realising, experimenting and problem-solving

Careers

Careers Using Art & Design

- Animator
- Architect
- Careers in Art Galleries / Museums
- Art Therapist
- Display / Window Dresser
- Exhibition Designer
- Fashion Designer
- Fine Artist
- Florist
- Furniture Designer
- Graphic Designer
- Hairdresser
- Illustrator
- Interior designer
- Landscape Designer
- Make-up Artist
- Packaging Designer
- Painter & Decorator
- Photographer
- Costume / Set Designer
- Art & Design Teacher
- Careers in Advertising
- Jewellery Maker
- Web author/designer
- Nursery School / Early Years Teacher
- Sign Writer
- Model Maker
- Traditional Crafts Worker
- Special / Visual Effects Designer
- Textile Designer
- Cartoonist
- Cabinet Maker
- TV / Film Director

Careers Using Double Award Science (Biology)

- Biochemist
- Biology Teacher
- Botanist
- Dietician
- Optometrist
- Doctor
- Environmental Health Officer
- Environmental Scientist
- Health Care Assistant
- Careers in Horticulture
- Ecologist
- Laboratory Technician
- Landscape Architect
- Marine Biologist
- Microbiologist
- Careers in Complementary Medicine
- Careers in the Ambulance Service
- Nutritionist
- Pathologist
- Pharmacist
- Physiotherapist
- Radiographer
- Veterinary Nurse
- Veterinary Surgeon
- Zoo Keeper
- Zoologist
- Biologist
- Biotechnologist
- Beauty Therapist
- Nurse
- Careers in Forestry
- Careers in Agriculture
- Oceanographer

Careers Using Business Studies

- Business Development Manager
- Buyer
- Chartered Accountant
- Commercial Assistant
- Corporate Investment Banker
- Data Analyst
- Digital Entertainment Consultant
- Financial Adviser
- Humans Resources Officer
- Manager
- Logistics Engineer
- Management Consultant
- Market Research Analyst
- Marketing Communications Manager
- Marketing Executive
- Media Planner
- Merchandiser
- Operational Researcher
- Property Manager
- Public Relations Officer
- Research Analyst
- Retail Manager
- Risk Manager
- Sales Executive
- Supply Chain Co-ordinator
- Systems Analyst
- Wealth Manager

Careers Using Double Award Science (Chemistry)

- Agricultural Scientist
- Chemist
- Biochemist
- Laboratory Technician
- Environmental Health Officer
- Scenes of Crime Officer
- Biotechnologist
- Chemical Engineer
- Pharmacist
- Pharmacologist
- Pharmacy Technician
- Photographic Technician
- Forensic Scientist
- Industrial Chemist
- Careers in Food, Science and Technology
- Materials Scientist / Technologist
- Chemistry Teacher
- Art Restorer
- Metallurgist
- Nature Conservationist
- Research Scientist
- Oceanographer
- Scientific Archaeologist
- Water Technologist
- Animal Technician
- Chemical Plant Process Operator

Careers Using Child Development

- Children's Home Care Assistant
- Au Pair
- Nanny
- Child Psychologist
- Children's Author / Editor
- Children's Clothes Designer
- Dietician
- Midwife
- Children's Nurse
- Nursery Nurse
- Teacher
- Non-teaching Assistant
- Paediatrician
- Play Therapist
- Social Worker
- Specialist Shop Assistant
- Speech Therapist
- Health Visitor
- Youth Worker
- Careers in Children's Theatre
- Sports and Outdoor Activities Instructor
- Dental Hygienist
- Play Worker
- Play Group Leader
- Children's Entertainer
- Careers in Children's Radio and TV
- Children's Holiday Representative

Careers Using French

- Airline Flight Attendant / Cabin Crew
- Diplomatic Correspondent / Journalist
- Careers in Importing / Exporting
- Careers in Airports
- Resort Representative
- Bilingual Help Desk Supporter
- Bilingual Secretary
- Careers in Sales / Marketing in European Markets
- Foreign Correspondent / Journalist
- Careers in the Diplomatic Service
- French Teacher
- Tourist Information Centre Assistant
- Hotel Manager
- Teacher of English as a Foreign / Second Language
- Hotel Receptionist
- Travel Courier
- Customs & Excise Officer
- European Officer (Local Government)
- Immigration Officer
- Specialist Librarian
- Interpreter
- Tourism Officer
- Translator
- Tourist Guide

Careers Using Geography

- Air Traffic Controller
- Land Surveyor
- Pilot
- Cartographer
- Tourist Information Officer
- Market Researcher
- Countryside Officer / Ranger
- Town Planner
- Environmental Health Officer
- Driver / Chauffeur
- Transport Manager
- Careers in Agriculture / Horticulture
- Geologist
- Travel Agent
- Airline Flight Attendant / Cabin Crew
- Highways Engineer
- Weather Forecaster
- Archaeologist
- Hydrographic Surveyor
- Civil Engineer
- Ecologist
- Land Manager
- Foreign Travel Correspondant
- Zoologist
- Landscape Architect
- Geography Teacher
- Botanist
- Oceanographer
- Careers in Marketing
- Careers in Airport
- Property Developer
- Navigator

Careers Using Digital Technology / ICT

- Technical Manager
- Information Technology Manager
- Systems Development Manager
- Computer Operator
- Data Centre Manager
- Network Manager
- User Support Manager
- Project Manager
- System Analyst
- Business Analyst
- Systems Developer / Programmer
- Help Desk Supervisor
- Help Desk Operator
- Information Technology Trainer
- PC Support Officer
- User Support Analyst
- Technical Support Officer
- Database Administrator
- Network and Communications Analyst
- Network and Communications Support Officer
- Programmer
- Web Designer
- Web Analyst
- Graphic Designer
- Software Engineer
- Telecommunications Engineer
- Sales Consultant
- ICT Teacher / Lecturer
- Systems Integrator
- Network Administrator
- Systems Operator

Careers Using Music

- Television Producer / Director
- Sound Technician / Operator – TV / Film / Video / Theatre
- Radio Studio Manager
- Disc Jockey
- Television / Radio Presenter
- Television / Radio Researcher
- Videotape Editor
- Stagehand / Roadie
- Musician
- Music Teacher / Coach
- Music Therapist
- Music Instrument Maker / Repairer
- Radio Producer
- Singer
- Composer
- Piano Tuner / Technician
- Orchestra Secretary
- Music Retailer
- Music Librarian
- Music Publisher
- Conductor
- Careers in the Recording Industry
- Actor
- Music Critic
- Floor / Stage Manager
- Nursery School / Early Years Teacher
- Primary School Teacher
- Manager / Administrator – Orchestra/Opera/Ballet Company
- Acoustic Engineer / Technician

Careers Using BTEC Drama

- Acrobat/Circus Artist
- Actor
- Artist Management
- Artistic Director
- Audio-Visual technician
- Broadcast Engineer
- Broadcast Journalist
- Camera Operator
- Choreographer
- Cinematographer
- Comedian
- Community Arts Worker
- Costume Designer
- Dance Teacher
- Dancer
- Dramatherapist
- Entertainment Agent
- Events Management Executive
- Fashion Model
- Journalist
- Lighting Designer
- Make Up Artist
- Marketing Manager
- Music Therapist
- Personnel Manager
- Prop Maker
- Public Relations Officer
- Radio Presenter
- Radio Programme Writer
- Screenwriter
- Secondary School Teacher
- Set Designer
- Special Effect Co-ordinator
- Stage Manager
- Theatre Director
- Theatre Technician
- TV Presenter
- Video Editor

Careers Using BTEC Sport

- Leisure/Sports Centre Manager
- Leisure/Sports Centre Assistant
- Professional Sports Person
- Sports Instructor/Coach
- Health & Fitness Instructor
- Children's Holiday Representative
- Outdoor Pursuits Instructor
- Royal Air Force Officer
- Exercise Referral Specialist
- Sales Person – Sports Shop
- Police Officer
- Diver
- Sports Journalist
- Sports Scientist
- Sports Commentator
- PE Instructor – Armed Services
- Sports Development Officer
- Strength & Conditioning Coach
- Swimming Pool Attendant/Lifeguard
- Army Officer
- Royal Navy Officer
- Circus Performer
- Youth Worker
- Royal Air Force Airwoman
- Army Servicewoman
- Travel & Tourism Manager

Careers Using Double Award Science (Physics)

- Physicist
- Aeronautical Engineer
- Architect
- Astronomer
- Astrophysicist
- Building Surveyor
- Civil Engineer
- Cyberneticist
- Electrical Engineer
- Flight Engineer
- Forensic Scientist
- Geophysicist
- Laboratory Technician
- Materials Scientist
- Medical Physicist
- Metallurgist
- Meteorologist
- Mining Engineer
- Motor Mechanic
- Nuclear Scientist
- Radiographer
- Research Physicist
- Structural Engineer
- Physics Teacher
- Technical Writer
- Marine Engineer
- Optometrist
- Recording Engineer
- Engineering Craftsperson
- Patent Agent/Examiner
- Prosthetist
- Medical Technical Officer
- Biophysicist

Careers Using Religious Studies

- Accountant
- Advertising Executive
- Advice Worker
- Archivist (Museums and Libraries)
- Barrister
- Charity Officer
- Civil Service Administrator
- Community Development Worker
- Counsellor
- Editorial Assistant
- Further Education Lecturer
- Human Resources Manager
- Investment Banker
- Journalist
- Personnel Adviser
- Politician
- Primary School Teacher
- Publisher
- Recruiter
- Religious Ministry
- Sales Account Manager
- Sales Person
- Secondary School Teacher
- Social Worker
- Solicitor
- University Lecturer
- Youth Worker

Careers Using Technology & Design

- Product Designer
- Design Assistant
- Retail Display Assistant
- Model Maker
- Fashion Designer
- Landscape Architect
- Jewellery Designer
- Textile Designer
- Wood Carver
- Landscape Gardener
- Metal Engraver
- Potter
- Glassmaker
- Construction Craftswoman
- Construction Technician
- Shop Fitter
- Engineering Technician
- Chartered Engineer
- Engineering Craftsperson
- Cartographer
- Picture Framer
- Dressmaker
- Foundry Pattern Maker
- Technology & Design Teacher

DOUBLE AWARD OPTION

Subject : Double Award Science



Examination Board CCEA (Modular)

Tiers of Entry:	Higher	A* - D
	Foundation	C - G

Assessment

Year 11

Three Module tests during the month of **May in Year 11**

Biology Unit 1 Foundation or Higher paper (1hr)

Cells, Living Processes and Biodiversity

Chemistry Unit 1 Foundation or Higher paper (1hr)

Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis

Physics Unit 1 Foundation or Higher paper (1hr)

Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

Each paper is worth 11% of the GCSE totalling 33% of the qualification

Each paper is an externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing, data analysis and calculations

Year 12

Three Module tests during the month of **June in Year 12**

Biology Unit 2 Foundation or Higher paper (1hr 15mins)

Body Systems, Genetics, Microorganisms and Health

Chemistry Unit 2 Foundation or Higher paper (1hr 15mins)

Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry

Physics Unit 2 Foundation or Higher paper (1hr 15mins)

Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

Each paper is worth 14% of the GCSE totalling 42% of the qualification and the papers are structured in the same way as in Year 11

PLEASE NOTE SCIENCE DOES NOT HAVE ANY CONTROLLED ASSESSMENT

During the **final term of Year 12** time will be allocated to revising science practical work and the completion of **pupil booklet A** based on 3 practical experiments studied throughout the GCSE course – one in Biology, one in Chemistry and one in Physics. This is externally marked and **worth 7.5%** of the GCSE qualification.

Finally, a practical **exam pupil booklet B - based on a number of prescribed practical experiments** that have been studied throughout the GCSE course will be completed **in June after the Unit 2 exams**.

Unit 7 Biology Practical paper (30mins)

Unit 7 Chemistry Practical paper (30mins)

Unit 7 Physics Practical paper (30mins)

Both Foundation and Higher tiers of the practical exam are available and the combined time is 1hr 30mins. This is worth 17.5% of the qualification.

After GCSEs at Ashfield	It is recommended that pupils wishing to study AS/A2 level in Science have at least Grades BC at GCSE level in this subject and it would also be important to have a good grade in your Maths GCSE. It is essential to have taken the subject at GCSE.		
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GCSE Results A* - C	2015	2016	2017
	82%	89%	96%

Careers	<p>A large number of careers are available after studying science subjects at GCSE and A-level. The area of STEM employs a large number of people in Northern Ireland.</p> <p>Studying science provides you with a range of transferable skills including a range of practical and technical skills that other subjects do not always provide. Problem solving, communication skills, organisational skills, working as part of a team and learning to analyse and interpret data are also important.</p> <p>Some of the careers that are available are Beauty Therapist, Biochemist, Dietician, Engineer, Environmental Scientist, Food Scientist, Forensic Scientist, Health Care Assistant, Laboratory Technician, Marine biologist, Microbiologist, Nurse, Pharmacist, Radiographer, Research Scientist, Science Teacher</p>
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For further information contact Mrs J Sharpe - Head of Science jsharpe783@c2kni.net

SINGLE AWARD OPTIONS

GCSE Art & Design



Examination Board CCEA

Single Tier of Entry A* - G

Assessment

Year 11	<p>Component 1: 60% Part A: Exploratory Portfolio 25% (50 marks)</p> <p>One term (Sept-Dec) using a wide selection of art materials on class themes</p> <p>Part B: Investigating the Creative and Cultural Industries & final artwork 35% (70 marks)</p> <p>One term (Jan-June) to fill a portfolio and complete a final 2D or 3D artwork</p>
Year 12	<p>Component 2: 40% Realising (making) final coursework (2D, 3D or digital) artwork (Sept to December)</p> <p>Externally Set Assignment: Exam theme (paper released Jan, work completed for exam by Easter holidays) 40% (80 marks)</p>

After GCSEs at Ashfield	It is recommended that pupils wishing to study AS/A2 level in Art & Design have a Grade A*, A or B at GCSE level in this subject. It is essential to have taken Art & Design at GCSE in order to Progress to A level in this subject.
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GCSE Results A* - C	2015	2016	2017
	82.1%	83.3%	84.8%

Careers	Graphic Designer/Illustrator, Film Concept artist, Games Designer, Animator, Web-designer, Teacher, Lecturer, Print-maker, Painter, Architect, Interior Designer, Fashion Designer, Sculptor, Jewellery Designer, Potter, Photographer, Art Historian, Art Restorer, Stained Glass Artisan, Textile Artist, Product Designer, Hairdresser, Scenery painter, Window dresser, Tattooist, Product Designer, Art Director, Pattern maker.
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Any other Information	Teachers are often asked why pupils should study Art in school...the common responses relate to creative thinking, broadening the mind and feeding the soul: all of which do little to address fears about 'soft' subjects, university entrance, careers and long-term financial well-being. Employment and salary statistics for graduates of Art and Design degrees are, thanks to the internet, increasing - contrary to popular belief. However, creative subjects are no longer a well-trodden route to poverty; they are an excellent choice for a growing number of students.
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For further information contact: Mrs V. McKeag - Head of Art or Mrs. C. Simpson

GCSE Business Studies



Examination Board	CCEA
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Tiers of Entry:	Single tier entry	A* - G
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Assessment

Year 11	<p>There is an external written examination in the summer term of Year 11, worth 40% of the final grade. The Unit 1 exam is made up of short structured questions and extended writing on:</p> <ul style="list-style-type: none"> • Creating a Business; • Marketing; • Business Operations
Year 12	<p>There is an external written examination in the summer term of Year 12, worth 40% of the final grade. The Unit 2 exam is made up of short structured questions and extended writing on:</p> <ul style="list-style-type: none"> • Human Resources • Business Growth • Finance <p>Unit 3 – Business Planning – is worth 20% of the final grade. Students must complete one Controlled assessment with two tasks. It is marked by the teacher and moderated by the exam board.</p>

After GCSEs at Ashfield	<p>Studying GCSE Business Studies would be beneficial for the study of GCE Professional Business Services in 6th Form as well as providing a good general knowledge of business which will be of benefit when seeking employment. Many University Degrees now include the study of business. It is recommended that pupils wishing to study AS/A2 level in Professional Business Services have a Grade A*, A or B at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.</p>
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GCSE Results	2015	2016	2017
A* - C	72%	72%	82%

Careers	<p>The skills you develop in Business Studies will be transferable to most professions. However, you will feel more confident in understanding what it takes to open your own business and can consider careers such as Sales Executive, Merchandiser, Product Manager, Marketing Communications Manager, Business Development Manager or Accountant, amongst many others.</p>
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Any other
Information

Four of the top 10 jobs recruited for industries, in 2017, are business related:

1. Finance
2. Administration
3. Sales
4. Retailing, Wholesaling and Purchasing

Skills you develop in Business, such as problem solving, team working, critical thinking and communication are essential skills required for employability.

This course is suited to students who have very good attendance and enjoy the challenge of an exam based subject.

For further information contact Mrs Hoey – Head of Business Studies or Mrs McLees

GCSE Child Development



Examination Board CCEA

Single Tier of Entry A* - G

Assessment

Year 11	<p>Unit 1: Parenthood, Pregnancy and the Newborn Baby (external written examination) 30%</p> <p>The paper includes multiple-choice, short and structured questions and questions requiring extended writing.</p> <p>No controlled assessment in Year 11.</p>
Year 12	<p>Unit 2: The Development of the Child (0-5 Years) (external written examination) 30%</p> <p>The paper includes multiple-choice, short and structured questions and questions requiring extended writing.</p> <p>Unit 3: Investigation Task (controlled assessment) 40%</p> <p>Students complete one task from a choice of two. The task has the following parts:</p> <ul style="list-style-type: none"> • Part A: Analysis and Justification; • Part B: Secondary Research and Analysis of Own Viewpoint; • Part C: Conclusions and Evaluation of Parts A and B; • Part D: Planning and Outcome;and • Part E: Evaluation of Planning and Outcome.

After GCSEs
at Ashfield

GCSE Child Development would provide a suitable background for Level 3 BTEC Health & Social Care delivered by Ashfield Girls' High School in sixth form.

Careers

Care worker, Child Care, Classroom assistant, Dietician, Midwife, Nanny, Nurse, Nursery nurse, Occupational therapist, Playgroup leader, Social worker, Speech therapist, Working with the elderly, Youth worker

Any other
Information

This course focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents and the social and environmental influences affecting family life.

For further information contact: Mrs S. James - Head of Home Economics

GCSE Digital Technology



Examination Board	CCEA
Tiers of Entry:	Single tier of entry A* - G
Assessment	
Year 11	<ul style="list-style-type: none"> • Compulsory core unit - Unit 1: Digital Technology <ul style="list-style-type: none"> ○ External written examination 1 hour ○ Weighting - 30% of final grade ○ Students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. ○ Students also evaluate the importance of data security and data legislation.
Year 12	<ul style="list-style-type: none"> • Multimedia units - Unit 2: Digital Authoring Concepts <ul style="list-style-type: none"> ○ External written examination ○ 40% of final grade ○ Students develop understanding of the concepts involved in the development of digital systems • Multimedia units - Unit 3: Digital Authoring Practice <ul style="list-style-type: none"> ○ Controlled assessment ○ 30% of final grade ○ Students design, develop and test digital multimedia systems.
After GCSEs at Ashfield	It is recommended that pupils wishing to study ICT at Post 16 level have a Grade C or above at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.
GCSE Results A* - C	New course - first results published August 2018
Careers	ICT is central to all organisations and IT professionals work everywhere. If you are interested in a job in computing, a large number of employers are interested in recruiting you. These range from computer manufacturers, software and systems consultants to every kind of manufacturing, retailing, banking, insurance or public sector organisations (local government and the health service).
Any other Information	GCSE Digital Technology will allow learners to study a range of areas. The current content proposals incorporate a wide range of topics relevant for today's industry, including: cloud technology; building, testing and evaluating solutions; network security and data transfer; multimedia authoring and programming constructs
For further information contact Mrs C Walker - Head of ICT cwalker866@c2kni.net	



Examination Board	Pearson
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Tiers of Entry:	Level 1	L1
	Level 2	Pass, Merit, Distinction, Distinction*

Assessment

Year 11	<p>All assessments have Level 1 and Level 2 marks available.</p> <p>Unit 1: Individual Showcase – Externally assessed Students will complete a letter of application and a presentation/audition in response to a selected progression opportunity. The learner will choose from a selection of four pre-released progression opportunities. The assessment activity will take place under controlled conditions.</p> <p>Unit 2: Preparation, Performance and Production – Internally assessed Students will:</p> <ul style="list-style-type: none"> - Take part in the preparations for a live performance. - Demonstrate performance or production skills and techniques in a performance.
	<p>Unit 3: Acting Skills – Internally assessed Students will:</p> <ul style="list-style-type: none"> - Explore and develop their acting skills and review their own practice. Use their acting skills within rehearsal and performance. <p>Learners will identify their strengths and areas for development by carrying out skills audits, responding to Teacher/Peer feedback and reviewing video work. Pupils will set both short term and long term goals; using specific exercises to improve skills. Learners will track their progress by keeping an actor's log, measuring 'distance' travelled towards goals and updating targets.</p>

After GCSEs at Ashfield	It is recommended that pupils wishing to study BTEC L3 in Performing Arts have a Distinction or Merit level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.
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GCSE Results A* - C	2015	2016	2017
	71%	65%	100%

Careers	This course may lead to careers in the following; Acting, Choreographer, Vocal Coach, Box office assistant, Properties master, Cooperate trainer/role play, TV/Film extra, Children's party co-ordinator, Sales and Public relations.
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For further information contact Ms M McHugh – Head Of Drama

GCSE French



Examination Board CCEA

Tiers of Entry:	Higher	A* - D
	Foundation	C - G

Assessment

Assessment takes the form of one untiered oral exam conducted by a French teacher and 3 tiered external exams. Candidates can enter reading / writing and listening exams at different tiers.

Year 11	Unit 1: Listening (written exam) – 25% Responses include: Selection, gap-filling, answering questions in English and answering questions in French.
	Unit 4: Writing (written exam) – 25% Responses include: A listing and short phrase task in French (Foundation Tier only), short phrase/sentence responses in French (both tiers), short responses in French to one or more pieces of text (Higher tier only), translation of short sentences from English into French (both tiers) and one structured, extended writing task in French (both tiers)
Year 12	Unit 3: Reading (written exam) – 25% Responses include: Selection, gap-filling, answering questions in English, answering questions in French and translating short sentences from French into English.
	Unit 2: Speaking (oral exam) – 25%

GCSE Results	2015	2016	2017
A* - C	54.0%	94.0%	83.0%

Careers	Being able to speak and understand a foreign language is an important skill and could help you find a job in the world of business carrying out translating, marketing or working in imports and exports, as well as Law, secretarial and personal assistant posts. Jobs in the Leisure and Tourism industry would also be open to you. Teaching is also an option.
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For further information contact: Mrs Stéphan - Head of Department / Mrs McGuigan / Mrs Bowers

GCSE Geography



Examination Board	CCEA
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Tiers of Entry:	Higher	A* - D
	Foundation	C - G

Assessment

Year 11	<p>Unit 1: Understanding Our Natural World Theme A: River Environments (25%) Theme B: Coastal Environments (25%) Theme C: Our Changing Weather and Climate (25%) Theme D: The Restless Earth (25%) External written examination- 1 hour 30 mins The examination includes four multi-part questions, one on each theme. Field Trip will be completed in June of this year in preparation for exam in year 12.</p>
Year 12	<p>Unit 2: Living in Our World Theme A: Population and Migration (25%) Theme B: Changing Urban Areas (25%) Theme C: Contrasts in World Development (25%) Theme D: Managing Our Environment (25%) External written examination 1 hour 30 mins</p> <p>The examination includes four multi-part questions, one on each theme. Students answer all four questions.</p> <p>Unit 3: Fieldwork External written examination (20%) 1 Hour Students base their answers on their knowledge and experience of fieldwork.</p>

After GCSEs at Ashfield	<p>It is recommended that pupils wishing to study AS/A2 level in Geography have a Grade A*, A or B at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so. GCSE Geography is also very useful if you wish to study BTEC Travel and Tourism.</p>
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GCSE Results A* - C	2015	2016	2017
	76.9%	61%	64%

Careers

By studying Geography there are many career options open to you: Teaching and lecturing, town planning, architecture, cartography, meteorology, engineering, tourism officer, travel writer, travel agent, hotel manager, airport staff as well as working in museums and in visitor centres.

Most Geography graduates enter into one of three career paths:

1. A career directly related to their Geography course – a first degree in Geography is an entry point to many careers eg town and transport planning, land and water management, environmental consultancy and finally newly emerging job markets involving geographic information systems (GIS)
2. A more generalist career that uses geographers' wide range of skills – many geographers choose careers in information technology, the financial sector and law.
3. Further full-time study or training to develop a career in research (Masters or PhD) or teaching (PGCE), or to advance qualifications for entry into more specialised professions.

For further information contact Mrs S Parks, Mr T Spratt or Ms L Doherty

GCSE History



Examination Board: CCEA

Tiers of Entry: Single Tier of entry | A* - G

Assessment

Year 11	<p>One external written examination (60% of GCSE) lasting 1 hour 45 minutes.</p> <p>The paper includes structured questions, source-based questions and essay questions.</p> <p>Unit 1: Section A: Modern World Study in Depth Life in Nazi Germany, 1933-45 Section B: Local Study Changing Relations: Northern Ireland and its Neighbours, 1920-49</p> <p>This examination will take place in June of Year 11.</p>
Year 12	<p>One external written examination (40% of GCSE) lasting 1 hour 15 minutes.</p> <p>The paper includes source-based questions, a structured question and an essay question.</p> <p>Unit 2: Outline Study: International Relations, 1945-2003</p> <p>This examination will take place in June of Year 12.</p>

After GCSEs at Ashfield | It is recommended that pupils wishing to study AS/A2 level in History have a Grade A*, A or B at GCSE level in this subject.

GCSE Results	2015	2016	2017
A* - C	84.8%	92.9%	97%

Careers | The study of **History** develops skills which can be transferred to a wide range of careers such as teaching, law, marketing, business, civil service, accounting, policing, forensic science, criminology, social work, nursing, personnel, journalism, advertising and management.

Any other Information | **“Know where you are coming from and then you will understand where you are going.” Nelson Mandela**
 Part of your preparation for the future is getting to know the past. Make History one of your choices!

For further information contact Miss Dunlop – Head of History, Mrs Traynor or Miss Lee.

GCSE Moving Image Arts



Examination Board: CCEA

Tiers of Entry: Single Tier

Assessment

Year 11	<p>Component 2: Controlled Assessment tasks (20%)</p> <ul style="list-style-type: none"> • Storyboarding • Camera and editing • Sound production • Animation
Year 12	<p>Component 3: Controlled Assessment Portfolio (40%)</p> <ul style="list-style-type: none"> • Research Analysis • Screenplay, Storyboard, Shooting schedule • Director's Notebook • 2 Minute Film <p>June Component 1: Online Exam (40%)</p>

After GCSEs at Ashfield	<p>Studying Moving Image Arts at GCSE is very beneficial if studying Media Studies at A Level. It is recommended that pupils wishing to study AS/A2 level in Moving Image Arts have a Grade C or above at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.</p> <p>Moving Image Arts can lead to further and higher education or a career in the following areas: the film industry, advertising, television presentation/production, design consultancy and many more. Many universities, such as Queen's in Belfast, now offer degree courses in this subject area.</p>
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GCSE Results	2015	2016	2017
A* - C	N/A	93%	77%

Careers	Northern Ireland now has a thriving film and TV industry and there is a shortage of employees with Moving Image experience. Careers include TV/Film/Video Director, Camera Operator, Sound Engineer as well as a range of administrative roles within the industry.
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Any other Information	<p>Moving Image Arts does not simply involve studying films and moving image, but also requires students to analyse films and produce their own media products. They need to be prepared to use their imaginations and be creative.</p> <p>Students who are studying Media Studies should consider choosing Moving Image Arts as the two subjects complement each other.</p>
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For further information contact Ms Rossborough

GCSE MUSIC



Examination Board	CCEA
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Tiers of Entry:	Single Tier of Entry	A* - G
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Assessment

Year 11	<p>Pupils will embark on the course by first establishing the musical foundations of:</p> <ul style="list-style-type: none"> • Music Theory and Historical era in Music <p>They will then move onto the course content of set works based on the following areas:</p> <ul style="list-style-type: none"> • Western Classical Music 1600-1910 • Film Music • Musical Traditions in Ireland • Popular Music 1980-present day. <p>They will produce one piece of composition work in year 11, with a written commentary of the process.</p> <p>They will engage in weekly music lessons with their instrumental tutor in preparation for the performance element of their course. The examination will take place in year 12 but work is crucial throughout the course.</p>
Year 12	<ul style="list-style-type: none"> • Pupils will complete their study of the set works in all Areas of Study as listed above. • They will complete a second composition task for their controlled assessment. • When their folio is complete it will include: <ul style="list-style-type: none"> ○ Two compositions submitted in recorded format ○ Two commentaries explaining the processes involved in each piece. ○ One of these pieces will be free choice and the other is in response to a pre-release stimulus. (a rhythm, a melody or a chord sequence) • Examined by an external examiner for the performance element of their course. <ul style="list-style-type: none"> ○ They will perform one solo piece ○ one ensemble piece and ○ will have a short discussion with the examiner about their preparation processes and the pieces they are studying in class.

After GCSEs at Ashfield	It is recommended that pupils wishing to continue on to study A-level Music would have a minimum of grade C at GCSE.
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GCSE Results	2015	2016	2017
A* - C	100%	80%	100%

Careers	<p>There are many options available to the music student after GCSE. If you are interested in any type of career in performance (acting, music, media), Music will be an important subject for you. If performance is not for you, there are also many careers behind the scenes like sound engineer, recording studio work, music journalist or even teaching! You could become a mainstream school teacher (for either primary or secondary), or a private tutor for a specific instrument. There are also opportunities to work with children and adults who have special needs, by providing music therapy.</p>
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For further information contact Mrs S Lyons – Head of Music

GCSE Religious Studies



Examination Board	CCEA
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Tiers of Entry:	Single Tier of Entry	A* - G
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Assessment	
Year 11	<p>Unit 3: Revelation of God and the Christian Church</p> <ul style="list-style-type: none"> • Exam – One hour and thirty minutes • Completed at the end of Year 11 • Worth 50% of final GCSE • No controlled assessment
Year 12	<p>Unit 6: An Introduction to Christian Ethics</p> <ul style="list-style-type: none"> • Exam – One hour and thirty minutes • Completed at the end of Year 12 • Worth 50% of final GCSE • No controlled assessment

After GCSEs at Ashfield	It is recommended that pupils wishing to study AS/A2 level in Religious Studies have a Grade A*, A or B at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.
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GCSE Results	2017
A* - C	90%

Careers	By undertaking this subject, students will be well prepared to study A Level RS and can go on to have a variety of careers, for example in teaching, medicine, law, public service, counselling, journalism, sales and marketing companies, ministry, social work, charity organisations, youth and community work, libraries and museums, politics and administration.
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Any other Information	Students will develop thinking skills and personal capabilities such as communication and problem solving.
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For further information contact Mrs Craig – Head of Religious Studies or Mrs Christie



Examination Board	Pearson
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Tiers of Entry:	Level 1	L1
	Level 2	Pass, Merit, Distinction, Distinction*

Assessment

Year 11	<p>All assessments have Level 1 and Level 2 marks available.</p> <p>Unit 1: Fitness for Sport and Exercise The unit is externally assessed using an onscreen exam – Pearson sets and marks the exam.</p> <p>The exam will last for 1 hour</p> <p>Unit 2: Practical Sports Performance Internally assessed. 2 Assignments.</p> <p>Unit 4: The Sports Performer in Action Internally assessed. 2 assignments</p>
	<p>Unit 2: Practical Sports Performance Internally assessed. 2 Assignments.</p> <p>Unit 5: Training for Personal Fitness Internally assessed. 4 assignments.</p>

After GCSEs at Ashfield	The course is an essential foundation for BTEC Level 3 National Extended Certificate in Sport as offered in Sixth Form.
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GCSE Results A* - C	2015	2016	2017
	75%	70%	100%

Careers	The course may lead to employment in the leisure services industry at a basic level or in Sports Management training in further or higher education. Some students have been accepted in private health clubs where they have received further sponsored training in Health and Fitness.
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Any other Information	Pupils wanting to study this course should have keen interest in sport and should already be attending netball club. High levels of participation in Key Stage 3 PE is essential.
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For further information contact Mrs Hewitt – Head of PE or Mrs McClintock

GCSE Technology and Design



Examination Board	CCEA
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Tiers of Entry:	Single Tier	A* - G
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Assessment

Year 11	<p>Unit 1: Technology and Design Core Students answer 10 questions from a core area of study. External written exam - 25% (1 hour 30 mins)</p>
Year 12	<p>Unit 2: Product Design External written exam - 25% (1 hour 30 mins)</p> <p>Unit 3: Design Project (controlled assessment) Students complete a design project comprising a design portfolio and an associated manufacturing task. Portfolio (10 A3 pages) and manufactured product - 50%</p>

After GCSEs at Ashfield	It is recommended that pupils wishing to study AS/A2 level in Technology and Design have a Grade A*, A or B at GCSE level in this subject.
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GCSE Results A* - C	2015	2016	2017
	69%	86%	70%

Careers	<p>Product Design; Engineering; Architecture; Construction, Interior Design; Graphic Design; ICT Industry etc.</p> <p>Many employers would recognise STEM skilled employees as having added value in the workplace.</p>
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For further information contact Mr B. Carr – Head of Technology & Design or Mrs Donaldson