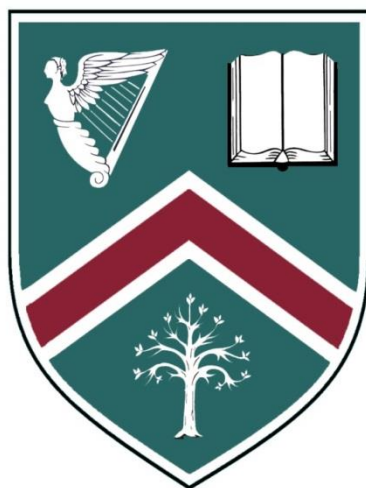


# **STRATHEARN SCHOOL**



## **GCSE SUBJECT CHOICE BOOKLET 2016**

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# INTRODUCTION

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In Northern Ireland there are some subjects which all pupils must study. In Strathearn we add English Literature to that list so that all pupils must study:

- GCSE Mathematics, GCSE English Language and GCSE English Literature;
- Religious Studies Full Course GCSE **or** Short Course GCSE (*half a GCSE*);
- Learning for Life & Work (*non-certificated - no examination*);
- Physical Education (*non-certificated*), except those who opt for it as a full GCSE.

Pupils now have a choice of subjects from the lists below, studied in five periods a week.

We recommend a broad and balanced curriculum which includes the study of one Science and one language. Please

choose **ONE** subject from Group 1 and **ONE** from Group two,

choose **THREE** subjects from Group 3, unless you have chosen Double Science in Group 1, in which case you choose **TWO** subjects from Group 3.

| Group 1                | Group 2 | Group 3                           |
|------------------------|---------|-----------------------------------|
| Biology                | French  | Art                               |
| Chemistry              | German  | Biology                           |
| Physics                | Spanish | Business Studies                  |
| Science (Double Award) |         | Chemistry                         |
|                        |         | Drama                             |
|                        |         | French                            |
|                        |         | Geography                         |
|                        |         | German                            |
|                        |         | History                           |
|                        |         | Home Economics                    |
|                        |         | Home Economics: Child Development |
|                        |         | ICT                               |
|                        |         | Music                             |
|                        |         | Physical Education                |
|                        |         | Physics                           |
|                        |         | Spanish                           |
|                        |         | Technology and Design             |

choose **ONE** subject from Group 4 – page 4

You choose **ONE** subject from Group 4. A Group 4 subject is offered in only two periods a week

|   |
|---|
| <b>Group 4</b>  |
| ECDL Level 2 Certificate in IT Application Skills<br><b>(Selection of this course will lead to the equivalent of a full GCSE)</b> |
| Further Mathematics   |
| Religious Studies<br><b>(Selection of this course will lead to a full GCSE)</b>   |

Your choices will give you a total of **9 / 9.5 GCSE subjects**.

It will not be possible for us to provide every subject combination, as some may lead to classes which are too small. If you choose such a combination, you will be advised of this and asked to make an alternative choice.

## Find out

You will spend a long time studying each of your subjects, so it is well worth taking time to find out all you can about them, before you make your choices. You should:

- find out all you can about the kinds of career you might be interested in, 'Career Starter' and 'Career Ideas' can be accessed on the computer in School; and [indirect.gov.uk/](http://indirect.gov.uk/) careers can be accessed on the internet. These will provide useful information along with other websites which can be found on our School website under 'careers'.
- read the relevant pages in this booklet,
- talk to pupils already doing the subjects at GCSE,
- research new subjects very carefully,
- talk to your teachers,
- talk to your parents.

## GCSEs are DIFFERENT

No matter what subjects you choose, you will find GCSE work very different to Forms 1 - 3:

- You have more work to do, even though you have fewer subjects.
- You must regularly revise your work at home, to consolidate it and keep on top of it.
- There is extra pressure in Form 5, because you have to complete your controlled assessment tasks as well as revising for your final GCSE exams.
- The more work you do in Form 4, the less pressure there is in Form 5.

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# A Levels, University Courses and Careers

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The way in which the GCSE subjects are grouped on the previous page, together with the compulsory subjects, has the strong advantage of ensuring that your own personal timetable is **balanced** – i.e. it ensures that you will study a wide range of subjects. This means that, later on, you will have a good choice of 'A' levels, university courses and careers. (We do not offer Physical Education at **A-level**.)

For admission to **many** university courses, good A-level grades in **any** subjects are suitable. **However there are some university courses that require particular subjects at A Level so you will need to have studied those at GCSE to be able to go on to study them at A Level. Therefore it is really important that you do your own research.**

There is also lots of relevant information on the 'Useful Careers Websites' section on our School Website.

**If you have any questions about careers, please speak to Mrs Hearst, Mrs Staples, Mrs Myers or Mrs Quinn as soon as possible.**

## Useful Career Websites:

<http://cv.monster.co.uk/>

<http://www.careers-gateway.co.uk/>

<http://www.nidirect.gov.uk/careers>

<http://www.careersbox.co.uk/>

<http://ccskills.org.uk/careers>

<http://www.notgoingtouni.co.uk/>

<http://careersthatmove.co.uk/>

<http://hospitalityguild.co.uk/uksp>

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# ART & DESIGN

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The GCSE course encourages personal, creative and imaginative approaches to Art and Design and follows a natural progression from Key Stage 3. In addition to class time teaching, GCSE artists are offered lunchtime Art Club, gallery visits and after school workshops.

If you have felt inspired by our annual Art Exhibition in school, then this could be the subject for you!

## What will I study?

During GCSE Art you will be taught practical activities in photography, textiles, drawing, painting, print-making, ceramics and mixed media.

This will help you:

- Research artists' work to inspire your own Art
- Experiment with materials and learn new techniques
- Refine your drawing and recording skills
- Develop your work

You can obtain a high grade in GCSE Art by:

- Engaging with Art by visiting exhibitions
- Working at your skills in tone, colour, texture etc
- Producing exciting and personal final outcomes
- Learning to understand artists' works
- Sustaining your efforts across both years of the course by spending 1-2 hours each week on your Art

## Coursework / Practical

Coursework consists of a personal portfolio of work based on theme(s) set by the school's Art Department.

- This is completed in class time and as homework in both years of the course
- All class time can be counted as controlled assessment
- Your final mark is based on ALL the work completed over two years of the course, which includes sketchbooks, photos, samples and final outcome(s).

## What exams will I take?

- The "exam" element of your course is known as the **Externally Set Assignment**.
- It is basically another project completed in class/homework in the Form 5 Spring term; the theme is set by the exam board.
- Your teacher will work closely with you to help you prepare for the exam
- In the final timed 10 hour exam you will create a final outcome
- All your lead-in studies, sketchbook and exam outcome will be marked

For all units, student work is internally marked by the school, and externally moderated by the examinations board with the following breakdown:

Personal Portfolio in Art & Design: 60% of final mark  
Externally Set Assignment: 40% of final mark.

Students are asked to present an exhibition of their work for assessment purposes.

## Who can I get more information from?

All of the Art staff in the department are involved in teaching GCSE Art and Design, and will be happy to advise.

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# BUSINESS STUDIES

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Business Studies provides students with a unique insight into the **world of work**. Through its study, students discover how and why businesses operate in the way they do and learn about their key elements and business functions. Students are able to relate what they study to everyday activities, such as purchasing goods and the news reported in the media.

The knowledge, and the holistic understanding that it develops is invaluable to students and can open a wide range of opportunities for further learning and employment. It offers an excellent foundation for those wishing to pursue careers in **management, marketing, project management, business accounting, management accounting, human resources, hospitality and leisure management and business journalism**.

As well as gaining a lifelong interest in and enjoyment of business subjects and developing students' knowledge and understanding of the world of business, pupils will also develop important personal skills and qualities such as:

- An enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements;
- An ability to apply knowledge, understanding and skills to today's issues in local, national and global contexts;
- An appreciation of the perspectives of different stakeholders in relation to business and economic activities;
- An ability to consider the extent to which business or economic activity can be ethical or sustainable;
- An understanding of the changing use of ICT in business and economic activities;
- An understanding of the use of the relevant terms, concepts and methods to describe business and economic behavior effectively;
- Their abilities as effective and independent learners and as critical and reflective thinkers and enquiring minds; and
- Knowledge, understanding and skills to help them understand current events and provide a basis for their future role as active citizens and for possible further study of business

These skills will benefit students greatly in their future professional and personal lives.

| What will I study?  |
|---|
| <p>Unit 1: Business Start Up</p> <ul style="list-style-type: none"><li>• Business start up</li><li>• Production</li><li>• Marketing</li></ul> <p>Unit 2: Business Development</p> <ul style="list-style-type: none"><li>• Finance</li><li>• Managing people</li><li>• Business growth</li><li>• Business plan</li></ul> |

### What exams will I take?

- There are two examination papers and one controlled assessment
- Unit 1: Business start up  
External written exam 1 hour 20 minutes      Weighting      35%
- Unit 2: Business development  
External written exam 1 hour 40 minutes      Weighting      40%
- Controlled Assessment  
Format: candidates must complete a research based task and a written report in October of Form 5  
Weighting      25%

### Who can I get more information from?

You can obtain more information from Mrs White or <http://www.ccea.org.uk/businessstudies>



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# DRAMA

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## Why choose CCEA G.C.S.E. Drama?

Strathearn Drama department aims to encourage students to:

- develop a personal interest in drama and be motivated and inspired by studying a broad, coherent and rewarding course;
- actively engage in the process of dramatic study so they develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- reflect on and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- develop as active citizens for their future, in employment and society, as well as for the possible further study of drama; and
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland. A course based on this specification should help facilitate the study of drama and related subjects at a more advanced level. Examples include:

- GCE Drama and Theatre Studies;
- GCE AS and A2 English Literature;

## **What will I study?**

The course is divided into two units:

### **Unit 1: Understanding Drama; 40%**

**Unit 1** is assessed through a compulsory written exam that takes place in the summer of the second year. This is worth 40% of the whole course.

In Unit 1, students study one of the eight set texts listed below.

- *Romeo and Juliet* (Shakespeare);
- *Pygmalion* (Shaw);
- *Juno and the Paycock* (O'Casey);
- *The Crucible* (Miller);
- *Philadelphia Here I Come* (Friel);
- *Tea in a China Cup* (Reid);
- *Blood Brothers* (Russell); and/or
- *Across the Barricades* (Lingard/adapted by David Ian Neville).

Section A of the examination will offer two questions on the set text and Section B will offer one question on the student's performance of a scripted performance carried out for controlled assessment.

In total, the examination is 90 minutes.

## **Unit 2: Drama Performance; 60%**

**Unit 2** is a practical unit. Students must complete two controlled assessment tasks. One of these is a compulsory element: Scripted Performance. Examples of previously performed scripts include; 'Too Much Punch for Judy', 'Sparkleshark', 'Be My Baby' and 'Find Me'. The teacher selects the scripts and casts. Each assessment is worth 30% of the whole course.

Students also choose one element from the following five options:

- Devised Performance;
- Improvisation;
- Dance Drama;
- Mime; or
- Design Support.

In Strathearn we will complete devised performances and will only offer design support in special circumstances.

We will divide these performances over both years and invite selected audiences so that the student will have opportunities to experience live theatre.

### **Who can I get more information from?**

Strathearn Drama department will also aim to take students to experience live theatrical productions and arrange a London trip for form four classes.

For more information speak to Ms Ferris, Mrs Ingram or check the CCEA website:

[http://www.rewardinglearning.org.uk/microsites/drama/gcse/past\\_papers/index.asp](http://www.rewardinglearning.org.uk/microsites/drama/gcse/past_papers/index.asp)

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# ENGLISH LANGUAGE

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## What will I study?

Over the two years of GCSE English Language, you will develop the critical skills which will enable you to analyse different sorts of texts: novels, leaflets, brochures, articles, DVD covers and the spoken word.

You will develop your writing skills. You will be given opportunities to produce creative writing, personal writing, functional writing and analytical writing.

Talking and Listening is also an important aspect of English Language. You will improve your oral communication by taking part in various talking and listening activities, including group discussions, role-plays and presentations.

## Coursework / Practical

Coursework is worth 60% of GCSE English Language.

Unit 3 is Talking and Listening. It is worth 20% of the GCSE. Your ability to express your ideas and listen to the views of others in various different situations will be assessed.

Unit 4 is also a coursework unit. You will complete three different tasks under controlled conditions:

- a study of spoken language;
- a study of a literary text;
- creative writing.

## What exams will I take?

You will take two exams.

In the first two-hour exam, you will produce some personal writing, and you will answer questions on two media texts.

In the second two-hour exam, you will produce some functional writing, and you will answer a question on a leaflet or brochure.

## Who can I get more information from?

Your English teacher will be happy to give you further information.

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# ENGLISH LITERATURE

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## **What will I study?**

You will study a range of interesting and enjoyable literary texts. Over the course of GCSE English Literature you will develop the kind of critical skills which enable you to comment meaningfully on theme, characterisation, language, form and tone.

For the examinations, you will study a novel, a play and a poetry anthology. For coursework you will study another play and novel.

## **Coursework / Practical**

You will complete one task in controlled conditions. You will have 2 hours and 30 minutes to write about a play and a novel you have studied.

## **What exams will I take?**

You will have two exams. In the first exam you will have 1 hour to write about a novel you have studied. In the second exam you will have 2 hours to write about a play and poetry anthology you have studied.

## **Who can I get more information from?**

Your English teacher will be happy to give you further information.

# GEOGRAPHY

## Introduction

The motto of the Geography Department is .....

***"Inspiring the next generation to understand and engage with the world around them."***



GCSE Geography (CCEA) provides students with an opportunity to:

- ➔ develop their knowledge and understanding of geographical concepts and appreciate how these concepts affect our changing world.
- ➔ develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.
- ➔ develop and apply their learning to the real world through fieldwork and other learning outside the classroom.
- ➔ actively engage in the process of geography to develop as effective and independent learners and as critical thinkers with enquiring minds.

**What will I study?** - GCSE Geography (CCEA) is now a unitised specification divided into six themes:

| Unit 1: Understanding Our Natural World   | Unit 2: Living in Our World  |
|---|--|
| Theme A – The Dynamic Landscape<br>Theme B – Our Changing Weather and Climate<br>Theme C – The Restless Earth | Theme A – People and Where They Live<br>Theme B – Contrasts in World Development<br>Theme C – Managing Our Resources |
| Unit 3: Fieldwork Report (Controlled Assessment)  |  |

**What exams will I take and how will controlled assessment be assessed?**

- ➔ There are two examination papers and a fieldwork report (controlled assessment).
- ➔ Unit 1: Understanding Our Natural World – 1 hour 30 minutes external examination.
- ➔ Unit 2: Living in Our World – 1 hour 30 minutes external examination.
- ➔ Units 1 and 2 each have a weighting of 37.5% towards the final GCSE grade.
- ➔ The Fieldwork Report is completed under controlled assessment conditions and has a weighting of 25% towards the final GCSE grade.

**Who can I get more information from?**

For more detailed information, please contact Mr. Stevenson (Head of Geography)

# HISTORY

This revised GCSE in History came into operation in September 2014. The first awards for this specification will be in 2016. GCSE History gives students opportunities to explore key political, economic and social events that have helped shape today's institutions, governments and societies.

Students study and evaluate systems of government and learn how the actions of government impact on individuals, groups and society as a whole. They explore the values, attitudes, perceptions and ideologies that have shaped human behaviour, endeavour and achievement in the past. They also study how men and women in the past have interacted with their environments and how this has contributed to and shaped historical events.

Students can take GCSE History at either Higher or Foundation Tier and they will complete three units of study.



## What will I study?

### Unit 1: Studies in Depth (2 hour exam paper with element of choice: 50%)

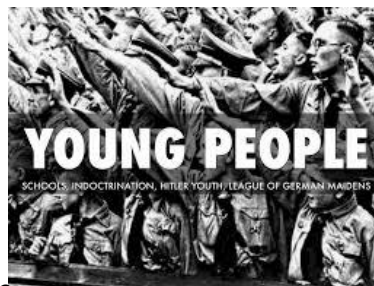
#### **Germany 1918-1939**

##### ***Aftermath of World War 1 and the Weimar Republic***

- *Treaty of Versailles and Constitutional Change*
- *Challenges to Weimar*
- *Rise of Hitler and the Nazis*
- *The Depression and the Fall of Weimar*

##### ***Nazi Germany, 1933-39***

- *Nazi Consolidation of Power, 1933-34*
- *Economic Policies*
- *Women, Young People and the Churches*
- *Propaganda and the Creation of the Police State*
- *The Jews*



##### ***Nazi Policies and Actions in Europe, 1933-39***

- *Foreign Policy Aims*
- *The Early Years, 1933-36*
- *Increasing Ambitions, 1936-37*
- *Countdown to World War II*

##### ***Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932-1949***

- *Anglo-Irish Relations before World War II*
- *The effects of World War II on Northern Ireland*
- *Post-War Social and Political changes*

## Unit 2: Outline Study (1 hour 15 mins exam paper with element of choice: 25%)

### *The Cold War 1945–1991*

#### *From Allies to Enemies*

- Breakdown in the wartime alliance between the USSR and the USA
- The ideological differences between the USA and the USSR, the 'superpowers'

#### *The USSR and the Expansion of Communism in Eastern Europe*

- The development of the 'Iron Curtain' and the response of the USA
- Challenges to the control of the USSR in Eastern Europe and the response of the USA

#### *Confrontation and Containment*

- Reasons for US involvement in the Korean War 1950–1953 and the Vietnam War 1965–1973
- Confrontation in Cuba, 1962

#### *Détente*

- The reasons for détente and achievements of détente up to 1979
- The revival of détente under Gorbachev, Reagan and Bush, 1985–1991

#### *The Collapse of Communism and the End of the Cold War*

- The end of the Cold War and the collapse of the Soviet Union.



### Unit 3: Investigative Study (25%)

The **controlled assessment** unit is one assignment with two questions. Candidates will be given a certain amount of guidance but also have the opportunity to pursue independent and unsupervised investigative study. CCEA release the materials in June of Year 11 and we focus on this work in a defined and concentrated period in year12. This will be worth 25% of the eventual grade.

Students are assessed against three assessment objectives. They must:

- (i) **Recall**, select, organise and communicate knowledge and understanding of history;
- (ii) Demonstrate their understanding of the past through **explanation** and **analysis**
- (iii) Understand, analyse and **evaluate**:
  - source material as part of an historical enquiry; and
  - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry

History GCSE provides opportunities to study how people in the past have interacted and how the environment has contributed to and shaped historical events. This specification prepares students for a range of careers, related to both the historical context and the wider employment context. It allows students to develop skills that are transferable and highly valued by employers.

### Who can I get more information from?

<http://strathearn.org.uk/studying/history.php>

<http://www.ccea.org.uk/history/>

The History Department Staff.



# HOME ECONOMICS

The Home Economics course at GCSE level provides opportunity for the girls to develop their knowledge and understanding of human needs within a multicultural society. It involves the study of nutrition, food choice, diet and health in the context of relevant scientific and technological developments. The course seeks to encourage students to think critically, make informed choices, develop practical food skills and manage resources so that they are empowered to lead effective lives as individuals and family members as well as members of the wider society.

## What will I study?

The subject content is organised into sections, namely **Diet and Health** and **Consumer Awareness**. Students must study both areas of subject content.

### Diet and Health:

Students will have opportunities to demonstrate the knowledge, understanding and skills necessary for providing healthy diets for family members throughout life. They should recognise that family members have different dietary needs and that food choice is affected by social, economic, environmental, cultural, physiological and psychological factors. Content includes:

- Current dietary advice as issued by the Food Standards Agency;
- Functions, sources, requirements and effects of deficiency and excess of the main nutrient groups;
- Food labelling;
- Nutritional requirements at key stages of the life cycle;
- Dietary disorders – their development and management;
- Special diets, including vegetarian diets and food intolerances;
- Contemporary developments in the food industry, including fast foods and functional foods;
- Food poisoning, safety and relevant legislation;
- Creativity in food preparation and presentation.

### Consumer Awareness:

Students will have opportunities to apply knowledge, understanding and skills as discerning and effective managers of resources. They should recognise how choices can be influenced by personal, social, cultural, economic and environmental factors. Course content includes:

- Being an effective consumer – rights and responsibilities;
- Consumer choice including the changing nature of retailing;
- Financial management - its significance and potential consequences;
- Sources of information for discerning consumers.

## Controlled Assessment

**Controlled Assessment Tasks comprise 60% of the total marks for the subject. There are 2 controlled assessment tasks in the Home Economics course:**

- One related to Diet and Health involving food practical work (40%)
- One related to Consumer Awareness involving primary research (20%)

## What exams will I take?

The exam board used in Strathearn for Home Economics is CCEA.

There is **one written Paper (40%)**: 1 hour 30 mins

## Who can I get more information from?

Additional information is available from L Myers (Head of Home Economics Department)



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# HOME ECONOMICS: CHILD DEVELOPMENT

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Home Economics is about much more than cooking and food. Home Economics combines aspects of science, nutrition, cooking, parenting skills and finance. Students learn about the inter-relationships between diet, health, family, home and choice and the management of resources.

The Child Development course focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years.

## What will I study?

The specification aims to encourage an understanding of pregnancy, the responsibilities of being a parent and the overall needs of young children. It also emphasises how important it is to maintain a healthy lifestyle. Content includes the study of:

- pregnancy;
- the needs of young children;
- the roles and responsibilities of parents;
- the social and environmental influences that affect family life;
- how important it is to maintain a healthy lifestyle;
- home economics skills (including practical skills);
- human needs in a multicultural society; and
- relevant technological and scientific developments.

This specification encourages students to adopt a critical and analytical approach to decision-making and problem-solving. Students evaluate choices and decisions and become informed and discerning consumers. The course is divided into 2 learning and teaching units and 2 controlled assessment tasks:

### Unit 1: Parenthood, Pregnancy and Childbirth

- Parenthood and responsibilities
- Pregnancy
- Healthy diet and lifestyle in pregnancy
- Birth

### Unit 2: Child Development (0-5 years)

- The newborn baby
- Physical development of the child up to five years old
- Intellectual development of the child up to five years old
- The social and emotional development of a child up to five years
- Child care provision and sources of support available
- Safety, first aid and childhood diseases
- Choosing clothes and shoes for young children
- Weaning and dietary needs of the child.

## Controlled Assessment

### Unit 3: Controlled Assessment Investigation Task

- Task analysis activity;
- Research-based activity;
- Planning and carrying out primary investigation; and
- Evaluation activity.

### Unit 4: Controlled Assessment Short Task

- Research-based activity;
- Practical activity; and
- Evaluation activity.

## What exams will I take?

Assessment takes the form of two written exam papers (external assessment) and two controlled assessment tasks (internal assessment):

### External assessment (40%)

GCSE Child Development is assessed by **two** one-hour examination papers, each carrying 20% of the final mark for the GCSE.

**Unit 1: Paper 1** focuses on parenthood, pregnancy and childbirth and **Unit: 2 Paper 2** focuses on child development (0–5 years).

In both papers, candidates respond to short answer, structured and extended writing questions. All questions are compulsory.

### Internal Assessment (60%)

There are 2 Controlled assessment tasks:

#### **Investigation Task: Unit 3 (40%)**

This task involves the gathering and analysis of primary research evidence related to a specific aspect of childcare or development, such as the safety of young children or breastfeeding. It is recommended that candidates spend **no more than 25 hours** on this unit.

#### **Short Task: Unit 4 (20%)**

This task involves secondary research and the production of a booklet or ICT presentation on a specific aspect of childcare or development, such as dietary advice during pregnancy or promoting healthy teeth in children. It is recommended that candidates spend **no more than 15 hours** on this unit.

The specification provides a sound basis for the further study of Home Economics and related subjects at Advanced Level.

## *Who can I get more information from?*

Further information may be obtained from Mrs Myers (Head of the Home Economics Department) or from the CCEA website.

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# INFORMATION & COMMUNICATION TECHNOLOGY

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This is a practical skills based qualification, designed to encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. This specification should prepare learners to make informed decisions about further learning opportunities and career choices. It will provide entry to AS Level ICT, vocational training or employment.

## Aims

This specification aims to encourage pupils to:

- become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society;
- acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts;
- develop ICT-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT;
- recognise potential risks when using ICT, and develop safe, secure and responsible practice;
- develop the skills to work collaboratively; and evaluate ICT-based solutions.

| What will I study?  |
|---|
| <p>Junior ICT classes cover only introductory practical skills. GCSE Information and Communication Technology involves understanding ICT systems in everyday life and its implications for individuals, organisations, society and the wider world, as well as advancing practical skills.</p> <p>Weekly class time is usually divided between theory, practical activities and controlled assessments with approximately 40% of the time being spent on theory.</p>  |
| Coursework / Practical  |
| <p>This course involves the completion of 5 controlled assessment tasks; three based on Tools and Applications (database, spreadsheet and presentation) accounting for 30% of the marks and two based on Visual Communications Technologies (website and game design) accounting for a further 30% of the marks.</p> <p>Tasks will generally be introduced in class time with pupils completing the research for the assignments in their own time and the actual task being carried out in class time.</p> |
| What exams will I take?   |
| <p>The theory learned throughout the course is assessed by one 2-hour examination paper taken at the end of form 5. This accounts for 40% of the total marks for the subject.</p> <p>The examining board for this course of study is CCEA.</p>  |
| Who can I get more information from?  |
| <p>Mrs D Martin, Head of ICT (<a href="mailto:dmartin927@c2kni.net">dmartin927@c2kni.net</a>)</p>   |

# BCS Level 2 ECDL Certificate in IT Application Skills



ECDL is proof of your digital literacy. It is a high quality, internationally-recognised qualification, validated and approved by academic and global experts, and valued by employers around the world. Digital literacy skills are key to success in our technology-dependent society. Pupils with improved computer skills enjoy an enriched educational experience and are better prepared for life, work and further learning.

The qualification builds upon skills gained by pupils in ICT classes at KS3. It is taken in 2 periods per week over 2 years, with unit tests being carried out over the 2 years. There are no prerequisites for the course but an interest in IT is essential.

## Specification Overview

The BCS Level 2 ECDL Certificate in IT Application Skills qualification is made up of four units:

- Word Processing Software
- Spreadsheet Software
- Presentation Software
- Improving Productivity Using IT

This qualification has a four-tier grading structure, ranging from pass to distinction-star as shown in the table below.

| Mark     | Grade        |
|----------|--------------|
| Over 85% | Distinction* |
| Over 80% | Distinction  |
| Over 75% | Merit        |
| Over 70% | Pass         |

This qualification and its credits can be used to contribute towards a larger ITQ qualification either at Level 2 or 3 or by size to an ITQ Diploma.

## More information is available from:

The full specification for this course can be found at:

<http://www.bcs.org/upload/pdf/it-application-skills.pdf>

Mrs D Martin HOD ICT (dmartin927@c2kni.net)

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# MATHEMATICS

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A good qualification in Mathematics is essential for employment or further study. GCSE Mathematics builds on work studied in Forms 1 to 3 and encourages good mental and written skills. It also has very practical applications and provides real skills for life. KS3 work is revised and extended to meet the requirements of the syllabus.

## What will I study? Higher Tier Combination

**NUMBER** including working with whole numbers, decimals, fractions and percentages; estimation; problem solving; financial capability; indices; surds.

**ALGEBRA** which includes sequences, patterns, algebraic notation, conventions and manipulations; factorising, removing brackets; the rules of indices; deriving and using formulae; solving equations and inequations; drawing and interpreting graphs of straight lines and curves; gradient, mid-point, length and y-intercept of straight lines; direct and inverse proportion; problem solving.

**SHAPE, SPACE and MEASURES** involves working with 2-D and 3-D shapes, knowing their properties, symmetries and the appropriate mathematical language to describe them; constructions and loci; transformations of shapes, Pythagoras' Theorem; trigonometry, sine and cosine rules; similar and congruent triangles; transformations of shapes; perimeter, area and volume of a variety of regular and irregular shapes; compound measures; dimensions of formulae.

**HANDLING DATA** is Statistics and Probability. Pupils should be able to collect, record, represent, analyse and interpret data in a variety of ways. Probability of one or a combination of events including dependent and independent events and the use of tree diagrams.

## Coursework / Practical

There is **no** coursework or controlled assessment in Mathematics.

## What exams will I take?

The exam board used in Strathearn is CCEA.

GCSE Mathematics is a modular subject consisting of 2 exam sessions. There is 1 non-calculator paper and you may use a calculator in the remaining papers.

## Who can I get more information from?

You can obtain further information from your Maths teacher.

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# GCSE FURTHER MATHEMATICS

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The GCSE Further Maths course provides challenge and extension for pupils with a greater level of mathematical ability. It is strongly recommended that pupils who wish to study Advanced GCE Mathematics should have studied GCSE Further Mathematics; it may also be useful for those who are considering Science or Technology in Sixth Form.

## What will I study?

In GCSE Further Maths Mathematics you will study 3 areas of Mathematics: Pure Maths; Mechanics and Statistics.

**PURE MATHEMATICS** includes: further Algebra topics including algebra fractions, solving equations in 1, 2 or 3 unknowns and the application of algebra techniques to other areas of the syllabus; Matrices; Logarithms; including log equations and vectors; Trigonometry including solving trig equations and practical problems; Calculus – differentiation and integration and their applications.

**MECHANICS** includes: Vectors, Forces, Newton's Laws, Friction, Connected Particles, Moments, Constant Acceleration formulae.

**STATISTICS** includes: understanding statistical terms, methods of representing data including Histograms; calculation and interpretation of: averages; spread of data; Time Series; Bivariate Analysis and Spearman's Rank Correlation; use of Venn Diagrams and Tree Diagrams to calculate probability.

## Coursework / Practical

There is **no** coursework or controlled assessment in GCSE Further Mathematics.

## What exams will I take?

The exam board used in Strathearn is CCEA.

There are 2 written papers for GCSE Further Mathematics. Paper 1 examines the Pure Mathematics course and Paper 2 is Mechanics and Statistics.

## Who can I get more information from?

You can obtain further information from your Maths teacher.

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# MODERN LANGUAGES

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The programme of Study for GCSE French, German and Spanish builds on the skills taught at Key Stage 3. It is intended to be enjoyable and educational. You will learn about the countries and their culture and will also learn to communicate in simple everyday situations in the language you choose to study. The study of one language is compulsory for GCSE but two languages can be studied together, greatly enhancing your opportunities.

## What will I study?

We study the CCEA syllabus for all languages.

The topics to be studied are as follows:

- **The Individual:** Relationships, Local Environment, Activities, Health and Lifestyle
- **Citizenship:** Social Issues, Travel and tourism, Environmental Issues, Media and communications and Celebrations
- **Employability:** School Life, Part time jobs and Future plans

## Coursework / Practical

- The specification is divided into 4 separate units
- The 4 units are listening, speaking, reading and writing
- Reading and Listening are worth 40% and writing and speaking are worth 60% of total marks
- Homework is set frequently and regularly involves learning vocabulary and verbs which is very important for success at GCSE.
- Occasionally pupils get the opportunity to meet with the Language Assistant to practise speaking
- A GCSE study trip is organized every year to France, Spain or Germany to give girls extra tuition and confidence

## What exams will I take?

- You will have written exams in June of Form 5 on Reading and Listening at either Higher or Foundation level. The vast majority of girls will be entered at Higher level in order to obtain a high grade.
- Writing and speaking will be tested by controlled assessment and not by examination allowing you to prepare in advance for the assessments. You will complete two Writing assessments and two Speaking assessments during the two years. Your first assessments will take place in May of Form 4 with an oral examination.

## Who can I get more information from?

Speaking a Modern Language can increase opportunities in a number of careers such as Law, Accountancy, Banking, Marketing, Sales, Journalism, the Media, Tourism, PR, the Service Industry etc. Please speak to Mrs Eakin or your language teachers if you have any questions. More information is also available at [www.ccea.org.uk](http://www.ccea.org.uk).

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# MUSIC

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Music at GCSE may be a good choice for you if you enjoy listening to different types of music and would be interested in studying some pieces in more detail, if you like experimenting with sounds and composing your own music, and if you sing or play an instrument and are committed to continuing lessons and practising regularly during your GCSE years. The Music course will help you to develop your creative abilities and the specific skills of listening, composing and performing. These are useful skills for further musical study and highly transferrable to other subject areas.

## What will I study?

The course is built around three areas of study. Each of these will involve listening to, composing and performing music related to a theme. The themes are:

- **Repeated patterns in music**

Pachelbel's Canon, a classical example of a piece based on a repeating pattern, is one of the set works. A range of other classical and contemporary pieces, styles and techniques will also be studied.

- **Incidental music**

This is music which is composed for films, television and plays. Set works include the *Doctor Who* theme tune and music from *Pirates of the Caribbean*. This topic presents especially enjoyable opportunities for students to compose their own incidental music.

- **Vocal music**

Songs through history, from Handel's *Messiah* to songs from *Wicked*, will be studied as set works and form the basis of developing song-writing skills.

Activities in class are varied and often practical. They include keyboard, instrumental and vocal work, performing skills, learning and practising new composing techniques, presenting individual compositions, computer sequencing and recording, studying set pieces of music and developing listening skills within a wide range of musical styles.

Group and paired work will form a small part of the course, but the emphasis is mainly on individual work. To do well, you need to be creative and inventive, and you should be able to work diligently on your own, being determined to achieve the best possible end result.

## Coursework/Practical

- **Composing:** Two individual compositions are assessed as coursework at the end of the course. At least one of these is related to one of the areas of study mentioned above. The music is composed by the student and is recorded, using either computer resources or live musicians.
- **Performing:** At the end of the course, each student is assessed in two performances. One is as a soloist (with an accompaniment if appropriate); one is as part of a small group. There is also a short assessed discussion. It is essential that students are continuing instrumental or vocal lessons and practising regularly for this part of the course. It will not be possible to undertake this component without specialised tuition for the student. Grade 4 is the standard required in order for full marks to be possible in the assessment.



|  |
|--|
| <b>What exams will I take?</b>   |
| <p>The course is assessed as follows:</p> <ul style="list-style-type: none"><li>• <b>Listening exam</b> (35%) This is based on the set works studied during the course, as well as other music which will enable the students to show their general listening skills.</li><li>• <b>Performing assessment</b> (35%) See above</li><li>• <b>Composing coursework</b> (30%) See above</li></ul> |
| <b>Who can I get more information from?</b>  |
| <p>Please contact Ms Kimber for further information.</p>   |

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# PHYSICAL EDUCATION

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## What will I study?

### **Component 1: Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities (40%)**

The study of this component allows students to develop their knowledge and understanding of the key concepts of health, exercise, physical performance and skilled performance. They also analyse the key influences that impact on participation and performance. Students then focus on how to develop and maintain a healthy lifestyle, from basic physical well-being through to peak performance in physical tasks, events and physical activities. They should apply the knowledge, understanding and skills they study to Components 2 and 3. Students complete **one written question paper lasting 1 hour 30 minutes**.

## Coursework / Practical

### **Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle (20%)**

Students are assessed on their evidence of developing and maintaining balanced, healthy lifestyles through a personal action plan.

### **Component 3: Individual Performance in Physical Activities (40%)**

#### **(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities**

Students are assessed by their teacher on their **analysis and evaluation** of performance to bring about improvement.

#### **(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities**

Students must complete **three** individual performances in different physical activities from at **least two** different categories. *One assessment may be based on the quality, efficiency and effectiveness of the student's performance as leader **and** official.*

Practical activities will usually be selected from the range studied at Key Stage 3 and **may** include: Hockey, Netball, Athletics, Tennis, Fitness or Personal Survival in swimming.

Candidates with a proven ability in other practical areas within the specifications **may** be taken into consideration.

It is essential that students are continuing to participate and compete in at least two of the practical areas they will be assessed in.

Students are assessed by their teacher on the quality, efficiency and effectiveness of their performances.

## What exams will I take?

CCEA Physical Education

## Who can I get more information from?

Ms S Young – Head of Physical Education  
Mrs N Grundie - Teacher of Physical Education  
Mrs M Harvey – Teacher of Physical Education

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# RELIGIOUS STUDIES

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GCSE level Religious Studies aims to encourage students to:

- develop their interest in, and enthusiasm for, the study of religion, adopting an enquiring, critical and reflective approach
- explore religions and beliefs, giving them opportunities to reflect on fundamental questions, to engage with them intellectually and to respond to them personally
- 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

## What will I study?

Candidates for GCSE Religious Studies will study **two** units over the two years as follows:

1. **An Introduction to Christian Ethics** – This unit aims to introduce students to ethics within the study of religion. Students explore personal and family issues, matters of life and death, care for the environment, equality, and war and peace. Study will include investigation of Biblical teaching and Christian belief/practice.
2. **An Introduction to Philosophy of Religion** – This unit aims to introduce students to philosophical ideas surrounding the study of religion. It enables students to explore issues surrounding the existence of God, the nature of God, how human beings relate to God, the problem of evil/suffering and issues of life after death. Study will include an exploration of the belief/practice of different world religions with regard to these questions.

Candidates for GCSE Short Course Religious Studies will study **one** unit over the two years as follows:

**An Introduction to Christian Ethics** (see above for elaboration)

## Coursework / Practical

There is no coursework requirement for either GCSE Religious Studies or GCSE Short Course Religious Studies.

## What exams will I take?

GCSE Religious Studies candidates will sit **two** written examinations (one on each of the units studied) at the end of Form 5. Each examination will represent 50% of the final mark awarded.

GCSE Short Course Religious Studies candidates will sit **one** written examination at the end of Form 5. This examination will represent 100% of the final mark awarded.

## Who can I get more information from?

Mr Anderson (Head of Religious Studies)

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# SCIENCE – DOUBLE AWARD

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This Science course aims to allow pupils to acquire sufficient knowledge and understanding to become confident, self-reliant citizens in a technological world, able to develop an informed interest in matters of scientific importance.

This subject is ideal for the pupil who:

- has an interest in all three sciences
- also has an interest in many non-science subjects
- wishes to keep her future options open.

## What will I study?

The Topics covered include:

### Biology

Cells  
Ecology  
Plant & Animal Systems  
Genetics  
Micro-organisms

### Chemistry

Structures  
Trends  
Chemical Reactions I  
Chemical Reactions II  
Organic Chemistry  
Materials

### Physics

Force & Motion  
Energy  
Moments  
Radioactivity  
Waves, Sound & Light  
Electricity  
Earth and Universe

## Practical Skills

Students complete two controlled assessment tasks from a choice of six.

The two tasks must come from each of two different subject areas within the specification.

Each controlled assessment task has three parts:

Part A - Planning & Risk Assessment

Part B - Data Collection

Part C - Processing, Analysis and Evaluation

This assessment is worth 25% towards the final mark.

## What exams will I take?

There will be six written papers sat in May/June of the second year.

Biology: B1 & B2                      25%

Chemistry: C1 & C2                    25%

Physics: P1 & P2                        25%

## Who can I get more information from?

Further information can be obtained from any of the Science Staff.

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# SCIENCE - BIOLOGY

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Biology is the study of living things. Biologists are interested in looking at the living world and the environment. Do you like watching nature programmes on TV? Or are you interested in health related issues? Do you have a genuine curiosity about the world around you? If the answer is yes, then GCSE Biology might be for you!

## What will I study?

Some of the Form 4 topics are linked to work which has been started in KS3, the topics are:

- Cells
- Photosynthesis
- Digestion
- The Respiratory System
- Excretion
- Sensitivity And Response
- Ecology

In Form 5 the topics include:

- Plants and Water
- The Circulatory System
- Microbiology and Disease
- Cancer
- Reproduction
- Genetics

The course allows you to learn about the natural world and discuss biology-based issues which affect our lives. Examples include heart disease, healthy eating, genetic engineering, pollution and the greenhouse effect.

## Controlled Assessment

You will learn to carry out experiments, analyse information, draw conclusions and make decisions. Controlled Assessment is carried out in class time and involves planning and carrying out an experiment and writing about your own results.

The skills to carry out the controlled assessment are practised throughout the course. This is worth 25% of this subject.

## What exams will I take?

The exam board used in Strathearn is CCEA.

There are two exam papers and the Controlled Assessment score is added to this.

## Where can I get more information?

You should visit the school library and look at the biology books. Do you think you would like to study more about biology? You should also speak to your science teacher about your choices.

# SCIENCE - CHEMISTRY

For the student who:

- wishes to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.
- Wants to develop their curiosity about the material and physical worlds and
- Develop an insight into and experience of how science works.

This Chemistry Course enables students to engage with chemistry in their everyday lives and to make informed choices both about further study in chemistry and related disciplines and about their careers. Aims to allow students to acquire sufficient understanding and knowledge to become confident self-reliant citizens in a scientific world able to take or develop an informed interest in matters of chemical importance.

## What will I study?

There are three units to the course:-

### Unit 1: Structures, Trends, Chemical Reactions and Analysis

Elements, Compounds and Mixtures; Atomic Structure ; Bonding; Structures; Equations ; Periodic Table ; Quantitative Chemistry; Acids, Bases and Salts; Tests for Ions; Solubility;

### Unit 2: Further Chemical Reactions, Organic Chemistry and Materials

Reactivity Series of Metals ; Water; Different Types of Chemical Reactions; Energetics ; Thermal Decomposition; Rusting ; Redox; Rates of Reaction; Non-Metals and Their Compounds; Organic Chemistry; Quantitative Chemistry ; Materials;

### Unit 3: Practical Skills-See below

## Coursework / Practice

Unit 3 is a controlled assessment activity worth 25% towards your final mark. Coursework therefore plays an important part in the overall final grade of the candidate. Candidates will be assessed in three Skill Areas:

- Planning and Risk Assessment
- Data Collection
- processing, Analysis and Evaluation

## What exams will I take?

There are two written exam papers for this subject.  
Paper 1 is worth 35 % and lasts for 1 hour 30 minutes.  
Paper 2 is worth 40% and lasts for 1 hour 45 minutes.

## Who can I get more information from?

If you would like more information about the GCSE Chemistry course you should speak to Miss Stewart, Mrs McCracken or Ms Griffith.

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# SCIENCE: PHYSICS

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## What will I study?

Why does the earth go round the Sun?  
How can radiation be useful in medicine?  
How did the Universe begin?  
How is electricity produced?

Physics aims to help us understand the world around us, by answering questions like the ones listed above. In the GCSE course you develop further the ideas met at Key Stage 3.

| Form 4 (unit 1)           | Form 5 (unit 2)            |
|---------------------------|----------------------------|
| Forces and Motion         | Waves, sound and light     |
| Energy                    | Electricity                |
| Moments and Radioactivity | The Earth and the Universe |

The course also aims to develop important skills such as thinking logically, problem solving, experimenting and understanding scientific information. We try to encourage more independent learning at GCSE and students are expected to consolidate their work regularly in their own time. Questions are set in class and at home, to allow pupils to assess their understanding. We incorporate as much practical work as possible and our resources allow most experiments to be out in pairs. Units 1 and 2 are examined separately at the end of Form 5.

## Practical Skills

Controlled Assessment is worth 25% of your final mark. Students will complete one controlled assessment task. This will involve assessment of the following practical skills:

- *Planning and Risk Assessment*
- *Data collection*
- *Processing, Analysis and Evaluation*

## What exams will I take?

Physics GCSE is assessed by CCEA in 2 terminal, written papers, each lasting 1 hour and 30 minutes. Controlled Assessment is marked within our Department and moderated by CCEA.

## Who can I get more information from?

If you would like to find out more about the GCSE Physics course, please speak to Dr Ross, Miss Foster or Miss Wallace.

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# TECHNOLOGY & DESIGN

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Through studying GCSE Technology and Design, students have opportunities to:

- Analyse products and systems;
- Develop practical solutions to consumer needs, wants and opportunities;
- Design and make quality products and systems;
- Understand that designing and making reflect and influence cultures and societies;
- Develop creativity and critical analysis skills;
- Make links between existing solutions, technological knowledge and the principles of good design;
- Explore the aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making; and
- Gain insight into related sectors such as manufacturing and engineering.

## What will I study?

### Unit 1: Technology and Design Core

Students study manufacturing, electronics, mechanical control systems, computer control systems and pneumatic systems and control.

### Unit 2: Systems and Control

Students study electronic and microelectric control systems

### Unit 3: Design Assignment

Students complete a **design** assignment. They must demonstrate their ability to design a product under controlled conditions.

### Unit 4: Design Project

Students must demonstrate their ability to **design** and **manufacture** a product in either the Product Design or Systems Design option under controlled conditions.

## Coursework / Practical

Students will complete 2 pieces of controlled assessment.

- 1 A design Assignment which is set by CCEA. This controlled assessment is worth 20% of the overall GCSE qualification.
- 2 Systems Design and Manufacturing Project. This controlled assessment is worth 40% of the overall GCSE qualification.
- 3

## What exams will I take?

Students will sit two 1 hour external examination papers, each worth 20% of the overall GCSE qualification.

## Who can I get more information from?

Mr Atkinson/Miss Newburn



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## UK Labour market Information: From the Careers of the Future Publication (Dec 2014)

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We have included the following information which we hope you may find useful.

A full copy of the document can be viewed on:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/391911/15.01.05.UKCES\\_Career\\_Brochure\\_V13\\_reduced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/391911/15.01.05.UKCES_Career_Brochure_V13_reduced.pdf)

### About the data

For each job we have included an 'at a glance' panel that details vital statistics about each job. We have also included a table of background data on the 100 jobs.

- How many work in this job? The number of jobs, employment or size in 2012, the base year of the 2012-2022 employment projections.
- Job openings 2012 – 22: The projected number of job openings that we expect to see taking into account net growth/decline in the number but also the projected number of workers leaving the occupation due to retirement and other reasons.
- Employment change 2012-22: The projected net change in the number of jobs from 2012 to 2022.
- Starting salary: The estimated salary level that one can expect to receive when starting a job. The information is taken from the National Careers Service website and is **intended as a guideline only**.
- Average gross salary: For the job profiles this is the median annual gross pay for the job earned by employees, taken from the 2013 results of the Annual Survey of Hours and Earnings, published by the Office for National Statistics. For the table of background data the mean figure is used.
- Weekly gross pay: The median weekly gross pay for the job earned by employees, source as per average gross salary figure.
- Average hours (full time): The mean weekly paid hours worked by employees in full-time jobs, source as per average gross salary figure. This figure does not include unpaid overtime, which is a common feature of some jobs.

## Background Data

| Title  | Current<br>Employment (000s) | Projected net change<br>in employment<br>(000s) | Projected job<br>openings (000s) | Mean<br>Earnings (£)* |
|--|------------------------------|---|----------------------------------|-----------------------|
| Actuaries, economists and statisticians                    | 35                           | 7   | 22                               | 61,584                |
| Advertising accounts managers and creative directors       | 33                           | 7   | 21                               | 37,636                |
| Air-conditioning and refrigeration engineers               | 17                           | -1  | 4                                | 28,770                |
| Aircraft maintenance and related trades                    | 33                           | -3  | 8                                | 34,511                |
| Aircraft pilots and flight engineers                       | 18                           | 3   | 10                               | 78,482                |
| Architects   | 57                           | 11  | 36                               | 44,024                |
| Arts officers, producers and directors                     | 63                           | 9   | 36                               | 35,825                |
| Barristers and judges                                      | 26                           | 5   | 17                               | 45,571                |
| Biological scientists and biochemists                      | 87                           | 18  | 46                               | 37,627                |
| Boat and ship builders and repairers                       | 14                           | -1  | 3                                | 28,032                |
| Book-keepers, payroll managers and wages clerks            | 446                          | -25   | 161                              | 20,646                |
| Brokers  | 47                           | 8   | 26                               | 37,139                |
| Business and financial project management<br>professionals | 217                          | 43  | 137                              | 50,038                |
| Business sales executives                                  | 163                          | 28  | 90                               | 32,880                |
| Buyers and procurement officers                            | 66                           | 11  | 36                               | 31,454                |
| Care workers and home carers                               | 729                          | 196   | 530                              | 12,804                |
| Carpenters and joiners                                     | 235                          | 15  | 94                               | 24,029                |
| Chartered and certified accountants                        | 221                          | 44  | 140                              | 37,850                |
| Chartered surveyors  | 71                           | 14  | 45                               | 35,480                |
| Chemical scientists  | 32                           | 7   | 17                               | 35,492                |
| Childminders and related occupations                       | 125                          | 34  | 91                               | 12,949                |
| Civil engineers  | 81                           | 17  | 43                               | 38,236                |
| Cleaners and domestics                                     | 594                          | -9  | 206                              | 8,067                 |
| Conservation professionals                                 | 16                           | 3   | 8                                | 28,956                |
| Construction and building trades supervisors               | 60                           | 4   | 24                               | 33,036                |
| Construction project managers and related<br>professionals | 64                           | 13  | 41                               | 42,066                |
| Customer service managers and supervisors                  | 155                          | 32  | 87                               | 28,718                |
| Dental practitioners                                       | 40                           | 10  | 27                               | 53,567                |
| Design and development engineers                           | 76                           | 15  | 40                               | 39,890                |
| Educational support assistants                             | 132                          | 36  | 96                               | 11,569                |
| Electrical engineers                                       | 47                           | 10  | 25                               | 44,439                |
| Electricians and electrical fitters                        | 297                          | -23   | 70                               | 30,055                |
| Electronics engineers                                      | 40                           | 8   | 21                               | 36,751                |
| Elementary storage occupations                             | 429                          | -7  | 149                              | 18,430                |
| Environment professionals                                  | 40                           | 8   | 21                               | 33,220                |
| Estimators, valuers and assessors                          | 71                           | 12  | 39                               | 32,185                |
| Farmers  | 162                          | -16   | 66                               | 24,520                |
| Finance and investment analysts and advisers               | 188                          | 32  | 104                              | 46,797                |
| Financial accounts managers                                | 133                          | 23  | 74                               | 40,952                |
| Financial and accounting technicians                       | 31                           | 5   | 17                               | 44,038                |
| Gardeners and landscape gardeners                          | 172                          | -17   | 70                               | 17,595                |
| Hairdressers and barbers                                   | 192                          | 16  | 108                              | 10,174                |
| Health and safety officers                                 | 51                           | 9   | 28                               | 33,445                |
| Higher education teaching professionals                    | 135                          | 14  | 73                               | 39,076                |
| Human resources and industrial relations officers          | 132                          | 23  | 73                               | 28,999                |
| Insurance underwriters                                     | 34                           | 6   | 19                               | 40,723                |
| IT business analysts, architects and systems<br>designers  | 113                          | 23  | 60                               | 43,848                |
| IT engineers   | 39                           | -3  | 9                                | 27,064                |
| IT operations technicians                                  | 111                          | 10  | 45                               | 29,815                |
| IT project and programme managers                          | 72                           | 15  | 38                               | 49,128                |
| IT specialist managers                                     | 210                          | 43  | 111                              | 48,384                |

| Title   | Current<br>Employment (000s) | Projected net change<br>in employment<br>(000s) | Projected job<br>openings (000s) | Mean<br>Earnings (£)* |
|---|------------------------------|---|----------------------------------|-----------------------|
| Journalists, newspaper and periodical editors               | 74                           | 15  | 47                               | 35,117                |
| Large goods vehicle drivers                                 | 319                          | -1  | 136                              | 25,602                |
| Legal associate professionals                               | 66                           | 11  | 37                               | 29,492                |
| Management consultants and business analysts                | 174                          | 34  | 110                              | 42,811                |
| Marketing associate professionals                           | 168                          | 29  | 93                               | 30,051                |
| Mechanical engineers  | 94                           | 19  | 50                               | 44,176                |
| Medical practitioners                                       | 253                          | 63  | 172                              | 70,648                |
| Medical radiographers                                       | 30                           | 7   | 20                               | 31,505                |
| Metal machining setters and setter-operators                | 64                           | -5  | 15                               | 27,223                |
| Metal working production and maintenance fitters            | 214                          | -16   | 50                               | 29,173                |
| Midwives  | 44                           | 11  | 30                               | 30,020                |
| NCOs and other ranks  | 76                           | -7  | 12                               | 35,082                |
| Nursery nurses and assistants                               | 194                          | 52  | 141                              | 11,580                |
| Nurses  | 628                          | 157   | 427                              | 26,158                |
| Nursing auxiliaries and assistants                          | 314                          | 84  | 228                              | 15,618                |
| Pharmacists   | 58                           | 15  | 40                               | 36,739                |
| Physical scientists   | 25                           | 5   | 13                               | 52,470                |
| Physiotherapists  | 51                           | 13  | 35                               | 27,814                |
| Pipe fitters  | 11                           | -1  | 3                                | 36,637                |
| Plumbers and heating and ventilating engineers              | 181                          | 12  | 73                               | 27,832                |
| Police officers   | 193                          | -17   | 31                               | 39,346                |
| Precision instrument makers and repairers                   | 30                           | -2  | 7                                | 29,334                |
| Primary and nursery education teaching professionals        | 409                          | 41  | 222                              | 29,268                |
| Production and process engineers                            | 53                           | 11  | 28                               | 38,475                |
| Programmers and software development professionals          | 277                          | 56  | 146                              | 40,165                |
| Psychologists   | 33                           | 8   | 22                               | 34,174                |
| Public services associate professionals                     | 98                           | 17  | 54                               | 28,430                |
| Quality assurance and regulatory professionals              | 77                           | 15  | 48                               | 42,898                |
| Quantity surveyors  | 43                           | 8   | 27                               | 38,855                |
| Research and development managers                           | 42                           | 9   | 22                               | 49,590                |
| Sales accounts and business development managers            | 436                          | 74  | 241                              | 47,862                |
| Secondary education teaching professionals                  | 420                          | 42  | 228                              | 33,407                |
| Senior professionals of educational establishments          | 103                          | 10  | 56                               | 49,495                |
| Ship and hovercraft officers                                | 17                           | 3   | 9                                | 44,283                |
| Skilled metal, electrical and electronic trades supervisors | 47                           | -4  | 11                               | 35,316                |
| Social and humanities scientists                            | 17                           | 3   | 9                                | 29,984                |
| Social workers  | 102                          | 20  | 65                               | 28,182                |
| Solicitors  | 135                          | 27  | 85                               | 44,787                |
| Taxation experts  | 29                           | 5   | 16                               | 45,360                |
| Taxi and cab drivers and chauffeurs                         | 230                          | -1  | 98                               | 16,416                |
| Teaching assistants   | 364                          | 98  | 265                              | 11,796                |
| Telecommunications engineers                                | 68                           | -5  | 16                               | 32,253                |
| Train and tram drivers                                      | 29                           | 0   | 12                               | 45,489                |
| Van drivers   | 213                          | -1  | 90                               | 18,744                |
| Vehicle technicians, mechanics and electricians             | 231                          | -18   | 54                               | 25,238                |
| Veterinarians   | 18                           | 5   | 12                               | 32,374                |
| Vocational and industrial trainers and instructors          | 167                          | 28  | 92                               | 26,490                |
| Web design and development professionals                    | 70                           | 14  | 37                               | 29,870                |
| Welding trades  | 70                           | -5  | 17                               | 26,735                |