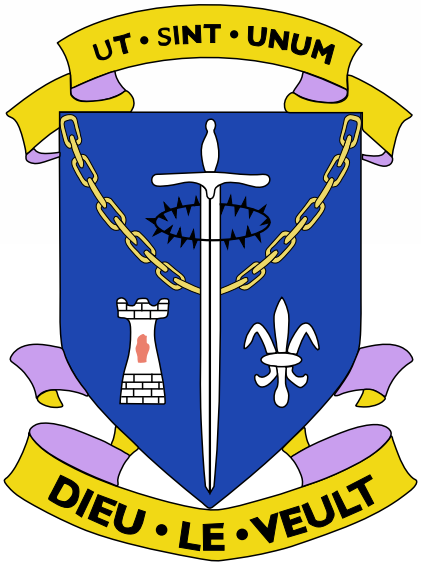
St Louis Grammar School



Information for pupils and parents

GCSE Subjects for study in Key Stage 4

2017-2019

Please note that subject specifications are subject to change by the Examining Boards.

GCSE Options 2017-2019

GCSE Subject Choices and Career Paths

Your GCSE profile is a significant factor in determining which degree course and indeed which university you may be offered a place at in future years. Achieving a high standard across your GCSE subject range will help you progress to A level and further your goal of gaining a competitive university place.

Some universities operate a scoring system in regard to GCSE subject grades. Medicine degree courses may demand as many as 8A* grades and 1A grade from your top nine GCSE subject grades. Some Dentistry schools across the UK seek applicants with a GCSE entry profile containing a minimum of 4-5 A* grades. In addition, it can be common to find that a Pharmacy degree course requires a GCSE profile containing 5-7 A grades and a competitive Accountancy, Business Management or Law degree course may require 3 - 4 A grades.

It is important to choose subjects wisely and vital that you set out on a two year GCSE course with a determination to work consistently hard to reach your full potential.

Choosing your GCSE Subjects

There are important considerations when selecting your range of subjects at GCSE level. Leaving aside the compulsory GCSE Subjects, make your choices based on;

1. Your strengths and interests; choose the subjects that you believe you will enjoy and find most interesting. These will include some subjects you have studied in junior school and achieved success in. The selection may also include new subjects you have researched and become interested in studying.

2. Subjects required for entry to certain career paths; choose subjects that are required for a particular career path. Research careers online and seek guidance from subject teachers and careers advisors so that you make an informed subject choice.

Career Paths and Subject Considerations

When selecting your GCSE subject choices, be aware that whilst many degree courses do not require specific subjects, others do. GCSE English and GCSE Mathematics are two of your core subjects and should be passed at a minimum of grade C level if you are to be considered for Higher Education degree courses in future years. Business Management, Accounting, Economics or Finance courses will generally require a minimum grade B in Mathematics. Some Engineering/Engineering related degree courses accept a B grade in GCSE Mathematics but increasingly specify that applicants should have an A grade. All midwifery courses will all require a B grade in GCSE Mathematics.

Modern Foreign Languages (French, Irish and Spanish)

Universities and Colleges in the Republic of Ireland (ROI) will require students to have a GCSE in a modern foreign language in addition to any specific A level subject requirement associated with the degree course. It is therefore strongly recommended that students take a minimum of one modern language subject at GCSE.

If considering applying to teacher training in ROI, students are advised that GCSE Irish or an equivalent qualification in Irish may be required. Students should also consider that studying a language at GCSE and A level gives the option of taking modular degree courses such as Law with Irish, Spanish or French, Accounting with French, Spanish or Irish and also Journalism with a modern language. Language skills are desirable in a global business context and many universities acknowledge this by making language development courses available to Engineering, Medical and Science students.

A Career in Allied Health Professions – Science entry requirements.

It is recommended that any student interested in Allied Health Careers should take two Science subjects at GCSE level to allow for greater choice from the range of health occupations shown below. A limited number of degrees require only one Science subject at GCSE and GCE A level, however, conditions of entry differ from one university to another.

Career Area	GCSE	A Level
Radiography	2 Science Subjects (Physics essential)	One Science A Level required
Optometry	3 Science Subjects to fully meet University of Ulster entry requirements.	2 Science subjects from Physics or Maths, Biology, Chemistry.
***Podiatry**	1 Science subject required – 2 recommended to allow for a choice in selecting a Science A Level	One Science Subject required
****Physiotherapy (requirements differ across universities)**	*1 Science subject for NI **2 subjects for England - Biology and Chemistry	One Science Subject required but some English universities require Chemistry in addition to Biology.
***Occupational Therapy**	1 Science subject required – 2 recommended to allow for a choice in selecting a Science A Level	One Science Subject required
***Speech and Language Therapy**	1 Science subject required	A Science A Level desirable but not essential at Ulster
Dietetics	2 Science subjects required with Chemistry and Biology as a preferred combination	2 Science based subjects with Chemistry preferred

Veterinary Science

A future career in Veterinary Science needs to be researched very carefully. This is one of the most highly competitive degree courses in UK universities. The GCSE and A level grade requirements are high and the work experience expectations demand that students have 5-6 placements in advance of application. A student hoping to do a degree course in Veterinary Science must take all three science subjects at GCSE level. Applicants will be asked for A grades in three A level subjects to include; Biology, Chemistry, Physics or Mathematics.

Medicine and Dentistry

Three Science subjects at GCSE and again at A level are recommended for entry into degree courses in medicine and dentistry. Students should aim for A* grades to maximise their opportunity to gain a place on a medical or dentistry degree course.

Bioscience and Biomedical Science Degrees

In addition to A level Biology, applicants to a Biology, Human Biology, Zoology or Anatomy degree must have a grade A or B in GCSE Chemistry but are currently not required to offer Chemistry at A level.

In addition to A level Biology, applicants to a Biomedical Science degree must offer GCSE Chemistry at grade B level and GCE A level Chemistry at a minimum grade B level.

Engineering Degrees

Mathematics and Physics are essential subjects for many engineering degree courses with a grade A/B required at GCSE and again at A level. Design Technology is very desirable subject for Mechanical, Structural and Design Engineering degrees. Engineering provides a useful foundation for a future career in a full range of engineering disciplines.

GCSE Computing / GCSE Digital Technology

GCSE Computing is highly desirable when considering a degree in Software Engineering, Games Development, Computer Science and Financial Engineering. GCSE Digital Technology and GCSE Computing are excellent practical courses and will equip you with the skills needed in modern day life and the world of work. GCSE Digital Technology is aimed more at the general use of software in the modern office and business, as well as including aspects of multimedia such as web design and multimedia production.

Architecture

Art is required at GCSE level for many Architecture degree courses. A great emphasis is placed on creativity and artistic talent. If a student cannot offer GCSE Art then a portfolio of evidence consisting of 10 pieces of quality work similar to a GCSE Art portfolio needs to be presented to the University for consideration. GCSE Design Technology is a very useful contributory subject but is not essential for an Architecture degree.

Nursing and Midwifery

In general, applicants must achieve a minimum grade C in a Science subject at GCSE. Biology is the preferred subject. Queen's University and the University of Ulster do not require students to have a Science subject at A Level but for those who can offer an A level Science the overall A level entry requirement is reduced. Queen's University Belfast currently states that with regard to Midwifery, preference will be given to applicants who have a grade B in GCSE Mathematics.

A number of Universities in the UK state that preference will be given to students presenting with two GCSE Sciences and A Level Biology. This is especially true when considering the highly competitive children's nursing course.

A Career in Teaching – Science entry requirements.

Any student interested in a career in primary or secondary school teaching must pass a minimum of one GCSE Science subject at grade C level or higher.

A student not meeting this condition will not be able to apply to teacher training either as a first degree option or as a post graduate option.

All of the above information should be considered carefully and students and parents are encouraged to visit university websites to fully investigate degree course requirements. Hard copies of many prospectuses are available from the St Louis Careers resource room.

University admission departments welcome phone calls and emails seeking clarification on entry requirements and in an ever-changing competitive climate it is important to check all requirements before reaching final GCSE option choices.

St Louis works closely with the DEL Careers Service and the school's Careers Officer is Mrs A Mc Polin. Mrs Mc Polin along with the Head of Careers, Mrs Devlin, will be available at the parent-teacher evening to advise on choices.

The Options Process

Pupils are given ample time to consider the options they may wish to choose at GCSE. The options process commences on **16th January 2017**. Pupils must hand in their final completed options form by **10th March 2017**.

In the first trawl pupils will be given a free choice from all the options available. Following this the subjects will be put in six options blocks based on the pupils' choices. In the second trawl pupils **must** choose one option in each block. The second trawl is completed by 10th March 2017.

The following conditions apply:

- All students must study Religious Education, English and Mathematics as GCSE subjects.
- Physical Education is available as an option though all pupils have non-exam PE on their timetable.
- Students must take at least one Science.
- It is strongly recommended that students study a language.
- Further Maths is offered as an option subject and will be included as one of the six choices.

Whilst every effort is made to ensure that all pupils are able to get their chosen options, on occasion this may not be possible due to timetabling constraints. Pupils must give their choice of options careful consideration and seek advice from Parents, Teachers, the Head of Careers, and the DEL Careers Service.

LMI Labour Market Information

Future job opportunities in Northern Ireland

The following areas are extremely important to the Northern Ireland economy:

- ICT / Computing
- creative and digital media
- business and financial services
- advanced manufacturing and engineering
- renewable energies and recycling
- health and life sciences
- agri-food sector

ICT / Computing

Information and Communications Technology (ICT), particularly software development, database development, systems architecture and internet specialist skills, is at the heart of every organisation and is central to our daily lives: mobile communication, computer games, touch screen technology, satellite navigation devices – the list is endless. Many large international IT based companies have chosen Northern Ireland as their base in the UK and these include: Liberty IT, Allstate, First Derivatives, Seagate, Fujitsu, and Concentrix. Northern Ireland is one of the world's top destinations for financial technology and R&D investment (Invest NI 2017).

Creative and digital media

Digital is everywhere and is at the heart of the UK economy, underpinning growth through both the development of new technologies and the provision of services to businesses and consumers.

Key market growth areas identified by national and international level research include:

- cloud computing
- mobile technologies
- cross-platform mobile applications
- computer games and digital entertainment
- cyber-security products and services
- green/low carbon IT products

Business and financial services

There are seven different industries within the finance, accountancy and financial services sector. Jobs vary from:

- accountants
- bank officials
- underwriters
- insurance and investment brokers
- actuaries and pensions advisers

Advanced manufacturing and engineering

This includes careers requiring CAD skills, CNC machine operatives, mechanical and electrical engineering skills including at technician level and strategic marketing to name but a few.

Renewable energies and recycling

European and global agreements on more energy efficient technology are creating demand for new engineering solutions. Mechanical engineers are at the forefront of designing everything from better forms of green energy and zero emission engines to the latest breed of nuclear power stations. It's a highly skilled profession but has multiple entry routes.

Careers in this sector include:

- mechanical engineers
- research and development managers
- physical scientists
- design and development engineers
- biological scientists and biochemists

Health and life sciences

The Health and Life Sciences sector is one of Northern Ireland's most important sectors. The sector combines all elements of science and technology that contribute to the discovery and development of products for the healthcare and well-being of humans and animals. Northern Ireland companies and universities have experience in delivering innovative research, products and services to global customers in areas such as Precision Medicine, Diagnostics, Connected Health, Clinical Trials and Data Analytics.

Agri food

Food and drink manufacturing includes the processing of meat and poultry, dairy, fish and shellfish, fruit and vegetables and the production of bakery and drinks products amongst others. Areas of work include bakery, distillery, creamery and ready meals production. Jobs can include:

- laboratory technicians
- food scientists
- biotech
- machine operatives
- butcher
- supply chain manager

Careers research is a vital part of choosing your GCSE options. Below are some useful websites to help you make your choices.

Useful websites

Exam Board websites

http://ccea.org.uk - Council for the Curriculum, Examinations and Assessment. (Northern Ireland's Exam Board)

http://ocr.org.uk - Oxford Cambridge and RSA
(Exam Board for GCSE Computing 9-1)

General Websites for Career Information and projected job trends.

www.investigatecareers.com - password for St Louis Grammar Students - **kangaroo**

The site allows you find information about different careers and to research the Labour Market Information and predicted Job trends up to 2022.

www.nidirect.gov.uk/careers - Register on the website and use the Careers A-Z facility to research job information and links between GCSE subject choices and careers. Examine information about the skills in demand in NI.

www.icould.com - Complete the buzz quiz to identify what type of work you may be suited to. Research different careers and listen to case studies.

Recruitment websites specific to NI jobs:
www.recruitni.com
www.jobcentreonline.co.uk
www.nijobs.co.uk

Websites to support development of CV'S and complete job application forms:
http://www.fish4.co.uk/career-advice/how-to-write-a-cv/
https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv
http://standout-cv.com/pages/how-to-write-a-cv
https://www.kent.ac.uk/careers/cv.htm

Main University Application Websites
www.ucas,com (UK Universities website)
www.cao.ie (ROI Universities website)
www. cafre.ac.uk (College of Agriculture, Food and Rural Enterprise)
www.dkit.ie (Dundalk Institute of technology)

Universities and Regional Colleges:
http://www.qub.ac.uk
http://www.ulster.ac.uk
http://www.src.ac.uk
http://www.serc.ac.uk
http://www.belfastmet.ac.uk

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GCSE Art - CCEA

In this ART & DESIGN course you will:

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

You can produce work in 2D and 3D and areas of study will include:

- Drawing and painting
- Printmaking
- ICT digital manipulation
- 3D construction
- Mixed media techniques
- Textiles
- Sculpture

What qualification will the course lead to?
I wonder if this will get an A*?
How would it help me in the future?

The study of Art can help you develop transferable skills that you can take to any career or job. It will help: your research skills; help you to problem solve; develop your ability to work independently; train you to share ideas visually and orally, to be innovative, creative and reflective in your work, consider audience, consumer and/or function in the presentation of your work.

How will my work be assessed?
All work will be produced under controlled assessment and you will complete two components of work.

Component 1: **Part A - Exploratory Portfolio (25%)**
Part B - Investigating the Creative and Cultural Industries (35%)
Component 2: **Externally set Assignment (40%)**

What will be especially important for me to succeed on this course?

You need to have shown a good level of artistic skill at KS3 and enjoy art. You must have a desire to learn new skills and develop your visual language. You should be a hard worker who is prepared to carry out your ideas resulting in ambitious, creative and exciting work.

You could go on to take a higher qualification in Art & Design such as A-level. Skills and creativity promoted by taking Art for GCSE are important in the following career paths:

- Advertising, Media work, Publishing, Illustration and Printmaking (including communication design such as Graphic Design for magazines, newspapers and television)
- Product Design/Engineering/Biological Engineering and Prosthetics/Cosmetic Surgery
- Architecture, Interior Design, Landscaping and Garden Design
- Arts and antique markets
- Crafts (Ceramics, Pottery, Weaving, Framing)
- Fashion, Textile Production and Design, Jewellery Design and Make-up Artist
- Film, video, photography, television and radio
- Software, computer games, electronic publishing and Animation
- Music and the visual and performing arts (including dance), Stage Design, Costume Design
- Education, Community Arts, Art Therapist, Fine Artist

Alongside the opportunities for examination success and access to 3rd level and professional training, students who under take GCSE and A Level Art courses can enhance their own personal lives, e.g. they become more visually aware as trend setters in fashion, derive pleasure in interior design for their own homes and establish a lifelong love of Art and culture.

Creative Jobs And Exports Outpace Rest Of UK Economy
The creative economy added new jobs at more than twice the UK economy average and creative exports grew more than four times faster. *Published: September 2016*

GCSE BUSINESS STUDIES – CCEA

Content	Assessment	Weightings
Unit 1: **Starting a Business** • Creating a Business • Marketing • Business Operations	External written examination 1 hour 30 minutes Short structured questions and extended writing	40%
Unit 2: **Developing a Business** • Human Resources • Business Growth • Finance	External written examination 1 hour 30 minutes Short structured questions and extended writing	40%
Unit 3 **Planning a Business** • Business Plan	Controlled assessment	20%

Unit 1 exam will be taken at the end of Year 11.

Key Skills: The subject contributes to the following key skills: communication, application of number, information technology, working with others, improving your own learning and performance and problem solving.

Careers

Studying Business Studies at GCSE and A Level could lead to careers in:

- Starting your own business
- Marketing
- Sales
- Finance
- Accountancy
- Personnel Management Higher Education courses in: • Business and management degrees
- Business and IT

GCSE BUSINESS STUDIES – CCEA

GCSE Biology - CCEA

Why is Biology important?

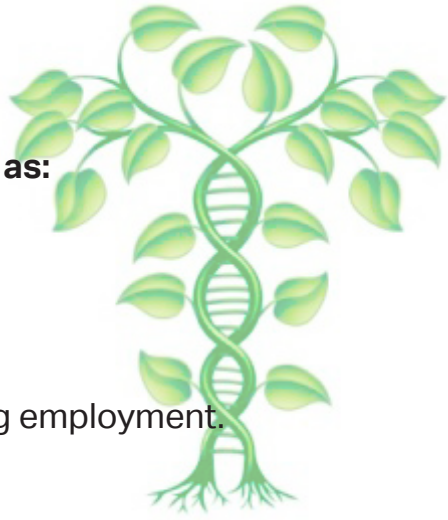
The course lays an appropriate foundation for the study of the subject at AS and A2 levels and is valuable preparation for careers in research, medicine, biochemistry, ecology, nutrition, healthcare and teaching, to name but a few.

Why study Biology?

GCSE Biology stimulates and excites pupils' curiosity and their interest in and knowledge of, phenomena and events in the world around them. The Biology course offers a range of activities linking practical experience with ideas, developing key skills and encouraging critical and creative thought.

Biology doesn't just lead to working in a research laboratory. Biologists:

- record climate change events;
- conserve animals and plants;
- design new drugs and treatments;
- work for NASA.



Studying Biology gives you important transferable skills, such as:

- you learn to think logically and solve problems;
- you become experienced in computing;
- you learn to communicate and work as part of a team.

In the UK, graduates in Biology have a high success rate in gaining employment.

Biology GCSE is divided into five sections and these are:

- How Science works;
- Human Biology;
- Evolution and environment;
- Additional Biology;
- Further Biology.

The course links direct practical experience with ideas, encouraging creative and critical thought.

Students selecting Biology are recommended to choose at least one other subject from Chemistry or Physics.

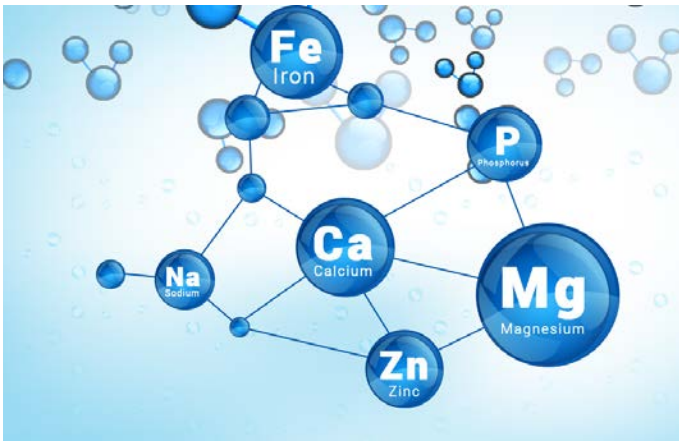
GCSE Chemistry – CCEA

The Chemistry specification places emphasis on:

- How science works
- Explaining and modelling of chemistry
- Applications of chemistry in the world today

Core content:

- Chemistry of rocks and metals
- The fuel industry
- New and useful polymers
- Natural oils and plant oil chemistry
- The changing world
- Structures and bonding
- How far, how fast?
- Energy and electrolysis
- Acids, bases and water
- further Chemistry



Aside from being a key criterion for many vocational courses such as medicine, Chemistry is a modern, living, changing subject that will provide anyone of any level with skills that will be of great benefit in the modern world. Studying Chemistry aids the development of logical and analytical thinking as well as an appreciation for the scientific language that faces us more and more in the changing world we live in.

Assessment – GCSE Chemistry follows a modular course

GCSE CHEMISTRY

- **Unit 1:** Structures, trends, Chemical reactions/ Quantitative Chemistry and Analysis - 1 hour 15 minutes exam - 35%
- **Unit 2:** Further Chemical reactions, Rates and Equilibrium, Calculations and Organic Chemistry - 1 hour 30 minutes exam - 40%
- **Practical Skills** - 25%

Students selecting Chemistry are recommended to choose at least one other subject from Biology or Physics.

GCSE Child Development – CCEA

- Two year course
- Two Exams
- One piece of Controlled Assessment

Content	Assessment	Weighting
Component 1: **Parenthood, Pregnancy and the Newborn Baby**	• External written examination • 1 hour 15 mins • 75 marks • The paper includes multiple-choice, short • and structured questions, and questions requiring extended writing.	30%
Component 2: **The Development of the Child (0–5 Years)**	• External written examination • 1 hour 15 mins • 75 marks • The paper includes multiple-choice, short • and structured questions, and questions requiring extended writing.	30%
Component 3: **Investigation Task**	• Controlled assessment • 100 marks • Students complete one task from a choice of two. **The task has the following parts:** • 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. Students present the written report on the task in the required format. Teachers mark the task, and CCEA moderate the results.	40%

Child Development Exam Topics:

Unit 1: Parenthood, Pregnancy and the Newborn Baby

- The family and parental responsibilities
- Reproduction
- Pregnancy
- Diet and lifestyle during pregnancy
- Birth
- The new born baby
- Feeding the baby

Unit 2: The Development of the Child (0–5 Years)

- Dietary needs of the child (0–5 years)
- Child health and education
- Child Development
- Social Development
- Physical Development
- Intellectual Development
- Communication Development
- Emotional Development

The course, along with suitable A Levels and subsequent degree, could lead to careers in:

Early years teacher; Family support Worker; Learning mentor; Teaching; Social Worker; Children's nurse; Counsellor; Educational Physiologist; Speech and Language therapist.

GCSE Child Development – CCEA

GCSE Computer Science 9-1 – OCR

The Computer Science course will give you an in-depth understanding of how computer technology works. The main focus is computer programming which is not part of the GCSE Digital Technologies course.

This course will suit pupils wishing to pursue a career in software and computer games development. It would also suit pupils who are logical and who have an analytical approach to problem solving.

Why is learning to program so important?

- Software is the language of our world today - in the future, not knowing the language of computers will be as challenging as being illiterate or innumerate are today.
- Will every job in the future involve programming? No. But it is still crucial that every child learns to code as these are the skills that are required in a range of industries today and in the future.
- Computational thinking is a skill that everyone should learn! Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems.

Throughout the course pupils are examined on a range of practical programming tasks which are assessed through controlled assessment coursework.

The programming assignments are set by the examination board and pupils will be asked to plan and develop a programming solution to a problem as well as undertake independent research.

At the end of year 12 pupils will sit two 1½ hour examinations on a range of theory learnt throughout the course. Pupils will also take part in a programming project in Year 12.

The course weightings are as follows:

- **Coursework - 20%**
- **Exam - 80%**

Theory topics include:

- The Fundamentals of computer systems
- Computing hardware / software, Networks / Internet
- Ethical, legal, cultural and environmental concerns
- Representations of data e.g. Binary, how sound and images are encoded
- Databases
- Communications and networking
- Algorithms, programming techniques, computational logic
- The theory and practice of computer programming

GCSE Digital Technologies – CCEA

Pupils will study the CCEA GCSE Digital Technology from September 2017. You will study the theory of computers as well as complete practical coursework tasks. This course directly relates to current software development trends and the study of modern technology based systems.

This course will suit pupils who want to go in to a career in **IT** or who wish to develop essential skills in a range of software packages including multimedia. These skills will be invaluable for any pupil throughout their working life.

Throughout the course pupils are examined on a range of practical coursework components which are assessed through controlled assessment.

At the end of Year 12 pupils will sit two papers, one 1 hour examination based on the theory of digital technology and one 1½ hour exam based on digital authoring.

The course weightings are as follows:

- **Coursework - 30%**
- **Exam - 70%**

Throughout the two years you will continue to develop your IT skills using standard office software, learning how to develop applications and communicate information effectively using multimedia software such as Fireworks and Dreamweaver.

You will learn how to develop a solution to a given problem using database technology. You will also develop a website for your coursework using Dreamweaver.

The coursework consists of two tasks which include:

- Software Development Life cycle including solution Design and Development
- Website design and development

By studying either Computer Science or Digital Technologies could allow you to pursue a career in the following:

- IT / Computing
- Business and Business Management
- Media
- Web / Multimedia design
- Software Development
- Games Design
- Programming
- Business Management
- Computer Science

Pupils may only take either Digital Technologies or Computer Science. Not both!

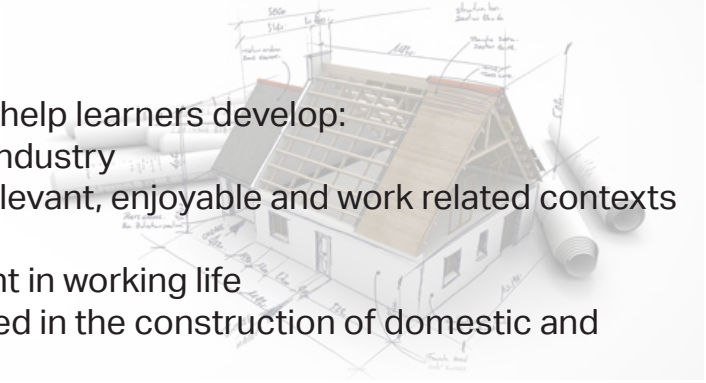
GCSE Construction – CCEA

GCSE – Construction and the Built Environment.

Key Features:

- Provides students with a broad background to, and core knowledge and understanding of the construction industry.
- Encourages students to develop craft, CAD and technical skills.
- Helps students to make informed choices about their careers and how they will progress.
- Encourages students to develop and practice the key transferable skills and have a positive attitude towards sustainable construction techniques.

Benefit to Learners:



- We have designed this specification to help learners develop:
- A core knowledge of the construction industry
- An ability to apply their knowledge in relevant, enjoyable and work related contexts for craft operations and CAD projects.
- Key transferable skills that are important in working life
- The ability to research the materials used in the construction of domestic and commercial buildings.

Summary of Units:

- **Unit 1:** Introduction to the built environment– this unit covers occupations within the construction industry, candidates must also research the different types of buildings and construction methods used in Northern Ireland. 1 Hour test. 20% weighting.

- **Unit 2:** Sustainable construction – external exam 1 hr. 30 minutes paper includes questions based on pre-release. 30% weighting.

- **Unit 3:** The Construction Craft Project – 25% weighting

- **Unit 4:** Computer Aided Design in Construction – controlled assessment, internally assessed and externally moderated, 25% weighting.

GCSE Technology – CCEA

Key Features:

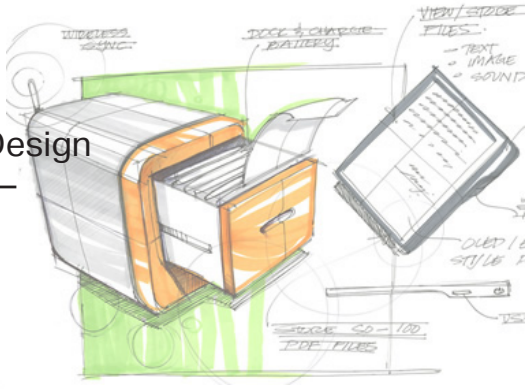
The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It allows students to develop transferable skills, which will benefit them in vocational training and employment.
- It makes students aware of creative, engineering and manufacturing industries.
- It incorporates product design, and systems and control.
- It encourages students to be creative, innovative and be prepared to take design risks.
- It makes students aware that high quality design and technology is important.
- It makes students aware that many modern day innovations are developed from existing and historic solutions.
- It is accompanied by planning frameworks and student guides to support teachers and students.
- It has broad cross-curricular links.

Summary:

Unit 1: Technology & Design Core Content: This is an externally assessed exam unit 1hr 30 minutes long with a 25% weighting. This exam based unit will assess materials & manufacturing, Pneumatics, Mechanisms, Computer control and Electronics.

Unit 2: optional area of study – can choose between three areas for this exam:
Electronic/micro electronic control systems, or
Mechanical and Pneumatic control systems, or
Product design 25% weighting



Unit 3: Design and manufacturing project – Systems Design and Manufacturing or Product Design and Manufacture – this is the main design and make task which carries a weighting of 50%

Benefits:

- Greater flexibility
- Skills of creativity and critical analysis
- Decision making skills, through individual or collaborative
- The ability to explore a wide range of concepts

GCSE Drama – CCEA

GCSE Drama gives you the opportunity to develop practical skills in Drama and to enhance your appreciation, knowledge and understanding of drama and play texts.

Why Study Drama?

In studying this course you will:

- have the opportunity to work imaginatively and creatively;
- have the opportunity to work with others;
- develop a range of practical, creative and performance skills; and
- develop a solid foundation for further study of Drama at a more advanced level.

The course is divided into two units:

- Unit 1: Understanding Drama (40% of marks)
- Unit 2: Drama Performance (60% of marks)

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).

Unit 1 is assessed through a compulsory written exam that takes place in the summer of Year 12. This test lasts 1 hour, 30 minutes (40%)

Unit 2 is a practical unit. Students must complete TWO controlled assessment tasks.

Students choose ONE element from the following five options: (30%)

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

NB Devised Performance or Improvisation is normally chosen.

There is also a compulsory element called: Scripted Performance. This is done in Year 12 in preparation for external moderation and can be any play chosen by teacher and class. (30%)

GCSE English – CCEA

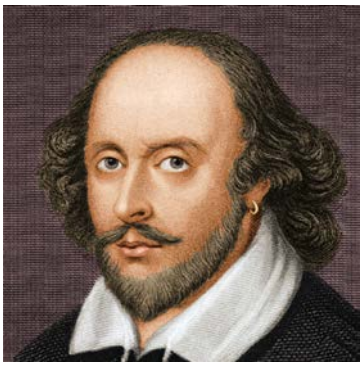
This is an untiered examination (grades available A* – G)
Assessment is by examination and coursework

Unit 1: 30% - Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts.
External written examination
Untiered: 1 hour 40 mins: Students respond to five tasks. 30% Summer and November from 2018

Unit 2: 20% - Speaking and Listening Controlled Assessment
Untiered: Teachers assess the tasks, and CCEA moderate the outcomes. 20% Summer and November from 2018

Unit 3: 20% - Studying Spoken and Written Language Controlled Assessment
Untiered: Teachers assess the tasks, and CCEA moderate the outcomes. 20% Summer and November from 2018

Unit 4: 30% - Personal or Creative Writing and Reading Literary and Non-Fiction Texts
External written examination Untiered 1 hour 40 mins
Students respond to five tasks. 30% Summer and November from 2018.
Students must take at least 40 percent of the assessment (based on unit weighting) at the end of the course as terminal assessment.



ENGLISH LITERATURE – CCEA
This is an Untiered examination (grades available A*-G)
Assessment is by examination and coursework

Unit 1: 30% **The Study of Prose** **Summer from 2018**
External written examination 1 hour 45 mins
Students answer two questions, one from Section A and the set question in Section B.
Section A is closed book.

Unit 2: 50% **The Study of Drama and Poetry** **Summer from 2018**
External written examination 2 hours
Students answer two questions, one from Section A and one from Section B.
Section A is open book. Section B is open book.

Unit 3: 25% **The Study of Shakespeare** **Summer from 2019**
Controlled assessment 2 hours
Students complete one task: an extended writing question based on a theme.
Teachers mark the tasks, and CCEA moderate the results. Students must take at least 40 percent of the assessment (based on unit weightings).

GCSE Engineering – CCEA

Bigger. Better. Faster. Higher. Smaller. Stronger. Longer. More durable. Less expensive. More efficient. Environmentally friendly. These are the challenges that have motivated engineering for centuries. Engineering is the application of knowledge, mathematical and natural sciences, and practical experience to the design of useful objects and processes.

It is, in short, the pursuit of economy, conservation and innovation. Engineers strive to make science serve society by putting theory into practice. It can be said that engineering began with the very first tool fashioned by Palaeolithic man 2 million years ago. Today its impact is immeasurable and its application for the future, limitless.

"Strive for perfection in everything you do. Take the best that exists and make it better. When it does not exist, design it."
Sir Henry Royce, British engineer

What you will learn and gain from this course"

- gain core knowledge and understanding of the engineering industry;
- begin to understand the contribution that engineering makes to society and the economy;
- develop and use a range of transferable skills, including computer aided design (CAD) and
- technical skills, to design and make engineered products;
- develop an awareness and understanding of environmental issues and sustainable development;
- develop an awareness and appreciation of commercial and industrial issues and emerging
- technologies in the context of engineering;
- apply their knowledge and understanding of engineering by using evaluation and
- problem-solving skills; and develop as effective and independent learners.

Unit 1: Engineering Design and Graphical Communication - 30%

This unit is about the process of designing. Students analyse a client brief, detail production constraints, develop a range of design specifications and choose a final design solution. They produce engineering drawings of their final design to test it against the original brief and to present information to the client. Students learn how to:

- analyse client design briefs;
- detailed production constraints
- develop a range of design specifications and solutions;
- read and produce engineering drawings;
- choose engineering drawing techniques; and
- present their design solution.
- Test their final solution against the original brief

Unit 2: Engineering Production - 30%
Students make an engineered product made up of two different materials. Students learn how to:

- use product specifications;
- read and interpret engineering drawing and diagrams;
- produce a production plan;
- choose suitable materials, parts and components for a product;
- use production processes and begin to understand their importance for functional and aesthetic reasons;
- use quality control techniques to check the quality of their work conforms to the standards required;
- use processes, tools and equipment, including computer-aided manufacture (CAM), required to make an engineered product; and apply health and safety procedures.

Unit 3: Engineering Technology - 40%

There may be some links between this unit and the other two. In it, students learn about:

- engineering materials and their properties/functions;
- quality control techniques;
- new technology used in and by the engineering industries;
- impact of modern technologies; and
- engineered products.

This unit is assessed through two 1 hour examinations.

GCSE Food & Nutrition – CCEA

GCSE Home Economics has now been replaced with GCSE Food and Nutrition for first teaching in September 2017. Food and Nutrition:

- Two year course
- One Exam
- One piece of Controlled Assessment

Content	Assessment	Weighting
Component 1: Food and Nutrition	• 2 hour Exam • Completed in Year 12 • 120 Marks • The written paper Includes multiple-choice, short and structured questions, and questions requiring extended writing.	50%
Component 2: Practical Food and Nutrition	• Controlled assessment • 120 marks • Students complete one task that involves the following: ◦ Part A: Research and Viewpoints; ◦ Part B: Justification of Choice; ◦ Part C: Planning; ◦ Part D: Practical Activity; and ◦ Part E: Evaluation. • Students present the written report on the task in the required format. • Teachers mark the task, and CCEA moderate the results.	50%

Food and Nutrition Exam Topics:

- FOOD PROVENANCE – Where does food come from?
- FOOD PROCESSING AND PRODUCTION – Where and how is food produced?
- FOOD AND NUTRITION FOR GOOD HEALTH – Government dietary guidelines
- ENERGY AND NUTRIENTS – Energy Balance, BMR, PAL
- MACRO NUTRIENTS – Protein, Fat, Carbohydrate

- MICRO NUTRIENTS – Vitamins and Minerals
- FIBRE – Soluble and Insoluble
- WATER - Hydration
- NUTRITIONAL AND DIETARY NEEDS – Lifecycle (Pregnancy, Infancy, School Children, Adolescents, Adults, Older Adults), Allergies, Intolerance, Vegetarians, Vegans, Sports People
- PRIORITY HEALTH ISSUES – Obesity, CVD, Type 2 Diabetes, Anaemia, Dental Caries
- BEING AN EFFECTIVE CONSUMER WHEN SHOPPING FOR FOOD – Barriers, Shopping Options, Consumer Protection
- FACTORS AFFECTING CHOICE – Personal, Social, Economic, Cultural, Ethical, Environmental, Health, Financial, Advertising, Store Layout, Labelling, Quality Assurance Schemes
- FOOD SAFETY – Types of food poisoning, factors leading to food poisoning, consumer protection
- RESOURCE MANAGEMENT – Time management, Food Waste, Methods of Payment
- FOOD PREPARATION, COOKING AND PRESENTATION SKILLS

The course, along with a subsequent A Level, could lead to careers in:

- Consumer Studies
- Dietetics
- Food Design and Nutrition
- Food product Development
- Food Management and Marketing
- Food Manufacturing
- Physiotherapy
- Human Nutrition
- Biology
- Environmental Health
- Nursing
- Food Science and Technology
- Medicine

Year 11 Halloween Cookery 2016

GCSE Food & Nutrition – CCEA

GCSE French – CCEA

GCSE French is a 2-year intensive course of study consisting of the four skills common to all languages.

Only those students who have studied French in KS3 may select French for study at GCSE.

The scheme of work for years 11 and 12 is based on the revised CCEA syllabus for French. This is a topic and skill based development of the four skills introduced in KS3.

Listening and Reading will be externally examined and are both worth 50% of the final result.

- In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.

Writing will carry 25% of the final result.

- Externally examined.
- In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.
- Four questions. Responses include: a listing task (foundation only); short sentence responses (both tiers); short responses to 1 or more pieces of text (Higher only); short translation from English into French (both tiers); one extended piece of writing (both tiers).

Speaking will also carry 25% of the final result.

- One teacher-facilitated and externally marked examination.
- The test each lasts 7 – 12 minutes (plus 10 preparation time)
- Each test includes: 2 role-plays and a general conversation.
- Students will prepare the first conversation topic in advance from the Context of Learning prescribed by CCEA.

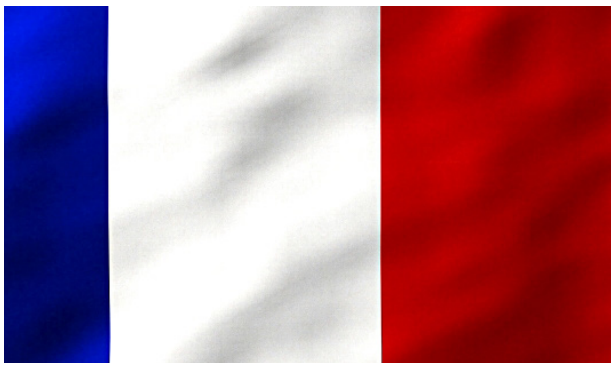
Topics studied include:

Identity, Lifestyle and Culture:

- Myself, my family, relationships and choices
- Social media
- New technology
- Free time and leisure
- Daily routine
- Culture, customs, festivals and celebrations

Local, National, International and Global Areas of Interest:

- My local environment
- The wider environment
- Community involvement
- Social issues
- Global awareness
- Travel and tourism



School Life, Studies and the World of Work:

- My studies
- School life
- Extra-curricular activities
- Part time jobs
- Money management
- Future plans and career

It is essential that pupils studying French spend at least 20 minutes per night learning vocabulary and there will be at least one written homework per week. Assessment is continuous throughout the course. Pupils will be formally assessed regularly on a range of skills and a record of this will be kept to provide evidence to illustrate the progress being made and to inform parents. Internal school examinations will provide an overview of progress.

The aim of the course is to develop the ability to use French effectively for practical communication while at the same time gaining an insight into the culture and civilisation of French speaking countries. It also provides enjoyment and intellectual stimulation.

This new syllabus offers numerous benefits to pupils and will help them to develop:

- An enjoyment of language learning;
- Their linguistic skills to help them take their place in a multilingual global society;
- An ability to make informed decisions about further learning opportunities and career choices and also a suitable basis for further study of French;
- A knowledge and understanding of the wide range of employment opportunities with French;
- The ability to communicate effectively in French; and
- An awareness and understanding of French-speaking communities.

This course, and subsequent A Level in French, could lead to careers in:

International Business; European Business; Education; Translation work and interpreting; Sales and Marketing; Journalism; Law; Travel and Tourism; Any field where communication skills are valued.

GCSE Geography – CCEA

GCSE Geography offers students the opportunity to build upon the knowledge, skills and values, developed throughout Geography during Years 8-10 at St. Louis. Students will be required to study aspects Physical and Human Geography from a variety of sources, gaining a full understanding of the key concepts and processes which help shape our environments. Students will be required to apply their knowledge to case studies from the local, national and global environments.

This GCSE Geography offers excellent preparation for students wishing to study Geography at AS and or A2 level.

GCSE Geography Specification

Content	Assessment	Weighting
Unit 1; **Understanding Our Natural World** **Unit Themes;** **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 Exam** **1 hour and 30 minutes** Four multi-part questions are set with one on each theme. Candidates answer all four questions. Each question includes; • Resource material which may take a variety of forms, for example- statistical, pictorial and written text; and • Some parts that require extended writing	**40%**
Unit 2; **Living in Our World** **Unit Themes;** **Theme A;** Population and Migration (25%) **Theme B;** Settlement (25%) **Theme C;** Contrasts in World Development (25%) **Theme D;** Managing Our Resources (25%)	**External Written Exam** **1 hour and 30 minutes** Four multi-part questions are set with one on each theme. Candidates answer all four questions. Each question includes; • Resource material which may take a variety of forms, for example- statistical, pictorial and written text; and • Some parts that require extended writing	**40%**

Content	Assessment	Weighting
Unit 3: **Fieldwork Report** (Coursework)	**Controlled Assessment** **The candidate must complete a report of approximately 1800 to 200 words based on primary data collection.**	**20%**

GCSE Geography may be offered through a modular system, which means students may have the opportunity to sit Unit 1, or Unit 2 at the end of the first year of teaching.

This GCSE, and a subsequent A Level and degree course, could lead to a career in:

- Teaching
- Environment Planning
- Land Surveying
- Marketing
- Town and Country Planning
- Travel and Tourism
- Natural Conservancy
- Finance
- Public Relations

GCSE History – CCEA

Why Study History?

Studying History will provide you with the opportunity to explore key political, economic and social events. You will study and evaluate systems of government and learn how the actions of these governments have impacted on individuals, groups and society as a whole.

In studying this course you will:

- develop an interest and enthusiasm for history;
- understand the significance history has for today's society;
- become aware of how the past has been represented, interpreted and given significance for different reasons and purposes; and
- develop skills that will equip you for future employment

The syllabus is assessed by two written examinations.

Unit 1: Modern World Studies in Depth (60%) **1hour 45 minute exam**

Summer from 2018

Section A Life in Nazi Germany, 1933-1945

In this option, students focus on the impact of the Nazi dictatorship on people's lives in Germany. Students explore the interplay of political, economic, social and racial forces in Germany at this time. Candidates will answer five questions including short response questions, structured questions and an essay question.

Section B Changing Relations: Northern Ireland and its Neighbours, 1920-1949

In this option, students focus on the changing relationships between the north and south of Ireland and Britain following the partition of the island of Ireland. Students examine the changing relationships against the backdrop of peace, war and neutrality. They also explore the significant impact of World War II on relations between Northern Ireland and its neighbours. Students answer six questions including source based questions, short response questions and an essay question.

Unit 2: An Outline Study (40%) **1 hour 15 minute exam**

Summer from 2019

International Relations, 1945-2003

In this unit, students focus on the significant events and developments associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'. Candidates will answer six questions including source based questions, a structured question and an essay question.

Careers

This course could lead to careers in:

- Media
- Politics
- Library or information work
- Writing or editorial work
- Teaching
- Lecturing
- Business
- Civil Service / Solicitor / Barrister
- Archaeologist
- Archivist
- Historical Researcher

GCSE Irish – CCEA

GCSE Irish is a 2-year intensive course of study consisting of the four skills common to all languages. The aim of the Irish GCSE course is to develop the ability to use Irish effectively and with confidence for practical communication while at the same time gaining an insight into the culture and civilisation of Irish speaking communities in which the language plays a significant role. It also provides enjoyment and intellectual stimulation. The emphasis throughout the course is to create an environment for authentic use of the language. Music, song and dance are considered part of the learning programme and the opportunity to participate in feiseanna, quizzes, debates and drama is welcomed. Students will be offered the opportunity to experience life in a native Irish speaking area during a residential trip.

Only those students who have studied Irish in Year 10 may select Irish for study at GCSE. It is recommended that all GCSE Irish students attend a Gaeltacht course during their GCSE studies. This can be either a summer course in year 11 or attendance at the Irish department's annual weekend trip to Ranafast.

Listening and reading will be externally examined and combined are worth **50%** of the final result. In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.

Writing will carry **25%** of the final result and is also externally examined. In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.

Speaking will also carry **25%** of the final result and involves one teacher-facilitated and externally marked examination.

Topics studied include:

Identity, Lifestyle and Culture:

- Myself, my family, relationships and choices
- Social media
- New technology
- Free time and leisure
- Daily routine
- Culture, customs, festivals and celebrations

Local, National, International and Global Areas of Interest:

- My local environment
- The wider environment
- Community involvement
- Social issues
- Global awareness
- Travel and tourism

School Life, Studies and the World of Work:

- My studies
- School life
- Extra-curricular activities
- Part time jobs
- Money management
- Future plans and career

It is essential that pupils studying Irish spend at least 20 minutes per night learning vocabulary and there will be at least one written homework per week. Assessment is continuous throughout the course. Pupils will be formally assessed regularly on a range of skills and a record of this will be kept to provide evidence to illustrate the progress being made and to inform parents. Internal school examinations will provide an overview of progress.
This new syllabus offers numerous benefits to pupils and will help them to develop:

- An enjoyment of language learning;
- Their linguistic skills to help them take their place in a multilingual global society;
- An ability to make informed decisions about further learning opportunities and career choices and also a suitable basis for further study of Irish;
- A knowledge and understanding of the wide range of employment opportunities with Irish;
- The ability to communicate effectively in Irish; and
- An awareness and understanding of Irish-speaking communities.

GCSE Music – CCEA

Why study Music?

Music is a subject that includes a wide variety of transferable skills. It develops self-confidence through performance as well as creativity, both skills highly valued in the Business world. It also demonstrates a disciplined perseverance through the long-term study of an instrument.

- Through the study of Music you will learn to:
- Develop your creativity
- Develop critical listening skills
- Think logically and solve problems through analysis
- Gain experience in software technology and recording skills
- Develop self-confidence through individual and group performance
- Communicate and work as part of a team

GCSE MUSIC is divided into 3 components

1. Composing (controlled assessment) 30%
To compose 2 contrasting compositions lasting max 3 mins each using modern technology.

2. Performing 35%
To perform in front of an external examiner, 1 solo and 1 ensemble piece at the level equivalent to grade 3 (higher graded pieces will gain extra marks) with a short discussion (worth 5%)

3. Listening and Appraising (external assessment) 35%
1 listening paper split into 2 x 45 min sections) based on the study of set pieces from a wide variety of styles and eras including many examples of modern music and songs.

GCSE Maths – CCEA

GCSE Mathematics is a modular course. All students will have the opportunity to study Mathematics at Higher level enabling them to achieve an A or A* Grade. The end of Key Stage 3 Mathematics results determine the Mathematics group of the student for GCSE. Areas studied include number, algebra, data handling, shape, space and measure.

Assessment is divided as follows:

Modules T3 or T4	2 hr. exam (with calculator)	Worth 45%
Module T6	75 min paper for calculator / 75 Min paper for non-calculator	Worth 55%

GCSE Further Maths – CCEA

This course is intended to cater for those pupils who are capable of working beyond the limits of the GCSE Mathematics specification. It is designed to broaden the mathematical experience of pupils who:

- Have a strong mathematical ability
- Are considering mathematical courses at AS/A Levels
- Are considering courses at AS/A Level that require mathematics beyond GCSE
- Wish to extend their knowledge of mathematics.

This specification aims to encourage students to:

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

Examination Components

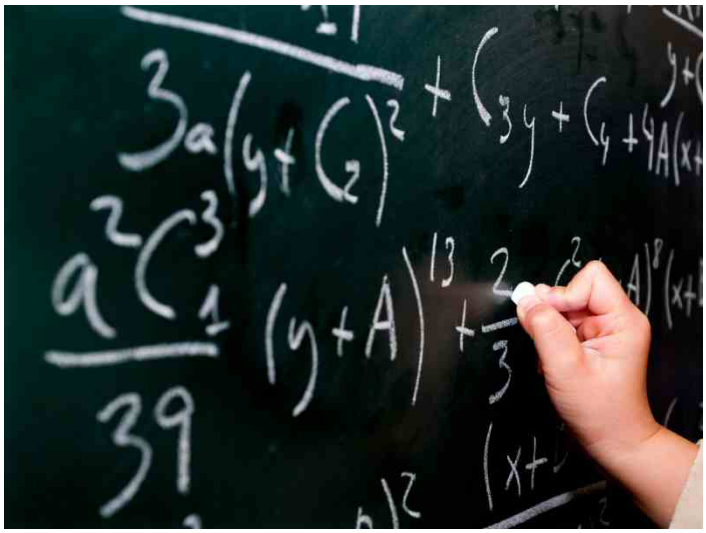
There will be two written papers each of two hours duration, one for each unit.

Unit 1 Pure Mathematics 50%

Unit 2 Mechanics 25%, Statistics 25%

Unit 1 (Pure Mathematics)
In this unit pupils investigate

- Algebra
- Trigonometry
- Differentiation
- Integration
- Logarithms
- Matrices
- Vectors



Unit 2 (Mechanics and Statistics)

In this unit pupils explore:

Mechanics

- Kinematics
- Vectors
- Forces
- Newton's laws of motion
- Friction
- Moments

Statistics

- Understanding and using statistical terminology
- Measures of central tendency
- Measures of dispersion
- Probability
- Bivariate analysis

Further Mathematics is not required in order to go on to study Mathematics at AS / A level.

GCSE PE – CCEA

The examination will consist of three components:

Component 1: Factors Underpinning Health and Performance
External written examination - Paper 1 (25%). 1 hour 15 mins - Students answer short response questions and questions that require extended writing.

This component is organised into the following three sections:

- 1.1.1 - The Body at Work;
- 1.1.2 - Health and Lifestyle Decisions; and
- 1.1.3 - The Active Leisure Industry.

Component 2: Developing Performance
External written examination – Paper 2 (25%). 1 hour 15 mins - Students answer short response questions and questions that require extended writing.

- 3.2.1- Developing Physical Fitness for Performance; and
- 3.2.2 - Developing Skilled Performance.

Component 3: Individual Performances in Physical Activities and Sports
Controlled assessment - 50%. Students perform three physical activities and/or sports from the list that we supply.

This component is organised into the following two sections. In this component, students are assessed on:

(a) the quality, efficiency and effectiveness of performances in physical activities and sport
(b) the quality of analysis and evaluation of performances.

SELECTING THIS COURSE IN ST LOUIS. INTERESTED STUDENTS SHOULD:

- Have shown commitment to PE through consistent application to PE in KS3.
- Compete in at least one sport with a club.
- Compete on at least one school team.
- Demonstrate a high level of fitness over the two year course.
- Be able to run at least 2000M continuously. (Girls)
- Be able to run at least 2500M continuously. (Boys)
- Have demonstrated a diligent application to study in other academic subjects

GCSE Physics – CCEA

Why is Physics important?

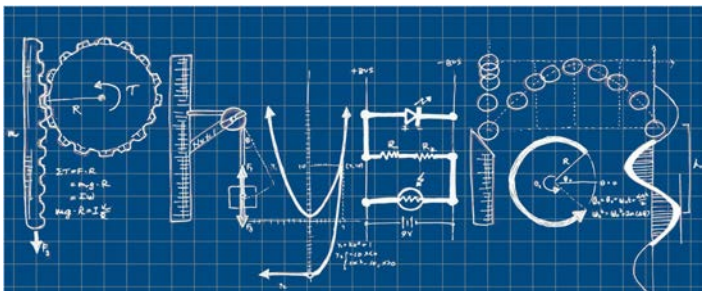
Physics influences everything from cancer treatment, computers and mobile phones to sportswear, renewable energy and weather-forecasting.

Why study Physics?

Learning to understand and contribute to the latest discoveries in science can be very satisfying. Physics can open doors to a wider range of careers than almost any other subject.

Physics doesn't just lead to working in a research laboratory. Physicists:

- design computer games;
- invent life-saving medical equipment;
- make the latest cars the safest ever;
- model financial markets.



Studying Physics gives you important transferable skills, such as:

- you learn to think logically and solve problems;
- you become experienced in computing;
- you learn to communicate and work as part of a team.

In the UK, graduates in Physics earn more than those in most other disciplines.

Physics GCSE is divided into six sections and these are:

- Energy;
- Forces;
- Waves;
- Electricity and Magnetism;
- Radioactivity;
- Earth In Space.

The course links direct practical experience with ideas, encouraging creative and critical thought.

Students selecting Physics are recommended to choose at least one other subject from Biology or Chemistry.

GCSE Religious Studies – CCEA

Religious Studies is a very important subject in St Louis. As a compulsory subject students will acquire many transferable skills which will aid them in their studies in other subjects and in the future. These include:

- Skills of description and analysis to inform and reflect;
- Skills of empathy and understanding;
- Using evidence and reasoned argument to express and evaluate personal responses;

Students must complete two written examinations, one for each of the units they study. Each exam lasts 1 hour 30 minutes and is worth 50 per cent of the final award. Students take one assessment unit at the end of one year of study and the other at the end of a second year.

Unit 1: Year 11 **The Christian Church with a Focus on the Catholic Church**

Unit 2: Year 12 **An Introduction to Christian Ethics**

Unit 1

- The Birth of the Christian Church in Ireland
- Church Government
- Worship in the Catholic Church
- The Sacraments
- The role of the Church in contemporary society

CAFOD
Just one world

Unit 2

- Personal and Family Issues
- Matters of Life and Death
- Care for the Environment
- Equality
- War and Peace

GCSE Single Award Science - CCEA

Students who intend to choose just **one** Science are recommended to take this option.

Students choosing this option will **NOT** have a route to A level Science study.

Why is Science important?

The course lays an appropriate foundation equipping the student with essential knowledge and skills that will enable them to make informed decisions regarding scientific matters at later stages. It may also provide a route to vocational study of Science in the future.

Why study Single Award Science?

GCSE Science stimulates and excites pupils' curiosity and interest in and knowledge of, phenomena and events in the world around them. The Sing Award Science course offers a range of activities linking practical experience with ideas, developing key skills and encouraging critical and creative thought.

Studying Science gives you important transferable skills, such as:

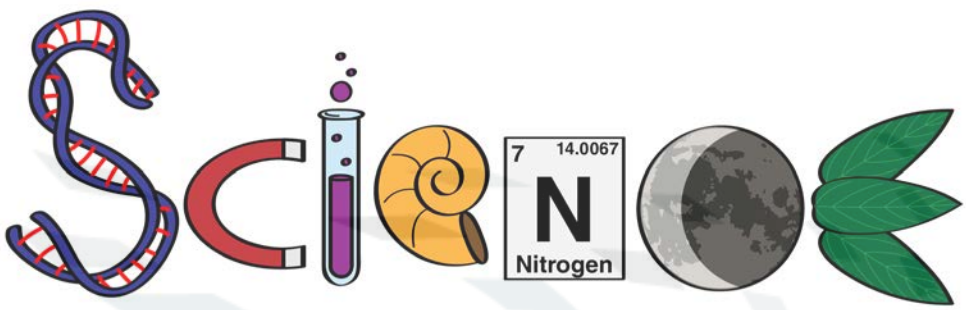
- you learn to think logically and solve problems;
- you become experienced in computing;
- you learn to communicate and work as part of a team.

Science GCSE is divided into four sections and these are:

- Unit 1 Biology 25%
- Unit 1 Chemistry 25%
- Unit 1 Physics 25%
- Controlled assessment 25%

The course links direct practical experience with ideas, encouraging creative and critical thought.

N.B. This course will provide a single GCSE grade for the candidate and is aimed at students that have strengths in areas of the curriculum other than Science.



GCSE Spanish – CCEA

GCSE Spanish is a 2-year intensive course of study consisting of the four skills common to all languages.

Only those students who have studied Spanish in Year 10 may select Spanish for study at GCSE.

The scheme of work for years 11 and 12 is based on the revised CCEA syllabus for Spanish. This is a topic and skill based development of the four skills introduced in Year 10.

Listening and Reading will be externally examined and are both worth 50% of the final result.

- In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.

Writing will carry 25% of the final result.

- Externally examined.
- In the final examination Foundation and Higher tiers are available in both skills. Tiers of entry will be selected depending on pupils' ability and progress at key stage 4.
- Four questions. Responses include: a listing task (foundation only); short sentence responses (both tiers); short responses to 1 or more pieces of text (Higher only); short translation from English into Spanish (both tiers); one extended piece of writing (both tiers).

Speaking will also carry 25% of the final result.

- One teacher-facilitated and externally marked examination.
- The test each lasts 7 – 12 minutes (plus 10 preparation time)
- Each test includes: 2 role-plays and a general conversation.
- Students will prepare the first conversation topic in advance from the Context of Lrning prescribed by CCEA.

Topics studied include:

Identity, Lifestyle and Culture:

Myself, my family, relationships and choices
Social media
New technology
Free time and leisure
Daily routine
Culture, customs, festivals and celebrations

Local, National, International and Global Areas of Interest:

My local environment
The wider environment
Community involvement
Social issues
Global awareness
Travel and tourism

School Life, Studies and the World of Work:

My studies
School life
Extra-curricular activities
Part time jobs
Money management
Future plans and career

It is essential that pupils studying Spanish spend at least 20 minutes per night learning vocabulary and there will be at least one written homework per week. Assessment is continuous throughout the course. Pupils will be formally assessed regularly on a range of skills and a record of this will be kept to provide evidence to illustrate the progress being made and to inform parents. Internal school examinations will provide an overview of progress.

The aim of the course is to develop the ability to use Spanish effectively for practical communication while at the same time gaining an insight into the culture and civilisation of Spanish speaking countries. It also provides enjoyment and intellectual stimulation.

This new syllabus offers numerous benefits to pupils and will help them to develop:

- An enjoyment of language learning;
- Their linguistic skills to help them take their place in a multilingual global society;
- An ability to make informed decisions about further learning opportunities and career choices and also a suitable basis for further study of Spanish;
- A knowledge and understanding of the wide range of employment opportunities with Spanish;
- The ability to communicate effectively in Spanish; and
- An awareness and understanding of Spanish-speaking communities.

GCSE Moving Image Arts - CCEA

Moving Image Arts focuses on how to create moving image products, and the genres within film-making. Students plan and create moving image products, and analyse and critically evaluate moving image genres.

By studying this course you will:

- develop an understanding of film language in theory and practice;
- develop ideas through investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and produce moving image artworks;
- develop technical competence in the use of film-making techniques; and
- evaluate the effectiveness of their own practice.

This course consists of three units:

Unit 1: Acquisition of Skills in Moving Image Production - 20%
Controlled Assessment task

Students complete tasks in two of the following film language areas:

- camera technique;
- sound;
- mise-en-scène;
- lighting;
- editing;
- animation; and/or
- post production.

The tasks are internally marked and externally moderated.

Unit 2: Planning and Making a Moving Image Product - 40%
Controlled Assessment task

Students produce their own moving image product (either a live action film or an animation). This unit takes the form of an externally set assignment.
This task is internally marked and externally moderated.

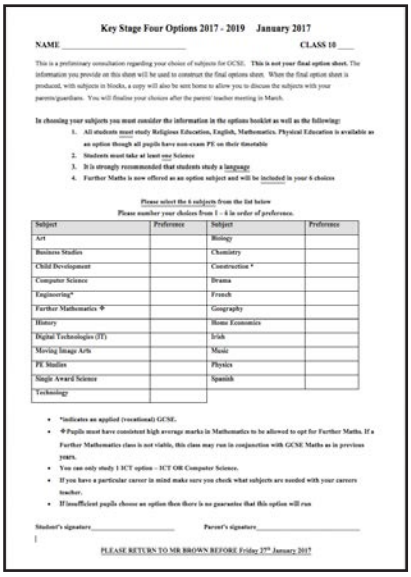
Unit 3: Critical Response to Moving Image Products - 40%
1 hour 30 minute Online Examination

Students learn how to critically analyse film and animation. They develop knowledge and understanding of film language, genre conventions and visual style.

With world-class facilities and talent, Northern Ireland is fast becoming the location of choice for international film and TV companies including Universal, BBC, C4, UTV and a host of others. (Invest NI 2017)

Options Process

Options Week Commences 16th January 2017



Key Stage Four Options 2017 - 2019 January 2017

NAME _____ CLASS 10 ___

This is a preliminary consultation regarding your choice of subjects for GCSE. **This is not your final option sheet.** The information you provide on this sheet will be used to construct the final options sheet. When the final option sheet is produced, with subjects in blocks, a copy will also be sent home to allow you to discuss the subjects with your parents/guardians. You will finalise your choices after the parent/ teacher meeting in March.

In choosing your subjects you must consider the information in the options booklet as well as the following:

1. **All students must study Religious Education, English, Mathematics. Physical Education is available as an option though all pupils have non-exam PE on their timetable**
2. **Students must take at least one Science**
3. **It is strongly recommended that students study a language**
4. **Further Maths is now offered as an option subject and will be included in your 6 choices**

Please select the 6 subjects from the list below
Please number your choices from 1 – 6 in order of preference.

Subject	Preference	Subject	Preference
Art		Biology	
Business Studies		Chemistry	
Child Development		Construction *	
Computer Science		Drama	
Engineering*		French	
Further Mathematics ❖		Geography	
History		Home Economics	
Digital Technologies (IT)		Irish	
Moving Image Arts		Music	
PE Studies		Physics	
Single Award Science		Spanish	
Technology			

- *Indicates an applied (vocational) GCSE.
- ❖Pupils must have consistent high average marks in Mathematics to be allowed to opt for Further Maths. If a Further Mathematics class is not viable, this class may run in conjunction with GCSE Maths as in previous years.
- You can only study 1 ICT option – ICT OR Computer Science.
- If you have a particular career in mind make sure you check what subjects are needed with your careers teacher.
- If insufficient pupils choose an option then there is no guarantee that this option will run

Student's signature_____ Parent's signature_____

PLEASE RETURN TO MR BROWN BEFORE Friday 27th January 2017

Stage 1

First Trawl

Free choice from 23 GCSEs. Pupils choose 6 subjects.

Forms returned by 27th January 2017

Key Stage Four Options 2017 – 2019 - February 2017

NAME _____ CLASS 10 ___

In choosing your subjects you must consider the following:

1. All students must study Religious Education, English and Mathematics as GCSE subjects.
2. Students must take at least one Science
3. It is strongly recommended that students study a language.

All students must choose **one subject from each block.**

BLOCK A	TICK	BLOCK B	TICK	BLOCK C	TICK
Art		Biology		Biology	
Engineering		Child Development		Chemistry	
History		Physics		Construction	
Irish		Technology		Computer Science	
Spanish				Single award Science	
BLOCK D	**TICK**	**BLOCK E**	**TICK**	**BLOCK F**	**TICK**
Biology		Chemistry		Business Studies	
IT		Drama		French	
Music		Further Maths		Geography	
PE		Geography		IT	
Spanish		Home Economics		Media Studies	
				Physics	
				Technology	

NB Subjects will not be offered if there are insufficient numbers for a viable class.

Student's signature_____

Parent's signature_____

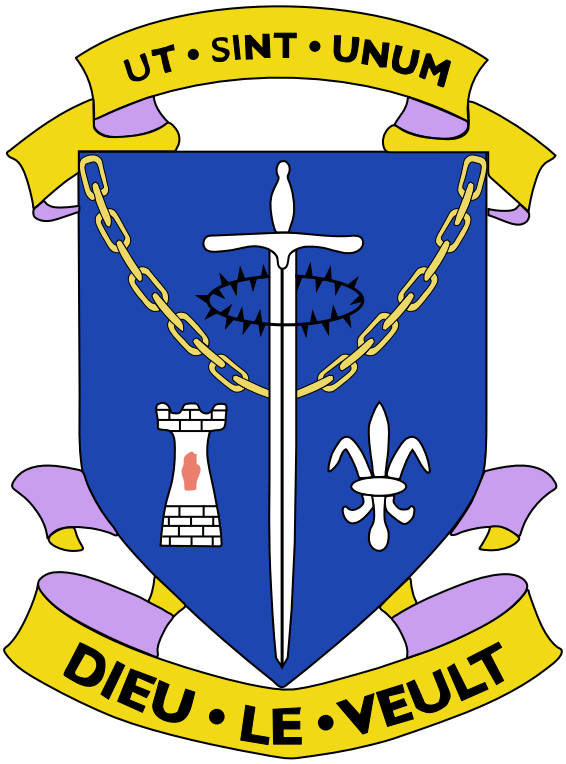
SAMPLE

Stage 2

Second Trawl

Subjects are put into 6 option blocks. Pupils must choose 1 option from each block

Forms returned by 10th March 2017



ST. LOUIS GRAMMAR SCHOOL

151 Newry Road, Kilkeel, County Down, BT34 4EU

T: 028 4176 2747 F: 028 4176 5694

E: info@stlouisgrammar.kilkeel.ni.sch.uk W:www.stlouis.org.uk

Principal: Mr. Kevin Martin B.Ed., PGCE, ME.d., PQH(NI)