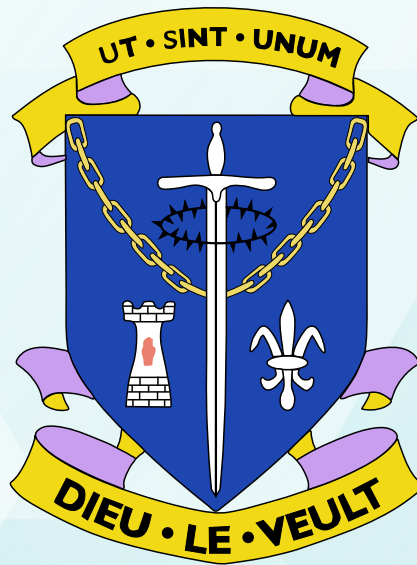


# St Louis Grammar School



## **Information for Pupils and Parents Key Stage 4 Options 2020-2022**

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

# **KS4 Options 2020-2022**

## Introduction

Welcome to the GCSE Options Booklet. Please take the time to read all the information contained in the booklet carefully.

If you have any questions about specific subjects, please talk to the relevant Head of Department / Teacher.

If you have any questions about a specific career path or the GCSE subject entry requirements for a future further education or higher education course or training course, please speak to Mrs Devlin.

If you have questions about the options process, please speak to Mr Brown.

***Please note: The options on offer may be subject to change between Trawl 1 and 2.***

## GCSE Subject Choices and Career Paths

Your GCSE profile is a significant factor in determining which post-16 pathway you will be able to access. A high GCSE grade profile will facilitate entry to a competitive post-16 further education course such as A-levels or BTEC Level 3 Extended Certificates.

Good grades in GCSE subjects will assist with entry to Apprenticeships NI courses in the higher trades such as electrical, plumbing or light vehicle repair.

### 1. GCSE Entry requirements at SRC / SERC

Applicant GCSE grades are scored for entry to Further Education courses in Regional Colleges such as the Southern Regional College (SRC) and South Eastern Regional College (SERC). It is important to note that **15 points with a minimum C grade pass in English and Mathematics** should be achieved for entry to all Level 3 Further Education courses.

Students hoping to gain a place on the funded Apprenticeships NI level 2 or level 3 apprenticeship courses must meet the GCSE entry requirements for that sector. The requirements for the higher trades of electrical or plumbing are detailed below.

**Level 2 Plumbing** – GCSE English and Mathematics Grade D in addition to 2 other GCSE grade C subject passes is the minimum requirement. High competition for places may result in applicants with the minimum grade requirement not achieving a place on the course.

**Level 3 Electrotechnical (Electrical Installation)** – 15 points or greater, consisting of at least 4 GCSE at Grade C. GCSE English and Mathematics Grade C is a requirement.

## GCSE Scoring Table for Regional Colleges (2019 onwards)

Southern Regional College (SRC) Entry to Further Education Courses Post GCSE

A minimum of 15 points is required for entry to Level 3 courses (to include grade C in both English and Mathematics).

GCSE Grades	Point Score
A*	6
A	5
B	4
C*	4
C	3
D	2
E-G	1

Occupational Studies	Point score
Double Award L2	6
Single Award L2	3
Double Award L1	2
Single Award L1	1

GCSE Grade Mathematics and English Language only	Point Score
A*	7
A	6
B	5
C*	5
C	4

The admissions policy and details about entry requirements for all courses at the SRC/ SERC can be found on: [www.src.ac.uk](http://www.src.ac.uk) or [www.serc.ac.uk](http://www.serc.ac.uk)

**NOTE: Universities may not accept Occupational Studies as equivalent to a GCSE though they will be accept it as part of your academic profile.**

## 2. GCSE Entry requirements for University/College Degree /HLA courses

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 or a higher apprenticeship. Some universities, for example QUB, score your GCSE grades for entry to competitive degree courses. Medicine and Dentistry often require the highest grades as shown in the tables below. However, universities often set a baseline for entry to other degree courses; Pharmacy may require 5-7 A grades, Business Management may request a minimum of 4 A and 2 B grades within an applicant's academic profile. Accounting, Engineering and Law also require a certain range of A and B GCSE exam grades.

### Applicant GCSE scoring tables for Queen's University Belfast

#### QUB Applicants scoring for GCSE Subjects (based on best 9 GCSE grades only)

Medicine may require 38 points (between 1 and 4 additional points may be awarded from the compulsory UCAT selection test). Dentistry may require 31-34 points (between 1 and 4 additional points may be awarded from the UCAT selection test).

GCSE Grades	Point score
A*	4
A	3
B	2
C / C*	1

### 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;

**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.

**Subjects required for entry to certain career paths** - choose subjects that are required for a 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 a range of Higher Education degree courses in future years. Business Management, Accounting, and Economics courses at QUB require a minimum grade B in Mathematics.

The Finance Course at QUB requires an A grade in GCSE Mathematics. Some Engineering / Engineering related degree courses accept a B grade in GCSE Mathematics, but some ask applicants for an A grade. All Midwifery courses will require applicants to have a B grade in GCSE Mathematics and GCSE Single Award Science / Double Award Science.

### Choosing to study a BTEC Level 2 qualification alongside

BTEC Level 2 qualifications are acceptable to UK universities and will be considered within an applicant's academic profile. However, universities and colleges in the Republic of Ireland do not accept BTEC qualifications and will expect students to apply with at least 6 GCSE subjects in their academic profile. The table below shows how a BTEC Level 2 qualification may be compared with a GCSE level 2 qualification.

If you are considering a BTEC Level 2 subject, talk to your teacher about the content, the assessments and the learning experiences you will have on this course. These courses often involve a lot of project work and this strong emphasis on coursework may suit some pupils who find their performance in exams does not reflect their standard of homework or classwork.

<b>BTEC Level 2 Qualification. At least one unit externally assessed by exam</b>	<b>Level Achieved</b>	<b>GCSE Grade (Approximately equivalent)</b>
BTEC Level 2 First Award	Distinction *	A*
	Distinction	A
	Merit	B
	Pass	C

### Choosing to study an OCN NI / OCR Level 2 Qualification alongside GCSEs

If you are considering studying an OCN NI qualification alongside other GCSEs, you will be able to gain the equivalent to a B grade at GCSE if the course is completed successfully.

The OCR Level 2 Certificate is awarded similarly to the BTEC above, Distinction \* / Distinction / Merit and Pass, with the same equivalencies to GCSE.

**NOTE: QUB, Stranmillis, St Mary's will only accept one BTEC Level 2 / OCN NI Level 2 Certificate/ OCR Level 2 Certificate course in your GCSE**

### 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 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.

### Science related Career Areas

St Louis Grammar offers Single Award and Double Award Science at GCSE Level. Most students will study Double Award Science which offers students an opportunity to continue studying separate sciences at AS / A2 level. Students who do not favour a Science career path are advised that they must achieve a grade in GCSE Single Award or Double Award Science to be able to access courses such as teaching.

### A Career in Allied Health Professions

Students interested in Allied Health Careers must study Double Award Science at GCSE level to allow for greater choice from the range of Allied Health Careers shown below.

Career Area	GCSE Option Required	A Level
<b>Diagnostic Radiography / Radiotherapy &amp; Oncology</b>	Double Award Science required	BBB to include one subject from Biology, Chemistry, Physics or Mathematics.
<b>Optometry</b>	Double Award Science required	AAB to include 2 Science subjects from Physics, Maths, Biology, Chemistry.
<b>*Podiatry</b>	SA Science acceptable. Double Award Science recommended	BBB (No specific subjects required)
<b>*Physiotherapy (requirements differ across universities)</b>	Double Award Science required	BBB to include one Science Subject from Maths, Physics, Chemistry or Biology.
<b>*Occupational Therapy</b>	SA Science will meet requirements of many universities.	BBB (No specific subjects required)
<b>*Speech and Language Therapy</b>	SA Science will meet requirements of many universities.	BBB (No specific subjects required)
<b>Dietetics</b>	Double Award Science required	BBB to include 2 subjects from the list; Chemistry (preferred), Biology, Physics, Nutrition and Food Science or Maths.

**\*HPAT ULSTER SELECTION TEST REQUIRED FOR ALL EXCEPT PODIATRY**

## **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. Any student hoping to study Veterinary should commence their work experience in Year 12.

A student hoping to do a degree course in Veterinary Science must achieve high grades in GCSE Double Award Science.

Applicants will be asked for A grades in three A level subjects to include; Biology, Chemistry, Physics or Mathematics.

## **Medicine and Dentistry**

Students hoping for a career in Medicine / Dentistry must achieve high grades in GCSE Double Award Science. Students should aim to achieve mainly A\* and A grades in 9 GCSE subjects to maximise their chances of gaining a place on a Medicine or Dentistry degree course. All students intending to study Medicine or Dentistry must study a minimum of 3 A level subjects from the list; \*Chemistry (essential) and Biology (recommended) with either Mathematics/Physics.

## **Bioscience and Biomedical Science Degrees**

In addition to A Level Biology, applicants to a Biology, Human Biology, Zoology, Biomedical Science or Anatomy degrees must have attained GCSE Double Award Science.

## **Engineering Degrees**

GCSE Double Award Science is required for entry to Engineering degrees such as; Mechanical Engineering/Aerospace Engineering/Civil Engineering or Product Design.

Mathematics is an essential subject for many Engineering degree courses with a grade A/B required at GCSE and again at A level. Design Technology is a very desirable subject for Mechanical, Structural and Design Engineering degrees.

GCSE Engineering provides a useful foundation for a future career in a range of engineering disciplines when studied alongside Maths and Physics (the physics component of DA Science)

## **GCSE Technology (Computing) / GCSE Digital Technology (Multimedia)**

GCSE Digital Technology (Computing) is highly desirable when considering a degree in Software Engineering, Games Development, Computer Science and Financial Engineering. GCSE Digital Technology (Multimedia) and GCSE Digital Technologies (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 (Multimedia) 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 at grade A, then a portfolio of Art work must be presented to the University for consideration. GCSE Design Technology is a very useful contributory subject but is not essential for an Architecture degree. A Design Technology portfolio will not be accepted in place of an Art portfolio for Architecture.

## **Nursing and Midwifery**

In general, Nursing applicants must achieve a minimum grade C in a Science subject at GCSE. 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 from BBC to BCC.

Queen's University Belfast currently states that regarding Midwifery, preference will be given to applicants who have a grade B in GCSE Mathematics and a grade B in Science (Single Award Science is acceptable).

Several Universities in the UK state that preference will be given to students who study AS/A2 Level Biology. This is especially true when considering the highly competitive degree course in Children's Nursing.

## **A Career in Teaching - Science entry requirements.**

Any student interested in a career in primary or secondary school teaching must achieve a pass in a GCSE Science - Single Award Science is acceptable. 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 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 Mr Thomas Sloan. Mr Sloan along with the Head of Careers, Mrs Devlin, will be available at the options event and parent-teacher evening to advise on choices.

## Useful websites

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

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

**https://www.ocnni.org.uk** - Exam board for Level 2 IT, RE and Creative Arts

**www.ocr.org.uk** - OCR - Exam board for Level 2 Enterprise and marketing

**www.edexcel.org.uk** - Exam board for Level 2 BTEC qualifications Travel and Tourism and Countryside and Environment.

### General Websites for Career Information and projected job trends.

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

Students - **lobster** (*changes every 6 months*)

The site allows you find information about different careers and to research the Labour Market Information and predicted Job trends up to 2024.

**www.mycareer.org.uk** – a quick link to projected employment trends and salary scales across a range of careers.

**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](http://www.recruitni.com)

[www.jobcentreonline.co.uk](http://www.jobcentreonline.co.uk)

[www.nijobs.co.uk](http://www.nijobs.co.uk)

### **Websites to support development of CV'S and complete job application forms:**

[www.fish4.co.uk/career-advice/how-to-write-a-cv/](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>

### **University and College Application Websites**

[www.ucas.com](http://www.ucas.com) (UK Universities website)

[www.cao.ie](http://www.cao.ie) (ROI Universities website)

### **University and College Websites (NI)**

[www.qub.ac.uk](http://www.qub.ac.uk)

[www.ulster.ac.uk](http://www.ulster.ac.uk)

[www.cafre.ac.uk](http://www.cafre.ac.uk) (College of Agriculture, Food and Rural Enterprise)

[www.smucb.ac.uk](http://www.smucb.ac.uk)

[www.stranmillis.ac.uk](http://www.stranmillis.ac.uk)

### **A range of ROI University and College Websites (ROI Republic of Ireland)**

[www.tcd.ie](http://www.tcd.ie) (Trinity)

[www.ucd.ie](http://www.ucd.ie) (University College Dublin)

[www.dcu.ie](http://www.dcu.ie) (Dublin City University)

[www.nuigalway.ie](http://www.nuigalway.ie) (Galway University)

[www.ucc.ie](http://www.ucc.ie) (Cork University)

[www.ul.ie](http://www.ul.ie) (Limerick University)

[www.maynoothuniversity.ie](http://www.maynoothuniversity.ie) (Maynooth University)

[www.rsci.ie](http://www.rsci.ie) (Royal College of Surgeons Ireland)

[www.dkit.ie](http://www.dkit.ie) (Dundalk Institute of technology)

[www.dit.ie](http://www.dit.ie) (Dublin Institute of Technology)

### **Regional Colleges:**

[www.src.ac.uk](http://www.src.ac.uk)

[www.serc.ac.uk](http://www.serc.ac.uk)

[www.belfastmet.ac.uk](http://www.belfastmet.ac.uk)



# Top Desirable Attributes



Teamwork



Communication



IT skills



Problem Solving



Time Management



Creativity



Willingness to Learn



Resilience



Self Management

## 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:

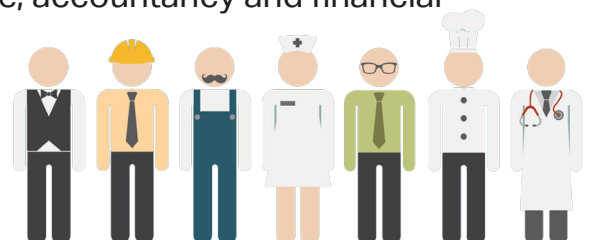
- cloud computing
- mobile technologies
- cross-platform mobile applications
- computer games and digital entertainment
- cyber-security products and services
- green/low carbon IT products



### Business and financial services

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

- accountants
- financial engineers / financial technologists
- 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.

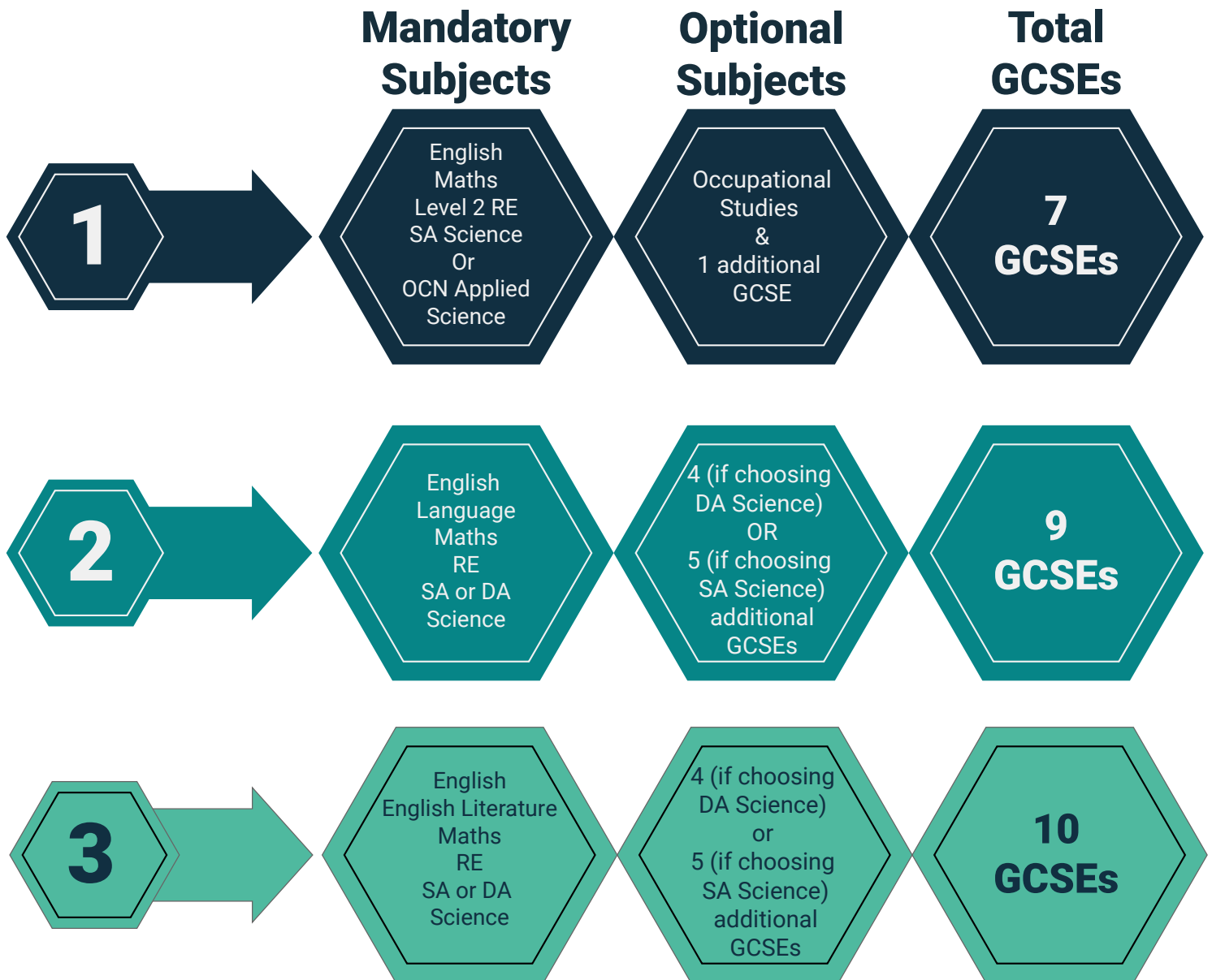
Areas of work include bakery, distillery, creamery and ready meals production. Jobs can include:

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



# Pathways

In order to aid you in choosing your GCSE options, we have organised the options choices into three pathways as follows:



## Please note:

- SA = Single Award Science - worth 1 GCSE
- OCN applied Science - Level 2 subject equivalent to 1 GCSE
- DA = Double Award Science - worth 2 GCSEs
- Occupational Studies - worth 2 GCSEs
- The **Pathway** you choose will dictate the maximum number of GCSE options you will study. This then affects the number of mandatory subjects you must study.
- If you choose Pathway 1, you will study Level 2 RE rather than GCSE RE. You can also choose either GCSE Single Award Science OR OCN Level 2 Applied Science.

# Options Overview

All pupils **must** study the following **core subjects** at Key Stage 4: English, Mathematics, Science and Religious Studies. Depending on the pathway chosen, pupils may choose to also study English Literature and / or Double Award Science. All pupils will also study non-GCSE subjects such as Non-exam PE, Citizenship, Employability and Personal Development.

The option process happens in six stages:

## Stage 1 - GCSE Options Talks

- All year 10 pupils will be involved in options talks delivered by Heads of subjects of the new subjects on offer during the week beginning **13th January 2020**. At the end of the week pupils are given a free response options sheet (Trawl 1) which lists all available subjects.

## Stage 2 - GCSE Options Day

- On the **10th February 2020** pupils and their parents are invited to an options morning during which you will be able to talk to Heads of Subject. A representative from the SRC will be present for those interested in studying Occupational Studies.
- Following the options day, pupils must first decide on the **pathway** they wish to follow. The chosen pathway will decide the maximum number of GCSES they will study.

## Stage 3 - Hand in Trawl 1

- Trawl 1 sheet to be completed by pupils and handed in on **14th February 2020**.
- Subject choices must be listed in order of preference (pathways 2 and 3 only).

## Stage 4 - Option Blocks created - Hand in Trawl 2

- Based on the optional subjects chosen by pupils, all available subjects are placed into six option blocks on the Trawl 2 sheet. Pupils must only choose 1 option from each block.
- The maximum number of options each pupil can choose is based on the pathway chosen.
- The Trawl 2 sheet will be handed out to pupils prior to the Year 10 Parent Teacher Meeting on **5th March 2020**.
- The Trawl 2 sheet is to be returned by **27th March 2020**.
- **Note: Subjects from Trawl 1 may not be offered on the Trawl 2 sheet if there are insufficient pupil numbers to run a class**

## Stage 5 - Review of individual pupil options

- Mrs Devlin, Head of Careers, and members of the SLMT will meet with pupils to review the options chosen to ensure that all pupils are on the correct pathway.
- A final decision about individual subject choices is made in discussion with the pupil and, if necessary, their parent.
- The final decision as to the viability of a pupils' chosen pathway and option choices will be made based on: progress in the internal assessments 1-3; average scores and rank in the chosen option subjects where applicable; standardised scores (CAT 4 / PTE / PTM); and in particular, scores in English, Maths and Science.

## Stage 6 - Timetabling of classes commences

- April 2020 - Timetabling for 2020-22 will commence. At this stage pupils must have finalised their choices.
- **NOTE: Once timetabling commences pupils may not be able to change their subject choices.**

# Core Subjects

**Relevant  
Pathways  
as marked**





# GCSE English - CCEA

1

2

3

This is a compulsory subject and 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 45 mins: Students respond to five tasks. 30% Summer and January from 2019

**Unit 2: 20% - Speaking and Listening Controlled Assessment**

Untiered: Teachers assess the tasks, and CCEA moderate the outcomes. 20% Summer and January from 2019

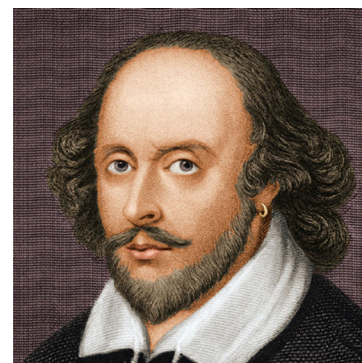
**Unit 3: 20% - Studying Spoken and Written Language Controlled Assessment**

Untiered: Teachers assess the tasks, and CCEA moderate the outcomes. 20% Summer and January from 2019

**Unit 4: 30% - Personal or Creative Writing and Reading Literary and Non-Fiction Texts**

External written examination Untiered 1 hour 45 mins  
Students respond to five tasks. 30% Summer and January from 2019.

**Students must take at least 40 percent of the assessment (based on unit weighting) at the end of the course as terminal assessment.**



# GCSE English Literature - CCEA

3

This course is an optional subject that has an untiered examination (grades available A\*-G). Assessment is by examination and coursework

**Unit 1: 30% The Study of Prose**

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**

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: 20% The Study of Shakespeare**

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 Maths - CCEA

1

2

3

GCSE Mathematics is a compulsory subject and is a course consisting of two modules. Pupils will complete one module from the range M1-M4 and one from the range M5-M8. These modules have varied levels of difficulty offering maximum grades of D through to A\* grades depending on the modules completed.

Students will be assessed by exam only, there is no coursework or controlled assessments. The first exam is usually sat at the end of Year 11 and the second exam at the end of Year 12.

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 M1 - M2 OR M3-M4	1hr 45 min Exam (with calculator) 2hr Exam (with calculator)	Worth 45% Worth 45%
And		
Module M5-M8 2 exams to complete	M5-M6 - 1hr Calculator and 1hr (non-calculator exam) OR M7-M8 - 1hr 15 (non-calculator exam) and 1hr 15 min (calculator exam)	Worth 55% Worth 55%

# GCSE Further Maths - CCEA

2

3

This course is an optional subject intended to cater for those pupils who are capable of working beyond the limits of the GCSE Mathematics specification. This course will count as one of your options. 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 (any STEM subject)
- Wish to extend their knowledge of Mathematics.

## Examination Components

Students will be assessed by exam only, there is no coursework or controlled assessments. Assessment consists of three written papers, one for each unit.

Unit 1 Pure Mathematics: 50% - 2hr Exam

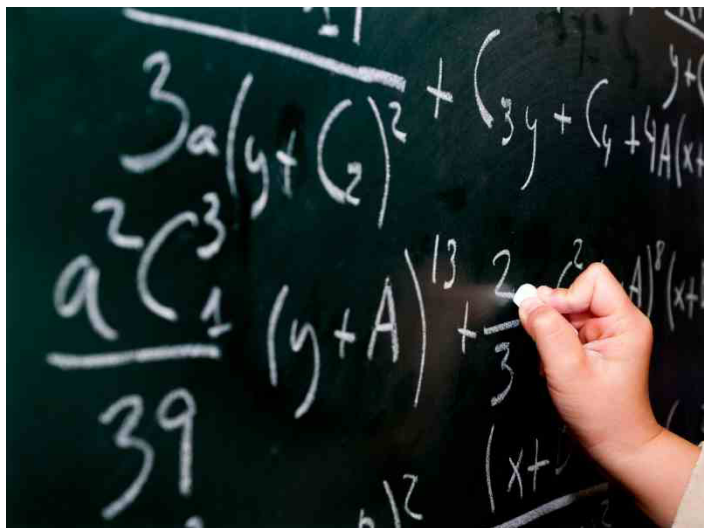
Unit 2 Mechanics: 25% - 1 Hr Exam

Unit 3 Statistics: 25% - 1 Hr exam

### Unit 1 (Pure Mathematics)

In this unit pupils investigate:

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



### Unit 2 (Mechanics)

In this unit pupils explore:

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

### Unit 3 (Statistics)

In this unit pupils explore:

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

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

The OCN NI Level 2 Certificate in Religious Studies is designed for learners who wish to develop knowledge and understanding in religious studies in order to make sense of religious choices people make in today's society.

Pupils following **Pathway 1** will complete this course. On the successful completion of this qualification, students will be able to attain the equivalent of a Grade B at GCSE.

It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity. By continuous assessment through building a portfolio, learners will be more motivated and engaged to successfully complete the qualification.

The OCN NI Level 2 Award in Religious Studies qualification enables progression to the Level 2 Certificate and from the Level 2 Certificate learners can progress to further Religious Study qualifications and/or further learning in this area or into employment.

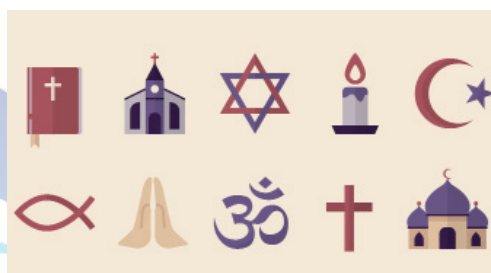
The OCN NI Level 2 Award in Religious Studies covers a range of interesting and engaging topics that include:

- Addiction
- Charity and religious charities
- Exploring personal identity and faith
- Exploring religious traditions within our own community
- Life and death issues
- Life of a famous person of faith
- Marriage and divorce
- Prejudice and reconciliation
- World Faith



Topics within this qualification can be assessed through a range of methods that include:

- Portfolio of evidence
- Practical demonstration
- Assignments
- Coursework



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

## Unit 2

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



**CAFOD**  
Just one world



## THIS OPTION IS ONLY AVAILABLE FOR PUPILS FOLLOWING PATHWAY 1

The OCN NI Level 2 Certificate in Applied Science qualifications will provide learners with the opportunity to develop their knowledge, skills and understanding in a range of key concepts within Biology, Chemistry and Physics and builds upon the Key Stage 3 science curriculum.

These qualifications were developed in conjunction with post-primary schools and offer an **applied** approach to science. They contain mandatory units in Biology, Chemistry and Physics and a range of optional units.

These qualifications are for learners interested in applied science but who have not studied or achieved a GCSE in this area. They are intended to give learners the knowledge, understanding and skills that will enable them to progress to further learning or training in a science related area. They build upon the Northern Ireland Curriculum and meet the requirements of the Key Stage 4 Entitlement Framework.

These qualifications will allow learners to further develop the following skills:

Cross-Curricular Skills:

- communication
- using mathematics
- using ICT

Thinking Skills and Personal Capabilities:

- self-management
- working with others
- problem solving

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



# GCSE Single Award Science - CCEA

1

2

3

It is **compulsory** for students to choose at least one GCSE Science - Single Award or Double Award.

Students who intend to study the minimum science requirement will take the Single Award Science option which is equivalent to 1 GCSE.

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 Single Award Science stimulates and excites pupils' curiosity and interest in and knowledge of, phenomena and events in the world around them. The Single 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:

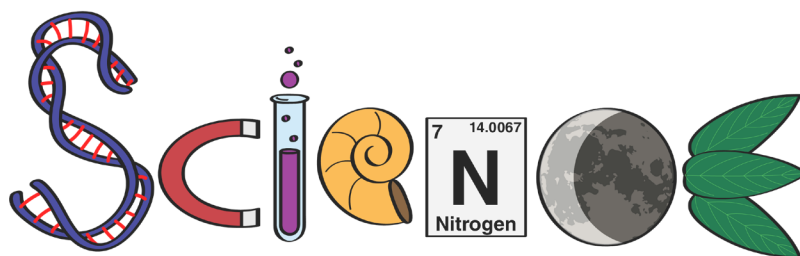
- you learn to think logically and solve problems;
- you become experienced in computing;
- you learn to communicate and work as part of a team.

The Single Award Science GCSE is divided into four sections and these are:

- Unit 1 Biology 25%
- Unit 1 Chemistry 25%
- Unit 1 Physics 25%
- Unit 4 Practical Skills 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 Double Award Science - CCEA

2

3

The **GCSE Double Award Science** specification is a broad and coherent course that develops students' knowledge and understanding of the material (Chemistry), physical (Physics) and living worlds (Biology). It encourages them to have a positive view of science and recognise its importance in our lives.

Students develop their observational and problem-solving skills in the laboratory and during fieldwork. They also enhance their ability to evaluate scientific claims through qualitative and quantitative analysis.

## Why study Double Award Science?

Students gain **two** GCSEs for completing Double Award Science and studying Double Award **will** provide a route to A Level Science study.

Practical science is a key part of this course; students carry out 18 prescribed practicals during the course. This is an important element of the subject, as part of a unit titled "Practical Skills". This is an important and useful feature of this course when preparing students for further A level study and/or entering industry.

The Double Award Science GCSE is divided into seven sections and these are:

- Unit B1 - Biology 11%
- Unit C1- Chemistry 11%
- Unit P1 - Physics 11%
- Unit B2 - Biology 14%
- Unit C2 - Chemistry 14%
- Unit P2 - Physics 14%
- Unit 7 - Practical skills 25%

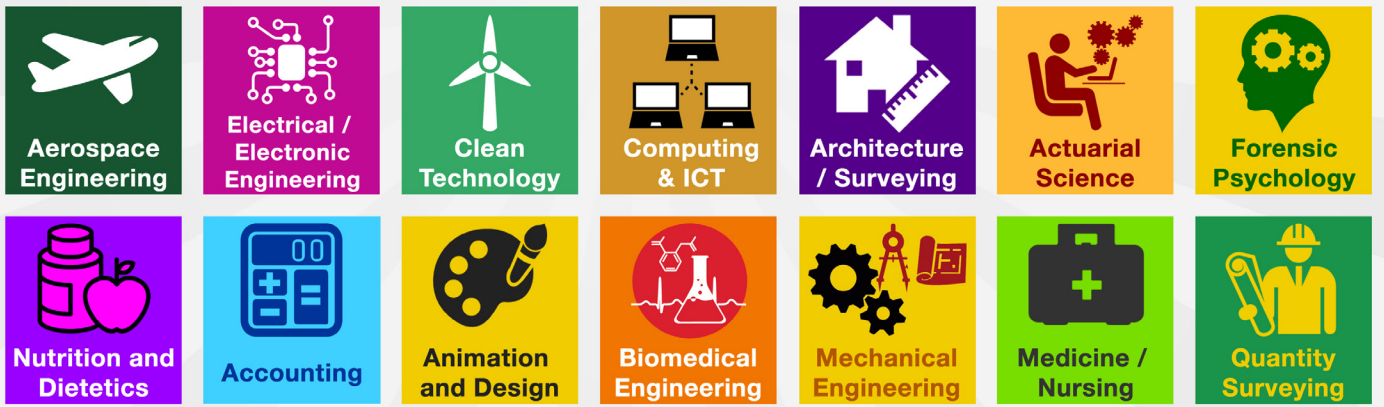
**Career options** - Double Award Science is also essential for entry onto many degree courses irrespective of A-Level grades. Areas such as;

- Medicine
- Dentistry
- Engineering
- Biomedical Sciences
- Consumer Studies
- Dietetics
- Environmental Health
- Marine Science
- Clinical Physiology
- Radiography
- Agricultural Technology

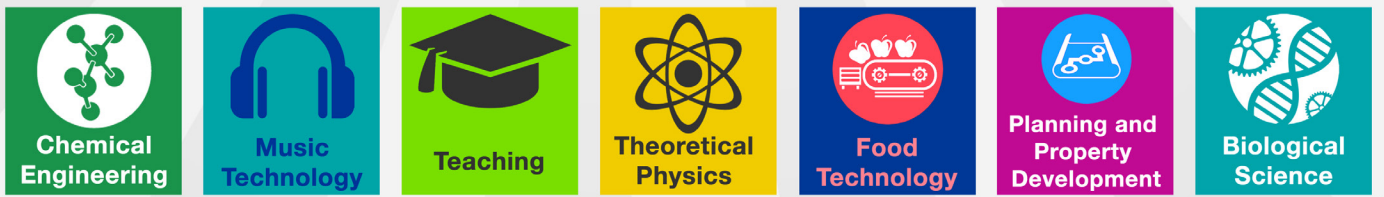


**N.B. This course will provide two GCSE grades for the candidate. You will be only allowed to choose four more GCSE options if you choose Double Award Science.**




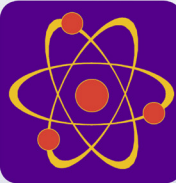




# St Louis STEM Degree and Careers Destinations



These are just some of the STEM degrees and careers that our students have undertaken. Ask your STEM teacher for more information.

## STEM is strong in St Louis

# S

science

# T

technology

# E

engineering

# M



maths



At St. Louis we offer a broad range of STEM subjects at A Level and GCSE. What STEM subjects will you study?



Will you become...

- An Astrophysicist like Matt Rooney
- A TV and Film Producer like Eamonn Hardy
- A Research Zoologist like Eimear Rooney
- A Ophthalmic Surgery Consultant like Michael O'Gallagher
- A TV and Radio Journalist like Paul Colgan (RTE)
- An entrepreneur like Connaire McGreevy
- A Dentist like Yvonne Rooney

These are just some of the rewarding STEM careers our past pupils have undertaken.

# **Optional Subjects**

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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?

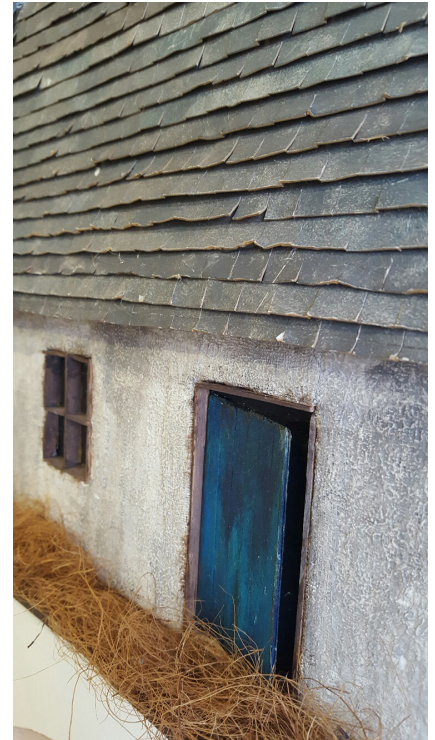
All work will be produced under controlled assessment and you will complete two components of work.

- 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*

# Level 2 Enterprise and Marketing – OCR

The Business Studies Department are offering an OCR Cambridge National Level 2 Certificate in Enterprise and Marketing which has equivalencies to GCSE. The course has one external examination, and two units of coursework as follows:

## Unit R064: Enterprise and marketing concepts

Students explore the techniques businesses use to understand how they market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

## Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. Pupils will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

## Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

## Assessment overview

### Units

<b>R064: Enterprise and marketing concepts</b>	External Exam
<b>R065: Design a business proposal</b>	Coursework
<b>R066: Market and pitch a business proposal</b>	Coursework

This qualification is marked as Distinction \* / Distinction / Merit / Pass. See page iv for equivalent grades.



# GCSE BUSINESS STUDIES - CCEA

Content	Assessment	Weightings
<b>Unit 1:</b> <b>Starting a Business</b> <ul style="list-style-type: none"> <li>• Creating a Business</li> <li>• Marketing</li> <li>• Business Operations</li> </ul>	External written examination  1 hour 30 minutes  Short structured questions and extended writing	40%
<b>Unit 2:</b> <b>Developing a Business</b> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Business Growth</li> <li>• Finance</li> </ul>	External written examination  1 hour 30 minutes  Short structured questions and extended writing	40%
<b>Unit 3</b> <b>Planning a Business</b> <ul style="list-style-type: none"> <li>• Business Plan</li> </ul>	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





# Level 2 Occ. Studies Childcare

## Units 1: Child Care and Unit 13: The Physical Care of Babies (equivalent to 1 GCSE)

### Benefits for students of studying Occupational Studies Units:

- is practical and motivates learners in a hands-on occupational environment;
- focuses on work-related tasks, enabling learners to make informed decisions about progression opportunities and career choices; and
- can help to raise levels of achievement by giving learners opportunities to demonstrate their knowledge, understanding and skills in a context directly related to employability.

NQF Occupational Studies Grades	Assessment Objective Percentage
Level 2 Distinction* = A* Distinction = A Merit = B Pass = C	AO1 – Knowledge and Understanding 20% AO2 – Application of Knowledge 60% AO3 – Evaluation 20%

### Unit 1: Childcare: The Play Environment – Completed in Year 11 (50% of final GCSE)

This unit will introduce learners to working with children in a childcare environment. It focuses on the importance of play and children's development. It is suitable for those who are interested in child development and who would like to work with children in the future. This unit includes:

- children's physical, linguistic, intellectual, emotional and social development;
- the importance of play and children's learning and development;
- books, poems, rhymes and games for the age group of your choice;
- communication difficulties;
- role of the children's care worker in various settings and related career opportunities;
- consideration of health and safety issues within the unit;
- consideration of environmental issues within the unit; and
- a review and evaluation of performance.

### Unit 13: The Physical Care of Babies – Completed in Year 12 (50% of final GCSE)

This unit is suitable for learners who wish to develop an understanding of the physical care needs of babies. Learners will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs.

Learning should be promoted through role-play, discussion and practical activities and learners would benefit from visiting a childcare setting to observe how babies are cared for.

This unit includes:

- consideration of the role of the childcare worker and associated career opportunities;
- basic hygiene needs of babies;
- measures to prevent cross infection;
- consideration of the disposal of waste and related environmental impacts when caring for babies;
- products and clothing for babies;
- feeding babies;
- consideration of health and safety issues when caring for babies; and
- a review and evaluation of performance.

# 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 Design 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:

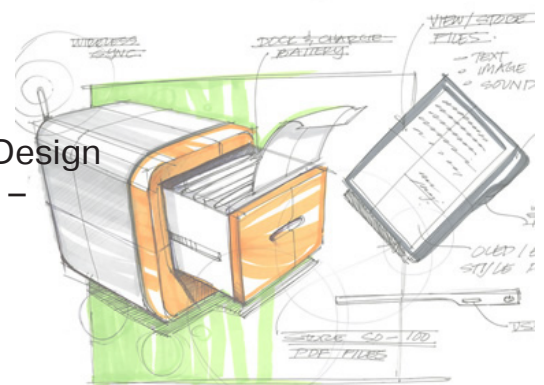
**Unit 1: Technology & Design Core Content:** This is an externally assessed exam unit 1hr 30 minutes long with a 25% weighting. This exam based unit will assess materials & manufacturing, Pneumatics, Mechanisms, Computer control and Electronics.

**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 Digital Technologies - Computing

GCSE Digital Technologies is split up into two strands - Computing and Multimedia. The Computing strand 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 (Multimedia) strand.

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 11 pupils will sit a 1 hour examination (Unit 1) on the theory of **digital technology**, and at the end of year 12 pupils will sit a further 1½ hour examination on a range of **programming theory** learnt throughout the course.

## The course weightings are as follows:

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

## Theory topics covered in both strands 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
- Algorithms, programming techniques, computational logic (computing strand only)
- The theory and practice of computer programming (computing strand only)

# GCSE Digital Technologies - Multimedia

In the **multimedia** strand of GCSE Digital technologies 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 and database development. These skills will be invaluable for any pupil throughout their working life.

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

At the end of Year 11 pupils will sit a 1 hour examination based on the theory of **digital technology** (Unit 1), and at the end of year 12 will sit a further 1½ hour exam based on **digital authoring techniques**.

**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, and learn how to develop applications and communicate information effectively using multimedia software such as Fireworks, Photoshop and Dreamweaver.

You will also learn how to develop a solution to a given problem using database technology and will 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

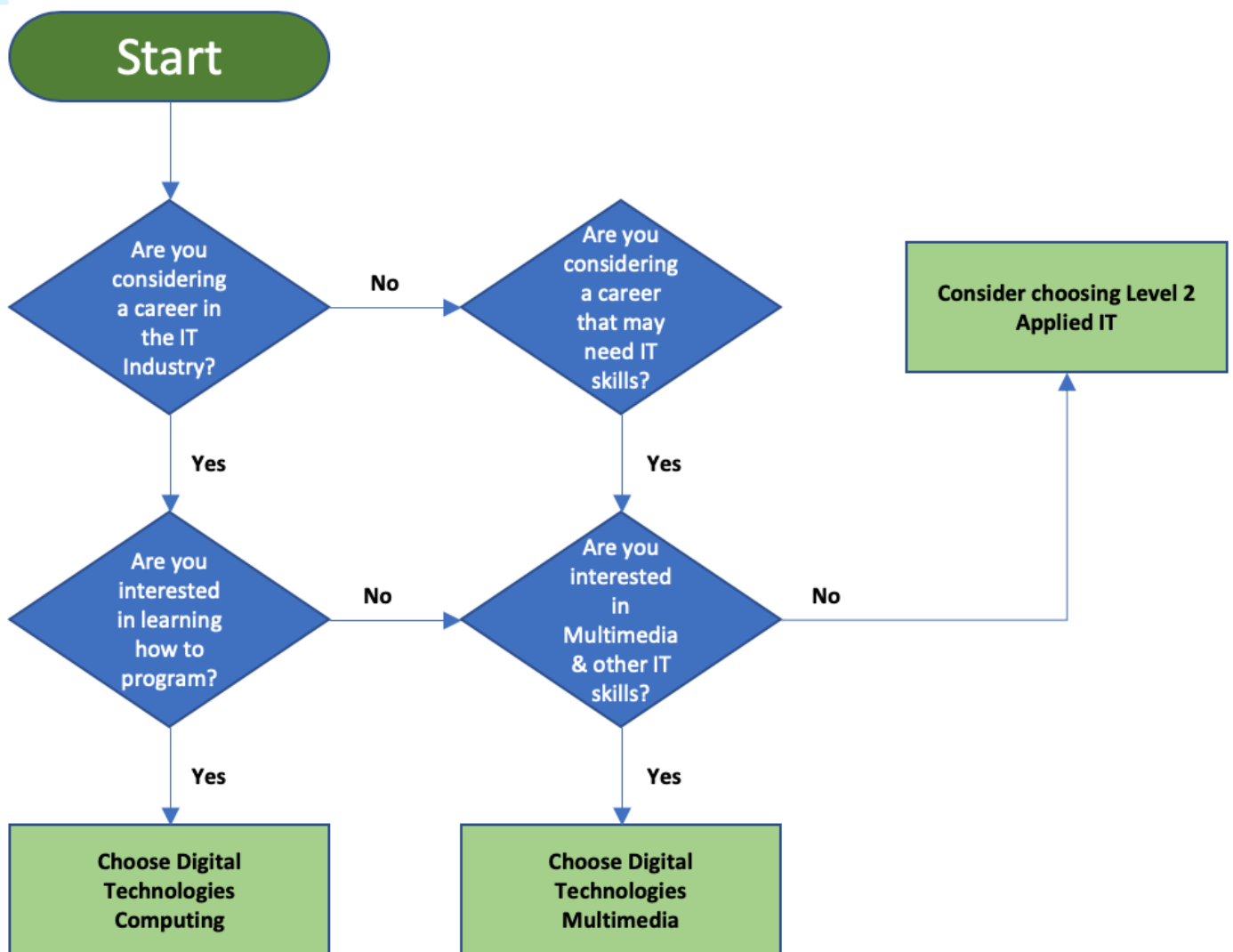
By studying either the Computing strand or multimedia strand, this could allow you to pursue a career in the following:

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



***Pupils may only take either the multimedia or Computing strand. Not both!***

# Which IT Strand Should I Choose?



Information and Communications Technology (ICT), particularly software development and computer programming, database development, systems architecture and internet specialist skills, are at the heart of every organisation and are 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. Many other well known companies are also based in the Republic of Ireland including: Google, Microsoft and Apple!

Northern Ireland is one of the world's top destinations for financial technology and R&D investment (Invest NI 2017). Therefore learning IT / programming skills is key to gaining employment on the island of Ireland.

# 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.

#### Devised Performance

#### Students choose ONE element from the following: (25%)

- Performance
- Design Support.

(Most students choose the Performance element)

*Students are required to devise a 20 minute piece of theatre based on a stimulus provided by CCEA. This will be performed and video recorded (worth 15%). This is accompanied by a Student Log which is submitted to CCEA in Year 12 (worth 10%).*

#### Scripted Performance

Completed in Year 12 in preparation for external moderation and can be any suitable, published play chosen by teacher and class.(35%)



# 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 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

## Subject Aims

This specification aims to encourage students to:

- understand the contribution that engineering and manufacturing makes to society and the economy;
- develop an awareness and appreciation of commercial and industrial issues and emerging technologies in the context of engineering and manufacturing;
- develop and use a range of transferable skills when designing and making engineered and manufactured products, to enable them to become effective and independent learners;
- develop an awareness and understanding of environmental issues and sustainable development;
- develop applied engineering and manufacturing skills as a foundation for future learning and progression;
- apply their knowledge and understanding of engineering and manufacturing using problem-solving skills; and
- actively engage in engineering and manufacturing processes.

## Unit 1: Design - 25%

Students produce a portfolio with a maximum of 12 single-sided A3 pages or equivalent, outlining their analysis of the product with proposals for its design, development and production by an engineering and manufacturing company.

Students are expected to:

- analyse a given design brief and research similar products;
- produce a detailed product specification;
- generate a range of concept sketches;
- evaluate and justify the design concept for development;
- develop a final solution to meet the requirements of the specification;
- produce engineering drawings of the final solution; and
- present a final solution with proposals for manufacture on an industrial scale.

## Unit 2: Production - 25%

Assessment for this unit is three hours long and taken under examination conditions. This unit enables students to complete a manufacturing task and demonstrate engineering and manufacturing skills in the school workshop, using hand and manually controlled machine tools under examination conditions.

Students should be able to:

- read, interpret and use engineering drawings;
- use the appropriate materials, parts and components in making the task;
- use appropriate hand tools, manually controlled equipment and processes in the making of the task;
- apply health and safety procedures when using tools and equipment; and
- apply appropriate quality control techniques to ensure that individual parts are within the specified tolerances.



## Unit 3: Materials, Processes and Systems - 50% (Examination)

This unit is externally examined by one paper divided into two sections. Section A requires short and extended writing responses to pre-release material. Section B requires short and extended writing responses to unseen questions. The teacher will provide the pre-release material in January of the year of the examination.

This unit supports the content acquired in Units 1 and 2. This encourages students to demonstrate their ability to draw together areas of knowledge, skills and/or understanding from across a full range of study for this qualification. Therefore, the students will take this unit at the end of the two year course.

# 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

## Component Areas for Assessment:

### Component 1: 50%

Food and Nutrition

2 hour Exam - Completed in Year 12

### Component 2: 50%

Practical Food and Nutrition

Controlled assessment



## Food and Nutrition Exam Topics:

- food provenance
- food processing and production
- food and nutrition for good health
- energy and nutrients, macro nutrients, micro nutrients, fibre
- water,
- nutritional and dietary needs,
- priority health issues,
- being an effective consumer when shopping for food,
- factors affecting choice,
- food safety, resource management,
- food preparation,
- cooking and presentation skills

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

- Food Innovation and Design
- Dietetics
- Food Design and Nutrition
- Food Product Development
- Food Management and Marketing
- Food Manufacturing
- Physiotherapy
- Human Nutrition / Sports Nutrition
- Biology
- Environmental Health
- Nursing
- Food Science and Technology
- Food Photography
- Consumer and Business Management,

# Level 2 Occupational Studies

## Contemporary Cuisine

### Benefits for students of studying Occupational Studies Units:

- is practical and motivates learners in a hands-on occupational environment;
- focuses on work-related tasks, enabling learners to make informed decisions about progression opportunities and career choices; and
- can help to raise levels of achievement by giving learners opportunities to demonstrate their knowledge, understanding and skills in a context directly related to employability.

### Unit 3: Contemporary Cuisine (worth 50% of the GCSE)

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen.

#### This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- consideration of career opportunities in the catering industry;
- consideration of safe use of equipment and other health and safety issues in the catering industry;
- preparation, cooking and finishing of four starters, four mains and four desserts;
- safe storage of foods and recycling of packaging;
- healthy eating alternatives;
- consideration of environmental issues in the catering industry; and
- a review and evaluation of performance.

### Unit 11: Patisserie and bakery (worth 50% of the GCSE)

This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. You will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. You will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

#### This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- using equipment safely and considering the health and safety issues in the catering industry;
- preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;
- recycling, energy conservation and environmental issues in the catering industry;
- employment opportunities in the catering industry; and
- a review and evaluation of performance.



# 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:**

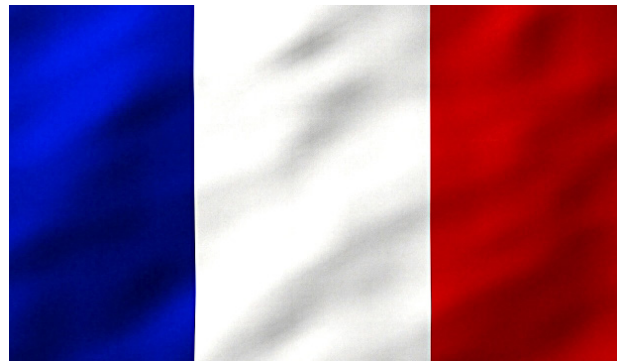
**Identity, Lifestyle and Culture:**

- 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
<p><b>Unit 1;</b> <b>Understanding Our Natural World</b></p> <p><b>Unit Themes;</b> <b>Theme A;</b> River Environments (25%)</p> <p><b>Theme B;</b> Coastal Environments (25%)</p> <p><b>Theme C;</b> Our Changing Weather and Climate (25%)</p> <p><b>Theme D;</b> The Restless Earth (25%)</p>	<p><b>External Written Exam</b></p> <p><b>1 hour and 30 minutes</b></p> <p>Four multi-part questions are set with one on each theme. Candidates answer all four questions.</p> <p>Each question includes;</p> <ul style="list-style-type: none"> <li>• Resource material which may take a variety of forms, for example- statistical, pictorial and written text; and</li> <li>• Some parts that require extended writing</li> </ul>	<p><b>40%</b></p>
<p><b>Unit 2;</b> <b>Living in Our World</b></p> <p><b>Unit Themes;</b> <b>Theme A;</b> Population and Migration (25%)</p> <p><b>Theme B;</b> Settlement (25%)</p> <p><b>Theme C;</b> Contrasts in World Development (25%)</p> <p><b>Theme D;</b> Managing Our Resources (25%)</p>	<p><b>External Written Exam</b></p> <p><b>1 hour and 30 minutes</b></p> <p>Four multi-part questions are set with one on each theme. Candidates answer all four questions.</p> <p>Each question includes;</p> <ul style="list-style-type: none"> <li>• Resource material which may take a variety of forms, for example- statistical, pictorial and written text; and</li> <li>• Some parts that require extended writing</li> </ul>	<p><b>40%</b></p>



Content	Assessment	Weighting
<b>Unit 3: Fieldwork Report</b> (Coursework)	<b>Controlled Assessment</b>  <b>The candidate must complete a report of approximately 1800 to 2000 words based on primary data collection.</b>	<b>20%</b>

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:

- GIS Applications
- Environmental Management
- Land Surveying
- Climatology and Weather Forecasting
- Urban Planning and regeneration
- Logistics Management
- Travel and Tourism
- Demography
- Teaching / Lecturing



# 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%)

1 hour 45 minute exam

### 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, 1965-98

In this option, students focus on the changing relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.



**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 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)**

# 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 based on the study of set pieces from a wide variety of styles and eras including many examples of modern music and songs.

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

- Performance or Composing in the Music Industry
- Production and Management in the Music Industry
- Film, video, television and radio
- Software and computer games
- Music and the visual and performing arts (including dance),
- Education, Community Arts, Music Therapist



# GCSE Learning for Life and Work

Learning for Life and Work provide students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.

Through studying Learning for Life and Work students gain knowledge and understanding of:

- diversity, social inclusion, rights and responsibilities;
- the role of government and non-governmental organisations in protecting people's rights;
- democratic institutions and processes;
- how to maximise physical and mental health and well-being;
- relationships and sexuality;
- to be a discerning consumer;
- the impact of globalisation on employment;
- recruitment and selection procedures;
- self-employment;
- the work environment; and
- the social responsibility of businesses.

Learning for Life and Work engages students in exploring social, personal, economic and employment issues. Topics include diversity and inclusion, causes of conflict, human rights, social responsibility, job interview preparation and entrepreneurship. Students deepen their understanding of the connections between local, national and global issues.

This qualification has four units:

- Unit 1: Local and Global Citizenship (Examination) - worth 20%
- Unit 2: Personal Development (Examination) - worth 20%
- Unit 3: Employability (Examination) - worth 20%
- Unit 4: Investigation (Controlled Assessment Task) - worth 40%



# 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 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 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 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.

# BTEC Level 2 First Award

## Travel & Tourism - Single Award

The Pearson BTEC Level 2 First Award in Travel and Tourism is taught over the same time frame as a GCSE. It has core and specialist optional units. Students must complete the two core units (1 and 2) and a choice of two optional specialist units. The BTEC First Award in Travel and Tourism involves units which are internally assessed and externally assessed.

Unit	Core Units	Assessment Method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
	<b>Optional Specialist Units</b>		
4	International Travel and tourism Destinations	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30

*In Year 11 students will study Core Units 1 and 2. In Year 12 students will study Units 4 and 5.*

### Unit 2 Travel and Tourism Destinations

- Find Out What are the most popular Destinations in the UK and Ireland.
- Plan Routes for Trips in Ireland and the UK.
- Learn how to book flights and plan group trips to various destinations.

### Unit 4 International Travel and Tourism Destinations

- Find out What are the most popular Destination in the World.
- Plan Routes for Trip to some of the World most interesting destinations.
- Learn how to book flights and plan group trips to various destinations for different type of visitors, in different parts of the world.

### Unit 5 Factors Affecting World Wide Travel and Tourism

- Find out how Climatic events like Monsoons and Hurricanes affect Travel and Tourism.
- Find out how Seasonal Conditions like Snow and Sun add to the Appeal of a destination.
- Learn how to get a Passport and Visas and where to get them.
- Research the Disease and Emergences that impact some destinations.

Each Unit is broken down into subsections and assignments to secure a Level 2 Pass, Merit or Distinction. You can achieve an overall Distinction \* (A\*) if you complete all units to Distinction level. **See page iv for GCSE equivalence.**

**Assessment Unit 1 - Externally assessed** - Students will complete a 60-minute examination worth 50 marks. The paper will consist of a number of structured questions.

**Assessment Unit 2, 4 and 5 - Internally assessed** - These units are internally assessed by St. Louis teachers and externally verified by the awarding body- Pearson.

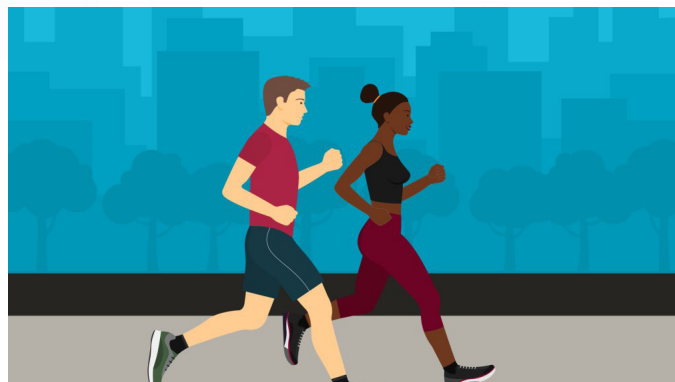
*BTEC Level 2 First Award in Travel and Tourism is the equivalent to A\*-C at GCSE level. This qualification is marked as Distinction \* / Distinction / Merit / Pass. See page iv for equivalent grades.*

# Level 2 Prince's Trust

The Prince's Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors

Units offered include

- Community Project \*
- Work Experience \*
- Undertaking an Enterprise \*
- Career Planning
- Customer Service
- Digital Skills
- Interpersonal and Self-Management
- Managing Money
- Personal Project
- Participating in Exercise
- Planning for PD
- Personal project
- Practicing Leadership
- Healthy Lifestyle
- Presentation Skills
- Teamwork Skills



Those marked \* are worth 6 credits and all others worth 3.

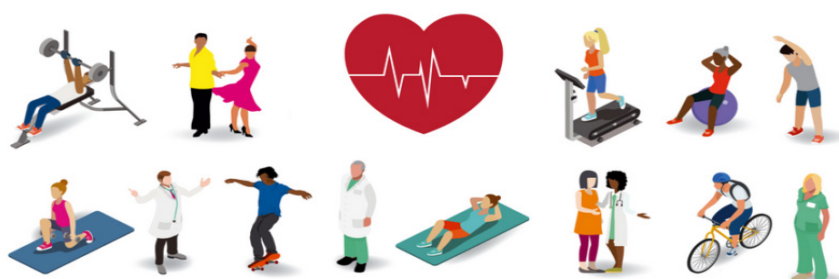
You must get 21 credits to pass at Level 2 and this is equivalent to 2 GCSE Grade Bs.

In general students will complete one \* option and 6 other options selected by the teacher.

Students can combine this course with other GCSEs to meet the basic requirements for entry to SRC. This will count as 2 GCSE subjects.



**See page i for the requirements for entry into the SRC.**



# Occupational Studies - CCEA

## What is Occupational Studies?

Occupational Studies allows pupils to study a range of practical subjects, assessed by coursework, in order to gain **2 GCSEs**. **Pupils who opt for Occupational Studies:**

- **Will go to the SRC in Newry one full day a week**
- **Will study a total of 7 GCSEs / GCSE Equivalent courses**

The Occupational Studies specifications:

- focus on occupation and employability
- enable progression to other courses, training and employment
- help to raise levels of achievement and
- emphasise learning by doing, which helps learners to develop the transferable skills needed in a changing and dynamic working environment.

CCEA have devised these specifications in consultation with:

- Sector Skills Councils;
- teachers in schools;
- teachers/lecturers in further and higher education colleges; and
- employers.

Occupational Studies at the SRC has six subject areas. Each of these relates to a general occupational area and includes a range of optional units. **Learners must complete two subjects from the same occupational area to achieve a qualification.** In year 11, pupils choose two subjects from one of the subject areas. In Year 12 pupils **must** choose two subjects from a **different** subject area.

The following units are available in the six subject areas.

### Business and Services

- Creative Styling using Blow Drying Techniques
- Shampoo & Conditioning Treatments
- Manicure and Nail Art
- Facial Skin Care
- Contemporary Cuisine
- Patisserie & Baking
- Child Care - the Play Environment
- The Physical Care of Babies
- Modern Retailing

### Construction

- Plumbing
- Brick/Block work
- Carpentry & Joinery
- Wall Tiling
- Plastering
- Painting and Decorating
- Bench Joinery

# Taught at the SRC

## Design and Creativity

- Graphic Design
- Creative Styling using Blow Drying Techniques
- Creative Styling on Long Hair
- Patisserie & Baking
- Contemporary Cuisine
- Total Beauty
- Special Crafts - Photography



## Engineering and Engineering Services

- Electrical wiring Installation
- Vehicle Servicing and Valeting Operations
- Plumbing
- Maintenance of Land-Based Machinery

## Environment and Society

- Horticulture Caring for Plants
- Horticulture Growing Plants a Sustainable Way
- Sports Leadership
- Running a Leisure Event
- Tour Guiding
- Working in Tourism
- Reminiscence with Individuals in a Care Environment (Health and Social Care Option)
- Working in a Care Environment (Health and Social Care Option)

## Technology and Innovation

- Digital Imaging
- Carpentry & joinery
- TV & Film Production

***Below are the notional GCSE equivalent grades for occupational studies.***

Occupational Studies Level	Level Achieved	GCSE Grade (Notionally equivalent)
Level 2	Distinction / Distinction *	A / A*
	Merit	B
	Pass	C
Level 1	Distinction	D
	Merit	E
	Pass	F / G

***Please note that if there are insufficient pupil numbers in particular units / classes then the unit may not run. We will be informed of this by the SRC prior to the end of the summer term.***

# Occupational Studies - CCEA

## Level 2 Creative Arts and Digital Technologies

### OCN NI Level 2 Extended Certificate / Certificate

The SRC offer an Extended Certificate in Creative Arts and Digital Technologies. This is a Level 2 qualification with GCSE equivalencies.

**On the successful completion of this qualification, students will be able to attain the equivalent of a Grade B at GCSE for one or two GCSEs.**

The OCN NI qualification takes a more coursework based approach to gaining the equivalent of 2 GCSEs over the two years. The course is organised into **projects**.

#### **Extended Certificate - Full Day Project - 4 hours (am AND pm session)**

**Each of the full day projects are worth one GCSE. Two projects will be studied over the two years to allow you to gain 2 GCSEs.**

#### **Photography Project**

- Photography: Using a Camera and Accessories
- Developing Photography Techniques using Materials and Resources
- The Photographic Project
- Lighting in Photography

#### **Graphics Project**

- Using Imaging Software Tools
- Approaches to Digital Imaging
- Practical Presentation Skills
- Health and Safety in a Working Environment

#### **Video Project**

- Using Cameras and Accessories for Film and Video
- Film and Video Production
- Capturing, Editing and Presenting Video Sequences

## Performing Arts Project

- Event organisation
- Performance Realisation

## Sound Production

- Technical Sound
- Location Recording
- Capturing and Editing
- Creative Writing



## Certificate - Half Day Project - 2 hours (am OR pm session)

For the half day projects you must **combine two projects to gain 1 full GCSE**. The half day option may be chosen together with any of the available Occupational Studies subjects shown on pages 54-55.

For example, you can combine a half day project in Photography and Graphics together with Plastering and Plumbing from Occupational Studies. 2 GCSEs can then be gained over the two years.

## Photography Project

- Photography: Using a Camera
- Developing Photography Techniques using Materials and Resources

## Graphics Project

- Using Imaging Software Tools
- Approaches to Digital Imaging

## Video Project

- Using Cameras and Accessories for Film and Video

## Sound Production

- Technical Sound
- Location Recording

## End of year show

- Event organisation

Taught at the **src**

## BTEC Level 2 Extended Certificate in Countryside and Environment

The SRC also offer a BTEC Level 2 Extended Certificate in Countryside and Environment. This is a Level 2 qualification with GCSE equivalencies. On successful completion of this qualification you will be able to gain the equivalent of 2 GCSEs.

**See page iii for the BTEC GCSE equivalence.**

This BTEC will be completed in a 2 hour am or pm session over the two years. This can be combined with either an Occupational Studies subject or the OCN NI Level 2 Certificate in Creative Arts and Digital Technologies **to gain a total of 3 GCSEs.**

The BTEC Firsts in Countryside and Environment have been developed in the environmental and land-based sector to:

- provide education and training for learners interested in employment and/or further education in the environmental and land-based and/or associated sectors
- give full-time learners the opportunity to enter employment in the environmental and land-based sector or to progress to vocational qualifications such as the Pearson BTEC Level 3 Nationals in Countryside Management
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

You will study the following topics in this qualification:

- Horticulture
- Agriculture
- Conservation



**This course is 100% coursework / project work based and does not include examinations.**



# What do I do now?

## Choose a Pathway

By choosing a pathway to follow you will then know how many optional subjects you will study. There is a summary on [page 65](#).



## Choose the subjects you will enjoy studying the most

Once you have decided on your pathway, you will then need to choose either 2, 4 or 5 additional subjects to study.



## Ask questions

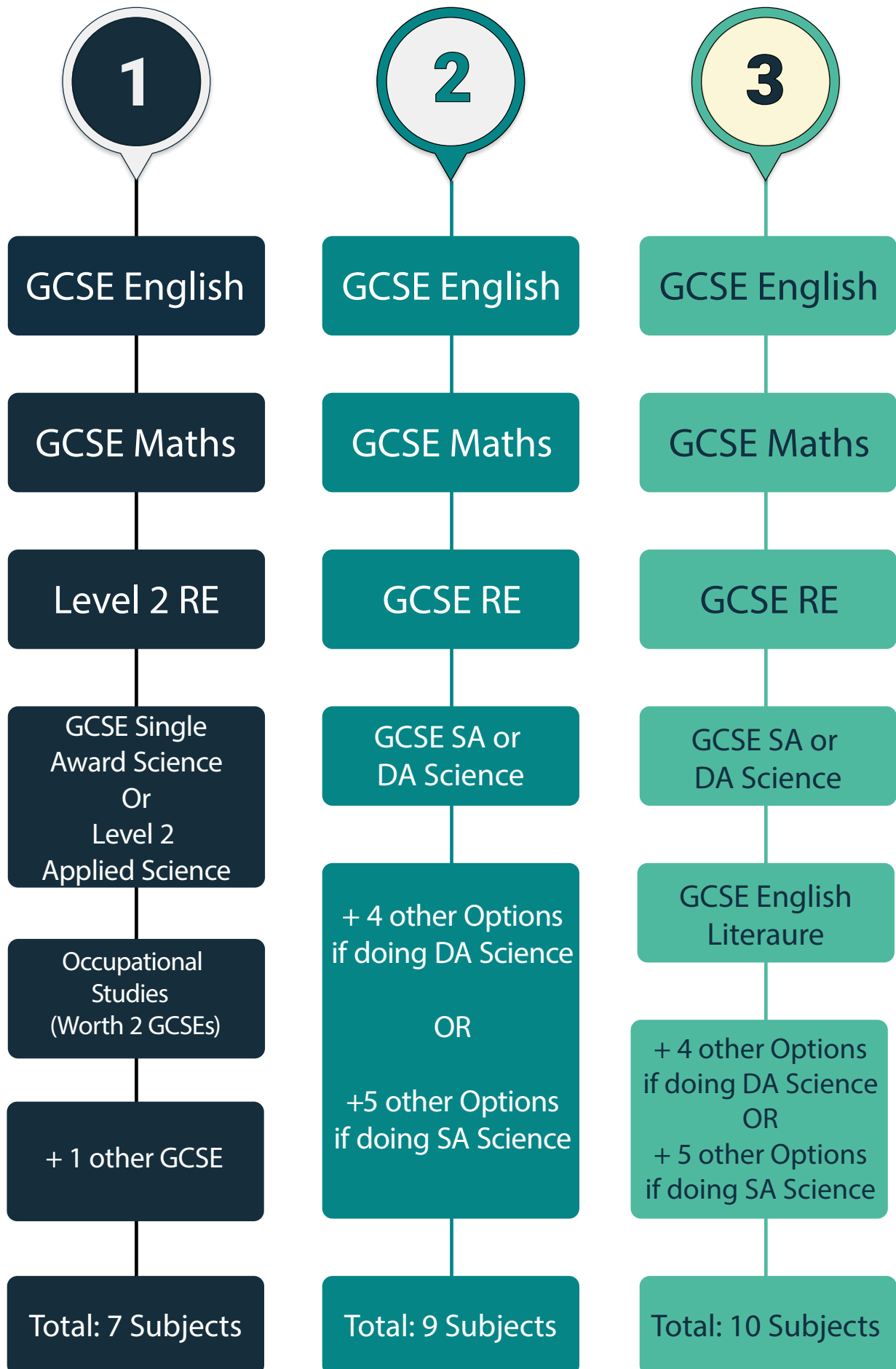
Do these subjects match my strengths and interests? Do these subjects suit my learning style? Have I researched subject requirements for my career interests? Talk to your teachers, Heads of Departments, siblings, parent / guardian to find out what subjects will suit you.



## Meet the deadlines!

On [page 67](#) the key dates are shown. If you miss a deadline, you might not be able to choose the subjects you want.

# Pathways Summary



# Options Process Summary

## Stage 1

GCSE / Level 2 Options Talks involving all Year 10s takes place the week beginning 13th January 2020



## Stage 2

GCSE Options Day for Year 10 pupils and their parents. Talk to HODs and the SRC  
10th February 2020



## Stage 3

Trawl 1 sheet handed in  
14th February 2020



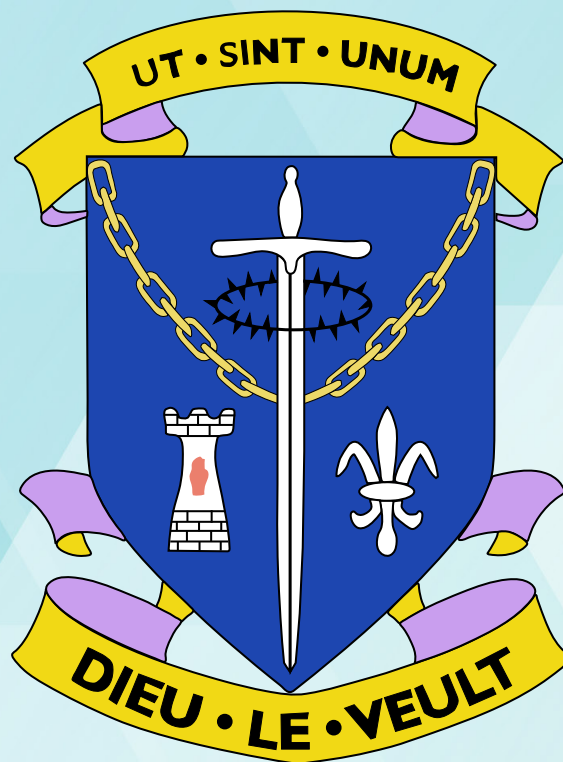
## Stage 4

Trawl 2 sheet handed in  
27th March 2020



## Stage 5

Individual Review of pupils options complete by April 2020



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