



St. Joseph's Grammar School
Scoil Iósaf Domhnach Mór

Year 10 Options Booklet



January 2016

Name: _____

Class: _____

Foreword

Dear Parents and Students

As you the students, continue to make decisions about your future courses at St. Joseph's Grammar School/Scoil Iósaef, we hope that we are able to offer you as much help and guidance as you need. Your Key Stage 4 curriculum will be flexible and will enable success. However, the guided options process is not about free choice but rather about a consultative process to enable the school to deliver a curriculum which is appropriately suited for every SJS student.

At all stages I would encourage parents to be proactive in your contact with the school where you have questions or concerns about the options process. Please feel free to ask your child's form teacher, Head of Year, Mr McGrath, Mr P Corrigan, Head of Careers or Ms O Goodwin, Curriculum Manager.

The aim of the Key Stage 4 curriculum is to raise aspirations, develop potential and work towards our aim of "academic excellence for our students". We aim to encourage an achievement culture which develops confidence and produces positive learners who are able to make a strong contribution to their community. Through all subject areas and courses we emphasise education for life so that all our young people leave our school emotionally mature, articulate and full of self belief in their unique abilities and skills.

We believe passionately that qualities such as independence, initiative, responsibility, confidence, self discipline and respect are fundamental to future academic success. We know from experience that choosing option courses can be an exciting and sometimes uncertain process. Again I stress, please do not hesitate to contact teachers if you have any queries or concerns. It is important to us all that your son or daughter makes the right decisions so if we can help in any way, do let me know.

I look forward to seeing all our young people succeed in St Joseph's Grammar School/Scoil Iósaef and I wish you every success in the future.



Mrs. Geraldine Donnelly
Principal

Please note:

After the third Friday in September 2016 (23rd September 2016) subject choice will be **final** and there will be **no movement after this date**.

General Information

This book gives details of the courses offered to pupils in Year 11 and 12 at St Joseph's Grammar School. It contains outlines of examination and non-examination subjects and guidance to help students choose the optional part of their studies.

The end of Year 10 marks the end of Key Stage 3 in the Northern Ireland Curriculum subjects and students should now look forward to a new 'era' in their education, which is perhaps even more important than what has taken place so far. Key Stage 4 is the part of the learning process which will form the basis for the student's career pathway post-16.

Year 10 Option Process step by step

Step One – Monday 11 January 2016

All Year 10 pupils attended a Subject Mapping presentation workshop in school by **Eye4Education** to help with subject choice.

Step Two - Wednesday 20 January 2016

Parents and Pupils attend an **Information Evening** with QUB speaker
Year 10 Pupils attend an information session during school day. **Options Booklet** and official **Green Form** issued

Step Three – Tuesday 2 February 2016

Parents attend Year 10 Parent Teacher Meeting 4:00pm – 6:00pm

Step Four – Monday 8 February 2016

Using Options booklet Parents **complete Official Green Form**. To be submitted (signed and dated by parent/guardian) to form teacher on **Monday 8 February 2016** during registration

Step Five – Tuesday 9 February 2016

Information collated from all 103 Year 10 pupils and forwarded to timetablers

Step Six – June 2016

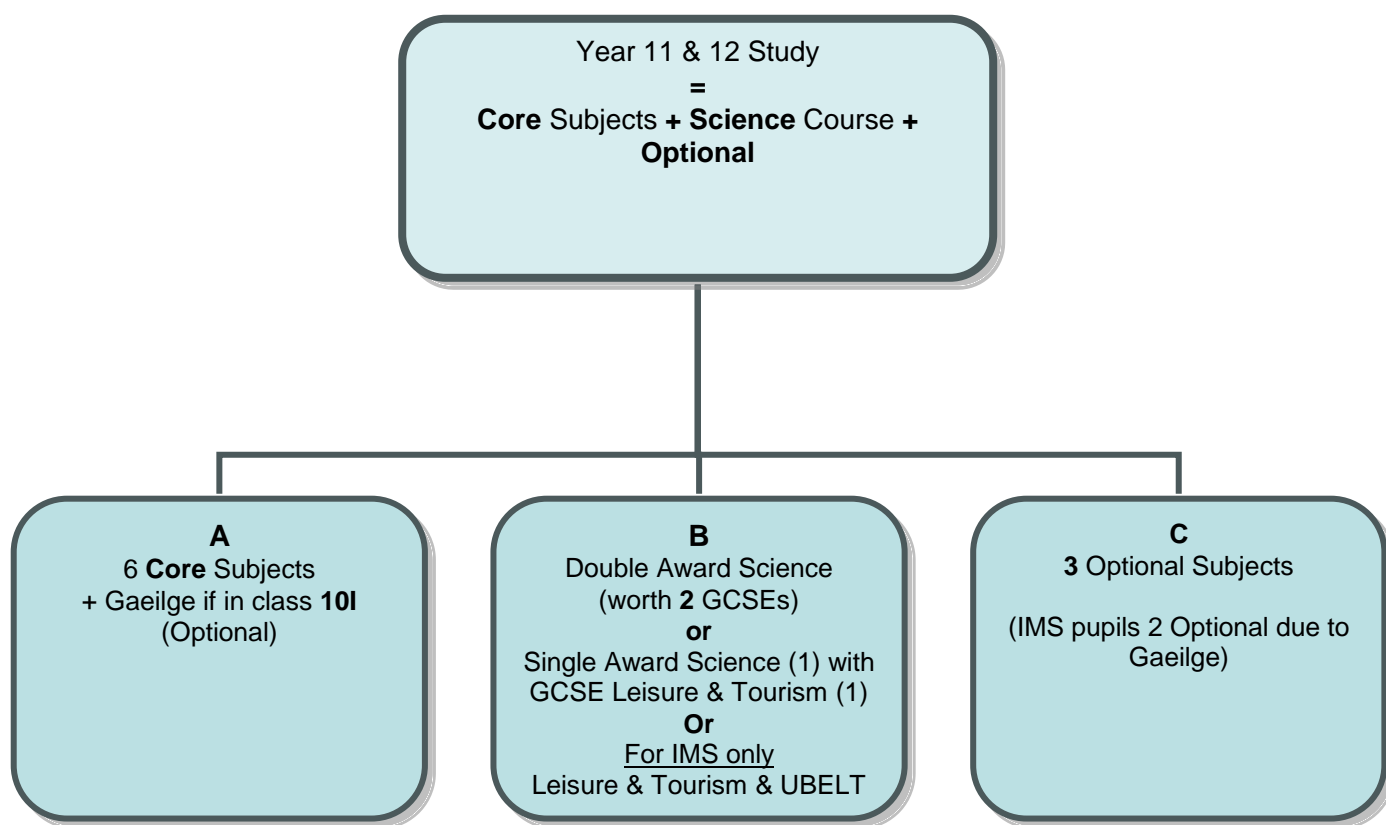
Contact with **some** parents/pupils e.g. regarding science choice option and clashes

Friday 23 September 2016

On the third Friday of September (Friday 23 Sept 16) subject choice is **finalised**. No more switching of subjects is allowed.

Curriculum Plan for GCSE

Each student will study a basic (core) set of subjects plus other optional ones. Most students will undertake **ten** courses leading to the GCSE award.



A. Core Subjects

All students will study the **Core** Subjects listed below:

CORE SUBJECTS	
1.	English Language
2.	English Literature
3.	Mathematics
4.	Learning for Life and Work
5.	Religious Studies
6.	Physical Education (not a GCSE exam subject)
7.	Gaelge (compulsory for IMS students)

B. Science Block

Pupils must choose one of the Science options outlined below. It is anticipated that the **majority** of students will study DA Science. Some however will be directed by Head of Science Dr A O'Neill and the Curriculum Manager to study Single Award based on individual capabilities. Parents will be informed about this in June 2015.

Double Award (DA) Science (counts as 2 GCSEs)	OR	Single Award Science and Leisure & Tourism (together count as 2 GCSEs)	OR	Leisure & Tourism and UBELT* (Understanding Business Enterprise with Languages and Tourism through the medium of Irish (* only suitable for IMS pupils in class 10I))
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C. Optional Subjects

Students will be asked to select up to **three** subjects from the following. If in IMS please choose **two**.

1. Art & Design	2. Information & Communication Technology
3. Business Studies	4. Irish
5. French	6. Music
7. Geography	8. Physical Education (GCSE Version)
9. History	10. Technology & Design
11. Home Economics	

Further Maths

In year 11, pupils who are **deemed to be particularly good at Maths** by the Maths teachers may be given the option of studying Further Maths. You will **also** study the LLW course but with a fast track approach with reduced contact time with teachers. Therefore pupils selecting this option must be **highly motivated** and able to work independently. By studying further maths a pupil can achieve 11 GCSEs instead of 10.

As this option will mean some reduction in their time allocation for their LLW GCSE course, only those students who meet the required standards will be eligible for this option. The final decision on this matter will rest with the Curriculum Manager, Ms O Goodwin. Please indicate on the Green Form if you would be interested in this option.

Under the terms of the Northern Ireland Curriculum, the school must ensure that each student follows a broad and balanced curriculum. Form teachers and year heads will help to make sure that students choose a good balance of subjects.

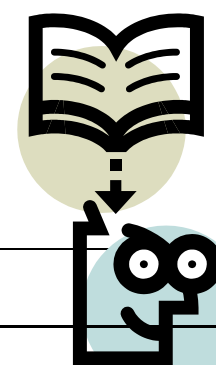
Guidance

Making the correct decision is vitally important at this stage because the subjects chosen could greatly influence future career possibilities.



All students will be encouraged to:-

- (i) Look at strengths and weaknesses in themselves and their school work and discuss these with their subject teachers.
- (ii) Use <http://jed.c2kni.net> or www.careersserviceni.com and other internet resources to look at the range of careers and further education courses open to them at the end of Year 12 in order to discover what entry qualifications are required.
- (iii) Choose subjects which they enjoy and in which they have ability.
- (iv) Avoid choosing subjects because their friends are choosing them or because of their liking for particular teachers.



The final decision on whether a student is suitable for a particular course must rest with the staff who have knowledge of the demands of each syllabus and of the ability of students requesting to study the subjects.

Some basic things to keep in mind:-

1. If the career area is known, which subjects are most important?
2. Which subject(s) is the student 'good at'?
3. Which subject(s) does the student find enjoyable?

Students are reminded that if they intend going to study in the Republic of Ireland after year 14, some universities in ROI require them to have another language as well as English at GCSE. This may be Irish or French.

Students often change their minds when it is too late. Openly discussing choices with the form teacher, employability teacher and the subject teacher, is the only way to avoid this.

Students are advised not to choose subjects for the wrong reasons. Mistakes are made when students take a subject for the following reasons:-

- Their friends are choosing the subject.
- Someone they respect and admire took the subject.
- None of the subjects appeal to the student so a chance is taken by choosing a subject which the student thinks is the easy one of the group.

Nothing can be better than finding out as much as possible about the nature of examination courses first, and then making a decision. This booklet summarises the courses, but you may need to ask additional questions - do not hesitate to do so. There is plenty of help available.

Do not worry about not knowing which specific career you wish to follow at this stage. Remember that even when you know the answer to this question you may well have to follow a second career at some time in the future. You may not be able to take every subject you select, although we will do our best. Have some reserve choices in mind, just in case.

We ask students to realise that they will not be able to suddenly change their minds afterwards. The school timetable is built around the subject groups we will put together, and we will have satisfied as many students as we possibly can.







Once these groups are established no changes can be made to the school timetable. This will not be a problem if students remember to find out what each of their subjects is really about, discuss them fully, and make their own individual choices. Every possible effort will be made using all the school's available resources to enable each student to study the subjects they have carefully chosen.

Finally, remember that activities or clubs outside normal lesson time are also very important. Students should realise that when they are interviewed later for University or a job, they will be asked about their interests and pastimes. There is an excellent range of these available and they help students to develop as many different skills as possible. Students in the past have even found career interests through such activities.



The importance of your Science Choice

Double Award Science and Single Award Science with Leisure & Tourism & Social Care are offered as core subjects. **Science at GCSE is essential for many Higher Education courses and careers.** Some information is given below but please be aware that the requirements can change and therefore you should access the most up to date information from the individual institution websites. **If you intend studying a science subject at Advanced Level you must take Double Award Science at GCSE level.**

Course	Entry Requirements	
Nursing (N. Ireland)	UU 2014 Entry prospectus requires Grade C or above in GCSE Science. QUB 2014 Entry prospectus requires Grade C or above in GCSE Science. When shortlisting for interview preference may be given to applicants with a Grade B in Maths and/or Science.	
Primary Teaching (N. Ireland)	St. Mary's University College 2014 Entry for BEd Primary degree GCSE Grade C in a Science subject is required. For BEd Primary with Science as the main subject GCSE Double Award BB and A level Biology grade B are required.	
Secondary Teaching in N. Ireland	St Mary's University College 2014 Entry requires Science GCSE Double Award BB and a science subject grade C at AS level for entry to BEd Secondary Maths with Science	
Food Quality, Safety and Nutrition	"A Level Biology or Chemistry (preferably both) GCSE Biology & Chemistry or GCSE Double Award Science." QUB 2014 Prospectus.	
Medicine and Dentistry	Students are reminded that medicine and dentistry are high demand courses. For example, medicine and dentistry at Queen's University Belfast require A/A* grades in at least nine GCSE subjects and Grades AAA at Advanced level + a 4 th A at AS level. Chemistry is essential at Advanced level.	
Health Sciences & related Health courses	E.g. Physiotherapy, Podiatry, Dietetics, Optometry, Radiography (Therapeutic) and Diagnostic Radiography & Imaging require one/two science subjects at Advanced level. Check individual institution website.	
Science related degrees	For example Biochemistry, Biological Sciences, Environmental Biology, Biomedical Sciences, Pharmacy, Engineering and Agricultural –related degrees require at least one science subject at Advanced level. Check individual institution website.	

Name of Subject: Art and Design

Examining Board: CCEA



Course Outline:

The course aims to encourage students to explore and develop their creative ability through experimenting with a variety of media and techniques. Researching, appreciating and evaluating personal outcomes with reference to the work of other artists, designers and craft workers raises awareness of Art and Design in Society.

Assessment:

The course has two components: Unit 1: The Core Portfolio (Controlled Assessment) and Unit 2: Working to a Stimulus.

The Core Portfolio : 60%

Over the first 4 terms, pupils develop skills in a wide range of media and learn new skills and processes. Ideas are developed through research and experimentation to a final outcome which may be 2D or 3D, Fine Art or Design.

Working to a Stimulus : 40%

Students will receive the Examination paper in January of Year 12. Creative skills, techniques and ideas are again developed and a final outcome is completed during a 10 hr supervised examination period.

Both Coursework and Externally Set Assignment will be exhibited, marked by the teacher and moderated in May of Year 12.

Skills Developed:

Painting, drawing, observing, designing, modelling, researching, organising, evaluating, problem solving, appreciating, graphic skills, presentation skills, computer skills.

Career Opportunities:

- Animation
- Architecture
- Ceramic Design
- Fashion Designer
- Jewellery Designer
- Graphic Designer
- Illustrator
- Interior Designer
- Make-Up Artist
- Photographer
- Printmaker
- Product Design
- Sculptor
- Set Designer
- Teacher
- Textile Designer
- TV/Video.



Name of Subject: Business Studies GCSE

Examining Board: CCEA



Course Outline:

There are 2 units to be covered over the two years:

Unit 1

Business Start Up
Production
Marketing

Unit 2

Finance
Managing People
Business Growth
Business Plan

Assessment:

- Unit 1 Paper - Available in June of Year 11. Three questions, equally weighted. The paper is worth **35%** of the total marks at GCSE and lasts 1 hour 20 minutes.
- Unit 2 Paper - There are 3 questions, split into subsections and based on any of the topic areas. The paper is worth **40%** and lasts 1 hour and 40 minutes.
- Controlled Assessment - A case study is provided by CCEA and students undertake 12 hours of research on the tasks provided and later will have 3 hours in which to produce a report under supervision. This controlled assessment is worth **25%** of the qualification.

Skills Developed:

There are opportunities to develop a wide range of skills and competences in application of number, communication, ICT, problem solving, working with others and improving own learning.

Career Opportunities:

GCSE Business Studies provides a valuable platform from which to progress on to Post 16 courses, Higher Education and a variety of career opportunities. A sample of these include Business and Finance, Accountancy, Marketing, Law, Human Resource Management, Consumer Studies, ICT and Economics as well as for students wishing to set up their own business later.



Name of Subject: English Language

Examining Board: CCEA

Course Outline:

There are 4 units for external examination



Unit 1 This unit will explore **Personal Writing** and **Reading Multi-Modal texts** (20%).

Unit 2 This unit will focus on **Functional Writing** and **Reading Non-Fiction** texts (20%).

Unit 3 is **Speaking and Listening** by Controlled Assessment (20%)

Unit 4 is **Independent Study** by controlled assessment (40%). There are 3 tasks: Spoken Language is worth 10%. The Study of a Literary Text is worth 15%. Writing Creatively is worth 15%.

Assessment:

- Unit 1 Paper - Available in June of Year 12. 2 sections. 20% of the total marks. 2 Hours.
- Unit 2 Paper - Available in June of Year 12. 2 sections. 20% of the total mark. 2 hours.
- Unit 3 Internal Assessment Internal Assessment. A range of speaking and listening tasks will be assessed throughout the 2 years of GCSE. Worth 20% and is externally moderated in Year 12.

Unit 4 Controlled Assessment
The three written tasks will be carried out under Controlled Assessment conditions.
Two tasks in Year 11 and the final task in Year 12. CA is worth 40% of the final mark.

Skills Developed: GCSE English Language aims to encourage students to develop skills in speaking, listening, reading and writing necessary to communicate with others confidently, and effectively, and to express themselves creatively and imaginatively. The course allows students the opportunity to develop the application of skills to real life contexts: engaging with and making fresh connections between ideas, texts, words and images; studying spoken and written language, exploring how language varies;

Career Opportunities: English is essential for all university courses and all careers, students need to earn a grade 'C' or above to progress to further study or embark on any employment. Students need to be able to express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication.

Name of Subject: English Literature

Examining Board: CCEA

Course Outline:

There are 3 units for external examination

Unit 1: The Study of Prose: This is a closed-book exam. Students will study one novel from the set text list: 'To Kill a Mockingbird', 'Animal Farm' and 'Of Mice and Men'. This paper allows students to demonstrate their ability to respond critically and imaginatively to a prose text. This unit is assessed through external examination in Summer of Year 11.

Unit 2: The Study of Drama and Poetry. Section A: The study of one of the set plays such as 'Blood Brothers' or 'All my Sons'. Section B: Poetry allows students to demonstrate their ability to respond critically to a poetry anthology. They must answer one of two questions on their chosen anthology (Love and Death/Nature and War/Heaney and Hardy). Section C: Unseen Poetry allows students to demonstrate their ability to critically analyze the way poet's use language. They must respond to one unseen poem. This unit is assessed through external examination in Summer of Year 12.

Unit 3: The Study of Linked Texts: This unit is assessed through controlled assessment. A study of two heritage texts: one drama and one prose text. These texts should be a play by Shakespeare or one other dramatist and a heritage prose text. Students will compare and contrast the presentation of themes and characters.

Assessment:

- Unit 1 Paper - Prose. External examine in Year 11.
1 hour: Worth 25%.
- Unit 2 Paper - Drama and Poetry: 3 sections. Exam in Year 12.
2 hours: Worth 50%.
- Unit 3 Controlled Assessment Task is set in Year 12. Internally marked and externally moderated by CCEA.
2 hours 30 minutes: Worth 25%.

Skills Developed: GCSE English Literature aims to encourage students to understand that texts from the English or Irish literary heritage have been influential and significant over time. They will explore their meaning today and how texts from different cultures and traditions may reflect or influence the world around us. The course will challenge and develop their analytical, critical and thinking skills. The Controlled Assessment task will encourage independent learning.

Career Opportunities: This course will help students to develop their written communication skills, interpersonal skills and public speaking skills. English Literature is a well respected GCSE that fosters transferable skills. It is essential for a number of occupations including; teaching, law, marketing, business, speech therapy and the world of media and communications.

Name of Subject: French

Examining Board: CCEA



Course Outline:

- The individual:
 - 1) Relationships: family and friends.
 - 2) Local Environment: advantages and disadvantages.
 - 3) Activities: daily routine and leisure activities.
 - 4) Health and Lifestyle: diet, exercise and illness.
- Citizenship:
 - 1) Social issues: problems in society and equality.
 - 2) Travel and tourism: destinations and choices.
 - 3) Environment issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling.
 - 4) Media and Communications.
 - 5) Celebrations: festivals and customs.
- Employability:
 - 1) School Life.
 - 2) Part-time jobs: advantages and disadvantages.
 - 3) Future Plans: choices and expectations.

Assessment:

2 Controlled Assessments:

- Unit 1: Speaking: 2 tasks prepared in class and assessed by the class teacher. (30%)
- Unit 2: Writing: 2 tasks prepared in class assessed by CCEA. (30%)

2 externally assessed papers: two tiered entry (Foundation or Higher) to be taken at the end of the course.

- Unit 3: Listening. (20%)
- Unit 4: Reading. (20%)



Skills Developed:

Pupils will be prepared to use French for practical communication in a range of contexts, through both spoken and written French. They will develop strategies to be able to cope with unknown vocabulary, to improve accuracy in French but these skills will also transfer into their understanding of their own language.

Career Opportunities:

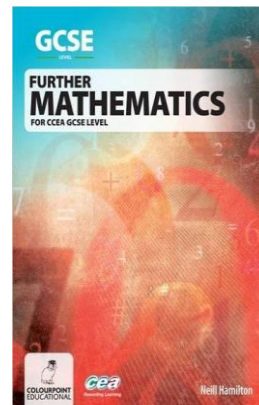
The knowledge of a European language will be a “unique selling point” in almost all areas of work. Career opportunities with languages are numerous not only where used as an end in themselves but also based on the skills and personal qualities developed through learning a language. An increasing numbers of degrees offer students the opportunity to combine a language e.g. French with Law or Accounting or ICT.

Name of Subject: Further Mathematics GCSE

Examining Board: CCEA

Course Outline:

The subject content is divided into 3 areas as follows:



Pure Mathematics – Algebra, trigonometry, matrices, logarithms, vectors, differentiation, and integration.

Mechanics - Forces, kinematics, vectors, moments, dynamics and statics of a particle.

Statistics - Probability and data handling.

There is **NO COURSEWORK**.

Assessment:

One written paper - Pure Mathematics - 2 hrs - 50%

One written paper - Mechanics and Statistics - 2 hrs - 25% each

Calculators are allowed for both papers

Both papers are undertaken at the end of Year 12.

Skills Developed:

Pupils will reinforce and develop the skills acquired in GCSE mathematics and will learn to work independently and develop resourcefulness in solving problems. They will also acquire knowledge and skills with confidence, satisfaction and enjoyment and take pleasure in the fact that their achievements will be held in high esteem by employers and Higher Education Institutions alike. Pupils who do this subject will set firm foundations for choosing A level mathematics as a subject, having already familiarised themselves with a lot of the contents of the AS Mathematics modules.

Career Opportunities:

A pass at Grade C or above in Further Mathematics GCSE is viewed by employers as a sound and worthwhile qualification and a valuable asset in a highly competitive work environment.

Careers which involve a high degree of mathematical skills are Accountancy, Actuary, Architecture, Banking, Dentistry, Engineering, Insurance, Medicine, Pharmacy, Statistical Research, Teaching and Veterinary.

Name of Subject: Gaeilge (for IMS Pupils only - compulsory)

Examining Board: CCEA



Course Outline:

This course involves both external and controlled assessment. The study of Gaeilge can contribute to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities within the Irish-medium context. This course involves the study of five contexts for learning - the Individual and Society, the World around Me, Employability and Media Awareness, the Gaeltacht and the Irish Language, Literature in Irish.

Assessment:

The controlled assessment consists of:

(i) Listening and Speaking in Gaeilge -

3 tasks will be assessed throughout the 2 years of GCSE. These tasks are worth 30% and externally moderated in Year 12. 2 written tasks will be prepared and completed under controlled assessment conditions. These tasks are worth 30% and externally moderated in Year 12.

(ii) Reading and Writing in Gaeilge -

The External Assessment consists of 2 exams:

(i) Reading in Gaeilge

There is one externally assessed written paper in June of Year 12 (1hr 30mins). This paper is worth 20% and includes comprehension and translation from Irish to English.

(ii) Writing in Gaeilge

There is one externally assessed written paper in June of Year 12 (1hr 30mins). This paper is worth 20% and includes functional writing and translation from English into Irish.

Skills Developed:

GCSE Gaeilge offers opportunities to build on the skills and capabilities developed at KS3, to apply these skills to real-life contexts and to encourage students to communicate effectively and creatively in both speech and writing. This course aims to open and expand our understanding of Irish culture and identity, while equipping the student with a vibrant language that will enable him/her to engage today's world on a level footing with others.

Career Opportunities:



Graduates with language skills are in a strong position in the current labour market, as this is one of the areas where skills shortages are reported. Language skills are valued in all career disciplines. Irish became an official language of the EU on 1 January 2007, significantly increasing the career opportunities for fluent Irish speakers.

Name of Subject: Geography



Examining Board: CCEA

Course Outline:

The course allows students to acquire knowledge and understanding of a range of places around the world and develop appreciation of the environment. Students realise the importance of sustainable development in people's lives, develop an understanding of global citizenship and appreciate the constantly changing world that we live in.

Assessment:

Paper 1 – 37.5%

Theme A: The Dynamic Landscape

Theme B: Our Changing Weather & Landscape

Theme C: The Restless Earth

Paper 2 -37.5%

Theme A: People and Where They Live

Theme B: Contrasts In World Development

Theme C: Managing Our Resources

Fieldwork Investigation 25%

Maximum of 2000 words



Skills Developed:

The GCSE pupil will develop key skills using ICT to collect, sort, record and present geographical information. Through fieldwork students will collect primary data, source secondary data, while analysing and interpreting information. Students will process data by analysing and interpreting maps, graphs and written information.

Career Opportunities:

Geography is an interesting and versatile subject and is regarded as a Science as well as a humanities subject. It can be easily combined with almost all A-level subjects and therefore widens career choice. Geography is regarded as a hard core academic subject by the Russell Group of Universities (24 leading universities in the UK). Geography studied to A-level, allows students to proceed to careers as diverse as Medicine, Law, Planning, Marketing, Teaching, Environmental Health and Architecture.

Name of Subject: History

Examining Board: OCR



Course Outline:

Paper 1 (2 hrs) Section A - History of Medicine
Section B - History of Germany 1919 - 1945

Paper 2 (1.5 hrs) Evidence paper on medicine

Coursework (1 piece) (1) Ireland (Year 11/Year 12)

Assessment:

Paper 1 45%

Paper 2 30%

Coursework 25%

Skills Developed:

History develops an ability to carry out research, to make judgements and to communicate effectively both orally and in writing. It raises awareness of a wide range of issues and develops important social skills including a willingness to listen to other peoples' opinions. History gives students the opportunity to work independently or as part of a team - all these facets should attract students of an enquiring mind.

Career Opportunities:

Traditionally History is a subject which is studied by those contemplating a career in law, journalism, radio and television, politics or administration, but its value extends to a host of other fields. The following careers have been pursued by students studying history - Medicine, Accounting, Management, Business, Psychology, Banking and Finance, Nursing etc.



Washington

Name of Subject: Home Economics

Examining Board: CCEA



Course Outline:

This course encourages you to adopt a critical and analytical approach to decision making and problem-solving in relation to the areas of Diet and Health, and Consumer Awareness within Home Economics. The course also provides a foundation for further study of Home Economics and other subject-related courses.

Why Study Home Economics?

You will develop knowledge and understanding of:

Home Economics; practical home economics skills; diet and health; how to be a discerning consumer; issues that affect the quality of human life; human needs within a multicultural society and relevant technological and scientific developments.

What will I study?

Unit 1: Diet and Health and Consumer Awareness

You will study:

- What's on the plate?
- Ages and stages
- The facts behind the issues
- Being an effective consumer
- Wiser buyer
- What's in food?
- Dietary disorders
- Keeping food safe
- What influences shopping?
- What's on the label?
- Special diets
- Creativity and food
- Money matters

Unit 2: Diet and Health (Controlled Assessment)

You will carry out:

- A planning activity
- A practical activity
- An evaluation activity

Unit 3: Consumer Awareness (Controlled Assessment)

You will:

- Identify issues
- Carry out a primary investigation
- Carry out a research-based activity
- Develop conclusions and an evaluation

How will I be assessed?

You will complete one written paper and two controlled assessment tasks. You will have the opportunity to complete one of the three units at the end of your first year.

Unit 1: Diet and Health, and Consumer Awareness

1 hour 30 minutes examination (40%) with one section on Diet and Health and one section on Consumer Awareness. CCEA sets and marks the examination.

Unit 2: Diet and Health (Controlled Assessment 40%)

You must complete once controlled assessment task, set by CCEA. You will be assessed on your ability to: plan a range of dishes, prepare and make a range of chosen dishes and evaluate all aspects of the task. Your teacher will mark the work and CCEA will moderate.

Unit 3: Consumer Awareness (Controlled Assessment 20%)

You must complete one controlled assessment task, set by CCEA. You will be assessed on your ability to: analyse issues and problems, identify, gather and record relevant information and evidence, analyse and evaluate evidence and make reasoned justifications and present conclusions. Your teacher will mark the work and CCEA will moderate.

Name of Subject: ICT Full Course

Examining Board: NICCEA



Course Outline:

This course is designed to allow students to learn, develop and employ a greater understanding of ICT both in relation to the use of applications for academic use as well as an appreciation of the use of ICT in the real world. In Unit 1 students will have the opportunity to develop practical skills in word-processing, spreadsheets, databases and presentation software. In Unit 2 students will have the opportunity to develop practical skills for designing websites and games and also the ability to use graphics, digital video and sound effectively. In Unit 3 students will acquire the knowledge and understanding of ICT systems, how they work and how they are applied to everyday life. This subject combines both the theoretical and practical knowledge and skills that will prepare the candidate for further academic studies and the world of work.

Skills Developed:

Each pupil will develop a wide range of skills that will benefit their subjects across the curriculum as well as preparing them for learning for life and work. Each pupil will develop an understanding of the role of applications software in both an academic and working environment in addition to acquiring the necessary skills to utilise each application.

Assessment:

This course is assessed through two practical Controlled Assessments and two final exam papers. The assessment weighting is as follows:

Unit	Assessment	Weighting	Content
1. Tools & Applications*	Controlled	30%	Software: <ul style="list-style-type: none">• Presentation• Database• Spreadsheet
2. Using Multimedia and Games Technology *	Controlled	30%	Software: <ul style="list-style-type: none">• Graphics• Gaming• Website
3. Theory**	External Exam (2hr Paper)	40%	<ul style="list-style-type: none">• ICT systems in Everyday life• Implications for Individuals, Organisations, Society and the Wider World

* Units 1 and 2 are available in both Summer Terms

** Unit 3 is available only in the final Summer Term (Yr 12)

Career Opportunities:

This course will be of benefit to students both academically and also in the world of work. Pupils can further their studies of ICT at third level institutions- which could lead to careers in web design, application programming, systems analysis or software engineering. This course will also provide pupils with the necessary skills to work in administration, accounts, management or telecommunications to name but a few.

Name of Subject: Irish

Examining Board: CCEA



Course Outline:

The course in Irish at GCSE level involves the study of three “Contexts for Learning” (The Individual, Citizenship, Employability) and associated topics. There is no coursework but there are a number of controlled assessments – two of these form part of the Speaking Test and two make up the Writing Test.

Assessment:

Candidates can take either Foundation or Higher Tier papers in the language skills of Listening and Reading. The **Reading Test** is comprehension based (letter, email, notice, picture etc., followed by questions). This paper is worth 20% of the total marks for the subject. The **Listening Test** contains questions on selection, gap filling and answering in both English and Irish. This paper is also worth 20% of the total marks for the subject. Both these papers are assessed by final examination at the end of Year 12.

The **Speaking Test** involves the supervised completion of two tasks. The preparation is completed informally in class in a three to four hour period, but each finished piece is assessed formally in a four to six minute Speaking Test. The tasks are taken from topics within the Contexts for Learning. The Speaking Test is conducted, taped and marked by the class teacher and is worth 30% of the total marks for the subject.

The **Writing Test** is made up of two controlled assessments. These supervised assessments are prepared in a five to six hour period. Candidates must then produce the final pieces of two to three hundred words (per task) in one hour (per task). These tasks are externally assessed. The Writing Test is worth 30% of the total marks for the subject.

Skills Developed:

The study of Irish enables pupils to communicate confidently, clearly and effectively in the language for a variety of purposes. It encourages pupils to become independent learners and gives them an insight into the derivation of local names, placenames and speech in their area. It also provides the key to further appreciation of our rich heritage of literature, folklore, music and song.



Career Opportunities:

There are many career opportunities. These include Law, Teaching, Politics, Nursing, Theatre, Journalism, Television, Radio, Civil Service and Town Planning. Knowledge of Irish can bring success in employment in many areas throughout Ireland, North and South as well as further afield. The possibilities are endless!

Name of Subject: Learning for Life and Work

Examining Board: CCEA



Course Outline:

Learning for Life and Work consists of three areas of study; Local and Global Citizenship, Personal Development and Employability. Each unit comprises of three themes as follows:

Unit One - Local and Global Citizenship: Diversity and Inclusion, Equality and Social Justice and Democracy in Action.

Unit Two - Personal Development: Health and Drugs Education, Relationships and Sexuality, Financial Responsibility.

Unit Three - Employability: Work in the Local and Global Economy, Personal and Career Planning, Enterprise and Entrepreneurship.

Assessment:

Assessment is through a combination of three externally assessed written examinations (each 45 minutes in duration) and two controlled assessments. Each controlled assessment is internally assessed and externally moderated.

Skills Developed:

Learning for Life and Work provides candidates with the opportunity to develop the skills necessary for independent thinking, informed decision-making and action in relation to personal, economic, employment and social issues. Learning for Life and Work also develops candidates' personal, interpersonal, literacy, numeracy and ICT skills.

Career Opportunities:

As a basis for further study there are strong links with courses in: Government and Politics, Home Economics, Health and Social Care and Travel and Tourism.

Name of Subject: Leisure and Tourism (Single Award)
Available only if you choose Single Award Science



Examining Board: CCEA

Course Outline:

This course helps students to understand the important part that leisure and tourism plays in today's society. Students will learn about the facilities and organisations that make up the industry, from leisure centres and theatres to travel agents and airlines. Students also have the opportunity to study the range of employment opportunities available within the industry. Students also gain insight into related sectors such as business, retail and distribution and hospitality and catering.

Skills Developed:

Throughout this course the pupils will develop as individuals and contributors to the economy, society and environment. They will develop awareness of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues. Pupils will also develop an awareness and understanding of sustainable development and health and safety considerations. An opportunity to gain an awareness of employment opportunities in the leisure and tourism industry by studying the main duties, the required skills, personal qualities, required qualifications, pay and conditions for a range of leisure and tourism-related jobs ranging from management to information services; and consider the effective use of technology.

Assessment:

This course is assessed through four units: three of which are Controlled Assessment and the other is an external examination. The assessment weighting is as follows:

Unit	Assessment	Weighting	Content
Unit 1: Introduction to Leisure & Tourism	Written examination Paper 1 hour 30 minutes	40%	This paper has short structured questions and may include resource materials, diagrams, etc.
Unit 2: Customer Service in the Leisure & Tourism Industry	Controlled assessment.	20%	CCEA set the tasks. Students submit a portfolio.
Unit 3: Marketing in the Leisure & Tourism Industry	Controlled assessment.	20%	CCEA set the tasks. Students submit a portfolio.
Unit 4: Leisure & Tourism Destinations	Controlled assessment.	20%	CCEA set the tasks. Students submit a portfolio.

Career Opportunities:

This qualification prepares students for further training, further education or for moving into employment mainly within the leisure and tourism industry. The job opportunities for students with a qualification in Leisure and Tourism are wide and varied. Many students go on to have successful careers as leisure assistants, park rangers, restaurant managers, fitness instructors, travel consultants, conference organisers, air cabin crew, tourist guides or resort representatives.

Name of Subject: Mathematics 2 Tier Specification

Examining Board: CCEA

Course Outline:

The subject content is divided into 4 areas as follows:

Using and Applying Mathematics: Mathematical work including the solution of multi-step problems, in a logical, clear and accurate form.

Number and Algebra: Arithmetic skills, number operations, sequencing, generalisation, formulae and equations.

Shape, Space, Measure: Area, Volume, geometry, trigonometry, scale and measure.

Handling Data: Probability and statistics.

There is **NO COURSEWORK**.



Assessment:

Dependent on tier of entry

One module test – With calculator - 1½ -2 hours	45%
One completion test - Non Calculator – 1-1¼ hours}	55%
One completion test - With Calculator – 1-1¼ hours}	Overall



The exam can be sat at 2 tier levels, Foundation or Higher. Higher is recommendable as Grade C is the highest result attainable at Foundation level. Higher Tier allows for grades D - A*.

Year 11 pupils will sit one module test in June of Year 11. Success in this module will lead to a further module test in January of Year 12, which, depending on individual performance, can contribute to a higher grade. The completion paper best suited to each individual pupil will be decided upon according to module outcomes.

Skills Developed:

Pupils will develop a sense of number and understand the significance of results they obtain. They will be able to apply mathematics to real life situations and develop an understanding of the part mathematics plays in the world around them. They will learn to reason logically, to classify, generalise and appreciate patterns and mathematical relationships, interpret process and represent data and draw logical conclusions, justifying arguments and conclusions.

Career Opportunities:

A Grade C or above is an essential qualification for most careers and Post-16 courses. In recent years many Higher Education courses require Grade B or better.

Mathematical skills are viewed most highly by employers.

Mathematics is a strong academic subject acceptable for **all** courses at 3rd level. Careers involving a high degree of mathematical skills are: Accountancy, Actuary, Architecture, Banking, Dentistry, Engineering, Medicine, Pharmacy, Teaching and Veterinary.

Name of Subject: Music

Examining Board: CCEA



Course Outline:

- Composing and Appraising 3-6 mins, two compositions each with a composition log.
- Performing and Appraising - Up to 12 mins. At least one solo and one ensemble per performance, on any instrument, including recorder. Standard - Grade 3.
- Listening and Appraising - One test at aural perception, Part 1 based on the core area and Part 2 based on the two chosen areas.

Assessment:

The GCSE course consists of three assessment units.

Composing and Appraising	30%
Performing and Appraising	35%
Listening and Appraising	35%



Areas of Study

Core:	Repeated Patterns in Music
Optional:	Musical Traditions in Ireland
	Incidental Music
	Vocal Music

2 are chosen from the optional areas to study. Students should develop a knowledge and understanding of the areas through a study of specific pieces.

Skills Developed:

The GCSE Music course encourages students to:

- Develop as individual and as contributor to society, the economy and the environment through active engagement in musical activities.
- Develop their understanding and appreciation of a range of different kinds of music, extending their own interests and increasing their ability to make informed judgements about musical quality.
- Acquire the knowledge, skills and understanding needed to:
- Communicate through music and to take part in music making.
- Develop a lifelong interest in music and appreciate the extent of music related careers.
- Progress to further study for example AS and A Level.
- Develop broader life skills including self discipline, self-confidence, creative thinking and emotional and cultural development.

Career Opportunities:

A career in Music is the obvious choice for anyone with a strong interest in Music. There are opportunities in performance, or as composers, technicians, teachers or in the administration side of the industry.

Name of Subject: Physical Education

Examining Board: CCEA



Course Outline:

GCSE Physical Education encourages students to enjoy the experience of exploring physical education through a range of practical sporting activities. Over the course of two years students will be afforded the opportunity to investigate and study areas of sport such as, sports psychology, social issues within sport, exercise physiology, sports nutrition, planning fitness training programmes and monitoring and testing fitness.

Assessment:

- ✓ One external paper worth 40%
- ✓ Three practical sporting options worth 30%
- ✓ One exercise activity profile worth 20%
- ✓ One coached skill activity worth 10%

Career Opportunities:

Students who undertake the study of PE at GCSE can transfer to a range of Post 16 courses involving Health, Leisure and Sports Studies.

Further career opportunities include

- ✓ Sports Physiotherapy
- ✓ Sports Massage
- ✓ Teaching
- ✓ Fitness Instructor
- ✓ Leisure Centre Management
- ✓ Sports Development
- ✓ Sports Coaching
- ✓ Youth and Community Work



Name of Subject: Religious Studies GCSE Full Course

Examining Board: CCEA



Course Outline:

Whether you lift a newspaper, tune into the evening news or simply browse Twitter or Facebook you cannot escape the fundamental role religion plays in our society. Religion influences what we think, feel, and believe. Studying Religious Studies affords students the opportunity to develop their own personal relationship with Christ and to gain a broad insight into how religion and spirituality from the basis of our culture. Religious Studies is an academically rigorous subject which helps students develop marketable skills and aptitudes for a range of careers including **Medicine, Law, Education, Social Work, Politics, Administration and the Media.**

In Year 11 students critically explore the relevance of St. Mark's Gospel within the religious, political, social and cultural context of Jesus' day. Crucially, students also explore how St. Mark's Gospel influences the contemporary Christian lifestyle in all its diversity. Students are given the opportunity to explore and engage with real life issues ranging from the persecution of Christians by ISIS, the call of Pope Francis I for more love and understanding among Christians to the legal dispute surrounding Asher's Bakery in Belfast.

In Year 12 students will study 'An Introduction to Christian Ethics'. Students will explore personal and family issues, matters of life and death, care for the environment, equality, and war and peace. This is both a fascinating and relevant course which engages fully with contemporary issues including the impact of proposed changes to abortion legislation in Ireland, the call for 'marriage equality' and the COP21 United nations conference on climate change.

Assessment:

Students must complete two written examinations, one for each unit of study. Each exam lasts 1 hour 30 minutes and is worth 50 percent of the final award. Students take an assessment in Christianity through a Study of the Gospel of Mark at the end of Year 11 and An Introduction to Christian Ethics at the end of Year 12. **Assessment is all examination based**, there is no coursework or controlled assessment.

Skills Developed:

- analytical and strategic thinking;
- research skills;
- critical judgement;
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict;
- problem-solving skills;
- leadership skills;
- understanding of the impact of conflicting ideologies; and
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.



Name of Subject: Science Single Award

Examining Board: CCEA



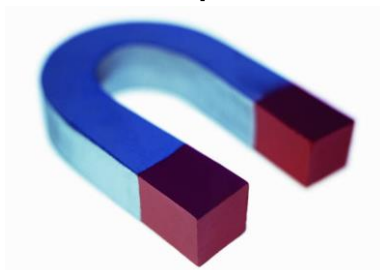
Course Outline:

The course consists of 3 modules, the content of which allows pupils to acquire a systematic body of knowledge in Biology, Chemistry and Physics. Pupils also have the opportunity to develop their investigative and experimental skills. At the end of the 2 years of study the pupil will achieve 1 GCSE grade.

Assessment:

GCSE Level	Name of Module	How Assessed	%
Unit 1 (Biology)	Staying Alive	Examination 1 hr 15 min	25
	Human Activity and Health		
Unit 2 (Chemistry)	Chemical Patterns and Our Environment	Examination 1 hr 15 min	25
	Materials and Their Management		
Unit 3 (Physics)	Electricity, Waves and Communication	Examination 1 hr 15 min	25
	Fossil Fuels, Road Transport and Safety, Radioactivity, and Earth in Space		
Practical Investigative Work	One Controlled Assessment Task from a choice of two	Internally Assessed	25
		Externally moderated	

Skills Developed:



- Practical Skills.
- Mathematical Skills.
- The ability to work independently and with others.
- Managing Information.
- Thinking, Problem Solving and Decision Making.
- Self Management.

Career Opportunities:

GCSE Science Single Award is essential for pupils who wish to study Nursing at University of Ulster and BEd Primary at St. Mary's University College.

If you intend studying a science subject at Advanced Level you must take Double Award Science at GCSE level. (See overleaf)

Name of Subject: Science Double Award

Examining Board: CCEA



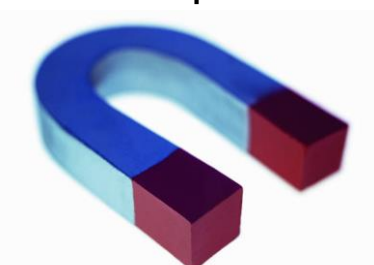
Course Outline:

The course consists of 6 modules, the content of which allows pupils to acquire a systematic body of knowledge in Biology, Chemistry and Physics. Pupils also have the opportunity to develop their investigative and experimental skills. At the end of the 2 years of study the pupil will achieve 2 GCSE grades.

Assessment:

GCSE Level	Name of Module	How Assessed	%
Biology Unit 1	Cells, Living Processes and Biodiversity	Examination 1 hr	11
Chemistry Unit 1	Structures, Trends and Chemical Reactions	Examination 1 hr	11
Physics Unit 1	Force and Motion, Energy, Moments, and Radioactivity	Examination 1 hr	11
Biology Unit 2	Body Systems, Genetics, Micro-organisms and Health	Examination 1 hr 15 min	14
Chemistry Unit 2	Further Chemical Reactions, Organic Chemistry and Materials	Examination 1 hr 15 min	14
Physics Unit 2	Waves, Sound and Electricity, and the Earth and Universe	Examination 1 hr 15 min	14
Practical Investigative Work	Controlled Assessment Two controlled Assessment Tasks from a choice of six	Internally Assessed Externally moderated	25

Skills Developed:



- Practical Skills.
- Mathematical Skills.
- The ability to work independently and with others.
- Managing Information.
- Thinking, Problem Solving and Decision Making.
- Self Management.

Career Opportunities:

Pupils who study this subject broaden their available subject choice post-GCSE. Science Double Award is essential if pupils wish to study Biology, Chemistry or Physics to AS and Advanced Level. It can lead to wide and varied career opportunities which include Nursing, Teaching, Food Technology, Dietetics, Medicine, Veterinary Medicine, Biomedical Science and Engineering.

Name of Subject: Technology and Design

Examining Board: CCEA

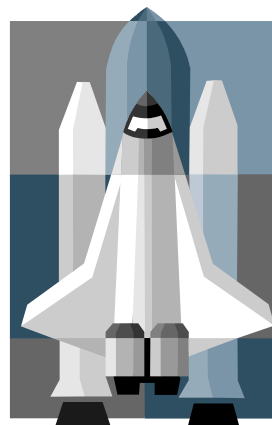
Course Outline:

Technology and Design helps to develop and promote:

- Creativity.
- Problem Solving Skills.
- Research and Planning.
- ICT Skills.

You will be:

- Designing.
- Sketching and Drawing.
- Using ICT and Computer Aided Design (CAD).
- Manufacturing a product.
- Using energy to drive and control products.



Assessment:

Coursework is comprised of:

- Design Assignment - 20%
- Design Project - 40%(The design and manufacture of a product including a design folder)
- Test - 40%

Skills Developed:

You will also develop skills that are useful to a wide range of situations and careers such as:

- Ability to work under pressure and to deadlines.
- Good planning and organisation.
- Good judgement and reasoning.
- Ability to work on your own.
- Ability to work with others.
- Numeracy.
- Communication Skills - written, spoken and graphical.

Career Opportunities:

Academic routes - AS and A2 Design and Technology

Vocational routes - Modern apprenticeships in Engineering and Building.

Possible careers:

- Engineering (electrical, electronic, mechanical).
- Computer analysis/programming.
- System analysis.
- Design (Furniture, Industrial, and Interior).
- Architecture.

