



**St Mary's High
School
Downpatrick**

'Every Child Matters'

**What's on
offer in
St Mary's for students
studying GCSE's?**

2023-24



Information for Pupils

Now that you are approaching the end of Key Stage 3, it is time to decide which subjects you want to study at GCSE. In your first three years in St Mary's you have had the opportunity to experience a wide range of subjects which has helped you to identify your strengths and preferences.

In Years 11 & 12 students will study a broad range of GCSE subjects. In St Mary's students can study up to 8, 9 or 10 GCSEs or equivalents. Key Stage 4 students will study the following subjects: English Language, Mathematics, Religion, Learning for Life and Work or Preparation for Adult Life, Certificate in Personal Success and Well-Being, Science or Horticulture, Careers and PE. (Non GCSE) Students who have shown an aptitude and interest in Literature will study GCSE English Literature.

**** Every effort will be made to ensure that children will get their first choice. However, this will be determined by actual numbers applying to ensure that it is viable to run classes. ****

As a result of collaboration, students will have the opportunity to study subjects in De La Salle High School.

What are my skills and abilities at school?

Which subjects do I enjoy studying?
Which subjects do I dislike and why?
What subjects am I good at or not so good at?
What does this tell me about myself?

Am I:

- A good writer?
- Good with numbers?
- A practical person?



Keeping a broad range of subjects may give you better options in the future.

Who can I ask for help?

Parents, Class teachers and Friends

- They know what you are like as a person
- They know your likes and dislikes
- They know what you are good at



STEM

It has become more evident that the modern workforce should be educated in STEM areas (Science, Technology, Engineering & Mathematics) as well as ICT, Health & Social Care and Geography.

STEM subjects broaden horizons and open up job opportunities. Employers want students with these skills so they can make their workforce more attractive in a global setting.

Information for Parents

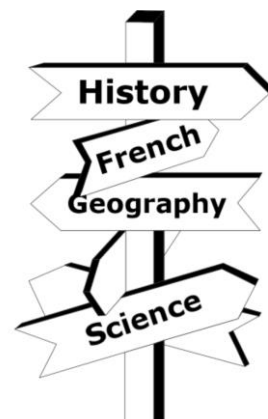
It is difficult for your daughter at 14 years old to know what career choice she will make in the future. However, the best way to avoid making a wrong choice is to be well informed. As a school we would request you to help her identify her strengths and preferences.

Identification of Strengths and Preferences

Ask your daughter to consider the answers to these questions:

- What am I good at?
- What talent, ability or skills do I have?
- Have I sufficient information to make an informed choice?
- Will any careers be closed to me if I drop certain subjects?

Does your daughter's answer match what you know about her?



Keep Options Open

- Encourage her to choose a wide range of subjects
- Support your daughter's career dream but remind her to keep other options open just in case she changes her mind
- Remind her that it is normal for interests and abilities to change over time

How can you motivate your daughter to fulfil her ambition?

- Talk to her regularly about school
- Encourage her to pursue hobbies and sports
- Emphasise the importance of developing good leadership and social skills through involvement in local community projects
- To look for opportunities to broaden her CV

During Key Stage 3 your daughter has developed her academic skills through studying a broad and balanced curriculum. However, in addition to her academic portfolio employers and universities will require evidence of:

- her ability to communicate effectively
- her ability to show potential as a leader
- her ability to work as part of a team
- her involvement in school and local community activities



It is crucial that your daughter develops these skills as they will have a pivotal role to play in persuading employers and universities to offer her a job or a university place.

ACT NOW – DON'T WAIT UNTIL IT IS TOO LATE

Core Subjects

English Language



CCEA's GCSE English Language and English Literature builds on the pupils' experience of English at Key Stage 3. The specification is compatible with GCSE English Literature specification. Work submitted for the Reading, Writing and Speaking & Listening components may be based on texts studied for assessment in English Literature.

Unit 1 Writing for Purpose and Audience and Reading to Access Non Fiction and Media Texts 30%

This unit is an External Written Examination untiered. Students respond to five tasks.
30% Summer and November from November 2018.

This unit is a 1 hour 45 minute external exam paper.

Unit 2 Speaking and Listening 20%

This unit is a Controlled Assessment untiered.
20% Summer and November from November 2018.

Task 1: Individual Presentation and Interaction

Task 2: Discussion

Task 3: Role Play

Teachers assess the tasks and CCEA moderate outcomes.

Unit 3 Studying Spoken and Written language 20%

This unit is a Controlled Assessment untiered.
20% Summer and November from November 2018.

Teachers assess the tasks and CCEA moderate outcomes.

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

This unit is an External Written Examination untiered. Students respond to five tasks.
30% Summer and November from November 2018.

This unit is a 1 hour 45 minute external exam paper.

Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment.

English Literature



GCSE English Literature builds on the pupils' experience of English at Key Stage 3.

The specification is compatible with GCSE English Language specification. Texts studied for assessment in GCSE English Literature can be used as the basis for work submitted for the Reading, Writing and Speaking & Listening components of GCSE English Language. This specification cannot be entered alongside GCSE English.

Unit 1 The Study of Prose 30%

Written paper allowing you to show your ability to respond critically and imaginatively to a prose text.

Students answer 2 questions: 1 from Section A and a set question in Section B. Section A is closed book.

This unit is a 1 hour 45 minute written paper.

Unit 2 The Study of Drama and Poetry 50%

- Section A: Open Book
- Section B: Open Book

Students answer 2 questions: 1 from Section A and 1 from section B.

This unit is a 2 hour written paper.

Unit 3 The Study of Shakespeare 20%

This unit is a Controlled Assessment.

Students complete one task: an extended writing question based on a theme. Teacher marks the tasks and CCEA moderate the results.

Time Allocation: 2 Hours

Students must take at least 40% of the assessment (based on unit weightings) at the end of the course as terminal assessment.

Statistics



Aims

- GCSE Statistics helps students develop a knowledge and understanding of:
- Statistical thinking and practice
- How to use statistics in the real world.
- This specification enables students to acquire transferable skills and knowledge which enhance their career opportunities.
- It is particularly suitable for students who wish to progress to a range of A-level subjects outside Maths, including A-level Sciences, Geography and Business Studies.

Year Statistics: 2 Written Papers worth 50% each → Total 100%

GCSE Statistics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take two question papers at the same tier.

A student taking Foundation tier assessments will be awarded a grade within the range of 1 to 5.

A student taking Higher tier assessments will be awarded a grade within the range of 4 to 9. A

student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3.

The information in the table below is the same for both Foundation and Higher tiers.

Paper 1

- All specification content is assessed
- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

Questions

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.



Paper 2

- All specification content is assessed
- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

Questions

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

Learning for Life & Work



Aims

This subject aims to encourage students to:

- Be inspired, moved and challenged by studying a broad, coherent, satisfying and worthwhile course
- Develop as individuals and contributors to society, the economy and the environment
- Explore the challenges and opportunities that personal, social, cultural, political and economic issues pose in our society
- Develop an understanding of the variety of attitudes, needs and perspectives that exist in their own and other communities, both locally and globally;
- Develop the skills required to think independently, make informed decisions and take appropriate courses of action in relation to personal, social, economic and employment issues

This is a modular GCSE comprising of 3 written papers (60%) and 1 controlled assessment tasks (40%). The controlled assessment tasks can be chosen from two of LLW's three areas of study. The controlled assessment tasks are completed in Year 12.

Unit 1: Local & Global Citizenship 20%

Written paper x 60 minutes completed in May of Year 11. Topics include:

- Diversity and inclusion in Northern Ireland and the wider world
- Rights and responsibilities regarding local, national and global issues
- The role of society and government in safeguarding human rights
- Non-Governmental Organisations (NGOs)
- Key democratic institutions and their role in promoting inclusion, justice and democracy

Unit 2: Personal Development 20%

Written paper x 60 minutes completed in May of Year 11. Topics include:

- Maximising and sustaining health and well-being
- Concept of self
- Building and maintaining healthy relationships
- Recognising, assessing and managing risk
- Understanding the roles and responsibilities of parenting
- Developing competence as discerning consumers

Unit 3: Employability 20%

Written paper x 60 minutes completed in May of Year 12. Topics include:

- The impact of globalisation on employment
- Recruitment and selection practices for employment
- Rights and responsibilities of employers and employees
- Issues of self-employment and sources of support

Unit 4: Controlled Assessment 40%

Controlled Assessment started in June of Year 11 and completed in Year 12

Preparation for Adult Life



Aims

CCEA have developed this specification to contribute to meeting the statutory requirements for Learning for Life and Work at Key Stage 4.

The specification gives learners the opportunity to:

- Develop personal skills such as self-awareness, personal health and relationships;
- Develop an understanding of:
 - roles and responsibilities of parents;
 - diversity and inclusion, human rights and social responsibility, and equality and social justice;
 - work in the local and global economy;
 - social, economic and cultural issues;
 - relationships at work and diversity within the workplace;
 - sustainable development, health and safety considerations; and
 - the impact of globalisation on work opportunities;
- Develop employability skills; and
- Apply their learning in a practical context

This course consists of 13 units. All units must be completed to receive the L2 Certificate in Preparation for Adult Life. A portfolio of evidence is required for each unit, and a total of 130 guided learning hours. Centre Assessed and externally moderated.

Units 1 – 4 Citizenship

40 Hours Guided Learning Time required. Units covered are:

- Diversity & Social Inclusion
- Democracy & Democratic Participation
- Human Rights & Social Responsibility
- Equality & Social Justice

Units 5 - 8 Employability

40 Hours Guided Learning Time required. Units covered are:

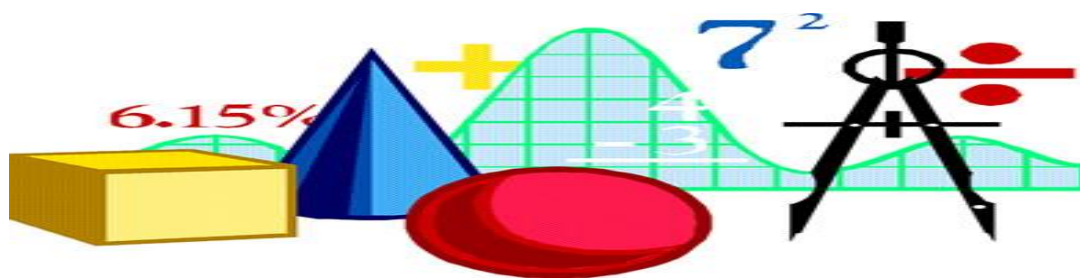
- Preparation for Work
- Business in the Community
- Effective Work Practice
- Globalisation & the Labour Market

Units 9 – 13 Personal & Social Development

50 Hours Guided Learning Time required. Units required are:

- Self-Development
- Roles & Responsibilities of Parents
- Healthy Relationships
- Maintaining Personal & Mental Well-Being
- Effective Financial Management

Mathematics



GCSE Mathematics is a modular exam which is examined through the CCEA Examinations Board. This course requires more problem-solving and applying mathematics than previous specifications and introduces functional elements in mathematics.

The course gives students opportunities:

- To develop their knowledge, skills and understanding of mathematical methods and concepts
- To acquire and use problem-solving strategies
- To select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- To reason mathematically, make deductions and inferences, and draw conclusions
- To interpret and communicate mathematical information in a variety of forms
- For progression, including progression to further study of mathematics at AS/A2 level.

The units all provide opportunities for students to develop and apply their mathematical skills to real-life contexts. Pupils choose one unit in Year 11 and one unit in Year 12. The grades that students can achieve depend on the units that they sit for assessment.

Year 11 Pupils choose one unit from:

Unit M1 or M2 Foundation Tier

Unit M3 or M4 Higher Tier

Foundation Unit M1 or M2 45%

M1 Grades available : D, E, F & G and Level 1 Functional Maths

Topics:

- Whole number calculation, fractions, decimals, percentages, money
- Simplifying expressions, solving equations, sequences, co-ordinates
- Angles, polygons, nets, circle, measurements, scale drawings, volume
- Data handling cycle, constructing and interpreting graphs, diagrams and tables, averages and range

M2 Grades available : C*, C, D, E, F & G and Level 2 Functional Maths

Topics:

- Calculations with fractions, decimals and percentages
- Rules of Indices, trial and improvement, factorising, sequences – finding the n^{th} term, setting up and solving equations
- Pythagoras, circumference and area of a circle, volumes of a prism, midpoint of a line, bearings, congruent and similar polygons
- Bias, questionnaires, Venn diagrams, averages and range of grouped data, constructing and interpreting scatter graphs, flowcharts and frequency polygons

Written Paper x 1 hour 30 minutes in the form of a single question and answer booklet that includes a formula sheet.

Or

Higher Unit M3 or M4 45%

M3 Grades available : B, C* C & D & E

Topics:

- LCM, HCF, upper and lower bounds, compound interest, reverse percentages
- Factorising quadratic expressions, simplifying expressions, solving quadratic equations, straight line graphs, solving algebraic fractions
- Pythagoras, perimeter and area, trigonometric ratios
- Averages and quartiles of ungrouped/grouped data, construction and interpretation of cumulative frequency tables/curves, box plot diagrams

M4 Grades available : A, B, C* & C

Topics:

- Surds, fractional/negative indices, proportion
- Simultaneous equations, solving quadratics using formula, gradient of lines
- Sine/cosine rules, area of a triangle formula, circle theorems, volume of frustum
- Sampling, histograms

Written Paper x 2 hours in the form of a single question and answer booklet that includes a formula sheet.

In Year 12 pupils choose one unit from:

Unit M5 or M6 Foundation Tier

Unit M7 or M8 Higher Tier

Foundation Unit M5 or M6: 55%

M5 grades available : C, D, E, F & G

Topics:

- Accuracy, BODMAS, ratio, calculate with money
- Substitution, conversion graphs
- Transformations of 2D shapes, Metric/imperial conversions, angles, scale drawings
- Probability, equally likely outcomes, mutually exclusive events

Written papers 2 x 1 hour in the form of a question and answer booklet that includes a formula sheet.

M6 grades available: C, D, E, F & G

Topics:

- Indices, binary conversions
- Sequences, simultaneous equations, trial and improvement, change subject of the formula
- Transformations in a line/about a point, angles, constructions, bearings, loci
- Listing outcomes, relative frequency, experimental and theoretical probability

Written Papers 2 x 1 hour in the form of a question and answer booklet that includes a formula sheet.

Or

Higher Unit M6 55%

M7 grades available : A, B, C* & C.

Topics:

- Surds, indices, standard form
- Substitution, linear inequalities, solving simultaneous equations graphically and involving quadratics, curve sketching, loci, growth and decay graphs
- Transformations, area and volume
- Probability using and/or, tree diagrams

M8 grades available: A, B, C* & C

Topics:

- Rational/irrational numbers, recurring decimals, indices, compound interest, surds
- Solving simultaneous equations graphically and involving quadratics, curve sketching, equation of a circle.
- Transformations, area and volume, sine/cosine rule
- Probability using tree diagrams.

Written papers 2 x 1 hour 15 minutes in the form of a question and answer booklet that includes a formula sheet.

Religious Studies



Aims

- To acquire knowledge and develop understanding of the beliefs, values and traditions of Christian Church;
- To consider the influence of the beliefs, values and traditions associated with one or more religions;
- To consider religious and other responses to moral issues;
- To identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- To develop skills relevant to the study of religion;
- To come to a deeper, more active personal faith.

Grading

Religious Studies is a single tier examination awarding grades A* - U

Year 11 Unit 5 Written Exam

Written paper x 1 hr 30 minutes at end of Year 11

Students will complete an in-depth study of: Christianity through a study of the Gospel of Mark.

Topics include:

- The identity of Jesus
- Jesus the Miracle Worker
- The Kingdom of God
- The Death and Resurrection of Jesus
- The Role and Nature of Christian Discipleship

Year 12 Unit 6 Written Exam

Written paper x 1 hr 30 minutes at end of Year 12

Students will complete an in-depth study of: An Introduction to Christian Ethics.

Topics include:

- Personal and family Issues
- Matters of Life and Death
- Developments in bioethics
- Contemporary issues in Christianity
- War and Peace



ocn
northern ireland

OCN NI Level 2 Award and Certificate in Religious Studies

The OCN NI Level 2 Certificate in Religious Studies are designed for learners who wish to develop knowledge and understanding in religious studies in order to recognise religious choices people make based around faith practices within different religions in today's society. It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity as they are applied in everyday life situations.

These qualifications provide learners from different religions with opportunities to examine their own faith practices and those of others in the context of the units provided. By continuous assessment through building a portfolio, learners will be more motivated and engaged to successfully complete the qualification.



The OCN NI Level 2 Certificate in Religious Studies has been approved by the Department of Education and is added to the NIEFQAN file. This qualification has been awarded points which equates to a Grade B at GCSE.

In order to achieve the Level 2 Certificate learners must complete all units for a total of 15 credits.

The Units Studied are:



- **Addiction**
- **Charity and Religious Charities**
- **Exploring Personal Identity and Faith**
- **Exploring Religious Traditions within own Community**
- **Life and Death Issues**
- **Life of a Famous Person of Faith**
- **Marriage and Divorce**
- **Prejudice and Reconciliation**
- **World Faith**

Certificate in Personal Success and Well-Being



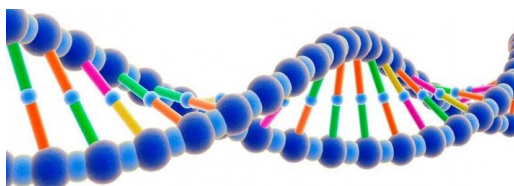
The OCN NI in Personal Success and Well-Being has been designed to support a balanced curriculum by assisting the learner with effective development in personal, social, health and well-being. It builds on the broad objectives of the Northern Ireland Curriculum, aiming at empowering young people to achieve their potential and help them deal more effectively with personal and social issues. This course is delivered by the class teacher and a professionally qualified youth worker over two years and has 10 distinct modules. The model of delivery is flexible with the possibility of two modules being delivered in a community setting.

Modules

- Improving Confidence and Self Esteem
- Understanding Individual Rights and Responsibilities
- Exploring Own Personal Identity
- Exploring Cultural Diversity
- Prejudice and Discrimination
- Understanding Healthy Lifestyles
- Exploring Relationships
- Enrichment Activity
- Managing Risk
- Understanding Teamwork Skills



Single Award Science



Aims

Pupils will;

- Develop their interest in, and enthusiasm for Science
- Gain and apply skills, knowledge and understanding of how Science works and its essential role in society

Unit 1 Biology 25%

Written Paper: 1 Hour: This unit includes the following:

- | | |
|-----------------------------|-----------------------------|
| - Cells | - Reproductive System |
| - Food and energy | - Ecological relationships |
| - Chromosomes and genes | - Disease and body defences |
| - Co-ordination and control | - Adaptation and variation |

Closed and structured questions. One longer response question assessing quality of written communication (QWC) in a science context.

Unit 2 Chemistry 25%

Written Paper: 1 Hour: This unit includes the following:

- Acids and bases and salts
- The periodic table
- Elements, compounds and mixtures
- Materials
- Metals and the reactivity series
- Rates of reaction
- Organic chemistry

Closed and structured questions. One longer response question assessing quality of written communication (QWC) in a science context.

Unit 3 Physics 25%

Written Paper: 1 Hour: This unit includes the following topics:

- | | |
|--------------------------|-----------------------------|
| - Electrical circuits | - Force and motion |
| - Household electricity | - The Earth in space |
| - Waves | - Radioactivity |
| - Electricity Generation | - Transport and road safety |
| - Energy | |

Closed and structured questions. One longer response question assessing quality of written communication (QWC) in a science context.

Controlled Assessment 25%

- Involves planning, carrying out and analysing the results of a practical investigation.
- It is completed under exam conditions.

Horticulture



Pupils find Horticulture enjoyable due to the practical nature of the course. Horticulture is made up of 2 units:

Unit 1 Growing Plants (Propagation) 50%

This unit gives the pupil basic understanding of plants and how to grow and care for them. It is a good introduction to the structure and care of a range of plants. Pupils will become familiar with various methods that are used to grow plants from seeds, bulbs, corms and tubers as well as the various methods of taking cuttings and establishing plants.

Unit 2 Caring for Plants and Flowers 50%

This unit gives the pupil an introduction to flowers, houseplants, their care and use in the floristry industry. Pupils will be introduced to the identification of cut flowers and foliage used commercially within the floristry industry. Pupils will be able to identify structures of the plants and the methods of conditioning and storage procedures in order to prolong plant life. This unit also introduces pupils to the basic principles of design and construction of assembled commercial floristry designs.



Optional Subjects



Art and Design



WHAT CAN I DO WITH A QUALIFICATION IN ART AND DESIGN?

You may go on to become a practising artist, designer or architect and contribute to the economy as part of the fast-growing creative and cultural industries. Students of Art and Design develop valuable transferable skills, which are sought after by many colleges and universities, employers and industry leaders. These practical skills and the ability to solve problems and think creatively will be used throughout your life.

WHAT WILL I STUDY?

COMPONENT 1	AREAS OF STUDY
Part A: Exploratory Portfolio (25%)	<p>You will experiment in some of the following disciplines.</p> <ul style="list-style-type: none">• Fine art – drawing and painting Fine art – sculpture Fine art – printmaking• Textiles, Ceramics, Graphic design• Photography, moving image or animation• Digital media, 3D design <p>You will explore at least two disciplines.</p> <p>You will explore the processes and contexts of practitioners.</p> <p>Throughout Part A you will learn how to use the formal visual elements of art and design, including:</p> <ul style="list-style-type: none">• colour; line; shape; form; texture; tone; and pattern.
Part B: Investigating the Creative and Cultural Industries (35%)	<p>You will complete one practical task. You will build on the knowledge and skills gained in Part A.</p> <p>You will learn about the different roles and work practices used in the production of art, craft and design in the creative and cultural industries. This may include practical opportunities, for example workshops, museum visits, gallery visits or collaborating on a project.</p> <p>You will document your research and use drawing to support the development of your work. You will produce an outcome.</p>
Component 2:	
Externally Set Assignment 40%	<p>You will complete work in response to a stimulus paper we release in the final year of your course.</p> <p>You will complete at least 20 hours of preparatory work in response to the theme in the paper.</p> <p>You will also produce and complete a final outcome based on your preparatory work within a set period of 10 hours under exam conditions.</p>

BTEC Business Studies



Why study BTEC Level 2 First Award in Business?

- This qualification is equivalent to one GCSE (Pass, Merit and Distinction Awards)
- It is designed for pre-16 pupils working at level 2 (GCSE) who want to engage in practical study of how real world businesses work, develop and make a profit
- It provides opportunities for pupils to develop technical business and employability skills within their Key Stage 4 curriculum
- It provides a sound basis for further study of Business at A Level (Level 3) which is offered here in St Mary's High School.

Unit 1 – Introduction to Business – Internally Marked and Externally Moderated (25%)

Learning Outcomes -

- Explore how businesses operate
- Consider how market research helps a business to understand the market
- Investigate the use of the marketing mix (the 4Ps)

Unit 6 – Recruitment, Selection and Employment – Internally Marked and Externally Moderated (25%)

Learning Outcomes –

- Know about job roles and functional areas in business
- Produce documentation for specific job roles
- Demonstrate interview skills and plan career development

Unit 2 – Finance for Business – Externally Examined – Online Examination (25%)

Learning Outcomes -

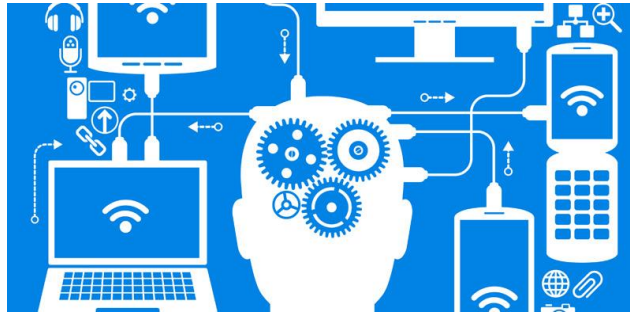
- Understand the costs involved in business and how businesses make a profit
- Understand how businesses plan for success
- Understand how businesses measure success and identify areas for improvement

Unit 3 – Enterprise in the Business World – Internally Marked and Externally Moderated (25%)

Learning Outcomes –

- Know how trends and the current business environment may impact on a business
- Plan an idea for a new business
- Present a business model for a business start-up

BTEC First Award in ICT



BTEC First Information & Creative information Award

Course Aims:

IT is a very important skill in the workplace. The course will provide an opportunity for students to gain a recognised qualification both to help their further study and also their job prospects. The course is designed to develop knowledge of new technologies as well as practical skills through the creative use of IT. Through a combination of practical experience students create 2 portfolios of work along with an online examination.

Unit 1 – Online World – Externally Assessed 25%

The Online World - looking at social media, real-time communication, and instant messages.
Technology Systems – Use of Wireless and wired technologies in a business context.
Laws- Understanding the laws applied to networks and data

Unit 3 : Digital Portfolio – Internally Assessed/externally moderated 25%

The digital portfolio is a combination of work from the online world and optional unit displayed in digital form.

Unit 13: Website Development - Internally Assessed/externally moderated 50%

Students create an 8 page interactive website. They will test the site and evaluate their work.

Assessment & Qualification

The course provides a range of internally and externally assessed options. Units are not equal in assessment weighting.

Double Award Science



Aims

GCSE Double Award Science aims to:

- Develop pupil's interest in, and enthusiasm for Science
- Gain and apply skills, knowledge and understanding of how Science works and its essential role in society
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Unit 1 Biology 11%	Unit 2 Biology 14%	Total 25%
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Written paper 1 Hour Foundation and Higher papers
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- | |
|---|
| <ul style="list-style-type: none">• Biology Unit 1: Living Processes and Biodiversity |
|---|

Written Paper 1 hour 15 minutes Foundation and Higher papers

- | |
|---|
| <ul style="list-style-type: none">• Biology Unit 2: Body Systems, Genetics, Microorganisms and Health |
|---|

Each unit consists of an externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.

Unit 1 Chemistry 11%	Unit 2 Chemistry 14%	Total 25%
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Written Paper 1 Hour Foundation and Higher papers
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- | |
|---|
| <ul style="list-style-type: none">• Chemistry Unit 1: Structures, Trends and Chemical Reactions |
|---|

Written Paper 1 hour 15 minutes Foundation and Higher papers

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|--|
| <ul style="list-style-type: none">• Chemistry Unit 2: Further Chemical Reactions and Organic Chemistry |
|--|

Each unit consists of an externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.

Unit 1 Physics 11%	Unit 2 Physics 14%	Total 25%
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Written Paper 1 Hour Foundation and Higher papers
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- | |
|---|
| <ul style="list-style-type: none">• Physics Unit 1: Force and motion, Energy, Moments and Radioactivity |
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Written Paper 1 hour 15 minutes Foundation and Higher papers

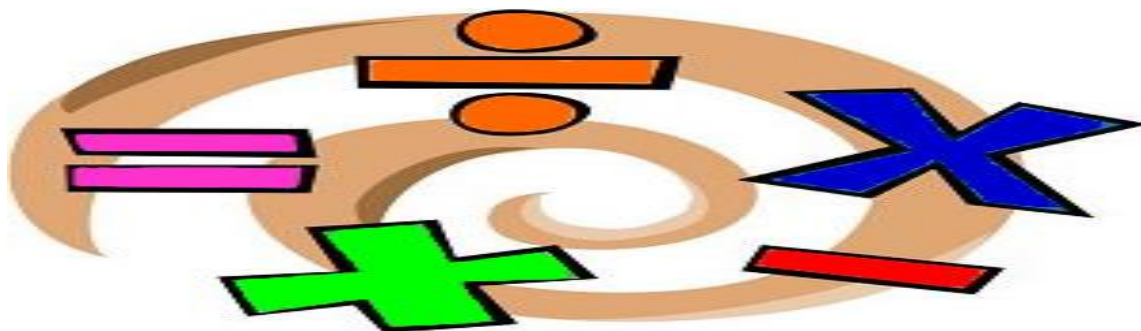
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|---|
| <ul style="list-style-type: none">• Physics Unit 2: Waves, Sound and Light, Electricity, and the Earth and Universe |
|---|

Each unit consists of an externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.

Controlled Assessment 25%

Investigative Skills Assignment. Consists of 2 written assignments, practical lesson(s) and data processing.
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Further Maths



The Further Mathematics specification is intended to cater for those students who require knowledge of mathematics beyond GCSE Higher Tier Mathematics and who are capable of working beyond the limits of the GCSE mathematics specification.

The Further Mathematics specification is designed to broaden the experience of students whose mathematical ability is above average and who:

- (i) Will follow mathematical courses at AS/A Levels; or
- (ii) Will follow courses at AS/A Level that require mathematics beyond GCSE.
- (iii) Wish to extend their knowledge of mathematics.

The scheme of examination is a broad based scheme of assessment in which candidates are required to take two written papers.

Questions of a more searching nature may be set which may include use of assumed knowledge based on relevant parts of the GCSE Mathematics Higher Tier specification.

AIMS

This course in Further Mathematics aims to enable pupils to:

- Extend the foundation from which they may embark on higher studies in mathematics.
- Extend the base in mathematics from which they can progress to higher studies in subjects other than mathematics such as science, geography, technology, business, which contain a significant requirement in mathematics beyond GCSE.
- Develop further their mathematical knowledge by enhancing their ability to read mathematics and to write and talk about the subject – in short to further their liking for mathematics.
- Develop mathematical concepts, skills and experiences through practical activities which reflect life and living and which are associated with the application of mathematics in a range of subjects.
- Develop their mathematical abilities by considering and solving problems individually and through co-operative enquiry and experiment.
- Apply a broader range of mathematics to a variety of situations associated with living and working in modern day society.
- Appreciate the role that mathematics plays in the world around them.

ASSESSMENT

Grades available – The grades available will be A* – E. The scheme of assessment will comprise **three** written papers.

Examination Components

There will be two papers:

Paper 1	Pure Mathematics	2 Hours	50%
Paper 2	Mechanics	1 Hour	25%
Paper 2	Statistics	1 Hour	25%

(All these components also form AS Level Mathematics)

Geography

Aims

Geography gives you an understanding of the world and its peoples. You will enjoy Geography if: you:

- Are curious about earthquakes and volcanoes?
- Are curious about why people in the world are dependent on each other?
- Are curious about the world and how some people are richer than others?
- Are interested in world culture and why people and places are different?
- Appreciate the importance of looking after the planet.

What will I learn?

In Geography you will learn about the world around you. You will study eight themes:

- Earthquakes and Volcanoes
- Rivers
- Coasts
- Weather
- Development
- The use of resources
- Population
- Settlement growth



Why choose Geography?

Geography teaches you:

- Problem solving skills through investigation and decision making
- How to work with data and how to make precise use of language
- Map making and map reading skills that give you a sense of place
- Analytical skills
- How to be aware of the world around you and how to link ideas together
- Skills that are an asset in any job situation and which are highly sought after by employers
- Team work and leadership skills through fieldwork
- Computer skills that are essential in a business environment

Year 11: Paper 1 Written Exam 40%

- Physical Geography written paper.
- Rivers, coasts, weather and climate, and earthquakes and volcanoes

Year 12: Paper 2 Written Exam 40%

- Human Geography written paper
- Development, resources, population and settlement

Year 12: Paper 3 Fieldwork Exam 20%

- Written 1 hour paper relating to fieldwork completed in Year 12

Where might Geography lead?

It could take you places, and in to a great career including: GIS, Cartographer, Town planning, Regional Development, Aid workers, Disaster Manager, Coastal Manager, Hydrologist, Eco-Tourism advisor, Media Researcher, Environmental Consultant, Conservation officer, Social Worker, Teacher.

- ## Unit 2 Working in the Health, Social Care and Early Years Sectors 50%

History



Aims

The aim of GCSE History is to investigate events and key personalities from 20th Century World History. Pupils will have the opportunity to study sources and see how events can be interpreted or viewed in a variety of ways.

Paper 1: Written Paper Year 11: 60%

Life in the United States of America 1920 – 33
Northern Ireland 1965 - 1998

Paper 2 : Written Paper Year 12: 40%

The Cold War 1945 - 2003

Assessment

Pupils will sit two written papers which account for 100% of their final mark.

Paper One is sat at the end of Year 11 and is worth 60% Of the final GCSE

Paper Two is sat at the end of Year 12 and is worth 40% Of the final GCSE

All pupils will sit the same History papers – there is no Higher or Foundation paper.

GCSE History results in St Mary's

GCSE History Northern Ireland average for non-selective girls schools:

A* - C 72% A* - A 18.7%

GCSE History St Mary's High School

A* - C 95% A* - A 68% **2020 - 2021**

A* - C 100% A* - A 62.5% **2019 - 2020**

A* - C 95% A* - A 100% **2018 - 2019**

Career benefits of studying History

History is a highly respected subject amongst both employers and third level education because it provides many transferable skills. Studying History at GCSE could be a first step in a career in law, teaching, journalism, civil service, TV researcher to name but a few...



Media Studies

WJEC Eduqas GCSE Media Studies



Aims

This specification offers students opportunities to:

- Draw on their existing experience of the media and study products they wouldn't normally engage with.
- Make connections between different media forms and products, between different products and their context and between theory and practical work.
- Engage with a range of rich and stimulating media forms and products.
- Develop media production skills, applying knowledge and understanding of media language and representation to media forms and products.

Why choose GCSE Media?

Media Studies is fast becoming one of the most relevant subjects for young people to study. Through class discussion and instruction pupils will begin to understand how the various Media Industries have an enormous effect on all of our lives. Students will also learn how to talk and write about texts such as DVD covers, film trailers and music videos. This will also help them with their GCSE English which now requires pupils to analyse media texts. The practical element of the course helps enhance students' ICT skills. Above all this is a fun, innovative and enjoyable course that will enable pupils to fulfil their own potential. An excellent option!

Unit 1: Exploring the Media 40%

Section A: Exploring Media Language and Representation

- Two Questions: candidates respond to material based on stimulus material chosen by WJEC.

Section B: Exploring Media Industries and audiences

- Two Questions: Stepped questions assessing knowledge and understanding of media Industries and audiences.

Written paper - 1 hours 30 minutes

Unit 2: Understanding Media Forms and Products 30%

This Unit has a focus on all areas of theatrical framework: media language, representations, industries and audiences through in-depth study of products.

- Section A: Television: Two Questions to be answered.
- Section B: Music: Two Questions to be answered.

Written Examination – 1hour 30 minutes

Unit 3: Non-exam Assessment 30%

This Unit draws together knowledge and understanding of the media theatrical framework gained throughout the course. This Unit requires students to apply their knowledge and understanding of media language to an individual production for an audience in response to a set of briefs outlined by WJEC Eduqas.



Aims

This CCEA GCSE course has been developed to build on the knowledge and understanding of Music through a variety of learning activities. The main activities carried out are:

- Listening
- Composing
- Performing

The core areas of music that you study are note patterns, music for voice and musical traditions in Ireland. Pupils will get the opportunity to develop their listening skill through a diverse range of Music.

You will learn how:

- To improve your performing skills
- Music is constructed from initial ideas through to the finished product
- To analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

Component 1 – Composing and appraising 30%

Pupils will create two contrasting compositions and keep a compositional log for each. One of these must be related to the core or an optional area of study. The composition portfolio's length should be 3-6 minutes in total.

Component 2 – Performing and appraising 30%

Pupils perform two pieces of music. These include one piece related to the core or optional areas of study.

Component 3 – Listening and appraising 40%

Written paper: Aural Perception, which comprises two parts:

Part 1: is based on the core area of study. One of the questions in this part relates to the impact of music on work and leisure

Part 2: is based on optional areas of study.

Both parts 1 and 2 include questions on familiar and unfamiliar music.



Subject Content

Course Assessment

Unit 1 is assessed through an online exam while units 2, 4 & 5 are assessed through practical performance, presentations and completed folders of evidence.

Attributes Required

Any pupil wishing to take the BTEC Sport Qualification should be:

- Committed to physical activity
- Currently involved in a competitive sport
- Interested in leading a healthy and active lifestyle.

Entry Requirements

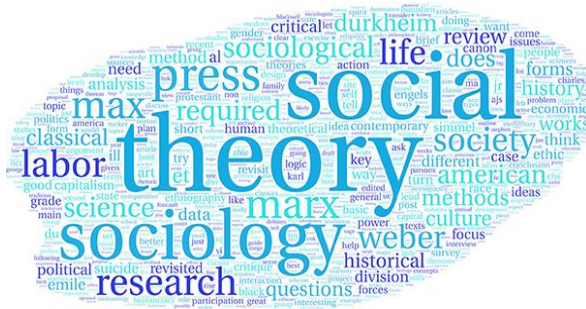
Due to the nature of the subject, entry is limited to those pupils who have demonstrated a commitment to PE throughout Key Stage 3. Any pupil taking BTEC sport should be committed to remaining involved in competitive sport.

Progression

The Level 2 BTEC Sport is a natural stepping stone to the level 3 Award which is offered in De La sale at Post 16. These qualifications give pupils an opportunity to continue in a sports related field such as Coaching, PE Teaching, Physiotherapy or Sports Psychology. The practical element of the course is suitable for anyone with an interest in a career as a Personal Trainer.

Sociology

WJEC Eduqas GCSE (9-1) Sociology



Aims

- The WJEC Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them.
- This subject focuses on the importance of social structure in explaining social issues.
- Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena.
- By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.
- This course will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active and informed role in society.

Component 1: Understanding Social Processes Written Examination:

1 hour 45 minutes

50% of qualification 100 marks

learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. Learners will be encouraged to contemplate how they acquire their individual identity. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide learners with a deeper, more theoretical understanding of the social world and an awareness that the process of socialisation is contested.

Assessment Objectives: A01 = 20% A02 = 20% A03 10% Total 50%

Component 2: Understanding Social Structures Written Examination:

1 hour 45 minutes

50% of qualification 100 marks

In Component 2, learners will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour. Learners will also develop an understanding of the nature and extent of inequality and will examine competing theories on the causes of inequality through a study of the ideas of the classical sociologists, and a more detailed study of crime and deviance.

Assessment Objectives : A01 = 20% A02 = 20% A03 = 10% Total 50%

SPANISH



Incoming Year 11 languages students will follow the CCEA specification for Spanish. We have a very successful pass rate within the Modern Languages Department with 100% of students achieving A*- C grades in the 2022 examination series.

Why Study a Language?

- Recent surveys indicate that people with language skills are less likely to be unemployed
- Develops your communication and interpersonal skills and promotes good memory skills.
- Opportunities in a wide range of industries such as: Marketing, Tourism, IT, Financial Services, Accountancy, Business Studies, Law, Teaching, Engineering and Journalism.

Unit 1 Listening 25%

- **Foundation Tier** – Written Paper - 35 Minutes
- **Higher Tier** –Written Paper - 45 minutes

Unit 2 Speaking 25%

- 7 – 12 minutes
- 2 Role plays and conversations on two topics
- External Assessment

Unit 3 Reading 25%

- **Foundation Tier** – Written Paper – 50 minutes
- **Higher Tier** – Written Paper – 1 Hour

Unit 4 Writing 25%

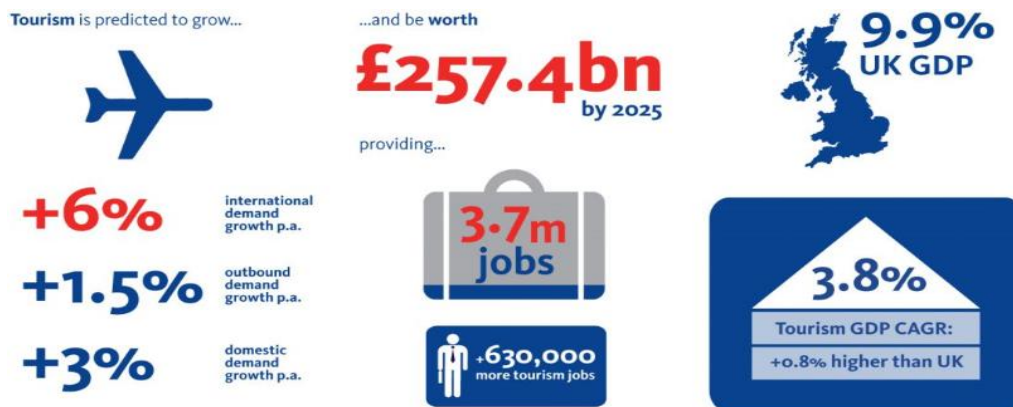
- **Foundation Tier** – Written Paper - 1 Hour
- **Higher Tier** – Written Paper - 1 Hour 15 Minutes

For speaking there is one tier of entry. Differentiation by outcome.

Foundation Tier – pupils can achieve grades B to G

Higher Tier – Pupils can achieve Grades A* to D

Travel & Tourism



Why study BTEC Level 2 First Award in Travel and Tourism?

- This qualification is equivalent to one GCSE (Pass, Merit and Distinction Awards)
- The main reason to study Travel and Tourism is to work in the field. The Travel and Tourism industry is in constant growth year on year and needs more and more skilled workers and innovators every year
- BTEC Firsts in Travel and Tourism can help you take your first steps towards a career in retail or business travel

Unit 2 – UK Travel and Tourism Destinations – Internally Marked and Externally Moderated (25%)

Learning Outcomes -

- Know UK travel and tourism destinations and gateways
- Investigate the appeal of UK tourism destinations for different types of visitors
- Plan UK holidays to meet the needs of different visitors

Unit 4 – International Travel and Tourism Destinations – Internally Marked and Externally Moderated (25%)

Learning Outcomes –

- Explore the use of branding and the promotional mix in business
- Develop and promote a brand for a business

Unit 1 – The UK Travel and Tourism Sector – Externally Examined (25%)

Learning Outcomes -

- Understand the UK travel and tourism sector and its importance to the UK economy
- Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships
- Understand the role of consumer technology in the travel and tourism sector

Unit 3 – The Travel and Tourism Customer Experience – Internally Marked and Externally Moderated (25%)

Learning Outcomes –

- Investigate travel and tourism customer service
- Explore the needs and expectations of different types of customer in the travel and tourism sector
- Understand the importance of customer service to travel and tourism organisations

As a result of collaboration, students at St Mary's High School will also be able to choose additional subjects from the list below:



De La Salle

BTEc First in Sports Studies

Occupational Studies in Carpentry and Joinery

Labour Market Information

This is information about the jobs that are needed in our society. It gives information about what jobs best suit your own skills and qualities. Find out about LMI at www.careersserviceni.com

Useful Websites

www.icould.com

www.videomags.net

www.unionview.com

www.careersbox.co.uk

www.vinspired.com

JED available on C2k

www.gapwork.com

www.mathscareers.org.uk

www.science-engineering.net

www.bestcourse4me.com

www.ucas.com

www.etcni.org.uk

www.euskills.co.uk

www.niecareers.co.uk

www.ett-ni.org

www.cityandguilds.com

www.skillni.org

www.fosteringachievement.net

www.futuremorph.org

www.aimhigher.co.uk

www.scholarshipsearch.org

www.nijobfinder.co.uk

www.jobs.guardian.co.uk

www.nhscareers.co.uk

www.belfastmet.ac.uk

www.serc.ac.uk

www.src.ac.uk

www.qub.ac.uk

www.ulster.ac.uk

www.parentsadvicecentre.org

www.becomeaplumber.org/apprenticeships/northernireland

www.delni.gov.uk/apprenticeshipsni



'Every Child Matters'

"Education is the most powerful weapon you can use to change the world"

Nelson Mandela



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