

Our Lady's Grammar School



GCSE Subject Choices Booklet 2026

J3 SUBJECT CHOICES

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J3 SUBJECT CHOICES

This booklet is designed to help you choose your GCSE subjects. It contains information about each subject and what is expected of you.

You may find the following "Questions and Answers" useful.

Question: **What subjects are available?**

Answer: Art & Design, Biology, Business Studies, Chemistry, Double Award Science, Digital Technology, Drama, English Language and Literature, French, Further Mathematics Geography, History, Irish, Mathematics, Music, Food & Nutrition, PE, Physics, Religious Studies, Spanish and Technology & Design, Leisure, Travel & Tourism and Health & Social Care (Gaeilge may be offered as a twilight course.)

Question: **Am I obliged to study particular subjects?**

Answer: Yes. Some subjects are compulsory and others you select from groupings. Your Careers Teacher and Ms Burns & Mr Gartland will help you here.

Basically you must study: -

English Language and Literature*	2 subjects
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*A small number of students may be exempted from studying English Literature to focus on Language. This will be at the Principal's discretion.

Mathematics	1 subject
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Religious Education	1 subject
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Science	minimum	1 subject
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A language*	minimum	1 subject
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*Students may be exempted if they have already achieved a GCSE qualification in a Modern Language prior to KS4

This gives you a minimum of six subjects. You may choose up to 4 more.

General Physical Education is compulsory for all students.

Question: **How do I decide on my subjects?**

Answer: Apart from your compulsory subjects consider: -

(a) Which are my best subjects?

(b) What is involved in each subject?

- is it time consuming and am I prepared to put in the extra time?

(c) What subjects am I proposing to study at A Level?

(d) Do I need a subject for a particular career and am I good at this subject?

Question: **Where can I get advice?**

Answer: You can contact your Careers teacher by email for any help required. Review the work covered in your careers class also. Your subject teacher can give you an assessment of your suitability for the subject.

Question: **Is there anything else I should consider?**

Answer: Yes. Do not be influenced by the choices made by your friends. You must investigate all aspects of the subjects and make informed decisions. Whatever your choices you will be expected to work very hard, to attend all classes, to do your homework and to produce all work including controlled assessments on time.

Question: **When must I decide?**

Answer: Following your Parent Teacher Meeting you will have time to reflect.
Decisions must be made and the online form completed by 09:00am Monday 26th January 2026.

Take all the advice you can get but ultimately the decision is yours.

Good luck!

KS4

POLICY re SUBJECT UPTAKE AND LEAVING SUBJECTS

1) SUBJECT CHOICE

- Almost all students take 10 subjects on entering Year 11
- All students must take
 - English Language
 - Mathematics
 - A Science Subject
 - Religious Studies
 - A Modern Language
 - *Students may be exempted if they have already achieved a GCSE qualification in a Modern Language prior to KS4
 - *English Literature
 - *A small number of students may be exempted from studying English Literature to focus on Language. This will be at the Principal's discretion.
 - 4 other subjects from those offered, according to availability and subject blocking.

N.B. While every effort will be made to accommodate subject choice, this may not always be possible. In these instances, students will be advised at the earliest opportunity and will be offered alternative subjects, according to availability.

These regulations may only be modified in special circumstances, and at the Principal's discretion.

2) YEAR 11

- Students may make changes to their subject choices up to Halloween of Year 11; this will be contingent upon teacher advice and availability of subjects.
- All students continue to study their original subjects for the duration of Year 11. Exceptions will only be made in special circumstances, and with the permission of the Principal. If permission to leave a subject is sought on health grounds, supporting medical evidence will be requested.

3) YEAR 12

- In consultation with Subject Teacher, Head of Year and Head of School, and having regard to performance in Year 11 Modules/Summer Tests, a student may leave a subject at the beginning of September in Year 12 and proceed with 9 subjects. A written request from parent/carer will be required to trigger this process.
- Students may also seek permission to leave a subject and proceed with 9 subjects following mid-term and /or Christmas assessments. Decisions will be taken in consultation with Subject Teacher, Head of Year and Head of School, and having regard to performance in class and in tests throughout the year. A written request from parent/carer will be required to trigger this process.

- Following ongoing monitoring, a student may be permitted, or advised, to leave a subject in Terms Two or Three of Year 12.
- A student may not leave any of the compulsory subjects, unless there are verifiable extenuating circumstances; in these instances, the permission of the Principal must be obtained.

NOTES:

- In exceptional circumstances, with the permission of the Principal, a student may be permitted or advised to proceed with 8 subjects or, very exceptionally, with fewer than 8 subjects. In these exceptional instances, a student may be exempted from studying a modern language.
- If permission to leave a subject is sought on grounds of physical or mental health, supporting medical evidence will be requested.
- In all cases where a student is leaving a subject, a signed request from parent/carer will be required. An agreement will be drawn up and will be signed by the student and subject teacher and countersigned by Head of Year and Head of School. A student may only leave the subject class when this agreement has been processed, and she has been issued with a new timetable.
- All communication regarding these matters should be addressed to Head of Year, who will progress the matter as appropriate.

ENGLISH LANGUAGE ENGLISH LITERATURE

Both these subjects are compulsory for the majority of Our Lady's students at GCSE. English Literature is not offered as a separate option in Our Lady's. Both go under the name of 'English' on the timetable, but each is a subject in its own right. Consequently, students will be awarded a grade in each subject.

ENGLISH LANGUAGE

Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts

In this unit, students engage with writing and reading tasks. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are four tasks. The examination lasts one hour and 45 minutes. This unit is worth 30% of the final GCSE grade.

Unit 2: Speaking and Listening

In this unit, students are assessed in three controlled assessment tasks: an individual presentation and interaction, a discussion and a role play. Tasks will be completed in class. A CCEA examiner will then visit the school to examine and moderate groups of students. This unit is worth 20% of the final GCSE grade.

Unit 3: Studying Spoken and Written Language

In this unit, students complete two controlled assessment tasks. These tasks will be completed in the Catherine McAuley Hall. This unit is worth 20% of the final GCSE grade.

In The Study of Spoken Language, they complete one written response that enables them to investigate the characteristics of, and influences on, the use of two pieces of spoken language. Students have one hour to complete this task.

In The Study of Written Language, students complete one written response that enables them to demonstrate knowledge of characters, themes or genre in a literary text or texts. Students can write about a text that they are studying for GCSE English Literature. However, they must submit a piece of work that specifically meets the requirements of the GCSE English Language task. Students have one hour to complete this task.

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

In this unit, students engage with writing and reading. There are two sections in the examination paper. Section A is writing and there is one task. Section B is reading and there are four tasks. The examination lasts one hour and 45 minutes. This unit is worth 30% of the final GCSE grade.

ENGLISH LITERATURE

Unit 1: The Study of Prose

Section A: Novel

In this section, students explore and respond to a modern novel they have studied. Students communicate their knowledge and understanding of the novel.

Assessment for this section is a written examination that lasts 1 hour and is worth 20% of the final GCSE grade. Students answer one question from a choice of two on each novel.

Section B: Unseen Prose

In this section, students explore and respond to a nineteenth-century unseen prose extract. Students learn to analyse and evaluate the extract.

Assessment for this section is a written examination that lasts 45 minutes and is worth 10% of the final GCSE grade. Students should spend 15 minutes reading the extract and 30 minutes writing their response to the set question.

Unit 2: The Study of Drama and Poetry

Section A: Drama

In this section, students explore and respond to a play they have studied. Students communicate their knowledge and understanding of a play by a modern dramatist.

Assessment for this section is a written examination that lasts 1 hour and is worth 25% of the final GCSE grade. Students are permitted to bring an unannotated copy of their chosen play into the examination. They answer one question from a choice of two on each play.

Section B: Poetry

In this section, students explore and respond to a collection of poems they have studied in one of the three anthologies CCEA provide. Students learn to analyse, evaluate, and compare and contrast.

Assessment for this section is a written examination that lasts 1 hour and is worth 25% of the final GCSE grade. Students are permitted to bring an unannotated copy of their poetry anthology into the examination. There is a choice of two questions on each anthology and students must answer one. Each question involves analysing two poems from their chosen anthology.

Unit 3: The Study of Shakespeare

In this unit, students explore and respond to a Shakespeare play they have studied. Students communicate their knowledge and understanding of the play.

Assessment for this section is by controlled assessment that lasts 2 hours. This unit is worth 20% of the final GCSE grade.

MATHEMATICS

A good working knowledge of mathematical principles and processes is considered to be essential for all school leavers, whether they intend to go directly into the world of work or to continue their education elsewhere.

Most employers and Higher Education authorities specify at least a C grade in GCSE Mathematics as a requirement for applicants.

Course Content

The GCSE course, which is studied by **all** students in years 11 and 12, comprises four main areas:

- (1) Number and algebra
- (2) Geometry and measures
- (3) Statistics and probability
- (4) Functional Skills

Examination

The GCSE examination may be attempted at one of the following levels:

- | | | |
|------------------|---|---|
| Higher level (1) | - | students follow a reduced specification
likely grades B-E |
| Higher level (2) | - | students follow the full GCSE specification
possible grades A*-C |

For each level, there are two modules.

Pupils will sit a paper worth 45% of their total Mark at the end of S1 and their terminal paper worth 55% at the end of S2.

Choice of Level

As pupils approach the end of Key Stage 3 their teachers will review their progress and will recommend the level at which each pupil should prepare for GCSE.

Essential for Success

The best preparation for studying Mathematics at GCSE level is to have acquired a good basic knowledge of the subject at Key Stage 3. Pupils can also enhance their prospects of success by regular attendance at lessons and by equipping themselves with the necessary materials and mathematical instruments.

FURTHER MATHEMATICS (formerly Additional Mathematics)

A pass grade B in GCSE Further Mathematics is normally a requirement for those who wish to study Mathematics at A Level. A student with a very strong A grade in GCSE Mathematics (M4/M8 pathway) may be eligible to study AS Mathematics.

Course Content

The course covers three main branches of Mathematics: -

- (1) Pure Mathematics
- (2) Mechanics
- (3) Statistics

Examination

This subject is examined by three written papers only (i.e. there is **no** coursework component).

Paper 1	Pure Mathematics	50%
Paper 2	Mechanics	25%
Paper 3	Statistics	25%

Paper 1 is a 2 hour paper and consists of 12 compulsory questions.

Papers 2 and 3 are 1 hour each and each consist of 6 compulsory questions.

Essential for Success

While most students find their Further Mathematics course to be both interesting and enjoyable, there is no doubt that it is one of the most challenging subjects which is offered at GCSE level. For this reason, we strongly recommend that students take heed of their Mathematics teacher's advice regarding their suitability for the course. A high and consistent performance in assessments throughout J3 would be required for those wishing to study Further Mathematics at GCSE.

Key themes:

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

Year 12: Unit 6 An Introduction to Christian Ethics

This unit aims to introduce Year 12 students to ethics within the study of religion.

Students study the following themes:

- personal and family issues,
- matters of life and death,
- developments in bioethics
- contemporary issues in Christianity
- modern warfare

Awarding Grade

Student's results will be reported on an eight-grade scale: A*, A, B, C, C*, D, E, F AND G.

Suitability For Course

Students are expected to:

1. be committed to their studies
2. be interested and motivated
3. be punctual and have good attendance
4. show enthusiasm
5. participate in class discussion
6. work both individually and as a team
7. produce two pieces of homework per week
8. complete work on time
9. attend class for both learning and fun!

Year 10 Introduction to Religious Studies GCSE

The Religious Studies GCSE course will be introduced to our Year 10 students after Easter, teaching one aspect of Mark's Gospel – the Background to Mark. We have found this to be very successful, in that, it has taken the pressure off our teaching course in Year 11 and prepares the students for their GCSE studies. It is an example of effective teaching and provides a solid foundation for KS4.

SCIENCE

All students in Our Lady's must study science in years 11 and 12.

Students choose either

(i) Double Award Science

OR

(ii) One, two or three separate sciences: Biology, Chemistry, Physics.

The examination board for Double Award Science and the separate sciences is CCEA.

The specifications for DA Science and each of the separate sciences share common aims. They encourage students to be inspired, motivated and challenged by following broad, coherent, practical, satisfying and worthwhile courses of study.

Students are encouraged to develop their curiosity about the living, material and physical worlds and to gain an insight into and experience of how science works.

Students are enabled to engage with science and to make informed decisions both about further study in a particular science subject and about their careers.

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

Practical science is a key part of this revised specification; students carry out **18 prescribed practicals** during the course.

Practical work, an important element of the subject, is examined directly as part of a unit titled Practical Skills. There is also a written exam for each of the seven units in the specification.

All parts of the assessment are externally marked.

Each specification provides a thorough preparation for the study of each science at GCE AS and A2 Level.

DOUBLE AWARD SCIENCE is the equivalent of two GCSEs; it is a combined science course, so students are awarded a double grade from an eight-grade scale – A*A* - GG, with A*A* being the highest. Double intermediate grades such as AB and BC are also awarded.

Key Features:

- The Specification is a unitised specification that includes seven units.
- Currently, Units B1, C1 and P1 are each assessed through written examinations in November, February and May of S1.
- Units B2, C2 and P2 are also assessed by written examinations at the end of S2.
- Unit 7 is the Practical Skills Unit. For each of the three sciences, **Unit 7: Practical Skills** includes a practical skills assessment (Booklet A) and a practical theory exam (Booklet B). For each of the three Booklet As, students carry out one practical task in the laboratory. Each Booklet B is a written exam, with questions based on any of the prescribed practical tasks and any other practical tasks from the specification.
- All units are assessed through a written examination in two tiers

Foundation Tier – individual unit grades of C*– G are possible for each unit

Higher Tier - individual unit grades of A – G are possible for each unit

- Students will be able to receive two different grades in their Double Award Science qualification, such as AB or BC.
- A* grades are only awarded within the final double grade.
- Individual modules can be taken at either Foundation and Higher in any combination, but it is recommended that all modules be taken at Foundation OR Higher Tier. Unit 7 must be taken at the same tier across all three sciences.
- Foundation Tier modules can be completed but entry for these will be by a review of individual. As of September 2021, the entire Foundation Tier course will be taught separately to a single class. Entry to this class will be through teacher recommendation based on KS3 progress and achievement.

Outline of DA Science Specification

Units	Assessment	Weighting
Units 1 -3 Biology Unit 1: Cells, Living Processes and Biodiversity Chemistry Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis Physics Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. Duration of each assessment 1 Hour	Each unit 11%
Units 4 -6 Biology Unit 2: Body Systems, Genetics, Microorganisms and Health Chemistry Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry Physics Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations. There are two tiers of entry. Duration of each assessment 1 Hour 15 Minutes	Each unit 14%
Practical Skills Unit	Booklet A Externally marked Students carry out three pre-release practicals (Biology, Chemistry and Physics) in the final year of study. There are two tiers of entry. Duration – 3hours (in total)	7.5%
	Booklet B External written examination Students answer compulsory structured questions that include short responses, extended writing and calculations, all set in a practical context for Biology, Chemistry and Physics. There are two tiers of entry. Total time: 1 hour 30 mins <i>(Biology 30 mins, Chemistry 30 mins and Physics 30 mins)</i>	17.5%

INDIVIDUAL SCIENCE SUBJECT(S).

The specifications in each of the three Science subjects are similar in form and the way in which they are assessed.

- Each specification is divided into three units.
- Units 1 and 2 are each assessed by a written examination.
- Unit 1 will be assessed at the end of year 11, Unit 2 at the end of year 12.
- Unit 3 is a Practical Skills unit which is assessed in Year 12 in two parts. CCEA provide a practical examination which is taken between January and March in the school laboratory. The second part of this unit is a written examination assessed during the Year 12 examination period.
- Students can re-sit each unit once.

BIOLOGY

Unit 1: Cells, Living Processes and Biodiversity

This unit deals with cells, photosynthesis, nutrition and health, enzymes and digestion, breathing and the respiratory system, nervous system and hormones, and ecological relationships.

Unit 2: Body Systems, Genetics, Micro-organisms and Health

This unit deals with osmosis and plant transport, chromosomes, genes and DNA, cell division and genetics, reproduction, contraception and fertility, applied genetics, variation and selection, circulatory system, micro-organisms, defence against disease, medicines and drugs.

Unit 3: Practical Skills

This unit includes two assessments. For Booklet A, students carry out two practical tasks in the laboratory under exam conditions. Booklet B is a written practical theory exam, with questions based on any of the nine prescribed practical tasks from the specification.

Course outline

Content	Assessment	Weightings
Unit 1: Cells, Living Processes and Biodiversity	External written examination. Foundation and Higher Tiers available.	35%
Unit 2: Body Systems, Genetics, Microorganisms and Health.	External written examination Foundation and Higher Tiers available.	40%
Unit 3:	Booklet A	7.5%

Practical Skills	Students carry out two externally marked pre-release practicals in the final year of study.	
	Booklet B External written examination.	17.5%
	Foundation and Higher Tiers available on both.	

CHEMISTRY

Unit 1: Structures, Trends, Chemical Reactions and Analysis

In this unit students examine atomic structure, bonding, and the Periodic Table. Students use formulae, balanced symbol equations, ionic equations and observations to examine the chemistry of metals and metal compounds with acids. Students also experience tests for positive and negative ions and investigate solubility, experimentally and quantitatively.

Unit 2: Further Chemical Reactions, Organic Chemistry and Materials

This unit contains sections on the reactivity series of metals and water. It also examines chemical change in terms of types of reactions and introduces the chemistry of some non-metals. Organic chemistry is also studied. The materials section examines sources of materials and methods of extracting metals from their ores.

Unit 3: Practical Skills includes two assessments. For Booklet A, students carry out two practical tasks in the laboratory under exam conditions. Booklet B is a written practical theory exam, with questions based on any of the practical tasks from the specification.

Units	Assessment	Weighting
Unit 1:	An externally assessed written examination Duration of each assessment: 1 hour 15 mins (<i>Foundation Tier 1 hour</i>)	35%
Unit 2:	An externally assessed written examination Duration of each assessment: 1 hour 30 mins (<i>Foundation Tier 1 hour 15 mins</i>)	40%
Unit 3: Practical Skills Assessment	Booklet A Externally marked but carried out in school laboratory Students carry out two pre-release practical tasks in the final year of study. Time allocated maximum 2 hours. Booklet B External written examination Students answer compulsory structured questions that require short responses, extended writing and calculations, all set in a practical context.	7.5% 17.5% (Total Unit 3 25%)

Why Choose Chemistry?

1. **Understanding the World:** Chemistry helps you understand how things around you work. From the food you eat to the air you breathe; chemistry explains the makeup and reactions of substances.
2. **Practical Skills:** You will develop important skills like problem-solving, critical thinking, and the ability to conduct experiments. These skills are useful in everyday life and in many careers.
3. **Career Opportunities:** Chemistry is essential for many careers, not just in science. It's important in fields like medicine, engineering, environmental science, and even law (forensics).
4. **Fun Experiments:** Chemistry involves lots of hands-on experiments. You get to mix chemicals, see reactions, and sometimes even make things explode (safely, of course)!
5. **Environmental Impact:** Understanding chemistry can help you make informed decisions about the environment, like how to reduce pollution and manage resources sustainably.
6. **Everyday Relevance:** Chemistry is everywhere in daily life. It helps you understand products you use, such as cosmetics, and medicines.

GCSE Chemistry is the best preparation for further study at A Level.

PHYSICS

Why Choose GCSE Physics?

Physics helps you explore the fundamental principles that govern the universe, from the smallest particles to the largest galaxies. It's a fascinating subject that sharpens your problem-solving and analytical skills, which are highly valued in further education and employment.

Unit 1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion

CCEA GCSE Physics Unit 1:

Motion, Force, and Energy takes students on an exciting journey through the fundamental forces that shape our world. Beginning with motion, students apply equations for uniform acceleration, interpret motion graphs, and explore key concepts like displacement, speed, velocity, and acceleration. In the forces section, they investigate a central relationship between force, mass, and acceleration, recognising the effects of balanced and unbalanced forces, as well as the impact of friction. The energy section opens doors to sustainability, where students explore different forms, and the Principle of Conservation of Energy, and determining ways to make transfers more efficient. There is an opportunity to examine the impact that both renewable and non-renewable energy sources have on our planet. The unit also explores atoms and nuclei, exploring radioactivity and the intriguing properties of alpha, beta, and gamma radiation. With hands-on experiments, students analyse motion, forces, and energy, developing critical skills in data collection and interpretation. This unit sets the stage for a deeper understanding of the physical world, paving the way for future exploration and practical investigations in physics.

Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics

Physics Unit 2: Waves, Electricity, and Electromagnetism picks up on aspects of Physics that may not have been fully explored by students yet. In the waves section, students study in depth the properties of waves, such as wavelength, frequency, and speed of transverse and longitudinal waves, the electromagnetic spectrum, and the behaviour of light and sound through reflection and refraction. The electricity section sparks curiosity by investigating how circuits work, from series and parallel setups to the roles of current, voltage, and resistance, alongside the crucial safety features of domestic electricity like fuses and circuit breakers. Electromagnetism also adds a hands-on dimension, revealing how electricity and magnetism interact to power electromagnets, motors, and electromagnetic induction. Through engaging experiments and investigations, students apply their learning by analysing data and solving real-world problems, making this unit both dynamic and inspiring for budding physicists.

Unit 3: Practical Skills includes two assessments. For Booklet A, students carry out two practical tasks in the laboratory under exam conditions. Booklet B is a written practical theory exam, with questions based on any of the nine prescribed practical tasks from the specification.

Units	Assessment	Weighting
Unit 1:	An externally assessed written examination Higher Tier: 1 hour 30 mins (<i>Foundation Tier 1 hour 15 mins</i>)	37.5%
Unit 2:	An externally assessed written examination Higher Tier: 1 hour 30 mins (<i>Foundation Tier 1 hour 15 mins</i>)	37.5%
Unit 3: Practical Skills	Booklet A Practical skills assessment Externally marked Students carry out two practical tasks in the final year of study.	7.5%
	Booklet B External written examination Duration: Foundation Tier: 1 hour Higher Tier: 1 hour 15 mins	17.5%

What Skills Will You Develop?

- Problem-solving and critical thinking
- Scientific investigation and experimental techniques
- Data analysis and interpretation
- Mathematical skills applied to real-world physics problems

Who Should Choose Physics?

This subject is ideal for students who:

- Enjoy science and mathematics
- Are curious about how things work
- Want to develop skills for careers in STEM (Science, Technology, Engineering, and Mathematics)

What Are the Career Opportunities?

GCSE Physics opens doors to diverse fields, including:

- Engineering (civil, mechanical, electrical)
- Medicine and healthcare (e.g., radiology, physiotherapy)
- Information technology and software development
- Renewable energy and environmental science
- Space exploration and astrophysics

What Do Students Say About Physics?

“Physics is challenging but rewarding. It makes you see the world differently, and it’s so satisfying to solve problems.” – Past student

Essential for Success in Science

A keen interest in science, good ability across those elements of Junior Science relevant to the subject(s) chosen, good mathematical ability and genuine hard work. Although new topics are introduced in Years 11 and 12, many topics which have already been taught in Key Stage 3 are further developed.

We suggest that you read the following advice carefully before making your GCSE Science Choice

- **You must choose at least one Science subject at GCSE.**
- **If you already know which Science A levels you want to take, you should choose those same sciences at GCSE.**
- **If you are unsure about your future career, Double Award Science is a good choice as it keeps many pathways open.**
- **Some university courses, especially in Medicine, Biomedical Science, Dietetics, Nutrition, Food Science and Agriculture, specifically require certain GCSE sciences (for example Chemistry or Biology) or ask for Double/Triple Award Science in their entry requirements. e.g. Dietetics, Food and Nutrition at Ulster, Medicine at QUB, Liverpool and RSCI (Dublin), Nursing at DKIT and Food Science and Nutrition at QUB.**
- **If you are confident you will continue with two or more sciences at A level, Triple Award Science gives a stronger foundation than Double Award. However, you can still access all three sciences at A level with Double Award.**
- **If you are certain you want to take A level Biology, it is strongly recommended that you study Chemistry at GCSE, either through Triple Award or as part of Double Award.**
- **If you are considering A level Physics, GCSE Further Maths is a very helpful subject to choose.**
- **If you find Science particularly challenging, choose your strongest Science to continue with. There is a foundation tier option available if you are still finding it very difficult by the end of Year 11.**
- **These points are general guidance. Make sure you speak to your Year 10 Science teacher to help you decide what is best for you.**

If students are considering taking any science to A-Level then it should be noted that an **A grade in that science** is expected at GCSE. A B grade **may** be acceptable in certain cases but it will be at the Head of Department's discretion.

GCSE LANGUAGES

Why study a language at GCSE?

In a multilingual, multicultural society languages and language learning skills equip learners with the knowledge, competence, confidence to take their place in a fast-moving global economy. A person skilled in languages is intelligent, curious, open-minded and tolerant, making them highly sought-after in many careers.

In studying a **Language** you will derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course. You will also gain linguistic knowledge, understanding and skills which are beneficial in a multilingual global society.

Lessons will focus on spoken language and learning through fun. Pupils will gain experience of the language as well as transferable skills required by the world of work including confidence in communication and presentation skills, problem solving and resilience in conjunction with enriched cultural awareness and mutual understanding.

Entrance requirements for university frequently require a GCSE in a **Language**.

Le cours / An cúrsa / El curso

The French, Irish and Spanish GCSE courses build upon the skills and knowledge developed through the Key Stage 3 curriculum and extend their knowledge of French, Irish and Spanish. The final GCSE grade is awarded on the basis of attainment in the various skill areas:

Listening	25%
Speaking	25%
Reading	25%
Writing	25%

Students will be able to investigate, understand, describe, discuss and give opinions, in relation to both their own communities and other communities where the language is spoken. They will develop their confidence, resilience, cultural awareness and logic as well as skills of communication and presentation.

You will study three contexts as follows:

Context 1: Identity, Lifestyle and Culture

- Myself, my family, relationships and choices;
- Social media and new technology;
- Free time, leisure and daily routine;
- Culture, customs, festivals and celebrations.

Context 2: Local, National, Global and International Areas of Interest

- My local area and wider environment;
- Community involvement;
- Social and global issues;
- Travel and tourism.

Context 3: School Life, Studies and the World of Work

- My studies and school life;
- Extra-curricular activities;
- Part-time jobs and money management;
- Future plans and career.

Essential for success:

A student who wishes to be successful in a language needs to be:

- committed,
- interested in the target language community and culture,
- prepared to ask questions and to engage in class discussion,
- able to work independently.

What about doing two or more languages?

We would really encourage you to do more than one language at GCSE. Students in OLS who study two languages at GCSE say:

- that the courses complement each other as they study the same topics and cover the same skills;
- that learning one language helps them to learn the other,
- that they have more confidence in each language,
- that they enjoy the variety of opportunities to speak another language inside and outside of the classroom.

How can I find out more?

There are a number of ways that you can find out more about **Modern Languages**. These include:

- Via the CCEA website – follow the link to **The Revision** on the homepage.
- Your Key Stage 3 language teacher
- Students who have already studied the subject at this school or other schools.

BUSINESS STUDIES

Course Content

GCSE Business Studies provides a sound basis of business knowledge, which students can build on through further study at A Level. It involves studying the features common to businesses all over the world and in particular to NI and the UK. Studying this course will help students develop a lifelong interest in and enjoyment of business subjects, being inspired, motivated and changed by a broad, satisfying and worthwhile course of study.

The CCEA two-year course is divided into the following main areas:

UNIT 1 Starting a business	UNIT 2 Developing a business	UNIT 3 Planning a business
<ul style="list-style-type: none">▪ Creating a business▪ Marketing▪ Business Operations	<ul style="list-style-type: none">▪ Human Resources▪ Business Growth▪ Finance	<ul style="list-style-type: none">▪ Business plan (controlled Assessment)

Examinations

Two external written examinations

Unit 1 40% - Module Completed at the end of Year 11

Unit 2 40% - Completed at end of Year 12

Unit 3: Controlled Assessment

Year 12 20%

Students complete one task, devised by CCEA, from a range of tasks released in September of Year 12.

What is expected of the student

The student must be:

- Interested in keeping up to date with current and national economic and business issues and in watching the news and reading newspapers.
- Hard-working and ensure that all work is completed with effort and on time.
- Willing to complete their own research and work on their own initiative.
- Competent in English and Mathematics.

GCSE Business Studies is a useful springboard to careers in all walks of life. During the course students will develop the ability to think critically, work in teams, to analyse business situations and to become effective and independent learners. These attributes can be applied to any career option. Indeed, there can be few careers' options were a knowledge of business would not be useful. Past pupils have progressed to jobs in all walks of life.

GCSE Business Studies will help the students to understand current events and to provide a basis for their future role as citizens and for possible further study of business.

As there is no KS3 class in this subject if it is oversubscribed students will be selected by the Senior Leadership Team.

GCSE Geography

Why Choose Geography?

Geography develops a clear understanding of how human and physical processes shape our world. Students learn to think critically about global challenges such as population growth, resource use and environmental change. The subject promotes informed, responsible and sustainable decision-making.

What You Will Study

Unit 1: Understanding Our Natural World

- **Rivers:** Drainage basins, river processes and sustainable management
- **Coasts:** Coastal processes, landforms and management
- **Weather & Climate:** Weather measurement, climate factors, UK weather systems, extreme weather
- **The Restless Earth:** Plate tectonics, rock types, earthquakes and volcanoes

Unit 2: Living in Our World

- **Population & Migration:** Population change, growth and migration impacts
- **Urban Environments:** Urban land use, issues in MEDCs, urbanisation in MEDCs and LEDCs
- **World Development:** The development gap, sustainable solutions, globalisation
- **Managing the Environment:** Human impacts, resource management, sustainable tourism

Unit 3: Fieldwork

Students complete a full geographical enquiry, including:

- planning aims and hypotheses
 - selecting fieldwork methods
 - collecting and presenting data
 - analysing results and drawing conclusions
 - evaluating the investigation
-

Assessment

- **Unit 1:** 1 hr 30 mins exam (40%)
- **Unit 2:** 1 hr 30 mins exam (40%)
- **Unit 3:** 1 hr exam based on fieldwork (20%)
Students bring a fieldwork statement and data table to the Unit 3 exam.

Students complete Unit 1 at the end of S1, and then complete Unit 2 and 3 at the end of S2.

No controlled assessment.

What Skills Will You Develop?

- Data handling and analysis
 - Problem solving
 - Critical thinking
 - Self-management and independent learning
 - Understanding of global issues and sustainability
-

Who Succeeds in Geography?

Students who are:

- committed and motivated
- interested in physical and human geography
- willing to read and watch relevant news and programmes
- ready to ask questions and participate in discussion
- able to work independently

HISTORY

Why study History at GCSE?

The GCSE course provides a framework against which we can examine and learn about current issues, both in Europe and here at home.

Using 20th century events, issues and personalities, students are taught:

- * To examine evidence with an open and critical mind,
- * To make objective judgements,
- * To recognise that events can be perceived in many different ways.

Each student will develop the ability to:

- * Think logically and clearly
- * Write logically and precisely
- * Question evidence
- * Make a balanced judgement.

These skills are essential no matter what career a student follows ~ they are the skills most employers want whatever the job they offer. In fact the skills developed through the study of History generally prepare the student for the adult world.

GCSE History Programme of Study:

We offer the Northern Ireland Examination Board Syllabus. The examination will consist of **two** units as set out below:

Unit 1: 60% - 1 hr 45 mins

Section A: Life in Nazi Germany 1933-1945

Section B: Changing Relations: Northern Ireland and its Neighbours, 1965–98

The paper includes short answer questions, source questions and questions requiring extended writing.

Students must answer **two** Key Issue questions in Section A and **all** questions in Section B.

Unit 2: 40% - 1 hr 15 mins

The Cold War 1945-2003

Students must answer **two** questions.

One question requires the use of source material. The other requires extended writing.

No Controlled Assessment

FOOD AND NUTRITION

Why study Food and Nutrition?

This Specification aims to encourage students to:

- Develop the knowledge, understanding and skills (including practical skills) required for Food and Nutrition;
- Develop their knowledge and understanding of human needs in a multicultural society;
- Increase their knowledge and understanding of relevant technological and scientific developments;
- Develop a critical and analytical approach to decision making and problem solving;
- Examine issues that affect the quality of human life, including an appreciation of diversity;
- Evaluate decisions so that they develop as informed and discerning consumers;
- Develop an interest in and appreciation of the diverse range of food now available;
- Actively engage in studying food and nutrition to develop as effective and independent students.

Specification Structure:

The table below summarises the structure of this GCSE course.

Content	Assessment	Weighting	Availability
Component 1: Food and Nutrition	External Written examination: 2 hours 120 marks The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.	50%	This is a linear qualification. Assessment is available each Summer from 2019.
Component 2: Practical Food And Nutrition	Controlled Assessment: 120 marks Students complete one task that involves the following: <ul style="list-style-type: none">• Part A: Research and Viewpoints;• Part B: Justification of Choice;• Part C: Planning;• Part D: Practical Activity;• Part E: Evaluation. Students present the written report on the task in the required format. Teachers mark the task, and CCEA moderate the results.	50%	CCEA will issue the title of the task on 1 September of the academic year in which the award is to be made. Assessment is available each Summer from 2019.

Specification Content

Component 1: Food and Nutrition

Food provenance;
Food processing and production;
Food and nutrition for good health;
Energy and Nutrients;
Macronutrients;
Micronutrients;
Fibre;
Water;
Nutritional and dietary needs;
Priority health issues;
Being an effective consumer when shopping for food;
Factors affecting food choice;
Food safety;
Resource management;
Food preparation; cooking and presentation skills.

Component 2: Practical Food and Nutrition

In this unit, students carry out a task that develops unique transferrable skills. They research the given task title and various viewpoints on it. They choose and justify a practical activity using a range of criteria. They complete the activity in a single session and evaluate all parts

It is important to note that several university courses, based around Food and Nutrition, will require Double Award Science at GCSE or Chemistry GCSE to access them. Please check all requirements and choose your GCSE Science option carefully.

ART & DESIGN

Why Study Art and Design?

- You will have opportunities to develop your creative, intellectual and artistic abilities.
- You will also have stimulating and challenging opportunities to develop personal knowledge, understanding and skills through investigating, realising, experimenting and problem-solving, which will contribute to your employability.
- You can produce work in 2D, 3D, fine art and design.

This includes:

- drawing;
- painting;
- graphic design;
- textile design;
- lens-based media;
- critical and contextual studies;
- 3D design; and
- sculpture.

What will I Study?

<p>Component 1:</p> <p>Part A: Exploratory Portfolio</p> <p>Part B: Investigating the Creative and Cultural Industri es</p>	<p>Controlled assessment</p> <p>Internally set and assessed</p> <p>Externally moderated</p> <p>Internally set and assessed</p> <p>Teachers set tasks based on examples from a controlled assessment booklet that CCEA provide.</p> <p>Externally moderated</p>	<p>60%</p> <p>Part A: 25% 50 marks</p> <p>Part B: 35% 70 marks</p>	<p>This is a linear qualification.</p> <p>Assessment is available each Summer from 2019.</p>
<p>Component 2:</p> <p>Externally Set Assignment</p>	<p>Controlled assessment</p> <p>Externally set and internally assessed</p> <p>CCEA set a stimulus paper that provides a choice of themed starting points.</p>	<p>40%</p> <p>80 marks</p>	

	Externally moderated		
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Component 1 Part A: Exploratory Portfolio

Component 1 is worth 60% of the overall marks for the course and has two parts (A and B).

The focus of Part A is to develop a student’s ability to experiment in different disciplines as inspired by the work of relevant practitioners. Students learn to experiment with and refine their ideas as their work progresses. The work is recorded in a sketchbook, journal or other form of portfolio as it progresses. Students present a portfolio for assessment that demonstrates learning and progress.

Component 1 Part B: Investigating the Creative and Cultural Industries

Students complete **one** of the following practical tasks as described in the Component 1 Part B controlled assessment booklet.

1. An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response.
2. A response to a design brief or visual arts commission.

Students build on the knowledge, skills and confidence gained in Component 1 Part A. Students engage with the work and practices of artists, designers or craft practitioners. They develop an understanding of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.

Students document their research, learning and progress through a contextual investigative sketchbook, journal, portfolio or other appropriate formats. They use visual language and/or annotation to demonstrate how their work has developed.

Students use drawing to support the development process relating to their practical task. Students are not required to demonstrate technical mastery of drawing skills unless this is relevant to their chosen area of study.

Students produce an outcome in the form of a personal response, a response to a brief, or a design solution. The outcome may be presented in any appropriate format including digital media.

Component 2: Externally Set Assignment

Component 2 is the externally set assignment and makes up 40% of the overall marks for the course. We release the stimulus paper at the beginning of January of the examination year and students must complete a **minimum of 20 hours** of preparatory work in response to the theme.

Students must produce and complete a final outcome based on this preparatory work within a set period of **10 hours**. They carry this out under controlled examination conditions and complete it by the date that we specify.

Students develop ideas in response to the stimulus paper. They investigate the work of artists, craft practitioners and designers to inspire and inform their creative process.

Students develop and create an outcome that is fit for purpose and communicates personal intentions or meets design requirements.

MUSIC

The GCSE Music course aims to provide a rewarding and comprehensive course of study that broadens musical experience and develops knowledge, understanding and skills while covering a wide range of musical styles. Creativity plays a vital role in the course, thus encouraging personal and social development as well as extending imagination. An ability to work independently and as part of a team are important qualities for all musicians and are actively encouraged within the Music Department.

The GCSE Music course focuses on and examines three compulsory areas:

A Performing and Appraising 35%

The candidate will perform at least two pieces of music. One will be a solo, and one will be performed as part of an ensemble. The combined duration of the solo and ensemble performances should be no longer than six minutes.

Candidates will discuss their performances with the external examiner, and this will last for about three minutes. This Viva Voce will be assessed.

B Composing 30%

The candidate will compose two pieces of music. One will be a free composition, while the other will be written in response to a pre-release stimulus. The compositions will be recorded, and a score/written account of the works will be presented by the candidate. The combined length of both compositions should be between three and six minutes.

C Listening and Appraising 35%

This component consists of four compulsory Areas of Study:

1. Western Classical Music 1600-1910.
2. Film Music.
3. Musical Traditions of Ireland.
4. Popular Music 1980 – present day.

These will be assessed through one listening and appraising paper lasting 1 hour 30 minutes. The paper will consist of three sections:

Section A: listening questions based on the set works.

Section B: listening questions based on unfamiliar music from the Areas of Study.

Section C: One extended writing question based on a set work.

The successful GCSE Music student is expected to be enthusiastic, dedicated to the subject, and interested in discovering, listening to, and investigating a wide range of musical styles. A creative approach to and enjoyment of instrumental practice with a view to developing skills to the highest level are essential qualities.

GCSE Music pupils should possess good theoretical knowledge of Music and a minimum standard of Grade 2 on their instrument is recommended. (Traditional Irish musicians do not need to have completed graded examinations).

It is compulsory that all GCSE Music students participate in extra-curricular musical activities including choir and/or orchestra and ensembles. The students are expected to attend all rehearsals and performances.

TECHNOLOGY AND DESIGN

The course followed in Our Lady's is CCEA Technology and Design.

The main aims of this course is to prepare young people to be effective members and decision makers in a modern technological society. This is achieved through developing students' skills, knowledge and understanding in a wide range of areas such as Designing, Communicating, Manufacturing and Energy and Control.

Students learn through a practical medium, covered in topics such as Designing, including Computer Aided Design, Electronic Circuit Design using Computer Modelling techniques, and Electronic and Computer Control. Within Our Lady's we specialise in the areas of Resistant Materials and Product Design.

The structure of the assessment reflects the highly practical nature of the course. Each student's Design and Manufacturing Project accounts for 50% of their overall award. This allows students the opportunity to have achieved a grade 'C' at GCSE before attempting the end of course written paper.

Assessment

Written examination:

Two examination papers (1h 30min each)

<u>Unit 1</u> Technology and Design core:	Students will answer short, structured questions based on the main common core content of the course.	25%
<u>Unit 2</u> Product Design:	Students will apply their learning to answer questions on the design of existing products and their manufacture.	25%
	Total	50%

Coursework

Students complete one piece of controlled assessment which spans both year 11 and year 12.

<u>Unit 3</u> Design and Manufacturing Project:	Students work on solving a problem through their personal 'Design and Make' project. To do this they will utilise the skills and knowledge they have developed in the subject.	
	Total	50%

The course will particularly suit students who have built up an excellent range of skills throughout KS3 and who achieved consistently good results. Students interested in designing, manufacturing, engineering, computer and electronic applications or a future career in these areas will find the course particularly useful.

This GCSE offers a solid foundation for the AS and A2 Level Technology and Design course offered in our school.

PHYSICAL EDUCATION

We offer the Northern Ireland Examination Board Syllabus, namely CCEA for GCSE Physical Education.

Component 1: Factors underpinning Health and Performance 25%

External written examination (Summer S2) (1hr 15 mins)

Students answer short response questions as well as questions that require extended writing.

This component is organised into the following three sections:

- 1.1 The Body at Work;
- 1.2 Health and Lifestyle Decisions; and
- 1.3 The Active Leisure Industry.

Component 2: Developing Performance

25%

External written examination (Summer S2) (1 hr 15 mins)

Students answer short response questions as well as questions that require extended writing.

This component is organised into the following two sections:

- 2.1 Developing Physical Fitness for Performance; and
- 2.2 Developing Skilled Performance.

Component 3: Individual performances in Sport (S1 & S2 continual assessment)

50%

- (a) Students are assessed on the consistent quality, efficiency and effectiveness of their performances in **three** sports. Students can only perform from the sporting list that is supplied by CCEA. (**See below**)

3 × 50 = 150 marks

and

- (b) Within **one** of their main sports students are assessed on the consistent quality of their analysis and evaluation of their own and others' performances. This will be a continual assessment over the 2-year period and assessed during moderation on range of skills, attitude, fitness requirements for the sport, strategies and tactical requirements.

1 x 50 = 50 marks

Teachers assess students' performances throughout both years of study and CCEA moderate component 3 in students second year of study. (Verification of sporting grades throughout is essential therefore records are maintained of students participation)

Individual performance in Physical Activities:

Amateur Boxing	Diving	Ice Hockey	Rowing or Sculling
Archery	Equestrian: Dressage/Games	Ice Skating	Rugby Union
Association Football	Equestrian: Show Jumping/Working Hunter	Lifesaving	Sailing
Athletics	Event Management	Martial Art: Fencing	Skiing
Badminton	Fitness Testing	Martial Art: Judo	Squash
Basketball	Gaelic Football	Martial Art: Ju-Jitsu	Swimming
Boccia	Golf	Martial Art: Karate	Table Tennis
Camogie	Gymnastics	Martial Art: Taekwon-do	Tennis
Canoeing/Kayaking	Handball	Netball	Trampolining
Cricket	Hillwalking	Orienteering	Volleyball
Cross Country	Hockey	Personal Survival Swimming	Waterpolo
			Weightlifting
Cycling	Hurling	Rock Climbing	Wheelchair Basketball
Dance			Wheelchair Rugby

Component 3(a)

Students must perform **three** sports from the list above. At least **two** of the activities or sports must be centre controlled and assessed by Our Lady's staff/coaches. Students may be assessed in only **one** sport outside of the school setting. This will therefore be assessed by an external and appropriately qualified coach who will be given guidelines on grading students and video evidence will be required for moderation purposes. **3b** will assess the student's ability to evaluate their performance after match play and comment on how to improve.

Grades **A* - G**

Students wishing to study GCSE PE at Our Lady's must be playing 2 sports and have represented the school in the at least 1 sport in year 9 and/or 10. Other specialist sports can be taken outside of school if recognised by CCEA but only **1** can be assessed outside of the centre.

The student needs to be committed to her sports; interested in learning more in the related fields; able to work independently as well as alongside others; involved in sporting activities both inside and outside school; have represented her school or club in a sporting activity (or aiming towards this.)

Student's participation level in PE in Years 8 – 10 will be taken into consideration alongside fitness testing in Year 10. Students will be expected to obtain appropriate levels commensurate to their age to gain entry onto the course.

DIGITAL TECHNOLOGY (CCEA specification)

*Please note that there are two separate pathways within the GCSE Digital Technology qualification. These are **MULTIMEDIA** or **PROGRAMMING**.*

DIGITAL TECHNOLOGY (MULTIMEDIA) (CCEA specification)

This course is aimed at pupils who appreciate that they will always use computers in their careers but do not necessarily wish to work in the Computer Software industry.

The Course – Digital Technology (Multimedia) will provide opportunities for students to:

- understand and apply the fundamental principles and concepts associated with the development of solutions using digital technology;
- analyse problems through practical experience of solving such problems, including designing, writing and debugging solutions;
- think creatively, innovatively, analytically, logically and critically;
- understand the components that make up digital systems, how they communicate with one another and with other systems; and
- understand the impact of digital technology on the individual and on wider society.

The modern world depends on Digital Technology to such a degree that pupils are advised to acquire a sound knowledge of IT systems in everyday life and the implications for individuals, organisations, society and the wider world. GCSE Digital Technology (Multimedia) will provide pupils with these skills.

The assessment breakdown of the course is as follows:

- Unit 1 (30%): External Written Examination – end of Year 11
- Unit 2 (40%): External Written Examination – end of Year 12
- Unit 3 (30%): Controlled Assessment (Database & Website) – Year 11 and 12.

Specific Entry Requirements – The ability to work independently and good organisational skills.

Links to A Level Study – this course provides pupils with a solid foundation for BTEC National Extended Certificate in Information Technology (equivalent to one A-Level)

Career Opportunities – IT skills are essential tools for any career in today's digital society. This course is a very useful link to a wide variety of these digital technologies and can also be used as a stepping stone to a more focused IT career.

DIGITAL TECHNOLOGY (PROGRAMMING) (CCEA specification)

This course is specifically aimed at those who may want a future career in the programming, games development or software engineering industry.

The Course – Virtually every industry in today’s society relies on software to function. In order to be able to use software it first needs to be programmed, and in an ever-increasing digital world there is an unprecedented demand for people, particularly girls, who have these programming skills. This course will provide an in-depth understanding of how computer technology works and looks at what goes on "behind the scenes". Pupils investigate and learn computer programming which, although challenging, is as fascinating as it is rewarding. Additionally, the course enables pupils to develop critical thinking, analytical and problem-solving skills. These skills are assessed through a combination of two external theory examinations and a practical controlled assessment task.

The assessment breakdown of the course is as follows:

- Unit 1 (30%): External Written Examination – end of Year 11
- Unit 2 (40%): External Written Examination – end of Year 12
- Unit 3 (30%): Controlled Assessment (Programming task in C#) – Year 12

Specific Entry Requirements – Good organisational skills and the ability to work logically and independently on projects.

Links to A Level Study – this course provides fundamental programming skills that will help pupils prepare for A Level Software Systems Development.

Career Opportunities – provides a solid foundation for higher study and employment in the field of Computer Science, where there are considerable job opportunities.

PUPILS WILL NOT BE ABLE TO TAKE BOTH DIGITAL TECHNOLOGY (MULTIMEDIA) and DIGITAL TECHNOLOGY (PROGRAMMING) at GCSE.

DRAMA

Specification: CCEA

The Course

The GCSE Drama course will help you gather knowledge and understanding of the genre, style and conventions and of the historical, social and cultural influences that inform the way drama is devised and structured.

This course is suitable for you if you want a firm foundation in drama, learning to interpret script, devise, and develop, interpret and communicate practical outcomes. By understanding the process involved in drama you will improve your own performance skills, develop your imagination and your ability to create drama. You will also learn how to communicate intention, develop the skill of working with others and develop your critical skills, through evaluation, analysis and reflection.

Why Study Drama

But I don't want to be an actor --- what use is drama to me?

A GCSE in Drama can help you develop many vital skills which are useful in all walks of life – confidence in communicating with other people, leadership skills and teamwork to name but a few.

What Will I Be Assessed On?

The route through the course rewards knowledge, understanding, process and performance. These are tested through practical examinations from a scripted piece of theatre, devised drama, theatre reviews and a written examination at the end of the course.

If you are committed and are looking for an exciting GCSE course that will challenge you, then GCSE Drama could be just what you are looking for!

Specification Content

The course is divided into 3 components, two of which are practical performances (Controlled Assessment). And one is a written paper. (See overleaf)

Coursework – Practical pieces.

- **Component One:** Devising Theatre. **Total: 25% of qualification**

Assessment is through presentation of practical theatre. This is internally assessed, externally moderated by CCEA.

In response to a stimulus set by CCEA, students will be assessed on **either** acting **or** design. **15%**

All students submit a student log. **10%**

- **Component Two:** Scripted performance. **Total 35% of qualification.**

Assessment is through presentation of practical theatre. This is assessed by an external moderated by CCEA.

Pupils will be assessed on **either** acting **or** design.

Pupils study **one** performance text chosen by their teacher.

Pupils participate in **one** performance using sections of text.

Weighting: 60% of qualification.

Written Paper

- **Component Three:** Interpreting Theatre. Written examination: 1 hour 30 minutes
Written paper has 3 questions on a set text which will refer to the background, design, rehearsal and staging of the text:

Set Text options:

A series of questions on **one** set text from a choice of eight:

- O'Casey, *Juno and the Paycock*
- Shakespeare, *A Midsummer Night's Dream*
- Miller, *The Crucible*
- Friel, *Philadelphia, Here I Come!*
- Reid, *Tea in a China Cup*
- Russell, *Blood Brothers*
- Lingard and Neville, *Across the Barricades*
- Riley, *Sparkleshark*

Weighting: 40% of qualification.

Leisure, Travel and Tourism

Specification: CCEA

There is no prior subject knowledge required to take on GCSE Leisure, Travel & Tourism.

Course Content

The two-year course is divided into the following three units:

Unit 1 – 40% External exam completed at the end of Year 11

Unit 2 – 40% External exam completed at the end of Year 12

Unit 3 – 20% Controlled assessment, set by CCEA, completed in Term 1 of Year 12

Unit One: Understanding the Leisure, Travel & Tourism industry	Unit Two: Promoting and Sustaining the Leisure, Travel & Tourism industry	Unit Three: Working in the Leisure, Travel & Tourism industry
<ul style="list-style-type: none"> • Explore the importance that leisure, travel and tourism plays in the growth area of the UK economy. • Investigate the range of activities, facilities and services available within the leisure industry, • Identify organisations that people use for travel and tourism purposes, as well as the facilities and attractions that appeal to different types of tourists. 	<ul style="list-style-type: none"> • Explore how organisations use techniques and materials to promote their products and services, including technological advancements in this area • Investigate the economic, social and environmental impacts of tourism development and the methods the leisure, travel and tourism industry uses to ensure sustainability. • Explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks, and precautions and emergencies. 	<ul style="list-style-type: none"> • Explore the importance of customer service in the leisure, travel and tourism industry. • Research and explore the employment opportunities available in the industry. • Develop their knowledge of the qualifications required to work in the industry as well as gaining an insight into job roles and responsibilities and the skills and personal qualities needed to gain employment in the sector. <p>This unit is assessed by controlled assessment and involves a visit to a local leisure or tourism business.</p>

Benefits to Students:

- **Gain in depth knowledge** – Insights into the leisure & tourism industry including customer service, marketing, technological advancements and sustainable tourism practices.
- **Practical skills** – Develop a variety of skills that are valuable in both personal and professional contexts, such as communication, problem-solving, research and analytical skills, evaluation, teamwork and cultural awareness.
- **Real-world experience** – Participate in visits, projects and case studies that connect classroom learning to the vibrant world of tourism and offer pupils the opportunity to experience the leisure & tourism industries first hand.
- **Experience of careers in a thriving industry** - The leisure, travel & tourism industry is one of the fastest growing industries in the world. This course is a great foundation to careers in marketing, travel management, hospitality, events planning, sustainability management and beyond.

As there is no KS3 class in this subject if it is oversubscribed students will be selected by the Senior Leadership Team.

GCSE HEALTH AND SOCIAL CARE

The course followed in Our Lady's is CCEA Health and Social Care.

There is no prior subject knowledge required to undertake GCSE Health and Social Care.

This is a unitised specification.

There are two assessment units: one externally assessed, and one internally assessed.

Course Content and Assessment

Unit 1 Personal Development, Health and Well-Being.

This unit is assessed through an **external**, 1 hour 30-minute examination that includes structured questions, questions that require short responses and extended writing

Unit 2 Working in the Health, Social Care and Early Years Sectors

This unit is assessed by **controlled assessment**. Students write 5000 words on a task that is set by the board, this will change every year.

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Unit 1: Personal Development, Health and Well-Being	Students investigate human development throughout the life stages and factors affecting health and well-being, including relationships and the impact of major life changes.	Examination Students answer all questions. Quality of written communication is assessed in the extended writing.	50 %
Unit 2: Working in the Health, Social Care and Early Years Sectors	Students develop their understanding of the world of work in the health, social care and early years sectors and how different service user groups' needs are met. Students learn about a range of job roles in health, social care and early years services and how practitioners apply the values of care.	Controlled Assessment 100 marks We release the task on December 1 of the academic year in which the award is to be made. Teachers assess the controlled assessment.	50 %

Benefits to students

Students:

- develop the knowledge, understanding and skills required for working in the areas of health, social care and early years;
- develop a critical and analytical approach to decision making and problem solving;
- apply their knowledge and understanding in a variety of contexts;
- have opportunities to build on the skills and capabilities developed at Key Stage 4 by **progressing to A-Level Health and Social Care**; and
- have opportunities to engage actively to develop as effective and independent students.

As there is no KS3 class in this subject if it is oversubscribed students will be selected by the Senior Leadership Team.