

# St. Patrick's Grammar School



## Year 11 Induction

Information for Parents and Students.

Thursday 30 September 2021



INVESTORS IN PUPILS

Dear Year 11 Parent(s)/Guardian(s)

On behalf of the staff of St. Patrick's Grammar School, I would like to extend a warm welcome to you and to thank you for taking the time to attend this important Induction Meeting.

The transition from KS3 to KS4 (GCSE) study is challenging. This evening will highlight the ways in which parents and teachers can work in close partnership, to support your son, ensuring his well-being and success in the years ahead. This is particularly important in light of the disruption we have all faced in the last two school years.

The evening will consist of a presentation providing information on:

- GCSE courses and expectations;
- Assessments and Examinations;
- Pastoral Care – Monitoring and Support Structures;
- Covid-19 procedures.

While we anticipate that Year 11 pupils will take modules in Summer 2022, this has yet to be confirmed by CCEA officially and we do not have a timetable. We will update you of developments as they happen.

Regrettably, on this occasion, we are unable to invite you for a cup of tea and an informal mingle with other parents and teachers

We look forward to working with you and your son in the year ahead. At any time, should you have any concerns about your son, please do not hesitate to contact us.

Yours sincerely,

Mr Joe McCann

Principal

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## Year 11 Pastoral Team 2021 - 22

<b>Head of Year</b>	<b>Mr Damian Brennan</b>
<b>11D Form Teacher</b>	<b>Ms Rosie Trainor</b>
<b>11K Form Teacher</b>	<b>Mr Michael Burns</b>
<b>11L Form Teacher</b>	<b>Mr Paddy McNamara</b>
<b>11Q Form Teacher</b>	<b>Mr Philip Fitzsimons</b>

Head of Pastoral Care Designated Teacher for Child Protection –

**Ms Kathleen McLoughlin**

Vice-Principal and Deputy Designated Teacher – **Mrs Gina Savage**

**School Counsellor:** Rachel Johnston

### Other Useful Contacts

<b>External Examinations and Re-marks</b>	<b>Mrs Clare Kennedy/Ms Marie Walls</b>
<b>Careers Education, Advice and Guidance</b>	<b>Mrs Joan Sheridan</b>
<b>PE Uniforms</b>	<b>Bourkesports.com</b>
<b>School Telephone Number</b>	<b>028 44619722</b>

# **SUPPORT FOR STUDENTS**

**Are you worried about something that is happening to you or someone you know?  
Do you need help?  
Do you just want to talk to someone?**

Why not talk to your **Form Teacher**, your **Year Head**, your **Head of School**,  
**Head of Pastoral Care**, Ms McLoughlin, or **Vice-Principal**, Mrs Savage

The **School Counsellor** is Rachel Johnston - speak to  
Ms McLoughlin or someone at **Reception**, if you would like to talk to the counsellor; alternatively,  
put your name and class on a slip of paper and put into the grey box at reception.

If you are unsure about talking to someone in school, you can call:

- **Childline**, on 0800 1111 or **NSPCC**
- **Child Protection Helpline** 0800 800500.

These calls are free and they do not show up on your telephone bill. On the end of the line are  
people who will help you work out what to do next.

Other useful numbers/websites:

- NSPCC Belfast 02890 351135
- Northern Ireland Childline Belfast 0870 3362945; [www.childline.org.uk](http://www.childline.org.uk)
- PSNI Care Unit 02890 650222
- Samaritans 0845 790 90 90 or 028 9066 4422
- Children's Law Centre 0808 8085678
- Lifeline 0808 808 8000
- Northern Ireland Anti-Bullying Forum <http://niabf.org.uk>

## **Tips for keeping safe online and on the phone:**

- Don't put up with abusive texts, photos or videos. Show them to a parent or teacher and make sure the person who sent them knows you are taking action to stop them.
- Think about the language you use in texts. If you wouldn't like it said about you, don't say it about anyone else.
- Don't lend your mobile to anyone unless it's a real emergency.
- Don't allow anyone online to trick you into doing something against your wishes or something you know you shouldn't do.
- Remember that any emails you send or photos you upload to the internet can't be destroyed. They're there forever; think before you post something you might later regret.
- Never arrange to meet up with someone you meet online until you tell your parents or another adult.
- Block any users who you are unsure about and break off contact with anyone who makes you feel worried.
- Don't use your real name in chatrooms or use any handle or nickname that reveals personal details, such as the town or street you live in.
- Report internet abuse at the click of a button on a really good website  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- If you do give out your personal details or upload a message or photo you later regret, tell a trusted adult about it. Anyone can make a mistake.

**CHILD PROTECTION AND SAFEGUARDING**

**PROCEDURE FOR PARENTS MAKING A COMPLAINT/RAISING A CONCERN**

I have a concern about my/a child's safety.

I can talk to the Class/Form Teacher.

If I am still concerned, I can talk to the Year Head/Head of School or the Designated Teacher (Mrs Savage) or in his absence, the Deputy Designated Teacher (Ms McLoughlin).

If I am still concerned, I can talk to the Principal (Mr McCann).

If I am still concerned, I can talk/write to the Chairman of the Board of Governors.  
Contact the school for details.

At any time, I can talk to a Social Worker (Gateway 0300 1000 300, or, out of hours 028 9056 5444; Regional Emergency Social Work Service 028 9504 9999 – out of hours; Children's Services 028 4461 3511) or the Police (CARE Unit 028 9065 0222).

# **St. Patrick's Grammar School - Year 11**

## **Summary Calendar 2021 - 22**

**Please consult carefully to avoid holidays/breaks during term time.**

**ATTEND SCHOOL EVERY DAY – IF YOU'RE NOT IN SCHOOL, YOU ARE MISSING OUT ON VALUABLE LEARNING TIME!**

### **Term 1 – 2021**

1 <sup>st</sup> October	Student Holiday
25 <sup>th</sup> October – 29 <sup>th</sup> October	Mid-term break
22 <sup>nd</sup> December	Last day of term

### **Term 2 – 2022**

5 <sup>th</sup> January	School re-opens for students
1 <sup>st</sup> February	Student Holiday
14 <sup>th</sup> – 18 <sup>th</sup> February	Mid-term break
16 <sup>th</sup> – 18 <sup>th</sup> March	Student Holiday
13 <sup>th</sup> April	Last day of term.

### **Term 3 – 2022**

25 <sup>th</sup> April	School re-opens for students
2 <sup>nd</sup> May	May Day holiday
2 <sup>nd</sup> – 3 <sup>rd</sup>	Student Holiday
30 <sup>th</sup> June	Last day of term

**PLEASE CHECK STUDENT PLANNER FOR ALL SCHOOL RELATED DATES.**

**Year 11 Parent Teacher Meeting – Wednesday 2<sup>nd</sup> March 202w @ 3.30pm**

### **Internal Assessment Dates**

Autumn Assessment - Informal	27 <sup>th</sup> September – 30 <sup>th</sup> November
Spring Assessment - Formal timetabled exams	20 <sup>th</sup> January – 4 <sup>th</sup> February
GCSE Modular Examinations	9 <sup>th</sup> May – 6 <sup>th</sup> June

### **Other Key Dates**

Photograph Day Year 11 – 23/9/19

# Study Advice

## Where to study?

The ideal study room is light, airy and quiet, with a clear desk. Make sure you have everything you need like paper (lined and unlined), postcards, pens, highlighter pens, markers, colouring pencils, ruler and eraser. It's a good idea to put up posters, lists and post-it notes in your study room and other places in the house.

When you are studying, ban the television, mobile phone and Facebook – these are too distracting! When you draw up your homework/study schedule, you can assign time for your favourite programmes, X-box and Facebook!

Some students find that background music helps the revision process. Various studies suggest that classical music can help to stimulate your brain waves; avoid loud, fast-paced music or any music with lyrics, as this will distract your brain from what it is trying to focus on.

## When to study?

You must fit in study with the homework which you have each night. **You should be prepared to spend about two hours each evening (ten to twelve hours each week) on homework and study.** Aim to include two **20 - 30 minutes** revision sessions, on **two subjects** each evening, for four of the five weekdays; this gives you eight slots. Remember to reward yourself for your work and take a 5 or 10 minute break between each session.

At the weekend, you should spend five minutes reviewing what you did in each study session during the week. That makes two 20 minute sessions (do one on Saturday and one on Sunday). All you need to do in these sessions is **check** your understanding or memory of what you covered in the revision sessions you had during the week; you should not have to relearn the information. If you have forgotten it, make a note to go over it again next time you revise that subject.

The review is important because you must embed the information in your brain so that you don't forget it. It helps to transfer the information from short term memory to long term memory. Without the reviews you will find it harder to remember the information until the exam.



## Plan Your Study Time

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8h-9h							
9h-10h							
10h-11h							
11h-12h							
12h-13h							
13h-14h							
14h-15h							
15h-16h							
16h-17h							
17h-18h							
18h-19h							
19h-20h							
20h-21h							



# How to Study

- Check your notes are **complete**. If they are not, you have several sources from which to find the missing information: ask your teachers, other pupils, check your text books, look at revision sites on the internet. Check your understanding by discussing work with friends or teachers.
- Make a list of the topics you will need to revise for each subject. Work out how many revision sessions you will need and bear this in mind when planning your study.

## 1. 'Chunk'

'Chunking' is breaking up information into smaller, more manageable pieces. Every subject you study is broken into topics; each topic contains sub-topics. Titles and subtitles in your text books and exercise books will help you to identify the topics and sub-topics.

Try not to be overwhelmed by the amount of information you have to study. In each study session, take just one section (2 – 4 pages at a time, depending on how much detail is contained within it) at a time and read it aloud. By reading aloud your brain is receiving the information both visually and orally.

As you read the information, **highlight** the important words, phrases, dates in each paragraph. The highlighted details can then be put into **bullet points**. See how the paragraph of information below has had key points highlighted:

*The average person has limits with regard to how much they can learn at any time and for how long they can concentrate for. Studies suggest the average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.*

**This information 'chunked' will read:**

The average person will:

- remember 4 words/numbers at a time
- concentrate for max. 45 minutes
- remember best before bedtime

When you study using your exercise books, use this technique to make your revision manageable.

## 2. Make Flash Cards – these will work for all subjects

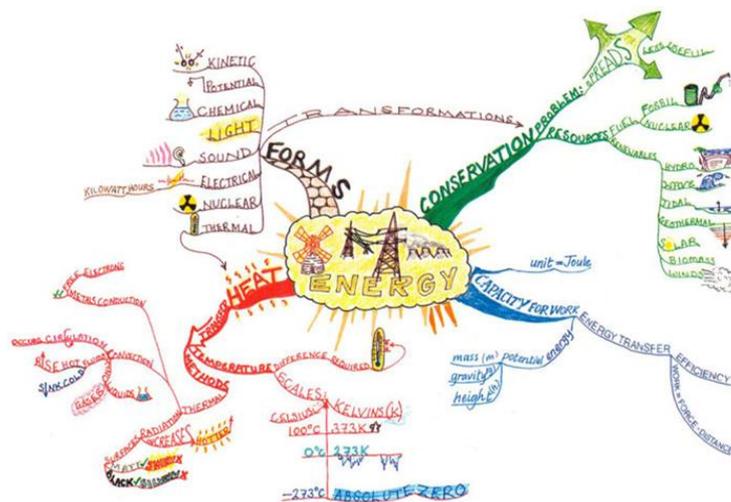
- Use flash cards in different colours if possible, or, write on your cards in different colours for different subjects. Your brain just loves colour and using it will make it easier for your brain to recall vocabulary as you will see the word you need in a particular colour. Remember – as you write, say the information aloud.
- Use both sides of the card. To learn about an important figure in history, for example, you might write 'Harold Godwinson' on the front and on the back several details about him e.g. 'Earl of Wessex', 'Elected by Witan' etc. Flip the cards over from time to time - sometimes you will see 'Harold Godwinson' and will have to remember facts about him; other times you will see a list of facts and you will have to remember that these relate to 'Harold Godwinson.'
- Organise your cards into decks, one for each subject or topic; if you place cards for different subjects or topics in the same deck, you will only become confused.

- Draw pictures on a card or cut pictures from a magazine and paste them on the card. The more you work at making a card distinctive and interesting, the easier you will find it to recall the information on the card.
- Don't put too much information on any one card – no more than four facts.
- Carry your cards with you. Review your cards whenever you have a chance. For example, you can review your cards on the school bus, waiting in a line, during journeys, in bed.
- Change the order of the cards frequently. Shuffle the cards each time you review them. Questions on a test about the information on your cards may come in any order. If you always study the cards in the same order, it will be difficult for you to remember a piece of information when it is not in the order you studied.
- How about sorting your cards so you put the ones you know well to the back and keep those you are unsure of to the front for more frequent review?

### 3. Make Mind Maps – particularly useful for Geography, Science, Religion, History, Technology



- Turn your page so it is landscape, to give you lots of space.
- Write the topic title in the middle.
- Read your text aloud and highlight the key words.
- Organise all the information you have highlighted around the title, keeping related points together; work from the topic title, to major points, to significant details.
- Remember to use lots of colour in a meaningful way e.g. red for words associated with energy or heat, green for words associated with nature etc.
- Use drawings/pictures (easier for brain to remember).
- Use different fonts or lines to group and distinguish ideas (the brain prefers curved to straight lines).
- Label connecting strands with words or phrases that indicate the nature of the relationships.
- Review your mind map and try to recreate it, section by section, during your study sessions.



#### 4. Make Mnemonics - useful for all subjects

- These are memory devices that help learners recall information in the form of lists, like characteristics, steps, stages, parts, phases, etc. Psychologist, Gerald R. Miller found that students who regularly used mnemonic devices **increased test scores by up to 77%!**
- **Music Mnemonics** - remember the song you sang to learn the alphabet? Try learning facts to your favourite tune! Or, why not make a rap? Record yourself on your phone and listen to it again and again to secure the information in your memory.
- **Name Mnemonics** - in a **Name Mnemonic**, the first letter of each word in a list of items is used to make a name of a person or thing e.g. **Pvt. Tim Hall** to remember the essential amino acids (**P**henylalanine, **V**aline, **T**hreonine, **T**ryptophan, **I**solucine, **H**istidine, **A**rginine, **L**eucine, **L**ysine).
- **Expression or Word Mnemonic** - this is by far the most popularly used mnemonic. To make an **Expression or Word** mnemonic, the first letter of each item in a list is arranged to form a phrase or word e. g.  
**Richard of York Gave Battle In Vain** - to remember red, orange, yellow, green, blue, indigo, violet – the colours of the rainbow.  
**Every Good Boy Deserves Fudge** – to remember EGBDF, musical notes in a scale.  
**Kind People Let Silly Thugs Nag Chatty Elephants** – to remember eight types of energy – **K**inetic, **P**otential, **L**ight, **S**ound, **T**hermal, **N**uclear, **C**hemical, **E**lectrical.



#### 5. Use Quizlet (a computer program) great for learning languages and preparing for orals

*Quizlet* began when 15-year-old Andrew Sutherland was asked by his French teacher to memorize 111 animal names! Sutherland decided to write code for a computer program to aid him in memorisation. Log in to [quizlet.com](https://quizlet.com) and take part in a great range of fun activities to help you learn your vocabulary, respond to questions in a foreign language and practise your pronunciation.

- Use FLASHCARD mode - This is similar to paper flash cards. In it, users are shown a "card" for each term. Users can click to flip over the card and see the definition for that term.
- In LEARN mode - Users are shown a term or definition and must type the term or definition that goes with what is shown. After entering their answer, users see if their answer was correct or not.
- SPELLER - In this mode, the term is read out loud and users must type in the term with the correct spelling.
- SCATTER - In this study mode, users are presented with a grid with terms scattered around it. Users drag terms on top of their associated definitions to remove them from the grid and try to clear the grid in the fastest time possible.
- SPACE RACE - In this study mode, definitions scroll across the screen. Users must type the term that goes with the definition before it reaches the other side of the screen.

**DOWNLOAD THE QUIZLET APP FOR YOUR PHONE AND USE ON JOURNEYS.**

## **How to Handle Examinations**

- Read the **instructions** on the front page of the exam. These will tell you how long you have and how many marks there are for the paper. Follow the instructions *carefully*.
- Highlight the key words in every question so that you do exactly as you have been asked.
- Look at the number of marks available for each question – generally, if there are 3 marks available, you will be expected to make 3 points.
- The exam setters have worked out how much space a well laid out answer will take and have put that in the paper; fill all the space.
- For questions involving numbers, show *all* your working. Credit may be given for the method even if you don't get the correct answer. In some cases you may not even get the mark for the correct answer, if you don't show how you got it!
- Don't spend too long on any one question at the expense of others. If you get really stuck on a question, jot down all the keywords you associate with that topic. Leave it. Move on to the next question. When you have finished, go back to the question that gave you trouble. Look at the words you have written down. See if they help you find the correct answer.
- Use all your time – if you finish early, read over your responses and check punctuation, spelling and grammar. If you are short of time, quickly jot down brief, bullet-pointed responses before your paper is taken from you.

***Remember: 'They can because they think they can.' (Virgil)***

***VISUALISE SUCCESS - this will help you to make success happen!***

# Targets 2021 – 2022

On the basis of my achievements last year I have set the following S.M.A.R.T. (Specific; Measurable; Achievable; Realistic; Time-Bound) targets for this year.

**My overall learning targets to be achieved by the Summer Assessment period, June 2020:**

Subject	Score	Grade	Achieved/Not Achieved

## **How I Will Achieve My Targets**

At your interview with your Form Teacher, you will have the opportunity to discuss your targets and strategies to achieve success.

Date and time of Interview with Form Teacher: \_\_\_\_\_

Strategies I will employ to ensure I achieve my targets:

- I will \_\_\_\_\_

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent)



# Personal Development Programme

The following topics will be explored during the weekly Personal Development class, delivered by your son's Form Teacher:

- Target setting;
- Study Skills;
- Alcohol Awareness;
- Alcohol and Drug Abuse;
- Risks and Staying Safe;
- Peer Pressure;
- Bullying;
- Relationships and Sexuality Education – making safe and healthy choices.

## Careers Education Information Support and Guidance (CEAIG)

At St. Patrick's we aim to set your son on the CAREER PATHWAY that suits his skills and abilities.

As your son embarks upon his GCSE studies, the Careers Department will support his learning with the following:

- A timetabled careers class with access to the latest ICT facilities;
- Access to the latest Careers Software Packages;
- One to one Careers Guidance Interviews with the Northern Ireland Careers Service during the GCSE Course;
- Access to a Careers Library with information on Universities and Employment options;
- A Pathways Day in Year 12 with the chance to meet many Universities and Employers.

Please help your son along his Career Path!

Parents are often the best careers advisers. Talk to your son about subjects he likes. He is most likely to want to make a career out of something he enjoys and is good at. There are lots of Careers he can choose from. Look with him at the websites below. The Northern Ireland Careers Service website has an excellent A-Z of Careers. This is a great starting point for you and your son. Also go to [www.ucas.com](http://www.ucas.com) and look at the course search. Suggest some areas that your son may be interested in. Tell your son to ask in Careers Classes if he wants the answer to a careers question and we will get an answer for him.

### USEFUL WEBSITE ADDRESSES

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

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

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

[www.ucd.ie](http://www.ucd.ie)

[www.careersviceni.com](http://www.careersviceni.com)

[www.icould.com](http://www.icould.com)

[www.cao.ie](http://www.cao.ie)

[www.ucas.ie](http://www.ucas.ie).

# CCEA GCSE ART & DESIGN

The Art & Design department follow the CCEA specification for GCSE.  
Subject Code: 3510

## SPECIFICATION SUMMARY:

**Component 1** (consists of Part A and Part B):

**Part A:** Exploratory Portfolio Controlled assessment, internally set and assessed, and externally moderated by CCEA

**Part B:** Investigating the Creative and Cultural Industries Controlled assessment, internally set and assessed, and externally moderated by CCEA

**Component 2:** Externally Set Assignment Controlled assessment, externally set, internally assessed and externally moderated by CCEA

## CONTENT AND ASSESSMENT:

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
<b>Component 1</b> <b>Part A:</b> <b>Exploratory Portfolio</b> (no final outcome required)	<b>Core knowledge and understanding</b> Students demonstrate knowledge and understanding of formal visual elements through practical skills. They explore media, techniques and processes in at least <b>two</b> disciplines.	Controlled assessment Part A (25%) 50 marks	60%
<b>Part B:</b> <b>Investigating the Creative and Cultural Industries</b> (students complete <b>one</b> practical task)	<b>Core skills</b> Students become increasingly skilled at developing ideas, applying understanding of relevant practices, refining their ideas, recording as they go and using visual language critically.	Part B (35%) 70 marks Internally assessed and externally moderated	
<b>Component 2</b> <b>Externally Set Assignment</b>	A stimulus paper is released in early January of the examination year (i.e. year of completion). Students complete a <b>minimum of 20 hours</b> of preparatory work in response to the theme. Students also complete a final outcome within a set <b>10 hour examination period</b> .	Controlled Assessment 80 marks Internally assessed and externally moderated	40%

## ASSESSMENT OBJECTIVES:

There are four Assessment Objectives to meet throughout the qualification. They are all equally weighted:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### **Assessment:**

On-going formative assessment will take place continuously through practical tasks, artist research, discussion of developing ideas and set homework assignments. Portfolios will be marked for school-based assessments throughout the year. There is no formal assessment in year 11.

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

You could progress to our A level qualifications 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.

### **FOR FURTHER INFORMATION:**

Visit the CCEA GCSE Art and Design microsite - <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-art-and-design-2017>

Support materials and resources are available to students on their Art & Design Microsoft class Team.

### **Subject contacts:**

Mrs C McConville (Head of Department)  
Mrs L McClean

# **CCEA GCSE BUSINESS STUDIES**

The Business Studies Department offers Business Studies at GCSE Level and we follow the CCEA specification.

**Subject Code:** 3210

## **What do you Study?**

Business Studies is a dynamic and real life subject and it provides students with a unique insight into the world of work. Business Studies helps students understand more about how and why businesses operate in the way that they do. Through its study, students discover how businesses operate and learn about their key elements and essential business functions, including; Marketing, Production, Human Resource Management and Financial Management.

## **How do you Study?**

The practical nature of the subject permits variety in teaching and learning strategies. We are continually developing new ways of teaching and learning to make your study of this subject an interesting and enjoyable one. Teaching strategies include; Investigation of real life businesses, Industrial visits, Case-studies, Presentations and Discussions, Media such as the use of VLE, interactive Quizzes and online resources.

Students are encouraged to become independent learners by utilising resources including; Business publications such as; current affairs and Business programmes, Business websites, Group based activities, as well as a range of textbooks. Each student is required to develop their understanding of business theory by keeping up to date with recent business events through quality newspapers and television programmes.

## **Key Features of CCEA Business Studies Specification**

The key features of the CCEA GCSE Business Studies specification include;

- It is now a unitised specification consisting of three units. This means that students have the opportunity to complete Unit 1 at the end of Year 11.
- There is only one single tier of entry with grades A\* - E available.
- The assessment burden for this subject has been reduced.

## GCSE Course Structure

Students are required to study three units at GCSE level which includes a Controlled Assessment. The table below summarizes the structure of this GCSE course in more detail;

Content	Assessment	Weightings	Availability
<b>Unit 1: Starting a Business</b> <ul style="list-style-type: none"><li>• Creating a Business</li><li>• Marketing</li><li>• Business Operations</li></ul>	External written examination  1 hour 30 mins  Short structured questions and extended writing	40%	Summer from 2018
<b>Unit 2: Developing a Business</b> <ul style="list-style-type: none"><li>• Human Resources</li><li>• Business Growth</li><li>• Finance</li></ul>	External written examination  1 hour 30 mins  Short structured questions and extended writing	40%	Summer from 2019
<b>Unit 3: Planning a Business (Synoptic)</b> <ul style="list-style-type: none"><li>• Business Plan</li></ul>	Controlled assessment  Students complete the following: <ul style="list-style-type: none"><li>• Booklet A: Planning; and</li><li>• Booklet B: Communicate Findings.</li></ul> Teachers mark the task, and we moderate the results.	20%	Summer from 2019

## Overview of Unit Content

### **Unit 1: Starting a Business**

This unit aims to focus pupils on business start-up and the importance of the role of the entrepreneur. This unit also looks at business organisations, how they operate, what they produce and how their product is marketed.

## **Unit 2: Developing a Business**

This unit aims to focus pupils on the human resources of a business and how they need managed, reasons why a business may grow, as well as the importance of financial management within a business.

## **Unit 3: Planning a Business**

This unit comprises of a Controlled Assessment which is completed in Year 12 where pupils will have the opportunity to undertake 12 hours research, in order to assist them in the write up of the Controlled Assessment tasks. The Controlled Assessment has a total weighting of 20%.

### **Progression at AS Level**

Students who chose to study GCSE Business Studies can progress and build on further study by choosing Business Studies at GCE A' level or alternatively a GCE A' level in Professional Business Services.

### **Possible Business Related Careers**

There are a wide range of Business related careers including; Accountancy, Actuarial Science, Economics, Estate Management, Human Resource Management, Sales and Administration, Consultancy, Civil Service, Banking and Financial Services, Retail Management, Hospitality Management, Marketing, Business Communications, Engineering, Quantity surveying, Teaching.

### **Contact Teachers:**

**Mrs Morgan (Head of Department)**  
**Mrs Mitchell**  
**Miss Diamond**

## GCSE Drama

We follow the CCEA specification which incorporates the study of texts and scripted performance as well as the opportunity to create original pieces of Drama.

- **Unit 1: Understanding Drama**

In Unit 1, students study one of the eight set texts listed below. It is assessed through a compulsory written exam that takes place in the summer of the second year.

- **Unit 2: Drama Performance.**

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

Content	Assessment	Weighting
<b>Unit 1:</b> <b>Understanding</b> <b>Drama</b>	This unit is assessed by a <b>written examination.</b>  <b>1 hour 30 minutes</b>  It has <b>two questions</b> on a set text (open book)  and <b>one question</b> on the compulsory element - Scripted Performance.  Externally marked	Total: <b>40%</b>  Question 1: <b>8%</b>  Question 2: <b>20%</b>  Question 3: <b>12%</b>
<b>Unit 2: Drama Performance</b>  <b>Compulsory element: Scripted Performance</b>  And  <b>Students select one element from the following five choices:</b>  <ul style="list-style-type: none"> <li>• <b>Devised Performance;</b></li> <li>• <b>Improvisation;</b></li> <li>• <b>Dance Drama;</b></li> <li>• <b>Mime; or</b></li> <li>• <b>Design Support.</b></li> </ul>	This unit is assessed by <b>two controlled assessment tasks.</b>  Teachers design tasks according to CCEA criteria.  Teachers mark tasks.  Externally moderated	Total: <b>60%</b>  First compulsory element: Scripted Performance <b>30%</b>  Second element from list: <b>30%</b>

# GCSE ECONOMICS

Economists study how individuals and groups of people make choices about what to do with their limited resources. Economics is about money, business and the stock market. Economics also looks at the wider social and environmental issues including climate change, globalisation, sustainable development and the distribution of income and wealth.

Students of Economics develop a host of practical and transferable skills that benefit them in education and in the world of work. These include critical investigation, analytical thinking, oral and written communication, numeracy, research, ICT and handling of data. What's more, the potential earnings for students with a degree in Economics is among the highest for all graduates, and there are currently shortages of qualified economists.

## ***What Career will I get?***

<b>BANKER</b>	<b>INVESTMENT ANALYST</b>
<b>ARCHITECT</b>	<b>ACCOUNTANT</b>
<b>ESTATE AGENT</b>	<b>SOFTWARE ENGINEER</b>
<b>DOCTOR</b>	<b>COMPUTER PROGRAMMER</b>

**You will take 2 exams in the summer of YR 12 (no external exams in Yr 11)**

<b>PAPER 1</b>	<b>PRE-SEEN CASE STUDY PAPER</b>	<b>40% OF EXAM</b>
<b>PAPER 2</b>	<b>STRUCTURED QUESTIONS</b>	<b>60% OF EXAM</b>

## **Frequently asked questions?**

<b>Is Economics hard?</b>	<b>No!! But you have to work, just like in any other subject</b>
<b>Is there a lot of Maths?</b>	<b>No! You need to be able to calculate percentages and read graphs. There is no complex Maths</b>
<b>Will I get a lot of help?</b>	<b>Yes, you will receive in school textbooks, articles, past exam papers to help you get a top grade?</b>
<b>I did not do Economics before, does that matter?</b>	<b>No, Economics is a new subject for you at GCSE. It is a very good "social science" subject and is liked by University Admissions tutors and employers!!</b>

**Further information!**

***See Mrs Sheridan (ECONOMICS ROOM F74)***

# CCEA GCSE English Language

We follow the CCEA Specification which consists of four units: two externally assessed examinations; speaking and listening tasks and written controlled assessments.

There are four assessment objectives:

AO1: Speaking and Listening

AO2: Study of Spoken Language

AO3: Studying Written Language

AO4: Writing to communicate

	<b>Assessment</b>	<b>Weighting of GCSE</b>
<b>Unit 1</b>  Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts	<b><u>External written examination</u></b>  <b>1 hour 45 mins</b>  <b>Student complete five tasks</b>	30%
<b>Unit 2</b>  Speaking and Listening	Controlled Assessment  Teachers mark the task and a moderator will visit school and assess pupils in March 2020	20%
<b>Unit 3</b>  <b>Studying Spoken and Written Language</b>	<b><u>Controlled Assessment</u></b>  Task 1-The Study of Spoken Language: 10%  Task 2 – The Study of Written Language: 10%	20%
<b>Unit 4</b>  Personal or Creative Writing and Reading Literary and Non-Fiction Texts	<b><u>External written examination</u></b>  <b>1 hour 45 mins</b>  <b>Student complete four tasks</b>	30%

Link to Awarding Body Specification / website: [www.rewardinglearning.org.uk/microsites/English\\_Language/gcse/](http://www.rewardinglearning.org.uk/microsites/English_Language/gcse/)

Students will cover the following set text in Year 11 in preparation for controlled assessment and examination:

1. Unit 3: Task 2 based on *Lord of the Flies* by William Golding or *Of Mice and Men* by John Steinbeck;
2. Unit 1: Examination Unit – Pupils will be provided with practice papers in order to practise and revise for their exam in June 2022.

## **Assessment:**

Summative assessment will take place through formal examinations in December and March. On-going formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular Speaking and Listening activities assessed throughout the course.

# CCEA GCSE English Literature

We follow the CCEA Specification which consists of three units: two externally assessed examinations and one controlled assessment.

## There are four assessment objectives:

AO1: Respond to texts critically and imaginatively, selecting relevant textual detail to illustrate and support opinions.

AO2: Analyse language, form and structure in texts.

AO3: Make comparisons and explain links between texts.

AO4: Relate texts to their social, historical and cultural contexts and explain influence in different contexts and times.

<p><b>Unit 1</b></p> <p><b>The Study of Prose</b></p>	<p><u>Section A</u></p> <p>Students will answer one question on <i>Lord of the Flies</i>. (Closed Book)</p> <p><u>Section B</u></p> <p>Unseen Prose: answer one question on an extract from a prose text.</p>	<p><b>Assessment</b></p> <p>Written exam: 1 hour 45 min.</p> <p>Untiered</p> <p><b>June 2022</b></p> <p>30 % of GCSE</p>
<p><b>Unit 2</b></p> <p>The Study of Drama and Poetry</p>	<p>Section A – Drama</p> <p>Students will answer one question on a modern play (Open Book)</p> <p>Section B – Poetry Anthology</p> <p>Students will study a selection of twelve poems and write one essay comparing two of these poems.</p>	<p><b>Assessment</b></p> <p>Written exam: 2 hours open books, in <b>June 2022</b></p> <p>50% of GCSE</p>
<p><b>Unit 3</b></p> <p><b>The Study of Shakespeare</b></p>	<p><b>Shakespeare: ‘Macbeth’</b></p> <p>Students will study <i>Macbeth</i> and a and write one essay on this text</p>	<p><b>Assessment</b></p> <p>Controlled Assessment</p> <p>2 hours</p> <p>20% of GCSE</p>

Link to Awarding Body Specification / website:

[www.rewardinglearning.org.uk/microsites/English\\_Literature/gcse/](http://www.rewardinglearning.org.uk/microsites/English_Literature/gcse/)

## Assessment:

Summative assessment will take place through formal examinations in December and March. Ongoing formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular Speaking and Listening activities assessed throughout the course.

# CCEA GCSE Geography

We follow the CCEA Specification which consists of **three** written externally assessed examinations. One examination is at the end of Year 11; the other two at the end of Year 12. **Unit 3 replaces the controlled assessment element of the old specification.**

	<b>Assessment</b>	<b>Format</b>	<b>Weighting of GCSE</b>
<b>Unit 1 – Year 11</b> Understanding Our Natural World	<b>23rd May 2022</b> <b>9.15am</b>	Examination 1 hour 30 minutes	40%
<b>Unit 1 – Year 12</b> Living in Our World	<b>8<sup>th</sup> June</b> <b>1.30pm</b>	Examination 1 hour 30 minutes	40%
<b>Unit 3 – Fieldwork</b>	<b>14<sup>th</sup> June</b> <b>9.15am</b>	Examination 1 hour	20%

Link to Awarding Body Specification / website:

<http://ccea.org.uk/microsites/geography>

Students will cover following topics in Year 11 in preparation for the examination paper:

<b>Topic</b>	<b>Timing</b>
River Environments	September - October
Coastal Environments	October -November
Our Changing Weather & Climate	November-January
The Restless Earth	February-March
Map skills	March- April

## **Assessment:**

Summative assessment will take place through formal examinations in January. On-going formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular topic tests throughout the course.

# CCEA GCSE Government and Politics

We follow the CCEA Specification which consists of two externally assessed examinations (50% each). One examination will take place at the end of Year 11; the other at the end of Year 12. This new specification aims to encourage students to develop a lifelong interest in politics. It will help them form their own beliefs about political issues and events. Students will consider important political concepts such as power, authority, accountability, who has power and how it is exercised.

	<b>Assessment</b>	<b>Weighting</b>
<b>Unit 1: Democracy in Action</b>	<b>May 2020</b> <b>1 hour 30 minutes</b> An external written examination consisting of questions that require short answers, recall and definitions, questions on source material and extended, evaluative questions.	50%
<b>Unit 2: International Politics in Action</b>	<b>May/June 2021</b> Year 12 An external written examination consisting of a range of short and evaluative questions.	50%

Link to CCEA Government and Politics Specification:

[http://ccea.org.uk/qualifications/revision/gcse/specifications\\_support/government\\_and\\_politics](http://ccea.org.uk/qualifications/revision/gcse/specifications_support/government_and_politics)

Students will cover the following topics in Year 11 in preparation for the examination paper:

<b>Term</b>	<b>Topic</b>
<b>1</b>	Political ideas and concepts Democracy Dictatorship Decision-making in a democracy
<b>2</b>	Elections and voting in a democracy Voting trends Political parties in a democracy Party policies
<b>3</b>	Political information in a democracy Social media and print media Taking action in a democracy Pressure groups

## **Assessment:**

Summative assessment will take place through formal examinations in December and March. On-going formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular topic tests throughout the course.

# CCEA GCSE History

We follow the CCEA Specification which consists of two written externally assessed examinations, worth 100 % of the total mark for the subject.

There are two assessment objectives:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
  - key concepts: causation, consequence, continuity, change and significance within a historical context; and
  - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
  - source material as part of a historical enquiry; and
  - How aspects of the past have been interpreted and represented in different ways as part of a historical enquiry (AO3).

	<b>Assessment</b>	<b>Weighting of GCSE</b>
<b>Paper 1 Year 11</b> Nazi Germany 1933-1945 Northern Ireland 1965-1998	<b>June 2020</b>	60%
<b>Paper 2 Year 12</b> The Cold War and after	<b>May/June 2021</b>	40%

Link to Awarding Body Specification / website:

[www.rewardinglearning.org.uk/microsites/History/](http://www.rewardinglearning.org.uk/microsites/History/)

Students will cover following topics in Year 11 in preparation for the examination paper:

<b>Term</b>	<b>Topic</b>
<b>1</b>	Life in Nazi Germany. Students will study all aspects of life in Germany 1933-1945
<b>2-3</b>	Northern Ireland and its neighbours 1965-1998

## **Assessment:**

Summative assessment will take place through formal examinations in December and March. On-going formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular topic tests throughout the course.

# AQA GCSE Computer Science

This is a linear course, meaning that pupils sit two **external written examinations which are prepared for during Years 11 and 12 and taken at the end of Year 12.**

The structure of the GCSE course is summarised in the table below:

Content	Assessment	Weighting
<b>Paper 1:</b> Computational Thinking and Programming Skills	Written paper: (2 hours)  A mix of multiple choice, long and short answer questions, assessing programming, practical problem-solving and computational thinking skills	50% of GCSE
<b>Paper 2:</b> Computing Concepts	Written Exam: (1 hr 45 mins)  A mix of multiple choice, long and short answer questions assessing SQL programming skills and theoretical knowledge	50% of GCSE

Links to awarding body specification/website:

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance>

Students will cover the following topics in Year 11:

Term	Topic
1	Introduction to Algorithms: Pseudocode and Flow Charts Computational Thinking: Abstraction and Decomposition Programming: Data Types, I/O and Variables vs Constants
2	Programming: Data Structures (Lists and Arrays) Purpose of Algorithms: Searching and Sorting, Functions and Procedures
3	Programming: Subroutines, Text Files and SQL (Databases) Programming Fundamentals and Techniques: Structured Program Approach

Students will aim to cover the following topics in Year 12:

Term	Topic
1	Fundamentals of Data Representation: Bits, Bytes and Binary Computer Systems: Sound, Images and Data
2	Fundamentals of Computer Networks: Topologies, Benefits and Drawbacks Cyber Security: Threats and Protection
3	Ethical, Legal and Environmental Impact of Computer Science: Mobile Technologies, Cloud Storage and Technology of the Future Revision: Past Paper Booklets and additional reading material

**Assessment:** On-going formative assessment will take place continuously through class activities, oral questioning and practical software-based tasks. Summative assessment takes place in school as part of students' preparation for their final examinations in May each year.

**Resources:** Students are provided with two AQA approved textbooks covering all the necessary programming and theory content required for both years of the course.

## BTEC Level 2 Tech Award in Digital Information Technology

BTEC Tech Award in DIT is a new digital qualification that gives students a real insight into the modern fundamentals of IT. It is a practical introduction to life and work in the Digital Information Technology sector. Students will learn a strong mix of creative design and technical knowledge. It is ideal for learners who want a career in IT and want to get a broad taste of digital skills. It is a steppingstone to careers like IT Project Management, Technical Support and Cyber Security

	<b>Assessment</b>	<b>Weighting</b>
<b>Component 1 – Year 11</b> Explore Exploring User Interface Design Principles and Project Planning Techniques	Internally Assessed Portfolio	33.3%
<b>Component 3 – Year 11 &amp; Year 12</b> Apply Effective Digital Working Practices	<b>February and/or May 2023</b> External written examination 1 hour 30 minutes (60 marks)	33.3%
<b>Component 2 – Year 12</b> Develop Collecting, Presenting and Interpreting Data.	Internally Assessed Portfolio	30%

Link to Awarding Body Specification / website:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

Students will cover the following topics in Year 11:

Term	Component
1	<p><b>Component 1</b></p> <p>Learning Aims:</p> <p>A - Investigate user interface design for individuals and organisations</p> <p>B - Use project planning techniques to plan and design a user interface</p> <p>C - Develop and review a user interface</p>
2	<p><b><i>Completion of Component 1 Portfolio (until end of January)</i></b></p> <p>Component 3: Effective Digital Working Practices</p> <p>A – Modern technologies – communication, cloud storage, cloud computing</p>
3	<p>Component 3: Effective Digital Working Practices</p> <p>B – Cyber Security</p> <p>C – The wider implications of digital systems</p> <p>D – Planning and communication in digital systems</p>

**Assessment:**

Summative assessment will take place through completion of portfolio for Component 1 in the Autumn and Spring term and written exam in the summer term. On-going formative assessment will take place continuously through portfolio tasks, oral questioning and homework.

# CCEA GCSE Mathematics

GCSE Modular Mathematics is a unitised specification. This means you study for your GCSE in two stages (Either M3 or M4 followed by either M7 or M8) with an examination on each module; there is no coursework element to this GCSE course.

All students in St Patrick's study **Higher Level Mathematics**, there are different module combinations detailed below:

	May/June Year 11	May/June Year 12
<b>Module</b>	M3 or M4 <i>(Depending on exam performance throughout the year)</i> Number and Algebra, Shape and Space and Data Handling, covering grades B-D techniques. <b>45% of final award</b>	M7 or M8 completion paper <i>(Depending on exam performance throughout the year)</i> Number and Algebra, Shape and Space and Data Handling, covering A*-D techniques. <b>55% of final award</b>
<b>Time</b>	2hr Paper calculator allowed	2x1¼ hour Papers – non calculator, followed by calculator.
<b>Assessment Unit Combinations</b>	M3 with M7	Grades B-E available
	M4 with M7	Grades A-E available
	M4 with M8	Grades A*-C available

*(M3 and M8 is not advisable due to M8 containing M7 content, M4 and M7 is an allowable combination)*

Your final grade comes from a combination of either M3 with M7, or M4 with M8. You are permitted to re-sit M3 or M4, once only. The better of the two results will count towards their final GCSE grade.

Link to awarding body:

[www.ccea.org.uk](http://www.ccea.org.uk) [look for **GCSE** mathematics, the **revised specification for first teaching September 2017**].

**Assessment:** You will receive regular homework to practise the techniques taught in lessons; this is the key to success. You will receive a topic list for each module and a programme of study from your mathematics teacher, to aid revision before each module exam. We subscribe to a study website [www.mymaths.co.uk](http://www.mymaths.co.uk) and this is available to all GCSE students. Previously, students have improved their examination results by completing these 'online worksheets'

# CCEA GCSE Accelerated Mathematics

The entire syllabus for GCSE Mathematics M4 and M8 is taught in Year 11 and the GCSE Further Mathematics is taught in Year 12.

The examination timetable is as follows:

	May Year 11	January Year 12	June Year 12
Module	M4	M8 (completion paper)	GCSE Further Mathematics
Target Grade	A	A*	A*-C
Time	2hr Paper Calculator allowed	2x1¼ hour papers – non calculator followed by calculator	Unit 1 Pure Mathematics 2 Hours Unit 2 Mechanics one hour Unit 3 Statistics One hour <i>(This unit has been omitted for the 2022 Summer season)</i>

**GCSE Maths:** Your final grade comes from a combined UMS score from M4 and M8. You are permitted to re-sit M4 once only (Jan Year 12). You will not be required to complete any coursework for this subject.

**GCSE Further Maths:** Your final grade is awarded with 50% from unit 1 (pure), 25% from unit 2 (mechanics) and 25% from unit 3 (statistics)

Link to awarding body: [www.ccea.org.uk](http://www.ccea.org.uk) [look for GCSE Mathematics and GCSE Further Mathematics, **revised specification for first teaching 2017**].

## **Assessment:**

You will receive regular homework to practise the techniques taught in lessons; this is the key to success. We subscribe to a study website [www.mymaths.co.uk](http://www.mymaths.co.uk) and this is available to all GCSE students; your teacher will give you details of the school login. Previously, students who have made use of these online worksheets have improved their results. You will receive a topic list for each module and a programme of study from your mathematics teacher. Please ensure you take care of these documents and remember to use them to aid revision before each module exam.

# Modern Languages at GCSE

## Overview

At St Patrick's Grammar, we currently offer *French, Irish* and *Spanish* at GCSE level.

## WHY?

A Modern Language provides you with enhanced aural, oral, written and analytical skills as well as interpersonal skills which employers are increasingly looking for from graduates. A Modern Language opens up a world of possibilities for employment and helps you to secure a place at University.

## GCSE Modular Break down

### Exam Board: CCEA

<u>Content</u>	<u>Assessment</u>	<u>Weighting</u>
Unit 1 Listening	External written examination  Approximately 35 minutes at Foundation Tier Approximately 45 minutes at Higher Tier  Students answer twelve questions, in English and Target Language	<b><u>25%</u></b>
Unit 2 Speaking	Teacher-conducted speaking examination  7-12 minutes (plus 10 minutes of preparation time) Students complete two role-plays and a general conversation on two topics in Target Language	<b><u>25%</u></b>
Unit 3 Reading	External written examination  50 minutes at Foundation Tier  1 hour at Higher Tier  Students answer a variety of questions in English and in Target Language, as well as translating short sentences from TL into English.	<b><u>25%</u></b>
Unit 4 Writing	External written examination  1 hour at Foundation Tier  1 hour 15 minutes at Higher Tier  Students answer four questions including listing (at Foundation Tier), short phrase/sentence responses, translating short sentences, and one extended writing task (from a choice of three) in Target Language.	<b><u>25%</u></b>

## CCEA GCSE Music

We follow the CCEA Specification which consists of two written externally assessed examinations, one practical (performance) which is assessed by an external examiner, and controlled assessment. The controlled assessment is in the form of two compositions, one to be based on a pre-release stimulus and one free choice composition.

There are three assessment objectives:

Component 1: Performing and appraising

Component 2: Composing and appraising

Component 3: Listening and appraising

	<b>Assessment</b>	<b>Weighting of GCSE</b>
<p style="text-align: center;"><b><u>Component 1: Performing and Appraising Performance Practical (externally assessed)</u></b></p> <p style="text-align: center;">One piece to be played as a solo. One piece to be played as part of an ensemble. The solo and ensemble performances should last up to 6 minutes in total. One viva voce (talk) with the examiner.</p>	<p><b>May 2020 (Date to be confirmed with school and external examiner.)</b></p>	<p>30% 5% (viva) Total = 35%</p>
<p style="text-align: center;"><b><u>Component 2: Composing and Appraising Composition (controlled assessment)</u></b></p> <p style="text-align: center;">One composition based on a response to a pre-release stimulus: one is free choice.</p>	<p>Early May 2021 (portfolio of compositions will be marked by teachers then sent to CCEA for moderation.)</p>	<p>30%</p>
<p><b><u>Component 3: Listening and appraising Aural Perception</u></b></p> <p><u>Areas of Study:</u></p> <p><b>Western Classical Music 1600-1900</b> Handel: For unto us a child is born from Messiah Mozart – Horn Concerto No. 4, 3<sup>rd</sup> Movement Berlioz – Symphonie Fantastique, 4<sup>th</sup> Movement</p> <p><b>Film Music</b> Eric Coates: March (The Dam Busters) John Williams: Superman Theme from Superman James Horner: Young Peter from The Amazing Spiderman</p> <p><b>Musical Traditions of Ireland</b> Beoga: Prelude Polkas: Paddy’s polka No. 2 and Millstream Reel Stonewall: Fife Medley: Boys of Belfast and The Girl I Left Behind</p> <p><b>Popular Music 1980 – present day</b> Eurythmics: Sweet Dreams Ash: Burn Baby Burn Florence and the Machine: Cosmic Love</p>		

# CCEA GCSE PHYSICAL EDUCATION

**Linear qualification - Assessment from summer 2019.**

## **Component 1: Factors Underpinning Health and Performance**

External written examination 1 hour 15 mins - 100 marks      **25% of GCSE**

## **Component 2: Developing Performance**

External written examination 1 hour 15 mins - 100 marks      **25% of GCSE**

## **Component 3: Individual Performances in Physical Activities and Sports**

Controlled assessment:

**3** physical activities/sports/event manager 3 × 50 = 150 marks **and**

analysis of performances 1 × 50 marks      **50% % of GCSE**

**4.2 Assessment objectives**

There are four assessment objectives for this specification. Candidates must:

- AO1** recall knowledge and demonstrate understanding of the relevant concepts, facts, terminology, principles and methods;
- AO2** apply effectively the relevant concepts, facts, terminology, principles and methods;
- AO3** analyse, interpret and evaluate information and/or data about the subject content;
- AO4(i)** perform safely, efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities and sports to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules and health and safety requirements of their physical activities and sports; and
- AO4(ii)** analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities and sports, along with fitness levels, desirable attitudes and behaviours and compliance with the rules and health and safety requirements of their physical activities and sports.

**4.3 Assessment objective weightings**

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Component Weighting (%)			Overall Weighting (%)
	External Assessment		Controlled Assessment	
	Component 1	Component 2	Component 3	
AO1	12	8		20
AO2	7	8		15
AO3	6	9		15
AO4			50	50
<b>Total Weighting</b>	25	25	50	100

## CCEA GCSE Religious Studies

We follow the CCEA Specification which consists of two written externally assessed examinations, each worth 50% of the total mark for the subject. There is no controlled assessment in this subject.

There are two assessment objectives:

- Describe, explain and analyse using knowledge and understanding (AO1); and
- Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

	Assessment	Weighting of GCSE
<b>Unit 2 or 7 – Year 11</b> A Study of the Christian Church with a focus on the Catholic Tradition (Unit 2) or The Philosophy of Religion ( Unit 7)	<b>Unit 2 – Monday 11<sup>th</sup> May 2020 – 1:30-3:00</b>  <b>Unit 7 – Tuesday 2<sup>nd</sup> June 2020 – 1:30-3:00</b>	50%
<b>Unit 6 – Year 12</b> An introduction to Christian Ethics	<b>Unit 6 - Thursday 21<sup>st</sup> May 2020</b> <b>1:30 – 3:00</b>	50%

Link to Awarding Body Specification / website:

[www.rewardinglearning.org.uk/microsites/religious\\_studies/](http://www.rewardinglearning.org.uk/microsites/religious_studies/)

Students will cover following topics in Year 11 in preparation for the examination paper:

Term	Topic	Timing
<b>1</b>	<small>Roman Catholic Church Paper</small> Birth of Christianity/Church Government/Worship	Each of the 5 units requires a similar level of study and so the year will be evenly divided between the 5 themes. Students will spend approximately 7 teaching weeks on each theme across the three terms – See Curriculum Maps
<b>2</b>	Worship/Sacraments/ Role of Church in Society	
<b>3</b>	Role of Church in Society	
<b>1</b>	<small>Philosophy of Religion Paper</small> The Existence of God/The Nature of God/The Problem of Evil and Suffering	
<b>2</b>	The Problem of Evil and Suffering/Experiencing God/ Life After Death	
<b>3</b>	Life After Death	

**Resources:**

Core material /notes are available on 'Shared Resources' and students are expected to refer to these and make summary notes when requested. Students will be furnished with class notes and booklets. In addition, students will be provided with past papers to work through as part of their written homework tasks throughout the academic year.

**Assessment:**

Summative assessment will take place through formal examinations in December and March. On-going formative assessment will take place continuously through class activities, oral questioning and written homework. There will be regular topic tests throughout the course.

## CCEA GCSE Biology

We follow the CCEA Specification which consists of two Examination Units and a Practical Skills Unit. Students studying biology must be able to apply their knowledge to unfamiliar situations. They should read around the course and use a wide variety of resources to extend their understanding: other biology textbooks, biology journals and Internet sites.

	<b>Assessment</b>	<b>Weighting</b>
<b>Unit 1 Cells, Living Processes and Biodiversity</b>	<b>May/ June Year 11</b> An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.	35%
<b>Unit 2 Body Systems, Genetics, Microorganisms and Health</b>	<b>May/June Year 12</b>	40%
<b>Unit 3 Practical Skills</b>	Booklet A. Two assessed investigations carried out in class, but externally marked Booklet B Practical externally marked exam based on 11 course investigations (May of year 12)	25%

Link to Awarding Body Specification / website:

<http://ccea.org.uk/biology/>

Biology will be taught over four or five periods each week and students will use the GCSE Biology for CCEA Textbook. The following topics will be covered in Year 11:

<b>Term</b>	<b>Topic</b>	<b>Timing</b>
<b>1</b>	1.1 – Cells 1.2 – Photosynthesis and Plants 1.3 - Nutrition and Health	3 weeks 4 weeks 4 weeks
<b>2</b>	1.4 – Enzymes and Digestion 1.5 – Breathing and the Respiratory System 1.6 – Nervous System and Hormones	3 weeks 3 weeks 3 weeks
<b>3</b>	1.7 – Ecological relationships and Energy Flow	4 weeks

### **Assessment:**

Formative assessment will take place continuously through class activities, oral questioning and written homework. Summative assessment will take place through formal examinations in December and March and there will be regular topic tests throughout the year.



The GCSE Chemistry course consists of two modules summarised in the table below:

<b>Unit 1</b>	Atomic Structure	Studied in year 11  Examined in the summer term of year 11
	Bonding	
	Structure	
	Nanoparticles	
	Symbols, Formula and Equations	
	Periodic Table	
	Quantitative Chemistry	
	Acids, Bases and Salts	
	Chemical Analysis	
	Solubility	
<b>Unit 2</b>	Metals and the Reactivity Series	Studied in year 12  Examined at the end of the course
	Redox, Rusting and Iron	
	Rates of Reaction	
	Equilibrium	
	Organic Chemistry	
	Quantitative Chemistry	
	Electrochemistry	
	Energy Changes in Chemistry	
	Gas Chemistry	

#### **Assessment:**

Formative assessment will take place continuously through class activities, oral questioning and written homework.

#### ***Autumn Assessment***

Will be the average mark from three end of topic tests.

#### ***Spring Assessment***

Year 11 – a 1 hour 15 minute paper.

Year 12 – a 1 hour 30 minute paper.

#### ***CCEA Examinations***

Year 11 – May/June – pupils will sit the Unit 1 module examination.

Year 12 – Jan-April – pupils will carry out practical examination Booklet A.

Year 12 – May/June – pupils will sit the Unit 2 module examination.

Year 12 – May/June – pupils will sit the practical skills Booklet B examination.

#### **Requirements**

Success in chemistry requires students who are hardworking and can organise their work and time. Chemistry involves both practical and written work and pupils must always be able to behave in a responsible and safe manner in the laboratory.

#### **Relevance to Future Career/Higher Education**

GCSE Chemistry is a compulsory requirement for medicine, pharmacy, veterinary, biochemistry, chemical engineering and other related areas.

Link CCEA - <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-chemistry-2017>

**Contact Teacher:** Ms Connolly (Head of Department)

# CCEA GCSE - PHYSICS

The current GCSE Physics course started in September 2017, see the following link for details of the specification: <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-physics-2017>

Physics is offered as separate subject so pupils will have the opportunity to take one, two or all three sciences at GCSE

## What the subject is about.

Importance is attached to the knowledge, skills and understanding of how science works in the world at large as well as in the laboratory. Pupils will be expected to evaluate evidence and the implications of Physics on society. There will be opportunities to explain, theorise and model in science and the procedural and technical knowledge of science practice will be emphasised.

## Assessment Procedures

The structure of the GCSE course is summarised in the table below:

	<b>Assessment</b>	<b>Weighting of GCSE</b>
<b>Unit 1 – Year 11</b> Force and Motion, Energy, Moments, Density and Kinetic Theory and Radioactivity.	An externally assessed written examination at the end of year 11, consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.	37.5%
<b>Unit 2 – Year 12</b> Waves, Sound and Light, Electricity, Magnetism, Electromagnetism and Space Physics.	An externally assessed written examination at the end of year 12, consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations.	37.5%
<b>Unit 3 – Year 12</b> Practical Skills	<b>Booklet A:</b> between 1 <sup>st</sup> January and 1 <sup>st</sup> May 2023, two practicals, externally marked. <b>Booklet B:</b> external written examination at end of year 12 with questions that include short responses, extended writing and calculations set in a practical context for Physics.	Booklet A: 7.5% Booklet B: 17.5% Total 25%

## **Requirements**

Physics involves both practical and written work. Pupils will learn how to conduct investigations safely and how to communicate their findings in a concise way. Pupils will have the opportunity to use a range of apparatus, make measurements and present and interpret the data collected. There will be a lot of Mathematical content that involves using equations and analysing experimental data, any student taking on GCSE Physics will have to be very competent and confident in using Mathematical procedures. They will also be encouraged to understand how scientific evidence is used in a wider context. Pupils should have the ability to write and communicate in a concise and meaningful way. They will be expected to behave in a responsible manner and be aware of their own and others safety.

## **Relevance to Future Career/Higher Education**

GCSE Physics is a necessary requirement for Medicine, Pharmacy, Veterinary, Engineering and other related areas. In addition, Physics provides a worthwhile course for candidates of varying backgrounds in terms of general education and lifelong learning.

**Contact Teacher: Mr P McNamara, (Head of Department)**

## CCEA GCSE Double Award Science

Double Award Science will involve the study of all three sciences and will be allocated 10 periods per week. In comparison to the separate science option, each science at Double Award contains 2 thirds of the content of a separate science. This option provides 2 GCSE grades, which can be the same or different depending on the outcome of module results (A\*A\*, A\*A, AB etc).

You should select this option if:

- you have a keen interest in all three sciences (Biology, Chemistry and Physics)
- you wish to keep your options open in terms of future A-Level choices and careers.

### **What the subject is about?**

Double Award Science involves the study of all three sciences.

### CCEA GCSE Double Award Science Biology

Biology deals with every aspect of life in living organisms and how they interact with the environment. It is highly relevant to everyday life: from your own health, to our food supply and control of disease.

The DA Biology course consists of two modules summarised in the table below:

<b>Unit 1</b>	Cells	Studied in year 11  Examined in the summer term of year 11
	Photosynthesis and Plants	
	Nutrition and Food Tests	
	Enzymes and Digestion	
	The Respiratory System, Breathing and Respiration	
	Nervous System and Hormones	
	Ecological Relationships and Energy Flow	
<b>Unit 2</b>	Osmosis and Plant Transport	Studied in year 12  Examined at the end of the course
	The Circulatory System	
	Reproduction, Fertility and Contraception	
	Genomes, Chromosomes, DNA and Genetics	
	Variation and Natural Selection	
	Health, Disease, Defence Mechanisms and Treatments	

### CCEA GCSE Double Award Science Chemistry

Chemistry is a study of the structure of substances and how they change. Chemistry and the work of chemists affect our lives in many ways: from the paper and ink in this booklet, to the food in the last meal you ate and the fibres and colours of the clothes you are wearing.

The DA Chemistry course consists of two modules summarised in the table below:

<b>Unit 1</b>	Atomic Structure	Studied in year 11
	Bonding	
	Structure	
	Nanoparticles	Examined in the summer term of year 11
	Symbols, Formula and Equations	
	Periodic Table	
	Quantitative Chemistry	
	Acids, Bases and Salts	
	Chemical Analysis	
<b>Unit 2</b>	Metals and the Reactivity Series	Studied in year 12
	Redox, Rusting and Iron	
	Rates of Reaction	
	Equilibrium	Examined at the end of the course
	Organic Chemistry	
	Quantitative Chemistry	
	Electrochemistry	
	Energy Changes in Chemistry	
	Gas Chemistry	

### CCEA GCSE Double Award Science Physics

Physics is concerned with how and why things behave as they do and attempts to explain natural phenomena in the universe. Physics involves the study of objects which vary in size from the smallest atoms that can't be seen with the naked eye to galaxies that are so far away from us they can only be seen as specks of light in the sky.

The DA Physics course consists of two modules summarised in the table below:

<b>Unit 1</b>	Forces and Motion	Studied in year 11
	Density and Kinetic Theory	
	Energy Transfers and Efficiency	
	Energy Resources	Examined in the summer term of year 11
	Moments, Pressure and Hooke's Law	
	Radioactivity	
	Nuclear Fission and Fusion	
<b>Unit 2</b>	Waves, Light and Sound	Studied in year 12
	Electromagnetic Waves	
	Reflection, Refraction and Dispersion of Light	
	Static Electricity	Examined at the end of the course
	Voltage, Current and Resistance in Electric Circuits	
	Electrical Energy and Mains Electricity	
	Magnetism and Electromagnetism	
	The Earth and Universe	

## DAS Course Content & Assessment Procedures

Content	Assessment	Weighting	Availability
<b>Biology Unit 1: Cells, Living Processes and Biodiversity</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour	11%	Every November, February and May
<b>Chemistry Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis.</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour	11%	Every November, February and May
<b>Physics Unit 1: Force and Motion, Energy, Moments, Density, Kinetic Theory and Nuclear Fission and Fusion.</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour	11%	Every November, February and Summer
<b>Biology Unit 2: Body Systems, Genetics, Microorganisms and Health.</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer
<b>Chemistry Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer
<b>Physics Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics.</b>	An externally assessed written examination consisting of a number of compulsory structured questions that provide opportunities for short answers, extended writing and calculations  Foundation and Higher Tiers: 1 hour 15 mins	14%	Summer
<b>Practical Skills Unit (externally marked)</b>	<b>Booklet A:</b> Students carry out three practicals (Biology, Chemistry and Physics) in the final year of study. <b>Booklet B:</b> external written examination with questions that include short responses, extended writing and calculations set in a practical context for Biology, Chemistry and Physics. Foundation and Higher Tiers: 90 mins.	25%  Booklet A: 7.5%  Booklet B: 17.5%	Booklet A: between 1 January and 1 May  Booklet B: Summer

**Assessment:**

Formative assessment will take place continuously through class activities, oral questioning and written homework.

**Autumn Assessment**

Will be the average mark from three end of topic tests for each Science discipline.

**Spring Assessment**

Year 11 – a 1 hour paper in each of the three Science disciplines.

Year 12 – a 1 hour 15 minute paper in each of the three Science disciplines.

**CCEA Examinations**

Year 11 – May/June – pupils will sit the Unit 1 module examinations in Biology, Chemistry and Physics.

Year 12 – Jan-April – pupils will carry out the practical examination Booklet A in Biology, Chemistry and Physics.

Year 12 – May/June – pupils will sit the Unit 2 module examinations in Biology, Chemistry and Physics.

Year 12 – May/June – pupils will sit the practical skills Booklet B examinations in Biology, Chemistry and Physics.

**Requirements**

Success in DA Science requires students who are hardworking and can organise their work and time. DA Science involves both practical and written work and pupils must always be able to behave in a responsible and safe manner in the laboratory.

**Relevance to Future Career/Higher Education**

Double Award Science enable students to keep all their A-Level Science options open. It prepares students for the A-Level Sciences which are required for a wide variety of careers e.g. medicine, dentistry, pharmacy, veterinary medicine, engineering, agriculture, food science, optometry, sports science, physiotherapy etc.

**Contact Teachers:**

Ms Connolly – Head of Chemistry / Head of Science

Mr Fitzsimons – Head of Biology

Mr McNamara – Head of Physics

# CCEA GCSE Single Award Science

Single Award Science will involve the study of all three sciences and will be allocated 5 periods per week. This option provides 1 GCSE grade.

You should select this option if:

- you have an interest in all three sciences (Biology, Chemistry and Physics)
- you **do not** wish to take a science subject at A-level.

<b>Unit 1: Biology</b>	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Food and Diet</li> <li>• Chromosomes and Genes</li> <li>• Co-ordination and Control</li> <li>• Reproductive System</li> <li>• Disease and Body Defences</li> <li>• Ecological Relationships</li> </ul>	<b>Weighting: 25%</b>  Theory covered in Year 11  Examine Feb/March in Year 11
<b>Unit 2: Chemistry</b>	<ul style="list-style-type: none"> <li>• Acids, Bases and Salts</li> <li>• Elements, Compounds and Mixtures</li> <li>• Atomic Structure and Periodic Table</li> <li>• Bonding</li> <li>• Materials</li> <li>• Symbols, Formulae and Equations</li> <li>• Qualitative Analysis</li> <li>• Metals and the Reactivity Series</li> <li>• Rates of Reaction</li> <li>• Organic Chemistry</li> </ul>	<b>Weighting: 25%</b>  Theory covered in Years 11 & 12  Examine Nov in Year 12
<b>Unit 3: Physics</b>	<ul style="list-style-type: none"> <li>• Electrical Circuits</li> <li>• Household Electricity</li> <li>• Energy</li> <li>• Electricity Generation</li> <li>• Heat Transfer</li> <li>• Waves</li> <li>• Road Transport and Safety</li> <li>• Earth in Space</li> </ul>	<b>Weighting: 25%</b>  Theory covered in Year 12  Examine May/June in Year 12
<b>Unit 4: Practical Skills</b>	Booklet A (7.5%)  Practical Skills Assessment  Students carry out two practical tasks  Booklet B (17.5%)  External written exam	<b>Weighting: 25%</b>  Theory covered in Years 11 & 12  Booklet A Jan-Apr in Year 12  Booklet B May/June in Year 12

**Assessment:**

Formative assessment will take place continuously through class activities, oral questioning and written homework.

**Autumn Assessment**

Will be the average mark from three end of topic tests.

**Spring Assessment**

Year 11 – a 1 hour paper Biology Unit 1.

Year 12 – a 1 hour paper Chemistry Unit 2.

**CCEA Examinations**

Year 11 – Feb/March – pupils will sit the Unit 1 module examination in Biology.

Year 12 – Nov – pupils will sit the Unit 2 module examination in Chemistry.

Year 12 – Jan-April – pupils will carry out the practical examination Booklet A.

Year 12 – May/June – pupils will sit the Unit 3 module examination in Physics.

Year 12 – May/June – pupils will sit the practical skills Booklet B examination.

**Requirements**

Success in AS Science requires students who are hardworking and can organise their work and time. SA Science involves both practical and written work and pupils must always be able to behave in a responsible and safe manner in the laboratory.

**Contact Teachers:**

Ms Connolly – Head of Science

Mrs Longley – SAS Class Teacher

23<sup>rd</sup> Feb SAS Biology Unit 1

17<sup>th</sup> May DAS Biology Unit 1

GCSE Biology Unit 1

27<sup>th</sup> May DAS Chemistry Unit 1

GCSE Chemistry Unit 1

7<sup>th</sup> June DAS Physics Unit 1

GCSE Physics Unit 1

# CCEA- GCSE Technology & Design

We follow the CCEA Specification which consists of two Units of work in Year 11:

Unit 1	Assessment	Weighting
Unit 1 – Technology & Design Core Content. Compulsory Unit. This is the only unit assessed this year.	Externally assessed written paper. (1hr 30 minutes)  Subject Code: GTY11 Students answer 10 written questions.	25% of GCSE

The table below shows the outline of Yr 11 Technology course as it will be delivered in St Patrick's:

	Topics	Teaching Time
<b>Term 1</b>	<u>Unit 1:</u> Core: Safety and safe practice Materials & Processes 1.1-1.10 Pneumatic control 1.31-1.37	September – November
<b>Term 2</b>	<u>Unit 1:</u> Mechanical Control 1.23-1.30 Computer Control 1.38-1.39 Electronics Core 1.11 -1.22	January - March
<b>Term 3</b>	<u>Unit 3: Design and Manufacture project</u>  Unit 3 will commence with thorough revision of electronic and computer control. Theory work in these units will be put into practice. Revision of 1.1-1.39 / Past Paper questions	April/May  June.

Resources:

Core material /notes are available on 'Microsoft Teams' and students are expected to refer to these and make summary notes when requested. On completion of core topics, students will be provided with a bank of past papers to work through.

Assessment: Autumn assessment is based on continual assessment of topics covered with the Spring Assessment being a formal examination. All topics have an end of topic test.

Contact Teachers: Mr G Tumelty (HOD)

Mr S Gibson

## Finally – a few words of advice!

If I could start Year 11 again I would....

... make sure I asked my teachers for help when I was struggling with a topic from the start. I only started doing it at the end of the year and it was a great help.

... start working from day one. I didn't appreciate how big the jump would be from Year 10 to Year 11 GCSE work.

... make sure I met deadlines. I got bogged down with work because I didn't keep up to date.

... cut down my hours in my part-time job. I felt I never had enough time to do my school work as well as I could have done it.

... do everything the same. I listened to my teachers and did everything they told me to do. I studied hard and got good grades in my Year 11 module exams. I'm feeling very confident as I begin Year 12.