



New-Bridge Integrated College

The School for all the family

GCSE SUBJECT CHOICES

INFORMATION BOOKLET

February 2021



*e*sevens
foundation



Key Stage 4 Options

Year 10 students, you have reached an exciting time in your education; you are now able to choose your key stage 4 subjects and ultimately shape your future!

Please read this booklet carefully and use it to help you make balanced and informed choices. It is crucial that you read this at home, discuss your choices and decisions with your parents, older brothers and sisters as well as your teachers.

I hope you have found the subject presentations delivered in your lessons beneficial and now feel equipped to select the right options for YOU.

Please come and speak to me if you have any questions or if you want any further advice.

Good luck with your choices!

Mrs Harbinson

Vice Principal
(Curriculum)

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ADVICE FOR PUPILS

You will be familiar with many of the subjects on offer, but it is important that you check out what the course involves as it may be different from what you have studied so far. You should be able to research each subject area and make your final decisions by;

- Reading through the Options Booklet
- Asking all the subject teachers questions about course content.
- Speaking with Careers/Employability Tutors.
- Attending Year 10 Parents/Options (Online)
- Chatting to friends and relatives, whose judgement you trust.
- Reflecting on your interests and abilities with parents/guardian.



What subjects must I study for GCSE?

1. English Language Depending on KS3 attainment, some English students may also be offered the opportunity to study GCSE English Literature
2. Mathematics Higher Tier Mathematics students may also be offered the opportunity to study GCSE Further Mathematics
3. Science Students will either study Double Award Science (equivalent to 2 GCSEs) or Single Award Science (equivalent to 1 GCSE).
4. Religious Studies Students will either study a Full GCSE in RE or OCN Level 2 in RE which is equivalent to Grade B at GCSE

Your timetable will also include

- PE lessons
- Learning for Life and Work lessons (Statutory for all Year 11 pupils). The course incorporates Employability, Citizenship and Personal Development and is delivered through the pastoral and careers programme)

ADVICE FOR PARENTS

1. Read Information Booklet on subject choices and note key dates:
 - Year 10 parent/option information available through online platform.
 - Option Form completed and returned through online google classroom.
2. Talk to your child about their strengths and interests and which subjects they enjoy. Use the last school report to generate discussion about their ability.
3. Ask your child what information they gathered during ‘Options Week’.
4. Encourage your child to think about what subjects they might need for any college course or career they might have in mind. Don’t worry if they have no idea at this stage — most courses and employers like to see a broad range of subjects studied at GCSE level.
5. Find out (or even better) encourage your child to find out what each subject they are interested in involves and how it is assessed. Some pupils excel at practical work but find exams very challenging — for others, the opposite is true.
6. Make sure that your son/daughter has a backup choice or reserve choice, as some subjects, such as Technology, have a maximum class size of 20.
7. Pupils will often want to make choices based on a particular teacher or on what their friends are doing. We can rarely guarantee that your child will have a certain teacher or be with certain friends – so bear this in mind when making final decisions.
8. NB* Students who wish to pursue a higher education courses in some Universities in the Republic of Ireland MUST have a GCSE in a modern foreign language.

GCSE OPTION CHOICES

Are some subjects more useful than others?

Many employers are interested in how well you do in English, Mathematics and Science. Some subjects are useful for certain careers and you are advised to do your own research. At this stage, it is more important to choose a balanced range of subjects to keep your options open.

Do I have a particular career interest in mind?



By choosing a range of courses your choice will be well balanced. This will give you more options when you come to choose courses in the future.

In addition to the Core subjects you must study, you will be able to choose up to three additional subjects.

In addition to GCSE courses, BTEC Level 2 courses are also available. They are equivalent to 1 GCSE grades A* – G, and are assessed through 25% examination and 75% portfolios/assignments.

BTEC qualifications are recognised by both employers and education institutions.

DECISIONS

All decisions should be based on interest, ability and possible career aspirations

Checklist of questions to help you in researching range of subjects within the option blocks

1. Am I interested in learning about this subject?
2. Am I capable of studying this subject?
3. Does this subject offer progression into sixth form or otherwise?
4. Would this subject complement my career choice?
5. What percentage of the overall mark in this subject is controlled assessment/practical?
6. Do I enjoy more practical tasks?
7. Have I spoken to any GCSE students (whose judgement I trust) about this subject?
8. Do I know the difference between a BTEC qualification and a GCSE qualification?
9. Do I understand what an Occupational Studies qualification is about?
10. Do I have enough information on courses offered throughout Banbridge Area Learning Community?

When you have discussed your options with your parents, spoken to your subject teachers/careers teachers, investigated the subjects you are thinking of taking – you are ready to make your final decision.

All Option Forms can be returned on Google Classroom.

GOOD LUCK YEAR 10!

10 *GOOD* Reasons To Choose an Option

Because:

- 1) You like it or find it interesting
- 2) You're good at it
- 3) You need it or it's useful for your future career
- 4) You can develop new skills by doing it
- 5) You think you will do well in it
- 6) It will give you satisfaction
- 7) Your teachers think it is a suitable choice for you
- 8) It will combine well with other options and help your general education
- 9) You like the method of assessment and learning
- 10) It's something you would like to become good at

Good choices are
Balanced choices

10 *BAD* Reasons To Choose an Option

Because:

- 1) Your friends are doing it
- 2) You think you should do it – even if you don't want to
- 3) Your parents think it's a good idea – but you don't
- 4) You know someone who's done it and they say it's great
- 5) It's thought of as a cool option by most people
- 6) You can't think of anything else to choose
- 7) You think it will be easy
- 8) It sounds good even though you haven't found out about it
- 9) You really like the teacher you've got now
- 10) You think it will impress friends now or later on

Bad choices are
Unbalanced choices

CORE

CURRICULUM

- English*
- Mathematics*
- Physical Education (non GCSE)
- Religious Studies (GCSE and OCN Level 2)
- Science (Single/Double award)

- * GCSE English Literature is also available on teacher recommendation
- * GCSE Further Mathematics may also be available on teacher recommendation

English Language

Aims	<p>This course aims to encourage students to:</p> <ul style="list-style-type: none"> • demonstrate skills in speaking, listening, reading and writing necessary to communicate • Interact with others confidently, effectively, precisely and appropriately; • express themselves creatively and imaginatively; • become critical readers of a range of texts, including multi-modal texts; • use reading to develop their own skills as writers; • understand the patterns, structures and conventions of written and spoken English; • understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; • select and adapt speech and writing to different situations and audiences. 															
Course Content	<p>This is a unitised course, allowing students flexibility in preparing for assessment; students can enter for a unit when they are ready to be assessed.</p> <p>This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.</p> <p>The course also allows students the opportunity to develop the application of skills to real-life contexts. These skills are embedded within this specification:</p> <ul style="list-style-type: none"> • engaging with and making fresh connections between ideas, texts, words and images; • studying spoken and written language, exploring how language varies; • expressing ideas and information clearly, precisely, accurately and appropriately in spoken and written communication; and • forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument. 															
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	<p>Students may re-sit each individual assessment unit once. If candidates re-sit a unit, they are free to count the better of the two marks they achieve unless the re-sit makes up part of their 40% terminal assessment. If the re-sit does make up part of the terminal assessment, the re-sit mark will count towards the final grade.</p> <p>Results for individual assessment units remain available to count towards a GCSE qualification until CCEA withdraw the specification.</p> <p>CCEA award GCSE qualifications on an eight grade scale from A*-G, with A* being the highest. If candidates fail to attain grade G or over, we report their results as unclassified (U). Grades are awarded by aggregating the uniform marks that candidates obtain on individual assessment units. The result of individual assessment units will be reported on a uniform mark scale that reflects the weightings of the units.</p>		
Career pathways	<p>This Language course facilitates the study of English and related subjects at a more advanced level, for example A and AS English Language, English Literature, and English Language and Literature, and advanced courses in Communication and Media.</p> <p>Part of the excitement of studying in English is the wide range of different opportunities that present themselves. Quite often, these opportunities are wide and varied but the message is the same: employers value the skills English students develop: cogent expression, careful analysis, and clear communication. English students learn the value of attention to detail and of drawing conclusions from evidence. Therefore, English is a useful preparation for undergraduate study that may lead to the following careers:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> * Publishing & Editing * Broadcasting * Journalism * Education * Library and Information Services * Public Relations </td> <td style="width: 50%;"> <ul style="list-style-type: none"> * Marketing & Advertising * Media- Film Making, TV etc * Writing-Fiction & Non-Fiction * Law * Politics * Administration </td> </tr> </table>	<ul style="list-style-type: none"> * Publishing & Editing * Broadcasting * Journalism * Education * Library and Information Services * Public Relations 	<ul style="list-style-type: none"> * Marketing & Advertising * Media- Film Making, TV etc * Writing-Fiction & Non-Fiction * Law * Politics * Administration
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English Literature

Aims	<p>This course aims to encourage students to:</p> <ul style="list-style-type: none"> • understand that texts from the English, Welsh or Irish literary heritage have been influential and significant over time, and explore their meaning today; • explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity; • connect ideas, themes and issues, drawing on a range of texts; • become critical readers of fiction and non-fiction prose, poetry and drama; & • experience different times, cultures, viewpoints and situations as found in literary texts.
Course Content	<p>Key Features</p> <p>The key features of the specification appear below.</p> <ul style="list-style-type: none"> • This is now a unitised course, allowing students flexibility in preparing for assessment. Students will be entered for a unit when they are ready to be assessed and can re-sit each unit individually. • This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum. • This course allows students the opportunity to develop the following skills: <ul style="list-style-type: none"> – developing and sustaining independent interpretations of whole texts, – supporting them with detailed textual references; – analysing connections between texts, comparing and contrasting features and qualities that connect and contrast the presentation of themes, characters and settings; – analysing the impact of style, language, structure and form; – relating texts to their social and historical contexts, and to the literary traditions of which they are a part; and – understanding how texts from the literary heritage have been influential and significant over time. • Students can use texts that they are studying for GCSE English Literature as the stimulus for GCSE English Language controlled assessment tasks. <p>Quality of Written Communication</p> <p>In GCSE English Literature, candidates must demonstrate their quality of written communication. In particular, candidates must:</p> <ul style="list-style-type: none"> • ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear; • select and use a form and style of writing appropriate to their purpose and to complex subject matter; and • organise information clearly and coherently, using specialist vocabulary where appropriate. <p>Examiners and teachers assess the quality of candidates' written communication in all components of the internal and external assessments in conjunction with AO1. All mark grids include a descriptor that assesses QWC through reference to:</p> <ul style="list-style-type: none"> • the form chosen for the response; • the organisation of the response; and • accuracy in written expression.

<p>Assessment</p>	<p>Candidates studying unitised GCSE qualifications must complete at least 40 per cent of the overall assessment requirements as terminal assessment.</p> <p>Candidates can choose to re-sit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification, as long as the 40 per cent terminal arrangement is satisfied. Results for individual assessment units remain available to count towards a GCSE qualification until CCEA withdraw the specification.</p> <table border="1" data-bbox="393 397 1432 893"> <thead> <tr> <th data-bbox="393 397 736 439">Content</th><th data-bbox="736 397 1269 439">Assessment</th><th data-bbox="1269 397 1432 439">Weighting</th></tr> </thead> <tbody> <tr> <td data-bbox="393 439 736 597"> Unit 1: The Study of Prose </td><td data-bbox="736 439 1269 597"> External examination 1 hour 45 mins Students answer 2 questions; 1 from section A and 1 from section B. Section A is closed book. </td><td data-bbox="1269 439 1432 597">30%</td></tr> <tr> <td data-bbox="393 597 736 756"> Unit 2: The Study of Drama and Poetry </td><td data-bbox="736 597 1269 756"> External examination 2 Hours Students answer 2 questions; 1 from Section A, 1 from Section B. Both sections are open book. </td><td data-bbox="1269 597 1432 756">50%</td></tr> <tr> <td data-bbox="393 756 736 893"> Unit 3: The Study of Shakespeare </td><td data-bbox="736 756 1269 893"> Controlled assessment 2 hours Students complete one task: an extended writing question based on a theme. </td><td data-bbox="1269 756 1432 893">20%</td></tr> </tbody> </table>	Content	Assessment	Weighting	Unit 1: The Study of Prose	External examination 1 hour 45 mins Students answer 2 questions; 1 from section A and 1 from section B. Section A is closed book.	30%	Unit 2: The Study of Drama and Poetry	External examination 2 Hours Students answer 2 questions; 1 from Section A, 1 from Section B. Both sections are open book.	50%	Unit 3: The Study of Shakespeare	Controlled assessment 2 hours Students complete one task: an extended writing question based on a theme.	20%
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<p>Entry Requirements</p>	<p>The option to achieve 2 distinct GCSE Qualifications in English Language & English Literature is available to those students who meet the following criteria:</p> <ul style="list-style-type: none"> • Key Stage 3 Communication Level 6 • English Teacher Assessed Level 6 • A high level of school attendance in KS3. • A history of enthusiasm for reading. • Self-motivation & good discipline. • Ability to work at a fast pace and meet all deadlines. <p>Undertaking two distinct GCSE courses is a demanding challenge therefore suitable students will be offered a place in a designated Literature class, based on the criteria outlined above.</p> <p>Report & Grading</p> <p>CCEA award GCSE qualifications on a nine grade scale from A* – G, with A* being the highest. If candidates fail to attain a grade G or over, we report their results as unclassified (U).</p>												
<p>Career Pathways</p>	<p>This course facilitates the study of English Literature and related subjects at a more advanced level, for example A and AS English Language, English Literature, and English Language and Literature, and advanced courses in Communication and Media.</p> <p>Part of the excitement of studying in English Literature is the wide range of different opportunities that present themselves. Quite often, these opportunities are wide and varied but the message is the same: employers value the skills Literature students develop: cogent expression, careful analysis, and clear communication. English students learn the value of attention to detail and of drawing conclusions from evidence. Therefore, English Literature is a useful preparation for undergraduate study that may lead to the following careers:</p> <table data-bbox="393 1769 1503 1928"> <tbody> <tr> <td data-bbox="393 1769 736 1803">*Publishing & Editing</td> <td data-bbox="736 1769 1269 1803">*Journalism</td> <td data-bbox="1269 1769 1503 1803">*Library & Information Services</td> </tr> <tr> <td data-bbox="393 1803 736 1837">*Public Relations</td> <td data-bbox="736 1803 1269 1837">*Administration</td> <td data-bbox="1269 1803 1503 1837">*Law</td> </tr> <tr> <td data-bbox="393 1837 736 1871">*Broadcasting</td> <td data-bbox="736 1837 1269 1871">*Education</td> <td data-bbox="1269 1837 1503 1871">*Writing Fiction & Non-fiction</td> </tr> <tr> <td data-bbox="393 1871 736 1905">*Diplomacy</td> <td data-bbox="736 1871 1269 1905">*Politics</td> <td data-bbox="1269 1871 1503 1905">*Media and Film making</td> </tr> </tbody> </table>	*Publishing & Editing	*Journalism	*Library & Information Services	*Public Relations	*Administration	*Law	*Broadcasting	*Education	*Writing Fiction & Non-fiction	*Diplomacy	*Politics	*Media and Film making
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Mathematics

Aims	<p>This specification aims to encourage students to:</p> <ul style="list-style-type: none"> • develop fluent knowledge, skills and understanding of mathematical methods and concepts; • acquire, select and apply mathematical techniques to solve problems; • reason mathematically, make deductions and inferences and draw conclusions; and • comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
Course Content	<p>The following are important features of this specification:</p> <ul style="list-style-type: none"> • This is a unitised specification. This means that the students have the opportunity to sit at least one unit in the first year of teaching. • It offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland. • It provides a strong foundation for progression to GCSE Further Mathematics and/or AS level Mathematics and for other disciplines where understanding and application of Mathematics is essential. • It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further academic and vocational study and to employment. • This specification has two tiers: Foundation and Higher. • Each tier offers a choice of units that are suited to a wide range of abilities and enable students to demonstrate achievement. • At Foundation Tier, students can achieve a Level 1 or Level 2 Certificate in Functional Mathematics as well as a grade in GCSE Mathematics. • The assessment model enables students to monitor their progress and offers opportunities to improve their results. • Each assessment unit gives students enough time to consider various problem - solving strategies and to decide on the best approach. <p>Further details of this specification are available on http://ccea.org.uk/mathematics/.</p>
Career Pathways	<p>In any career, a degree of competence in Mathematics is desirable and, in many cases, essential. Hence Mathematics is compulsory at all levels up to age 16. Recent statistics claim that people who have studied Mathematics to A level receive, on average, 10% more of a salary. A graduate with a degree in Mathematics can qualify for a broad range of highly paid positions in business, industry, government and teaching. Companies in the computer and communications industries employ many mathematicians as do oil companies, banks, insurance companies and consulting firms.</p> <p>Many job titles apply to mathematicians who have specialised in an applied branch of Mathematics. Actuaries assemble and analyse statistics to calculate probability and use this to set rates in the insurance industry. Operation Research Analysts apply mathematical principles to organisational problems. Statisticians design, carry out and interpret the numerical results of surveys and experiments.</p> <p>All these careers begin with an education in Mathematics and a curiosity about using Mathematics to solve problems.</p>

Further Mathematics

Aims	<p>This specification aims to encourage students to:</p> <ul style="list-style-type: none"> • develop further their mathematical knowledge, skills and understanding; • select and apply mathematical techniques and methods in mathematical, every day and real-world situations; • reason mathematically, interpret and communicate mathematical information, make deductions and inferences, and draw conclusions; • extend their base in Mathematics from which they can progress to: higher studies in Mathematics; and/or studies such as science, geography, technology or business which contain a significant requirement in Mathematics beyond Higher Tier GCSE Mathematics; and • design and develop mathematical models that allow them to use problem solving strategies and apply a broader range of Mathematics to a variety of situations.
Course Content	<p>The key features of the specification appear below:</p> <ul style="list-style-type: none"> • It offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland. • It caters for students who require knowledge of Mathematics beyond GCSE Higher Tier Mathematics and who have the capability of working beyond the limits of the GCSE Mathematics specification. • It is designed to broaden the experience of students whose mathematical ability is above average and who would like to: <ul style="list-style-type: none"> - study mathematical courses at AS/A level; - study other courses at AS/A level that require Mathematics beyond GCSE Higher Tier; or - extend their knowledge of Mathematics. • It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further academic and vocational study and to employment.
Assessment	<p>Students taking this GCSE Further Mathematics specification should have covered all of the content in the CCEA GCSE Mathematics specification at Higher Tier, including all of the content of units M4 and M8.</p> <p>The table below summarises the structure of the GCSE Further Mathematics course. There is one mandatory unit (Unit 1) and three optional units (Units 2, 3 and 4). Students must complete Unit 1 and choose to complete two units from options Unit 2, Unit 3 and Unit 4.</p>

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	<p>Students must take at least 40 % of the assessment (based on unit weightings) at the end of the course as terminal assessment.</p> <p>Further details of this specification are available on http://ccea.org.uk/mathematics/</p>															
Entry Requirements	<p>The option to achieve 2 distinct GCSE Qualifications in Mathematics (Year 11) & Further Mathematics (Year 12) is available to those students who meet the following criteria:</p> <ul style="list-style-type: none"> • Key Stage 3 Using Mathematics Level 6; • Mathematics Teacher Assessed Level 6; • A high level of school attendance in KS3; • Self-motivation and good discipline; • Ability to work at a fast pace and meet all deadlines; • A history of good work ethic; • A flair for, and interest in Mathematics. <p>Pupils in this designated class will have 4 periods per week of Mathematics in Year 11 and Year 12.</p>															
Career Pathways	<p>Many job titles apply to mathematicians who have specialised in an applied branch of Mathematics. Actuaries assemble and analyse statistics to calculate probability and use this to set rates in the insurance industry. Operation Research Analysts apply mathematical principles to organisational problems. Statisticians design, carry out and interpret the numerical results of surveys and experiments.</p> <p>All these careers begin with an education in Mathematics and a curiosity about using Mathematics to solve problems.</p>															

Physical Education (Non-GCSE)

Aims	<p>At Key Stage 4 pupil's personal development and potential will continue to build on the skills, knowledge and understanding acquired through Physical Education at Key Stage 3. Pupils will also become more responsible for their own activity programme and will be encouraged to seek opportunities outside the school curriculum.</p> <p>Physical Education at KS4 will provide pupils with the opportunity to become informed and competent participants in physical activity through an understanding of the principles pertaining to effective performance, the intrinsic value of physical activity and the promotion of a healthy lifestyle.</p> <p>Pupils will also be encouraged to develop positive attitudes, a sense of fair play and respect for others. Ultimately they will be given the opportunity to experience enjoyment and success.</p>
Course Content	<p>During KS4 pupils will experience a balanced programme of physical education. Pupils are required to participate in health-related physical education and a minimum of three different activities from the following list. These may be undertaken as a whole class, individual or group activities.</p> <ul style="list-style-type: none">• Athletics• Dance• Games• Gymnastics• Swimming• Health related activities

Religious Studies

Religious Studies at KS4 is designed to promote continuity, coherence and progression within the study of Religion. The Religious Studies specifications do not presuppose faith and are intended to be accessible to candidates of any religious persuasion or none.

Two courses in Religious Studies at KS4 are available: GCSE Full Course and GCSE Short Course.

Aims	<p>These specifications are aimed at helping learners develop:</p> <ul style="list-style-type: none"> • Their interest in and enthusiasm for the study of religion, being inspired by a broad, clear, satisfying and worthwhile course of study that will challenge and equip them to lead constructive lives in the modern world; • An enquiring, critical and reflective approach to the study of religion, relating it to the wider world; • Their own values, opinions and attitudes in light of their learning; • The ability to explore religions and beliefs, having opportunities to reflect on fundamental questions related to belief, engage with them intellectually and respond personally; • Their spiritual and moral development, contributing to their health and wellbeing; and • Their personal, social and cultural development, along with their understanding of different cultures locally, nationally and in the wider world, so they may contribute to social and community cohesion.
Course Content	<p>You will study <i>two</i> of the following nine units:</p> <ol style="list-style-type: none"> 1. The Christian Church through a study of the Catholic Church and one Protestant tradition. 2. The Christian Church with a focus on EITHER the Catholic Church OR the Protestant tradition. 3. The Revelation of God and the Christian Church. 4. Christianity through a study of the Gospel of Matthew. 5. Christianity through a study of the Gospel of Mark. 6. World religions: Islam. 7. An introduction to philosophy of religion. 8. An introduction to Christian ethics. 9. World religions: Judaism. <p>You will sit 2 examination papers, one in each of the chosen units. Each unit is worth 50% of the total examination marks. One of the units will be assessed at the end of the first year of your GCSE Course, Year 11 and the other at the end of Year.</p>

Assessment	<p>Each written examination will last 1 hour and 30 minutes. There will be some questions which require short answer responses and some which require extended writing.</p> <p>GCSE Religious Studies enables candidates from a wide ability range to demonstrate achievement.</p> <p>Candidates are eligible for the award of grades A* - G.</p>
Career Pathways	<ul style="list-style-type: none">● Work with other people (caring/nursing/)● Enter a religious order/ministry/social work/teaching)● Study journalism● Study law● Study archaeology/ancient history● Study politics/history● Travel● Do voluntary work overseas <p>Some students may wish to progress from GCSE Religious Studies to AS/A2 Level RE.</p>

OCN Religious Studies

Aims	<p>The OCN NI Level 2 Award and Certificate in Religious Studies are designed for learners who wish to develop knowledge and understanding in religious studies in order to make sense of religious choices people make in today's society. It is intended that learners will develop empathy, respect and awareness of other religious beliefs and cultural diversity.</p> <p>The OCN NI Level 2 Award in Religious Studies qualification enables progression to the Level 2 Certificate and from the Level 2 Certificate learners can progress to further Religious Study qualifications and/or further learning in this area or into employment.</p>
Course Content	<p>You will study <i>nine</i> units over two years:</p> <ol style="list-style-type: none">1. Addiction2. Charity and Religious Charities3. Exploring Personal Identity and Faith4. Exploring Religious Traditions within Own Community5. Life and Death Issues6. Life of a Famous Person of Faith7. Marriage and Divorce8. Prejudice and Reconciliation9. World Faith <p>The OCN NI Level 2 Certificate in Religious Studies has been approved by the Department of Education. This qualification has been awarded points which equates to a <i>Grade B at GCSE</i></p> <p>The Religious Studies Department will advise if they feel OCN Religious Studies is a more suitable option for you.</p>
Assessment	OCN Religious Studies is assessed through <i>continuous assessment</i> and building a portfolio. Grading for this qualification is pass/fail.

Science

Double & Single Award

Students will study either Double Award or Single Award Science at GCSE. The Science department closely monitors each student's progress during Years 8-10. Following careful analysis of pupil aptitude and performance we recommend that a number of students study Single Award Science at GCSE to maximise their achievements. Students will be selected as a result of advice from the Science Department, the Vice Principal and after consultation with the pupils and parents.

NB* those students choosing Occupational Studies must study Single Award Science.

Double Award Science

Aims	<p>Through studying this course students gain knowledge and understanding of science and its power and limitations. In this course, students:</p> <ul style="list-style-type: none"> • learn about scientific ideas, how they develop and the factors that may affect their development; • learn about the benefits and drawbacks of scientific and technological developments (including those related to the individual, the community and the environment); • consider science in relation to personal health, quality of life and ethical issues where appropriate; • gain experimental, investigative, problem-solving and team-working skills as they plan and carry out a range of investigations; and have opportunities to develop numeric, communication and ICT skills as they critically evaluate data gained from investigations and present their results.
Course Content	<p>The module titles are as follows:</p> <p>Year 11:</p> <ul style="list-style-type: none"> • Cells, Living Processes and Biodiversity. • Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis. • Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion. <p>Year 12:</p> <ul style="list-style-type: none"> • Body Systems, Genetics, Micro-Organisms and Health. • Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry. • Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics. • Practical Skills – Controlled Assessment.

Assessment	<p>Candidates follow 3 modules and are required to take module tests in each of these in May of Year 11. Each test contributes 11% to the overall score. In Year 12 the pupils take 3 terminal examinations, one for each of the 3 Science areas, which contributes a further 42%.</p> <p>The remaining 25% takes the form of Controlled Assessment practical work which will be completed between January and May of Year 12. This consists of 3 experiments lasting 1 hour each in Biology, Chemistry and Physics and 3 practical exams after each of their Biology, Chemistry and Physics exams in June of Year 12 lasting 30 minutes each.</p> <p><u>Tiers of entry</u></p> <p>All examination papers are taken in one of two tiers:</p> <ul style="list-style-type: none"> • Foundation level: Grades G – C* • Higher level: Grades D – A* <p>The entry level to examinations will be decided by pupil performance in previous examinations and may vary according to individual strengths and weaknesses.</p> <p><u>CCEA Double Award specification is as follows:</u></p> <p>This course enables pupils to achieve 2 GCSE grades at A* – G grade.</p>
Career Pathways	<p>GCSE Double Award Science is a good preparation for progression to AS and A-Level Sciences. It is also essential for a diverse range of careers including, Medicine, Mechanics, Engineering and Agriculture.</p>

Single Award Science

Course Content	<p>The modules cover the following areas: Over the 2 years:</p> <ul style="list-style-type: none"> • Unit 1: Biology – Cells, Food and Diet, Chromosomes and Genes and Reproduction. • Unit 2: Chemistry – Acids and Bases, Elements, Compounds and Mixtures, Atomic Structure and Periodic Table, Bonding and Reactivity Series. • Unit 3: Physics – Electricity, Energy, Heat Transfer Waves, Road Transport and Safety, Radioactivity, and the Earth in Space. • Unit 4: Practical Skills – Controlled Assessment. <p><u>The CCEA Single Award specification is as follows:</u></p> <p>This course enables pupils to achieve 1 GCSE grade. The CCEA Single Award specification shares the same aims as Double Award.</p> <p>Candidates complete 3 modules (units) and are required to take module tests in February of Year 11, November of Year 12 and May of Year 12. Each test contributes 25% to the overall score.</p> <p>The remaining 25% takes the form of Controlled Assessment practical work which will be completed between January and May of Year 12. This consists of a 2-hour practical task paper to be completed during class time and a 1 hour practical skills paper as an external exam.</p> <p><u>Tiers of entry</u></p> <p>All examination papers are taken at Foundation Level:</p> <p>Foundation level: Grades G – C*.</p>
Career Pathways	<p>Single Award Science would not prepare a pupil for an AS or A-Level Science subject. It is however balanced Science course and has links with many other areas including Business, Geography and Mathematics.</p>

GCSE SUBJECT OPTION CHOICES

Art & Design

The study of Art and Design promotes and enriches student's overall educational experience by presenting them with opportunities to develop their creative, intellectual and artistic abilities. It also provides them with stimulating and challenging opportunities to develop personal knowledge, understanding and skills. These skills include investigating, realising, experimenting and problem solving, which also contribute to their employability. GCSE in Art and Design gives you opportunities to actively engage in the creative process of art, craft and design to develop as an effective and independent learner. You will have the freedom to explore many art, craft and design skills and processes throughout the two components of this course. You will develop core knowledge, understanding and skills through your own exploratory work and the research of others' work. There will be a focus on drawing as it is fundamental to the creative process in all art, craft and design disciplines. Assessment will take place at the end of your course.

Aims	<p>Students who take this course pursue a practical and theoretical study of art and design. They also develop an appreciation of the work of artists and designers from a range of cultural backgrounds.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Investigate and develop their ideas in a personal and creative way using a range of media, materials, processes, techniques and new technology • Sustain a focused development of their work • Experience working within the restrictions of a set stimulus • Experiment with and explore the visual elements through research investigation, observation and analysis • Review and modify their work to generate further ideas • Develop an appreciation of the work of artists and designers from a range of cultural backgrounds • Select, edit and present completed work for assessment and moderation.
Course Content	<p>Students will have the option of working in the areas of:</p> <ul style="list-style-type: none"> • Fine Art: painting, drawing, sculpture, printmaking, mixed media • Graphic Design: illustration, advertising, packaging, digital imaging, animation • Textiles: printing, constructed textiles, fashion, costume design • Three-dimensional design: ceramics, sculpture, jewellery, environmental design.
Assessment	<p><u>Core Portfolio: Unit 1</u></p> <p>The core portfolio accounts for 60% of the overall marks. It should allow the student to work individually and creatively to develop personal ideas in response to any given activity or stimulus.</p> <p>Students will experiment with a wide range of media, materials, techniques and new technologies to develop existing skills and acquire new ones.</p> <p>All work is marked internally before being moderated by CCEA.</p>

	<p><u>Examinations: Unit 2</u></p> <p>The Externally Set Assignment accounts for 40% of the overall marks and requires candidates to respond to a given theme within a specified time limit. The outcome may be in fine art, craft or design in either 2D or 3D.</p> <p>GCSE Art and Design students will follow the CEA GCSE specification. This consolidates and expands upon the skills and processes developed in Key Stage 3.</p>
Career Pathways	<p>This specification provides a sound foundation for further study at Advanced GCE and is a particularly good match for the Advanced Subsidiary GCE in Art and Design.</p> <p>Possible careers include:</p> <ul style="list-style-type: none">● Architect● Art Teacher● Interior Designer● Advertising● Photographer● Fashion Designer● Artist● Graphic Designer● Illustration● Furniture Design● Ceramic Design● Art Therapy● Jewellery Design● Engineering.

Child Development

Aims	<p>Child Development enables boys and girls to focus on relevant practical matters involved in caring for children from 0 – 5 years.</p> <p>A course in Home Economics: Child Development at GCSE aims to encourage students to :</p> <ul style="list-style-type: none"> ● follow a broad, coherent and worthwhile course of study; ● develop the knowledge, understanding and skills (including practical skills) required for working in the area of child development; ● understand pregnancy, parental responsibilities and young children's overall needs; ● understand how important it is to maintain a healthy lifestyle; ● 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 in a specified content; ● examine issues that affect the quality of human life, including an appreciation of diversity; ● evaluate choices and decisions to develop as informed and discerning consumers; ● make informed decisions about further learning opportunities and career choices; ● engage actively in studying child development to develop as effective and independent students.
Course Content	<p>The pupils will follow the CCEA GCSE specification and the subject content of the course is divided into three units:</p> <p>Unit 1: Parenthood, Pregnancy And The Newborn Baby – Examination Unit 2: The Development Of The Child (0-5) Years - Examination Units 3: Investigation Task</p> <p>The course will assess the pupils' ability to apply their knowledge and understanding of the three units.</p>
Assessment	<p>There are two written examinations worth 60% of the overall marks.</p> <p>TIERS OF ENTRY:- There is only one tier of entry which covers A* - G.</p> <p>One controlled assessment task which accounts for 40% of the overall mark.</p>

Career Pathways	<p><u>FURTHER STUDY</u></p> <p>A Level – GCE Health and Social Care A Level – GCE Nutrition and Food Science</p> <ul style="list-style-type: none">● Nursing● Nursery Nurse● Nanny/Child-minder● Social Worker● Classroom Assistant● Medical receptionist● Health Visitor● Teacher● Lecturer● Speech Therapist● Dietician.
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Drama

Aims	<p>Pupils are encouraged to:</p> <ul style="list-style-type: none"> ● develop a personal interest in drama and be motivated and inspired by a broad, coherent and rewarding course of study; ● engage actively in the process of dramatic study so they develop as effective and independent learners and as critical and reflective thinkers with enquiring minds; ● work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas; ● analyse and evaluate their own work and the work of others; ● develop and demonstrate competence in a range of practical, creative and performance skills; ● develop skills that provide a basis for progression to employment or further study; and ● consider and explore the impact of social, historical and cultural influences on drama texts and activities.
Course Content	<p>The course has been divided into three components:</p> <p style="text-align: center;">Component 1: Devised Performance</p> <p>Students choose either a performance or design pathway. In response to pre-release stimulus material, they either devise and present a group performance or devise and give a design presentation.</p> <p style="text-align: center;">Component 2: Scripted Performance</p> <p>Students choose either a performance or a design pathway. Students research and prepare a performance of their script. Those choosing the performance pathway are assessed on acting. Those choosing the design pathway are assessed on a presentation on their chosen design discipline.</p> <p style="text-align: center;">Component 3: Knowledge and Understanding of Drama</p> <p>Students study a set text. As well as developing understanding of the text and elements such as the playwright's use of language, style and genre, they consider contexts and aspects of performance, production and design.</p> <p>The course includes two internally assessed components, which together are worth 60 percent of the total marks.</p> <p>Students can choose performance or design for Components 1 and 2.</p>

	<p>Performance takes the form of acting.</p> <p>Design takes the form of one of the following:</p> <ul style="list-style-type: none"> • costume, • lighting, • multimedia, • set or sound. <p>Component 3 is assessed by a written examination lasting 1 hour 30 minutes.</p>		
	<p><u>Specification at a Glance</u></p>		
Content	Assessment	Weightings	Availability
Component 1 Performance	<p>Controlled assessment</p> <p>In response to a stimulus, students either:</p> <ul style="list-style-type: none"> • present a group performance; • give a design presentation <p>All students submit a student log. Teachers submit a recording of every student's performance or presentation.</p> <p>Teachers mark the tasks, and we moderate the results</p>	Total: 25% 15% 10%	This devised component is assessed in June of Year 11
Component 2 Scripted Performance	<p>Controlled assessment using a playscript, students either:</p> <ul style="list-style-type: none"> • present a group performance; • give a design presentation <p>Teachers mark the tasks and one of our visiting moderators moderates the results.</p>	Total: 35%	This component is assessed in March of Year 12
Component 3 Knowledge and Understanding of Drama	<p>External written examination: 1 hour 30 mins.</p> <p>Students answer 3 questions using one set text.</p> <p>Open book</p>	Total: 40%	Written exam takes place in May of Year 12
Career Pathways	<ul style="list-style-type: none"> • Work in Theatre • Work in television • Design 	<ul style="list-style-type: none"> • The Arts • Newspapers • Public Relations 	<ul style="list-style-type: none"> • Sound or Lighting Engineer • Set Design/Construction/Management • Events Management

Geography

Every day you will see coverage of events such as flooding, storms, earthquakes, blizzards and tsunamis. Geographic Information Systems (GIS), sustainable living and green technologies are part of our present world not our future world. These events and issues are at the heart of Geography. By studying Geography, you will gain an awareness of your own responsibilities and how you can contribute to a future that is sustainable and inclusive.

Aims	<ul style="list-style-type: none"> • To take part in fieldwork collecting data at first hand. • To have opportunities to use geographical skills in mapwork and appropriate technologies such as GIS. • To explore the interrelationships between people and their environments. • To investigate how physical and human resources are managed. • To consider interdependence between countries and need for cooperation to tackle global issues. • To develop one's values and attitudes and take part in decision making activities, in relation to geographical and environmental issues. • To be aware of the varied career opportunities relating to this subject.
Course Content	<p>Students will follow the new revised CCEA (Northern Ireland) examination syllabus with first teaching from September 2017. The new course has been devised following consultation with teachers, learners, further and higher education and industry.</p> <p>YEAR 11 Unit 1: Understanding Our Natural World (40%)</p> <ul style="list-style-type: none"> • Theme A: Rivers Environments (25%) • Theme B: Coastal Environments (25%) • Theme C: Our Changing Weather and Climate (25%) • Theme D: The Restless Earth (25%) <p>YEAR 12 Unit 2: Living in Our World (40%)</p> <ul style="list-style-type: none"> • Theme A: Population and Migration (25%) • Theme B: Changing Urban Areas (25%) • Theme C: Contrasts in World Development (25%) • Theme D: Managing Our Environment (25%) <p>YEAR 12 Unit 3: Fieldwork (20%)</p> <p>Students plan a fieldwork investigation based on a question or issue studied in either Unit 1 or Unit 2 which will include primary data collection.</p> <p>Students will complete a written exam based on their knowledge and experience of fieldwork skills e.g. planning, drawing conclusions and evaluating.</p> <p>A fieldwork statement and table of data must be created by each student using ICT and attached to the completed written exam.</p>

Assessment	<p>Nine grades are awarded: Grades A*, A, B, C*, C, D, E, F, G.</p> <p>Quality of Written Communication (QWC) is assessed in responses to questions and tasks that require extended writing. Marks are awarded at High, Intermediate and Threshold levels of attainment.</p> <p>Unit 1: Understanding Our Natural World: 4 multi-part questions based on each theme using resource material (1 hour 30mins) 40% of exam</p> <p>Unit 2: Living in Our World: 4 multi-part questions based on each theme using resource material (1 hour 30mins) 40% of exam</p> <p>Unit 3: Fieldwork Techniques: written exam based on fieldwork process to include a table of data and written fieldwork statement (1 hour) 20% of exam</p> <p>How can I find out more? Visit the CCEA microsite at www.rewardinglearning.org.uk/microsites/geography Talk to your teachers and GCSE and A-Level Geography students. Review the core texts used, student notes, classroom support materials provided, specimen papers and mark schemes.</p>																														
Career Pathways	<p>Geography is both a humanities subject and a science. Geography combines well with Physics, Chemistry, Biology, Art, Technology and Design, P.E., Business Studies, History, Modern Languages, Further Mathematics and Statistics.</p> <p>Geography provides skills useful for many careers some of which are listed below:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%;">- Aquaculture</td> <td style="width: 33%;">- Environmental Health</td> <td style="width: 33%;">- Marine Conservation</td> </tr> <tr> <td>- Architecture</td> <td>- Environment & Heritage</td> <td>- Marketing</td> </tr> <tr> <td>- Armed Forces</td> <td>- Farming Forestry</td> <td>- Meteorology</td> </tr> <tr> <td>- Banking</td> <td>- Geology & Mining</td> <td>- Nature Conservation</td> </tr> <tr> <td>-Bilingual Secretary</td> <td>-Horticulture</td> <td>- Navigation</td> </tr> <tr> <td>-Cartography</td> <td>-Journalism</td> <td>- Quantity Surveying</td> </tr> <tr> <td>-Civil Aviation</td> <td>-Land Registry</td> <td>- Sports & Recreation</td> </tr> <tr> <td>-Civil Engineering</td> <td>-Landscape Design</td> <td>-Teaching</td> </tr> <tr> <td>-Civil Service</td> <td>-Law</td> <td>-Tourism & Hospitality</td> </tr> <tr> <td>-Estate Agency</td> <td>-Management</td> <td>-Zoology & Habitat</td> </tr> </tbody> </table>	- Aquaculture	- Environmental Health	- Marine Conservation	- Architecture	- Environment & Heritage	- Marketing	- Armed Forces	- Farming Forestry	- Meteorology	- Banking	- Geology & Mining	- Nature Conservation	-Bilingual Secretary	-Horticulture	- Navigation	-Cartography	-Journalism	- Quantity Surveying	-Civil Aviation	-Land Registry	- Sports & Recreation	-Civil Engineering	-Landscape Design	-Teaching	-Civil Service	-Law	-Tourism & Hospitality	-Estate Agency	-Management	-Zoology & Habitat
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History

Aims	<ul style="list-style-type: none"> • To acquire knowledge and understanding of the human past • To investigate historical events, people, changes and issues • To develop understanding of how the past has been represented and interpreted • To use historical sources critically in their historical context • To draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in light of new or reinterpreted evidence • To promote students' understanding of the development of the contemporary world 																				
Course Content	<p>Paper 1 - Life in Nazi Germany 1933-1945 (Hitler takes political control, Control and Opposition, Life for workers, women, young people, the Jewish community and minorities in Nazi Germany and Germany at war).</p> <p>Changing Relations: Northern Ireland and its neighbours 1920 – 1949 (The Partition of Ireland, Irish Free State to Eire, The Economic War, Northern Ireland and World War II, Eire's Neutrality, German attacks and the impact on Britain, Northern Ireland and Eire, Life in post-war Northern Ireland and Eire and Constitutional changes and effects on relationships).</p> <p>Paper 2 - International Relations 1945-2003 (Emerging Superpowers and their rivalry, Flashpoints in and outside Europe and the impact on international relations, The end of the Cold War 1985-1991 and new tensions 1991-2003).</p>																				
Assessments	<p><u>Examinations:</u> NICCEA (Board)</p> <p>The examination will comprise two papers:</p> <p>Paper 1 60% (completed in May of Year 11) Paper 2 40% (completed in June of Year 12)</p>																				
Career Pathways	<p>History holds key positions in the following professions:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">* Antiques</td> <td style="width: 50%;">* Heraldry</td> </tr> <tr> <td>* Archaeology</td> <td>* Genealogy</td> </tr> <tr> <td>* Architecture</td> <td>* Heritage jobs</td> </tr> <tr> <td>* Archives work</td> <td>* Librarian</td> </tr> <tr> <td>* Auctioneer</td> <td>* Museum work</td> </tr> <tr> <td>* Conservation</td> <td>* Theatre</td> </tr> <tr> <td>* Restorer</td> <td>* TV – costumes, research etc.</td> </tr> <tr> <td>* Fine Art</td> <td>* Teaching</td> </tr> <tr> <td>* Journalism</td> <td>* Local Government</td> </tr> <tr> <td>* Law</td> <td>* Armed Force</td> </tr> </table>	* Antiques	* Heraldry	* Archaeology	* Genealogy	* Architecture	* Heritage jobs	* Archives work	* Librarian	* Auctioneer	* Museum work	* Conservation	* Theatre	* Restorer	* TV – costumes, research etc.	* Fine Art	* Teaching	* Journalism	* Local Government	* Law	* Armed Force
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Home Economics – Food & Nutrition

Aims	<p>In an age where family values are being badly eroded; where the nation's health is causing serious concern; where the needs of children emotionally, educationally and socially need to be understood and addressed; where, as Prue Leith (Cater) said, 'children no longer learn to cook at mother's knee, so they need to learn practical skills at school'. One of the five points on Jamie Oliver's Manifesto for food is "Teach kids about food". A subject as valuable as Home Economics should be part of all young people education.</p> <p>A course in Home Economics at GCSE aims to encourage students to:</p> <ul style="list-style-type: none"> • follow a broad, coherent, satisfying and worthwhile course of study; • develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition; • develop their knowledge and understanding of human needs within 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.
Course Content	<p>All pupils in Year 10 can opt to do Home Economics: Food and Nutrition. The pupils will follow the CCEA GCSE specification and the content of the course is divided into two units.</p> <p>COMPONENT 1: Food and Nutrition</p> <ul style="list-style-type: none"> - Examination <p>COMPONENT 2: Practical Food and Nutrition</p> <ul style="list-style-type: none"> - Controlled Assessment
Assessment	<p>There is one written examination paper worth 50% of the overall marks. There is only one tier of entry which covers A* - G.</p> <p>One controlled assessment task, which accounts for 50% of the overall marks.</p>

Career Pathways	<p>Home Economics teaches skills for life, therefore career pathways are broad and varied.</p> <p>A Level - GCE Health and Social Care</p> <p>A Level- GCE Nutrition and Food Science</p> <p>1. Hospitality and Catering - Consumer / Customer Centred Services, Banking, Beauty/Hairdressing, Customer Services, Consumer Affairs, Counselling</p> <p>2. Hospitality Industry - Hotel Management, Catering, Chef/Cook</p> <p>3. Caring Services- Nursing, Health Promotion, Nursery Nurse, Dietician, Social Worker</p> <p>4. Food Production and Food - Farming, Technology, Cookery Writer, Environmental Health, Marketing, Advertising, Public Relations, Food Product Development, Nutritionist.</p> <p>5. Education – Teacher, Lecturer, Technician, Classroom Assistant.</p>
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GCSE Digital Technology

GCSE Digital Technology (formerly known as ICT) incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications.

Aims	New technologies, networks and services are transforming the way we communicate with each other, how we work and the way we learn. GCE Digital Technology gives students opportunities to develop advanced skills in a range of development environments and apply these to relevant work-related scenarios.
Course Content	<p>Compulsory Unit</p> <p>Unit 1 – Digital Technology (Compulsory Unit)</p> <p>This unit looks at digital technologies available today for data storage, manipulation, presentation and transfer along with issues relating to maintaining the security of data and the legislation that governs its use. Students will study the following content in this unit:</p> <ul style="list-style-type: none"> - Digital Data representation - Software applications - Computer Hardware - Networking technologies including security - Cloud Technology - Ethical, Legal, Social and Environmental impact of technology <p>Multimedia Route (Units 2 & 3)</p> <p>Unit 2 – Digital Authoring Concepts (Examination)</p> <p>This unit looks at the concepts behind the development of digital systems. Students will study the following content:</p> <ul style="list-style-type: none"> - Designing Solutions - Digital Development Considerations - Multimedia Applications - Multimedia Authoring - Database Development - Testing and Developing of Applications - Evaluation of Digitally Authored Systems <p>Unit 3 – Digital Authoring Practice (Controlled Assessment)</p> <p>This unit requires the practical application of the processes associated with the design, development and testing of digital multimedia systems. Student will learn how to use a wide range of software applications in creating a multimedia solution.</p> <p>The tasks for controlled assessment will be set by CCEA. Skills assessed will include: Investigating and analysing problems, designing effective solutions, developing a solution; testing and implementing solutions and evaluating the solution and pupils own performance.</p>

Assessment	<p>This course is assessed through a combination of examinations (70%) and Controlled Assessment assignments (30%).</p> <table border="1" data-bbox="463 255 1388 566"> <thead> <tr> <th colspan="3">GCSE Digital Technology</th></tr> <tr> <th>Content</th><th>Assessment</th><th>Weighting</th></tr> </thead> <tbody> <tr> <td>Unit 1 – Digital Technology</td><td>External Exam</td><td>30%</td></tr> <tr> <td>Unit 2 – Digital Authoring Concepts</td><td>External Exam</td><td>40%</td></tr> <tr> <td>Unit 3 – Digital Authoring Practice</td><td>Controlled Assessment</td><td>30%</td></tr> </tbody> </table>	GCSE Digital Technology			Content	Assessment	Weighting	Unit 1 – Digital Technology	External Exam	30%	Unit 2 – Digital Authoring Concepts	External Exam	40%	Unit 3 – Digital Authoring Practice	Controlled Assessment	30%
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Career Pathways	<p>By completing the GCSE course you will receive a good foundation to go on to further study at higher education. If you wish to pursue an IT career this will help you identify particular areas of IT that you would like to pursue at university or as a career. Digital Technology would be beneficial in a wide range of careers.</p> <p>The IT industry now accounts for a significant proportion of Ireland's economic output. It is a sector with salaries higher than the Northern Ireland average and job opportunities are increasing rapidly.</p> <p>The IT industry in Northern Ireland is forecast to grow at 2.4%, over three times the rate of overall employment growth in Northern Ireland.</p>															

Modern Languages - Spanish

Aims	<p>A course based on this specification should encourage candidates to</p> <ul style="list-style-type: none">• Develop understanding of the spoken and written forms of the target language in a range of contexts;• Develop the ability to communicate effectively in the target language, through both the spoken and written word, using a range of vocabulary and structures;• Develop knowledge and understanding of the grammar of the target language, and the ability to apply it;• Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;• Develop knowledge and understanding of countries and communities where the target language is spoken;• Develop positive attitudes to the learning of Modern Languages;• Provide a suitable foundation for further study and / or practical use of Modern Languages.
Course Content	<p>Context 1 – Identity, Lifestyle, Culture Topic 1 – Relationships, family, friends Topic 2 – Social Media Topic 3 – Daily routine, leisure activities Topic 4 – Culture and Customs</p> <p>Context 2 – Local, National, International and Global areas of interest Topic 1 – Travel and tourism Topic 2 – Environmental issues and local area Topic 3 – Social and Global issues Topic 4 – Community Involvement</p> <p>Context 3 – School Life, Studies, World of Work Topic 1 – School life Topic 2 – Part-time jobs Topic 3 – Future plans Topic 4 – Extra-curricular Activities</p>

Assessment	<p>Examinations:</p> <ul style="list-style-type: none"> • 25% - Listening • 25% - Speaking • 25% - Reading • 25% - Writing <p>They may be entered for a mixture of tiers e.g.</p> <p>Foundation Listening, Higher Reading</p>
Career Pathways	<ul style="list-style-type: none"> * Interpreter Teacher * Translator * Bilingual Secretary * Jobs in EC. * Hotel and Catering * International business * Air Cabin Crew * Leisure & Tourism * Working abroad <p>NB* Students who wish to pursue higher education courses in the Republic of Ireland MAY need a GCSE in a Modern Foreign Language.</p>

Music

Aims	<p>To develop your understanding and appreciation of a range of different kinds of Music; extending your own interests and increasing your ability to make judgements about music quality.</p> <p>Acquire the knowledge, skills and understanding needed to:</p> <ul style="list-style-type: none"> • Make and compose music, both individually and in groups, • Develop a life-long interest in music, for example, through community music making, • Progress to further study at A level and Degree level or follow a music related career. • To develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.
Course Content	<ul style="list-style-type: none"> • Opportunity to compose from a given range of styles using instrumental skills and ICT tools. • Opportunity to develop technical and expressive performance skills, knowledge and understanding of chosen performance medium • Understanding of musical language, vocabulary, notation • Recognition of musical textures, devices, structures, styles, timbres, genres, musical idioms, key elements and the ability to relate sound to symbol and translate sound into notation • Recognise and analyse set musical compositions from the main musical periods – Baroque to 20th Century.
Assessment	<ol style="list-style-type: none"> 1. Composing 35% A folio of two compositions (your own music) 2. Performing 30% One solo and one group performance to be assessed by a visiting examiner. 3. Listening and appraising 35% 1 Listening examination lasting 90 minutes based on the following; <ol style="list-style-type: none"> a. Pop music from 1980 to present day b. Western Music c. Film Music d. Music traditions in Ireland

Career Pathways	<ul style="list-style-type: none">● A-level studies● Music degree● Music classroom teaching● Music journalism/critic● Arts Council marketing/advertising● Music examining for Music Boards – Trinity College/ AEB/ London etc.● Pop musician/opera singer/concert soloist/ West End musicals/showbands● Peripatetic school visiting music teacher● Computer music sequencing for games software – PC/Mac/Playstation/Nintendo● Private home teaching music teacher● Freelance musician● Session musician● Freelance composer● Radio and TV broadcasting● Orchestral work● Music librarianship● DJ● Song writer● Music publicist● Composer <p>By studying GCSE music pupils develop confidence while learning to work both individually and as part of team. This confidence could lead into endless career opportunities.</p>
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GCSE Physical Education

Aims	You will gain an understanding of health, physical fitness and the role of the active leisure industry in providing opportunities to improve health and fitness. You will perform in three physical activities or sports.
Course Content	<p>Component 1 Factors underpinning Health and Performance You will study how your body systems work, how to maintain good health and how lifestyle decisions can affect health. You will also study the active leisure industry. This component is assessed in a 1 hour 15 minute written exam worth 25% of the overall GCSE qualification.</p> <p>Component 2 Developing Performance You will study physical fitness and its importance for health and for efficient performances in your physical activities or sports. You will learn how to plan effective training programmes to develop physical fitness. This component is assessed in a 1 hour 15 minute written exam worth 25% of the overall GCSE qualification.</p> <p>Component 3 Individual Performance in Physical Activities and Sports You must perform in THREE physical activities or sports. You will be assessed on the quality, efficiency and effectiveness of your performances and for ONE of your chosen physical activities or sports, you will be required to analyse the quality of your performance and evaluate.</p>
Assessment	<p>Each practical activity or sport assessment will be marked out of 50, with the mark being broken down into 5 key areas;</p> <ol style="list-style-type: none"> 1. Strategic and tactical principals (15) 2. Range of skills (15) 3. Physical fitness demands (10) 4. Attitudes be behaviours (5) 5. Rules and health and safety (5) <p>This unit will be assessed using controlled assessment worth 50% of the overall GCSE qualification.</p>

Technology & Design

Course Content	<p>The course last 2 years:</p> <p>The GCSE in Technology and Design is divided into 5 units:</p> <p>Unit 1: Technology and Design Core</p> <p>Unit 2 Optional areas of study:</p> <ul style="list-style-type: none">a) Electronic and Microelectronic Control Systems;b) Mechanical and Pneumatic Control Systems;c) Product Design <p>Unit 3: Design and Manufacturing Project</p> <p>In New Bridge we study Units 1, 2c and 3. The content of each of the units is outlined in more detail below:</p> <p>Unit 1: Technology and Design Core (Exam in Year 11 – 25%)</p> <p>This unit is compulsory. Students study manufacturing, electronics, mechanical control systems, computer control systems and pneumatic systems and control.</p> <p>Unit 2C: Product Design (Exam in Year 12 – 25%)</p> <p>Students study designing and innovation, materials, components and fabrication, manufacturing practices, and social responsibility of product design and market influences.</p> <p>Unit 3: Design Project (Project & Design Folder, Year 12 – 50%)</p> <p>This unit is compulsory. Students must demonstrate their ability to design and manufacture a product in either the Product Design or Systems Design option under controlled conditions.</p> <p><u>GCSE Technology.</u></p> <p>Technology & Design is a subject in which you can learn numerous <i>transferable skills</i> which can be applied to almost any career. Information from employment agencies states that the majority of employers will be seeking to recruit people who have studied “STEM related subjects”. Obviously, Technology & Design is a key subject in this regard and one which is directly related to this area of work.</p> <p>The maximum number of pupils legally permitted in a GCSE Technology & Design class is 20. In recent years, the number of pupils choosing the subject has exceeded this limit. Therefore, criteria have been agreed to decide which pupils are best suited to successfully study Technology at GCSE level.</p> <ul style="list-style-type: none">• Effort in subject over past 3 years.• Achievement and flair shown in subject over past 3 years.• Behaviour and ability to work safely in a workshop environment.• Ability to work independently with regards to coursework in Year 11 & 12 <p>Below is a list of <i>possible</i> careers <u>however one must remember that the skills learned in this subject can be used in almost any job.</u></p>
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Career Pathways	<ul style="list-style-type: none">• Computer & Information Research Scientist• Network & Computer System Administrator• Agricultural Engineering• Chemical Engineer• Computer Hardware Engineer• Engineering Technicians• Atmospheric & Space Scientists• Chemical Technician
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Banbridge Area Learning Community



Courses

The Banbridge Area Learning Community consists of six local schools and the Southern Regional College (SRC), who are working collaboratively to deliver an extended curriculum for their pupils.

New-Bridge Integrated College
Banbridge High School
Rathfriland High School

Dromore High School
Banbridge Academy
St Patrick's College

Pupils are given the opportunity to study an additional range of GCSE and BTEC Level 2 First Award Certificates within our Learning Community. To facilitate this arrangement pupils are transported by bus or school minibus to and from the relevant host institution. They will be supervised by a member of New-Bridge College Staff.

Pupils who complete these courses will receive a report on their progress twice a year and parents will be invited to the host school for the relevant parent teachers meeting to talk directly to the subject teacher.

COURSES AVAILABLE

Occupational Studies
BTEC Creative Media
BTEC Sports Studies
BTEC Public Services
BTEC Engineering
GCSE Business Studies
GCSE Construction

NBIC and SRC Newry in Year 12 only
New-Bridge Integrated College
Rathfriland High School/St Patricks College
Banbridge High School
Banbridge High School
New-Bridge Integrated College
New-Bridge Integrated College

If these courses are oversubscribed, pupil's attendance and effort record will be taken into consideration in allocating places.

Occupational Studies

This is a vocational course is run as a collaborative course with Southern Regional College (SRC). Pupils will attend the SRC on one day per week supervised by a member of New-Bridge College staff.

Aims	<p>The course is designed to allow pupils to sample a range of work activities:</p> <ul style="list-style-type: none"> • Students will benefit from experiencing a range of work skills • Students will be more aware of job types • Students will be able to decide on a suitable career pathway • They will acquire a range of practical skills useful in later life • They will work in groups, as individuals using key skills <p>The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it is vital that we are able to transfer and adapt our knowledge and skills throughout our careers.</p> <p>To foster these abilities, Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning and to take place in and out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.</p> <p>Occupational Studies is both coherent and flexible and provides a good foundation from which to advance to competence-based post-16 courses.</p> <p>Learners must complete two units from the same occupational area to achieve a qualification.</p>
Course content	<p>This is a two-year course. The students complete <u>4 units</u> over the two years, <u>2 in year 11</u> and <u>2 in year 12</u></p>

Year 11 Package in New-Bridge Integrated College

Pupils will select two units within two columns.

BUSINESS & SERVICES	TECHNOLOGY & INNOVATION
Contemporary Cuisine	Bench Joinery
Patisserie and Baking	Carpentry and Joinery

Bench Joinery

This unit includes:

1. Health & Safety issues with respect to workshop activities in bench joinery;
2. Career opportunities related to working with wood in the construction industry;
3. An appreciation of environmental issues relating to timber;
4. Appropriate use of bench joinery hand tools, and basic hand-held power tools;
5. Techniques of cutting, jointing, boring and planning to produce construction related components;
6. Construction of a range of bench joinery models; and
7. A review and evaluation of performance.

Contemporary Cuisine

This course provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service.

Carpentry and Joinery

This unit is designed to provide vocational skills in carpentry and joinery such as:

1. Consideration of health and safety issues with respect to activities in carpentry and joinery
2. Consideration of career opportunities related to working with wood in the construction industry
3. An appreciation of environmental issues relating to timber
4. Appropriate use of basic carpentry and joinery hand tools and hand-held power tools
5. Construction of a range of carpentry and joinery models incorporating a wide range of joints and jointing methods; and
6. Review and evaluation of performance.

Patisserie & Baking

This course provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service.

Year 12 Package in SRC

Please select 2 units of study by ticking your preference

Business & Services	Construction	Design & Creativity	Engineering and Engineering Services	Environment & Society	Technology & Innovation
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Childcare and the Play Environment	Brick/Block Work	Contemporary Cuisine	Electrical Wiring Installation	Running a Leisure Event	Bench Joinery
Communication within an office	Bench Joinery	Creative Hair styling on long hair	Maintenance of Land Based Machinery	Sports Leadership	Carpentry & Joinery
Contemporary Cuisine	Carpentry & Joinery	Creative styling using blow drying	Vehicle servicing and valeting		Digital imaging
Facial Skincare	Painting & Decorating	Graphic Design	Plumbing		Digital Music
Manicure and Nail Art	Plastering	Patisserie & Baking			Sound production
Shampooing & Conditioning Treatments	Plumbing	Total Beauty			TV & Film Production
Patisserie & Baking	Tiling	Website Development			
The Physical Care of Babies					

The following three areas will be completed from September – May in all units of work.

The course is 100% coursework.

Associated Objective	Percentage
A01 – Knowledge & Understanding	20%
A02 – Application of Knowledge	60%
A03 – Evaluation	20%

Grade descriptors is aligned to the GCSE grading System

Grade Descriptors	GCSE
Level 2 Distinction*	A*
Level 2 Distinction	A
Level 2 Merit	B
Level 2 Pass	C
Level 1 Distinction	D
Level 1 Merit	E
Level 1 Pass	F/G
Unclassified	U

Career Pathways	The course allows students to continue with vocational studies at a higher level. Students may enter the world of work or apprenticeship schemes in their chosen career areas, after they have completed their GCSEs.
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GCSE Business Studies

Aims	<p>If you are interested in how a business starts and what is involved in the running of a business, this is the subject for you.</p> <p>Business Studies involves learning what sources of finance are available to someone wishing to set up their own business; different types of business organisations; marketing skills; the role of people in business and methods of communication - just to mention a few of the topics.</p> <p>GCSE Business Studies offers pupils the opportunity to develop knowledge and understanding of the world of business that exists around us.</p>									
Course Content	<p>The content of the GCSE specification is covered within two units.</p> <p>UNIT 1 - Business Start Up</p> <p>Some of the main topics that pupils will study include:</p> <ul style="list-style-type: none"> * types of business ownership; * sources of finance; * methods of production; * health and safety in the workplace; * marketing; * entrepreneurship. <p>UNIT 2 - Business Development</p> <p>The main areas covered within this unit include: -</p> <ul style="list-style-type: none"> * managing finance; * recruitment, selection and training the workforce; * business growth; * international business and ecommerce; * understanding a business plan. 									
Assessment	<p>Three Elements</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. Unit 1 External written examination</td> <td style="width: 15%;">35%</td> <td style="width: 55%;">1 hour 20 minutes</td> </tr> <tr> <td>2. Unit 2 External written examination</td> <td>40%</td> <td>1 hour 40 minutes</td> </tr> <tr> <td>3. Controlled Assessment</td> <td>25%</td> <td></td> </tr> </table> <p>Pupils will complete one task which is set by examining body (CCEA). Pupils will be required to carry out research on the topic provided and present their findings in a report.</p> <p>There is one tier of entry offering the full range of grades, A* - G.</p>	1. Unit 1 External written examination	35%	1 hour 20 minutes	2. Unit 2 External written examination	40%	1 hour 40 minutes	3. Controlled Assessment	25%	
1. Unit 1 External written examination	35%	1 hour 20 minutes								
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3. Controlled Assessment	25%									

GCSE Construction and the Built Environment

Are you choosing your GCSEs this year and don't know what you want to do? Do you know that sitting behind a desk 9-5 is not a career option that inspires you? Then maybe a more practical and hands-on vocation like construction, which encompasses a multitude of disciplines from architecture to becoming skilled in a trade, is the right choice for you.

Aims	<p><i>1. A booming industry</i></p> <p>The construction sector employs around 3,000,000 people – which is 8% of the current working population and includes an increasing number of females being employed in a wide range of roles. But there is still a growing need for more qualified construction workers as 224,000 jobs are set to be created over the next five years.</p> <p><i>2. Make your mark on the world</i></p> <p>Construction lets you play a part in creating the iconic projects and infrastructure of the future, you could leave a legacy that doesn't just change the skyline, it could change the world.</p> <p><i>3. Well-paid jobs</i></p> <p>The average 18-21-year-olds in construction earn £15,145 – compared with an average of £9,594 in other industries. Fully qualified and experienced bricklayers, carpenters and decorators can earn up to £30,000, which rises to £42,000 for architects, surveyors and civil engineers.*</p> <p><i>4. Job Satisfaction</i></p> <p>"I built that" - 83% of workers in the building trades are proud of their jobs. *</p> <p><i>5. Freedom to start your own business</i></p> <p>If you want to be your own boss you can with the skills gained through a construction qualification. The sky really is the limit.</p> <p>*Source: www.GoConstruct.org</p> 
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<p>Course Content</p>	<p>There will be three key areas that must be covered when studying Construction and the built environment at GCSE:</p> <ul style="list-style-type: none"> • Safety and security in construction • Practical construction skills • Planning construction <p>projects Topics within these topics will include:</p> <ul style="list-style-type: none"> • Health and safety • Solving Health and Safety problems • Plan a practical project • Manufacture a practical project • CAD drawings <p>Unit 1: Introduction to the Built Environment – Exam = 20% Unit 2: Sustainable Construction – Exam = 30% Unit 3: The Construction Craft Project – Controlled Assessment = 25% Unit 4: Computer Aided Design in Construction – Controlled Assessment = 25%</p>																					
<p>Career Pathways</p>	<p>From structural engineering to stonemasonry, construction is a huge sector with a wide variety of roles. If you're a practical person, are interested in how things work and are put together, construction could be the industry for you.</p> <table border="1" data-bbox="442 1248 1449 1474"> <tbody> <tr> <td>Acoustics consultant</td> <td>Engineering construction technician</td> <td>Electrician / Plasterer</td> </tr> <tr> <td>Architect</td> <td>Estimator</td> <td>Project manager</td> </tr> <tr> <td>Architectural technician</td> <td>Facilities manager</td> <td>Quantity surveyor</td> </tr> <tr> <td>Bricklayer</td> <td>Fence installer</td> <td>Shopfitter</td> </tr> <tr> <td>Building surveyor</td> <td>Mechanical/Structural engineer</td> <td>Quarry operative</td> </tr> <tr> <td>Building technician</td> <td>Gas service technician</td> <td>Air conditioning engineer</td> </tr> <tr> <td>Carpenter or joiner</td> <td>Steel erector</td> <td>Road worker</td> </tr> </tbody> </table>	Acoustics consultant	Engineering construction technician	Electrician / Plasterer	Architect	Estimator	Project manager	Architectural technician	Facilities manager	Quantity surveyor	Bricklayer	Fence installer	Shopfitter	Building surveyor	Mechanical/Structural engineer	Quarry operative	Building technician	Gas service technician	Air conditioning engineer	Carpenter or joiner	Steel erector	Road worker
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BTEC Level 2 First Awards

What is a BTEC Level 2 First award?

A Btec Level 2 First Award is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It introduces students to the employment area they have chosen and provides a good basis to go on to a more advanced work-related qualification.

A Btec Level 2 First Award is equivalent to one GCSE grade A*-C and are recognised by employers and educational institutions.

BTEC Level 2 First Award Grade		GCSE Grade Equivalence
Pass	P	C
Merit	M	B
Distinction	D	A
Distinction *	D*	A*

Course Content

The course is made of up three units - normally one mandatory core unit and two specialist units. The specialist units enable the students to study particular areas in more depth.

How is the course assessed?

25% Examination

75% Assessed Units of Work.

These will be set throughout the course by the exam board. There will be deadlines for submitting these units and these must be adhered to.

What Courses can be studied?

Students can choose from one of the following BTEC Level 2 First Award Courses:

- Creative Media
- Engineering
- ICT
- Public Services
- Sport Course

Information:

- This programme is a specialist work-related programme of study providing opportunities for learners to achieve a nationally recognized Level 2 qualification.
- It can provide a vocational emphasis for learners following a GCSE route and offers an engaging programme for learners who, at entry stage, wish to learn about the Engineering industry and the opportunities available.
- If successfully completed it provides the equivalent of 1 GCSE grades A* - C.
- The BTEC Level 2 in Engineering provides opportunities for learners to enhance a range of skills and techniques, personal qualities and attitudes essential for successful performance in their working lives and career development.

BTEC First Award Certificates offer direct progression on to BTEC National programmes. On completion of a BTEC National, students can progress to a BTEC Higher National or BTEC Foundation Degree programme.

BTEC Level 2 in Creative Media

Aims	<p>The BTEC Level 2 First Award in Creative Media Production have been developed to provide opportunities for students to gain a nationally recognised vocationally specific qualification to enter employment in the media sector or to progress to higher vocational qualification such as the BTEC Level 3 Subsidiary Diploma in Creative Media Production. The Units provide students with the opportunity to develop fundamental research skills for media production and to start building technical skills and knowledge for the media industry. They will also develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.</p>
Course Content	<p>This course is 75% coursework-based portfolio that is completed during class time. The examination (unit 1 is assessed by an online examination), is also taught during class time. Sample assessment material is available online and pupils will be able to access this in school and at home.</p> <p><u>Year 1</u></p> <p>Unit 1 Digital Media Sectors and Audiences – This is an exam unit which is completed in the first year.</p> <p>Students will explore the different digital media sectors and the products they produce, learning about the world of media; games, websites, publishing, music, TV and film. Students will understand the range of technological platforms used to distribute media, and how each sector has a common production process. Learning about audiences and research is also a key factor. The understanding of this unit will form the basis of all other units over the two years and will provide a solid foundation on which to proceed with the student's own ideas for a digital media production.</p> <p>Unit 5 Digital Publishing Production – students will learn to organise and manage the production of a digital publishing product; an e-magazine. This will involve planning and preparing content suitably and create interactivity between text, images and graphics. This will also include image editing and design. Students will also test their completed publishing product on different publishing platforms and then publish their finished digital publishing product.</p> <p><u>Year 2</u></p> <p>Unit 2 Planning and Pitching a Digital Media Product – In these unit students will develop their verbal, written and visual communication skills to enable them to understand the needs of the client and to help them formulate, develop and pitch their own ideas for a media product. Students will then undertake pre-production planning for a digital media product (video)in preparation for the next phase in the process: production.</p> <p>Unit 3 Digital Moving Image Production – In this unit, students will prepare to make their own film or video. They will focus on camerawork and will also explore <i>mise en scène</i> (setting, locations, props, costumes and make-up), sound and editing which are all necessary components of a finished product. This unit will work alongside Unit 2.</p>

BTEC Level 1/Level 2 Engineering

Course Content	<p>The course consists of one exam unit and 3 units of continuous assessment.</p> <p>Students will sit the 1-hour online exam in May/June of Year 11 and will have the opportunity to resit in January of Year 12.</p> <p>This course is aimed at students with an interest in Mathematics and Technology.</p> <ul style="list-style-type: none">• This programme is a specialist work-related programme of study providing opportunities for learners to achieve a nationally recognised Level 2 qualification.• It offers an engaging programme for learners who wish to learn about engineering and the opportunities available within the industry.• If successfully completed it provides a qualification equivalent to one GCSE. <table border="1" data-bbox="507 874 1491 1269"><thead><tr><th data-bbox="507 874 584 946">Unit No</th><th data-bbox="584 874 1144 946">Name of Unit</th><th data-bbox="1144 874 1491 946">Method of Assessment</th></tr></thead><tbody><tr><td data-bbox="507 946 584 1079">1</td><td data-bbox="584 946 1144 1079">Engineering World</td><td data-bbox="1144 946 1491 1079">External – online exam in May/Jun of Yr 11 with resit available in Jan of Yr 12.</td></tr><tr><td data-bbox="507 1079 584 1151">2</td><td data-bbox="584 1079 1144 1151">Investigating an Engineered Product</td><td data-bbox="1144 1079 1491 1151">Internal – Portfolio</td></tr><tr><td data-bbox="507 1151 584 1222">3</td><td data-bbox="584 1151 1144 1222">Health & Safety in Engineering</td><td data-bbox="1144 1151 1491 1222">Internal – Portfolio</td></tr><tr><td data-bbox="507 1222 584 1269">5</td><td data-bbox="584 1222 1144 1269">Engineering Materials</td><td data-bbox="1144 1222 1491 1269">Internal – Portfolio</td></tr></tbody></table>	Unit No	Name of Unit	Method of Assessment	1	Engineering World	External – online exam in May/Jun of Yr 11 with resit available in Jan of Yr 12.	2	Investigating an Engineered Product	Internal – Portfolio	3	Health & Safety in Engineering	Internal – Portfolio	5	Engineering Materials	Internal – Portfolio
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1	Engineering World	External – online exam in May/Jun of Yr 11 with resit available in Jan of Yr 12.														
2	Investigating an Engineered Product	Internal – Portfolio														
3	Health & Safety in Engineering	Internal – Portfolio														
5	Engineering Materials	Internal – Portfolio														
Career Pathways	This course will provide an understanding of both practical and theoretical engineering skills. It will assist with moving on to Level 3 or entry into further education in a variety of contexts including engineering, apprenticeships and job-skills training.															

BTEC level 2 Public Services

Aims	To enable learners to develop a broad and comprehensive understanding of the public service sector To provide relevant and appropriate public services content for 14–16 year olds.
Course Contents	<p>The core units within this qualification ensure that all learners will develop:</p> <p><i>Unit 1: The Role and Work of the Public Services</i></p> <p>knowledge that underpins learning in other units in the qualification</p> <p><i>Unit 2: Working Skills in the Public Service Sector</i></p> <p>practical and vocational skills.</p> <p>Optional specialist units</p> <p>The optional specialist units give centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests.:.</p> <p>In <i>Unit 3: Employment in the Public Services</i>, learners look at a range of different public services, their role and purpose, the various job opportunities available, conditions of the service, and the application and selection processes for various public services.</p> <p>In <i>Unit 4: Public Services and Community Protection</i>, learners explore the key organisations involved in the protection of communities, gain an understanding of the hazards and risks posed to individuals and communities, and how the public services deal with them.</p> <p>In <i>Unit 5: Health, Fitness and Lifestyle for the Public Services</i>, learners will gain an understanding of the basic nutrition and lifestyle choices needed to ensure their own personal fitness, and how this could be used to meet the various health and fitness requirements in the public services. Learners will be able to take part in different public services-related fitness tests.</p>
Assessment	<p>Public Services includes one externally assessed unit (25%) This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment.</p> <p>The remaining units are internally assessed (75%). Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.</p> <p><i>Learners should be encouraged to take responsibility for their own learning and achievement, taking account of industry standards for behaviour and performance.</i></p>

BTEC Level 2 in Sports Studies

Course Content	Contents	Assessment	Weighting	Avaialbility
	Unit 1 Fitness for Sort & Exercise	External Computer Based Examination	12 ½ %	Year 11/12
	Unit 2 Practical Sport Performance	Internal Portfolio	12 ½ %	Year 11/12
	Unit 3 The mind and sports performer	Internal Portfolio	12 ½ %	Year 11/12
	Unit 4 The sports performer in action	Internal Portfolio	12 ½ %	Year 11/12
	Unit 5 Training for personal fitness	Internal Portfolio	12 ½ %	Year 11/12
	Unit 7 Anatomy and Physiology for Sports Performance	External Computer Based Examination	12 ½ %	Year 11/12
	Unit 9 Lifestyle and Wellbeing	Internal Portfolio	12 ½ %	Year 11/12
	Unit 10 Injury and the Sports Performer	Internal Portfolio	12 ½ %	Year 11/12
	Percentage pass Grade A*- C	2016 89%	2017 100%	2018 100%
Career Pathways	<p>Due to the continual Assessment of the course, excellent attendance is vital.</p> <p>An interest in the course is also vital as the course is considerable with assessments being carried out continually throughout eh course duration.</p> <p>Good Organisational skills. This course requires you to keep an organised and well presented file. Presentation skills are part of the assessed work.</p>			

Princes Trust

PERSONAL DEVELOPMENT & EMPLOYABILITY SKILLS

The Prince's Trust Award in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing candidates into further education.

They give candidates the opportunity to:



- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, Modern Apprenticeships or other work based learning
- Develop their English and Mathematics skills



QUALIFICATIONS

Prince's Trust Level 2 Award in Personal Development and Employability Skills (equivalent to 2 GCSE Grade B)

UNITS Covered at GCSE

YEAR 11			
Presentation Skills	Preparing for Healthy and Active Lifestyle	Teamwork	Participation in sport
YEAR 12			
Work Experience	Community Project		Managing Money

ASSESSMENT

100% assessed through units of work, all units are internally and externally monitored. These will be set throughout the course by the exam board. **There will be deadlines for submitting these units and these must be adhered to.**

KEEPING YOU INFORMED



FOUNDED 1995

New-Bridge Integrated College have a variety of communication methods using social media which parents /guardians can access to keep up to date on all aspects of the College life.

WEBSITE

We have an active website which provides a range of information on Curriculum, Curriculum Policies, Pastoral Care, Child Protection Policy, Anti bullying Policy, Admissions, Parent information, School Events, News Items and much more. You can visit our webpage on;

www.newbridgeintegrated.org

FACEBOOK

Please like us on facebook to receive regular updates;
<https://www.facebook.com/newbridgeintegrated.org>

TWITTER ACCOUNT

Follow us on twitter;

newbridgetwitter@yahoo.co.uk

Northern Ireland Council Integrated Education (NICIE)

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