

# New-Bridge Integrated College

*The School for all the family*

## Sixth Form Subject Information Booklet 2020



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“The older pupils play an important role in the care and welfare of younger pupils and carry out a range of responsibilities with maturity and sensitivity. These leadership roles develop well their personal, social and employability skills”



**ETI Inspection**

# New-Bridge Integrated College

## Sixth Form 2020

I am pleased to introduce our Post-16 Options Booklet which provides information on Sixth Form courses at New-Bridge from September 2020 and look forward to discussing options with Students and Parents.

When the college was founded in 1995 the vision was to establish an integrated all-ability school for pupils from age 11 to 18. We have a firmly established diverse and expanding sixth form curriculum which contains an exciting range of courses providing a wide choice for our students.

To enable progression for our students and to set them on a road to success in their future careers; we strive to ensure that our young people acquire the knowledge and skills needed to develop them as lifelong learners and valuable contributors to the economy. In New-Bridge this means we offer flexible course options tailored to suit our pupil's interests, abilities and career aspirations.

The College offers excellent facilities and experienced tuition in all qualifications offered. Our sixth form study, library and careers suite offer additional accommodation for both private and supervised study. Our sixth form welcomes students who have been in our Year 12 and students who wish to join us from other schools. The nature of our sixth form is all students work well together. Indeed, In 2019 77% of our students achieved at least 3 A\*-E

I do hope you will consider our courses and seek advice from myself along with Mrs Harbinson (Vice-Principal), Mrs Morgan (Head of CEIAG), Ms Murphy (Head of Senior School) and Mr Clarke (Sixth Form Coordinator). We are keen to support you through this exciting and important transition. If we can assist you in anyway, please do not hesitate to contact us.

May I wish you every success in your forthcoming examinations and future studies.

Yours sincerely



Mrs A Anderson  
Principal

# Key Dates

Event	Date
Post 16 Sixth Form Information Seminar	Thursday 5 March 2020 at 1.00pm
Sixth Form Guidance Interviews for Year 12 (Student & Parent)	By Invitation throughout February & March 2020
GCSE Results Day	Thursday 20 August 2020
Sixth Form Interviews	Thursday 20 August 2020

**Sixth Form Application to be submitted  
& Please Return to College by 20 March 2020**

# Meet our Head Boy

## My name is Matthew Kelly

For the last seven years I have flourished in New-Bridge. Here I have enjoyed the high-quality teaching on offer as well as the opportunity to participate in a varied extra-curricular programme. I am currently studying A-Level Applied Science, ICT and Engineering and hope to go on to study BSC Computer Science at Ulster University.

The experiences I have had in New-Bridge will be ones I will carry with me for the rest of my life. I have made life long friends and have had many opportunities such as, going on the school ski trip, twice to Austria. This opened my eyes to the sport of skiing and gave me an insight into a different culture. I have also been privileged to mentor our junior students in many different areas including Maths and Science. This has given me a lot of confidence and I have developed invaluable leadership skills in my role as mentor and Head Boy. Apart from the skill set that I gained doing this, I am also glad that I could give back to the school that helped shape me and made me into the person I am today. I am proud to be a student here.

In my opinion, the success stories produced by New-Bridge are simply a result of the excellent the strong student-teacher relationships which ensure that students work towards their very best and that everyone's personal best is celebrated.

New-Bridge is a truly remarkable school at the forefront of teaching, and I am incredibly proud to have studied here. I know that the past seven years here have provided me with the foundations required to excel in university and in my future career.



# Meet our Head Girl

## My name is Caitlin McManus

As head girl of New-Bridge Integrated College, it is a privilege in my role to help lead a school that has provided me with so many opportunities over the past seven years.

I currently study English Literature, Drama and Health and Social Care at A-Level and I hope to study BSc in Occupational Therapy in the University of Liverpool next year.

New-Bridge has provided an inclusive, integrated and diverse teaching environment helping me to achieve my very best, both inside and outside the classroom. I am ambitious about my future and the college has helped shape me into a resilient, well-rounded and determined member of the

school community. Being a part of New-Bridge enhances my appreciation of the relationship between pupils and all members of staff – for me, this is a special part of New-Bridge. The endless success stories from New-Bridge are as a result of the school's ability to teach respect, resilience and tolerance. The college ensures that all pupils are accepting of each other, regardless of ability, ethnicity, religion or background. I love being able to learn in such a rewarding and enjoyable environment.

I have been able to get involved in leadership programmes such as habitat for humanity and Young Enterprise. We were given the opportunity to compete in competitions both at home and at the European Trade Fair in Vienna. I also continue to play a key role in mentoring younger students, providing support, guidance and advice to those who struggle both academically and socially. I take a lot of pride in my role as a mentor – I know that supporting our younger students in school will help with the daunting transition from primary to secondary school.

I am extremely grateful and proud not only to be head girl here at New-Bridge, but to be a pupil of the college. It has been the most memorable and rewarding seven years – I will truly miss it when I leave. I am ready to take the skills and qualities New-Bridge have helped me to develop to university and into my future.



# Pupils Quotations

I made the decision to transfer to Newbridge quite late and have never stopped being thankful that I was accepted into its sixth form. I joined this school after spending the last five years of my education in another, and yet both the students and teachers have been so welcoming that it's as if I was a part of this school's community all along. Despite receiving good GCSE results I didn't know what my next step in life would be, and I'm forever grateful that I have been able to continue my education in Newbridge Integrated.

**Joel Routledge – Year 13**



I am so glad that I decided to stay on to sixth form. The staff are so lovely, and you can create a stronger bond with your teachers, I'm so grateful for the help that Mrs McCalmely offers to all the sixth form students with work, with problems you might be facing, and she is so sweet. Mr Clarke is always giving us new and exciting opportunities that can open new doors for career paths and that we can add to university application. The atmosphere in study is great as you can get loads of work done and you are surrounded with help if you ever get stuck. I am really enjoying my sixth form experience and I encourage others to join sixth form as well. **Lucy Knox - Year 13**

In my past 6 years at Newbridge Integrated College, the staff have been nothing but supportive. During my GCSE study's, a few other students and I needed extra help approaching exams. The teachers voluntarily gave up their own free time to host lunch time and after school study sessions to further support students going into exams...and it certainly worked. My sixth form experience so far has been just as brilliant as my experience throughout Newbridge. At sixth form, students are treated as adults. We are given the option of having a responsibility in the college by taken roles in lunch and break time duties. I have completed break time duties every Wednesday in the canteen with several other sixth forms and Mrs Tennyson. I also participate in Young Enterprise during enrichment and have visited many public events to promote and sell our products. Young Enterprise is just one of the many courses available during our sixth form experience, with many of these course providing experience useful on university application forms and UCAS points. I will be forever grateful for the wonderful experience I have been given at Newbridge and look forward to my next step in life.

**Sebastian Derby – Year 13**



# Leavers Destinations

## Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning

In New-Bridge, we provide high quality careers, education, information, advice and guidance. Our pupils have a very good understanding of the world of work and of the education, training and employment opportunities that are available locally and regionally. Our ranges of career learning activities is well integrated into the curricular provision in our College and meet very effectively the needs of our pupils.

### New-Bridge Leavers

We are delighted to report that this year, along with record breaking examination results, a high percentage of our students continue to secure university and further education places, in an ever increasingly competitive climate. It is with a great sense of pride that we can report such successful progression of all our students.

The full range of our leavers' destinations is available on the College website.

### LEAVERS DESTINATIONS 2019





## Help and Support for Sixth Year Students

- Students meet daily with their Form Tutor who is their main point of contact over the two years. The Form Tutor is there to help with any problems or issues.
- At Sixth Year, students are encouraged to discuss any subject specific issues or problems directly with their subject teachers.
- The Head of Sixth Form is always available to discuss any more serious or urgent matters, or in the absence of either of the above being available.
- The school's chaplain, together with a trained and experienced team of internal and external Counsellors, are available.
- A range of educational and organisational help and support is available through the SENCO. Learning Support Centre, Classroom Assistants and the daily use of organised study periods in supervised Study.
- Extra Classes and individual help are also provided through the Extra Curricular Programme and the Extended Schools Initiative.
- Some students many avail of additional help and support from a range of external support services such as the Educational welfare officer, Educational Psychologist, or specialist Bereavement Counselling.

## Opportunities for Student Leadership in Sixth Form

At Key Stage 5 many students take the opportunity to develop personal qualities, interests and talents and gain valuable experience by helping with the organization of events and activities.

Opportunities include:

- Prefect team & Head Boy/Girl
- Rota & Duties team
- School Committee – Charity, Young Enterprise, Clubs, Sport, Eco
- School events (E.g. Carol Service, Open day)
- Events organised by the 'Friends of New-Bridge' such as the Christmas Fayre/Fashion Souk.
- Charity Fund Raising Initiatives (internal & External)
- Habitat for Humanity
- Young Enterprise e.g BT Young Scientist, Exhibitions and Seminars
- Student Council, School Magazine, Key Stage Assemblies
- Student Representatives sit on local Youth Forums such as Debate Society.
- Mentoring scheme for Key Stage 3 & 4 pupils.
- Mentor for homework club in junior school.
- Learning Support Mentors
- Mentoring – Peer mentoring programme

## *Mission Statement*

*"New-Bridge Integrated College is an integrated all-ability school. We are committed to ensuring that all our pupils are provided with the opportunity to achieve to their full educational potential in a challenging and stimulating environment in which they all feel cherished and valued."*

### **Our Sixth Form Common Room.**



# **Sixth Form Curriculum Courses**

## **at New-Bridge Integrated College**

As a school with pupils of the full ability range we have carefully selected a range of courses which caters for our potential sixth form students. Our sixth form provision offers both vocational and academic subjects which allow our students the flexibility to mix and match options which best suit their career aspirations. We have been able to extend the range of subjects available to our students through collaboration with other schools in the Banbridge Area Learning Community and the Southern Regional College.

For September 2020 the College warmly welcomes applications from students from other schools who wish to join us in Sixth Form. Further information may be obtained from Mr S. Clarke, Head of Sixth Form.

The range of Post-16 qualifications provided by New-Bridge Integrated College has been developed to:

- Allow students to choose courses which meet their needs and gain credit for their achievements
- Ensure that the qualifications offered to students are worthwhile and valued
- Enable students to mix and match different types of qualifications
- Offer clear progression routes into further and higher education, training and employment.

### **Sixth Form 2020: Post-16 Curriculum Offer**

#### **AS/A2 levels**

- Traditional courses – AS Year 13, A2 Year 14
- They're highly valued by universities and employers and focus on academic subjects
- Mostly assessed by examinations at the end of year some have a coursework component (See subject specific information)

#### **BTEC Subsidiary Diploma Level 3 courses (Single and Double Award)**

- Internally assessed based on the units of work completed by the pupils/ some have a small externally assessed unit – See subject specific information for more detail.
- Equivalent to one GCE A 'Level
- Single Award – equivalent to A Level
- Double Award – equivalent to A Levels

A Pass is equivalent to an E grade

A Merit is equivalent to a C grade

A Distinction is equivalent to an A grade

A Distinction\* is equivalent to an A\* grade

BTEC qualifications are recognised by both employers and education institutions.

## Which mix of courses can I choose?

New-Bridge Course Combinations			Qualifications												
Student A	3 AS/A2 Levels	<i>Yr13/yr14 Structure</i> 3 A Level (For example) <ul style="list-style-type: none"> <li>- English Literature</li> <li>- RE</li> <li>- History</li> </ul>	= 3 A Levels												
Student B	4 AS Levels/ 3 A2 Levels	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><u>Year 13</u></td> <td style="width: 50%; text-align: center;"><u>Year 14</u></td> </tr> <tr> <td style="text-align: center;"><i>As Levels</i></td> <td style="text-align: center;"><i>A Levels</i></td> </tr> <tr> <td style="text-align: center;">Chemistry</td> <td style="text-align: center;">Maths</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">Physics</td> </tr> <tr> <td style="text-align: center;">Physics</td> <td style="text-align: center;">Biology</td> </tr> <tr> <td style="text-align: center;">Biology</td> <td></td> </tr> </table>	<u>Year 13</u>	<u>Year 14</u>	<i>As Levels</i>	<i>A Levels</i>	Chemistry	Maths	Maths	Physics	Physics	Biology	Biology		= 3 A Levels + 1 AS Level
<u>Year 13</u>	<u>Year 14</u>														
<i>As Levels</i>	<i>A Levels</i>														
Chemistry	Maths														
Maths	Physics														
Physics	Biology														
Biology															
Student C	4 AS Levels/ 4 A2 Levels	4 A Level Package  Year 13 & Year 14 = 4 A Level Subjects in both Years	= 4 A Levels												
Student D	BTEC National Extended Diploma	1 Course over two years  BTEC Level 3 Public Services	=3 A-Levels												

## HOW TO CHOOSE SUBJECTS FOR AS/A2 LEVELS

### Understanding the structure

In Year 13 you will be offered the chance to take a variety of AS qualifications. An AS level (3 units) covers the first half of the full GCE A Level course. An AS level is a qualification in its own right. In Year 14 you may progress from AS Level to a full A Level qualification. The second half of the A Level course (3 more units) is called A2. The three AS units and the three A2 units make up a complete A Level qualifications.

Sixth Form courses are more specialised and you need to make your choices on the basis of

**-Interest                      - Ability                      - Career Aspirations**

Get to know yourself a bit better by asking yourself the following questions:

- Which subjects do I enjoy?
- Which subjects am I good at? – Many University courses like to see top grades.
- Are any subjects compulsory for my chosen university/career?
- What is my preferred way of working/learning?
- What is my preferred type of assessment eg exam-based or coursework?
- What are my hobbies and interests?
- What are my skills and abilities?
- What am I good at? A good listener? Good with people? Good with computers? Being creative? Problem solving?

You may wish to consider selecting subjects from the *facilitating subjects* list. These come from the report “Informed Choices” produced by the Russell Group of Universities. A link to this report can be found here:-

<http://www.russellgroup.ac.uk/informed-choices.aspx>

## Which Subjects Combine Well?

If you have a completely open mind about what you might like to do eventually, it can be useful to think of subjects in groups. Choose two or three from the group which is most likely to provide you with a career choice, and also include one or two from another group in order to keep your options open and retain a breadth and balance in your subjects.

*The groups are:*

### **Science subjects:**

Which include life Sciences, Applied Science, Biology and Chemistry, and Engineering Sciences: Maths, Physics, Software Systems.

### **Essay, or humanities subjects:**

History; Politics; English; Geography (which also overlaps with science); Religious Studies; Media Studies.

### **Creative subjects:**

Art; Creative Media, Drama/Performance Art; Music; Technology (Technology also overlaps with Science)

### **Vocational subjects;**

Sports Studies, ICT, Health & Social Care and BTEC Engineering, BTEC Public Services, BTEC Creative Media

## What GCSE Subjects are Required?

The grades you need for A level depend on the subjects you want to study. To study at A level, everyone will need at least five passes at grade C or above, including Maths and English.

For many subjects, you will need at least a grade B in the subject you wish to study. If you enjoy study, but find that examination do not show you at your best, applied courses may suit you better, which you can study if you have grade C.

If you failed to achieve the grade you need in one of the GCSE subjects you wish to choose at A level, but you have otherwise excellent results, you may talk to your teacher about whether A level in that subject would be a good idea for you. Take your teachers advice seriously.

## A Level Requirements for Degrees – a Checklist.

Many degrees will be open to students whatever subjects they have studied. Some popular degrees normally open to you with any A Levels are: accountancy; anthropology; archaeology; business studies; history of art; law; manangement studies; media studies; philosophy; politics; psychology; religious studies; sociology; surveying; primary teaching.

### Accountancy

*(also Banking/Finance/Insurance)*

*Preferred A Levels: none*

*Useful A Levels: Maths; Business Studies*

### Art and Design

*Essential A Level; Art or Technology and a portfolio of work.*

*Useful A levels: Moving Image Arts*

### Actuarial Studies

*Essential A levels: Maths; Physics*

*Useful A Levels: Business Studies*

*Useful A Levels: Biology; Physics; Maths*

### Biochemistry

*Essential A Levels; Chemistry and Biology.*

### Aeronautical Engineering

*Essential A Levels: Maths; Physics*

*Useful A Levels: Technology*

### Biology

*Essential A levels: Biology & Chemistry*

*Useful A levels; Maths or Physics*

### American Studies

*Essentail A Levels; often English or History*

*Useful A Levels; Politics*

### Computing

*Essential A Levels: ICT and/or and/or a language.*

*Useful A Levels; any language.*

## Antropology

No essential A level subjects

Useful A Levels: a Science

## Archeology

No essential A level subjects

Useful A levels: Hisory; Chemistry

Useful A levels: Maths, Business Studies,  
ICT

## Architecture

Essential A Levels: some courses

Will want a mix of Arts and Science

Useful A Levels; Art; Maths, Technology,  
German; Spanish; Italian; Irish

## Electrical/Electronic Engineering

Essential A Levels: Maths & Physics

Useful A Levels: Technology

Useful A Levels; another language;  
English Literature; History; Politics

## Engineering (general)

Essential A Level; Maths and Physics

Useful A levels: Technology; ICT.

## English

Essential A Levels: English Literature

Useful A Levels: History; Religious Studies;

French; German; Spanish; Irish

## Environmental Science

Essential A Levels; some courses will ask

For two of:

Biology; Chemistry; Maths; Physics;  
Geography

Useful A Levels: Biology; Chemistry;  
Maths; Physics; Geography.

## European Studies

Essential A Levels: at least one

Useful A Levels: a language; English;  
History; Politics.

## Drama/Performing Arts

Essential A Levels; some courses

Performance Art and/or English.  
Art; Moving Image Arts.

## Economics

Essential A levels: some courses

require Maths

## History of Art

No essential A level subjects

useful A levels: art; English Literature

History; Religious Studies; French;

## Law

No essential A level subjects

Useful A Levels; History; Politics

English

## Management Studies

No essential A level subjects

Useful A levels; Business Studies,

Maths; Travel & Tourism; ICT; Maths

## Materials Science

(including biomedical materials  
Science)

Essential A Levels: normally two from

Chemistry. Maths; Physics; Biology

Useful A Levels: ICT; Technology.

## Maths

Essential A Levels: Maths

Useful A Levels; Physics

## Mechanical Engineering

Essential A Levels; Maths & Physics

Useful A Levels: Technology; ICT



## Geography

*Essential A Levels: most courses require Geography*

*Useful A Levels: Some Geography degrees  
Prefer one from Biology; Chemistry; Maths  
And Physics*

## Geology/Earth Sciences

*Essential A Levels: usually two from Physics;  
and Chemistry; Biology*

*Useful A Levels: Geography; Maths*

## History

*Essential A Levels: most degrees require*

*Useful A Levels: English Literature  
Politics; Religious Studies*

## Nursing & Midwifery

*Essential A Levels: some courses require  
Biology or another science*

*Useful A Levels: Biology; Chemistry;  
Health & Social Care*

## Occupational Therapy

*Essential A Levels; some courses require  
Biology*

*Useful A Levels: Sport Studies;  
Another science*

## Optometry (ophthalmic optis)

*Essential A Levels: two from Biology  
Chemistry; Maths; Physics*

*Useful A Levels: Biology; Chemistry;  
Maths and Physics.*

## Pharmacy

*Essential A Levels: Chemistry and two  
From Biology; Maths; Physics*

*Useful A Level: Biology; Maths; Physics*

## Media Studies

*(including communication studies)*

*No essential A Level subjects*

*Useful A Levels: English Literature;  
Media Studies; Moving Image Art;*

## Medicine

*Essential A Levels: Chemistry*

*Biology*

*Useful A Levels: Maths;Physics; an  
Ideas subject.*

## Music

*Essential A Levels: Music and grade*

*Useful A Levels: Creative subjects;*

## Sociology

*No essential A Level subjects*

## Speech Therapy

*Essential A Levels: some degrees  
require Biology or another science*

*Useful A Levels; French, German,  
Spanish, Irish, English Literature*

## Sports Science/P.E

*Essential A Levels: Sports Studies;  
PE; some courses require a science  
with Sports Studies/PE*

*Useful A Levels: Sports Studies/PE;  
A science.*

## Surveying

*No essential A Level subjects.*

*Useful A Levels: for Estate*

*Management, any subjects; for  
Building Surveying, Maths and/or  
Physics.*

## Philosophy

*No essential A Level subjects*

*Useful A Levels: Religious Studies;*

*Maths*

## Physics

*Essential A Levels: Physics and*

*Maths*

*Useful A Levels; Chemistry*

## Physiotherapy

*Essential A Levels: Biology*

*Useful A Levels: one of Chemistry*

*Maths; Physics; Sports Studies.*

## Psychology

*Essential A Levels: a few courses require*

*One of Biology; Chemistry; Maths;*

*Physics.*

## Teacher Training

*Essential A Levels; At least one academic teaching subject.*

*Useful A Levels: some from: Art;*

*Biology; Chemistry; Technology;*

*Performance Art; English; French;*

*Geography; German; Irish; History;*

*ICT; Maths; Music; Physics; Sports*

*Studies; Religious Studies; Spanish.*

## Veterinary Science

*Essential A Levels: Chemistry and*

*Biology and one from Maths or*

*Physics*

## Politics

*No essential A Level subjects*

*Useful A Levels: Politics; History;*

*English Literature.*

## Religious Studies/Theology

*No essential A Level subjects*

*Useful A Levels: Religious Studies;*

*English Literature; History*

## Admissions Criteria

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study and shall be allocated in the following order;

1. Pupils who have most recently completed Year 12 in New-Bridge Integrated College who achieve minimum 5 \*A-C grades at GCSE level (Including English and Maths)
2. Pupils from other schools where admission to an extra place at New- Bridge Integrated College has been agreed by the Department of Education and who achieve 5 A\*-C grades at GCSE level (including English and Maths).



## Entrance Requirements for New-Bridge Integrated College

To Study A Levels you would need:

Minimum 5 GCSE A\*-C grades

Preferably Grade B in subject \* you would like to study for

A Level (some exceptions do apply)

Grade C in Maths & English

Excellent *Attendance* Record

Excellent *Work* Record

Excellent *Behaviour* Record

&

*A Readiness to Learn*

*\*See subject descriptions for specific entrance requirements*

The following Sixth Form subjects are offered in New-Bridge Integrated College for the academic Year 2020/2021

### Course Options

GCE AS/A2 Level/BTEC

- **BTEC Level 3 Applied Science**
- **Art & Design**
- **Biology**
- **BTEC Level 3 Engineering**
- **BTEC Level 3 Creative Media**
- **BTEC Level 3 Public Services( Single/Double/Triple Award)**
- **BTEC Level 3 Sports Studies**
- **Business Studies**
- **Chemistry**
- **Drama & Theatre Studies**
- **English Literature**
- **Geography**
- **Health and Social Care**
- **History**
- **ICT**
- **Mathematics**
- **Music**
- **Physics**
- **Religious Studies**

\*Some courses will be offered in collaboration with Southern Regional College and schools in the Banbridge Area Learning Community. Information is correct at time of publication but may alter due to changing circumstances.

# Careers Information

JOB SECTOR SKILL AREA	USEFUL WEBSITES	
STEM	<a href="http://www.sectorcareersinfo.co.uk">www.sectorcareersinfo.co.uk</a> <a href="http://www.careersserviceni.com">www.careersserviceni.com</a> <a href="http://www.activate.co.uk">www.activate.co.uk</a> <a href="http://www.e4s.co.uk">www.e4s.co.uk</a>	<a href="http://www.futuremorph.org">www.futuremorph.org</a> <a href="http://www.stemnet.org.uk">www.stemnet.org.uk</a> <a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a> <a href="http://www.jobs.ac.uk">www.jobs.ac.uk</a>
Automotive Skills	<a href="http://www.motor.org.uk/careers">www.motor.org.uk/careers</a>	
Business and IT	<a href="http://www.e-skills.com">www.e-skills.com</a> <a href="http://www.bringittonni.info">www.bringittonni.info</a>	<a href="http://www.momentumni.org">www.momentumni.org</a>
Construction Industry	<a href="http://www.constructionskillsni.org.uk">www.constructionskillsni.org.uk</a> <a href="http://www.bconstructive.co.uk">www.bconstructive.co.uk</a> <a href="http://www.citbni.org.uk">www.citbni.org.uk</a>	<a href="http://www.buildingservicejobs.co.uk">www.buildingservicejobs.co.uk</a> <a href="http://www.jobsinsurveying.co.uk">www.jobsinsurveying.co.uk</a>
Creative and Cultural	<a href="http://www.ccskills.org.uk">www.ccskills.org.uk</a>	<a href="http://www.creative-choices.co.uk">www.creative-choices.co.uk</a>
Creative Media	<a href="http://www.skillset.org">www.skillset.org</a>	<a href="http://www.bigambition.co.uk">www.bigambition.co.uk</a>
Energy & Utility Skills	<a href="http://www.euskills.co.uk">www.euskills.co.uk</a>	
Environment and Land-Based	<a href="http://www.lantra.co.uk">www.lantra.co.uk</a> <a href="http://www.afuturein.com">www.afuturein.com</a> <a href="http://www.animal-jobs.co.uk">www.animal-jobs.co.uk</a>	<a href="http://www.environmentaljobs.co.uk">www.environmentaljobs.co.uk</a> <a href="http://www.environmentjob.co.uk">www.environmentjob.co.uk</a> <a href="http://www.greenjobs.co.uk">www.greenjobs.co.uk</a>
Facilities Management,	<a href="http://www.assetskills.org">www.assetskills.org</a>	<a href="http://www.cih.org">www.cih.org</a>
Fashion and Textiles	<a href="http://www.rics.org">www.rics.org</a>	<a href="http://www.bifm.org.uk">www.bifm.org.uk</a>
Financial Services	<a href="http://www.skillfast-uk.org">www.skillfast-uk.org</a>	<a href="http://www.canucutit.co.uk">www.canucutit.co.uk</a>
Food and Drink Manufacturing	<a href="http://www.fssc.org.uk">www.fssc.org.uk</a>	
Health Sector	<a href="http://www.improve-skills.co.uk">www.improve-skills.co.uk</a> <a href="http://www.hscni.net">www.hscni.net</a> <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a> <a href="http://www.dhsspsni.gov.uk">www.dhsspsni.gov.uk</a>	<a href="http://www.caterer.com">www.caterer.com</a> <a href="http://www.stepintothenhhs.nhs.uk">www.stepintothenhhs.nhs.uk</a> <a href="http://www.jobs.nhs.uk">www.jobs.nhs.uk</a>
Hospitality, Travel and Tourism	<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>
Justice Sector	<a href="http://www.skillsforjustice.com/careers">www.skillsforjustice.com/careers</a>	<a href="http://www.irecruit.nicsrecruitment.gov.uk">www.irecruit.nicsrecruitment.gov.uk</a>
Leisure	<a href="http://www.leisurejobs.com">www.leisurejobs.com</a>	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
Lifelong Learning	<a href="http://www.lluk.org">www.lluk.org</a>	
Logistics Sector	<a href="http://www.skillsforlogistics.org">www.skillsforlogistics.org</a>	<a href="http://www.deliveringyourfuture.co.uk">www.deliveringyourfuture.co.uk</a>
Northern Ireland Civil Service	<a href="http://www.nicsrecruitment.gov.uk">www.nicsrecruitment.gov.uk</a>	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
Passenger Transport	<a href="http://www.goskills.org">www.goskills.org</a>	<a href="http://www.careersinpassangertransport.org">www.careersinpassangertransport.org</a>
Plumbing & Electrical	<a href="http://www.summitskills.org.uk">www.summitskills.org.uk</a>	<a href="http://www.pmst.co.uk">www.pmst.co.uk</a>
Process and Manufacturing	<a href="http://www.ett-ni.org">www.ett-ni.org</a>	<a href="http://www.ani.ac.uk">www.ani.ac.uk</a>
Retail	<a href="http://www.proskills.co.uk">www.proskills.co.uk</a>	<a href="http://www.prospect4u.co.uk">www.prospect4u.co.uk</a>
Science Based Industries	<a href="http://www.martretail.com">www.martretail.com</a>	
Social Care and Children	<a href="http://www.cogent-ssc.com">www.cogent-ssc.com</a> <a href="http://www.semta.org.uk">www.semta.org.uk</a> <a href="http://www.nisc.info/careers">www.nisc.info/careers</a>	<a href="http://www.etcni.org.uk">www.etcni.org.uk</a>
		<a href="http://www.egsa.org.uk">www.egsa.org.uk</a>

# *POST 16*

## *Subject Information*

The following pages will give you a flavour of the courses you can choose from. You can find further information on the exam boards websites; including the specification, past papers and Student guides.

# BTEC Level 3 Applied Science



## Aims

Pearson BTEC Level 3 National Extended Certificate in Applied Science

- Four units over two years equivalent to one full A level
- Two units in each year (unit 1, 2 & 3 are compulsory with a fourth optional Unit 8 Physiology of Human Body Systems)
- One exam unit, one coursework unit each year
- Both units 1&2 in Yr 13 can be repeated in Yr 14.
- In Yr14 units are scaled. Unit 3 2/3 with Unit 8 only worth 1/3

## Course Content

Unit 3 - Science investigation skills consists of classwork and practical writeups, calculations, evaluations & assessment of results which will be assessed via examination (two week window to complete pre-released practical, 90min paper split into two parts. Part 1 – relates to the practical carried out. Part 2 – pupils given a random unrelated investigation and must writeup a plan)

- \*Please note that this course is recommended by Pearson for those who have received minimum of 5 grade C GCSEs **including** English and Maths. Pupils must be capable of working independently and safely under minimal supervision during practical assessments.

## Year 13

Unit 1 - external examination: Principles and Applications of Science. The assessment availability is January and May/June each year.

- Biology, Chemistry and Physics will be assessed (2hr exam, 90 marks made from a mixture of multiple choice, calculations, short answer and open response.)
  - Topic A – Periodic table and Properties of elements
    - A1 Structure and bonding in applications of science
    - A2 Production and uses of substances in relation to their properties
  - Topic B – Structure and function of cells and tissues
    - B1 Cell structure and function
    - B2 Cell Specialisation
    - B3 Tissue structure and function
  - Topic C – Waves in communication
    - C1 Working with waves
    - C2 Waves in communication
    - C3 Use of electromagnetic waves in communication

Unit 2 – internally assessed unit based on practical skills and experimental writeups.

- A Undertake titration and colorimetry to determine the concentration of solutions
- B Undertake calorimetry to study cooling curves
- C Undertake chromatographic techniques to identify components in mixtures
- D Review personal development of scientific skills for laboratory work.

## Career Pathways

- Technology
- Human Physiology
- Nursing
- Materials Science
- Sports Science
- Medical Physics

Career opportunities for students who study Level 3 Extended Certificate in Applied Science include:

- The chemical industries
- Healthcare
- Medical
- Laboratory-based Sciences
- Sports and Leisure Sectors
- Food and Catering Industries.



# Art & Design



“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”

**Scott Adams**

## Aims

The study of GCE Art and Design nurtures a range of qualities which are highly sought after by employers. These include creativity, problem-solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification. It encourages students to find alternative approaches and to take risks in their work. It develops independent approaches to learning, aesthetic awareness and intellectual capabilities.

Art and Design allows for personal responses and therefore is key in helping students explore their identity and their philosophical and spiritual relationships to the society in which they live.

This GCE qualification is available as a general qualification in Art and Design Combined studies.

Students can take the AS course as a final qualification or the AS units plus the A2 units for the full GCE A level qualification. It is designed to:

- continue to build on the knowledge, understanding and skills developed in GCSE Art and Design and at Key Stage 3; and
- provide a sound basis for progression to higher education courses in Art and Design or study related to other areas of the creative and cultural industries.

## Course Content

GCE Art and Design requires students to develop key transferable skills such as creativity, innovation, higher level thinking skills and problem solving. It encourages students to find alternative approaches and take risks in their work. It also develops in depth knowledge of art and design through research and practical activities, intellectual capabilities and independent approaches to learning.

<b>What will I study?</b>	
<b>Unit</b>	Areas of Study
<b>AS 1: Experimental Portfolio</b>	Theme based: students will have the opportunity to develop, explore and record ideas.
<b>AS 2: Personal Outcome</b>	Theme based: students will have the opportunity to produce a final outcome/outcomes.
<b>A2 1: Personal and Critical Investigation</b>	Theme based: students have the opportunity to produce both a written (1000–2000-word) investigation and a practical response.
<b>A2 2: Thematic Outcome</b>	Theme based: students will have an opportunity to produce a final outcome/outcomes.

## Assessment

<b>Unit</b>	<b>Assessment Description</b>	<b>Weighting</b>
AS 1	Teacher assessment of work with external moderation Assessment Objectives 1, 2, 3 only	50% of AS 20% of A level
AS 2	Teacher assessment of controlled task with external moderation Assessment Objective 4 more heavily weighted than 1, 2, 3	50% of AS 20% of A level
A2 1	Written investigation (1000–2000 words) externally assessed Teacher assessment of practical element with external moderation Assessment Objectives 1, 2, 3 only	20% of A2 12% of A level 40% of A2 24% of A level
A2 2	Teacher assessment with external moderation Assessment Objective 4 more heavily weighted than 1, 2, 3	40% of A2 24% of A level

## Career Pathways

The study of GCE Art and Design creates a pathway to a future career in a creative or cultural field. It builds on the knowledge and skills developed at GCSE and Key Stage 3 and prepares students for further study in Art and Design or related study in a creative field.

Art and Design is unique in its inherent requirement to develop key transferable skills such as:

- creativity, personal motivation;
- project management and organisational skills; and
- innovation, higher level thinking skills and problem-solving.

This qualification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art and design disciplines.

The creative and cultural industries are a fast growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. A Level Art & Design provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field.

Possible careers include advertising, architecture, art curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design.

## STEAM

A wide range of STEM careers such as engineering now also require creative, artistic and design skills. Innovation has been closely linked with STEM (Science, Technology, Engineering and Maths) education. Art education is essential for the full realisation of the innovative potential of STEM. Art is the key to fostering creativity which spurs innovation and this is necessary for the creation of new industries for the wellbeing of our future economy. Art and Design transform STEM to STEAM (Science, Technology, Engineering, Art, Maths)

# Biology



The qualification builds on knowledge, understanding and process skills inherent in GCSE. During the course it will be necessary to communicate effectively and research information from a variety of sources. It will also be necessary to handle and interpret data, so good mathematical skills are required.

The course requirements are at least BB grades in Double Award Science and a C in Mathematics.

## Aims

This course will appeal to students who have an interest in the study of living organisms, enjoy carrying out investigations in the laboratory or as fieldwork. Also those interested in the developments of 'new' biology topics, such as genetic engineering, and their impact on society. The course relates to careers in the health professions, biotechnology or ecology and the environment, and provides the foundation for other qualifications such as related HND and degree subjects.

## Course Content

### AS:

#### **Module AS 1 – Molecules and Cells:**

During the first half of the year you will study Cellular Biology, the core of the module centres on Microscopic Biology and its application. You will study traditional Cell Biology as well as becoming familiar with today's cutting edge research.

#### **Module AS 2 – Organisms and Biodiversity:**

This module contains two distinct areas of study;

##### **Physiology of Organisms:**

In this section you will study transport and organ systems in plants and animals. Practical and dissection skills will play a significant role in your understanding.

##### **Biodiversity:**

This section concentrates on how animals adapt and form complex relationships with their environment. The classification of some species will also be studied. The impact of humans on the environment and populations will also be studied in detail.

## **Module AS 3 – Assessment of Practical Skills**

The final area of assessment is practical skills. This has 2 parts:

- Pupils are required to complete at least seven practical tasks from a given list and these will be assessed internally by your teacher with a sample going to CCEA for moderation.
- Pupils are then further required to complete an externally assessed practical skills exam. This will examine the practical skills the pupils have developed throughout their AS studies.

## **A2:**

### **Module A2 1 – Physiology, Co-ordination and Control, and Ecosystems:**

In this module you will learn how your body maintains constant conditions, fights disease and co-ordinates movement and response. You will also learn how the body responds to infections.

The movement of nutrients and energy through communities and ecosystems is also covered. This module also assesses mans impact on the environment and looks at current topical issues.

### **Module A2 2 – Biochemistry, Genetics and Evolutionary trends:**

This module builds on your GCSE genetics and evolution knowledge and seeks to expand your understanding of both. You will study how cells and organisms reproductive strategies help them pass on their genetic material to the next generation.

You will also study the mechanism of inheritance looking at specific features and diseases. This topic will also cover the traditional grouping of animals and plants into taxonomic groups. You will study how animals and plants produce and use energy.

### **Module A2 3 – Assessment of Practical Skills**

The final area of assessment is practical skills. This has 2 parts:

- Pupils are required to complete at least five practical tasks from a given list and these will be assessed internally by your teacher with a sample going to CCEA for moderation.
- Pupils are then further required to complete an externally assessed practical skills exam. This will examine the practical skills the pupils have developed throughout their A2 studies.

## Assessment

Module	Nature of Assessment	Test time	% weighting
AS 1	External / written test	1 hr 30 mins	15
AS 2	External/written test	1 hr 30 mins	15
AS 3	Practical activities – internally marked Written Practical Skills test – externally marked	No time limit 1 hr 15 mins	10
A2 1	External / written test	2 hrs 15 mins	24
A2 2	External / written test	2 hrs 15 mins	24
A2 3	Practical activities – internally marked Written Practical Skills test – externally marked	No time limit 1 hr 15 mins	12

## Career Pathways

After taking the A2 Biology examination it would be possible to:

- Follow a degree course in, for example, biology, environmental science, medicine, nursing, dentistry, psychology and pharmacy. UCAS handbooks will give further guidance about the wide range of courses to which can be progressed.
- Enter a higher national course in biological science or a related programme.

# BTEC Level 3 Engineering



## Aims

- This programme is a specialist work-related programme of study providing opportunities for learners to achieve a nationally recognised Level 3 qualification.
- It offers an engaging programme for learners who, who wish to focus on Engineering at Level 3, learning about Engineering Principles, Mathematics, Design and Manufacture.
- If successfully completed it provides a qualification equivalent to A-Level.
- The BTEC Level 3 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.

Level 3 (360GLH)	
BTEC Level 3 National Extended Cert. in Engineering	
Core Units	Unit 1 Engineering Principles (120)
	Unit 2 Delivery of Engineering Processes Safely as a Team (60)
	Unit 3 Engineering Product Design & Manufacture (120)
Optional Units	Work Experience in the Engineering Sector (60)

## Career Pathways

Where will this qualification take me?

This course will provide an understanding of both practical and theoretical engineering skills and will assist in moving on Higher Education in the following areas:

Mechanical Engineering, Manufacturing Engineering, Electrical/Electronic Engineering, Design Engineering, Automation Engineering, Process Engineering.

# BTEC Level 3

## Creative Media



### Aims

The Subsidiary Diploma in Creative Media Production has been developed to provide vocationally-related education for those who may be considering a career in creative media sector. It provides opportunities for pupils to develop skills, knowledge and understanding relevant to the media industries, in an applied learning context and also gives them the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life. This course is equivalent to an A-Level and carries the same UCAS points for university.

### Course Content

Pupils will study the following units over the two years of the programme:

- Communication Skills
- Pre-production Techniques
- Research Techniques
- Graphic Design
- Video Production
- Web Design
- Animation

In this course pupils will develop the necessary skills to create digital graphics for an interactive media product. This will work alongside the research unit, that they must conduct with the target audience, to gather relevant information about their graphics and design. Previous examples have included designing graphics for a children's recycling product, a road-safety product and an e-safety product. They will also then design an animation suitable for web, using their original graphics, and seeing them come to life. This will give the pupils some experience of programming using ActionScript.

In the second year of this course pupils will work together as a pre-production team to plan and prepare relevant resources for the production of a video. Previous examples have included a 6<sup>th</sup> form promotional video, and to promote any aspect of school life that pupils are passionate about e.g. Anti-Bullying, Sports, Drama, Young Enterprise etc. This will give the pupils valuable experience of working in a team, each with particular roles. Pupils will also design a website that ties in with the theme of their video.

All assessment is by a coursework portfolio – there are no examinations. Pupils will achieve a Distinction, a Merit or a Pass.



## Entry Requirements

A grade C or higher in ICT, Digital Technology or other computer related qualification, or a Pass grade or higher in Level 2 Creative Digital Media Production.

A grade C or higher in English.

Creativity and an interest in using computers and design is essential as pupils will be taught how to use a range of software from the Adobe Creative Suite, including Photoshop, Illustrator, Flash, Final Cut and InDesign.

## Career Pathways

The wide variety of units taught in this course, as well as the range of software used, will provide pupils with a wealth of experience in to go into a career in any area of the media industry. Pupils will gain experience in all stages of production to include pre-production, production, post-production, distribution and exhibition. It will also provide pupils with invaluable skills in communication, organisation and planning, research, design, teamwork, coding, evaluation and editing skills across a range of media including digital publications, graphics, video, animation and web design.

This can open a variety of opportunities in further education, leading to a wealth of jobs in the media industry such as:

- Animation
- Broadcast Journalism
- Camera
- Design for the Moving Image
- Directors
- Editing
- Graphic Design
- Interactive Media and Computer Games
- Lighting for Film and Television
- Multimedia and Print Journalism
- Photo Imaging
- Production Design
- Production (Film and Television)
- Publishing
- Radio Content Creation
- Sound
- Web Design

**\*\*NEW for 2020\*\***

# BTEC Level 3 Public Services

## ( 1 / 2 or 3 A -Level equivalent Courses)



### Aims

- This programme is a specialist work-related programme of study providing opportunities for learners to achieve a nationally recognised Level 3 qualification.
- It offers an engaging programme to inspire and enthuse learners to consider a career in the public service sector.
- Provide the opportunity to gain a broad knowledge and understanding of, and develop skill in, the public service sector.
- Provide opportunities for the development of transferrable skills gained through outdoor learning, through walking expeditions and navigation skills.
- If successfully completed it provides a qualification equivalent to A-Level.

### Course Content

Level 3 (360 GLH)	
BTEC Level 3 Subsidiary Diploma in Public Services BTEC Level 3 National Diploma BTEC Level 3 National Extended Diploma	
Core Units	Unit 1 Government, Policies and the Public Services
	Unit 2 Leadership and Teamwork in the Public Services
	Unit 3 Citizenship, Diversity and the Public Services
Optional Units Include	<ul style="list-style-type: none"><li>➤ Leadership and Teamwork in the Public Services</li><li>➤ Citizenship, Diversity and the Public Services</li><li>➤ Crime and its Effects on Society</li><li>➤ Planning and Management of Major Incidents</li><li>➤ Career Planning for the Public Services</li><li>➤ Police Powers in the Public Services</li><li>➤ Behaviour in Public Sector Employment</li><li>➤ Custodial Care Services</li><li>➤ Physical Preparation, Health and Lifestyle for the Public Services</li><li>➤ International Institutions and Human Rights</li><li>➤ Understanding the Impact of War, Conflict and Terrorism</li></ul>

BTEC Level 3 National Diploma & BTEC Level3 National Extended Diploma ( 2 and 3 A-Level equivalent courses) in Public Services (Uniformed): Include a combination of mandatory units, plus optional units from the selection below are required :

A sample of how the 2 year programme could be structured is outlined below:

Year 1			
Term 1	Term 2	Term 3	
Unit 1: Government, Policies and the Public Services (10 credits, mandatory)  and  Unit 2: Leadership and Teamwork in the Public Services (15 credits, mandatory)	Unit 3: Citizenship, Diversity and the Public Services (15 credits, mandatory)  and  Unit 7: International Institutions and Human Rights (5 credits, optional)	Unit 4: Understanding Discipline within the Uniformed Public Services (10 credits, mandatory)  and  Unit 18: Behaviour in Public Sector Employment (5 credits, optional)	Unit 24: Current and Media Affairs in Public services (10 credits, optional)  and  Unit 16: Career Planning for the Public Services (5 credits, optional)
Year 2			
Term 4	Term 5	Term 6	
Unit 6: Fitness Testing and Training for Uniformed Services (10 credits, mandatory)  and  Unit 12: Crime and its Effect on Society (10 credits, optional)  and  Unit 17: Police Powers in the Public Services (5 credits, optional)	Unit 14: Responding to Emergency Service incidents (10 credits, optional)  and  Unit 15: Planning and Management of Major Incidents (10 credits, optional)	Unit 32: Instructing Physical Activity and Exercise (10 credits, optional)  Unit 9: Outdoor and Adventurous Expeditions (10 credits, optional)  Unit 10: Skills for Land-based Outdoor and Adventurous Activities (10 credits, optional)  Unit 35: Land Navigation by Map and Compass (10 credits, optional)  Unit 30: Practical Team Sports (10 credits, optional)  Unit 31: Exercise, Health and Lifestyle (10 credits, optional)	

## Assessment

There are **no examinations** – you will produce a portfolio of evidence containing research, analysis and evaluation for each unit.

The course involves visits, activities and individual research projects, as well as classroom-based learning.

An outdoor educational residential is a unique and exciting part of this course.

## Grading

You will be marked using the following grading system:

- Distinction \* (Equivalent to A\*)
- Distinction ( Equivalent to A)
- Merit ( Equivalent to C )
- Pass (Equivalent to E)

Below is the grading for the National Extended Diploma: 3 A-Level Equivalent

Grade
MPP
MMP
MMM
DMM
DDM
DDD
D*DD
D*D*D
D*D*D*

## Career Pathways

Successful completion of the course will enable you to enter employment within the uniformed public services (Fire, Police, Army, Navy, and Prison Services) or

Undertake higher education study leading to careers such as **criminology, psychology or law** to name but a few

## Placement Opportunities

As part of this course Internship style placements will form an important aspect of your learning with organisations such as PSNI and NIFRS throughout your study of Public Services .

# BTEC Level 3 Sports Studies



## Aims

This is intended as an Applied General qualification, equivalent in size to **TWO** A levels. It has been designed as a two-year programme. This qualification is aimed at learners looking to progress to higher education in this sector.

Within the course students will study a total of 9 units of which 6 are mandatory, including three externally assessed units.

The mandatory and optional content provides depth and breadth, while retaining a degree of choice for the individual learners to follow. The proportion of the mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued.

## Assessment

Assessment is specifically designed to fit the purpose and objectives. It includes a range of assessment types and styles suited to vocational qualifications in this sector. There are three main forms of assessment that you need to be aware of – external, internal and synoptic.

Each externally assessed is linked to the specific unit. Learners are permitted to resit any external only **once** during their programme.

The styles of external assessment used within the Sport qualification:

- Examinations – all learners take the same assessment at the same time
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally assessed units are set and marked within the College, but subject to standards review. Within each assignment, learners will be assessed using a variety of styles to help them develop a range of transferable skills.

Synoptic assessment requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge as relevant to the key task.

All units are assessed using a grading criteria Distinction, Merit and Pass. All mandatory and optional units contribute proportionately to the overall qualification grade.

## Mandatory Units

Unit	Unit name	GLH	Assessment
1	Anatomy and Physiology	120	External
2	Fitness, Training and Programming	120	External

22	Investigating Business in Sport	90	External
23	Skill Acquisition	90	Internal
3	Professional Development in Sport	60	Internal
4	Sports Leadership	60	Internal

**Optional Units (Three units will be selected from the following)**

5	Fitness Testing	60	Internal
6	Sports Psychology	60	Internal
7	Sports Performance	60	Internal
8	Coaching for Performance	60	Internal
9	Research Methods	60	Internal
10	Sports Event Organisation	60	Internal
11	Research Project in Sport	60	Internal
17	Sports Industry Mgt	60	Internal
18	Work Experience	60	Internal
20	Leisure Management	60	Internal
21	Leisure Centre Operations	60	Internal
24	Sports Performance Analysis	60	Internal
25	Rules and Regulations in Sport	60	Internal
26	Technical and Tactical Demands	60	Internal

All BTEC Nationals provide transferable knowledge and skills that prepare the learners for progression to University:

- The ability to learn independently
- The ability to research actively and methodically
- To be able to give presentations and be active group members

**BTEC Level 3 Extended Certificate in Sport**

This is intended as an Applied General qualification, equivalent in size to **ONE** A levels. It has been designed as a two-year programme.

Learners will study FOUR units in total across the two years to include

**Mandatory Units**

1	Anatomy and Physiology	120	External
2	Fitness, Training and Programming	120	External
3	Professional Development in Sport	60	Internal

**Optional Units (One unit will be selected from the following)**

4	Sports Leadership	60	Internal
5	Fitness Testing	60	Internal
6	Sports Psychology	60	Internal
7	Sports Performance	60	Internal

**\*\* NEW FOR 2020 \*\***

# OCR Cambridge Technical Level 3 Extended Certificate in Business



## Aims

The Level 3 Cambridge Technical in Business course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector.

## Course Content- 5 units over 2 year course

### Mandatory units :

#### **The Business Environment(Externally assessed)**

In this unit students will develop an understanding of how and why businesses operate in the way they do. They will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated. They will learn about the importance of different functions within a business and how they work together. They will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. They will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan.

#### **Working in Business (Externally Assessed)**

Businesses today need employees, managers and entrepreneurs who are multi-skilled, independent thinkers. When working in business you will have to work in accordance with organisational protocols, be able to prioritise work and communicate effectively with others in a meaningful way. This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and

communicating with stakeholders. The way that these activities are dealt with will vary according to the specific business protocols in place. Some of these will be specific to a functional area; however, many are common to almost all job roles. The skills and understanding you will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.

#### **Customers and Communication (Externally Assessed)**

Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external. Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this you need to know who your customers are and what influences their behaviours. In this unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills.

## **Optional Units Include: Internally Assessed Units**

- Business Decisions
- Marketing and Market Research
- Introduction to Human Resources
- Principles of Project Management
- International Business
- Business Events
- Being Entrepreneurial – Evaluating Viable Opportunities

## **Career Pathway**

Business can open up a wide range of opportunities for further and higher education or on to a rewarding career. Students will develop their knowledge and understanding of the business world. The course will also help students to acquire a range of skills such as: decision-making; problem solving; creating solutions to problems and issues. These are all skills which are highly sought after and that can be taken forward to any future employment. This subject can open up career choices in a wide range of jobs, for example in the commercial field such as retail, marketing; human resources; public sector; professional services such as accountancy or law; banking, insurance and the media. Students may of course decide to use the knowledge and skills gained through studying this course with a view to starting up their own business.



# Chemistry



## Aims

Chemistry is the branch of science which is concerned with materials of every description. It is often called the central science as it overlaps with both Biology and Physics. On the one hand, chemists unravel the chemical reactions which are the responsibility for life, and on the other, they investigate new materials with exciting and potentially useful properties.

A-level Chemistry takes the foundation concepts and principles introduced at GCSE to a much deeper level and constitutes a very demanding course of study.

**The course requirements are at least AB grades in Double Award Science (However AA grades or higher would be preferable) and a B in Mathematics.**

Mathematically the subject is not excessively demanding but it requires a good proficiency in basic skills including simple proportion, substitution of data into formula in the AS course and use of logarithms (using a calculator), measuring the gradient of a tangent to a curve, interpretation of data, in the A2 course.

The subject could be chosen as the only Science option in an otherwise “Arts” orientated course of study up to AS level. It is however especially complementary to Physics, Biology and Mathematics and can also complement Geography and Home Economics.

## Course Content

The specification adopts a modular structure and candidates are required to study 3 teaching and learning modules for the AS course and 6 modules for the full A Level course. The modules are listed below:

### AS:

#### **Module AS 1 – Basic concepts in Physical and Inorganic Chemistry**

During this module you will develop important basic chemical skills such as:

- Writing balanced symbol equations and redox reactions;
- Determining oxidation states; and
- Calculating chemical quantities using the mole as an amount of substance.

You will study basic atomic structure and how the chemical properties of elements depend on their atomic structure, and in particular on the arrangement of electrons around the nucleus. You will be introduced to the central role of bonding and intermolecular forces in influencing the physical properties of compounds.

#### **Module AS 2 – Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry**

During this module you will work on the chemistry of alkanes, alkenes, haloalkanes and alcohols.

You will further develop key practical skills and techniques in areas such as:

- The measurement and determination of heat changes in chemical reactions;
- The preparation, isolation and purification of liquid organic compounds;
- The conversion of one organic functional group into another; and
- The production of gases.

### **Module AS 3 – Basic Practical Chemistry**

The practical examination is in two parts: A and B. Part A is taken in the laboratory with a series of practical activities. Part B is independent of Part A, but, there may be some areas that overlap. Part B has theoretical questions on practical situations.

## **A2:**

### **Module A2 1 –Further Physical and Organic Chemistry**

This unit builds on the knowledge of physical and organic chemistry that was acquired at AS level. You will quantitatively study rates of reaction, equilibria, enthalpy, entropy and free energy changes.

You will expand your study of organic chemistry to include optical isomerism and compounds containing the carbonyl group and aromatic compound.

### **Module A2 2 – Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry.**

In this module you will examine how various instrumental methods such as nuclear magnetic resonance (MRI) and chromatography are used for determining structure. You will study redox and complex ion formation with transition metals as well as organic nitrogen compounds such as amines, amides and amino acids. You will learn about polymer chemistry and chemistry in medicine.

### **Module AS 3 – Further Practical Chemistry**

The practical examination is in two parts: A and B. Part A is taken in the laboratory with a series of practical activities. Part B is independent of Part A, but, there may be some areas that overlap. Part B has theoretical questions on practical situations.

## Assessment

### AS

One 1 hour and 30 minutes written exam for modules 1 and 2. Each will be divided into two sections – A and B. Section A contains multiple-choice questions and section B contains structured questions. For module 3, a 1 hour and 15 minutes practical task will be carried out in the laboratory and a 1 hour and 15 minutes exam paper will test knowledge of practical tasks carried out. The AS course contributes 40% towards the full A-Level course.

### A2

One 2 hour written exam for modules 1 and 2. Each will be divided into two sections – A and B. Section A contains multiple-choice questions and section B contains structured questions. For module 3, a 1 hour and 15 minutes practical task will be carried out in the laboratory and a 1 hour and 15 minutes exam paper will test knowledge of practical tasks carried out. The A2 course contributes 60% towards the full A-Level course.

## Career Pathways

A level Chemistry is the most required science for UCAS admissions to Pure and Applied Science, Medicine, Dentistry, Agriculture, Pharmacy and Chemical Engineering as it is the central core science of virtually all branches of science. Students considering teaching should appreciate that Science is now a compulsory component of the Revised Curriculum and that Chemistry graduates are very much in demand in the UK for the secondary sector.

# OCR Cambridge Technical Level 3 In ICT



This qualification aims to develop your knowledge, understanding and skills of the principles of IT and Global Information Systems. You will gain an insight into the IT sector as you investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. This course has been designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technical in IT focuses on the requirements that today's universities and employers demand.

## Purpose Of This Qualification

Students will develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

This course would appeal to students interested in current and emerging technologies, the impact they have and how to use them effectively. It is expected that students will have already gained skills, knowledge and understanding of GCSE Digital Technology or BTEC Level 2 in Information and Creative Technology (ICT).

## Course Content

This course is assessed through a combination of examinations (2 exams) and Controlled Assessment assignments (3 assignments). 5 units will be completed over the course of 2 years.

Year 13 AS Cambridge Technical (2 units)	
Unit 1 – Fundamentals of ICT	Unit 2 – Global information
<p>A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.</p> <p>After completing this unit, the knowledge, skills and understanding your students have developed will underpin their study for the additional units.</p> <p>Knowledge gained in the study of this unit will also help prepare students for relevant industry qualifications such as CompTIA A+, CompTIA Mobility+ and Cisco IT Essentials.</p>	<p>The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. Your students will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.</p> <p>This unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter. The skills gained by completing this unit will give them knowledge of the functionality of information and how data is stored and processed by organisations. They will also learn about how individuals use information of various types.</p>
External exam (January)	External exam (May)

Year 14 A2 Cambridge Technical (3 units)		
Unit 6 – Application design	Unit 15 – Game Design and Prototyping	Unit 21 – Web Design and Prototyping
<p>This unit is mandatory to the Application Developer pathway due to its relevance to the job role of an application developer. The unit supports the development of skills, knowledge and understanding appropriate to a wide range of job roles requiring the development of applications within mobile technology, business software, graphics, games and web design to name but a few.</p>	<p>This unit will help you develop skills in designing and developing a prototype for a game. It will enable you to consider the logic of the programming structures required, as well as the interface design. You will then build a prototype in order to demonstrate an element of your game.</p>	<p>In this unit you will research, design and produce an interactive, responsive website that is specific to a client’s needs, culminating in presenting the concept of the website using the prototype to the client. You will learn about the security risks in website design and how to minimise these threats. This unit will also allow you to incorporate existing interactive elements, as well as prototyping your own website. a digital marketing tool.</p>
Internal assignment	Internal assignment	Internal assignment

## Entry Requirements

A grade C or higher in ICT, Digital Technology or other computer related qualification, or a Pass grade or higher in Level 2 Creative Digital Media Production.

A grade C or higher in English.

Creativity and an interest in using computers and design is essential.

## Career Pathways

There is a wide range of digital technology related courses available for further study at university. By completing the full OCR level 3 qualification you will receive a good foundation to go on to further study at higher education. If you wish to pursue an IT career this A level will help you identify particular areas of IT that you would like to pursue at university or as a career.

Cambridge technical in IT would be beneficial in a wide range of careers in: web development, software development, mobile technology, IT support, network engineering, database administration, systems development and many others.

The IT industry now accounts for a significant proportion of our economic output. It is a sector with salaries higher than the Northern Ireland average and job opportunities are increasing rapidly. **The IT industry in Northern Ireland is forecast to grow at 2.4 percent per year from 2006 to 2021, over three times the rate of overall employment growth in Northern Ireland.**

# Drama & Theatre Studies



## Aims

Drama and Theatre Studies develops practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, mostly in a performing role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

You need to be curious about issues and ideas and have a creative instinct for communicating your ideas through drama. You should be keen on (and may have some experience of) acting or the visual and technical side of theatre and will have a strong desire to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

A high standard of literacy is essential, therefore prospective students should have achieved at least a grade C in GCSE English and English Literature.

AS Drama and Theatre Studies complements a range of subjects and is useful in building confidence and improving presentation skills. It teaches and develops skills valued by employers, such as: interpretive skills; creative, devising and improvisational skills; analytical, evaluative and critical skills; communication skills; and interpersonal and teamwork skills. It could also lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education. The broad and varied skills base provided by Drama and Theatre Studies would promote access to a variety of people-orientated careers.

**The Edexcel AS and A level Drama and Theatre** specifications encourage creativity, focusing on practical work and developing skills that will support progression to further study of drama and a wide range of other subjects.

### A practical focus is at the heart

Set texts will require students to articulate how they would perform in certain roles, and design for certain scenes, putting practical work at the heart of each specification.

### Engaging Set Texts

Edexcel's carefully selected Set Texts inspire teachers and students to choose performance texts that best suit students' interests and skills.

### Develops transferable skills

Students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study.

## Specification at a Glance

AS and A level in Drama and Theatre will be assessed through a combination of a 40% written exam and 60% Non-Examined Assessment (NEA).

AS will be a separate, linear qualification; the content of the AS is a subset of the A level so the qualifications can be co-taught.

Specifications require students to demonstrate a practical understanding of:

- **AS** – a minimum of one complete and substantial performance text and a minimum of two key extracts from two different texts, placed in the context of the whole text.
- **A level** – a minimum of two complete and substantial performance texts and at least three key extracts from three different texts placed in the context of the whole text.

Students must study the work and methodologies of one influential theatre practitioner (individual or companies) at **AS** and two theatre practitioners at **A level**.

Specifications in drama and theatre require students to participate in:

- **AS** – a minimum of one performance from a text studied during the course
- **A level** – a minimum of two performances, one devised and one from a performance text studied during the course.

## Course Content

### Component 1: Exploration and Performance (\*Component Code: 8DR0/01)

- Coursework
- 60% of the qualification
- 96 marks
- A group performance/design realisation of **one key extract** from a performance text and informed by the methodology of **one influential practitioner**.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.
- Centre choice of performance texts and extracts.
- Performer and designer routes available.

## Assessment

- AO1, AO2 and AO4 are assessed.
- Internally assessed and externally moderated.
- There are **three parts** to the assessment:

1. a portfolio (48 marks, 32 marks assessing AO1 and 16 marks assessing AO4)

-the portfolio submission recommendations are:

- it can be handwritten/typed evidence between 2000–2500 words, **OR**

- it can be recorded/verbal evidence between 10–12 minutes, **OR**

-it can be a combination of handwritten/typed evidence (between 1000–1250 words) and recorded/verbal evidence (between 5–6 minutes).

2. The group performance/design realisation (32 marks, assessing AO2).

3. A monologue or duologue performance/design realisation (16 marks, assessing AO2).

## **Component 2: Theatre Makers in Practice (\*Paper Code: 8DR0/02)**

- Written examination: 1 hour 45 minutes
- 40% of the qualification
- 48 marks
- Practical exploration and study of a complete performance text.
- Choice of six performance texts.
- Live theatre evaluation – choice of performance.

### **Section A: Live Theatre Evaluation**

16marks, assessingAO4.

Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

### **Section B: Page to Stage: Realising a Performance Text**

-32marks, assessingAO3.

- Students answer two extended response questions on how they might interpret and realise an extract in performance. It will be an **unseen extract** from their chosen text.

- Students answer from the perspective of a performer and a designer.

- Performance texts are not allowed in the examination as extracts will be provided.

## **Component 1: Devising (\*Component Code: 9DR0/01)**

- Coursework
- 40% of the qualification
- 80 marks
- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.



# Assessment

- AO1, AO2 and AO4 are assessed.
- Internally assessed and externally moderated.
- There are **two parts** to the assessment:

1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4)

The portfolio submission recommendations are:

can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12– 14 minutes

**or**

Can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).

2) the devised performance/design realisation (20 marks, assessing AO2).

Component 2: Text in Performance (\*Component Code: 9DR0/02)

*Coursework*

*20% of the qualification*

*60 marks*

## Content overview

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.
- Centre choice of performance texts.

## Assessment overview

- AO2 is assessed.
- Externally assessed by a visiting examiner.
- Group performance/design realisation: worth 36 marks.
- Monologue or duologue/design realisation: worth 24 marks.

## Component 3: Theatre Makers in Practice (\*Paper Code: 9DR0/03)

Written examination: 2 hours 30 minutes

40% of the qualification

80 marks

Live theatre evaluation—choice of performance.

- Practical exploration and study of a **complete performance text**—focusing on how this can be realised for performance.
- Practical exploration and interpretation of **another complete performance text**, in light of a chosen **theatre practitioner**—focusing on how this text could be reimaged for a contemporary audience.
- Centre choice of 15 performance texts from two lists on the next page.
- Choice of eight practitioners.

## Assessment overview

### Section A: Live Theatre Evaluation

- 20 marks, assessing AO4.
- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

### Section B: Page to Stage: Realising a Performance Text

- 36 marks, assessing AO3.
- Students answer two extended response questions based on an **unseen extract** from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- Students answer from the perspective of a performer and a designer.
- Performance texts for this section are not allowed in the examination as the extracts will be provided.

### Section C: Interpreting a Performance Text

- 24 marks, assessing AO3.
- Students will answer one extended response question from a choice of two based on an **unseen named section** from their chosen performance text
- Students will demonstrate how the re-imagined production concept will communicate ideas to a contemporary audience.
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.
- Students **must** take in clean copies of their performance texts for this section, but no other printed materials.

# English Literature



We deliver Advanced Subsidiary (AS) and Advanced GCE (A2) English Literature Course provided by CCEA. Although the AS can be taken as a “stand-alone” qualification we encourage students to progress and achieve a full Advanced GCE after two years of study. This course is relevant to students who have a genuine interest in Literature and who have attained a high level of achievement in GCSE English Literature (A or B grade). It is a challenging course that demands a lot of time and commitment. Students can expect eight periods of direct contact time with teachers followed by thorough and focused independent study.

## Aims

The course is taught in a modular form by a number of staff within the department to relatively small class groups (average 10 students per class). We aim, when appropriate, to develop areas of the course that reflect staff expertise and the College’s integrated ethos. Potential students can therefore expect a range of relevant and interesting texts to further their study of Literature.

## Assessment

External assessments occur in May/June each year. These take the form of externally assessed examinations and internally assessed written coursework . We feel this structure allows greater flexibility and maximises each student’s potential to succeed. Our students achieve high standards of success at AS and A2 level. The English Department’s three-year trend for A\*-C grades in Literature continues to be above the Northern Ireland National Average.

Finally, please find outlined below the structure of both AS & A2 courses. The tables include details of each module; form of assessment; weighting and texts available for study. We really enjoy delivering this broad and varied course and have found that our students respond very well to the different texts and teaching styles they encounter in such a modularised structure. Please feel free to direct any particular questions or queries to Mrs L. McDowell, Subject Leader for English.

### AS and A2 Outline of Course

Content	Assessment	Weightings	Texts
AS1: The study of Poetry 1900-Present and Drama 1900-Present	External Written examination. 2 hours  Students answer two questions; 1 from section A and 1 from section B.  Section A is open book. Section B is closed book.	60% of AS  24% of A Level	<b>Section A</b> Robert Frost/ Seamus Heaney OR Ted Hughes/ Sylvia Plath OR Elizabeth Jennings/ Philip Larkin OR Eavan Boland/ Jean Bleakney  <b>Section B</b> Brian Friel – ‘Translations’ OR Samuel Beckett – ‘Waiting for Godot’ OR

			Tennessee Williams – ‘A Streetcar Named Desire’ OR Arthur Miller – ‘The Crucible’ OR Ena Lamont Stewart – ‘Men Should Weep’ (1982 version) OR Robert Bolt – ‘A Man for All Seasons’
AS2: The study of Prose pre-1900	External written examination.  1 hour  Students answer one question  Closed book.	40% of AS  16% of  A Level	Nathaniel Hawthorne – ‘The Scarlet Letter’ OR Mary Shelley – ‘Frankenstein’ OR George Elliott – ‘Silas Marner’ OR Emily Bronte, ‘Wuthering Heights’ OR Jane Austen – ‘Emma’ OR Bram Stoker – ‘Dracula’
A21: Shakespearean Genres	External Written examination  1 hour 30 minutes  Students answer one question  Closed book	20% of  A Level	‘Othello’ OR ‘King Lear’ OR ‘The Taming of the Shrew’ OR ‘As You Like It’ OR ‘Measure for Measure’ OR ‘The Winter’s Tale’
A22: The study of Poetry pre 1900 and Unseen poetry	External written examination  2 hours Students answer 2 questions, one from Section A and the question set in Section B.  Closed book	20% of  A Level	Geoffrey Chaucer – ‘The Wife of Bath’s Prologue and Tale’ OR John Donne OR William Blake OR John Keats OR Emily Dickinson OR Elizabeth Barrett Browning
A23: Internal Assessment	Internal Assessment  Students complete a 2500-word essay.	20% of A level	

More details can be found on [www.ccea.org.uk](http://www.ccea.org.uk)

## Career Pathways

Part of the excitement of studying 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: all employers value the skills English Literature students develop: cogent expression, careful analysis and clear communication. Literature students learn the value of attention to detail and of drawing conclusions from evidence. Therefore Literature is a useful preparation for undergraduate study that may lead to the following careers:

Publishing & Editing  
Broadcasting  
Journalism  
Writing-Fiction & Non-Fiction

Library and Information Services  
Public Relations  
Politics  
Media- Film Making, TV etc

Education  
Law  
Marketing

# Geography



## Aims

Geography is an interesting and useful A Level subject bridging the arts, sciences and social sciences, and is therefore highly valued by employers. The course taught covers a wide range physical, human and cultural topics requiring acquisition of knowledge and understanding of each, and the links between them. In addition to this, Geography also teaches a wide range of skills – observation, data collection, handling and analysis; literacy and language skills; skills associated with problem posing, solving and decision making, thus developing the capability for independent, logical and reasoned thought.

A - Level Geography requires a good GCSE foundation in order to study it. Course requirements involve

- A minimum Grade C in GCSE
- A genuine interest in the subject

The course outline encourages progression within the study of Geography.

- The AS builds on the knowledge, understanding and skills developed within GCSE Geography;
- The A2 section builds upon the foundation of knowledge, understanding and skills developed within the AS, and provides the basis for further study of Geography.

Geography may be combined with either Arts or Science subjects – eg Economics, Biology, Mathematics History and English.

## Course Content

The course is broken down into 4 modules and each module is examined separately. Candidates are required to study two AS modules in the first year of study; they may then study the two A2 modules for the full A Level.

### AS MODULES

AS1- PHYSICAL GEOGRAPHY is divided into 2 sections-

- Section A examines geographical skills, those relating to fieldwork.
- Section B examines physical processes and systems, notably the physical processes of rivers, ecosystems and weather/climate, and the human interaction with them.

AS2- HUMAN GEOGRAPHY is divided into 2 sections-

- Section A examines skills and techniques used in responding to secondary data
- Section B examines the human processes of population, settlement and development, and how they change over space and time.

A2/1- HUMAN GEOGRAPHY & GLOBAL ISSUES- divided into 2 sections

- Section A examines two human Geography units developed beyond the level studied at AS2, such as impact of population change, planning for sustainable settlement issues in ethnic diversity
- Section B investigates global issues and debates relating to our sustainable future study in detail one major issue- global warming debate OR nuclear debate OR GM crops debate OR ecotourism debate

A2/2- PHYSICAL GEOGRAPHY & DECISION MAKING- divided into 2 sections

- Section A examines two physical Geography units developed beyond the level studied in AS1, such as fluvial and coastal environments, tropical ecosystems, the dynamic earth
- Section B examines skills associated with decision making, in which students analyse resource data, examine conflicting arguments and make and justify recommendations.

SCHEME OF ASSESSMENT

- AS – each module is assessed separately, 90 minutes each.
- A2 – each module is assessed separately.
- A2/1 – 1hour 30 minutes
- A2/2 - 2 hours 30minutes.

COURSEWORK

There is no coursework Unit. However, candidates are required to undertake a variety of fieldwork activities for both AS and A2 levels. For AS Level they are required to bring to the exam a summary statement of their fieldwork enquiry, stating the title, details of location of study and the hypotheses to be tested. The report should be no more than 100 words. Questions will be set in AS1 exam which will require candidates to draw on their own experience of the fieldwork.

## Career Pathways

A Level Geography teaches valuable skills sought by employers – communication skills, teamwork, analytical, numeracy and literacy skills, self-management, problem posing and solving skills. Apart from specialist careers which build on Geography, such as teaching, cartography, town planning, tourism management and conservation, the three main fields of employment are administration and management, marketing and financial work. An understanding of Geography develops a range of skills highly sought in a variety of work in the 21<sup>st</sup> century.

# Health & Social Care



## Aims

What will I learn?

You will:

- Gain a broad understanding of health and social care and early years working sectors.
- Develop skills, knowledge and understanding in health, social care and early years.
- Follow a programme of study that enables progression to both higher education and employment in health, social care and early years.
- Develop key skills that are highly valued by employers and universities.
- Gain confidence by developing independent learning skills.

This course will appeal to those students who:

- Enjoy studying a subject that is relevant to their own lives and experience.
- Want to find out more about the subject through personal investigation.
- Are interested in developing an understanding of caring organisations and the clients they serve.
- Want to study a course that is active and enjoyable.
- Want to move onto a related career or higher education course.

## Course Content

### Single Award GCE Health & Social Care

Single Award students will complete 6 Units, 3 at AS level in Year 13 and 3 Units at A2 level in Year 14.

In Year 13 students will complete 3 Units:

- Promoting Quality Care - Internal Assessment, 25% of AS.
- Communication In Health, Social Care and Early Years Settings - Internal Assessment, 25% of AS.
- Health and Well –Being- External Assessment, 50% of AS.

## Assessments

Half of the course will be internally assessed through a programme of assignments which are marked by your teachers.

Half of the course will be externally assessed through examinations, which take place in May/ June.

The qualification has an AS/A2 structure. AS is the first half of the course in Year 13, A2 is the second half in Year 14.

## Career Pathways

Students with GCE Health and Social Care have access to a wide range of career and higher education opportunities. During the course students will learn and use a variety of transferable skills. These include collecting, analysing and interpreting data, communicating your findings in different ways and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers and universities and colleges as being of great value.

GCE Health and Social Care combines well with a range of AS subjects, it supports applications for Nursing, Midwifery, Teacher Training, or Social Work. The Award provides the basis for a broad range of university courses in Social Science.

Many students choose to use their qualification to go straight into employment, rather than go on to higher education. GCE Health and Social Care students develop the transferable skills and the key skills that employers are looking for, so it can lead to a very wide range of employment opportunities. This can include further training in areas such as Social Work, Caring and Education.

- Early Years (Nursery Nurse).
- Education (Primary School Teacher, Classroom Assistant, Teacher).
- Health (Health Visitor, Nurse, Dietician, Health Promotion, Occupational Therapist, Environmental Health).
- Social Care (Social Work).



# History



## Aims

This course should encourage students to:

- Develop their interest and enthusiasm for History;
- Draw together different areas of knowledge, skills and understanding;
- Organise and communicate their knowledge and understanding in different ways, presenting coherent arguments and making substantiated judgements;
- Acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- Gain an understanding of the different ways in which aspects of the past have been interpreted;
- Develop high order thinking skills, such as creative thinking and problem-solving;
- Develop advanced study skills that help them prepare for third level education;
- Provide extended responses and evidence of quality of written communication and
- Demonstrate through external examination that they can understand and apply key historical terms, concepts and skills.

A level History builds on some of the knowledge, understanding and skill developed in GCSE History. It will provide a coherent, satisfying and worthwhile course of study for all students whether they progress to further study in the subject or not.

## Assessments

Students will follow the CEA examination syllabus. The course is divided into four teaching and learning modules:

### **AS1: Germany 1918-1945**

- The Weimar Republic 1919-1929
- The decline of the Weimar Republic 1929-1933 and the rise of the Nazis
- Developments in Nazi Germany 1933-1939
- The impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-1945

### **AS2: Russia 1914-1941**

- The Revolutions of February and October 1917
- Lenin's Russia 1917-1924
- Stalin's rise to power and dictatorship 1924-1941
- The economy 1924-1941

### **A21: Clash of Ideologies 1900 – 2000**

- Russia and Europe 1900-1917
- Revolutionary Russia and opposition from western governments 1917-1933
- The struggle for survival 1933-1945
- The search for security 1945-1956
- Co-operation and coexistence 1956-1979
- Soviet aggression, decline and collapse 1979-1991

## A22: Partition of Ireland 1900 – 1925

- The crisis over the Third Home Rule B up to September 1914
- Political developments 1914-1918
- Political developments 1919-1923
- Northern Ireland 1921-1925

4 external written examinations:

## Course Content

AS 1: Historical Investigations and Interpretations Germany 1918 - 1945	1 hr 30 mins external examination paper	50% A/S 20% A2
AS 2: Historical Conflict and Change Either Russia 1914-1941 Or Italy 1871 - 1943	1 hr 30 mins external examination paper	50% A/S 20% A2
A2 2 : Change of Time Clash of ideologies 1900-2000	1 hr external examination paper	20% A2
A2 2: Historical Investigations and Interpretation The partition of Ireland 1900-1925	2 hr 30 mins external examination paper	40% A2

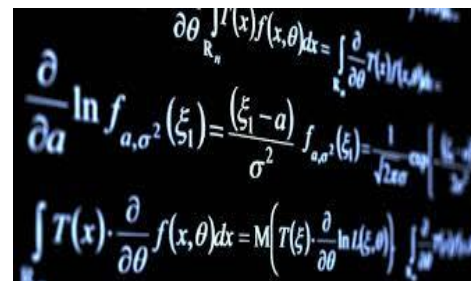
## Career Pathway

Employers like History students because it teaches you to carry out careful research, to think through arguments, to put together an argument and then present a case. If you study History you may have a career as / in: -

An Account	Curator of a Museum	Civil Servant
Administrative Manager	Clerical Manager	Historical Filming
Barrister	Publisher	Armed Forces
Human Resource Manager	Librarian	TV - Research / Historical Filming
Civil Servant	Bank Manager	Architect
Journalist	Lawyer	Stock Broker
Teacher	Archaeologist	
Auctioneer	TV - Research / Historical Filming	

Further study of history or related subjects at University

# Mathematics



## Aims

Examining bodies CCEA and Edexcel have submitted draft specifications for AS and A2 Mathematics for first teaching in 2017 and first assessment in 2018. These specifications are in the process of being accredited. Examining bodies are showcasing their draft specifications to schools from March 2017 and hence New-Bridge has not yet decided which specification it will adopt from September 2017. Further information is available on the website for each examining body.

## Course Content

### **Core Mathematics**

Algebra and functions; co-ordinate geometry in the (x,y) plane; sequences and series; trigonometry, exponentials and logarithms; differentiation; integration.

### **Statistics**

Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the normal distribution.

### **And/or**

### **Mechanics M1**

Mathematical models in Mechanics, vectors in mechanics, kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

### **Further Core Mathematics**

Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods. co-ordinate geometry in the (x,y) plane; sequences and series; differentiation; integration, vectors.

### **Further Mechanics**

Mathematical models in Mechanics, vectors in mechanics, kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

## Career Pathways

In any career, a degree of competence in Mathematics is desirable and, in many cases essential. This is why the subject 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 maths 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.

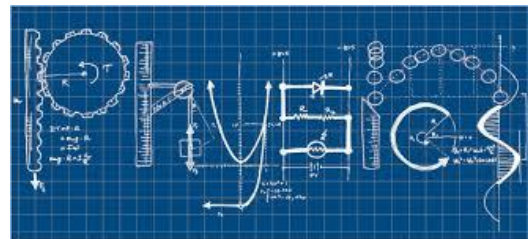
Many job titles apply to mathematicians who have specialised in an applied branch of mathematics.

Actuaries assemble and analyse statistics to calculate probability and use this to set rates in the insurance industry. Operational Research Analysts apply mathematical principles to organisational problems.

Statisticians design, carry out and interpret the numerical results of surveys and experiments.

All these careers begin with an education in mathematics and a curiosity about using mathematics to solve problems.

# Physics



The qualification builds on the knowledge, understanding and process skills inherent in GCSE. The qualification integrates theory and relevant practical work, which are developed at different levels throughout the course. It is necessary to be able to communicate effectively, research and think critically about physical problems. During the course it will be necessary to handle and interpret data, so good mathematical skills are essential.

**The course requirements are at least AB grades in Double Award Science (However AA grades or higher would be preferable) and a B in Mathematics.**

## Aims

This course will appeal to students who have an interest in Physics, both in its applications and theory. Students will be encouraged to develop an enjoyment and interest in physics, an understanding of the link between theory and experiment, appreciate how physics has developed, and its use in present day society.

## Course Contents

### AS:

#### **Module AS 1: Forces, Energy and Electricity**

The content of this module includes:

- Equilibrium of forces
- Motion – velocity and acceleration
- Newton's laws
- Momentum and energy
- Current, potential difference, resistance and resistivity
- Conservation of energy and charge in simple circuits

#### **Module AS 2: Waves and Photons and Astronomy**

The content of this module includes:

- Electromagnetic waves and the electromagnetic spectrum
- The wave equation
- Refraction of light – Snell's law
- Lenses
- Interference and diffraction of waves
- Sound

- The photon model – the photoelectric effect
- Quantum Physics – line spectra and energy levels in the atom
- The dual properties of waves – the wave-particle duality
- Doppler shift used in cosmology
- Hubble’s law used to estimate the distance to a distant galaxy
- The age of the universe

### Module AS 3: Practical

The content of this module includes:

- Planning
- Implementing
- Analysing
- Evaluating
- Communicating

### A2:

#### Module A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics

The content of this module includes:

- Deformation of solids – stress, strain and Young modulus
- Thermal Physics – gas laws and the behaviour of an ideal gas
- Internal energy – specific heat capacity
- Motion in a circle and angular acceleration
- Simple harmonic motion and oscillations
- The nucleus
- Nuclear decay
- Nuclear energy –  $E = mc^2$
- Nuclear fission and fusion

#### Module A2 2: Fields, Capacitors and Particle Physics

The content of this module includes:

- Force fields
- Gravitational fields – Newton’s law of gravitation and Kepler’s third law
- Electric fields – Coulomb’s law
- Capacitors
- Magnetic fields
- Electromagnetic induction – Faraday’s and Lenz’s laws
- Transformers

- Electron physics – electron deflection in electric and magnetic fields
- Particle accelerators
- Fundamental particles – bosons, leptons and hadrons
- Quark theory

### Module A2 3: Practical

The content of this module includes:

- Planning
- Implementing
- Analysing
- Evaluating
- Communicating

## Assessments

### AS

One 1 hour and 45 minutes written exam for modules 1 and 2. For module 3, a 1 hour practical task will be carried out containing 4 short experiments followed by a 1 hour exam paper analysing experimental results. The AS course contributes 40% towards the full A-Level course.

### A2

One 2 hour written exam for modules 1 and 2. For module 3, a 1 hour practical task will be carried out containing 2 experiments followed by a 1 hour exam paper analysing experimental results. The A2 course contributes 60% towards the full A-Level course.

## Career Pathways

After taking the A2 Physics examination it would be possible to:

- Follow a degree course in, for example, physics, engineering, medicine, nursing, dentistry, medical research, radiotherapy, and pharmacy. UCAS handbooks will give further guidance about the wide range of courses to which can be progressed.
- Enter a higher national course in physical science or a related programme.
- Take up employment in one of many related employment areas, for example pharmacy, engineering, medical research or radiotherapy.

Physics is recognised as an entry qualification for a wide range of Higher Education courses and employment.

# Religious Studies



Studying GCE Religious Studies will help develop your understanding of religious beliefs, practices and values. From this, you will be encouraged to reflect upon your own attitudes, and those of others, to the topics under consideration. The AS course can be taken as a final qualification, or as the first half of the A-Level qualification. If you wish to obtain a full A Level qualification, you must complete the second half of the course referred to as A2.

The study of Religion makes a particular contribution to student's understanding of spiritual, moral and cultural issues, by encouraging them to reflect on their own attitudes and those of others, to the topics under consideration.

The Religious Studies AS / A2 specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

## Why study Religious Studies?

If you are interested in learning more about religious traditions and beliefs, philosophical or ethical approaches to religion, then this course will give you the opportunity to achieve this. By studying Religious Studies, you will be able to engage with challenging questions concerning the meaning and purpose of life which will help you develop your own beliefs and values.

## What do I need to be able to take this course?

You will enjoy this course if you have an interest in different cultures and beliefs and have an enquiring mind. You will be posed with questions which will give you the opportunity to debate and explore different viewpoints. As the course requires extended writing (essay questions), we would recommend that you have sufficient levels of literacy.

## What will I study?

At both AS level and A2 there are four areas of study: Textual Studies, Systematic Study of One Religion, Religion and Ethics, and Philosophy of Religion. These four areas of study are divided into 8 units. Students must study **two** of these units at AS level and a further **two** units at A2.

You will study the key concepts within the chosen areas of study, for example, religious beliefs, teachings, doctrines, principles, ideas and theories and how these are expressed in a range of texts, writings and/or practice. You will also consider the contribution of significant people, traditions or movements relating to the area studied. As part of the course you will become familiar with religious language and terminology, develop your knowledge and understanding of major issues and questions which arise from the chosen area of study, and the relationship between your area of study and other aspects of human experience.

## Aims

Religious Studies at AS / A2 should encourage students to:

- develop an interest in and enthusiasm for a rigorous study of religion
- treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion
- use an enquiring, critical and reflective approach to the study of religion.
- reflect on and develop their own values, opinions and attitudes in the light of their learning.

## Course Content

Students study **two units at AS** (listed below) and a further study of **two units at A2** (listed below)

### AS Units

#### AS 1 - An Introduction to the Gospel of Luke

Key Themes:

- Understanding the Gospel of Luke
- Key narratives in Luke's Gospel
- The Kingdom of God in the Parables and Miracles of Luke's Gospel
- Key themes in Luke's Gospel
- Other aspects of Human Experience

#### AS 5 – The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries

Key Themes:

- The arrival of Christianity in Ireland
- Celtic monasticism
- Celtic penitential
- Celtic hagiography
- Other aspects of Human Experience

**Each** of the two units studied are worth 50% of AS. These are assessed through **two written examinations**.

**Each paper** lasts 1 hour 20 minutes.



## A2 Units

### A2 1 - Themes in the Synoptic Gospels

Key Themes:

- Understanding the synoptic tradition
- The person of Jesus in the Synoptic Gospels
- The Passion and Resurrection narratives in the Synoptic Gospels
- Synoptic assessment theme: Religious Texts, Authority and Interpretation

### A2 5 - Themes in the Celtic Church, Reformation and Post-Reformation Church

Key Themes:

- Controversy and authority
- Missionary outreach
- Developments and outreach in Christianity
- Synoptic assessment theme: Faith, Morality and the State

*Each* of the two units studied are worth 50% of A2. These are assessed through **two written examinations**.

*Each paper* lasts 2 hours. Career paths

## Career Pathways

Religious Studies can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. If you wish to continue with your study of Religious Studies at degree level, you will need to complete the full A Level course comprising the two units at AS together with the two at A2.

Through studying Religious Studies, you will learn how to critically evaluate different topics and issues, developing your skills in considering evidence and arguing a case based on the evidence.

Students of Religious Studies can go on to have careers, for example in teaching, medicine, public service, advice work, counselling, journalism, ministry, social work, charity organisations, youth work and community work.

## KEEPING YOU INFORMED



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](http://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](mailto:newbridgetwitter@yahoo.co.uk)

[Northern Ireland Council Integrated Education \(NICIE\)](http://www.nicie.org)

Website: [www.nicie.org](http://www.nicie.org)

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