



**ULIDIA INTEGRATED COLLEGE
CARRICKFERGUS**

YEAR 10

**OPTION BOOKLET
2018**

Pupil Name: _____

Form Class: _____

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Ulidia Integrated College

INTRODUCTION

This booklet contains information about each of the subjects that are available for level 2 study. There are some subjects that you must do and some in which you have a choice.

The college aims to ensure that each pupil follows a broad and balanced curriculum which will keep open as many future pathways as possible. We encourage pupils to study those subjects which they enjoy, have a clear aptitude for and in which they are highly motivated and we endeavour to offer flexibility and choice in order to meet pupils' needs. Pupils will be advised to follow the most appropriate range and number of courses to prepare them for sixth form study, further education, employment and their future career pathway.

There is a statutory requirement for all pupils in Key Stage 4 to follow non-examination courses in;

**Religious Studies,
Physical Education and
Learning for life and Work.**

Although all of these subjects can be chosen as a GCSE option if so desired.

In addition, all pupils will follow compulsory GCSE courses in:

**English,
Mathematics
ICT and
Single Science or Horticulture** (designated choice)

You will spend a long time studying each of your subjects so it is well worth taking time to find out all you can about them, before you make your choices. You should:

- Read the relevant pages of this booklet
- Talk to pupils already doing the subjects
- Talk to your teachers
- Talk to your parents
- Find out all you can about the kinds of career you might be interested in
- Think about the subjects that you have done well in.

Along with traditional GCSE subjects, we offer BTEC First Awards and Level 2 Occupational Studies. These Awards are equal to a GCSE at grades A* - C and are recognised by the NQF National Qualification Framework. They provide students with a varied and flexible approach to learning and help students develop skills relevant to the world of work. Students who succeed at BTEC First Award and Level 2 Occupational Studies can progress either to Sixth Form, Further Education at one of the Regional Colleges or work.

Nearly all GCSE subjects have controlled assessments and formal examinations throughout the two years. Controlled assessments count as part of your final mark for the subject. This is completed at various times during Year 11 and Year 12.

INTRODUCTION *continued*

No matter what subjects you choose, you will find GCSE / BTEC work very different from work in years 8 – 10.

- You will have more work to do, even though you have fewer subjects
- You must regularly revise your work at home
- Deadlines must be met if you are to keep up with the demands of the course.
- You must work to the best of your ability in both Years 11 & 12

You will be invited to attend a meeting with one of the Senior Leadership Team, Year Leader and/or Careers Adviser/Teacher to look at your options in more detail. Use this time to learn as much as you can about what choices are best for you and your future.

In the event of any course being over-subscribed, procedures will be put into place to determine the student's best suited to undertake that particular course of study. This could be their academic record in that subject, participation in class activities or a combination of both.

ART & DESIGN (CCEA)

Course outline

- To help us to use our imagination
- To allow us to express ourselves using a variety of materials and processes
- To develop ideas taking inspiration from other artists
- To allow us to make decisions
- To be able to communicate more easily
- To be able to get an art-related job

The course is made up of:

Component 1 – Part A: **The Exploratory Portfolio – 25% of final grade**

Students present a portfolio of work. In the portfolio they should explore a wide range of the core skills of visual language, media, materials, techniques and new technology.

Work in the portfolio should:

- be edited to show the breadth, depth and quality of experience in art and design that students have gained over year 11.
- show that students have experience of at least two disciplines.
- They must meet all 4 of the Assessment criteria.

Component 1 – Part B: **Investigating the Creative and Cultural Industries – 35% of final grade**

This is an investigation into an artist, designer, or other aspect of art and design leading to a final piece. They must meet all 4 of the Assessment criteria.

Component 2: Externally Set Assignment – 40% of Final grade

A stimulus paper is realised in early January 2019. Students complete preparatory work in response to the theme and complete a final outcome in exam conditions over 2 full school days (10 hours).

What career can I hope for?

Employers like Art and Design students because Art teaches people to think for themselves, to be creative and imaginative and to be able to present work carefully.

advertising, animation, architecture, beauty therapy, book designing, computer-aided design, design management, creative textile design, film and TV production, fine artist, merchandiser, furniture maker, graphic designer, illustration, interior design, jewellery design, journalism, model-making, package design, performing arts, photography, printing, sign-writing, theatre model-making, theatre design, transport design, Web or game design AND MANY MORE!



ART & DESIGN (CCEA)

What skills will I learn?

- ◆ develop imagination
- ◆ presentation skills
- ◆ reviewing and modifying ideas and design processes
- ◆ about various artists, art movements and cultures
- ◆ organisational skills
- ◆ develop existing artistic skills
- ◆ express personal opinion
- ◆ observing and recording
- ◆ how to communicate and express your ideas and feelings
- ◆ analysing and evaluating your work in relation to the work of artists
- ◆ time management
- ◆ decision making

Final things to consider

Are you good at Art and do you enjoy it? Would you like to express more of yourself and your own personality? Do you prefer coursework to examinations? Do you like to work independently and to your own pace? Are you a creative, imaginative person?

For more information, please speak to Mrs Mercer or Mrs Chada

BUSINESS STUDIES (CCEA)

Course outline

Through studying GCSE in Business Studies, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment.

We want our students to develop as independent learners and encourage them to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgements.

This course prepares students for further study of business and business-related subjects, including Advanced Subsidiary GCE in Business Studies, Advanced GCE in Business Studies and Applied GCE in Business.

This course helps students develop a range of skills such as:

- Decision-making;
- Interpreting and managing information; and
- Devising solutions to problems and issues.



Structure

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

* Synoptic assessment requires candidates to identify and use, from across the full course studied, those aspects/elements/knowledge/skills which are required to address a particular task or question.

Content	Assessment	Weighting
Unit 1: Starting a Business <ul style="list-style-type: none"> • Creating a Business • Marketing • Business Operations 	External written examination 1 hour 30 mins Short structured questions and extended writing	40%
Unit 2: Developing a Business <ul style="list-style-type: none"> • Human Resources • Business Growth • Finance 	External written exam 1 hour 30 mins Short structured questions and extended writing	40%
Unit 3: Planning a Business (Synoptic) <ul style="list-style-type: none"> • Business Plan 	Controlled assessment Students complete the following: <ul style="list-style-type: none"> • Booklet A: Planning; and • Booklet B: Communicate Findings 	20%

Why Study Business Studies?

Everything in life involves Business. Think about that new top/T-shirt you bought last week and then think of what businesses made it possible for you to be wearing it right now?

The obvious ones are the **Shop** and the **Manufacturing plant** but what about the **Cotton growers**, the **Label makers**, the **Delivery Company**, **Health & Safety**? Then consider how these companies are set up, how they are **financed** and the companies that manage the **finance** of all those businesses? Thinking about all those processes and people allows you begin to understand about what Business Studies is all about.

For more information, please see Mrs Knight-Geddes

CHILD DEVELOPMENT (CCEA)

Course outline

GCSE Child Development involves studying the physical, intellectual, social and emotional development of babies and young children from conception up to the age of five years.

During the two years you will study many topics such as the family and parental responsibilities, reproduction, pregnancy, diet and lifestyle during pregnancy, birth, caring for a new-born baby, child health and education.



The course is not just for girls, and it would be great if more boys picked this GCSE!! They would really enjoy it!

Assessment:

2 Examination papers	Each examination paper will last one hour and 15 minutes and each is worth 30% of the overall GCSE grade. One examination is undertaken in June in Year 11 and one is undertaken in June in Year 12: Unit 1: Parenthood, Pregnancy and the Newborn Baby Unit 2: The Development of the Child (0-5 years)
Controlled Assessment	Students complete one Controlled Assessment task, worth 40% of the overall GCSE grade: Unit 3: Investigation Task

WHY STUDY CHILD DEVELOPMENT?

If you enjoy finding out about children, how they grow and develop, and how to look after them, you will enjoy this GCSE subject. Some of you may want to work with children in your future careers. Child Development students often go on to study Level 3 qualifications in Childcare in order to gain employment in Early Years Care settings. This GCSE will therefore help you gain the knowledge you need in order to progress onto a career in Early Years Care. It is also sensible, practical information if you ever become a parent.

It is vital that you enjoy working independently as Controlled Assessment forms a large part of this GCSE. If you hate doing coursework, then this GCSE is not for you!

For more information, please speak to Mrs Ford or Mrs Smith

COMPUTER AIDED DESIGN & ELECTRONIC CIRCUIT CONSTRUCTION (OCCUPATIONAL STUDIES LEVEL 2) CCEA

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

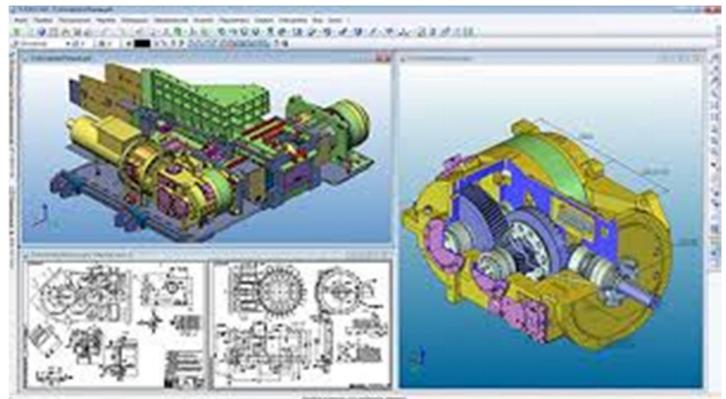
Students choosing Computer Aided Design and Electronic Circuit Construction have the opportunity to study the following 2 Units:

Unit 1 – Computer Aided Design

This unit introduces learners to basic skills in the use of an industry standard Computer Aided Design (CAD) drafting package.

This unit includes:

- health and safety issues with respect to CAD;
- career opportunities related to working in CAD industries;
- routine drafting techniques in CAD;
- creating component drawings in CAD;
- consideration of the environmental issues in CAD;
- a review and evaluation of performance.

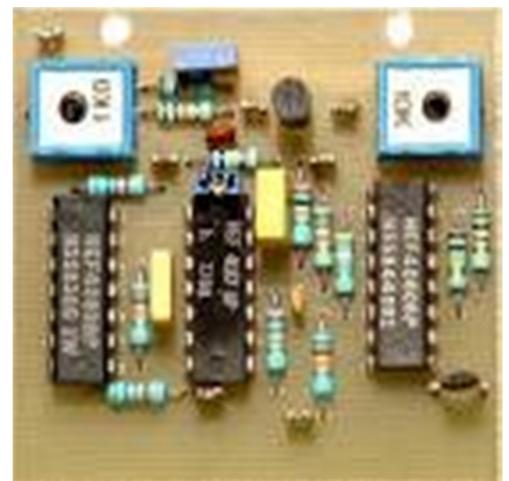


Unit 2 – Electronic Circuit Construction

This unit is for those who wish to gain a basic knowledge and understanding of constructing electronic circuits. Learners will develop skills to identify electronic components and assemble electronic circuits. They will use soldering techniques to build electronic circuits and carry out tests to ensure they operate correctly.

This unit includes:

- health and safety issues involved electronic circuit construction;
- consideration of career opportunities related to electronic circuit construction;
- environmental issues relating to electronics;
- identification of electric components and interpretation of electronic circuit diagrams;
- preparation of the work area, materials, tools and equipment;
- construction and assembly of electronic circuits, using discrete components and soldering techniques;
- carrying out checks to ensure circuits perform as designed;
- a review and evaluation of performance.



For more information, please speak to Mr Stirling

CONTEMPORARY CUISINE WITH PATISSERIE AND BAKING (CCEA) (OCCUPATIONAL STUDIES LEVEL 2)

Course outline

Occupational Studies is made up of two units.

- Contemporary Cuisine (this unit will be completed in Year 11)
- Patisserie and Baking (this unit will be completed in Year 12)

Each unit is made up of the following:

AO1	Knowledge and understanding
AO2	Application of knowledge / Practical skills
AO3	Analysis and Evaluation
	My Diary



Work is assessed mainly through practical cookery tasks. Students will be expected to prepare and cook a range of sweet and savoury dishes, presenting and finishing each to a high standard. Students will also be expected to produce a portfolio of work that includes evidence of understanding of the following topics:

- Health and safety in food preparation
- Careers in the food industry
- Environmental issues in the food industry
- Healthy eating alternatives
- Safe storage of foods



Where will this course take me?

The study of food and nutrition can lead directly onto workplace apprenticeships in a range of settings within the food industry. Students can also progress onto Level 3 courses at college before beginning work in a food business.

*For more information, please speak to Mrs Ford or Mrs Moore
Or visit ccea.org.uk*

DRAMA (Edexcel)

Course outline

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We have built in as much opportunity as possible for students to do what they like best:

- All students devise drama
- All students explore texts practically and work on two text based performances
- Students can choose to develop as a designer or a performer



Structure

This qualification is “Linear.” This means that students undertake all practical assessments during the two year course and sit a written exam at the end of the course

Component	What's Assessed	How It's Assessed	When and By Whom
Practical Component 1: Devising Drama	<ul style="list-style-type: none">• Process of Creating Devised Drama• Performance of Devised Drama (students may contribute as a performer or designer)• Analysis and evaluation of own work	<ul style="list-style-type: none">• Devising log (45 marks)• Devised performance (15 marks)• 60 marks in total• 40% of GCSE	<ul style="list-style-type: none">• All of Year 11• Marked by teacher and sent for moderation by Edexcel
Practical Component 2: Performance From text	<ul style="list-style-type: none">• Group/paired or solo performance of 2 extracts from 1 play (students may contribute as a performer or a designer)	<ul style="list-style-type: none">• Performance of Extract 1 (24 marks)• Performance of Extract 2 (24 marks)• 48 marks in total• 20% of GCSE	<ul style="list-style-type: none">• Year 12• Marked by a visiting Examiner

DRAMA (Edexcel)

Component	What's Assessed	How It's Assessed	When and By Whom
Written Exam	<ul style="list-style-type: none"> Study of 1 set play Review of a live performance 	<ul style="list-style-type: none"> Section A: Four questions on a given extract from the set play (45 marks) Section B: 2 questions reviewing a live performance (15 marks) 60 marks in total 40% of GCSE 	<ul style="list-style-type: none"> Preparation for this paper will be on-going throughout Yrs. 11 and 12 with mock examinations at milestone opportunities This paper is marked by Edexcel
<p>Grading: The qualification will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.</p>			



Progression Routes:

This course ensures continuity for students progressing from GCSE Drama to AS and A-Level Drama and Theatre.

Transferable Skills:

Students can learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable in both further studies and the workplace



For more information, please see Mrs McColgan or Mrs Schmidt

ENGLISH LANGUAGE (CCEA)

Course outline

English Language GCSE is made up of 4 Units:

Unit 1: Writing for purpose and audience; reading to access non-fiction and media texts. (30% - external examination)

Unit 2: Speaking and Listening. (20% - controlled assessment)

Unit 3: Study of spoken and written language. (20% - controlled assessment)

Unit 4: Personal or creative writing; reading literary and non-fiction texts. (30% - external examination)



In **Unit 1 Section A**, pupils will be asked to complete a piece of persuasive writing.

In **Unit 1 Section B**, they demonstrate their reading skills of a media and non-fiction text. This will be assessed in Year 11.



In **Unit 2**, pupils are assessed in a range of **Speaking and Listening** activities, involving: individual presentation and interaction, group discussion and role play. This is internally assessed.

In **Unit 4 Section A**, pupils complete a piece of personal writing or a piece of creative writing. This will be assessed in Year 12.

In **Unit 4 Section B**, they demonstrate their reading skills of non-fiction and literary text



Unit 3 is made up of two tasks:

Task 1: The Study of Spoken Language.

This task is worth 10% and allows pupils to investigate the characteristics of spoken language, influences on spoken language, impact of spoken language and the importance of context in spoken language.

Task 2: The Study of Written Language.

This task is worth 10% and allows pupils to analyse the presentation of themes, characters or writing techniques in a chosen text or texts.

These are internally assessed.



A grade C in English GCSE is the minimum qualification for most jobs.

A good qualification in English opens the door to **careers** in the media, publicity, research, politics, arts and of course... teaching.

For more information, please speak to Miss M Owens

ENGLISH LITERATURE (CCEA)

Course Outline

English Literature GCSE is made up of 3 Units:

Unit 1: The Study of Prose. (30% - external examination - closed book)

Unit 2: The Study of Drama and Poetry. (50% - external examination – open book)

Unit 3: The Study of Linked Texts. (20% - controlled assessment)

In **Unit 1 Section A** pupils will study the novel 'Of Mice and Men'.

In **Unit 1 Section B** pupils are required to write an analysis of a piece of 19th century unseen prose.

This is assessed in Year 11.



In **Unit 2 Section A**, pupils study Drama – 'Blood Brothers'.

In **Unit 2 Section B**, pupils study conflict poetry.

The examination for this section is two hours long and is taken at the end of Year 12

In **Unit 3**, pupils study two heritage texts: one **Shakespeare** and one **heritage prose**.

Pupils complete a **controlled assessment** on these two themed texts lasting 2 hours and 30 minutes. This is internally assessed.



WHAT DOES THE STUDY OF ENGLISH LITERATURE DO FOR YOU IN LATER LIFE?

English Literature is a valued subject which will enable you to develop and hone your skills for many careers. Any pupil wishing to study **AS and A2 English Literature** should have achieved a grade B in GCSE English Literature. Studying English Literature develops your **analytical skills and powers of reasoning and perception**.



Studying English Literature will give you an increased understanding of people **through empathising with the characters** in your texts; this will make you a more understanding and less judgemental person – great qualities for our modern world!

More than this – The study of English Literature will give you the writing skills to be able to express yourself in the best way possible and write exactly what you mean in the clearest way. **THE BEST WORDS IN THE BEST ORDER!**

In order to successfully be able to undertake this course, students should be achieving an average tracking score of over 70%.

For more information, please speak to Miss M Owens

FOOD & NUTRITION GCSE (CCEA)

Course outline

GCSE Food and Nutrition involves the study of diet, nutrition and health. You will learn about the components of a balanced diet and how to avoid the development of dietary related disorders. You will also learn how to be an effective consumer when shopping for food. Over the two years you will develop a range of practical cookery skills, which will equip you to plan and prepare a range of dishes of your own choosing as part of your Controlled Assessment task in Year 12.



During the two years you will study many topics such as food provenance, food processing and production, food and nutrition for good health, priority health issues, food safety and factors affecting food choice.

Assessment:

1 Examination paper	The examination paper will last for two hours and is worth 50% of the overall GCSE grade. The examination is undertaken in June in Year 12: Component 1: Food and Nutrition
Controlled Assessment	Students complete one Controlled Assessment task, worth 50% of the overall GCSE grade: Component 2: Practical Food and Nutrition

WHY STUDY FOOD AND NUTRITION?

If you enjoy the study of health and nutrition, then you will enjoy this GCSE subject. This course also allows you to develop practical cooking skills that can be used at home or as part of your working life in the future. So if you enjoy working with food then this course will definitely suit you.

Food and Nutrition students have the option of further study at A Level. This GCSE will therefore help you gain the knowledge you need in order to progress onto a wide range of careers relating to the food industry, environmental health, and consumer education and protection.

It is vital that you enjoy working independently as Controlled Assessment forms a large part of this GCSE. If you hate doing coursework, then this GCSE is not for you!

For more information, please speak to Mrs Ford.

FRENCH (CCEA)

Course outline

Full Course at Foundation & Higher Level
New specification, first teaching September 2017

Course Content:

There are three contexts of learning in this brand new GCSE:

- Identity, Lifestyle and Culture
- Local, National, International and Global areas of interest
- School life, studies and the world of work



The study of these themes builds upon all the topics, skills and capabilities that you have already covered at Key Stage 3 and focuses on developing practical communication in the four skills of listening, speaking, reading and writing.

Throughout the course you will learn to listen and respond to different forms of spoken language, and express yourself in imaginative writing using a range of vocabulary. You will also learn to identify attitudes and emotions, to draw conclusions and understand formal and informal language.

This work will increase your understanding of the countries and communities where French is spoken and raise your awareness of our cultural differences and similarities.



Assessment

You will be expected to use time at home to master new material as it is covered, lesson by lesson. The assessment for GCSE French is unitised. There are 4 unites of equal weighting. The scheme of assessment is as follows:

UNIT 1	LISTENING	25%	External exam Foundation - 35 minutes Higher - 45 minutes
UNIT 2	SPEAKING	25%	Conducted in school, assessed and moderated by CEA
UNIT 3	READING	25%	External exam Foundation - 50 minutes Higher - 1 hour
UNIT 4	WRITING	25%	External exam Foundation - 1 hour Higher - 1 hour 15 minutes

FRENCH (CCEA)

Reporting and grading

GCSE French qualifications are awarded on a grade scale from A* - G where A* is the top award. Grades available are:

A*	A	B	C*	C	D	E	F	G
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WHY STUDY FRENCH?

This GCSE course will help to prepare you for the communication needs of the 21st Century.

Knowledge of French is increasingly important in our ever-expanding European Community and is a beneficial skill to boost any career. In fact, most major Northern Irish and English employers rate candidates with a qualification in French very highly because they have demonstrated excellent learning and communication skills.

Ask yourself three questions about French as a subject choice:

Q. Do I need it?

A. As stated above, languages are extremely useful in many of today's working environments. It is very important that you don't narrow down your opportunities too soon. You have already spent three years studying this language, so unless you and your teacher know you do not do well in French, it is advisable to include French in your choices.

Q. Do I like it?

A. Be honest. If you find you quite like French, it really doesn't matter what your friends think. Don't be pressured into taking or dropping a particular subject just because your friends will be or will not be, in the same class. You must make the right decisions for yourself and you can always see your friends at break and lunchtime.

Q. Am I any good at it?

A. Having a natural flair for languages is a bonus, but you should remember that it is a good attitude, combined with consistent hard work throughout Years 11 & 12, rather than linguistic talent, which is the key to success in the French examination.

Types of careers for graduates of French

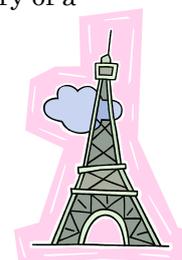
Language graduates are in high demand, as employers value their international relations. Employees with good organisational skills and the ability to communicate effectively orally and in writing are highly sought after.

There is an increasing number of opportunities with international organisations, where fluency in French and a good knowledge of French institutions and habits of thought may be a useful extra qualification. In fact, in this era of the global economy, mastery of a foreign language is an asset in most graduate jobs.

Useful information on languages in the world of work:

<https://www.youtube.com/watch?v=mMSrXIxS-DE&feature=youtu.be>

<https://www.youtube.com/watch?v=kn13apFY9B4&feature=youtu.be>



For more information, please speak to Mrs Redmond

GEOGRAPHY (CCEA)

Course outline

The course is divided into six themes which will develop a sound understanding and knowledge of geographical topics, issues and skills. The course consists of three exam papers.

In addition to the two theory papers, pupils will undertake fieldwork study in preparation for Unit 3. This is usually a River study of the Ballyemon River, Cushendall which will directly develop fieldwork skills. Pupils are expected to work to deadlines and are responsible for their own write up as well as keeping their notes up to date.

	TERM 1	TERM 2	TERM 3
Year 11 Living in our World	Contrasts in World development Managing our Resources	Population & Migration. Changing Urban Areas.	The Restless Earth
Year 12 Understanding the Natural World	Changing Weather and Climate River & Coastal Environment	Fieldwork – River Study	Revision

Assessment

Examination

Paper 1	1 hour 30 minutes	40%
Paper 2	1 hour 30 minutes	40%
Paper 3	Fieldwork	20%



Why study Geography?

Michael Palin, a famous world traveller, wrote that Geography is

“One of those subjects whose relevance is all around us”.

Geography is part of everyday life: world weather and food costs, multi-national companies and politics, population movements and urban and rural change, maps and holidays. Geography is the study of where places are, what they are like, what life is like in them and how and why they are changing.

Geography studies the parts other subjects cannot reach! Employers like geography qualifications because they demonstrate a wide range of skills including data collection and analysis, computer literacy, self-motivation and teamwork skills.

For more information, please contact Mrs Patterson

HEALTH & SOCIAL CARE GCSE (CCEA)

Course outline

GCSE Health and Social Care involves the study of human development across a range of life stages. You will investigate factors affecting health and well-being and will learn about core values of care that are essential when working in health, social care and early years' settings.

During the two years you will study many topics such as human development, factors affecting health and wellbeing, types of relationship, self-concept, major life changes and sources of support.



The course is not just for girls, and it would be great if more boys picked this GCSE!! They would really enjoy it!

Assessment:

1 Examination paper	The examination paper will last one hour and 30 minutes and is worth 50% of the overall GCSE grade. The examination is undertaken in June in Year 12: Unit 1: Personal Development, Health and Wellbeing
Controlled Assessment	Students complete one Controlled Assessment task, worth 50% of the overall GCSE grade: Unit 2: Working in the Health, Social Care and Early Years Sectors

WHY STUDY HEALTH AND SOCIAL CARE?

If you enjoy working with and caring for others, then you will enjoy this GCSE subject. Some of you may want to work in a caring environment in your future careers, whether it be with children, adult client groups or older adults. You may already know that you wish to work in a specialised field of Health and Social Care, such as midwifery, or working as a paramedic, a GP or a Social Worker. The study of Health and Social Care will help you to pursue these goals, or will open up a wide range of careers options that you had never considered before.

Health and Social Care students have the option of further study at both A Level and Level 3 at Ulidia. This GCSE will therefore help you gain the knowledge you need in order to progress onto a career in Health, Social or Early Years Care.

It is vital that you enjoy working independently as Controlled Assessment forms a large part of this GCSE. If you hate doing coursework, then this GCSE is not for you!

For more information, please speak to Mrs Ford.

HISTORY (CCEA)

Course outline



What do you study in History at GCSE?

If you are thinking about or are interested in studying history for a GCSE subject, take some time to consider these questions:

Have you ever really thought about the Holocaust and how horrific it was, or why it happened in the first place?

Have you ever wondered why Northern Ireland had so many problems and why it was so difficult to find a solution and create a peaceful society?



Did you know that for fifty years after the end of world war two, there was the constant worry that a nuclear war would begin between America and Russia that would have destroyed the world today as we know it?

If you would be interested in finding out the answers to these questions, then you should consider choosing History as a subject for GCSE. The History course is broken into three sections:

Firstly, we focus on the reasons why Adolf Hitler came to power in Germany, and how that was allowed to happen. We look at the effect he had on German life, the ways in which he used force and violence to control the country. We then look at the discrimination he began and encouraged against Jewish people and many others whom he did not want living in his country. Finally, we look at the actions Hitler took when dealing with other countries and how many feel that led to the outbreak of World War Two. The last part of the course studies Germany at war. This includes life in Germany during the war, escalation of persecution and the growing opposition and resistance towards the Nazi Regime.

Secondly, we look at Northern Ireland and the troubles that have existed here, particularly over the last 35 years. We look at the Civil Rights Movement and the how terrorism began in the 1960's. We then look at the effects this has had on Northern Ireland. We examine the terrible events of this time period, and all attempts at finding peace; The Downing Street Declaration and the Good Friday Agreement.

Thirdly, we study the Cold War that developed between America and Russia after the end of World War Two. We look at the impact this had on the rest of the world and the many times of fear which people experienced at the thought of a nuclear war beginning. We look at the effect of this on Germany resulting in the building of the Berlin Wall, which separated so many people for many years. We also focus on the Vietnam War, Cuban Missile Crisis and the Korean War. We look at how the end of the Cold War occurred when the Russian Empire collapsed. The last section of the course will look at new tensions emerging between 1991 – 2003. This will focus on 'war on terror' and its impact on international relations.



HISTORY (CCEA)

What does the Course involve?

You will sit two final exams. The first exam includes Germany and Northern Ireland. This is worth 60% of the final grade and the exam last for 1 hour 45minutes. The second exam focusses on the Cold War. It is worth 40% of the final grade and last for 1 hour 15 minutes.

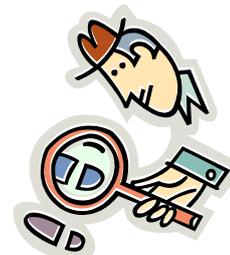
There is one level of entry for History:

Grades A*, A, B, C*, C, D, E, F and G.

Exam Board - CCEA

How can History benefit you?

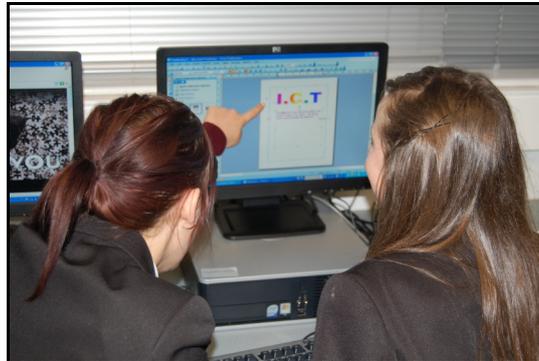
There are many different skills that history will help you develop that will be of great use to you when you leave school, e.g., communicating with others, forming opinions and investigating and solving problems.



There are many careers that you might be interested in, which history would be valuable to you, e.g., Teaching, Law, Journalism, Management or investigative work, tourism, politics, or Police Service. However, no matter what career you choose in the future, the knowledge and skills that you will learn in history will always be valuable to you in the future!

For more information, please contact Mrs A McBride

ICT DIGITAL TECHNOLOGY (CCEA)



Course outline

The GCSE Digital Technology course builds on the foundations built in KS3 ICT lessons, and encourages Ulidia students to:

- become independent and discerning users of digital technology;
- acquire creative and technical digital technology skills and apply these in a range of contexts;
- develop and evaluate digital technology-based solutions to solve problems;
- develop their understanding of current and emerging technologies and the social and commercial impact of these technologies;
- develop their understanding of the legal, social, economic, ethical and environmental impact of digital technology;
- recognise potential risks when using digital technology and develop safe, secure and responsible practice; and
- develop the skills needed to work collaboratively

Structure of course:

Unit 1: Digital Technology – External Written Exam (1hr) – 30%

In this unit, students explore a range of digital technologies available for data storage, manipulation, presentation and transfer. They also evaluate the importance of data security and data legislation.

Students will study the use of: data, images, sound, portability, storage, databases, spreadsheets, hardware, networking, cybersecurity, moral and ethical use of ICT, data transfer, cloud technologies and employment.

Unit 2: Digital Authoring Concepts – External Written Exam (1hr 30mins) – 40%

In this unit, students gain an understanding of the concepts in the development of digital systems. They enhance the knowledge and skills developed in Unit 1.

Students will learn to: design digital systems, consider digital development, research multimedia applications, understand multimedia authoring, consider the significance of testing and evaluate their product.

ICT DIGITAL TECHNOLOGY (CCEA)

Unit 3: Digital Authoring – Controlled Assessment – 30%

In this unit, students design, develop and test digital multimedia systems.

Students will understand how to: design digital solutions to alleviate problems, build their solution, test the solution and evaluate the solution

Student Progression

This course in GCSE Digital Technology should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It should help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.

For more information, please speak to Mr D Barnard (email dbarnard043@c2kni.net) or visit http://ceca.org.uk/qualifications/revision/gcse/specifications_support

JOINERY & HAND FITTING CCEA (OCCUPATIONAL STUDIES LEVEL 2)

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Students choosing Joinery and Hand Fitting have the opportunity to study the following 2 Units:

Unit 1 - Bench Joinery (Woodworking)

This unit is designed to provide skills in bench joinery (woodworking).

This unit includes:

- health and safety issues with respect to workshop activities in bench joinery;
- career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of bench joinery hand tools, and basic hand-held power tools;
- techniques of cutting, jointing, boring and planing to produce construction related components;
- construction of a range of bench joinery models;
- a review and evaluation of performance

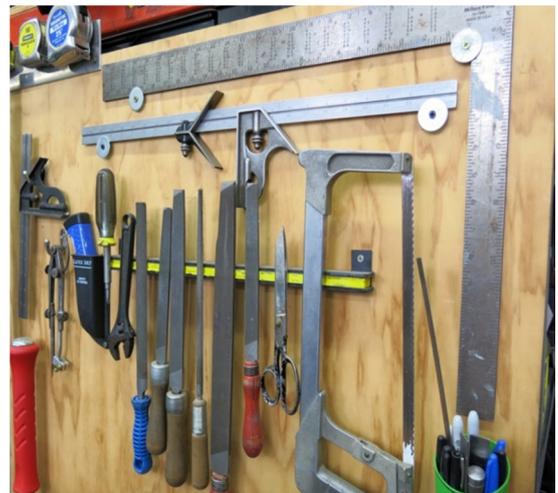


Unit 2 – Hand Fitting (Metalworking)

This unit is designed to give the learner a basic understanding of the practical skills and basic knowledge required in the production of assembled components manufactured from metal.

This unit includes:

- health and safety issues involved when working with metal.
- consideration of career opportunities available within engineering and/or manufacturing;
- environmental issues relating to the sourcing of raw materials, manufacture and recycling.
- selection and use of appropriate hand tools and measuring equipment;
- development of the techniques of measuring, cutting, filing, drilling and threading component parts;
- the use of equipment, for example scribe, punch, dividers and odd-legs to mark out component profiles;
- the manufacture of various parts for assembly to make a finished component



For more information, please speak to Mr Meharg

LEARNING FOR LIFE & WORK (CCEA)

Course outline:

Learning for Life and Work is made up of three unitised modules of study as well as one piece of controlled assessment.

Module One:	Personal Development	20% of overall grade
Module Two:	Local & Global Citizenship	20% of overall grade
Module Three:	Education for Employability	20% of overall grade
Module Four:	Controlled Assessment	40% of overall grade

Examinations for modules 1-3 will take place throughout Year 11 and Year 12 enabling students to build their qualification as they move through their GCSE course

Module One: Personal Development

The Personal Development element of the course is designed to develop pupil's knowledge and understanding of themselves and the issues and decisions that they face in everyday life.

Young adults, in a modern society and environment are faced with a lot of decisions to make about all aspects of their life. This can be a daunting task for many and it is recognised that our young adults should be able to feel confident, comfortable and capable of living their life successfully.



Units of study include:

- Maximising and sustaining health and well-being.
- Concept of self, building and maintaining healthy relationships.
- Recognising, assessing and managing risk.
- Understanding the roles and responsibilities of parenting and developing competence as discerning consumers.
- Financial responsibility

Module Two: Local and Global Citizenship – What do you study?

The Citizenship element of the course is designed to develop pupil's knowledge and understanding of the world around us and how they as individuals can contribute to the development of that world.

In a modern society, where globalism is evident in all areas of life, it is important that pupils are provided with the opportunity to learn about the significant issues that exist in our world and how they can be involved in the process that shapes this globe, this could be from a local perspective to an international issue, it is important that our young adults can leave school confident in themselves and their ability to be a part of their society.



Units of study include:

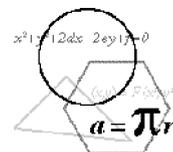
- Diversity and inclusion in Northern Ireland.
- Rights and responsibilities regarding local, national and global issues.
- The role of society and government in safeguarding human rights.
- Non-governmental organisations & key democratic institutions and their role in promoting inclusion, justice and democracy.

MATHEMATICS (CCEA)

Course outline

The subject content is divided into four areas of study listed below:

- Functional Mathematics
- Number and Algebra
- Geometry and Measures
- Handling Data



Assessment

All Year 11 and 12 pupils study GCSE Mathematics. We currently follow the CCEA syllabus which offers different levels of entry to enable pupils from a wide ability range to demonstrate achievement:

Possible Paper Combinations :

Paper Combination	Maximum Grade Possible
M2, M5	C
M2, M6	C*
M3, M5	C*
M3, M6	B
M4, M7	A*/A
M4, M8	A*

Pupils at the **end of Year 11** will complete a module worth **45%**, either M2 (Foundation), M3 (Higher) or M4 (Higher)

Pupils at the **end of Year 12** will complete a module worth **55%**, either M5 or M6 (Foundation) or M7 and M8 (Higher)

A **grade C** in Mathematics GCSE is the **minimum** qualification for the vast majority of jobs.

A **good qualification in Mathematics** opens the door to careers in IT, Computer Science, Accountancy, Engineering, Economics, Actuarial work or Statistics.

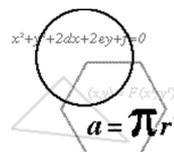
For more information, please contact Mrs A O'Rourke

FURTHER MATHEMATICS (CCEA)

Course outline

The subject content is divided into three areas of study listed below:

- **Pure Mathematics** – algebra, calculus, logarithms, trig equations
- **Mechanics** – forces, constant acceleration, moments
- **Statistics** – central tendency, probability, bivariate analysis, binomial and normal distribution



GCSE Further Mathematics is aimed at the **more able Mathematicians** and will be offered to pupils who are performing well in their tracking results during Year 10. It is unlikely that those averaging a score of **less than 70%** would have the Mathematical knowledge to successfully undertake this course.

The **final decision** regarding places on the GCSE Further Mathematics course will be taken by the Mathematics department.

Further Maths GCSE offers the development of the following **transferable** skills:

- Application of Number
- Problem Solving
- Logical thinking
- Communication

Studying this course will strengthen Mathematical skills and the benefits should be seen in other subjects including GCSE Mathematics and Science. **It will give a sound basis for progression to A-level Mathematics.**

Anyone considering a **career** in IT, Computer Science, Accountancy, Engineering, Economics, Actuarial work or Statistics **would be advised** to study Further Maths GCSE.

Assessment

This paper will be assessed by completing written papers in June 2020:

- Unit 1 – Pure Mathematics – 50%
- Unit 2 – Mechanics - 25%
- Unit 3 - Statistics - 25%



For more information, please contact Mrs A O'Rourke

MEDIA STUDIES (OCR)



Are you creative?

Are you analytical?

Do you want to explore the media and analyse and create media texts?

This course is suitable for students who have a desire to develop a wider understanding and appreciation of the media in both a historical and contemporary context.

No prior learning is necessary, although it is important to have an interest in the media, not just as a couch potato but with an enthusiasm to ask HOW? and WHY? A good level of literacy and keen analysis and writing skills are essential.

Content Overview	Assessment Overview	
<p>Section A: Television Learners will engage with one in-depth study of contemporary and historical television products.</p> <p>Section B: Promoting Media Learners will study media products from a global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.</p>	<p>Television and Promoting Media</p> <p>70 Marks</p> <p>Written Paper 1 hr 45 min (including 30 min viewing time)</p>	<p>35%</p> <p>Of total</p> <p>GCSE</p> <p>(9-1)</p>
<p>Section A: Music and Magazines Learners will engage with one in-depth study of magazines and engage with music videos and radio.</p> <p>Section B: The News Learners will engage with one in-depth study covering online, social, participatory media and newspapers.</p>	<p>Music and News</p> <p>70 Marks</p> <p>Written Paper 1hr 15 min</p>	<p>35%</p> <p>Of total</p> <p>GCSE</p> <p>(9-1)</p>
<p>Learners will create media products through applying their new knowledge and understanding of media language and media representations.</p>	<p>Creating Media</p> <p>30 Marks</p> <p>Coursework</p>	<p>30%</p> <p>Of total</p> <p>GCSE</p> <p>(9-1)</p>

For more information, please speak to Mrs McColgan or Mrs Schmidt

MODERN OFFICE PROCEDURES & USING OFFICE TECHNOLOGY (OCCUPATIONAL STUDIES LEVEL 2) (CCEA)

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it is vital that we are able to transfer and adapt our knowledge and skills throughout our careers.



To foster these abilities, Occupational Studies allows learners to learn for work, through work and about work, and it provides the potential for this learning to take place in out-of-school contexts. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

Occupational Studies is both coherent and flexible and provides a good foundation from which to advance to competence-based post-16 courses.

The following grades are available in this qualification:

At **Level 1** (D-G equivalent):

Distinction

Merit

Pass

At **Level 2** (A*-C equivalent):

Distinction*

Distinction

Merit

Pass



Overview

Students will cover two topics – Modern Office Procedures and Using Office Technology

Modern Office Procedures will cover:

- Handling Mail, finding and storing routine documents in paper and electronic/computer based systems
- Handling Manual and Electronic Diary Entries.

Using Office Technology will cover:

- Identifying and showing the purpose of major items of office equipment
- Using Photocopiers safely and effectively
- Using a computer to produce documents.



This GCSE equivalent qualification is portfolio based with no external examination. Students build their portfolio throughout the two years of the course so good attendance at school is essential.

For more information, please speak to Mrs Knight-Geddes

MOTOR VEHICLE AND ROAD USER STUDIES (CCEA)

Course outline

As most of you will eventually become vehicle owners, the overall aim of this course is to develop better informed and more responsible road users.

SECTION 1: VEHICLE CONTROL AND ROAD USER BEHAVIOUR

SECTION 2: LEGAL REQUIREMENTS

SECTION 3: ROAD TRANSPORT AND ITS EFFECT ON SOCIETY

SECTION 4: MOTORING MATHEMATICS

SECTION 5: ACCIDENT PROCEDURES

SECTION 6: MOTOR VEHICLE TECHNOLOGY

Assessment

One Tier Grades A* - G

External

One written paper 50%

Internal

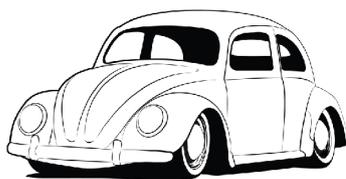
Practical Riding 25% Candidates are required to demonstrate skills of vehicle control (moped) and road craft.

Investigative study 25% Controlled assessment

The study of Motor Vehicle and Road User Studies will contribute to an awareness of environmental issues and environmental effects, and to health and safety considerations.

You will be encouraged to make appropriate use of Information and Communication Technology, for example, in undertaking the investigative study.

A GCSE in Motor Vehicle and Road User Studies could lead to the study of related subjects at a more advanced level, for example, NVQ courses within the Engineering Framework area for Vehicle Mechanical and Electrical Maintenance, at Level 3 of the National Qualification Framework.



For more information, please speak to Mr Wray

MOVING IMAGE ARTS (CCEA)

Course outline

GCSE Moving Image Arts is the first course of its kind in the UK. You will have the opportunity to work on a range of tasks, including planning and creating moving image products. This course provides a solid foundation for progression to GCE AS/A2 Moving Image Arts and other subject-related qualifications.



Why study Moving Image Arts?

In studying this course you will:

SHOT NUMBER: 4 SHOT TYP



DESCRIPTION:
CAMERA TRACKS ALONG SIDE
HE NOTICES SOMETHING IN

SHOT NUMBER: 6 SHOT TYP



DESCRIPTION:
MAN TURNS TO CAMERA
CAMERA PUSHES IN ON HIS R
SOMETHING OUT OF FRAME.

- develop an understanding of film language in both theory and practice;
- develop ideas through investigating and experimenting with filmmaking techniques and processes;
- develop the ability to manage resources and equipment in relation to film production and to produce moving image artworks;
- develop technical competence in the use of filmmaking techniques; and
- evaluate the effectiveness of your own practice.

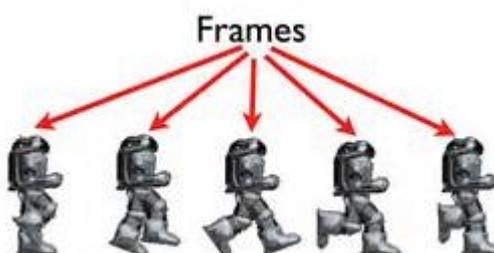


What will I study?

CONTENT	ASSESSMENT	WEIGHTING
<p>Component 1</p> <p>Critical understanding of Creative & Technical Moving Image Production</p> <p>YEAR 11 & 12</p>	<p>Compulsory online examination</p> <p>1 hour 30 minutes</p> <p>The examination features:</p> <ul style="list-style-type: none"> • a range of previously unseen audio and visual stimuli and short film sequences; • questions that assess knowledge and understanding of film language, practices, techniques and contexts; • scenario-based questions that assess creative and production management skills; • questions that assess analysis and evaluation of film language, audience and purpose. <p>CCEA will set and mark the examination.</p>	<p>40%</p>

MOVING IMAGE ARTS (CCEA)

CONTENT	ASSESSMENT	WEIGHTING
<p>Component 2</p> <p>Acquisition of Skills in Moving Image Production</p> <p>YEAR 11</p>	<p>Compulsory controlled assessment tasks</p> <p>Students complete four tasks specified in the Component 2 Task Booklet:</p> <ul style="list-style-type: none"> • storyboarding; • camera and editing; • sound; and • animation <p>CCEA will set the tasks, teachers mark them and CCEA moderate them. Teachers submit the tasks to us in digital format.</p>	<p>20%</p>
<p>Component 3</p> <p>Planning and Making a Moving Image Product</p> <p>YEAR 12</p>	<p>Compulsory controlled assessment portfolio. Students produce a film or an animation portfolio from a selection of genre-specific production briefs that we provide. The portfolio must feature:</p> <ul style="list-style-type: none"> • a research analysis; • preproduction material; • a completed moving image product; and • an evaluation. <p>CCEA set the portfolio task, teachers mark it and CCEA moderate it. Teachers submit the portfolio task to us in digital format.</p>	<p>40%</p>



For more information, please speak to Mrs Mercer

MUSIC (CCEA)

Course Content:

Music GCSE doesn't cover every single aspect of music - if it did it would take forever. Instead you focus on three main 'Areas of Study' (AOS for short)

You will learn about Three Areas of Study:

For each Area of Study, you will learn the basics of that style or period - e.g. the musical structures, the instruments used, the context the music was originally created in, etc. You'll also have to give your opinions on music - appropriate musical terms.

You have to look at **set pieces** for each Area of Study:

Areas of Study

Western Classical Music 1600–1910

- Handel: *For unto Us a Child is Born* from *Messiah*
- Mozart: *Horn Concerto No. 4, third movement*
- Berlioz: *Symphonie Fantastique, fourth movement*



Film Music

- Coates: *March (The Dam Busters)* from *The Dam Busters*
- Williams: *Superman Theme* from *Superman*
- Horner: *Young Peter* from *The Amazing Spider-Man*

Popular Music 1980–present day

- Eurythmics: *Sweet Dreams (Are Made of This)*
- Ash: *Burn Baby Burn*
- Florence and the Machine: *Cosmic Love*.

Musical Traditions in Ireland

- Beoga: *Prelude Polkas: Prelude Polka, Paddy's Polka No. 2 and Millstream Reel*
- Stonewall: *Fife Medley: Boys of Belfast and The Girl I Left Behind*

You will be tested with Coursework...

Performing - 35%

You will do **two performances**.

One has to be a **solo performance**. This can be a piece you play or sing.

The other has to be an **ensemble** performance.

Composing - 30%

You will compose **two pieces**.

You will write one of these in response to a pre-release stimulus. You record your compositions and provide a score, a lead sheet or a written account of your work.

Listening Exam—35%

You will be assessed on the set pieces you have studied.

MUSIC (CCEA)

Why Study Music?



Music is a universal language! All students are free to be creative through their own music and the music of others. There are endless benefits including spiritual, social and cultural. Pupils develop social skills through performing together and attending extra curricular events at various venues around the province. Students develop awareness of other cultures and musical traditions through having an understanding and appreciation of a wide range of different genres in music. Candidates also nurture their existing ability to make judgements about musical quality.

Career prospects:

- ◆ Music Teacher
- ◆ Music Therapist
- ◆ Music Journalist
- ◆ Media – TV, Radio
- ◆ Performer
- ◆ Armed Services/Band
- ◆ Recording Engineer
- ◆ Sound Technician
- ◆ Disc Jockey
- ◆ Musical Instrument Manufacture
- ◆ Retail/Music Sales



For more information, please contact Ms McErlean

PHYSICAL EDUCATION (CCEA)

The course is divided into three components:

Component 1: Factors underpinning Health & Performance

Component 2: Developing Performance

Component 3: Individual Performances in Physical Activities & Sport.

Outline of Assessment

Component 1: Factors underpinning Health & Performance

External written examination 1 hour 15 minutes (25% of overall grade)

Students must answer a mixture of short response questions and extended writing questions.

Component 2: Developing Performance

External written examination 1 hour 15 minutes (25% of overall grade)

Students must answer a mixture of short response questions and extended writing questions.

Component 3: Individual Performances in Physical Activities & Sport.

Students are assessed on the consistent quality, efficiency and effectiveness of their performance in physical activities and sport. They will also be assessed on the quality of their analysis and evaluation of their own and others performances. (50% of overall grade)

Activity and Sport Options for Component 3

Students must undertake three different sporting activities from the list below.

Amateur Boxing	Cross Country	Handball	Skiing
Archery	Cycling	Hillwalking	Squash
Association Football	Dance	Hockey	Swimming
Athletics	Diving	Hurling	Table Tennis
Badminton	Equestrian Jumping	Lifesaving	Tennis
Basketball	Equestrian Dressage	Netball	Trampolining
Boccia	Fitness Testing	Orienteering	Volleyball
Camogie	Gaelic Football	Rock Climbing	Wheelchair Basketball
Canoeing/Kayaking	Golf	Rowing/Sculling	Wheelchair Rugby
Cricket	Gymnastics	Rugby Union	

Students will study the following over the two-year course:

- Concepts of health, physical fitness and skilled performance
- Key influences that impact on balanced, healthy lifestyles and participation in physical activities. Training sessions and training programmes
- The impact of exercise and training on balanced, healthy lifestyles and the effects of exercise, training and physical activity on the body
- Types of exercise, methods of training and Health and safety issues
- Principles for developing physical well-being and physical fitness
- Assessing and monitoring the development of physical health/well-being and peak physical performance.

PHYSICAL EDUCATION (CCEA)

Homework / Study requirements:

Year 11 (2018/19)	Year 12 (2019/20)
2 hours per week, including weekend revision <u>Independent study:</u> <ul style="list-style-type: none">✓ Maintain tidy organised notes/file✓ Ensure <i>Learning Intentions</i> are understood for each topic✓ Develop revision folder✓ Refer to additional resources if required✓ Complete Online Tests using Google classroom	3 hours per week, including weekend revision <u>Independent study:</u> <ul style="list-style-type: none">✓ Maintain tidy organised notes/file✓ Ensure <i>Learning Intentions</i> are understood for each topic✓ Practice exam style questions✓ Focus on mark scheme and methods of marking✓ Complete Online Tests using Google classroom

Details of Subject-Specific Support provided by the College/Department:

- ✓ After school support classes on request
- ✓ Duke of Edinburgh Award offered to support GCSE Hillwalking assessment
- ✓ Fitness Targets set from yr11 for Fitness Testing Practical Assessment in yr12
- ✓ All PowerPoints for the course on google classroom to be accessed from home
- ✓ Help from the Learning Support Team.
- ✓ E-learning resources (Power points, informative videos and additional learning resources)

How Parents can help promote knowledge and skills in this subject:

- Ensure homework is complete and student is actively involved in regular sport/fitness activities outside school
- Discuss PE content/topics at home
- Ensure student does not fall behind due to absences
- Look at your child's work and discuss progress



In order to choose GCSE PE at Year 11, **pupils should have the following:**

- Over 90% participation in PE & Games (received no detentions for having no kit)
- Played for a school team in one or more sports **OR**
- Be an active member of a sports club outside school

For more information, please speak to Mr Donnelly, Mrs Brady or Mr Spratt

RELIGIOUS EDUCATION (Short Course) CCEA

Pupils will study the following unit:

An Introduction to Philosophy of Religion

There are 5 main topics covered:



1. The Existence of God – Students will explore the four main arguments for the existence of God- First Cause Argument, Design Argument, the Moral Argument and the Argument from Religious Experience. Students will investigate two religious creation stories (Christianity and Hinduism) and these will be compared to the scientific theories of the creation of the world (The Theory of Evolution and The Big Bang Theory).

Does God really exist? If so, how do we know He does?

2. The Nature of God- Students will explore the key terms for the understanding of God, in the Christian, Hindu and Muslim religions. Two of these religious understandings of the nature of God will be studied in more detail – Christianity: The Trinity, Hinduism: The Trimurti.



If there is one supreme God, how can that religion believe in many more gods?

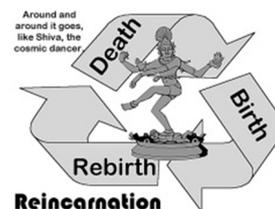
3. The Problem of Evil and Suffering – Will look at the problem of moral and natural evil and why it is a problem for Christians. Students will discuss where/when evil first started and why it still exists and two religious views on why evil exists.

If God is all-powerful and all-good, why does He allow evil to exist?

4. Experiencing God – Students will examine how religious believers experience God through two different religions and look at how religious believers know God through; sacred texts, religious teachers, religious example, religious worship and religious experience. Will look at whether experiences of God are real or illusionary with particular reference to miracles.

How do you know if someone has really experienced God or made it up?

5. Life After Death – Investigate what two religions teach about life after death: Christianity – heaven or hell, and Hinduism – reincarnation. You will discuss whether near death experiences are real or illusionary.



Assessment	
<p>ONE External Examination</p> <ul style="list-style-type: none"> sat at the end of the 2 years (Years 11 and 12). 	<p>Worth 100% of the final grade.</p>

For more information, please speak to Mrs Bell or Miss Brannigan

Ulidia Integrated College

RELIGIOUS STUDIES (CCEA)

Course outline

The primary intention of this subject is to provide a challenging and relevant course to cover the Northern Ireland Core Syllabus at Key Stage 4. The core syllabus recommends the study of two main areas:

1. The Revelation of God and the Christian Church
2. Philosophy of Religion

The Revelation of God and the Christian Church



In their study, students have an opportunity to enhance their knowledge, understanding and ability to evaluate key passages. They will consider these passages both within the religious, political, social and cultural context of Jesus' day, and in terms of how they influence contemporary Christian lifestyle in all its diversity. Students also study Christian practice and worship in the world today from the perspective of both the Catholic Church and Protestant tradition. In particular, they have the opportunity to explain and evaluate issues of worship, symbolism, sacraments and the role of the Church in contemporary society.



Philosophy of Religion

Students will explore issues surrounding the existence of God, the nature of God and how human beings relate to God. They will look at a variety of creation stories and some debates between science and religion. They will also examine the problem of evil and suffering and matters relating to life after death. They will examine these from different religious traditions (Muslim, Christian and the Hindu faith) and also from a non-religious perspective (e.g. Humanist values).



Assessment

GCSE	Assessed	Grades
Paper 1 – 1 ½ hour examination – 50%	External examinations (no coursework)	A* - U
Paper 2 – 1 ½ hour examination – 50%	Throughout the year, students will have an opportunity to present their findings in a variety of ways that best suit their individual learning styles. This may be through debates, team presentations, media analysis, use of ICT or drama skills.	

RELATED CAREERS

Religious Studies requires the ability to examine important questions with an open mind, to weigh up arguments and arrive at reasoned conclusions. This would lend itself to careers which require the ability to relate to others, such as: Nursing, Teaching, Social Work, Police, and Youth Work.

The course is highly enjoyable and allows pupils to express their opinions in an informed manner. A very popular GCSE!



For more information, please speak to Mrs Bell

SCIENCE (CCEA)

Introduction



3 Science routes: a course suitable for every pupil. Which route is the right one for me?

Don't worry! There will be lots of opportunities for parents and pupils to seek advice from subject teachers, senior teachers and careers advisors.



When choosing remember to consider:

- Ability and performance in Science.
- Keeping career/post 16 choices open.

Route 1: 2 GCSE Science route.

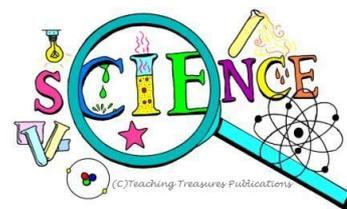
This route keeps open any post 16 Science course at Ulidia or through the C.L.C. (Carrickfergus Learning Community). Good preparation for related Post 16 courses e.g. Health & Social Care, Sports Studies. Keeps the door open for numerous science or technical related careers e.g. nursing, physiotherapy or technical careers in the armed forces.

CCEA Science (Double Award Unitised).

A qualification which counts as 2 GCSE Science grades; it is a mixture of Biology, Chemistry and Physics. There are 2 levels of entry: Higher (Grades A* - D) and Foundation (Grades C - G)

The final grade is built up from 2 parts:

1. 6 Unit examinations worth 75%
 - 3 written papers, each worth 11%, during the Year 11.
 - 3 written papers, each worth 14%, during the Year 12.
2. Practical Skills Unit worth 25% involving a practical exam in Year 12.



Entry Criteria

We will look for the following criteria:

- 70% or higher average over the Year 9 and 10 assessment marks.
- Strong track record of hard work.
- Strong attendance.

Route 2: 1 GCSE Science route.

Not suitable preparation for Post 16 Science at Ulidia. Adequate preparation for related Post 16 courses e.g. Health & Social Care, Sports Studies. Keeps the door open for numerous careers e.g. primary teaching, numerous armed forces positions.

CCEA Science (Single Award Unitised).

A qualification which counts as 1 GCSE Science grade; it is a mixture of Biology, Chemistry and Physics. There are 2 levels of entry: Higher (Grades A* - D) and Foundation (Grades C - G)

The final grade is built up from 2 parts:

1. 3 written papers, each worth 25%, during the Year 11.
2. Practical Skills Unit worth 25% involving practical exam in Year 12.

Route 3: CCEA Occupational Studies course in Horticulture.

Not suitable preparation for Post 16 Science at Ulidia. This is a Level 2 qualification (equivalent to a GCSE). There is lots of practical work with pupils using the greenhouse and outside planting beds to grow and nurture both vegetables and flowers. The broad experience within this course will include weeding, composting, tool maintenance as well as handling and identifying plants. As this course is linked to work related situations the pupils will need to cost and sell display containers. Horticulture is assessed continually over the 2 years – pupils have a diary of evidence to compile throughout the course. There is no exam component in this course.

For more information, please speak to Mr Glass

TECHNOLOGY & DESIGN (CCEA)

Course outline

Technology and Design is mainly concerned with Design, Problem Solving and Manufacturing activities. It also draws upon knowledge and understanding, particularly from Science. Year 11 covers mainly theory and a design assignment. In the personal project in year 12, pupils should demonstrate their ability to design and manufacture a product which builds on the experiences gained in Key Stage 3 and from the theory in Year 11.



The main **Core** topics covered in Year 11 include: Designing, Communication, Manufacture and Energy and Control. The Energy & Control modules include knowledge, understanding and skills related to (Electronic Systems, Mechanical Systems, Pneumatic Systems and Computer Control). Pupils will also sit the Product Design exam in year 12.

This course has a considerable theory element and is not simply a craft based course. Pupils will also be required to produce a port-folio (10- A3 sheets) for their personal project.

Entry Criteria: Pupils must have strong design/drawing skills and preferably achieving 60% in their design assignment and 60% average mark in year 10.

Assessment

The table below summarises the structure of this GCSE course. Students **must** be assessed on **Units 1, 2 and 3**.

Content	Assessment	Weighting	Availability
Unit 1: Technology and Design Core	Externally assessed Written paper. Examination lasts 1 hour 30 mins.	25%	Year 11 Summer from 2018
Unit 2:	Externally assessed written paper Examination lasts 1 hour 30 mins.	25%	Year 12 Summer from 2019 Terminal
Unit 3: Design and Manufacturing Project	Controlled assessment We set the project. Students take: • Product Design and Manufacturing. Teachers mark the project and it is externally moderated.	50%	Year 12 Summer from 2019 Terminal

TECHNOLOGY & DESIGN (CCEA)

WHY STUDY TECHNOLOGY & DESIGN

Technology and Design makes a major contribution to the students' general education and is excellent preparation for working in a modern technological society.

Any prospective employer or further education college highly regard this subject as it covers practical experiences and theoretical understanding. It also helps to develop and promote creativity, research and planning, problem solving and ICT skills.



The course provides a sound foundation for students who have the aptitude or wish to pursue a career that uses:

- Practical skills (construction in wood, plastic and metal)
- Design and planning skills
- Engineering (electronic, mechanical, pneumatic)
- Computer control/programming
- Graphic communication skills

For more information, please speak to Mr G Stirling

TRAVEL AND TOURISM (BTEC LEVEL 2 AWARD)

BTEC Level 2 Award is equivalent to 1 GCSE – grade A*- C.
75% Portfolios/Coursework - 25% exam.

The Travel and Tourism industry is dynamic, wide-ranging and fast-growing, and it offers a huge variety of employment opportunities for young people. Many students may wish to carry this on into AS and A2 level and even beyond. We have a number of former students who have continued Travel and Tourism right through to University. Including placements in America!

Few industries are as important to Britain as tourism. The **UK's 5th largest**, it supports **3 million jobs, over 200,000** small and medium sized enterprises, and contributes **£127 billion** to the country's GDP each year.

A significant portion of that comes from **overseas visitors and is a valuable** source of **foreign exchange**.

Course outline:

Unit 1 – The UK Travel and Tourism Sector - (Examination 1 hour)

In this unit, learners will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

Unit 2 - UK Travel and Tourism destinations

This unit will give learners an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes. Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types.

Unit 3 - The Development of Travel and Tourism in the UK

This unit gives you the opportunity to explore how the UK travel and tourism industry has changed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector. You will explore key developments that have shaped the sector, such as the rise of package holidays, the regeneration of coastal resorts and developments in transport and technology.

TRAVEL AND TOURISM (BTEC LEVEL 2 AWARD)

Unit 4 – International Travel and Tourism destinations

During this unit you will learn about the major international travel and tourism destinations and gateways. And you will investigate the appeal of international travel and tourism destinations to different types of visitor and be able to plan international travel to meet the needs of visitors.



Many travel and tourism employers place value on potential employees having a good grounding in travel geography and an appreciation of how different destinations appeal to different types of visitors. This unit will help you to develop their knowledge of international travel and tourism destinations. It is a mixed unit in terms of written and practical activities. You will need access to up-to-date resources, including holiday brochures, atlases and websites in order to accurately locate destinations and gateways, find travel routes, recognise the appeal of destinations and plan holidays.



For more information, please speak to Mrs Patterson