

# **BALLYMENA ACADEMY**



## **INFORMATION**

### **ON THE**

### **SIXTH FORM**

### **PROGRAMME**

**2019/2020**



**Bronze**



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In a fairly short time you will have important provisional choices to make about how you will proceed after Year 12. This booklet has been designed to help you make decisions by providing you with some useful information.

It is important to realise that openings in educational and commercial/industrial spheres tend to go to the best qualified, and so it cannot be stressed too strongly that your performance at GCSE is of utmost importance. For example, a University Admissions Tutor will consider your GCSE profile as part of the selection process, and this may well influence his/her decision as to whether or not to make you an offer.

Therefore, we would encourage you to do as well as you can in the GCSE examinations so that you have the best possible base upon which to build your future career.

### **What options do you have?**

- You could enter Year 13 and continue your education at this school. The contents of this booklet will provide you with information about the Sixth Form programme.
- You could leave school and embark on an alternative form of secondary level or further education elsewhere e.g. a college of further and higher education, or a training establishment. You may wish to consider other courses as alternatives to 'A' levels e.g. Applied AS/'A' Levels, other Vocational Qualifications etc.
- You could leave school and enter directly into the world of work, although very few choose this route. If this is your preferred option you should research carefully the employment areas open to you.

### **Criteria for admission to Year 13 and progression to Year 14.**

The general criteria have been established to help ensure that:

- Year 13 placement will be in the pupil's best interests
- he or she is capable of following a two-year course of study normally involving four subjects to 'AS' Level and a minimum of three subjects to Advanced Level
- the pupil's presence in a class in either Year 13 or Year 14 will not detract from the learning and achievement of others or the teacher's ability to support their learning and achievement
- decisions on admission to Year 13 and Year 14 are fair and clearly understood and are based on objective criteria
- due regard is given to guidance on admissions issued by the Department of Education (Circular 2013/11).

#### Criteria for any extra places made available by the Department of Education for admission into Year 13 (Sixth Form)

The Department of Education may, in response to a request from a school, 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 (as set out above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Ballymena Academy.
2. Pupils from other schools where admission to an extra place at Ballymena Academy has been agreed by the Department of Education.\*

\* Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course-choices at a suitable school without undertaking an unreasonable journey (i.e. a journey that by public transport would be over an hour from where the young person lives). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

**What is a school of a type that is suitable for a pupil?** To determine this, DE first considers all schools to be one of 4 types: (i) denominational (ii) non-denominational (iii) Integrated; and (iv) Irish-medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school of the same type as that attended by the child in Year 12.

## **Criteria**

### **[1] Criteria for admission to Year 13**

Pupils will normally<sup>1</sup> be required to have achieved:-

- 1.1 a minimum of seven GCSE passes at grades A\* - C, or equivalent, (including English and Mathematics), at least four of which must be grade B, or equivalent, or better, with sufficient GCSE passes at the appropriate level in relevant subjects to enable them to access four subjects at 'AS' or equivalent level, at least three of which they can take to A2 or equivalent level.
- 1.2 Unless otherwise stated in this booklet, a minimum of a grade B, or equivalent, in GCSE (at higher tier) in each of the subjects which the pupil intends to take at 'AS', or equivalent, level and the standard required by subject-specific criteria.

### **OR**

In any subject which does not stipulate a minimum of a B grade, or equivalent (at higher tier) in a specific GCSE subject as a criterion for entry to 'AS' study, then a minimum of a grade B, or equivalent, in a subject identified as related to that which the pupil wishes to take will be required. A related subject is a subject taken at GCSE which requires comparable skills to a proposed A Level subject.

- 1.3 sufficient GCSE passes at the appropriate level in relevant subjects to enable them to access four subjects at 'AS' level, or equivalent level 3 courses, at least three of which they can take to A2 or equivalent level.

<sup>1</sup>Normally

The only exceptions are pupils for whom a special circumstance exists and who come very close but do not completely satisfy some of the criteria.

Some exemption may be given for pupils who, because of special circumstances, for which there is contemporary objective evidence, did not achieve the GCSE grades which were predicted for them.

In such cases the school must be satisfied that:

- there is contemporary evidence of the special circumstance
- there was some detrimental impact on the pupil's GCSE attainment
- the pupil is capable of taking on a demanding course of study at Advanced Level
- the pupil has a satisfactory behaviour and attendance record (Attendance may be lower than is normally required but absences will be related to the special circumstance).

In such exceptional circumstances the pupil's learning programme will be agreed in consultation with the Head of Sixth Form, the Head of the Careers Department and the relevant Head of Department.

## **Pupils:**

- 1.4 Must have a satisfactory behaviour and attendance record in their schooling to date. A satisfactory attendance rate is defined at 90%, or higher.

Applicants from schools other than Ballymena Academy should note that their previous school will be asked to confirm their disciplinary and attendance record. The Principal shall determine what is 'satisfactory' in all instances.

- 1.5 <sup>2</sup>Ordinarily will take four 'AS,' or equivalent level 3 courses, for the duration of Year 13 and complete the assessment units/assignments required in those courses at end of the year.

### <sup>2</sup>Ordinarily

In exceptional circumstances a pupil, who has met the minimum entrance criteria, may be permitted to study three 'AS' or equivalent Level 3 courses. In all such cases the learning programme will be agreed, in consultation with the Head of Sixth Form and the Head of the Careers Department.

- 1.6 Must agree to abide by the school rules and regulations, to co-operate with staff and to spend time beyond the school day on homework, independent study, revision and preparation. Pupils and their parents must sign the Sixth Form Agreement.

### 1.7 Sixth Form Levy

An annual contribution will be required from each pupil in Sixth Form to cover the maintenance of the Sixth Form Centre (excluding teaching and study areas but including the Sixth Form Car Park) and related administration, staffing and catering services. The contribution will be payable upon enrolment for each year of Sixth Form.

A statement of the Sixth Form Levy for a school year will be made within the Sixth Form Agreement.

## **Subject-specific criteria\***

- 1.8 Subject-specific criteria, will be applied. Failure to reach the required standard will mean that the subject cannot be taken and this may mean that the pupil is unable to enter Year 13.

Some subjects (normally no more than two) may be taken at 'AS' level without previous study at GCSE. In such subjects it may be possible, but not advisable, for a pupil who has previously studied the subject to GCSE level and attained a C\* grade to take the subject at 'AS', provided that:

- the individual meets the entry requirements for three other subjects
- there is room in the classes, and no pupil with an A\* - B grade is prevented from taking the subject
- Grade A\* - B, or equivalent, (at Higher Tier) has been achieved in a related subject
- the teacher's GCSE forecast in the subject was at least grade B, or equivalent, (at Higher Tier)
- the subject teacher and Head of Department supports the pupil's admission to this subject on the basis of their experience of that pupil's attitude, application to his or her studies, including Coursework/Controlled Assessment and homework, attendance and behaviour.

- 1.9 In the case of a subject not available as a GCSE, subject-specific criteria apply.

- 1.10 Where a subject is over-subscribed (i.e. where there are more pupils wanting to take the subject than there are places available), criteria will be applied but preference will be given to:

- (a) those who originally opted for the subject when choices were made
- (b) those whose original subject choice could not be accommodated in full

After that, pupils with higher GCSE grades shall have preference.

[2] **Criteria for admission to Year 14**

Progression from Year 13 to Year 14 is not automatic. In Year 13 pupils take 'AS' or equivalent assessment units. The AS level is a stand-alone qualification which, for CCEA and WJEC qualifications, contributes to the overall 'A' level result.

Pupils wishing to progress to Year 14 must normally<sup>2</sup>:-

2.1 have achieved:

- a pass grade in subjects to be taken through to A2 level

**and**

- a minimum of 100 points from 'AS' subjects studied. (A= 50, B=40, C=30, D=20, E=10)

2.2 have a satisfactory record of behaviour and attendance during Year 13. A satisfactory attendance rate is defined as 90%, or higher.

2.3 must take at least three subjects through to A2 level in Year 14.

<sup>2</sup>In the case of progress to Year 14, a pupil who fails to meet the required standard, for whom a special circumstance exists and for which the school has documentary evidence, may be allowed to repeat Year 13, provided that he or she has a satisfactory behaviour record.

**The above information is kept under review and may be subject to alteration.**

## Modular and Linear 'A' levels

'AS' levels provide a good foundation for the study of subjects at Advanced level, in terms of developing knowledge, understanding and skills.

All pupils take 'AS' modules in each of their AS subjects at the end of Year 13. The results of these exams are important for the following reasons:-

- they inform decisions about career pathways, i.e. progression into Year 14, further education, training or employment;
- they help to measure how you are progressing in your studies and how well suited you are to continue the subject into Year 14;
- they provide an indication of the subjects that can be carried into Year 14 and completed as full 'A' levels;
- they help to identify the subject which will be cashed in for an 'AS' grade;
- universities like to see 'AS' results recorded on UCAS applications and these may be used in determining a decision regarding offers;
- they provide evidence to support the UCAS reference provided by the school;
- they provide a safety-net in exceptional situations, e.g. where a pass grade has not been attained in Year 14, points may be awarded for attainment in the subject at 'AS' level.

Northern Ireland Board (CCEA) 'A' level exams are modular, therefore 'AS' level modules can contribute up to 40% of the overall 'A' level qualification.

Under the new A-level reforms, English Board 'A' level exams are no longer modular, they are offered as linear qualifications. This means that all modules have to be taken at the end of the **two-year** course. 'AS' levels are still on offer, but only as discrete qualifications; the results of which do not contribute to the overall 'A' level grade.

Classical Civilisation and Media Studies are English Board qualifications, they are not offered by CCEA. Pupils taking these subjects will take an 'AS' qualification at the end of Year 13, for all the reasons stated above. Pupils who transfer successfully into Year 14 and choose an English Board qualification as one of their Advanced level subjects will have to take this as a linear qualification. This means that 'AS' marks will not contribute to the final qualification and **all** the assessment units for the full two-year 'A' level must be taken at the end of the course.

## General Information

Every effort is made to design a flexible time-table which maximises options and accommodates individuals within available resources. In a very small number of cases this may prove impossible and an individual will be required to change their choices. Subjects begin in Year 13 only if there is a valid size of class group. However, if a subject is taken in Year 13 it will be maintained in Year 14, regardless of class size, with the exception of subjects which are identified from the outset as 'AS' only.

## Choosing your Year 13 subjects

Over the next few weeks you will have the opportunity to discuss your options in detail with your Careers Teacher. It is also important that you make use of the vast array of resources available in the Careers Library - which houses a wealth of resources - information on occupations, education and training, university and college prospectuses, handbooks, directories, magazines and computer databases. Also listen to the podcasts which have been uploaded to the VLE.

**Consider the following:-**

- What subjects do you like?  
You will perform best and get the best results when you are enjoying your work and when you are fully committed to it.

- Where does your ability lie?  
Interest in a subject must be matched by the necessary ability. If you cannot perform to an adequate standard you are likely to lose interest and confidence. The best people to advise you are your teachers, who are able to assess your ability and are familiar with the demands of their subjects. GCSE grades are also a good, though not infallible, guide.
- What subjects do you need?  
You may not need any particular subjects; but many university departments do have specific requirements - it is worth spending time gathering information about university entry requirements before making your choice of subjects.
- How can you keep as many career options open as possible?  
There is no doubt that choosing four subjects will narrow options in some way. However, it is possible to choose a combination of subjects which will allow a wide range of options.

Talk to your careers teacher, subject teachers, parents, the Department for the Economy Careers Adviser - gather as much information as possible, from as many sources as possible, before making your provisional choice of subjects.

In August you and your parents will be invited to attend an interview with your Careers Teacher. This will give you an opportunity to discuss your options in the light of your GCSE results and finalise details of your programme in consultation with members of the careers staff.

**Don't panic - there is plenty of support available and although we cannot make the choices for you, we can provide lots of valuable information and guidance.**

### Some useful websites:-

**Examination Boards** - detailed specifications for each subject offered at G.C.S.E. can be viewed at these sites.

[www.ccea.org.uk](http://www.ccea.org.uk) Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

[www.aqa.org.uk](http://www.aqa.org.uk) Assessment and Qualifications Alliance (AQA)

[www.wjec.co.uk](http://www.wjec.co.uk) The Welsh Joint Education Committee (WJEC) + Eduqas

#### Local Universities - Information provided about Admissions criteria for specific courses

[www.qub.ac.uk](http://www.qub.ac.uk) Queen's University, Belfast.

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

[www.prospects.ac.uk](http://www.prospects.ac.uk) - an excellent resource – provides detailed information about a range of careers. Refers to work conditions, entry requirements, training, vacancies, related courses etc.

[www.careersbox.co.uk](http://www.careersbox.co.uk) – Careers Films on the WEB + [www.icould.com](http://www.icould.com) – Film clips of individuals talking about their jobs.

### These are general guidelines on subjects which may be required for admission to Undergraduate Degree Courses.

**It is stressed that these guidelines are very general** - requirements vary slightly between institutions. They have been produced for university entrance in September 2019 and may have changed by the time you reach Year 14. **It must be emphasised very forcefully that it is by no means a definitive statement of requirements and should not be treated as such.** You should check individual university websites in order to gather comprehensive information about entry requirements for a particular discipline.



### **Note: BTEC Qualification/Applied Qualifications**

**A number of institutions make specific requirements regarding BTEC Subsidiary Diplomas/Applied courses and place restrictions on the number that will be accepted in their admissions policy. If you are taking a BTEC qualification/Applied course as part of your Sixth Form programme, it is important that you research university admissions criteria in order to determine requirements/restrictions relating to these qualifications.**

**Subjects mentioned refer to Advanced and/or 'AS' level subjects.**

Accountancy (Banking/Finance/Insurance)	Usually none, although one or two universities require Mathematics.
Actuarial Science/Studies	Mathematics.
Aeronautical Engineering	Mathematics and usually Physics.
Archaeology	None.
Architecture	Some courses say they want an Arts/Science mix. Some may require Art.
Biomedical Sciences (including Medical Science)	Normally two from Biology, Chemistry, Mathematics and Physics. Chemistry is essential for some courses.
Business Studies	None.
Chemical Engineering	Mathematics, usually Chemistry and sometimes Physics as well.
Childhood Studies	None.
Civil Engineering	Mathematics, in many cases Physics. Sometimes one of Physics or Chemistry.
Computer Science	For some courses, Mathematics. For some courses, Computing/Computer Science.
Dentistry	Chemistry and Biology for most courses, but some require Mathematics or Physics as well.
Dietetics	Chemistry, Biology. (Some universities prefer one other science which may include Mathematics or Home Economics)
Drama	Some courses require English Literature.
Economics	Usually Mathematics.
Electrical/Electronic Engineering	Mathematics, usually Physics.
Engineering (General)	Mathematics and Physics.
Environmental Science/Studies	Many courses will ask for two from Biology, Chemistry, Mathematics, Physics and Geography.
European Studies	A Modern Foreign Language.
Geology/Earth Sciences	Usually two from Mathematics, Physics, Chemistry and Biology.

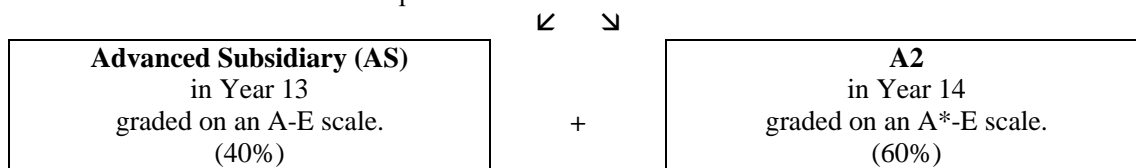
History of Art	None.
Law	Usually none, although a few universities require English.
Materials Science (including Biomedical Materials Science)	Normally two from Chemistry, Mathematics, Physics, Biology (also Technology for some universities).
Mechanical Engineering	Mathematics, usually Physics.
Media Studies	A few courses ask for English or Media Studies.
Medicine	If you take Chemistry, Biology and one from Mathematics or Physics you will keep all the medical schools open to you. If you take Chemistry and one from Mathematics and Physics you will limit your range of choices.
Nursing and Midwifery	Usually Biology or another Science.
Occupational Therapy	Some courses ask for Biology.
Optometry	Two from Biology, Chemistry, Mathematics or Physics (some courses prefer Biology as one of their choices).
Orthoptics	Biology.
Philosophy	None.
Physiotherapy	Biology. However, some courses require a second science from Chemistry, Mathematics or Physics.
Planning	Sometimes Geography.
Politics	Usually none.
Psychology	A few courses ask for one from Biology, Chemistry, Mathematics, Physics.
Theology	None.
Speech Therapy	Some universities require a science such as Biology, Chemistry or Physics. Some specify Biology, but some degrees will consider candidates with none of these.
Sports Science/Physical Education	Many courses require one from Biology/Chemistry /Mathematics /Physics. Some courses will treat Physical Education as a science equivalent.
Surveying	None.
Teacher Training (Primary and/or Secondary)	At least one from: Art, Biology, Chemistry, Technology, English, French, Geography, German, History, ICT, Mathematics, Music, Physics, Physical Education, Religious Studies, Spanish.
Veterinary Science	Chemistry and Biology and one from Mathematics or Physics.

This list is not exhaustive - many courses not mentioned above will ask for specific subjects, but in such cases the subject requirements are obvious e.g. to embark on a degree in Geography, 'A' level Geography.

## Proposed Sixth Form Programme 2019 -2021

**(This information is kept under review and may be subject to alteration)**

An **Advanced Level** in a subject offered by CCEA (Revised Specifications) comprises modules at 'AS' and A2 level



**Note:** AQA and Eduqas qualifications are linear which means that all assessments for the two-year course are taken at the end of the course. 'AS' units do not contribute to the final qualification. BTEC Certificate courses are equivalent to an 'AS' level. BTEC Subsidiary Diploma courses are equivalent to an 'A' Level.

Pupils will normally take four subjects and the enrichment programme in Year 13. Pupils will select three of these subjects which they intend to continue with as A2 subjects in Year 14 - thus completing three full 'A' level, or equivalent, programmes. The fourth subject will be studied in Year 13 only and taken as an 'AS' level or BTEC Certificate. In some cases, pupils may opt to take all four subjects to A2, or equivalent, level, providing they meet the set criteria. Since the purpose of the structure is to provide a course which has breadth and balance, it is recommended that one of the Year 13 subjects should be in a contrasting discipline.

'AS' and A2 Level subjects are as follows (All subjects are offered dependent on uptake justifying viable classes):-

See subject information for subject specific entry requirements, in addition to general requirements for admission to Sixth Form.

- |  |  |
|--|--|
| ♦ Agriculture (BTEC Subsidiary Diploma/Certificate)  | Further Mathematics                    |
| ♦ Art and Design                                     | Geography                              |
| ♦ Biology  | German                                 |
| ♦ Business Studies                                   | ♦ Government & Politics                |
| ♦ Chemistry  | ♦ Health and Social Care               |
| ♦ Classical Civilisation (Linear Qualification)      | ♦ History                              |
| ♦ Construction – BTEC Subsidiary Diploma/Certificate | Mathematics                            |
| ♦ Digital Technology                                 | ♦ Media Studies (Linear Qualification) |
| ♦ Economics  | ♦ Music                                |
| ♦ Engineering – BTEC Subsidiary Diploma/Certificate  | ♦ Nutrition and Food Science           |
| ♦ English Literature                                 | ♦ Performing Arts                      |
| ♦ Environmental Technology                           | ♦ Physical Education                   |
| ♦ French   | Physics                                |
|  | ♦ Religious Studies                    |
|  | ♦ Software Systems Development         |
|  | Spanish                                |
|  | Technology & Design                    |

- ♦ Subjects marked in this way may be taken without previous GCSE study. See subject specific admissions criteria.

Please note that as far as the general Year 13 programme is concerned, very occasionally minor restrictions may occur, given constraints of time-tabling and the viability of classes. Every effort is made to provide pupils with access to courses suited to their ability and best interests. Where a subject is oversubscribed the criteria applied may be enhanced. Conversely, where a course is not viable, the school reserves the right not to run that particular course.

The Enrichment Programme is reviewed annually. It includes timetabled

- Careers Education
- Games

and a range of stand-alone and co-curricular activities.

Further details about other components will be made available in August.

# AGRICULTURE

(BTEC Subsidiary Diploma) (2-year course equivalent to an A-Level)

BTEC Level 3 Certificate (1-year course equivalent to an AS Level)

## WHY STUDY AGRICULTURE?

Studying this course will help you to: appreciate how knowledge of science can enhance productivity in the land-based and agricultural sector; develop your awareness of complex relationships between humans and the environment in which they engage in agricultural activity; acquire core knowledge about the land-based and agricultural sector and the skills needed to work in it. The Pearson BTEC level 3 qualification in Agriculture has been developed to provide entry and progression into and within the animal and plant production and land management industries that fall within the environmental and land-based sector. The qualifications are aimed at those interested in animal and plant production and land management.

## COURSE CONTENT

Unit	Content
For the Subsidiary Diploma Course, in addition to the compulsory unit, five further units will be studied from a range of options selected by the school. For the Certificate Course, in addition to the above, two further units will be studied.	<p>Understanding Animal Anatomy and Physiology (Compulsory Unit)</p> <p>Additional units will be selected by the school from a range of options including, for example:-</p> <ul style="list-style-type: none"><li>• Managing Agricultural Environments</li><li>• Undertaking Beef Production</li><li>• Undertaking Dairy Production</li><li>• Managing Agriculture Organic Production</li><li>• Pollution and Waste Control Management</li><li>• Understanding the Principles of Animal Biology</li><li>• Units focusing on production and the environment</li></ul>

## HOW WILL I BE ASSESSED?

Assessment is through knowledge and understanding, and practical application, not external examination. Written assignments, projects and practical tasks will be completed and assessed throughout the duration of the course.

## ADMISSIONS CRITERIA

In addition to meeting the minimum entry requirements for admission to Sixth Form, pupils must have the following:-

- A minimum of a C\* in a science subject
- A proven interest in Agriculture
- Access to a Dairy and/or Beef Farm, which will be essential for completion of some practical projects. Pupils opting for this course will be interviewed in order to ensure that this criterion can be met.

## CAREER OPPORTUNITIES

Northern Ireland has a strong rural tradition. Almost 75% of land here is used for agricultural purposes. The agri-food industry contributes hugely to the local economy, representing employment for around 50,000 people in farms and factories and the agri-food sector.

## FURTHER INFORMATION

Head of Department: Mr. T. Heaney

<https://qualifications.pearson.com/en/qualifications/betec-nationals/agriculture-2010.html>

## WHY STUDY ART & DESIGN?

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. The creative industries are a fast growing area of the economy. The study of Art and Design opens pathways to a future career in the creative industries. Students can now choose from four specialisation options – Combined Studies; Photography; 3D Design; Textiles.

## COURSE CONTENT

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

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Experimental Portfolio	Teacher assessment of work with external moderation	50% of AS 20% of A level
<b>AS 2:</b> Personal Response	Teacher assessment of controlled task with external moderation	50% of AS 20% of A level
<b>A2 1:</b> Personal and Critical Investigation	Written investigation (maximum 2000 words), externally assessed. Teacher assessment of practical element with external moderation.	60 of A2 36% of A level
<b>A2 2:</b> Thematic Outcome	Teacher assessment with external moderation.	40% of A2 24% of A level

## ADMISSIONS CRITERIA

Usually people, who are likely to succeed at AS level and beyond, will come to the course with the experience of GCSE Art and Design to at least a Grade B standard.

Progression to A2 level will normally be dependent on the successful completion of the AS course.

## CAREER OPPORTUNITIES

The creative industries are a fast-growing area of the economy and are key to economic success - possible careers in the creative or cultural industries related field 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, animation, performing arts, publishing software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. R. Reid

## WHY STUDY BIOLOGY?

Biology is the study of life and, as complex living organisms ourselves, many of us are naturally drawn to find out more about how we work. Not only will you discover how powerful electron microscopes have allowed us to explore plant and animal cells in detail, but you will learn about the molecules which make up these cells. In addition to this examination of the smallest units in Biology, you will also study the 'big picture' by learning about communities and ecosystems, as well as the universal role of DNA in maintaining the variety of life on the planet.

There is also a number of sections on contemporary developments in Biology in order to make this a truly 21st century course.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Molecules and Cells	In this unit you will start by studying the building blocks of life; molecules and cells, since these are the foundations of a functioning organism.
<b>AS 2:</b> Organisms and Biodiversity	This unit covers the physiology of plants and animals. You will study examples of transport and exchange in both groups, as well as examining the principles which govern these mechanisms. You will also learn about principles of classification and biodiversity.
<b>AS 3:</b> Practical Skills	Throughout your AS studies, you will carry out and report on practical activities.
<b>A2 1:</b> Physiology, Co-ordination and Control, and Ecosystems	In this unit, you will explore human physiology in more detail, learning about co-ordination and control, as well as the defences of the body against disease. You will build upon the ecology studied at AS level.
<b>A2 2:</b> Biochemistry, Genetics and Evolutionary Trends	Genetics is studied from a range of perspectives in this unit, including inheritance patterns, population genetics and evolution. This is linked to the study of molecular genetics, exploring how DNA controls the activities of the cell. Biochemical pathways, including respiration and photosynthesis, are studied in some detail in this unit.
<b>A2 3:</b> Practical Skills	As with AS 3, throughout your 'A' level studies, you will carry out and report on practical activities which are designed to help you understand concepts and processes and illustrate biological phenomena.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Molecules and Cells	A written examination, which lasts 1 hour 30 minutes.	37.5% of AS 15% of A level
<b>AS 2:</b> Organisms and Biodiversity	A written examination, which lasts 1 hour 30 minutes	37.5% of AS 15% of A level
<b>AS 3:</b> Practical Skills in AS Biology	Your marks for seven practicals will be submitted for the internal assessment component of this unit. In addition, there is a written examination which lasts 1 hour.	25% of AS 10% of A level
<b>A2 1:</b> Physiology, Co-ordination and Control and Ecosystems	A written examination, which lasts 2 hours 15 minutes.	24% of A level
<b>A2 2:</b> Biochemistry, Genetics and Evolutionary Trends	A written examination which lasts 2 hours 15 minutes.	24% of A level
<b>A2 3:</b> Practical Skills in Biology	Your marks for five practicals will be submitted for the internal assessment component of this unit. In addition, there is a written examination which lasts 1 hour 15 minutes.	12% of A level

## ADMISSIONS CRITERIA

You require a Grade B, or higher in GCSE Biology or a Grade BB or higher in GCSE Science: Double Award with 75%, or greater, in the two written units in the Biology component of this qualification.

## CAREER OPPORTUNITIES

Knowledge of biological processes has implications for a wide range of fundamentally important areas, including health, food production, conservation and, increasingly, technology. Furthermore, a qualification in Biology may be a recommendation or a prerequisite for entering further study in the fields of medicine, nursing, dentistry, veterinary science, speech and language therapy, pharmacology, physiology, biomedical science, forensic science and agriculture. Through following this course, you will develop skills that are valued in Further and Higher Education, including an ability to understand complex processes, analysis, evaluation of practices, problem-solving and research, as well as practical skills such as using a microscope, handling apparatus and fieldwork.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Dr. G. Pyper

# BUSINESS STUDIES

Qualification : AS / A Level Examining Board : CCEA

## WHY STUDY BUSINESS STUDIES?

Business Studies provides you with an invaluable insight into how organisations strive to meet the discerning needs of stakeholders in a constantly-changing external environment. Furthermore, they can develop a greater awareness of the ethical dilemmas and responsibilities that organisations and decision-makers face as they conduct their business activities.

It also helps you develop a range of relevant business and generic skills including decision-making, critical thinking, problem-solving, the challenging of assumptions and the quantification and interpretation of management information; and provides opportunities for progression to study at further and higher education, and to training and employment.

## COURSE CONTENT

Unit	Content
<b>AS 1 :</b> Introduction to Business	Enterprise and entrepreneurship; purpose of business activity; forms of business ownership; stakeholder groups; market and market forces; quality management; productivity and investment; organisational design; investment in people; motivation; principles of management and leadership.
<b>AS 2:</b> Growing the Business	Spectrum of competition; market research; marketing mix; elasticity of demand; product life cycle; market planning and strategy; e-business/e-commerce; sources of finance; break-even analysis; cash flow; budgeting; financial statements and final accounts.
<b>A2 1:</b> Strategic Decision-Making	Business objectives; organisational culture; stakeholder objectives; communication; economies and dis-economies of scale; business strategy and planning; decision tree analysis; risk management; company accounts; ratio analysis; investment appraisal.
<b>A2 2:</b> The Competitive Business Environment	Macroeconomic framework; government policies; globalisation; business ethics and organisational culture; sustainability; corporate social responsibility; stakeholder group influence; organisational design; monopolies, mergers, takeovers and restrictive practices; managing change.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>AS 2:</b>	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>A2 1:</b>	External written examination: 2 hours	30% of A level
<b>A2 2:</b>	External written examination: 2 hours	30% of A level

## ADMISSIONS CRITERIA

'B' grade, or equivalent, in a related subject at GCSE.

## CAREER OPPORTUNITIES

An A level qualification in Business Studies offers an excellent foundation for many careers as you will have gained excellent transferable skills such as effective communication, problem-solving, data analysis, critical thinking and many more. Such skills are essential in today's changing society and are considered highly desirable by employers in all types of organisations.

This business qualification will benefit those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, business journalism, and self-employment as well as those interested in continuing on to further study. There is a very wide choice of specialist business courses offered by universities and further education colleges in Northern Ireland and elsewhere in the UK. Examples include Accountancy, Advertising, Information Management and Business Improvement.

For those wishing to vary their study and enhance their skills set there is also an attractive range of combinations of courses available at both HND and undergraduate level. Examples include Advertising with Human Resource Management, Accountancy with Law, Business with International Development and Business Development and Innovation.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. A. McKay



## WHY STUDY CHEMISTRY?

The understanding and application of chemistry is essential in our modern world. Almost everything you use on a daily basis will have been developed by a chemist. As our world develops further, we need to find ways to feed a growing population, cure new diseases and manage the world's energy resources. Chemistry holds the answer to these challenges. Throughout the course you will build on your GCSE knowledge and develop a deeper understanding of the atom and the properties of different substances. You will also be developing your practical skills and ability to work with others. Topics such as Chemistry in Medicine allow you to appreciate how chemistry contributes to society.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Basic Concepts in Physical and Inorganic Chemistry	This unit builds on GCSE and includes study of atomic structure and bonding, shapes of molecules and ions, and the forces existing between them. The halogens (Group VII) are studied in depth and redox reactions are introduced. Students will develop the important quantitative techniques they will need to measure mass, make up solutions and titrate. Basic calculations and equations are included.
<b>AS 2:</b> Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	Organic chemistry, introduced at GCSE, forms a major part of this unit with work on the chemistry of alkanes, alkenes, halogenoalkanes and alcohols. Preparation and purification of organic compounds is included. Equilibrium and kinetics (rates of reaction) are introduced, while thermochemistry ('energetics') is covered in some depth, including measurement of heat changes in chemical reactions. Students also explore the chemistry of Group II elements.
<b>AS 3:</b> Basic Practical Chemistry	The practical examination is in two parts: A and B. Students take part A in the laboratory – a series of practical activities including observation, recording and presenting data. Part B is taken in the examination hall, and includes theoretical questions on practical situations.
<b>A2 1:</b> Periodic Trends and Further Physical and Organic Chemistry	This unit builds on the knowledge of physical and organic chemistry that students acquired at AS level. Students quantitatively study rates of reaction, equilibria and enthalpy changes. They consider acids, bases and how buffer solutions operate. Students expand their study of organic compounds, including aromatic compounds. Mathematical skills are developed through the quantitative aspects of this unit.
<b>A2 2:</b> Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	In this unit, students examine how various instrumental methods such as nuclear magnetic resonance (NMR) and chromatography are used for determining structure. They study transition metal chemistry as well as organic nitrogen compounds such as amino acids. They use further techniques in volumetric analysis and learn about polymer chemistry and chemistry in medicine.
<b>A2 3:</b> Further Practical Chemistry	This practical examination, as in Unit AS 3, is in two parts: A and B. Chemical reactions and situations will be more complex than those met at AS. Students take part A in the laboratory – a series of practical activities including observation, recording and presenting data. Part B is taken in the examination hall, and includes theoretical questions on practical situations.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination: 1 hour 30 minutes	40% of AS; 16% of A level
<b>AS 2:</b>	External written examination: 1 hour 30 minutes	40% of AS; 16% of A level
<b>AS 3:</b>	Practical Booklet A – taken in the laboratory : 1 hour 15 minutes Practical Booklet B – taken in the examination hall : 1 hour 15 minutes	20% of AS; 8% of A level
<b>A2 1:</b>	External written examination : 2 hours	40% of A2; 24% of A level
<b>A2 2:</b>	External written examination: 2 hours	40% of A2; 24% of A level
<b>A2 3:</b>	Practical Booklet A – taken in the laboratory : 1 hour 15 minutes Practical Booklet B – taken in the examination hall : 1 hour 15 minutes	20% of A2; 12% of A level

## ADMISSIONS CRITERIA

To make a success of this 'A' level you require a Grade B, or higher in GCSE Chemistry or a Grade BB or higher in GCSE Science: Double Award with 75%, or greater, in the two written units in the Chemistry component of this qualification.

## CAREER OPPORTUNITIES

The career opportunities for chemists are many and varied – medicine, dentistry, veterinary science, chemical engineering, pharmacy, food science, etc. A chemistry qualification can even serve as a passport to many non-scientific careers such as accountancy and law.

For information about careers in Chemistry, visit:

[www.ch.qub.ac.uk/](http://www.ch.qub.ac.uk/) (Queen's University of Belfast, School of Chemistry and Chemical Engineering)

[www.science.ulster.ac.uk/pharmacy/](http://www.science.ulster.ac.uk/pharmacy/) (Pharmacy at the University of Ulster)

[www.whynotchemeng.com](http://www.whynotchemeng.com) (Lots of information about Chemical Engineering)

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. M. Christie



# CLASSICAL CIVILISATION

Qualification : AS / A Level    Examining Board : AQA

## WHY STUDY CLASSICAL CIVILISATION?

It is an interesting and exciting new subject for those who have not studied it at GCSE. Classical Civilisation will appeal to those who have an interest in Ancient History, as well as giving students a greater appreciation of modern European culture and its origins. Perhaps you simply wish to study history, philosophy, literature, archaeology, politics and art all in the one course. This is a great opportunity to study an A-level that is unique in its content and scope.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> The World of the Hero: The Odyssey	This was the second book written in Western Literature. It follows the adventures of Odysseus after the Siege of Troy and his quest to return home, during which he kills the Cyclops and ventures into Hades.
<b>AS 2:</b> Culture and the Arts: Imperial Image	The idea of a politician 'spinning' their public image is one which is very familiar in media; and so this exploration of a Roman politician and his successful propaganda campaign is still highly relevant. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule.
<b>A2 1:</b> The world of the Hero continued: Virgil's Aeneid	This epic work of literature follows the trials and tribulations of the Trojan warrior Aeneas and his attempt to lead the survivors of Troy to the promised land of Italy.
<b>A2 2:</b> Beliefs and Ideas: Athenian Democracy	The aim of this topic is to examine the concept of Democracy; what this meant to the Athenians, and its positive and negative aspects. Learners will study the reforms which laid the foundations for the democracy.

## HOW WILL I BE ASSESSED?

'A' Level Units	Assessment Description	Weighting
<b>Unit 1:</b> The world of the Hero: The Odyssey and the Aeneid	You will take AS 1 and AS 2 at the end of Year 13, which gives you an 'AS' qualification, however, please note that as the A-level is a linear course for the full 'A' Level you will be examined on content covered over the two years of study  External written examination : 2 hours 20 minutes	40%
<b>Unit 2:</b> Culture and the Arts: Imperial Image	External written examination : 1 hour 45 minutes	30%
<b>Unit 3:</b> Beliefs and Ideas: Athenian Democracy	External written examination : 1 hour 45 minutes	30%

## ADMISSIONS CRITERIA

You do not need to have studied Classical Civilisation at GCSE. You are required to have a B grade at GCSE level in a related subject such as English.

## CAREER OPPORTUNITIES

Some people will work in the field of Classical Civilisation in teaching, higher education, archaeology or museums. Generally they follow the same career path as other Humanities graduates ranging from law, teaching, media and journalism to jobs in the financial sector such as management accountancy.

## FURTHER INFORMATION

[www.aqa.org.uk](http://www.aqa.org.uk)

Head of Department: Mr. P. Scullion

# CONSTRUCTION

Qualification : BTEC SUBSIDIARY DIPLOMA/CERTIFICATE    Examining Board : EDEXCEL

## WHY STUDY CONSTRUCTION?

The Subsidiary Diploma in Construction is composed of a selection of core and optional modules. Six modules are required for the achievement of a Subsidiary Diploma.

This course, that will enable you to gain a qualification equivalent to one 'A' level and the opportunity to progress to a career, within disciplines such as architecture, civil engineering, surveying or environmental technology, armed with industry standard skills recognised around the world.

## COURSE CONTENT

### Core Modules

- Sustainable Construction
- Science and Materials in Construction and the Built Environment

### Optional Units

- Building Technology and Construction
- Surveying in Construction and Civil Engineering
- CAD in Construction and the Built Environment
- Construction Technology and Design in Construction and Civil Engineering

## HOW WILL I BE ASSESSED?

This qualification is coursework based, including assignments and practical activities. There are no external exam modules.

## ADMISSIONS CRITERIA

Entrants should have met the general admissions criteria for Sixth Form. Where the subject has been taken for GCSE it is expected that pupils should normally have attained a minimum of a 'B' grade.

## CAREER OPPORTUNITIES

The course is primarily designed for those who wish to progress to university to study degrees in construction related disciplines including, architecture, civil engineering, building surveying, quantity surveying, property investment and environmental technology.

The Subsidiary Diploma is equivalent to one 'A' Level and as such is a great supplement to a pupil's portfolio of two or three other traditional 'A' Levels.

The University of Ulster and Queen's University now recognise the combination of a single Subsidiary Diploma with two traditional 'A' Levels as a legitimate alternative to three traditional 'A' Levels.

For students who are reasonably certain that they want a career within construction the further advantage of undertaking the Subsidiary Diploma is that when they arrive at University they already understand the fundamentals of what they will be studying, which will ultimately give them a massive head start over their other colleagues.

Students obtaining a Subsidiary Diploma can also progress to a Degree, Foundation Degree, Higher National Diploma or Certificate (HND, HNC) in a range of disciplines relating to construction and the built environment professions.

## FURTHER INFORMATION

Head of Department: Mr. T. Heaney

<https://qualifications.pearson.com/en/qualifications/betec-nationals/construction-and-the-built-environment-2010.html>

# DIGITAL TECHNOLOGY

Qualification: AS / A Level    Examining Board : CCEA

## WHY STUDY DIGITAL TECHNOLOGY?

Digital Technology explores how information and communication technology is used to store, process and present information efficiently and accurately.

The influence of digital technology in all aspects of our lives continues to accelerate. Current and emerging technologies and information services are transforming how we communicate with each other, how we work and the ways we learn. It is essential that we can understand how this technology works in order to make proper use of it. It is also necessary to investigate and understand security issues in order to keep our data and information systems secure from hackers or to recover data in the event of a disaster.

This qualification is for students who are interested in current and emerging technologies and the impact they have on our business and social lives and who wish to utilise them effectively.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Approaches to System Development	In this unit you will learn about: the system development process with particular focus on the analysis, design and implementation stages; alternative development approaches, which will be compared; software projects; security issues; and programming concepts.
<b>AS 2:</b> Fundamentals of Digital Technology	In this unit you will learn about: data representation; data and information; computer architecture; hardware and software components; processing systems; and web technology and multimedia.
<b>A2 1:</b> Information Systems	In this unit you will learn about: networks; databases; expert systems; applications of digital technology; mobile technologies; cloud computing; and individual, social and legal considerations.
<b>A2 2:</b> Application Development	In this unit you will complete a detailed project. The project brief will be provided annually by CCEA. You will identify and research a realistic problem. You will then design, implement, test, document and evaluate your solution.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Approaches to System Development	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>AS 2:</b>	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>A2 1:</b> Information Systems	External written examination: 2 hours 30 minutes	40% of A level
<b>A2 2:</b> Application Development	Internal assessment of a project	20% of A level

## ADMISSIONS CRITERIA

Grade B, or higher, in GCSE Digital Technology.

## CAREER OPPORTUNITIES

Digital Technology would be beneficial in a wide range of careers. 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.

In fact almost every organisation will use IT to conduct their daily operations. As a result, almost all organisations will value the knowledge, understanding and skills that GCE Digital Technology develops. Skills that you will acquire include research, investigation, analysis, communication, problem-solving, time management and working with others. You will also develop practical skills with regard to programming concepts and databases.

## FURTHER INFORMATION

[ceea.org.uk/qualifications/gce](http://ceea.org.uk/qualifications/gce)

Head of Department: Mrs. B. Smyth

## WHY STUDY ECONOMICS?

By studying Economics you will gain an insight into some of the major problems and issues facing society today, for example:

- What is the market's role in providing for society's needs and wants?
- How can individuals and businesses manage their resources better?
- What are the possible solutions to environmental problems?
- How can economic development be sustained?
- How can all countries benefit from globalisation?

This course will help you to develop a variety of thinking and communication skills including investigating, analysing, evaluating, reasoning, drawing conclusions and making judgements.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Markets and Market Failure	You will study the way markets work; examining market forces and how supply and demand work together to provide resources for local, national and international markets. You will also examine why markets fail and possible ways of correcting this failure.
<b>AS 2:</b> Managing the National Economy	You will examine changes in the economy, and the effectiveness of government policies. You will look at issues such as unemployment, inflation and economic growth.
<b>A2 1:</b> Business Economics	Economic behaviour in competitive and non-competitive markets. This unit investigates how firms grow by examining organic growth, mergers and takeovers.
<b>A2 2:</b> Managing the Economy in a Global World	In this unit you will study the significance of globalisation, international trade, the balance of payments and exchange rates. You will also develop an understanding of the factors that influence growth and development of developing countries.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Markets and Market Failure	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>AS 2:</b> Managing the National Economy	External written examination: 1 hour 30 minutes	50% of AS 20% of A level
<b>A2 1:</b> Business Economics	External written examination: 2 hours	30% of A level
<b>A2 2:</b> Managing the Economy in a Global World	External written examination: 2 hours	30% of A level

## ADMISSIONS CRITERIA

A 'B' grade in a related subject at GCSE.

## CAREER OPPORTUNITIES

You can study Economics on its own or you may wish to consider combining it with the study of other compatible subjects such as Politics, Philosophy, Geography, History, Law, Foreign Languages, Mathematics and Sciences. Economics also combines well with vocational subjects such as Engineering, Manufacturing and Business.

Many economics students go on to have interesting and successful careers in business, finance, government services, economic research and professions such as teaching, accountancy and the law.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. A. McKay

# ENGINEERING

Qualification : BTEC SUBSIDIARY DIPLOMA/CERTIFICATE

Examining Board : EDEXCEL

## WHY STUDY ENGINEERING?

BTEC Subsidiary Diplomas are six-unit qualifications at Level 3 of the National Qualifications Framework. The Subsidiary Diploma is equivalent to 1 'A' Level and as such is a great supplement to a pupil's 'A' Level portfolio. The Subsidiary Diploma in Engineering gives learners a solid foundation for building a career in the engineering sector or moving on to further qualifications or training. Pupils can also take a one-year three- unit certificate in Engineering which equates to an 'AS' level.

## COURSE CONTENT

The course will be delivered in school, providing a range of specialist units in both Mechanical and Electrical Engineering. Health and Safety will underpin all work within this qualification.

The delivery of units in Computer Aided Design shows the importance of Engineering Drawing to the design process. In the second year of this qualification three dimensional solid models will be generated.

The AutoCAD software used in the delivery of this qualification will provide students with valuable transferable skills for the world of Industry and Higher Education.

Units include: (Year 1) Health and Safety, Mechanical Principles and Applications, Engineering Drawing; (Year 2) Electrical and Electronic Principles, Computer Aided Drafting for Engineers, Properties and Applications of Engineering Materials.

Six units are required for the achievement of a Subsidiary Diploma. Three units are required for the achievement of a Certificate.

## HOW WILL I BE ASSESSED?

Continuous Assessment over the two-year period. Methods include assignments and practical activities.

## ADMISSIONS CRITERIA

Pupils need to demonstrate strength in Mathematics (Grade B minimum) and minimum Grade BB in Double Award Science, showing strength in Physics, or Grade B in GCSE Physics.

**Note:**

Pupils wanting to progress to study Engineering at university are **strongly** advised to look at admissions criteria to ensure that they meet the requirements in terms of subject and qualification combinations.

## CAREER OPPORTUNITIES

For students who are decided on a career within engineering, undertaking the Subsidiary Diploma means they arrive at University already understanding the fundamentals, which should ultimately give them an advantage over their peers.

Students may also progress to a Higher National Diploma or Certificate (HND, HNC) in a range of disciplines relating to engineering such as: Mechanical Engineering, Electrical/Electronic Engineering, Communications/Software Engineering, Engineering Management, Biomedical Engineering, Technology and Design, Sports Technology

If you want to get employment straight away local employers recruit apprentices with BTEC National qualifications to train them for jobs such as: Manufacturing technicians, Electronics service technicians, Maintenance technicians

## FURTHER INFORMATION

Head of Department: Mr. T. Heaney

<https://qualifications.pearson.com/en/qualifications/betec-nationals/engineering-2010.html>

# ENGLISH LITERATURE

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY ENGLISH LITERATURE?

A-level English Literature broadens your horizons and opens your mind to new perspectives and ideas. It allows you to construct well-supported arguments and appreciate alternative interpretations of texts.

The course itself covers a wide range of engaging literature including novels, plays and poems. The texts are stimulating, interesting and will give you opportunities to develop individual interests. You can use your own original ideas and creativity when responding to each text and the course invites in-depth discussion and reflection at every opportunity.

The coursework element allows for independent study, wider reading and a sense of personal achievement. If you enjoy reading a wide range of literature and analysing associated ideas and issues, then this will be an ideal course for you.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> The Study of Poetry 1900 – Present and Drama 1900 – Present	In this module you will explore a selection of poems by poets Seamus Heaney and Robert Frost. You will consider links between poems and show understanding of the significance of the contexts in which they were written and received. You will also study a play by a modern playwright – <i>“A Streetcar Named Desire”</i> by Tennessee Williams.
<b>AS 2:</b> The study of Pre 1900 Prose	This module requires you to study the gothic novel <i>“Frankenstein”</i> by Mary Shelley. You will analyse characters, themes and narrative methods and consider various interpretations.
<b>A2 1:</b> Shakespearean Genres	In this module you will study the genre of Tragedy, exploring in detail Shakespeare’s <i>“King Lear”</i> .
<b>A2 2:</b> The Study of Poetry Pre 1900 and Unseen Poetry	You will study <i>“The Wife of Bath’s Prologue and Tale”</i> , part of Chaucer’s <i>“Canterbury Tales”</i> . This also requires considerable study of the Medieval period of English history. You will also look at a number of poems from different time periods with various themes, forms and poetic styles.
<b>A2 3:</b> The Twenty-first century novel (Coursework)	This module requires you to compare two novels, at least one of which will be from the 21 <sup>st</sup> century. You will explore a theme and analyse connections between texts, considering the influence of the context in which each was written.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination: 2 hours One essay on poetry, one essay on drama.	60% of AS 24% of A level
<b>AS 2:</b>	External written examination: 1 hour One essay on <i>“Frankenstein”</i>	40% of AS 16% of A level
<b>A2 1:</b>	External written examination: 1 hour 30 minutes One question on Tragedy	20% of A level
<b>A2 2:</b>	External written examination: 2 hours One essay on Chaucer, one unseen poetry question	20% of A level
<b>A2 3:</b>	Coursework – one 2500 word essay	20% of A level

## ADMISSIONS CRITERIA

Students ideally should have studied GCSE English Literature since the ‘A’ Level course builds upon the knowledge, skills and understanding developed within the GCSE programme of study. However, a competent and conscientious student who has attained an A/A combination in English and Media at GCSE may also find that the subject is well within their capabilities.

## CAREER OPPORTUNITIES

An A-level in English Literature develops your skills in written and face-to-face communication, as well as your capacity for research and your ability to understand complex ideas and theories. With this set of skills, you could go into the media industry which includes print, online, TV and radio.

Journalism or publishing are other areas that an A level in English Literature will allow you to access, for example, you could be an editorial assistant, proofreading and correcting books before they go to print. A job in advertising and PR is also available with a qualification in English Literature, such as a public relations officer or a press officer.

Teaching is another profession open to you, or you could work for an arts organisation, trying to secure funding or publishing material for a museum or a gallery. With further study, you could also go into sectors like law, business, social work or even politics.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. J. Craig

# ENVIRONMENTAL TECHNOLOGY

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY ENVIRONMENTAL TECHNOLOGY?

This course focuses on looking at technological solutions to the energy and environmental problems facing the world today. It highlights the need to manage our planet's resources more effectively and explores how our society will make the transition to a more sustainable way of living.

This specification allows you to:

- develop your interest in science and technology along with an enthusiasm for environmental action;
- appreciate how science and technology can contribute towards a sustainable economy and society.

## COURSE CONTENT

Topics covered include:

- finding out about the impact of declining fossil fuel supplies and options for reducing global dependency on crude oil;
- examining the microgeneration, distribution and storage of electricity from non-fossil fuel sources;
- consider renewable energy technologies on a micro level;
- discovering the effects of fossil fuel use and the need to develop more sustainable sources of energy;
- carrying out practical activities in relation to aspects of three major renewable energy sources: wind, solar and biomass; and
- taking account of health and safety practices when carrying out practical work.

You will also have the opportunity to apply the knowledge and understanding that you gained to a practical context; researching renewable energy sources and evaluating the technical, environmental and economic aspects of the energy output from wind, solar and biomass; and

You will submit a technical report, relating to a realistic scenario task, in three sections:

- desktop research;
- practical investigation; and
- discussion and recommendations.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> The Earth's Capacity to Support Human Activity	External written examination: 1 hour 30 minutes	50% of AS 25% of A level
<b>AS 2:</b> Renewable Energy Technologies	Internal Assessment. You will produce a technical report based on a realistic scenario relating to the use of renewable energy technologies. Externally moderated.	50% of AS 25% of A level
<b>A 2 1:</b> Building and Managing a Sustainable Future	External written examination	25% of A level
<b>A2 2:</b> Environmental Building Performance and Measurement	Internal Assessment. You will produce a technical report relating to the environmental performance of a local building. Externally moderated.	25% of A level

## ADMISSIONS CRITERIA

Entrants should possess at least a Grade B in Mathematics.

## CAREER OPPORTUNITIES

This course opens a range of pathways into various fields for example:- Renewable Energies Development Engineer; Operations Manager; Energy Technician; Quality Assurance Manager; Renewable Energy Analyst.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. T. Heaney



## WHY STUDY FRENCH?

French is the largest donor of vocabulary to the English Language – 50% of English vocabulary derives from French, moreover it is the official language in 30 countries and is the major working language of international communities, including the UN, the European Union, UNESCO, NATO and the International Olympic Committee. Being able to speak another language, understand other cultures and empathise with colleagues who are working in a different language are valuable skills for students and will broaden the range of possible career plans open to you.

Learning a language also gives students opportunities to develop confidence, independence, communication skills, presentation techniques and IT competence, as well as skills in research, evaluation and analysis that colleges, universities and employers value highly.

## COURSE CONTENT

Unit	Content
<b>AS 1 Speaking</b> <b>AS 2 Listening and Reading</b>	<i>Relationships:</i> different family structures; roles, responsibilities and relationships within families; challenges for families; intergenerational issues; and influences on young people. <i>Culture and Lifestyle:</i> physical well-being; risk-taking behaviour; dealing with stress and challenges; hobbies and interests; the arts, film, fashion and design; social media and new technology; holidays, festivals and tourism.
<b>AS 2 Use of Language</b>	Grammar and Language Structures.
<b>AS 3 Extended Writing</b>	Study of a film or book.
<b>A2 1 Speaking</b>	Individual research project on a Culture or a Historical period or a Region.
<b>A2 2 Listening and Reading</b>	<i>Young People in Society:</i> part-time jobs; education and employment; career planning; young people and democracy; European citizenship; and societal attitudes and young people. <i>Our Place in a Changing World:</i> equality/inequality and discrimination/prejudice; poverty at home and abroad; immigration and emigration; multicultural society and cultural identity; causes, consequences and resolution of conflict; and sustainable living and environmental issues.
<b>A2 3 Extended Writing</b>	Study of a literary text.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	Speaking – Presentation and conversation	30% of AS 12% of A level
<b>AS 2:</b>	Listening – questions in English and French Reading – questions in French; translation French to English Use of Language – grammatical and lexical exercises	40% of AS 16% of A level
<b>AS 3:</b>	Extended Writing – written essay response	30% of AS 12% of A level
<b>A2 1:</b>	Speaking – Discussion and conversation	18% of A level
<b>A2 2:</b>	Listening – questions in English and French; Reading – questions in French; summary in English; translation English to French	24% of A level
<b>A2 3:</b>	Extended Writing – written essay response	18% of A level

## ADMISSIONS CRITERIA

In order to study the subject at AS and A2, students should have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher Tier in French, and preferably attained grade A\* - A.

## CAREER OPPORTUNITIES

Learning a language will give you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve communication and interpersonal skills which are highly sought after by employers, colleges and universities. A qualification in GCE French will enable you to consider a range of employment opportunities such as teaching, tourism, broadcasting, marketing, enterprise and business. GCE French will also benefit you in areas such as financial services, information technology, journalism, engineering, working for international non-governmental organisations and government bodies.

## FURTHER INFORMATION

Head of Department: Miss R. McVea

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)



## WHY STUDY GEOGRAPHY?

The content that falls within geographical study is indeed diverse. It ranges from the physical processes which shape our coasts or create our weather to the human processes which have given us a planet of almost eight billion people with such vast extremes of wealth and poverty. Then there are the vital interrelationships between the physical and human environments – how do we respond to the challenge of a flooding river, what has been the impact of human activity on natural ecosystems? Furthermore, Geography incorporates the fascinating dimensions of time and space – how did the tiny village which existed a few centuries ago become the ‘Million City’ of today, how do urban areas across the world differ, what problems do they encounter?

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Physical Geography	<ul style="list-style-type: none"> <li>Rivers: processes, landforms, channel management and flooding;</li> <li>Ecosystems: location, characteristics, how ecosystems function and plant succession; and</li> <li>Weather and Climate: processes which create our weather, weather systems in the British Isles and global weather issues.</li> </ul>
<b>AS 2:</b> Human Geography	<ul style="list-style-type: none"> <li>Population: population data, fertility, mortality and population change, the balance between population and resources including fertility policies;</li> <li>Settlement: issues in the rural-urban fringe, planning in rural environments, urban challenges in LEDCs and MEDCs;</li> <li>Development: measuring development, development goals, aid, globalisation and emerging markets.</li> </ul>
<b>AS 3:</b> Fieldwork Skills and Techniques in Geography	You will have the opportunity to become conversant with the skills and techniques required for the collection of primary data, (including planning and carrying out fieldwork to investigate a geographical question), and the analysis of secondary data. You will also develop data processing skills through constructing and analysing maps and graphs and applying statistical techniques.
<b>A2 1:</b> Physical Processes, Landforms and Management	<ul style="list-style-type: none"> <li>Tropical Ecosystems: Nature and Sustainability – locations and climate characteristics, irrigation in arid/semi-arid tropical ecosystems, sustainable development in the tropical forest ecosystem;</li> <li>Dynamic Coastal Environments – coastal processes and features, regional coastlines, coastal management.</li> </ul>
<b>A2 2:</b> Processes and Issues in Human Geography	<ul style="list-style-type: none"> <li>Planning for Sustainable Settlements – sustainability in relation to urban areas, the role of urban design and planning, the impact of transport modes and traffic management;</li> <li>Tourism – the changing nature of tourism, mass tourism, ecotourism.</li> </ul>
<b>A2 3:</b> Decision Making in Geography	<ul style="list-style-type: none"> <li>You will be provided with a variety of resources relating to an issue which has arisen and which requires a decision.</li> <li>You will make and justify a decision based on the greater overall benefits.</li> </ul>

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination : 1 hour 15 minutes	40% of AS 16% of A level
<b>AS 2:</b>	External written examination : 1 hour 15 minutes	40% of AS 16% of A level
<b>AS 3:</b>	External written examination : 1 hour	20% of AS 8% of A level
<b>A2 1:</b>	External written examination : 1 hour 30 minutes	24% of A level
<b>A2 2:</b>	External written examination : 1 hour 30 minutes	24% of A level
<b>A2 3:</b>	External written examination : 1 hour 30 minutes	12% of A level

## ADMISSIONS CRITERIA

Entry to ‘AS’ requires a pass in GCSE Geography, grade A\* to B. The ‘AS’ acts as the foundation for the A2 year.

## CAREER OPPORTUNITIES

By studying geography you will gain a greater understanding of people and places across the world. This course will enable you to develop a wide range of transferable and employment skills such as investigating, collecting and recording data with accuracy, analysing, interpreting and evaluating information and being able to contribute to important debates on the current global issues.

## FURTHER INFORMATION

Head of Department: Miss G. Allen

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

## WHY STUDY GERMAN?

German is the most widely used mother tongue in Europe and Germany has the largest economy in Europe. It is also the UK's largest export market in the European Union. We live in an interconnected world where international and cross-cultural working relationships are commonplace and a key aspect of the global workplace. Being able to speak another language, understand other cultures and empathise with colleagues who are working in a different language are valuable skills for students and will broaden the range of possible career plans open to you. Therefore, as we negotiate our place in Europe, it may be even more important than ever to be able to communicate effectively with our European neighbours.

Studying German is extremely rewarding. It provides an insight into the culture of German speaking countries and opens the door to travel and employment opportunities. As an English speaker you are already at an advantage, since German and English share the same Germanic root. You could gain a deeper insight to a region that has a rich and cultural history. Learning a language also gives students opportunities to develop confidence, independence, communication skills, presentation techniques and IT competence, as well as skills in research, evaluation and analysis that colleges, universities and employers value highly.

## COURSE CONTENT

Unit	Content
<b>AS 1 : Speaking</b> <b>AS 2 : Listening and Reading</b>	<i>Relationships:</i> different family structures; roles, responsibilities and relationships within families; challenges for families; intergenerational issues; and influences on young people. <i>Culture and Lifestyle:</i> physical well-being; risk-taking behaviour; dealing with stress and challenges; hobbies and interests; the arts, film, fashion and design; social media and new technology; holidays festivals and tourism.
<b>AS 2 : Use of Language</b>	Grammar and Language Structures.
<b>AS 3 : Extended Writing</b>	Study of a film or book.
<b>A2 1 : Speaking</b>	Individual research project on Culture or a Historical period or a Region plus a general conversation.
<b>A2 2 : Listening and Reading</b>	<i>Young People in Society:</i> part-time jobs; education and employment; career planning; young people and democracy; European citizenship; and societal attitudes and young people. <i>Our Place in a Changing World:</i> equality/inequality and discrimination/prejudice; poverty at home and abroad; immigration and emigration; multicultural society and cultural identity; causes, consequences and resolution of conflict; and sustainable living and environmental issues.
<b>A2 3 Extended Writing</b>	Study of a literary text.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	Speaking – Presentation and conversation	30% of AS 12% of A level
<b>AS 2:</b>	Listening – questions in English and German Reading – questions in German ; translation German to English Use of Language – grammatical and lexical exercises	40% of AS 16% of A level
<b>AS 3:</b>	Extended Writing – written essay response	30% of AS 12% of A level
<b>A2 1:</b>	Speaking – Discussion and conversation	18% of A level
<b>A2 2:</b>	Listening – questions in English and German ; Reading – questions in German ; summary in English; translation English to German	24% of A level
<b>A2 3:</b>	Extended Writing – written essay response	18% of A level

## ADMISSIONS CRITERIA

In order to study the subject at AS and A2, students should have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher Tier in German, and preferably attained grade A\* - A.

## CAREER OPPORTUNITIES

Learning a language will give you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve communication and interpersonal skills which are highly sought after by employers, colleges and universities. A qualification in GCE German will enable you to consider a range of employment opportunities such as teaching, tourism, broadcasting, marketing, enterprise and business. GCE German will also benefit you in areas such as financial services, information technology, journalism, engineering, working for international non-governmental organisations and government bodies.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. K. McCann

# GOVERNMENT & POLITICS

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY GOVERNMENT & POLITICS?

- As a subject it is of interest to those who are fascinated in finding out why governments do what they do – and whether what they did was right.
- The skills that it promotes are directly relevant to many vocational areas and are valued by employers.
- The subject also prepares young people for a wide variety of university courses, not only Government and Politics.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> The Government and Politics of Northern Ireland	This unit focuses on the government and politics of Northern Ireland since 1998. You are introduced to the events that led up to 1998 such as “The Troubles” and “The Peace Process”. It considers the establishment of “The Good Friday Agreement”; the operation of the Assembly and the Executive Committee; the effectiveness of the Assembly and the Executive; and the interrelationship between the Assembly and Executive.
<b>AS 2:</b> The British Political Process	This unit examines the operation of the British Parliament and the Prime Minister and the interrelationship between these two institutions. Students will also consider the political role of either the British judiciary or pressure and interest groups.
<b>A2 1:</b> A Comparison of the Government and Politics of the USA and UK	This unit focuses on how the United States of America is governed, and on how this compares to the British political system, with specific reference to the legislative and executive branches.
<b>A2 2:</b> Political Ideas	This unit focuses on the study of the three major texts associated with a major ideology – Mill’s, “On Liberty”, Marx and Engels’, “The Communist Manifesto” and Burke’s, “Reflections on the Revolution in France”.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination : 1 hour 15 minutes	40% of AS 16% of A Level
<b>AS 2:</b>	External written examination : 1 hour 45 minutes	60% of AS 24% of A level
<b>A2 1:</b>	External written examination : 1 hour 30 minutes	58% of A2 35% of A level
<b>A2 2:</b>	External written examination : 1 hour 30 minutes	42% of A2 25% of A level

## ADMISSIONS CRITERIA

You are required to have attained a B grade at GCSE level in a related subject such as History, Classical Civilisation, English Literature, Economics and Business Studies.

## CAREER OPPORTUNITIES

Studying Government and Politics helps to develop your critical thinking and communication skills. It provides you with a sound basis for continuing study at further or higher education levels, either in Politics or other subjects. It will enhance skills such as interpreting and managing information, decision-making and problem-solving.

Studying Government and Politics is an excellent preparation for many careers and can open up opportunities for employment in areas such as politics, political research, business, finance, government services, education, journalism and public services.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. P. Scullion

# HEALTH & SOCIAL CARE

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY HEALTH & SOCIAL CARE?

The health, social care and early years sectors are major employers in Northern Ireland. By choosing this subject you will be given the opportunity to study a wide range of subjects, including communication, social policy, health promotion, physiology, family issues and research methods. You may be interested in health and well-being or pursuing a career in a caring profession. There is a good balance between externally assessed units (examinations) and internally assessed units (portfolios) which enable you to plan work effectively and monitor your progress on a regular basis. This may also help you to work more efficiently and achieve your full potential in this subject.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Promoting Quality Care	In this unit you produce a report on a health, social care or early years setting that you have experienced. You investigate how care workers apply the values of care on a daily basis with service users. You also develop an understanding of how legislation impacts on the quality of care delivered in the setting.
<b>AS 2:</b> Communication in Health, Social Care and Early Years Settings	This unit requires you to produce a report in which you examine communication skills observed in a health, social care or early years setting. You will develop your knowledge of the different types of communication used in these settings and their purpose.
<b>AS 3:</b> Health and Well-Being	You learn about key concepts of health and well-being and the impact of ill health on individuals. In this unit you study the various approaches used in health promotion and gain an understanding of how individuals can take responsibility for their own health and well-being.
<b>A2 3:</b> Providing Services	You learn about how services have developed and how they are structured, regulated and funded. The unit gives you an opportunity to examine how policy and legislation influence the provision of care services.
<b>A2 4:</b> Health promotion	This unit provides the opportunity to research health priorities in N.I. and design and implement a Health Promotion Campaign.
<b>A2 5:</b> Supporting the Family	This unit provides the opportunity to investigate the functions of the family and to explore how family structures have changed.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	Written report.	25% of AS 10% of A level
<b>AS 2:</b>	Written report.	25% of AS 10% of A level
<b>AS 3:</b>	External written examination : 2 hours	50% of AS 20% of A level
<b>A2 3:</b>	External written examination based on pre-release material : 2 hours	30% of A level
<b>A2 4:</b>	A written report	15% of A level
<b>A2 5:</b>	A written report	15% of A level

## ADMISSIONS CRITERIA

GCSE English with at least a Grade B. It is **essential** that pupils can demonstrate that:

- They have a genuine interest in issues relating to Health and Social Care
- They have been able to meet homework, coursework and Controlled Assessment deadlines
- They have presented coursework and Controlled Assessment of a high standard at GCSE

## CAREER OPPORTUNITIES

Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including Childcare, Nursing, Midwifery, Social Work, Occupational Therapy, Speech Therapy, Physiotherapy, Teaching and courses leading to similar careers. You may, however, use this qualification to gain access to a course which is not related to health, social care or early years.

If you continue to third level education, by studying Health and Social Care you will be able to develop advanced study skills which will prepare you for the transition. You will also develop skills and values for employment in the health, social care and early years sectors.

## FURTHER INFORMATION

Head of Department: Mrs. G. Douglas

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

## WHY STUDY HISTORY?

Studying GCE History will give you the opportunity to explore key political, economic and social events which have shaped our present. It will build upon your understanding of the past and ability to make links and draw comparisons between historical periods and to identify significant turning points.

The study of History offers a sense of the sweep of time and human development and the thrill of new discoveries. It teaches skills such as critical appraisal of documents and the ability to use evidence to advance an argument.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> England 1603 – 1649	Viewed as one of the most interesting and certainly the most revolutionary periods of British History this module focuses on the reasons why Parliament, due to increasing political, religious and economic reasons, was faced with no alternative but to take up arms against the king.
<b>AS 2:</b> The Ascendancy of France in Europe 1660 - 1714	This module focuses on 'The Sun King', Louis XIV of France, the longest reigning monarch in history. His expansionist policies were to provoke two continent-wide wars and change the face of European politics forever.
<b>A2 1:</b> Crown and Parliament in England 1625 – 1714	This is a synoptic module so information studied in the previous modules is connected and analysed to understand the changing role and status of the monarchy. We develop this theme further by exploring the reigns of the charismatic Charles II, his ill-fated brother, James II, William and Mary and Queen Anne.
<b>A2 2:</b> Ireland 1685 – 1714	Here we examine some of the most important and controversial events in British and Irish history. The Battle of the Boyne and the Siege of Derry are historical events that provoke strong feelings, even today. In this module pupils will study the background to this conflict in its Irish and European contexts.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	External written examination : 1 hour 30 minutes	50% of AS 20% of A level
<b>AS 2:</b>	External written examination : 1 hour 30 minutes	50% of AS 20% of A level
<b>A2 1:</b>	External written examination : 1 hour	20% of A level
<b>A2 2:</b>	External written examination : 2 hours 30 minutes	40% of A level

## ADMISSIONS CRITERIA

To have studied History at GCSE level, or indeed at all, is not a prerequisite for embarking on Advanced Level History. A pupil who is a competent and perceptive reader and who can write well possesses the qualities necessary for success though his/her fund of historical knowledge may be small. A student commencing the study of AS level History without GCSE should possess a 'B' grade in a related subject at GCSE, e.g. English. A student who has studied GCSE History should possess at least a grade B.

## CAREER OPPORTUNITIES

Through following this course, you will have the opportunity to develop skills that are transferable and are highly sought after by employers. You will develop your skills and increase your self-confidence through research, having a questioning approach to evidence, arguing a case, reaching balanced conclusions based on the evidence and writing in a clear and coherent way.

Many history students go on to have interesting and challenging careers, for example in the media, politics, teaching, business, finance or civil service. An interest in history may even direct you to a more specialist career as an archaeologist, archivist, historical researcher, solicitor, barrister, museum curator or genealogist.

## FURTHER INFORMATION

[ceea.org.uk/qualifications/gce](http://ceea.org.uk/qualifications/gce)

Head of Department: Mrs. S. Shaw

## WHY STUDY MATHEMATICS?

A-level Mathematics continues the study of the two areas of Mathematics introduced in the Further Mathematics GCSE course, namely, Pure Mathematics and Applied Mathematics. The Applied Mathematics section is made up with equal weightings of Mechanics and Statistics.

## COURSE CONTENT

In Year 13, pupils will study 2 modules (1 in Pure Mathematics and 1 in Applied Mathematics) leading to an AS award in Mathematics.

In Year 14, those pupils wishing to complete the A level course will study a further 2 modules (again, 1 in Pure Mathematics and 1 in Applied Mathematics).

## HOW WILL I BE ASSESSED?

The AS award in Mathematics is assessed at the end of Year 13 by 2 assessment units:

- Pure Mathematics (1 hour 45 minutes) contributing 60% of AS
- Applied Mathematics (1 hour 15 minutes) contributing 40% of AS

The AS exams will contribute 40% of the final A level grade.

The 2 modules taken in Year 14 will be assessed at A2 level in June by 2 units:

- Pure Mathematics (2 hours 30 minutes) contributing 60% of A2
- Applied Mathematics (1 hour 30 minutes) contributing 40% of A2

The A2 exams will contribute 60% of the final A level grade

There is no coursework component in any module in AS or A2 level Mathematics.

## ADMISSIONS CRITERIA

AS Mathematics can be considered by pupils who have achieved A\* - A in GCSE Mathematics and studied the M4 module.

## CAREER OPPORTUNITIES

People with Mathematics degrees and other qualifications can go into accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction, astrophysics and many other careers.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. J. Donnelly

# FURTHER MATHEMATICS

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY FURTHER MATHEMATICS?

The aim of this subject is to extend and develop the A-level course with the study of further topics in Pure and Applied Mathematics. The Further Mathematics modules broaden the pupils' mathematical experience, yet many of the new topics are no more difficult than those included in the A-level Mathematics course. Pupils who are interested in careers involving Mathematics or Engineering will find the course very useful. In particular, the option to study Mechanics in more depth will prove appealing to those intending to go down the Engineering route. However, Further Mathematics should only be considered by pupils who have displayed both an aptitude and liking for Mathematics and indeed enjoy working mathematically!

## COURSE CONTENT

In Year 13, pupils will study 2 modules (1 in Pure Mathematics and 1 in Applied Mathematics) leading to an AS award in Further Mathematics.

In Year 14, those pupils wishing to complete the A level course will study a further 2 modules (again, 1 in Pure Mathematics and 1 in Applied Mathematics).

## HOW WILL I BE ASSESSED?

The AS award in Further Mathematics is assessed at the end of Year 13 by 2 assessment units:

- Pure Mathematics (1 hour 30 minutes) contributing 50% of AS
- Applied Mathematics (1 hour 30 minutes) contributing 50% of AS

The AS exams will contribute 40% of the final A level grade.

The 2 modules taken in Year 14 will be assessed at A2 level in June by 2 units:

- Pure Mathematics (2 hours 15 minutes) contributing 50% of A2
- Applied Mathematics (2 hour 15 minutes) contributing 50% of A2

The A2 exams will contribute 60% of the final A level grade.

There is no coursework component in any module in AS or A2 level Further Mathematics.

## ADMISSIONS CRITERIA

Further Mathematics should be considered by pupils who expect to achieve at least Grade A in both GCSE Mathematics and GCSE Further Mathematics.

## CAREER OPPORTUNITIES

People with Mathematics degrees and other qualifications can go into accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction, astrophysics and many other careers

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. J. Donnelly



# MEDIA STUDIES

Qualification : AS / A Level

Examining Board : WJEC EDUQAS

## WHY STUDY MEDIA STUDIES?

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The WJEC Eduqas specification offers learners the opportunity to develop a thorough and in depth understanding of these key issues.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Investigating the Media	Section A focuses on the core concepts of narrative, genre and representation and applies these core concepts to set texts from a range of industries. In Section B, candidates will study how audiences interact with texts in the following industries: film, video games, newspapers and radio.
<b>AS 2:</b> Investigating Media Forms and Products	This element provides the opportunity to explore three core media areas in more depth, focusing on one key text per area. The three areas studied are television crime drama, magazines and online blogs.
<b>AS 3:</b> Media Production	An individual production of a media product from the magazine industry created in response to a brief set by Eduqas, applying knowledge and understanding of the theoretical framework.
<b>A2 1:</b> Analysing Media Language and Representation	This provides an opportunity for pupils to revisit core media concepts and industries, which have been studied in Year 13, in a more sophisticated manner and to apply their knowledge and understanding to additional key texts.
<b>A2 2:</b> Media Forms and Product in Depth	Analysis and industry study which focuses on comparing texts studied in Year 13 to additional, less mainstream products.
<b>A2 3:</b> Cross-Media Production	An individual cross-media marketing campaign for a new film, including print-based and online material created in response to a brief set by Eduqas, applying knowledge and understanding of the theoretical framework.

## HOW WILL I BE ASSESSED?

This is a linear qualification: all candidates taking up the subject in Year 13 will be entered for the AS qualification and will sit examinations relating to this qualification at the end of Year 13. For those not wishing to carry Media Studies into Year 14 this will function as a 'stand-alone' qualification. Candidates who wish to continue Media Studies into year 14 will complete the full A level qualification. This is a qualification which will examine pupils on all material studied in Years 13 and 14. The AS will not contribute to the overall A-level grade but all material studied in the AS year will form the foundation for further study.

## ADMISSIONS CRITERIA

'AS' and A2 Media Studies courses are suited to candidates who are creative and analytical. Potential candidates should have the equivalent of a grade 'B', or above, at G.C.S.E. Media Studies but candidates who have attained an A grade, or above, in G.C.S.E. English Language and who show aptitude will also be considered.

## CAREER OPPORTUNITIES

The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase. Media Studies graduates typically enter careers in the media, cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice. Employers include: communications agencies; the Civil Service; further and higher education institutions, such as colleges and universities; local government; marketing organisations; media companies; the newspaper industry; PR consultancies; publishing companies, TV and radio companies.

## FURTHER INFORMATION

[eduqas.co.uk](http://eduqas.co.uk)

Head of Department: Mrs. R. Coulter



## WHY STUDY MUSIC?

'A' Level Music presents the opportunity to study across a wide range of interests and musical tastes and provides pupils with transferable skills highly valued by universities and employers. Whether you play one instrument, two instruments, or have an interest in music technology or composition, the practical elements of the course make this subject uniquely suited to musically creative individuals, developing valuable creative and life enriching skills. The performance and composition/sequencing elements can be approached from the pupil's strengths and areas of interest. Moreover, you do not need to have passed GCSE Music to enter this course! Pupils have found Music 'A' Level advantageous in securing interviews and offers in a really wide range of courses, ranging from Teaching through to Acoustic/Sound Design and Engineering, Medicine, Law, Dentistry, Digital/Electro-Acoustic Music, Civil Engineering, Music Therapy and Performance to name a few. Two recent 'A' Level Music students also gained prestigious paid internships and degree scholarships with a leading Digital Technology Solutions company which cited the pupils' specialist creative skills in Music as being a key factor in their selection.

## COURSE CONTENT AND ASSESSMENT

Content	Assessment	Weighting
<b>AS 1:</b> Performing	Solo performance Viva voce (discussion of performance with examiner)	35% of AS 14% of A level
<b>AS 2:</b> Composing	A: Composition task <b>or</b> B: Composition with technology task. Written commentary.	35% of AS 14% of A level
<b>AS 3:</b> Responding to Music	Two external written examinations - Test of aural perception : 1 hour - Written examination – 2 hours	30% of AS 12% of A level
<b>A2 1:</b> Performing	Solo performance Viva voce	21% of A level
<b>A2 2:</b> Composing	A: Composition task <b>or</b> B: Composition with technology task (e.g. I Mac sequencing) Written commentary.	21% of A level
<b>A2 3:</b> Responding to Music	Two external written examinations - Test of aural perception : 1 hour 15 minutes - Written examination : 2 hours	18% of A level

## ADMISSIONS CRITERIA

Essential -

- ability to play a musical instrument or sing (including Rock guitar and Drum Kit) to Grade 5 standard by May of the exam year
- ability to read music fluently
- a good theoretical knowledge (e.g. a pass at GCSE Music/Grade 5 Theory)
- good written and oral communication skills
- basic computer skills

Preferable -

- a good pass in a literary GCSE subject (e.g. English, History)
- a good pass in GCSE Music (i.e. A\* - B)
- basic keyboard (piano) skills in order to input musical ideas to I Mac (Prologic X) via midi keyboards
- some experience of song writing or other compositional techniques
- some experience of 'LOGIC' or 'GarageBand' sequencing software (however pupils will be taught the requisite skills and knowledge to use the software)

## CAREER OPPORTUNITIES

The most obvious careers are those which are directly involved with creating and performing music such as instrumentalists, singers, accompanists, conductors, composers and arrangers. Music is valuable in teaching in the primary and secondary sectors with more specialised work in third level institutions such as universities and colleges. Instrumental and vocal tuition (whether classical, traditional, jazz or popular) may be carried on a private or on a peripatetic basis. For those with a background in music technology there are opportunities in the recording industry as a composer, producer or sound/acoustic engineering. There are numerous other jobs associated with music such as arts management, music publishing, musicology, music journalism and music therapy. It has also been the experience that our pupils studying 'A' level Music have found it an advantage in gaining places in Medicine, Dentistry and Law and Digital Technology courses with Universities valuing and seeking the creative, communication, social/cultural enrichment and personal discipline skills inherent in the study of Music.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. E. Church

# NUTRITION & FOOD SCIENCE

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY NUTRITION & FOOD SCIENCE?

Nutrition and Food Science is concerned with the management of resources and with the ability to make informed decisions about issues relating to nutrition and food. There could not be a better time to develop knowledge and understanding of the subject, given current global and national food issues. Through a research project you will develop advanced study skills that will help prepare you for higher education and the world of work. This will provide you with the opportunity to develop a wide range of transferable skills and capabilities such as critical and creative thinking, decision-making, problem-solving, designing research tools, analytical aptitude and target-setting.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Principles of Nutrition	You will study macronutrients and micronutrients and other dietary constituents. This unit will also look at nutrition through life and nutrient requirements.
<b>AS 2:</b> Diet, Lifestyle and Health	This unit requires the study of current research in relation to diet, lifestyle and health.
<b>A2 1:</b> <b>Either</b> Food Security and Sustainability <b>or</b> Food Safety and Quality	The study of consumer behaviour in relation to food purchasing decisions and the implications of consumer food choice or the study of a safe food supply from the primary producer to the consumer, respectively.
<b>A2 2:</b> Research Project	This unit requires the submission of a report on a research project of your own choice. The chosen research area comes from the topics covered in units studied.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Principles of Nutrition	External written examination.	50% of AS 20% of A level
<b>AS 2:</b> Diet, Lifestyle and Health	External written examination.	50% of AS 20% of A level
<b>A2 1:</b> <b>Either</b> Food Security and Sustainability <b>or</b> Food Safety and Quality	External written examination.	30% of A level
<b>A2 2:</b> Research Project	Internal Assessment.	30% of A level

## ADMISSIONS CRITERIA

It is preferable to have studied GCSE Home Economics and attained at least Grade B in the written examination component of the course. Where Home Economics has not been studied at GCSE it is essential to have attained

**EITHER** GCSE Single Award Science with at least Grade A

**OR** Double Award Science with at least Grades BB

**OR** a B/C\* grade in Biology and Chemistry.

## CAREER OPPORTUNITIES

In the U.K. the multi-billion pound food industry employs over 3.2 million people, our largest manufacturing business, and is the second largest employment sector in the world. The agri-food sector contains many multi-national companies and therefore offers opportunities for travel and work abroad. Graduates can expect to find exciting job opportunities in the expanding food industry. There are many career opportunities within this field of work as scientific knowledge and research of nutrition develops along with the increasing battle with poor dietary choices.

There are numerous job opportunities in the diverse nutrition and food science sector and associated fields such as: Dietetics; Human Nutrition; Food Design and Nutrition; Food Product Development; Food Management and Marketing; Food Manufacturing; Environmental Health; Food Science and Technology; Consumer Business Management; Teaching; Sports Studies; Nursing; Occupational Therapy; Radiotherapy.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. G. Douglas

# PERFORMING ARTS

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY PERFORMING ARTS?

Performing Arts is a growth industry in Northern Ireland. This qualification will give you opportunities to: research and gain insight into the industry; engage with effective practice; and prepare for employment, further training and/or study.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Developing Skills and Repertoire	Focusing on Drama, you will choose and develop <b>one</b> discipline within either <b>Performance</b> or <b>Production</b> and carry out a range of tasks which include research, application, record keeping evaluation. You can select either: Drama Performance or one of the following from Production: Design (Costume or Set); Direction; Stage Management or Technical (Lighting or Sound).
<b>AS 2:</b> Planning and Realising a Performing Arts Event	As a member of a group, you will respond to a pre-release stimulus paper which is issued in the September of your AS year of study. You will interpret the stimulus and, in a group create a performing arts event.
<b>A2 1:</b> Planning for Employment	You will learn about the employment opportunities available in the Performing Arts industry and develop skills which will help you to find work in your chosen discipline.
<b>A2 2:</b> Performing to a Commission Brief	You and your fellow students will form a production company and realise a performing arts event in response to a commission brief set by CCEA. As well as participating in the actual performance, each member of the group will have a role to play in making the event happen.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Developing Skills and Repertoire	Internal Assessment. You will produce a portfolio based on your chosen discipline. You will also produce a recording of your performances or presentations and an evaluation.	60% of AS 30% of A level
<b>AS 2:</b> Planning and Realising a Performing Arts Event	A CCEA examiner will mark your performance. Although you perform as a group, the examiner will mark each candidate as an individual. Production students will give a presentation to the examiner as well as carrying out their role during the performance. You will also produce a supporting document.	40% of AS 20% of A level
<b>A2 1:</b> Planning for Employment	Internal Assessment. You will produce a record of work including: a written report; a promotional portfolio; a recording of your audition/presentation and interview; and an evaluation.	60% of A2 30% of A level
<b>A2 2:</b> Performing to a Commission Brief	External Assessment. A CCEA examiner will be present and will mark your performance. Although you perform as a group, each candidate will be marked as an individual. In response to the commission brief you will produce a record of work.	40% of A2 20% of A level

## ADMISSIONS CRITERIA

Pupils can take this course **without** prior experience, provided they have attained a B grade in a related subject. Pupils should also be able to evidence an interest in Drama.

## CAREER OPPORTUNITIES

Participating in performing arts, whether as a performer or in the more technical production aspects, will develop your self-confidence, self-awareness, personal discipline and creativity. Performing Arts is a collaborative discipline, involving teamwork and self-management. Employers look for these qualities in prospective employees. Qualifications in performing arts can lead to employment in areas such as dance, drama, music, theatre, film, television, costume design, set design, direction, sound engineering, lighting, make-up or special effects. The course will also provide you with creative skills valued by many employers.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. L. Nelson

# PHYSICAL EDUCATION

Qualification : AS / A Level    Examining Board : WJEC

## WHY STUDY PHYSICAL EDUCATION?

This course has been designed to allow pupils to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Pupils will develop an understanding of how the various theoretical concepts impact on their own performance. Pupils will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Exploring Physical Education	Exercise Physiology, performance analysis and training; Sports Psychology; Skill acquisition, Sport and Society.
<b>AS 2:</b> Improving Personal Performance in Physical Education	Practical performance in one activity as a player/performer; practical performance as a coach or an official. Personal Performance Profile.
<b>A2 1:</b> Evaluating Physical Education	Exercise Physiology, performance analysis and training; Sports Psychology; Skill acquisition, Sport and Society.
<b>A2 2:</b> Refining Performance in Physical Education	Practical performance in one activity as a player/performer, coach or official. Investigative Research.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Exploring Physical Education	External written examination : 1 hour 45 minutes	60% of AS 24% of A level
<b>AS 2:</b> Improving Personal Performance in Physical Education	Non-exam assessment.	40% of AS 16% of A level
<b>A2 1:</b> Evaluating Physical Education	External written examination : 2 hours	36% of A level
<b>A2 2:</b> Refining Performance in Physical Education	Non-exam assessment.	24% of A level

## ADMISSIONS CRITERIA

To make a success of this 'A' level, you need to:

- participate at a high level in an organised sport, from the approved list, involving weekly training and regular involvement in organised competitive events;
- have attained either a Grade B, or above, in GCSE P.E., **or**
- have attained at least BB in Double Award Science, with evidence of high attainment in the Biology component, **or**
- have at least a Grade B in GCSE Biology

## CAREER OPPORTUNITIES

Studying Physical Education can lead to careers in leisure or recreation management, sports management, podiatry, physiotherapy, dietetics, sports coaching professional sports, gym instruction, fitness instruction, personal training and lifeguarding.

## FURTHER INFORMATION

[wjec.co.uk](http://wjec.co.uk)

Head of Department: Miss D. McNeill

## WHY STUDY PHYSICS?

The study of physics is essential in our modern world. Physics holds the answer to many of the biggest questions of our time. There has never been a more exciting time to be involved in Physics: it is a period of huge innovation and discovery.

In the study of GCE Physics you will develop your practical skills and your teamwork, your communication and problem-solving skills, and your skills of analysis and investigation. You will also gain valuable experience in research and mathematical skills. If you are interested in the world around you, if you like solving problems and have enjoyed Physics so far, you will benefit from deeper investigation into this subject.

## COURSE CONTENT

Unit	Content
AS 1:	Forces, Energy and Electricity.
AS 2:	Waves, Photons and Astronomy.
AS 3 :	Practical Techniques and Data Analysis.
A2 1:	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics.
A2 2:	Fields, Capacitors and Particle Physics.
A2 3:	Practical Techniques and Data Analysis.

## HOW WILL I BE ASSESSED?

PUnit	Assessment Description	Weighting
AS 1:	External written examination : 1 hour 45 minutes	40% of AS 16% of A level
AS 2:	External written examination : 1 hour 45 minutes	40% of AS 16% of A level
AS 3:	Two (one-hour) components. Students complete an externally assessed test of practical skills, consisting of four short experimental tests and a separate paper requiring the analysis of experimental results. Externally assessed.	20% of AS 8% of A level
A2 1:	External written examination : 2 hours	40% of A2 24% of A level
A2 2:	External written examination : 2 hours	40% of A2 24% of A level
A2 3:	Two (one-hour) components. Students take an externally assessed test of practical skills, consisting of two experimental tests and a separate paper requiring the analysis of experimental results. Externally assessed.	

## ADMISSIONS CRITERIA

To make a success of this 'A' level you require a Grade B, or higher in GCSE Physics or a Grade BB or higher in GCSE Science: Double Award with 80% or greater in the two written units in the Physics component of this qualification.

## CAREER OPPORTUNITIES

A qualification in Physics opens up a diverse range of opportunities. Most students that study Physics GCE aspire to further study at university and beyond. Physics provides access to a diverse range of options at university, from manufacturing and medical occupations to computing and the finance sector.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. W. Kerr

# RELIGIOUS STUDIES

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY RELIGIOUS STUDIES?

This subject provides the opportunity to study religion, ethics and philosophy. It is open to all students of any religious persuasion or none. Religion plays an important role in many different cultures. Religious Studies enables you to develop an insight and interest in areas of knowledge, belief and thought central to an understanding of the modern world. As a Religious Studies student, you will discuss, debate and critically evaluate contemporary religious ideas.

## COURSE CONTENT

Unit	Content
<b>AS 2:</b> An Introduction to the Acts of the Apostles	This unit explores the beginnings of the Church of the New Testament. Themes studied include:- The context of Acts; the beginnings of the Church; growth and expansion of the Church; Paul the Apostle; other aspects of Human Experience.
<b>AS 4:</b> The Origins and Development of the Early Christian Church to AD325	In this unit students explore the beginning, growth and development of the Christian Church in the first three centuries. Themes studied include: the development of the early Church; developing Christian belief and practice; early Christian writers; Constantine and the Church; other aspects of Human Experience.
<b>A2 2:</b> Themes in Selected Letters of St. Paul	This unit builds on the study of St Paul's missionary activity completed at AS level. Students explore St. Paul's role as a Christian evangelist in greater depth through his letters to the churches established during his missionary journeys in Acts.
<b>A2 4:</b> Themes in the Early Church and the Church Today	Themes studies include:- Church authority and division; early Christian literature; belief and belonging in the modern world; faith, morality and state.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 2:</b> An Introduction to the Acts of the Apostles	External written examination : 1 hour 20 minutes	50% of AS 20% of A level
<b>AS 4:</b> The Origins and Development of the Early Christian Church to AD325	External written examination : 1 hour 20 minutes	50% of AS 20% of A level
<b>A2 2:</b> Themes in Selected Letters of St. Paul	External written examination : 2 hours	50% of A2 30% of A level
<b>A2 4:</b> Themes in the Early Church and the Church Today	External written examination : 2 hours	50% of A2 30% of A level

## ADMISSIONS CRITERIA

To have studied Religious Studies at GCSE level or indeed at all is not a prerequisite for embarking on Advanced Level Religious Studies. A pupil who is a competent and perceptive reader and who can write well possesses the qualities necessary for success though his/her fund of religious knowledge may be small. A student commencing the study of AS level Religious Studies without GCSE should possess a 'B' grade in a related subject e.g. English. It would be preferable for a student who has studied full course and/or short course GCSE Religious Studies to possess at least a grade B.

## CAREER OPPORTUNITIES

Religious Studies can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. 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 in areas such as teaching, medicine, law, public service, advice work, counselling, journalism, ministry, social work, charity organisations, youth work and community work.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Miss E. Greer

# SOFTWARE SYSTEMS DEVELOPMENT

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY SOFTWARE SYSTEMS DEVELOPMENT?

Software Systems Development is an applied qualification in which you develop knowledge, understanding and programming skills in the development of software applications. The ability to write computer programs in languages that are used widely in the industry is one of the most valuable skills to have in the world today. Knowing languages such as C#, SQL, and PHP allow you to programme and develop applications on a range of platforms such as desktops and mobiles.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Introduction to Object Oriented Development	You will learn about: Software; Defining Data e.g. variables; Program Control Structures e.g. While, IF, Else, If, Switch; Objects; Data Structures e.g. Arrays, Strings; Exception Handling; Managing Input/Output – File Handling; Testing an Object Oriented Application.
<b>AS 2:</b> Internal Assessment – Event Driven Programming	In this unit you will learn how to develop and implement object oriented technologies in an event driven environment such as creating an Educational Quiz Application with an appropriate user interface.
<b>A2 1:</b> Systems Approaches and Database Concepts	This unit will provide you with a thorough understanding of the reasons for systems development. You will also be introduced to database concepts, enabling you to understand relational database systems.
<b>A2 2:</b> Implementing Solutions	In this unit you will learn to design and build a solution to a given problem using an RDMS through an event driven programming environment.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Introduction to Object Oriented Development	External written examination : 2 hours	50% of AS 25% of A level
<b>AS 2:</b> Internal Assessment – Event Driven Programming	Internal Assessment. You will produce an event driven educational game with accompanying written documentation.	50% of AS 25% of A level
<b>A2 1:</b> Systems Approaches and Database Concepts	External written examination : 2 hours	25% of A level
<b>A2 2:</b> Implementing Solutions	Internal Assessment. You will design and implement a form driven SQL solution to a given problem. It will be accompanied by written documentation.	25% of A level

## ADMISSIONS CRITERIA

- A minimum of a B grade in Digital Technology Programming Pathway, **OR**
- A minimum of an A grade in Mathematics + a proven interest and ability in programming; this will be assessed by the Head of Department.

In order to ensure breadth of study at 'A' level, pupils are strongly advised that it may not be in their best interests to take Digital Technology along with Software Systems Development.

## CAREER OPPORTUNITIES

In terms of career opportunities the options are plentiful. There are numerous apprenticeships being offered in Computing and there is still an acknowledged skills gap (less people than jobs) in the computing sector. Some of the careers available to pupils wishing to continue with Computing include Systems Development, Website Design, Software Engineering, Games Design, Database Administration and Multimedia Design.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. B. Smyth



## WHY STUDY SPANISH?

An estimated 500 million people speak Spanish as their first language and more than 40 million speak Spanish as a second or foreign language. It is the official language of 22 countries and is spoken in 44 countries worldwide. The Spanish speaking population is rapidly increasing and with it a demand for competent speakers of the language in a variety of roles. The ability to travel further afield has opened up the Hispanic world to a greater volume of people who are now appreciating the rich artistic and cultural heritage of Spain and Latin America.

Being able to speak another language, understand other cultures and empathise with colleagues who are working in a different language are valuable skills for students and will broaden the range of possible career plans open to you. Learning a language also gives students opportunities to develop confidence, independence, communication skills, presentation techniques and IT competence, as well as skills in research, evaluation and analysis that colleges, universities and employers value highly.

## COURSE CONTENT

Unit	Content
<b>AS 1 Speaking</b> <b>AS 2 Listening and Reading</b>	<i>Relationships:</i> different family structures; roles, responsibilities and relationships within families; challenges for families; intergenerational issues; influences on young people. <i>Culture and Lifestyle:</i> physical well-being; risk-taking behaviour; dealing with stress and challenges; hobbies and interests; the arts, film, fashion and design; social media and new technology; holidays festivals and tourism.
<b>AS 2 Use of Language</b>	Grammar and language structures.
<b>AS 3 Extended Writing</b>	Study of a film or literary text.
<b>A2 1 Speaking</b>	Individual research project on Culture or Historical period or Region
<b>A2 2 Listening and Reading</b>	<i>Young People in Society:</i> part-time jobs; education and employment; career planning; young people and democracy; European citizenship; societal attitudes and young people. <i>Our Place in a Changing World:</i> equality/inequality and discrimination/prejudice; poverty at home and abroad; immigration and emigration; multicultural society and cultural identity; causes, consequences and resolution of conflict; sustainable living and environmental issues.
<b>A2 3 Extended Writing</b>	Study of a literary text.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b>	Speaking – Presentation and Conversation	30% of AS 12% of A level
<b>AS 2:</b>	Listening – Questions in English and Spanish Reading – Questions in Spanish; Translation Spanish to English Use of Language – Grammatical and lexical exercises	40% of AS 16% of A level
<b>AS 3:</b>	Extended Writing – Written essay response	30% of AS 12% of A level
<b>A2 1:</b>	Speaking – Discussion and Conversation	18% of A level
<b>A2 2:</b>	Listening – Questions in English and Spanish; Reading – Questions in Spanish; Summary in English; Translation English to Spanish	24% of A level
<b>A2 3:</b>	Extended Writing – Written essay response	18% of A level

## ADMISSIONS CRITERIA

In order to study the subject at AS and A2, students should have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher Tier in Spanish, and preferably attained grade A\* - A.

## CAREER OPPORTUNITIES

Learning a language will give you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve communication and interpersonal skills which are highly sought after by employers, colleges and universities. A qualification in GCE Spanish will enable you to consider a range of employment opportunities such as teaching, tourism, broadcasting, marketing, enterprise and business. GCE Spanish will also benefit you in areas such as financial services, information technology, journalism, engineering, international non-governmental organisations and government bodies.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mrs. R. Hamill



# TECHNOLOGY & DESIGN

Qualification : AS / A Level    Examining Board : CCEA

## WHY STUDY TECHNOLOGY & DESIGN?

In modern society we are constantly using consumer goods, and our demand for these is satisfied by new products as they come onto the market at a rapid pace. This course will appeal to students interested in engineering, in products in general or product design and development in particular. In the course, students will study technology and design in a range of different contexts and scenarios, ranging from the home to community and business through to the world of industry.

## COURSE CONTENT

Unit	Content
<b>AS 1:</b> Design and Materials Product Design	This unit is a study of product design and manufacturing processes. Students will sit two one-hour examinations on these areas in the summer.
<b>AS 2</b> Coursework: product Development	The emphasis in this unit is on the analysis and development of an existing product, with a view to re-designing either the product or aspects of it. Students will produce a model or prototype of the developed product. A portfolio of written and graphical information will accompany the product, and will be approximately ten A3 sheets in length.
<b>A2 1:</b> Product Design	Student will study product design.
<b>A2 2:</b> Coursework: Product Design and Manufacture	Students will design and manufacture a technological product. A portfolio will accompany the practical product, being not more than twenty A3 pages containing written and graphical information. The product design will draw on the knowledge and skills in other units, and reflect the theory taught in A2 Unit 1.

## HOW WILL I BE ASSESSED?

Unit	Assessment Description	Weighting
<b>AS 1:</b> Design and Materials Product Design	External written examination : 1 hour External written examination on Product Design : 1 hour	50% of AS 20% of A level
<b>AS 2:</b> Coursework: Product Development	45 hours Coursework – internally assessed, externally moderated	50% of AS 20% of A level
<b>A2 1:</b> Product Design	External written examination : 2 hours	30% of A level
<b>A2 2:</b> Coursework: Product Design and Manufacture	60 hours Coursework – internally assessed, externally moderated.	30% of A level

## ADMISSIONS CRITERIA

Entry to the 'AS' requires a grade A\* to B in GCSE Technology and Design. It would be preferable that students undertaking an 'AS' should have a pass in GCSE Double Award Science, and a good grounding in Mathematics is beneficial.

## CAREER OPPORTUNITIES

Studying GCE Technology and Design can lead to study in Further or Higher Education in a range of areas such as engineering, product development and product design. Students develop skills in identifying problems and creating solutions, developing design ideas, practical skills in hand, machine and CAD/CAM techniques, critical thinking and self-evaluation.

These skills open a wide range of career options such as product design, engineering, graphic design, teaching and architecture.

## FURTHER INFORMATION

[ccea.org.uk/qualifications/gce](http://ccea.org.uk/qualifications/gce)

Head of Department: Mr. J. Turtle