

St Killian's College



**Post 16 Subject Choices
Information Booklet
2018 - 2019**

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INTRODUCTION

Students returning to St. Killian's College or transferring from another school **choose** to continue their education for another two years in the pursuit of success at Post 16 level. It is important to recognise that this is something that you **choose** to do and that it is **not** an easy option.

Post 16 study is a challenging and rigorous course. Students will be encouraged to take responsibility for their own study patterns and to develop these to suit the subjects they have chosen. Private study time well used in the study-hall and at home is crucial to success at this level because of the in-depth study that Post 16 courses demand. Students will be encouraged to commit themselves fully to independent reading and research, using the library and internet facilities in conjunction with material provided by the subject teacher.

As well as Post 16 courses, other enrichment activities will be promoted in Sixth Form. Careers Education is compulsory.

The school is confident that given the co-operation of students, parents and teachers working in harmony together, Sixth Form students will feel secure as they acquire the skills which will enable them to become competent and articulate young people.

The following pages are designed to give students an outline of the contents of the subjects offered at Post 16. Before making any decision, it is essential that you read these summaries and identify the subjects you enjoy and which will allow you to pursue your chosen career path.

The Curriculum at Year 13

It is possible to offer a number of options to students, in terms of the number of subjects that they can follow in Year 13 and Year 14.

Option 1 (26 points)

Students can select 4 subjects at AS level and continue all 4 to A2 Level in Year 14.

The qualification would be 4 AS levels and 4 A levels.

Option 2 (26 points)

Students can select 4 subjects at AS level and continue 3 of these subjects to A2 Level in Year 14.

The qualification would be 4 AS levels and 3 A levels.

Option 3 (15 points)

Students can select 3 subjects at AS level and continue these to A2 Level in Year 14.

The qualification would be 3 AS levels and 3 A levels.

Option 4 (10 points)

Students can select 3 subjects at AS level and/or Level 3 courses and repeat GCSE English and/or Maths

Option 5 -Transition year (Less than 10 points) - Subject to change

Students will choose 1 Level 3 course, complete Level 3 COPE and repeat GCSE English and/or Maths.

Point allocation: A* - 4 points, A – 3 points, B – 2points, C – 1 point

N.B. All applicants to post 16 courses and options available will be considered on individual merit.

Post 16 Subject Choices:

Art & Design	Music
Biology	Nutrition and Food Science
Business Studies	Physics
Chemistry	Professional Business Services
Digital Technology (ICT)	Religious Studies
Drama and Theatre Studies	Spanish
English Literature	Technology and Design
French	Level 3 Applied Science
Geography	Level 3 Children’s Play, Learning and Development
Government and Politics	Level 3 Construction
Health & Social Care SA	Level 3 COPE
Health & Social Care DA	Level 3 Engineering
History	Level 3 ICT
Irish	Level 3 Sport
Mathematics	Level 3 Travel and Tourism
Media Studies	

Advanced Level GCE
Courses

Art and Design

EXAMINATION BOARD: CCEA

ENTRY CRITERIA

Preferably a grade A or B at GCSE.

AIMS OF THE COURSE

It is intended that this course will provide a natural progression from GCSE, or similar Art and Design course, and will meet the needs of the following types of students:

- those who will undertake further study in Art and Design
- those who will study subjects or take up careers for which an Art and Design education is relevant
- those who, while having interest and aptitude in the subject, will benefit from the course, yet are not intending to study the subject further
- those who go directly into employment

OUTLINE OF COURSE

The AS course is divided into two units, AS 1 and AS 2. Students following the A Level course must study two further units, A2 1 and A2 2. The units are set out in the normal sequence in which they would be taken. The AS units are described first, followed by the A2 units which comprise the second half of the full Advanced GCE course.

Assessment Units

Assessment Unit AS 1: Experimental Portfolio

Assessment Unit AS 2: Personal Response

Assessment Unit A2 1: Personal and Critical Investigation (including a 1000-3000 word written investigation)

Assessment Unit A2 2: Thematic Outcome

ASSESSMENT

Coursework (1.5 years from September Year 13 to January Year 14)

AS 1	50% of AS Level	Year 13
	20% of A Level	Year 14
AS 2	50% of AS Level	Year 13
	20% of A Level	Year 14
A2 1	60% of A2 Level	Year 14
	36% of A Level	
A2 2	36% of A2 Level	Year 14
A2 2	40% of A2	
	24% of A Level	

CAREER IMPLICATIONS

There are a wide range of careers to which Art and Design can make a contribution:

Artist or designer in:- fine arts, fashion ,graphics, interior, product design etc...

Architecture, Art Therapies, Digital Modelling, Design industry, Model Making, Public Art and Design, Teaching, Typography.

Biology

EXAMINATION BOARD : CCEA

ENTRY CRITERIA

Students must have obtained a B grade in both the year 11 Double Award Biology module and year 12 Double Award Biology module. Exceptions to the criteria will be considered on an individual basis.

OUTLINE OF THE COURSE

Along with human physiology and plant biology the new courses incorporate the study of the more recent developments / discoveries in Biology; genetic engineering, biotechnology, forensic biology, immunology and the importance of conservation with particular reference to recent strategies introduced to Northern Ireland.

ASSESSMENT

AS Unit 1	Molecules and Cells.	37.5% of AS or 15% of A level	Exam Paper 1 hour 30 mins.	Sitting in June
AS Unit 2	Organisms and Biodiversity.	37.5% of AS or 15% of A level	Exam Paper 1 hour 30 mins	Sitting in June
AS Unit 3	Internally assessed practicals skills and external written examination.	25% of AS or 10% of A level.	7 internally assessed practicals Exam Paper 1 hour	Sitting in May
A2 Unit 1	Physiology and Ecosystems	24% of A level	Exam Paper 2 ¼ hours	Sitting in June
A2 Unit 2	Biochemistry, Genetics and Evolutionary trends	24% of A level	Exam Paper 2 ¼ hours	Sitting in June
A2 Unit 3	Internally assessed practicals skills and external written examination.	12% of A level	5 internally assessed practicals Exam Paper 1 hour	Sitting in May

CAREER IMPLICATIONS

The study of Biology is not essential for medicine/ dentistry/veterinary science but it is highly recommended. It can be the Science required by physiotherapy courses. If studied with Chemistry it can open opportunities in many biomedical fields. Careers in which the study of Biology is an advantage are biotechnology, environmental biology, health officer, food science, forensic science, genetics, horticulture, marine biology, microbiology, nursing and pharmacy.

Business Studies

EXAMINATION BOARD CCEA

ENTRY CRITERIA

A good grade at English GCSE is advantageous.

OUTLINE OF COURSE

Business Studies is an inter-disciplinary subject which includes elements of Accountancy, Management Science, Information Technology, Economics as well as Social Psychology and Law. There are four units;

Unit 1- The Competitive Business

Unit 2 – Managing Business Resources

Unit 3 – Making Business Decisions

Unit 4 – The Changing Business Environment

Two industrial visits to companies in Northern Ireland, past visits include:

Tayto Crisp Factory, Gallaher's Ltd, Bushmills Distillery, Wrights Bus

ASSESSMENT

Units 1 and 2 are AS i.e. Year 13. Units 3 and 4 are A2 i.e. Year 14

<u>Unit</u>	<u>Assessment Format</u>	<u>Time</u>	<u>Weighting and Marks</u>	<u>Availability to sit the exams</u>
AS 1: The Competitive Business	• 2 compulsory structured data responses (40 marks).	1 hour 30mins	50% of AS---20% of A-Level	Summer
AS 2: Managing Business Resources	• 2 compulsory structured data responses (40 marks).	1 hour 30 mins	50% of AS ---20% of A-level	Summer
A2 1: Making Business Decisions	• 1 compulsory structured data response (80 marks).	2 hours	50% of A2 --- 30% of A-Level	Summer
A2 2: The Changing Business Environment	• Case study. Candidates produce a business report (80 marks).	2 hours	50% of A2 --- 30% of A- Level	Summer

CAREER IMPLICATIONS

In higher education it is an excellent preparation for a wide range of degree courses including Business Studies, Marketing, Law, Economics and Accountancy. Business Studies will provide you with a broad based preparation for careers in management, accountancy, banking, marketing, retail, teaching or simply running your own business. Think of a career and it has a connection with Business Studies.

Chemistry

EXAMINATION BOARD

CCEA

ENTRY CRITERIA

It is expected that prospective students wishing to study AS Chemistry have obtained at least an A grade in both the year 11 Double Award Chemistry module and year 12 Double Award Chemistry module. Exceptions to the criteria will be considered on an individual basis.

It must be emphasised that a keen interest, consistent conscientious effort and initiative for independent study are essential for success in this subject. It requires considerable time and effort to achieve at the highest level. The study of other scientific subjects, as well as Maths, at AS level would be complementary and helpful.

OUTLINE OF COURSE

The Advanced GCE specification has been structured to support staged assessment with unit tests being taken during the course or at the end of the programme, including an internal practical assessment taken in May.

The three AS units (Units 1, 2 and 3) together have a weighing of 40% of the advanced GCE and the three A2 units (Units 1, 2 and 3) together also have a weighing of 60% of the advanced GCE course.

ASSESSMENT

AS – Advanced Subsidiary GCE

AS in Chemistry is based on unit AS 1, 2 and 3 and includes an internally assessed practical assessment. All three modules are taken again June, at the end of the AS course.

AS Unit 1 - 1hr 30mins AS Unit 2 - 1hr 30mins AS Unit 3 - 2hrs 30mins

Advanced GCE

The Advanced GCE in Chemistry is based on AS units 1, 2 and 3 and A2 1, 2 and 3 and includes internally assessed practical assessment.

The three A2 modules are taken in June of year 14, at the end of the Advanced GCE course.

A2 Unit 1 - 2hr A2 Unit 2 - 2hr A2 Unit 3 - 2hr 30 mins

Practical Assessment

Unit tests AS3 and A23 are externally assessed practical exams. These practical exams are carried out in the chemistry laboratory in May of each year under the supervision of the chemistry teacher and are marked by CCEA.

CAREER IMPLICATIONS

The study of AS and A2 Chemistry is *essential* for students intending to pursue a career in medicine, dentistry, pharmacy, chemical engineering and the biological sciences e.g. biochemistry, biomedical sciences etc. It is also strongly recommended for other scientific disciplines. Universities often request AS chemistry for certain scientific degrees due to increasing demand for places.

Digital Technology

EXAMINATION BOARD: CCEA

ENTRY CRITERIA

Candidates must obtain an 'A*' or 'A' in GCSE ICT.

OUTLINE OF THE COURSE

Digital technology incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications. The GCE in Digital Technology is for students interested in current and emerging technologies, the impact they have and how to use them effectively.

Students will also acquire other skills valued in further and higher education, as well as in the workplace; these include research, investigation, analysis, communication skills, problem solving and working with others.

ASSESSMENT

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment	Weightings
AS 1: Approaches to System Development	1hr 30 min external examination paper	50% of AS 20% of 'A' Level
AS 2: Fundamentals of Digital Technology	1hr 30 min external examination paper	50% of AS 20% of 'A' Level
A2 1: Information Systems	2 hour 30 min external examination paper	40% of 'A' Level
A2 2: Application Development	<u>Internal assessment</u> of one project- marked by teachers and moderated by CCEA.	20% of 'A' Level

CAREER IMPLICATIONS

Programmer / Systems Analyst / Software Engineer / Computer operator / Technician / Web designer / Multi Media Designer / Consultant / Business Project Management / Network Management / Sales / Technical Support / Games developer / Training / Research / Healthcare Computing Systems / Administration etc. etc.

Drama and Theatre Studies

EXAMINATION BOARD: EDXCEL

ENTRY CRITERIA

Prospective student wishing to study A Level Drama and Theatre Studies must have at least a grade B in GCSE Drama and/or English. **Please note:** **a)** this qualification has the same academic standing as other 'A' level qualifications. **b)** This is a two year course: there will be NO exam in Yr13.

OUTLINE OF COURSE

The aims of this course are to;

- promote an enjoyment and interest in drama and theatre both as a participant and as an informed member of an audience;
- develop powers of analysis to become an informed critic;
- build confidence and improve presentation skills;
- extend the skills, knowledge and understanding needed for effective communication, a particularly pertinent skill required for many careers – Teaching, Journalism, Business, Media, Law, etc.
- provide a course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development.

ASSESSMENT

A Level: The Pearson Edexcel Advanced GCE in Drama and Theatre consists of *two 'coursework' components (two performances with corresponding written work) and one externally examined paper*. Students must complete all assessment by May of Yr14. This is a two year course: there is no result at AS level.

<p><u>Component one:</u></p> <ul style="list-style-type: none">• <i>Devising</i> <p><u>Devise an original performance piece.</u></p> <p>Use one key extract from a play text and a theatre practitioner as stimuli.</p>	<ul style="list-style-type: none">• 40% of the qualification 80 marks. <p><u>Internally assessed and externally moderated.</u></p> <ul style="list-style-type: none">• There are two parts to the assessment:<ol style="list-style-type: none">1) a portfolio (60 marks)<ul style="list-style-type: none">- can be handwritten/typed evidence between 2500–3000 words2) the devised performance (20 marks).
<p><u>Component two:</u></p> <ul style="list-style-type: none">• <i>Text in Performance</i> <ol style="list-style-type: none">1. A group performance of one key extract from a play.2. A monologue or duologue performance from one key extract from a different play.	<ul style="list-style-type: none">• 20% of the qualification 60 marks <p><u>Externally assessed by a visiting examiner.</u></p> <ul style="list-style-type: none">• Group performance: worth 36 marks.• Monologue or duologue: worth 24 marks.

<p><u>Component three:</u></p> <p><u>Theatre Makers in Practice</u></p> <ol style="list-style-type: none"> 1. Live theatre evaluation. 2. Practical exploration and study of 'Equus' – focusing on how this can be realised for performance. 3. Practical exploration and interpretation of another complete performance text (Lysistrata), in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience. 	<ul style="list-style-type: none"> • 40% of the qualification 80 marks <p><i>Written examination: 2 hours 30 minutes</i></p>
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In choosing to study AS / A2 Drama and Theatre Studies, students should:

- be committed to extra rehearsals outside of class time;
- **excellent attendance record** as this course depends on effective group work;
- be prepared to undertake independent research and reading around the texts chosen for study;
- take part in visits to the theatre;
- organise and engage in a rehearsal process;
- be prepared to work and communicate effectively in a variety of group sizes/settings;
- demonstrate the ability to think creatively and critically.

CAREER IMPLICATIONS

Studying Drama will develop skills that are important if your intention is to be involved with Drama at some professional level, for example, a Performing Arts/Theatre Studies course at University or a career in theatre. In addition, Drama can also make an enormous contribution to your personal development. In today's world, employers are looking for mature, assertive, creative people who can communicate effectively; implement methods of problem-solving; take responsibility to meet targets; work on their own initiative and display team spirit – precisely the skills that Drama develops. Students of Drama and Theatre Studies have used their qualification in this subject to apply for courses in Journalism, Teaching, Law, Advertising/Media, PR/Marketing, Business/Charities Administrator, Social work, Youth & Community work, Drama therapy and Events Organisation.

English Literature

EXAMINATION BOARD: CCEA

ENTRY CRITERIA

Preference will be given to applicants who have an A or A* in GCSE English Literature. While it is normally essential to have at least a grade B, allowance will be made for anomalous GCSE results, where the grade predicted by the relevant English teacher will be taken into account. In the event of places being available, pupils with a high grade (i.e., A* or A) in GCSE English will also be considered, although a pupil presenting for A-level English without GCSE English Literature is at an obvious disadvantage.

OUTLINE OF THE COURSE

A-level English Literature comprises a study of poetry, prose and drama. Our selection from the current AS syllabus involves the study of Brian Friel's *Translations*, Emily Bronte's *Wuthering Heights* and prescribed poems by Frost and Heaney.

At A2, candidates study Shakespeare, Pre 1900 poetry, Unseen poetry and complete an Internal Assessment; a 2,500 word essay.

As with other A-level subjects, the course falls into two parts, AS and A2, the first of which can be taken as a free-standing qualification. English literature is normally team-taught by two teachers, over a two-year period. AS modules can, if necessary, be re-sat in June of Year 14, although it is not standard practice within the Department to anticipate A2 modules at that time.

ASSESSMENT

The course is assessed as follows:

AS1: The Study of Poetry 1900- Present and Drama 1900- Present.

External written examination; 2 hours. *60% of AS/24% of A level*

AS2: The Study of Prose Pre 1900

External Written Examination 1 hour *40% of AS / 16% A level*

A2 1: Shakespearean Genres

External Written Examination 1 hour 30 minutes *20% of A level*

A2 2: The Study of Poetry Pre 1900 and Unseen Poetry

External Written Examination 2 hours *20% of A level*

A2 3: Internal Assessment

Students complete a 2500 word essay

(21st century prose v 20th century prose) *20% A level*

CAREER IMPLICATIONS

GCE Literature is an ideal subject to study for those contemplating careers in education, in law, in public relations, broadsheet and television journalism, in the media generally, in advertising and in theatre. The development of the critical faculty, and the ability to analyse and empathise, are vital skills, which are eminently suitable for transference to any number of other disciplines at both primary and post-graduate levels.

French

EXAMINATION BOARD: CCEA

ENTRY CRITERIA

Those pupils wishing to study French at A level are expected to have:

- A high grade in GCSE attained in Higher papers – normally A* or A, although those with a grade B may be considered on the recommendation of their GCSE teacher and on a trial basis;
- A good grade in GCSE English – preferably B or better – as evidence of command of linguistic structures;
- A willingness to communicate in the target language, both in school and with native speakers;
- A capacity for hard work in class and in independent study; and
- An interest in developing an awareness of the society of the target language.

OUTLINE OF COURSE and ASSESSMENT

The course of study in Years 13 and 14 gives pupils the opportunity to continue to explore the Areas of Experience and associated topics which they encountered in Key Stage 4/GCSE and to extend their knowledge of contemporary society as well as their competence in the use of linguistic structures and communication strategies. In developing their skills in listening, speaking, reading and writing pupils are exposed to authentic materials drawn from spoken and written sources in the target language.

AS outline: The AS course will cover:

- Relationships
- Culture and Lifestyle

The AS specification has 3 units:

Unit 1: Speaking Speaking Test: 11 minutes

Weighting: 30% of total AS, 12% of total A Level

This unit consists of two elements.

- a prepared presentation which is drawn from a topic within the AS contexts for learning;
- a general conversation which will focus on issues pertaining to the life and interests of the candidate.

Unit 2: Listening, Reading and use of Language 1hr20minutes

Weighting: 40% of total AS/ 16% of total A Level marks

- Students answer two questions based on two passages recorded on individual CDs.
- One reading comprehension questions based on one text.
- Translation into English.

Continued overleaf...

- Use of Language – Q 1-4 – students complete a series of short grammatical and lexical exercises, Q5 Students translate short sentences from English into French

Unit 3: Extended Writing - 30% of AS level, 12% of A level

Students write one essay in French in response to a set film or literary text

A2 outline :The A2 course will cover:

- Young people in society
- Our Place in a Changing World

Unit 1: Speaking Speaking 15 mins

Weighting: 18% of A Level marks

- An Introduction (1minute) and discussion (5minutes) on an individual research project based on one of three options.
- A general conversation which will also focus on issues pertaining to the life and interests of the candidate but at a level appropriate to A2. (9minutes)

Unit 2: Listening &Reading 2hours 45 minutes

Weighting: 24% of total A Level marks

- The content of the listening extracts will be based on the topics listed at A2 Level and may consist of authentic sources such as announcements, news items, talks, presentations and discussions.
- This section consists of one reading comprehension exercise and a translation from English into the target language.

Unit 3: Extended Writing : 1hour 18% of A Level

Students write one essay in French in response to a set literary text

CAREER IMPLICATIONS

Any career where you want to work in a country where English is not the first language will require linguistic skills but they are particularly useful for careers within the following fields:

Business and Marketing	Politics
International Law	Publishing and Media
Journalism	Education
International Finance and Banking	Travel, Leisure and Tourism

More than 220 million people on all five continents speak French and it is the sixth most widely spoken language in the world. The ability to speak French is an advantage when looking for a job. Many multinational companies use French as their working language in sectors such as retail, automotive, luxury goods and aeronautics. As the world's fifth biggest economy, France attracts entrepreneurs, researchers and foreign students. Learning a language and studying another culture broadens the mind and widens horizons. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that employers and universities value highly in a range of Third Level courses, including Law, Education, Media, History etc.

Geography
EXAMINATION BOARD CCEA

ENTRY CRITERIA

The study of Geography at A level requires students to have good literacy and analytical skills. The following criteria apply;

- (a) **Grade B or better at GCSE Geography** – the GCSE syllabus is the foundation for the A level course.
- (b) A keen interest in the relationship of man with his environment – therefore reading quality newspapers and geographical journals help improve literary skills, widen knowledge and develop opinions on present and future needs.

OUTLINE OF COURSE and ASSESSMENT

AS LEVEL: 3 exam papers composed as follows:

2 MODULE exams: both 1 hour 15 minutes per paper
1 FIELDWORK exam: 1 hour paper

MODULE AS 1: Physical Geography (16 % of total A LEVEL)

40% of AS – 2 Sections

FORMAT: Section A - Compulsory short structured questions
Section B Choose 2 essays from 3

CONTENT: Rivers: Processes & Features in Fluvial Environments
Ecosystems: local and global
Atmosphere: Processes that shape weather and climate

MODULE AS 2: Human Geography (16% of total A LEVEL)

Same % and format as Module 1

CONTENT: Population
Settlement Studies – Rural and Urban
Nature & Processes of Development

AS3: Fieldwork Skills and techniques in Geography (8% of total A Level)

Skills and techniques required to undertake first-hand collection of geographical data:
Formulating hypotheses, safety awareness, sampling techniques, collection of data and evidence from primary and secondary sources,
Describe, analyse, interpret, evaluate evidence and draw conclusions, evaluate process.

Continued overleaf...

A2 Geography Weighting 60%

3 Exam Papers: 2 Modules, both @ 1 Hour 30 min
1 Decision Making @ 1 Hour 30 min

MODULE A2 1: Physical Processes, Landforms & Management - 24 % of A level
(1 hr 30 minutes)

CONTENT: Plate Tectonics
(choose two) Tropical Ecosystems
Coastal Environments
Climate Change: Past and Present (glaciation part of this)

MODULE A2 2: Processes and Issues in Human Geography – 24% of A level

(1 hr 30 minutes)

CONTENT: Cultural Geography (migration/population)
(choose two) Planning for Sustainable Settlements
Ethnic Diversity
Tourism

MODULE A2 3: DECISION-MAKING in Geography – 12% of A level

(1 hr 30 minutes)

This is a compulsory decision-making exercise in the form of a live case study.

We present candidates with a variety of resources.

Candidates must analyse, interpret and evaluate the information provided.

Candidates are generally asked to assume a particular role for the report-writing.

Candidates are asked to consider alternative sides of the argument, then make a recommendation and justify it.

CAREER IMPLICATIONS

The study of Geography provides students with an insight into contemporary global issues, but more importantly it provides the ability to develop key ICT, learning and career based skills. At University Geography is one of the few subjects taught which provide the opportunity to study both the **Sciences** and the **Humanities** in a **natural, coherent, inclusive manner**. Geography makes for a long and varied list of related careers. Professional Geographers can be teachers, lecturers, those working in Geographical Information Systems (**G. I. S.**)- a rapidly expanding area of employment, and environmental development areas. Some of the teaching units can be linked directly to employment in the following ways:

- Development/ Economic Geography; Work with agencies including; Aid agencies, Government departments, Diplomatic Services, Private and Public consultancy bodies.
- Map work and Computing; Cartographers, surveyors, planners, G.I.S. - satellite navigation, civil service etc. **GIS is the fastest growing area of employment.**
- Tourism; Travel industry, marketing, travel journalism.
- Ecosystems and Environment; Estate management, forestry and environmental consultancy, environment and heritage society, Department of Agriculture and Rural Development, Wildlife Trust, Environmental Engineering.
- Settlement, Population and Industry; Town Planners, chartered surveyors, transport planners, site managers, demographers, census statisticians, market researchers, social workers, civil engineering.

Government and Politics

EXAMINATION BOARD: CCEA

ENTRY CRITERIA

A grade A or B or above in GCSE English Language is essential. A good grade in History and/or English Literature is preferable, ie grades A or B.

OUTLINE OF COURSE and ASSESSMENT:

Students can take the AS course as a final qualification or as the first part of the A level qualification. At AS students have the opportunity to study the political systems that have the greatest impact upon their lives – the Northern Ireland system and that of the United Kingdom.

Students who continue to A2 will be able to use their AS skills and knowledge to consider a range of other systems, both democratic and non-democratic, and to consider the question of how best to govern any society.

<u>Unit</u>	<u>Areas of Study</u>
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AS 1:	The Government and Politics of Northern Ireland
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AS 2:	The British Political Process
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A2 1:	Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom
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or

	Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom
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A2 2:	Option A: Political Power
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or

	Option B: Political Ideas
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Continued overleaf...

<u>Unit</u>	<u>Assessment Description</u>	<u>Weighting</u>
AS 1:	External written examination with one source and four questions 1 hour 15 minutes	40% of AS 16% of A level
AS 2:	External written examination with five questions 1 hour 45 minutes	60% of AS 24% of A level
A2 1:	External written examination with one source and six questions 2 hours 15 minutes	35% of A level
A2 2:	External written examination with one source and five questions 1 hour 30 minutes	25% of A level

CAREER IMPLICATIONS:

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.

Health and Social Care Single Award and Double Award
EXAMINATION BOARD CCEA

Single Award – One A Level: 6 units over 2 years

Double Award –Two A Levels: 12 units over 2 years

ENTRY CRITERIA

At least a grade C in GCSE English. There are no prior learning requirements. It is not necessary for candidates to have studied GCSE Health and Social Care before commencing work on this specification and no prior knowledge of Health and Social Care is necessary. **Note** this qualification has the same academic standing as other ‘A’ level qualifications.

OUTLINE OF COURSE

GCE Health and Social Care course provides:

- A combination of AS and A2 Units;
- An applied vocational dimension;
- Students study an eclectic range of subjects relevant to employment in the health, social care and early year sector of the economy.
- Opportunities to enable progression for study at further and higher education, training and employment;
- Opportunities to enable students to apply their knowledge in realistic Health and Social Care contexts;
- Opportunities for the development of the transferable skills necessary in a changing and dynamic working environment.
- In the AS units, students develop an understanding of good quality care and effective communication. They also learn about the health and well-being of the population.
- At A2 students learn about how Health and Social Care, and early years services, are tailored to meet the needs of specific service user groups. They may also have the opportunity to study physiology, and can develop research skills in topics relevant to health and social care, including health promotion.

The Advanced GCE course should stimulate and sustain an interest and enjoyment of Health and Social Care and other related careers.

GCE SINGLE AWARD - 6 Units (One A Level)

The following Units will be studied at AS level:

AS 1: Promoting Quality Care (Coursework)

AS 2: Communication in Health, Social Care and Early Years Settings (Coursework)

AS 3: Health and Well-Being (Exam)

Continued overleaf...

Three of the following units will also be studied at A2 Level:

- A2 1: Applied Research (Coursework)
- A2 2: Body Systems and Physiological Disorders (Coursework)
- A2 3: Providing Services (Exam)
- A2 4: Health Promotion (Coursework)
- A2 5: Supporting the Family (Coursework)

GCE DOUBLE AWARD- 12 Units (Two A Levels)

The following Units will be studied at AS level:

- AS 1: Promoting Quality Care (Coursework)
- AS 2: Communication in Health, Social Care and Early Years Settings (Coursework)
- AS 3: Health and Well-Being (Exam)

As well as a further three from the following units:

- AS 4: Safeguarding children (Coursework)
- AS 5: Adult Service Users (Exam)
- AS 6: Holistic Therapies (Coursework)
- AS 7: Understanding the Physiology of Health and Illness (Exam)

Six of the following units will also be studied at A2 Level:

- A2 1: Applied Research (Coursework)
- A2 2: Body Systems and Physiological Disorders (Coursework)
- A2 3: Providing Services (Exam)
- A2 4: Health Promotion (Coursework)
- A2 5: Supporting the Family (Coursework)
- A2 6: Understanding Human Behaviour (Exam)
- A2 7: Human Nutrition and Health (Exam)

CAREER IMPLICATIONS

The qualification is appropriate preparation for students who intend to pursue a career in the Health and Personal Social Services including; Medicine, Nursing, Midwifery, Sports Science, Teaching, Youth work, Social Work, Sociology, Psychology, Occupational Therapy, Speech and Language Therapy, Radiography, Physiotherapy, Criminology, Human Resource management, and Optometry.

It is important to note that this is an A'Level qualification. Health and Social Care is equally accepted by universities and employers.

History
EXAMINATION BOARD CCEA

ENTRY CRITERIA

- Any student who has achieved a grade A in GCSE History.
- Consideration will be given to a student who has gained a grade B but has proved his commitment and ability in the subject over the period of the two year course.

OUTLINE OF COURSE

The AS course in the college deals with both 19th and 20th Century European History, exploring the Russian Revolutions, and the Nazis and Germany.

The A2 modules comprise of Nationalism and Unionism in Ireland and the Partition of Ireland.

ASSESSMENT

AS1	Germany 1919-1945	1hr 30mins	50% of AS	20% of A2
AS2	Russia 1914-1941	1hr 30mins	50% of AS	20% of A2
A21	Ireland under the Union 1800-1900	1hr		20%
A22	The Partition of Ireland 1900-1925	2hrs 30 mins		40%

N.B. The subject is assessed through examination and not coursework.

CAREER IMPLICATIONS

These skills are considered transferable and are in much demand by employers in a rapidly changing labour market. There is a wide range of careers to which History can make a contribution. Apart from the more obvious choices of teaching, archaeology, and museum work, History is a useful qualification for lawyers, journalists, civil servants, diplomats, researchers, town planners, and tourist and heritage workers, among others.

In the delivery of the course there will be an emphasis on Grammar. Students will be expected to communicate accurately both orally and in written form. They are encouraged to spend at least one course in the Donegal Gaeltacht.

CAREER IMPLICATIONS

Since the start of the 1990s, there has been a huge demand for Irish-medium education and this has led to an increase in the number of places available on teacher training courses at Third Level. Consequently almost every newly-qualified teacher in Irish has been employed almost immediately. So too has there been a demand for Irish-speaking classroom assistants and field officers.

The establishment of TG4 and Lá (Irish-medium newspaper) has also opened up opportunities for Irish speakers in the media, drama, and jobs related to the production of TV programmes etc.

Irish has been granted a special status under the Belfast Agreement and this has led to a demand for translators etc in the Civil Service. This status is also afforded the language under the European Parliament and Irish has become a useful advantage in many professions as a direct result.

The recent development of industries etc in the Gaeltacht regions has led to a demand for people with management-type qualifications and experience and Irish-speakers are also in demand in ICT-related jobs leading to the development of university outreach courses through the medium of Irish in Gaoth Dóhair

Mathematics

EXAMINATION BOARD CCEA

ENTRY CRITERIA

Any student who fulfils one of the following criteria will be admitted to A Level Mathematics

- (a) a student who obtains a grade C or better in GCSE Further Maths
- (b) a student who obtains a grade A or better in GCSE Maths **and** who has completed the CCEA M4 and M8 modules at GCSE

OUTLINE OF COURSE

The students should have opportunities to:

- (a) consolidate and extend the knowledge, skills and understanding developed in KS4.
- (b) demonstrate positive achievement.
- (c) build a suitable foundation for the study of mathematics and other subjects in further and higher education.
- (d) prepare themselves for their economic environment and for a range of interesting careers.
- (e) enjoy a coherent, satisfying and worthwhile course of study.

ASSESSMENT

Mathematics is divided into 4 modules:

Modules AS 1 and AS 2 are taken in Year 13. Modules A2 1 and A2 2 are taken in Year 14.

The table below summarises the structure of the AS and A level courses:

Content	Assessment	Weightings
AS 1: Pure Mathematics	External written examination 1 hour 45 mins Students answer all questions.	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination 1 hour 15 mins Students answer all questions.	40% of AS 16% of A level
A2 1: Pure Mathematics	External written examination 2 hours 30 mins Students answer all questions.	36% of A level
A2 2: Applied Mathematics	External written examination 1 hour 30 mins Students answer all questions.	24% of A level

CAREER IMPLICATIONS

Mathematics gives the students a wide choice of careers, especially in banking and finance, engineering, pure sciences, statistics and operational research, information technology, medicine and associated sciences and teaching.

Media Studies

EXAMINATION BOARD: WJEC

ENTRY CRITERIA

Preference will be given to applicants who have obtained at least a C grade in GCSE Media Studies. If further places are available, preference will be given to candidates who have achieved at least a B grade in GCSE English. Those who have at least a C grade in GCSE ICT and/or GCSE Art and Design will also be considered, although this is not essential.

OUTLINE OF THE COURSE

WJEC's A-level Media Studies specification is designed to encourage candidates to:

- understand the relevance and impact of the media and its role in their daily lives
- demonstrate knowledge and understanding of the global nature of the media
- develop skills of enquiry, critical understanding and analysis of the media through engagement with media products and concepts and through the creative application of practical skills
- explore and understand relevant contexts of media
- develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- develop their independence when researching and creating practical work and forming their own views and interpretations
- analyse and apply critical perspectives to media products
- evaluate their own practical work.

At AS, learners will study three topics, developing knowledge and understanding of the key concepts within media studies - **media language**, **representations**, **media industries** and **audiences** – and using them as a framework for analysing the media. The areas to be studied are:

- Selling Images – Advertising and Music Video
- News in the Online Age
- Film Industries – from Wales to Hollywood.

<u>Exam Break Down</u>	<u>Content</u>	<u>Component Value</u>
<p>Paper 1 – 2.5 hours (Learners will be assessed on their use of relevant critical perspectives and relevant subject specific terminology in this unit)</p>	<p>Section A: Selling Images – Advertising and Music Video Section B: News in the Online Age Section C – Film Industries – From Wales to Hollywood</p>	<p>24% of A Level 100 marks Summer 2019</p>
<p>Controlled assessment Internally assessed</p>	<p>Candidates have to produce a conceivable media product</p>	<p>16% of A Level 80 marks Summer 2019</p>

At A2, learners are required to study a range of contrasting media forms in depth, exploring all of the key concepts – **media language, representation, media industries, and audiences**. The areas to be studied are:

- Television in the Global Age
- Magazines: Mainstream and Alternative Media
- Media in the Digital Age - Video Games.

Learners will explore these areas through close analysis and comparison of media

<u>Exam Break Down</u>	<u>Content</u>	<u>Component Value</u>
<p>Paper 1 – 2.5 hrs (Written exam - assesses knowledge and understanding of all four areas of the conceptual framework: media language, representation, media industries, audiences, as well as media contexts.)</p>	<p>Section A: Television in the Global Age (30 marks) Section B: Magazines – Changing Representations (30 marks) Section C: Media in the Digital Age - Video Games (30 marks)</p>	<p>30% of A2 90 marks Summer 2020</p>
<p>Controlled assessment Internally assessed</p>	<p>Candidates have to produce a conceivable media product</p>	<p>24% of A2 80 marks Summer 2020</p>

CAREER IMPLICATIONS

This course promotes analysis, critical thinking, creativity and the ability to make decisions; skills which are much sought after at university and in the world of work. Many Media Studies graduates pursue a career in various fields including advertising and communication, business, creative industries, journalism, Law, PR/marketing, filmmaking, publishing, broadcasting, TV, video, multimedia, media research, teaching and speech-writing. However, the skills you will develop can open many other doors.

Music

EXAMINATION BOARD

CCEA

ENTRY CRITERIA

It is preferable that students wishing to study AS Music:

Have a grade A*, A or B grade in GCSE Music.

Pupils who have not studied Music at GCSE may be considered for AS Music if they have obtained Grade 4 practical 'standard' in their chosen instrument and have/demonstrate a willingness to obtain Grade 5 Musical Theory before or in the first two terms of their AS course. If you are unsure of your suitability, you should speak to the Head of Music.

OUTLINE OF COURSE

Studying GCE Music allows you to create and perform music expressing your own particular musical interests and style. Research shows that studying music can help students develop critical thinking, spatial reasoning and cognitive skills and encourages creativity and expressiveness. Students who play music develop skills in self-discipline, self-esteem and the ability to manage information. In the AS Units, students study music from the Renaissance, Baroque, Classical and Romantic periods right through to popular musicals and other sacred vocal styles. Students who continue to A2 explore in more depth orchestral music of the twentieth century alongside secular and sacred vocal music spanning over 400 years. At each level, students are required to perform and compose a composition in a free choice style using technology as appropriate. At each level, students also take two external assessments, a test of aural perception and a written examination.

It must be emphasised that a considerable amount of non-teaching time will be spent by the pupils in the department composing, practising and recording music. There will also be an onus on the individual student to practise their respective instruments at home on a regular basis and work with their individual instrumental tutors to complete grade exams.

ASSESSMENT: Structure of AS and A Level Course

AS Music: 40% of A Level

AS 1: Performing: *Solo Performance (Minimum standard Grade 4) (32.5% of AS)

*Viva Voce (13% of AL)

AS 2: Composing: *A: Composition task (32.5% of AS)

OR (13% of AL)

- B: Composition with technology task
- Written Commentary

AS 3: Responding to Music: Two external written examinations: (35% of AS)

- Test of aural perception. (1hr) (14% of AL)
- Written Examination. (2hrs)

Continued overleaf...

A2 Music: 60% of A Level

A2 1: Performing: *Solo Performance (Minimum standard Grade 5) (19.5% of AL)
*Viva Voce

A2 2: Composing: *A: Composition task (19.5% of AL)
OR

- B: Composition with technology task
- Written Commentary

A2 3: Responding to Music: Two external written examinations: (21% of AL)

- Test of aural perception. (1hr 15mins)
- Written Examination. (2hrs)

CAREER IMPLICATIONS

The study of Music A-level is important for entry into Music courses in third level educational institutes such as universities and Music colleges around Ireland, England, Scotland and Wales. This normally leads onto a range of career opportunities: Performer, Conductor, Composer, Teaching Music. - Instrumental Tutor (private/ peripatetic), Lecturing, Primary/ Secondary Music, Music Production, Sound Engineering, Music Administration, Arts Council: Fundraising and co-ordinating Musical events, Music Industry; Business/ Marketing, Music Therapy, Music Journalism.

Due to the discipline and creativity that music encourages, most employers and universities are very favourable towards candidates who possess Music A-level and it is welcomed in careers as diverse as accountancy, law, journalism and advertising. The study of Music fosters the development of nationally recognised Key Skills at level 3: Communication, Improving own Learning and Performance, Information and Communication Technology, Problem Solving, Working with Others. Music students acquire and develop observational, analytical, critical and other skills needed in employment and higher education.

Nutrition and Food Science

EXAMINATION BOARD CCEA

Why do some foods help reduce the likelihood of heart disease and cancer? How can we best supply healthy, safe food to billions of people worldwide? Are we making any progress against fighting obesity and malnutrition?

Nutrition and food science is currently high in the public's perception and there could not be a better time to develop knowledge and understanding of the subject, given current global and national food issues. Students will develop a critical appreciation of the issues affecting our food supply, how they impact upon the environment, and the ethical implications.

ENTRY CRITERIA

You must satisfy the general entry requirements for admission to A level at St Killian's College, therefore you can study this without having studied GCSE Home Economics. However, a Grade C must be obtained in English Language.

OUTLINE OF COURSE

This is a stimulating course which will allow you to gain a detailed understanding of nutrition and food science.

Emphasis is on the practical aspects of Home Economics.

The aim of this specification is to encourage students to:

- Explore the principles of nutrition and its importance to human health
- Explore dietary-related disorders and how they impact on health
- Take account of rapid technological changes and the growth of scientific knowledge and understanding
- Focus on issues affecting our food supply, how they impact upon the environment and the ethical implications
- Focus on securing a safe food supply whilst maintaining high quality levels
- Use ICT
- Develop innovative, creative and original ideas through active investigations

ASSESSMENT

The table below summarises the structures of the AS and A Level courses:

Unit Assessment	Format	Duration	Weightings and Marks	Availability
AS 1: Principles of Nutrition <ul style="list-style-type: none"> • Protein • Fat • Carbohydrates • Vitamins • Minerals • Water and fluids • Nutrition through life stages and 	External written examination (Compulsory)	1 hour 30 minutes examination	50% of AS 20% of A Level	Summer

nutrition requirements				
AS 2: Diet, Lifestyle and Health <ul style="list-style-type: none"> • Eating patterns • Energy and energy balance • Diet related disorders • Alcohol • Physical Activity 	External written examination (compulsory)	1 hour 30 minute Examination	50% of AS 20% of A Level	Summer
A2 1: Choice between: Food Security and sustainability Or Food safety and Quality	External written examination (Compulsory)	2 hour 30 minute examination	30% of A Level	Summer
A2 2: Research Project Students submit a report on a research project of their own choice.	Internal assessment (Compulsory)	The students complete a research based project. Their teacher marks the project. CCEA moderates the results.	30% of A Level	Summer

CAREERS IMPLICATIONS

In the UK alone, 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. This sector offers a great opportunity for travel and work abroad also. Graduates can expect to find exciting job opportunities in the expanding food industry.

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

Physics

EXAMINATION BOARD CCEA

ENTRY CRITERIA

Any student who fulfils the following criteria will be considered for A level Physics:

- Have obtained a B grade in both the year 11 Double Award Physics module and year 12 Double Award Physics module. Exceptions to the criteria will be considered on an individual basis.
- Grade A or B GCSE Mathematics.
- Study of GCSE Additional Maths is advantageous.

OUTLINE OF COURSE

This specification aims to introduce students to new and exciting areas of physics as well as to develop essential knowledge and understanding-all through a context and applications led approach.

The course contains a reasonable amount of practical experimental work culminating in two practical examinations. Students are expected to have a keen interest in the subject and should be prepared to undertake sustained background reading. Having an interest in mathematics, technology and computing is advantageous.

ASSESSMENT

AS 1: Forces, Energy and Electricity (16%)	This unit teaches you to deal with physical quantities and scalars and vectors, which are required in all branches of physics. You will build on your knowledge and understanding of Newtonian mechanics and electricity to explain many economic and social applications of physics.
AS 2: Waves, Photons and Astronomy (16%)	The ideas about waves in this topic provide vital links to the study of light and sound. The section on photons introduces the quantum theory and the concept of wave-particle duality, two of the most revolutionary advances in physics. Work on medical physics introduces an application with opportunities for discussion on ethical, moral and environmental issues.
AS 3: Practical Techniques (8%)	In this unit you will acquire essential practical techniques, including planning, implementing, analysis, evaluation and communication.
A2 1: Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics (24%)	In this unit you will work on momentum, circular motion and oscillations. Thermal physics introduces an example of a simple model that can be extended to explain the properties of gases. The section on atomic and nuclear physics has important social and economic applications and leads to an introduction to particle physics.

A2 2: Fields, Capacitors and Particle Physics (24%)	This is a fundamental are of physics which has numerous applications in everyday life. You will study action-at-a-distance forces that arise between bodies that are separated from one another.
A2 3: Practical Techniques (12%)	In this unit you will build on the essential practical techniques that were acquired in Unit AS 3. These include planning, implementing, analysis, evaluation and communication.

CAREER IMPLICATIONS

A good A level qualification in Physics is an essential pre-requisite for third level courses in engineering, architecture and other scientific disciplines. **It is useful for future careers in Green Technology & Renewable Energy. Many Maths & Accountancy courses /careers have pupils studying Physics.**

Professional Business Services
EXAMINATION BOARD : CCEA

ENTRY CRITERIA

Good level of English is beneficial but no subject requirements needed

OUTLINE OF THE COURSE AND ASSESSMENT

Content	Assessment	Weightings
Unit AS 1 Introduction to Professional Business Services The Economy and how we have a mixed economy with Public & Private Sectors. Looking at a variety of countries and how they operate. Infrastructure and Stakeholders.	External Assessment Written exam 1 hr 30mins	30% of AS 12% of A-Level
Unit AS 2 Human Resource Services Students develop report writing skills and carry out Market Research investigating Business	Internal Assessment Portfolio Based on Pre Released Case Study	40% of AS 16% of A-Level
Unit AS 3 Financial Decision Making This unit focuses on the services provided by professional business services firms to support financial decision making within a client business.	External Assessment Written exam 1 hr 30mins	30% of AS 12% of A-Level
Unit A2 1 Technology in Business In this unit, students focus on the technology services that professional business services firms provide to support business operations in a client business.	External Assessment Written exam 2 hrs	18% of A Level
Unit A2 2 Leadership and Management In this unit, students examine the key concepts of leadership and management and a range of leadership styles and theories.	External Assessment Written exam 2 hrs	18% of A Level
Unit A2 3 Management Skills & Processes	Internal Assessment Portfolio on Project Management	24% of A Level

CAREER IMPLICATIONS

In higher education it is an excellent preparation for a wide range of degree courses including Business Studies, Marketing, Law, Economics and Accountancy. Business Studies will provide you with a broad based preparation for careers in management, accountancy, banking, marketing, retail, teaching or simply running your own business. Think of a career and it has a connection with Business Studies.

Religious Studies

EXAMINATION BOARD CCEA

ENTRY CRITERIA

The student should have attained a grade A at GCSE although a grade B accompanied with a grade B in GCSE English Language grade will be accepted.

OUTLINE OF COURSE

The full Advanced GCE award is based on students' marks from AS (40%) and the A2 (60%). The first teaching will be in the Autumn of 2016, first AS award in 2017 and full A Level in 2018.

Each of the two questions answered in AS level is worth 20% of the overall A level and each of the two A2 questions are worth 30% of the overall A level grade.

AS2 The Church in the New Testament. This course studies the growth and development of the post-resurrectional Church as reflected in the sacred text of The Acts of the Apostles. Particular attention is paid to the life and work of the apostles Peter and Paul as reflected in the Book of Acts. The problems attendant to their mission are examined as they attempt to preach/spread the Gospel message across the barriers of culture, language and race.

AS7 The themes and principles that are foundational to religious ethics including the deontological approach to the Natural Law and the teleological approaches of utilitarianism and situation ethics. Students study the origin and development of each ethical theory, focusing on the contribution of key writers and thinkers. Then they apply them to various ethical situations such as abortion human infertility, surrogacy and embryo research. The study provides an opportunity to study the relationship between faith, technology and science and to look at the wider implications for society, family and married life.

A22 During this year the study of the post resurrectional Church is completed in Paul's great epistles to 1 Corinthians, Galatians and Ephesians which add, develop and complement the story of the Primitive Church as retold in Acts.

A27 Developing from last year's course this year will focus on areas such as free will, determinism and libertarianism. Looking at wider global issues such as poverty, justice, war and peace as well as gender and sexual identity issues. The final topic will look at the relationship between tolerance, faith and the greater good of society and the issue of fundamentalism.

CAREER IMPLICATIONS

The course provides a range of important and varied skills that are applicable throughout any career paths – anywhere a person has to read, understand and interrogate text, anywhere a person has to understand concepts and present information in a coherent and competent manner or where a person would have to listen and evaluate a series of competing arguments or claims and make a thoughtful balanced decision based on sound and valid proofs or anywhere a sensitivity to different opinions and arguments is required. All of this equips the person with a range of skills and personal capabilities that can be used in most careers.

Spanish

EXAMINATION BOARDS - CCEA

ENTRY CRITERIA

Those pupils wishing to study Spanish at A level are expected to have:

- A high grade in GCSE attained in Higher papers – normally A* or A, although those with a grade B may be considered on the recommendation of their GCSE teacher and on a trial basis;
- A good grade in GCSE English – preferably B or better – as evidence of command of linguistic structures;
- A willingness to communicate in the target language, both in school and with native speakers;
- A capacity for hard work in class and in independent study; and
- An interest in developing an awareness of the society of the target language.

OUTLINE OF COURSE

Spanish at Advanced Level attracts pupils who wish to continue the study of one or more languages for a variety of reasons. Apart from those who wish to specialize in the study of languages many pupils successfully combine the study of a language with other arts subjects and increasingly with science subjects.

The course of study in Years 13 and 14 gives pupils the opportunity to continue to explore the Areas of Experience and associated topics which they encountered in Key Stage 4/GCSE and to extend their knowledge of contemporary society as well as their competence in the use of linguistic structures and communication strategies. In developing their skills in listening, speaking, reading and writing pupils are exposed to authentic materials drawn from spoken and written sources in the target language.

ASSESSMENT

AS outline: The AS course will cover:

- **Relationships:** Family life and relationships ; Personal and interpersonal Relationships
- **Health and Lifestyle:** Physical well-being ; Mental well-being ; Interests
- **Young People in Society:** Influences on young people; Education and career planning

The AS specification has 2 units:

Unit 1: Speaking

Speaking Test **13 minutes**

Weighting: **35% of total AS/ 17.5% of total A Level marks**

This unit consists of two elements.

- a prepared presentation and discussion which is drawn from a topic within the AS contexts for learning;
- a general conversation which will focus on issues pertaining to the life and interests of the candidate.

Unit 2: Listening, Reading, Writing

Listening, reading, Writing 2hrs45

Weighting: 65% of total AS/ 32.5% of total A Level marks

- Students answer two questions based on two passages recorded on individual CDs.
- Two reading comprehension questions based on one text.
- Translation into English.
- Students must write an essay response to stimulus text. The response must be approx. 200-250 words long.

A2 outline :The A2 course will cover:

- **Local and Global Citizenship:** Equality; Multi-cultural society; Democracy and Conflict
- **Environmental Awareness:** Conservation; Energy; Climate change

Unit 3: Speaking

Speaking 15 mins

Weighting: 17.5% of A Level marks

- A discussion based on a societal theme selected for study by the candidate from Literature and Society.
- A general conversation which will also focus on issues pertaining to the life and interests of the candidate but at a level appropriate to A2.

Unit 4: Listening, reading, Writing

Listening, Reading, Writing Test: 3hours

Weighting: 32.5% of total A Level marks

- The content of the listening extracts will be based on the topics listed at A2 Level and may consist of authentic sources such as announcements, news items, talks, presentations and discussions.
 - This section consists of reading comprehension exercises and a translation from English into the target language.
 - There is a short translation exercise from English into the target language.
- Section C has questions based on the three literary titles from Literature and Society.

CAREER IMPLICATIONS

Any career where you want to work in a country where English is not the first language will require linguistic skills but they are particularly useful for careers within the following fields:

Business and Marketing

International Law

Journalism

International Finance and Banking

Travel, Leisure and Tourism

Politics

Publishing and Media

Education

Technology and Design **EXAMINATION BOARD CCEA**

ENTRY CRITERIA

Good grade in Technology and Design at GCSE, i.e. Grades A*, A or B is essential.

OUTLINE OF COURSE and ASSESSMENT

AS level consists of two units of study:

Unit AS 1: *Product Design and Option paper* 50% of AS or 20% of A Level

Assessment for this unit consists of **one** external written examination with **two** papers. Each paper is **1** hour long and examined in one sitting. Students will have a 20 minute break between each paper.

This unit focuses on design and materials, including materials **and** their processing **and** an area of optional study:

- **Option A:** Electronic and Microelectronic Control Systems

Unit AS 2: *Coursework: Product Development.* 50% of AS or 20% of A Level

The emphasis in this unit is on the analysis and development of an existing product, with a view to redesigning and manufacturing either the product itself, or an aspect of it. The theme for this project will be provided by CCEA.

It represents approx. 45 hours of work and will be internally assessed and externally moderated.

A2 level consists of another two units:

Unit A2 1: *Systems and Control*

30% of A Level

Exam paper 2hrs

An in-depth study of Systems and Control in Electronics and Microelectronic Control Systems.

Unit A2 2: *Coursework: Product-System, Design and Manufacture* 30% of A Level

Students are required to design and manufacture a technological product or system.

CAREER IMPLICATIONS

Career choice can be wide and varied but most would involve:

- Engineering (all types)
- Computers: Software and Hardware
- Product design
- Teaching
- Architecture
- Careers within the Construction Industry

Alternative Level 3

Courses

Applied Science (BTEC Extended Certificate)

EXAMINATION BOARD : AQA

ENTRY CRITERIA

- It is **recommended** that students have CC in double award science OR B in single award science.
- Students **must** have a C grade or higher in both English and Maths.

OUTLINE OF THE COURSE

This is a level 3 Applied course in Science. A variety of assessment types allows learners to apply their knowledge in a practical way. An integrated approach to learning supports a more realistic and relevant qualification for learners.

Learners will:

- practise experimental scientific techniques and explore how they're applied in industry
- develop their knowledge and understanding of concepts in biology, chemistry and physics
- plan and carry out a scientific investigation of their own choosing
- explore ways in which topical scientific issues are presented in the media
- investigate the role of scientists and the different career pathways open to them
- use the optional unit to decide which scientific pathway to follow.

ASSESSMENT

At Certificate level there are 3 compulsory units which lead to the award of the certificate:

Unit 1	Key concepts in science	33% of Cert or 16.7% of Extended Cert level	Exam	Sitting in January or June
Unit 2	Applied experimental techniques	33% of Cert or 16.7% of Extended Cert level	Portfolio	60 hours of work
Unit 3	Science in the modern world	33% of Cert or 16.7% of Extended Cert level	Exam	Sitting in January or June

At Extended Certificate level there are 2 compulsory units

Unit 4	The human body	33% of Cert or 16.7% of Extended Cert level	Exam	Sitting in January or June
Unit 5	Investigating science	33% of Cert or 16.7% of Extended Cert level	Portfolio	60 hours of work

Students will be required to undertake one additional portfolio module from these 3 options:

- Microbiology
- Medical Physics
- Organic Chemistry

CAREER IMPLICATIONS

This Level 3 qualification offers a practical introduction to science and supports progression to further study or employment. Developed in collaboration with schools, colleges and higher education, it helps learners develop the fundamental scientific knowledge and practical skills valued by universities and employers.

Children's Play, Learning and Development (BTEC Extended certificate)

EXAMINATION BOARD : Pearsons EDEXCEL

ENTRY CRITERIA

No formal entry requirements.

OUTLINE OF THE COURSE

This qualification is designed to build the knowledge and skills needed when working with children and young people from birth to 19 years of age. It takes a unit-by-unit approach and offers a combination of assessment styles. This gives students the opportunity to showcase their skills and apply their knowledge in an appropriate, work-related context, and provides evidence of what they can do when they apply to enter higher education or employment.

Students taking this qualification will study three mandatory units which cover the following topics:

- **children's development**
- **communication and numeracy**
- **play and learning.**

Students are able to select one optional unit, which will support their progression to specialised degree programmes in the sector, and covers areas such as:

In addition students will complete work experience in the sector.

ASSESSMENT

Students will be assessed through a variety of methods including direct observation of practice on placement, written assignments, oral presentations, posters and leaflets, oral discussions and group activities.

CAREER IMPLICATIONS

It covers a diverse range of job roles and occupational areas working in children's settings including early years.

What type of job roles can you apply for on completion?

Care Worker, Child Minder, Nursery Nurse, Play Group Assistants, Nursery Assistants, Creche Assistants, Out of School Childcare Worker

Construction and the Built Environment (BTEC Subsidiary Diploma)

EXAMINATION BOARD ; Pearsons EDEXCEL

ENTRY CRITERIA

There are no specific entry grades although good grades in Construction and/or Technology and Design at GCSE would be beneficial.

OUTLINE OF COURSE

The Subsidiary Diploma in Construction and the Built Environment is composed of a selection of vocationally related modules which are assessed through work realistic assignments and projects. Six modules are required for the achievement of a Subsidiary Diploma.

MODULES OFFERED ARE AS FOLLOWS:

YEAR 13

Unit 04: Science and Materials in Construction and the Built Environment

Unit 05: Construction Technology and Design in Construction and Civil Engineering

Unit 18: Computer-aided Drafting and Design for Construction

YEAR 14

Unit 02: Sustainable Construction

Unit 06: Building Technology in Construction

Unit 10: Surveying in Construction and Civil Engineering

All modules will relate to site visit experiences where possible.

CAREER IMPLICATIONS

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, project management, planning and property investment.

The University of Ulster and Queens University now recognise the combination of a Diploma along 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. This will ultimately give them a significant head start over their other colleagues.

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

Certificate of Personal Effectiveness (COPE) Level 3 **EXAMINATION BOARD ; CCEA**

ENTRY CRITERIA

No formal entry requirements.

AIMS

The aims of the qualification are to enable students:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden their experience and manage learning through enrichment activities;
- to receive formal recognition and accreditation for the above.

Attracts 70 UCAS Points considered equivalent to an AS grade C

OUTLINE OF COURSE and ASSESSMENT

Assessment is 100% portfolio based.

To be eligible for the Certificate of Personal Effectiveness candidates must complete three challenges, through which evidence of skills development in six areas is demonstrated to Level 3. The six skills areas are:

WO Introduction to Working with Others

LP Introduction to Improving Own Learning and Performance

PS Introduction to Problem Solving

R Planning and Carrying Out a Piece of Research

D Communicating Through Discussion

OP Planning and Giving an Oral Presentation

For accreditation candidates will need to complete a number of activities or challenges to develop the above skills and provide a portfolio for assessment. The portfolio is internally assessed and externally moderated.

Engineering (BTEC Subsidiary Diploma)

EXAMINATION BOARD: Pearsons EDEXCEL

ENTRY CRITERIA

A grade C or above in GCSE Maths is essential. A good grade in Technology and Design or Physics at GCSE is preferable, i.e. Grades 'A' or 'B'.

OUTLINE OF COURSE

The BTEC Level 3 Subsidiary Diploma involves the delivery of six units over approximately two years. Each unit is worth 10 credits – 60 credits in total. The final qualification is equivalent to one A-Level.

THERE ARE NO FINAL EXAMINATIONS – ONLY COURSEWORK ASSIGNMENT OUTCOMES ARE USED TO CALCULATE FINAL RESULTS.

The main course units are outlined below.

Year One

- Unit 1 - Health and Safety in the Engineering Workplace
- Unit 6 - Electrical and Electronic Principles
- Unit 35 - Principles and Applications of Electronic Devices and Circuits

Year Two

- Unit 10 - Mechanical Principles and Applications
- Unit 4 - Mathematics for Engineering Technicians
- Unit 16 - Engineering Drawing for Technicians

CAREER IMPLICATIONS

Engineering affects everyone, everywhere in the world. There's a global shortage of engineers with employers looking for newly qualified engineers with the right skills and knowledge to match their needs.

There are many Engineering disciplines open to those with suitable engineering qualifications and experience.

For example, Product Design and Development, Mechanical Engineering, Electrical & Electronic Engineering, Aerospace Engineering, Engineering Project and Business Management, Biomedical Engineering, Environmental Engineering, Industrial and Production Engineering, Marine Engineering, Mining Engineering and Petroleum Engineering are just a few options available.

IT -Introductory Diploma (Cambridge Technicals)

EXAMINATION BOARD: OCR

ENTRY CRITERIA

An interest in the subject, ability to work independently and manage deadlines. There is a large component of written assignments so having good literacy skills is helpful. Having a GCSE in ICT would be an advantage.

OVERVIEW

OCR Nationals offer a fresh approach to learning as learners receive certificates for individual units, full qualifications, or any combination of units, meaning they can gain recognition for their achievements as they progress. All units are internally assessed, and then externally moderated by an OCR Visiting Moderator. OCR Level 3 Nationals have been approved into the UCAS tariff.

Duration of course: You will need to take the course for the full 2 years to get the an A Level equivalent qualification however if you decide to drop IT in year 13 you can take some modules with you but this will NOT give you a qualification or give you any UCAS points. It is highly recommended that you complete the 2 year course.

AIMS OF THE COURSE

1 develop candidates' knowledge and understanding of the ICT sector

2 develop skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing employability within the ICT sector.

3 develop the ability to work autonomously and effectively in an ICT context.

4 enable you to develop knowledge and understanding in specialist areas of ICT, and demonstrate the skills needed to participate in the operation and development of real ICT organisations

5 encourage progression by assisting in the development of skills, knowledge and understanding you need to access further or higher education programmes or occupational training or employment.

ASSESSMENT The information below summarises assessment for this qualification.

Overall grading system for the qualification: Pass / Merit / Distinction

Full award = 6 units: 4 mandatory and two optional units. Units 1 & 2 are mandatory.

Year 13

Unit 1 COMMUNICATION AND EMPLOYABILITY SKILLS FOR IT

Unit 2 INFORMATION SYSTEMS

Unit 12 WEBSITE PRODUCTION

Year 14

Unit 10 DEVELOPING COMPUTER GAMES

Unit 19 SPREADSHEET MODELLING

Unit 23 DATABASE DESIGN

CAREER IMPLICATIONS: As for Digital Technology

SPORT – Introductory Diploma (Cambridge Technicals)

EXAMINATION BOARD: OCR

BENEFITS OF THIS QUALIFICATION

The Cambridge Technical Level 3 Sport is exam-free therefore it will suit all learning styles. There's no external assessment, so the College can be flexible when submitting student portfolio work for assessment. The qualification includes hands-on practical experience based upon real life scenarios. This qualification is equivalent to A Level with similar UCAS points available to support progression to higher education. The course can be studied as a full A Level or AS Level equivalent.

ENTRY CRITERIA

A commitment to participating in practical activity, hard work and the ability to meet deadlines. The ability to research independently, to work well as part of a team, and competent written and ICT skills would be advantageous. A 'B' grade at GCSE would be preferential but not essential.

WHY STUDY CAMBRIDGE TECHNICALS LEVEL 3 SPORT?

Sport is one of the fastest-growing industries in the UK and is not just about being a professional performer. There's a huge range of professions within sport, from grass roots through to international level, covering areas such as nutrition, marketing, therapy and coaching. Cambridge Technicals in Sport offer a wide range of units such as leadership in sports, sport as a business, fitness testing and practical participation – providing students with the opportunity to acquire a range of transferable skills and knowledge areas from all aspects of sport. They're an ideal foundation for students entering the workplace due to the combination of a theoretical background that's reinforced with practical skills.

COURSE CONTENT

In Year 13 students will study four compulsory units, and in Year 14 students will study a further four units four optional units. The compulsory options in Year 13 include:

1. Principles of anatomy and physiology in sport – Human anatomy and physiology is one of the key underpinning themes for anyone aspiring to work in sport - and the focus of this unit. By exploring how bodies work and are changed by exercise, students start to identify methods to bring about changes in others through sports sessions and activities others through sports sessions and activities.
2. Sports coaching – Students consider the underlying roles, responsibilities and techniques employed by coaches before putting their knowledge to use in planning and delivering sports coaching sessions.
3. Current issues in sport – Students are given an insight into how sport has evolved from an uncodified and often violent beginning to a multibillion pound worldwide industry. They'll consider a range of media influences and contemporary issues that shape how we view and participate in sport.
4. The physiology of fitness – This unit builds on the knowledge developed in Unit 1 Anatomy and Physiology, and extends it further to look at changes that occur in the body after long term physical activity.

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In Year 14 students will be able to specialise in a variety of sporting areas through the optional units from the list below:

- Sports nutrition
- Psychology for sports performance*
- Practical team sports
- Exercise for specific groups*
- Outdoor and adventurous activities
- Practical individual sports
- Applied sport and exercise physiology
- Leadership in sport*
- Instructing physical activity and exercise
- Sports injuries
- Sport as a business
- Analysis of sports performance
- Talent identification and development
- Organising sports events
- Fitness training and programming
- Fitness testing for sport and exercise*

Units with a * are delivered presently by the college in Year 14.

This qualification is graded from Pass to Distinction*, and equivalent to AS or A2 Level UCAS points.

CAREER IMPLICATIONS

This course also provides an introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching, sports development, sports therapist or physiotherapist and the outdoors. The qualification will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals. This course not only leads to careers and further study in sport but many other areas including teaching, Law, Economics e

Travel and Tourism –(BTEC National Diploma)

EXAMINATION BOARD: Pearsons EDXCEL

ENTRY CRITERIA

No formal entry criteria

OVERVIEW

This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of travel and tourism would be complementary.

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.

The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

The qualification supports progression to higher education as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Equivalent in size to one A Level.

COURSE CONTENT and ASSESSMENT

This qualification consists of two mandatory units covering the following content areas:

- The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- Customer service – learners will explore and apply ways of managing internal and external customer experience to support organisational success and develop their customer service skills.

Assessment will be a combination of both Portfolio and Exam

CAREER IMPLICATIONS:

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas. All of the content in this qualification will help prepare learners for further study.