

# St Killian's College, Garron Tower



## POST 16 SUBJECT CHOICES

## INFORMATION AND GUIDANCE

**2019 -2020**

Information current as of February 2019 and may be subject to change



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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.

## POST 16 CURRICULUM:

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

Criteria will be set for each of these options based on GCSE results. Points awarded for each grade are: **A\*=5, A=4, B=3, C\*=2, C=1**

- **Option One (26 points):** Four AS levels and Four A levels or equivalent
- **Option Two (26 points):** Four AS levels and Three A levels or equivalent.
- **Option Three (15 points):** Three AS levels and three A levels or equivalent.
- **Option Four (10 points):** Three AS and/or Level 3 courses and repeat GCSE English and Maths in Year 13

Level 3 courses are equivalent to an A level and Double Award Level 3 courses are equivalent to two A levels.

It is expected that most students will follow Option 3 but other options can be tailored to suit the needs of all students.



## ENTRY CRITERIA TO A LEVEL:

- Five A-C grades with English and/or Maths.
- An A/B grade or better in GCSE for entry into most subjects.
- All prospective students will be invited for interview and each application will be considered on its own merit.

## SUBJECTS ON OFFER AT POST 16

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. Art and Design*              | 16. Nutrition & Food Science* (HE)  |
| 2. Biology                      | 17. Physics                         |
| 3. Business Studies             | 18. Physical Education              |
| 4. Chemistry                    | 19. Professional Business Services* |
| 5. Digital Technology* (ICT)    | 20. Religious Studies               |
| 6. English Literature           | 21. Spanish                         |
| 7. French                       | 22. Technology*                     |
| 8. Geography                    | 23. Theatre Studies                 |
| 9. Government & Politics        | 24. Level 3 Agriculture*            |
| 10. Health & Social Care SA/DA* | 25. Level 3 Business*               |
| 11. History                     | 26. Level 3 Construction SA/DA*     |
| 12. Irish                       | 27. Level 3 Engineering*            |
| 13. Mathematics                 | 28. Level 3 IT*                     |
| 14. Media Studies*              | 29. Level 3 Sports*                 |
| 15. Music*                      |                                     |

**\*Vocational Subjects**

## VOCATIONAL COURSES:

- **GCE Government & Politics:** CCEA - 100% exam. AS - 40%, A2 - 60%
- **GCE Health & Social Care (SA/DA):** CCEA - 50% exam, 50% portfolio assessment.
- **GCE Media Studies:** WJEC - 60% exam 40% portfolio assessment
- **GCE Professional Business Services:** CCEA - 60% exam, 40% portfolio assessment.
- **Level 3 Agriculture:** Pearson—All controlled assessment.
- **Level 3 Business:** OCR— 50% exam, 50% controlled assessment.
- **Level 3 Construction (SA/DA):** Pearson - All controlled assessment. 1/3 practical units.
- **Level 3 Engineering:** Pearson - All controlled assessment.
- **Level 3 IT:** OCR - No examination, all portfolio assessment
- **Level 3 Sports:** OCR - No examination, all portfolio assessment



## ART AND DESIGN

**EXAMINATION BOARD: CCEA** <http://ccea.org.uk/artanddesign/>

**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 and ASSESSMENT:

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.

Content	Assessment	Weightings
AS 1: Experimental Portfolio	Students develop, explore and record ideas. Teachers assess students' work, and we moderate their marks. Assessment Objectives 1, 2, and 3 only	50% of AS 20% of A level
AS 2: Personal Repose	Students present a personal outcome in response to the theme. Students bring this to completion during a 10 hour controlled test. Teachers assess the controlled task, and we moderate their marks. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3	50% of AS 20% of A level
A2 1: Personal and Critical Investigation	Written and practical work inform each other and are integrated, but are marked separately. Teachers assess the practical investigation, and we moderate their marks. 40% of A2, 24% of A level Written investigation 1000–2000 words – externally assessed 20% of A2, 12% of A level Assessment Objectives 1,2 and 3 only	60% of A2 36% 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** <http://ccea.org.uk/biology/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem-solving;
- carry out practical tasks and present their findings in different formats;
- develop an appreciation and understanding of scientific methods; and
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### OUTLINE OF THE COURSE and ASSESSMENT:

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.

Content	Assessment	Weightings
AS1: Molecules and Cells	External written examination. 1 hour 30 mins Students answer six to eight structured questions and write an essay.	37.5% of AS 15% of A level
AS2: Organisms and Biodiversity	External written examination. 1 hour 3 mins. Students answer six to eight structured questions and write an essay	37.5% of AS 15% of A level
AS3: Practical Skills in AS Biology	External written examination assessing practical skills. 1 hour and internal practical assessment. Teachers mark the assessment and CCEA moderate the results.	25% of As 10% of A level
A21: Physiology, Co-ordination and Control and Ecosystems	External written examination. 2 hours 15 minutes. Students answer six to nine structured questions and write an essay.	24% of A level
A22: Biochemistry, Genetics and Evolutionary Trends	External written examination. 2 hours 15 minutes. Students answer six to nine structured questions and write an essay.	24% of A level
A23: Practical Skills in Biology	External written examination assessing practical skills. 1 hour 15 minutes and internal practical assessment. Teachers mark the assessment and we moderate the results.	12% of A level

### 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 [http://ccea.org.uk/business\\_studies/](http://ccea.org.uk/business_studies/)

**ENTRY CRITERIA:** A good grade at English GCSE is advantageous.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop a lifelong interest in business;
- gain a holistic understanding of business and the international marketplace;
- develop a critical understanding of organisations and their relationship with key stakeholders;
- evaluate the role of technology in business communication, business operation and decision making;
- generate enterprising and creative solutions to business problems and issues;
- understand the ethical dilemmas and responsibilities faced by organisations and business decision makers;
- develop advanced study skills that help them prepare for third level education; and
- acquire a range of relevant business and generic skills including decision making, problem solving and interpretation of management information.

### OUTLINE OF THE COURSE and ASSESSMENT:

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

Content	Assessment	Weightings
AS1: Introduction to Business	External written examination. 1 hour 30 minutes Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
AS2: Growing the Business	External written examination. 1 hour 30 minutes Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
A21: Strategic Decision Making	External written examination. 2 hours Five compulsory structured data responses (90 marks)	30% of A level
A22: The Competitive Business Environment	External Written examination. 2 hours Six compulsory structured data responses (90 marks)	30% of A level

Students will also take part in two industrial visits to companies in Northern Ireland.

### 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 <http://ccea.org.uk/chemistry/>

### 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.

**AIMS OF THE COURSE:** This specification aims to encourage students to:

- develop their interest in and enthusiasm for chemistry;
- develop their interest in the further study of chemistry and the careers associated with courses related to the subject;
- draw together different areas of knowledge, skills and understanding;
- develop essential knowledge and understanding of the different areas of the subject and how they relate to each other;
- appreciate how society makes decisions about scientific issues and how the subject contributes to the success of the economy and society;
- develop competence and ability in practical, mathematical and problem-solving skills;
- develop and demonstrate a deep appreciation of scientific skills, and knowledge and understanding of how science works; and
- demonstrate that they understand and can apply key concepts.

**OUTLINE OF COURSE and ASSESSMENT:** 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.

Content	Assessment	Weightings
AS1: Basic Concepts in Physical and Inorganic Chemistry	External written examination. 1 hour 30 minutes. Students answer Section A containing 10 multiple choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A level
AS2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External written examination. 1 hour 30 minutes. Students answer Section A containing 10 multiple choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A level
AS3: Basic Practical Chemistry	Practical Booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. 1 hour 15 mins Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall. 1 hour 15 mins	20% of AS 8% of A level





Content	Assessment	Weightings
A21: Further Physical and Organic Chemistry	External written examination. 2 hours. Students answer Section A containing 10 multiple choice questions (10 marks) and Section B containing a number of structured questions. (100 marks)	40% of A2 24% of A level
A22: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written examination. 2 hours. Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks).	40% of A2 24% of A level
A23: Further Practical Chemistry	Practical Booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. 1 hour 15 mins Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall. 1 hour 15 mins	20% of A2 12% of A level

### 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** [http://ccea.org.uk/digital\\_technology/](http://ccea.org.uk/digital_technology/)

**ENTRY CRITERIA:** Candidates must obtain an 'A\*' or 'A' in GCSE ICT.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop a genuine interest in digital technology;
- gain an understanding of the systems development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- participate in developing an application while adhering to the systems development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- apply their skills to relevant work-related scenarios;
- carry out research and development, and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education; and
- demonstrate that they understand and can apply key concepts through internal and external assessments.

### OUTLINE OF THE COURSE and ASSESSMENT:

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.

Content	Assessment	Weightings
AS1: Approaches to Systems Development	External written examination. 1 hour 30 minutes. Students answer short and extended questions based on Approaches to Systems Development.	50% of AS 20% of A level
AS2: Fundamentals of Digital Technology	External written examination. 1 hour 30 minutes. Students answer short and extended questions based on Fundamentals of Digital Technology.	50% of AS 20% of A level
A21: Information Systems	External written examination. 2 hours 30 minutes. Students answer short and extended questions based on Information Systems.	40% of A level
A22: Application Development (Case Study)	Internal Assessment. Students compile a portfolio showing evidence of the analytical, design, development, testing and evaluation of an application for a specified end user.	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.



## DRAMA AND THEATRE STUDIES

### EXAMINATION BOARD: EDXCEL

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>

**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.

**AIMS OF THE 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.

**OUTLINE OF THE COURSE and ASSESSMENT:** 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.

Content	Assessment	Weightings
Unit 1: Devising	Devise an original performance piece. Use one key extract from a play text and a theatre practitioner as stimuli. Internally assess and externally moderated. There are two parts to the assessment: A portfolio (60 marks) - can be handwritten/typed evidence between 2500–3000 words. The devised performance (20 marks)	40% (80 marks)
Unit 2: Text in Performance	A group performance of one key extract from a play. A monologue or duologue performance from one key extract from a different play. Externally assessed by a visiting examiner. Group performance: worth 36 marks. Monologue or duologue: worth 24 marks.	20% (60 marks)
Unit 3: Theatre Makers in Practice	Live theatre evaluation. Practical exploration and study of 'Equus' – focusing on how this can be realised for performance. Practical exploration and interpretation of another complete performance text (Lysistrata), in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience. Written examination – 2 hours 30 minutes.	40% (80 marks)

### 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** [http://ccea.org.uk/english\\_literature/](http://ccea.org.uk/english_literature/)

**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.

**AIMS OF THE COURSE:** This specification aims to encourage students to:

- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and apply effectively their knowledge of literary analysis and evaluation;
- explore the contexts of the texts they are reading and others' interpretations of them;
- deepen their understanding of the changing traditions of literature in English;
- carry out independent research and present personal responses in the form and language appropriate to literary study;
- develop advanced study skills that help them prepare for third level education;
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts; and
- nurture a lifelong interest in English literature.

### OUTLINE OF THE COURSE and ASSESSMENT:

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.

Content	Assessment	Weightings
AS1: The Study of Poetry 1900 – Present and Drama 1900 - Present	External written examination. 2 hours. Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book	60% of AS 24% of A level
AS2: The Study of Prose Pre 1900	External written examination. 1 hour. Students answer one question. Closed book	40% of AS 16% of A level
A22: Shakespearean Genres	External written examination. 1 hour 30 minutes. Students answer one question. Closed book	20% of A level
A23: Internal Assessment	Students complete a 2500 word essay. (21 <sup>st</sup> Century Prose v 20 <sup>th</sup> Century Prose)	20% of 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 <http://ccea.org.uk/french/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop an enthusiasm for and an understanding of the French language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the French language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in French-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use French at a high level to discuss and reflect on aspects of society, politics and culture.

**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.

Content	Assessment	Weightings
AS1: Speaking	Question 1: Students give a presentation based on AS level theme related to an aspect of a French speaking country or community. (approx. 3 mins) Question 2: A general conversation which will focus on issues pertaining to the life and interests of the candidate. (approx. 8 mins)	30% of AS 12% of A level



Content	Assessment	Weightings
AS2: Listening, Reading and Use of Language	<p>Section A: Listening (40 mins): Students answer two sets of questions based on two passages recorded on individual CDs. Recording 1: students answer in French Recording 2: students answer in English</p> <p>Section B: Reading (50 mins): Question 1: Students answer one set of questions in French based on one passage. Question 2: Students translate a passage from French into English</p> <p>Section C: Use of Language (30 mins): Questions 1, 2, 3 and 4: Students complete a series of short grammatical and lexical exercises. Question 5: Students translate short sentences from English into French.</p>	<p>40% of AS level 16% of A level</p>
AS3: Extended Writing	Students write one essay in French in response to a set film or literary text. (1 hour)	<p>30% of AS level 12% of A level AS: 40% of A level</p>
A21: Speaking	<p>Question 1: students introduce and discuss one individual research project based on either:</p> <ul style="list-style-type: none"> <li>• a cultural aspect of a French-speaking country or community;</li> <li>• a historical period from the twentieth century of a French-speaking country or community; or</li> <li>• a region of a French-speaking country or community.</li> </ul> <p>(approximately 6 mins) Question 2: conversation (approximately 9 mins)</p>	18% of A level
A22: Listening and Reading	<p>Section A: Listening (45 mins): Students answer two sets of questions based on two discrete passages recorded on individual CDs. Recording 1: Students answer in French. Recording 2: Students answer in English.</p> <p>Section B: Reading (2 hours): Students answer two sets of question and complete one summary exercise and one translation exercise. Question 1: Students complete a gap-filling exercise in French. Question 2: Students answer a set of questions in French based on one passage. Question 3: Students read a passage in French and summarise it in English. Question 4: Students translate a passage from English into French.</p>	24% of A level
A23: Extended Writing	Students write one essay in French in response to a set literary text. (1 hour)	<p>18% of A level A2: 60% of A level</p>

**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 <http://ccea.org.uk/geography/>

**ENTRY CRITERIA:** The study of Geography at A level requires students to have good literacy and analytical skills. A grade B or better at GCSE Geography – the GCSE syllabus is the foundation for the A level course. 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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop a lifelong interest in Geography;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example independent learning, creative thinking and problem-solving;
- apply their knowledge and skills to real world situations;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate that they understand and can apply key concepts.

### OUTLINE OF COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS1: Physical Geography	Rivers: Processes and Features in Fluvial Environments Ecosystems: Local and Global Atmosphere: Processes that shape weather and climate  External written examination. 1 hour 15 minutes. Section A: students answer three short structured questions, one in each theme. Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS 16% of A level
AS2: Human Geography	Population Settlement Studies – Rural and Urban Nature and Processes of Development  External written examination. 1 hour 15 minutes Section A: students answer three short structured questions, one in each theme. Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS 16% of A level
AS3: Fieldwork Skills and Techniques in Geography	External written examination. 1 hour Students must bring a table of data and a summary statement to the examination covering the aims and context for their fieldwork. There are two compulsory, structured questions. Question 1 students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it. Question 2 students respond to quantitative and qualitative data from secondary sources.	20% of AS 8% of A level



Content	Assessment	Weightings
A21: Physical Processes, Landforms and Management	External written examination. 1 hour 30 mins The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options: Plate Tectonics, Tropical Ecosystems, Coastal Environments Climate Change: Past and Present (glaciation part of this)	24% of A level
A22: Processes and Issues in Human Geography	External written examination. 1 hour 30 mins The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options: Cultural Geography (migration/population), Planning for Sustainable Settlements, Ethnic Diversity, Tourism	24% of A level
A23: Decision Making in Geography	External written examination. 1 hour 30 mins 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.	12% of A level

### 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** <http://ccea.org.uk/government/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop a lifelong interest in government and politics;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example creative thinking and problem-solving;
- carry out research;
- think critically about the political systems in which they live and how they may participate in those systems;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate, through external assessments, that they are able to understand and apply key concepts and can think and write critically.

### 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.

Content	Assessment	Weightings
AS1: The Government and Politics of Northern Ireland	External written examination with one source and four questions. 1 hour 15 mins	40% of AS 16% of A level
AS2: The British Political Process	External written examination with five questions 1 hour 45 mins	60% of AS 24% of A level
A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom <u>or</u> Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom	External written examination with one source and six questions 2 hours 15 mins	35% of A level
A2 2: Option A: Political Power <u>or</u> Option B: Political Ideas	External written examination with one source and five questions. 1 hour 30 mins	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 <http://ccea.org.uk/hsc/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, creative thinking and problem-solving, where appropriate;
- apply their skills to work-related scenarios;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through internal and external assessments that they understand and can apply key concepts.

**OUTLINE OF THE COURSE and ASSESSMENT: Single Award – One A Level: 6 units**

Content	Assessment	Weightings
AS 1: Promoting Quality Care	Internal assessment: Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Internal assessment: Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 3: Health and Well-Being	External written examination. 2 hours. Students answer three compulsory questions.	50% of AS 20% of A level
A2 3: Providing Services	External written examination based on pre-release material. 2 hours Students answer three compulsory questions.	30% of A level
A2 4: Health Promotion	Internal assessment. Students produce a report on health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	15% of A level
A2 5: Supporting the Family	Internal assessment. Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	15% of A level



## OUTLINE OF THE COURSE and ASSESSMENT: Double Award –Two A Levels: 12 units

Content	Assessment	Weightings
AS 1: Promoting Quality Care	Internal assessment: Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Internal assessment: Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 3: Health and Well-Being	External written examination. 2 hours. Students answer three compulsory questions.	25% of AS 10% of A level
<b>Plus 3 of the following AS units</b>		
AS4: Safeguarding Children	Internal Assessment. Students produce a written report and an information resource for staff working an early years setting. Teachers mark the tasks and CCEA moderate the results	12.% of AS 5% of A level
AS5: Adult Service Users	External written examination. 2 hours. Students answer three compulsory questions.	25% of AS 10% of A level
AS6: Holistic Therapies	Internal Assessment. Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings. Teachers mark the tasks and CCEA moderate the results	12.5% of AS 5% of A level
AS7: Understanding the Physiology of Health and Illness	External written examination. 2 hours. Students answer three compulsory questions.	25% of AS 10% of A level
<b>Six of the following units will also be studied at A2 Level:</b>		
A2 1: Applied Research	Internal Assessment. Students produce a research report on a health and social care or early years topic of their own choosing. Teachers mark the tasks and CCEA moderate the results	7.5% of A level
A2 2: Body Systems and Physiological Disorders	Internal Assessment. Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder.	7.5% of A level
A2 3: Providing Services	External written examination based on pre-release material. 2 hours Students answer three compulsory questions.	15% of A level
A2 4: Health Promotion	Internal assessment. Students produce a report on health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 5: Supporting the Family	Internal assessment. Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 6: Understanding Human Behaviour	External written examination. 2 hours. Students answer three compulsory questions.	15% of A level
A2 7: Human Nutrition and Health	External written examination. 2 hours. Students answer three compulsory questions.	15% of A level

### 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 <http://ccea.org.uk/history/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop their interest in and enthusiasm for history;
- draw together different areas of knowledge, skills and understanding;
- organise and communicate their knowledge and understanding in different ways, presenting coherent arguments and making substantiated judgements;
- acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- gain an understanding of the different ways in which aspects of the past have been interpreted;
- develop higher order thinking skills, such as creative thinking and problem-solving;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through external assessments that they understand and can apply key historical terms, concepts and skills.

**OUTLINE OF COURSE and ASSESSMENT:** The AS course in the college deals with both 19<sup>th</sup> and 20<sup>th</sup> 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.

Content	Assessment	Weightings
AS1: Germany 1919-1945	External written examination. 1 hour 30 mins Students answer a short response question and a two-part source question.	50% of AS 20% of A level
AS2: Russia 1914 - 1941	External written examination. 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A level
A21: Ireland under the Union 1800 – 1900	External written examination. 1 hour Students answer a synoptic essay question.	20% of A level
A22: The Partition of Ireland 1900-1925	External written examination. 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.	40% of A level

### 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.



## IRISH

**EXAMINATION BOARD:** CCEA <http://ccea.org.uk/irish/>

**ENTRY CRITERIA:** It is preferable that students have a Grade A or A\* in Irish for entry into AS/A2.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop an enthusiasm for and an understanding of the Irish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Irish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Irish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use Irish at a high level to discuss and reflect on aspects of society, politics and culture.

### OUTLINE OF COURSE and ASSEMENT:

Content	Assessment	Weightings
AS1: Speaking	Oral Presentation & Open Conversation: Pupils give a presentation on an AS level theme related to an aspect of an Irish speaking country or community. (3 mins) This is followed by a conversation (8 min)	30% of AS 12% of A level
AS2: Listening, Reading and Use of Language	Listening: (40 minutes) Reading Comprehension: Students answer one set of questions in Irish based on one passage. (1hr 20 min) Translation: Students translate a passage from Irish to English. (50 mins) Use of Language: Students complete a series of short grammatical and lexical exercises. They also translate short sentences from English to Irish. (30 mins)	40% of AS 16% of A level
AS3: Extended Writing	Students write one essay in Irish in response to a set film or literary text. (1 hour)	30% of AS 12% of A level
A21: Speaking	Students introduce and discuss one individual research project based on one of three topics, Irish culture, Irish history or a Gaeltacht region in Ireland. (6minutes). Students engage in a conversation (9 minutes). Total exam time approx 15 mins	18% of A level
A22: Listening and Reading	Listening (40 minutes) Reading Students answer two sets of questions and complete one summary and one translation (English to Irish) exercise. (2hours) Total exam time 2 hours 45 minutes	24% of A level
A23: Extended Writing	Writing on a literary theme. Students write an extended piece based on a literary text. (1 hour)	18% of A level

**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 <http://ccea.org.uk/mathematics/>

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

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

**AIMS OF THE COURSE:** The students should have opportunities to:

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

### OUTLINE OF THE COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS1: Pure Mathematics	External written examination. 1 hour 45 mins. Students answer all questions	60% of AS 24% of A level
AS2: Applied Mathematics	External written examination. 1 hour 15 mins. Students answer all questions	40% of AS 16% of A level
A21: Pure Mathematics	External written examination. 2 hours 30 mins Students answer all questions	36% of A level
A22: 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** <https://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gce-2017/>

**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.

**AIMS OF THE COURSE:** WJEC's A-level Media Studies course 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.

### OUTLINE OF THE COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS1: Investigating the Media	Written examination. 2 hours 30 mins Section A: Selling Images – Advertising and Music Video Section B: News in the Online Age Section C – Film Industries – From Wales to Hollywood	24% of A level
AS2: Creating a Media Production	Controlled Assessment: A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts. An individual reflective analysis of the production	16% of A level
A23: Media in the Global Age	Written exam. 2 hours 30 mins. This unit assesses knowledge and understanding of media language, representation, media industries and audiences. The exam consists of three sections. One section will also assess knowledge and understanding of media contexts and one section will also assess knowledge and understanding of critical perspectives. Section A: Television in the Global Age. There is one question from a choice of two based on the set television programmes studied. Section B: Magazines – Changing Representations. There is one question from a choice of two based on the set magazines studied. Section C: Media in the Digital Age – Video Games. There is one question from a choice of two based on the set video games studied.	36% of A level
A24: Creating a Cross-Media Production	Controlled Assessment. cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC and applying knowledge and understanding of key concepts and digital convergence ▯ An individual critical analysis of the production.	24% of A level

**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 <http://ccea.org.uk/music/>

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- engage actively in studying music;
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians;
- recognise the interdependence of musical knowledge, understanding and skills and make links between the integrated activities of performing, composing and appraising;
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers;
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds;
- develop skills in literacy;
- reflect critically and make personal judgements on their own music and the music of others;
- engage with, and extend appreciation of, the diverse heritage of music to promote personal, social, intellectual and cultural development; and
- develop awareness of music technologies and their use in creating and presenting music.

### OUTLINE OF COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS1: Performing	Externally assessed by visiting moderator: <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Viva voce</li> </ul>	32.5% of AS 13% of A level
AS2: Composing	Internally assessed, externally moderated: <ul style="list-style-type: none"> <li>• A – Composition Task or B – Composition with Technology Task</li> <li>• Written commentary</li> </ul>	32.5% of AS 13% of A level
AS3: Responding to Music	Two external written examinations: <ul style="list-style-type: none"> <li>• Test of aural perception (1 hour)</li> <li>• Written examination (2 hours)</li> </ul>	35% of AS 14% of A level
A21: Performing	Externally assessed by visiting moderator: <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Viva voce</li> </ul>	19.5% of A level
A22: Composing	Internally assessed, externally moderated: <ul style="list-style-type: none"> <li>• A – Composition Task or B – Composition with Technology Task</li> <li>• Written commentary</li> </ul>	19.5% of A level
A23: Responding to Music	Two external written examinations: <ul style="list-style-type: none"> <li>• Test of aural perception (1 hour 15 mins)</li> <li>• Written examination (2 hours)</li> </ul>	21% of A level

**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.





## NUTRITION AND FOOD SCIENCE

**EXAMINATION BOARD:** CCEA [http://ccea.org.uk/food\\_nutrition/](http://ccea.org.uk/food_nutrition/)

**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.

**AIMS OF THE COURSE:** The aim of this specification is to encourage students to:

- Explore the principles of nutrition and it's 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

### OUTLINE OF THE COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS 1: Principles of Nutrition	External written examination. 1 hour 30 mins Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS 20% of A level
AS 2: Diet, Lifestyle and Health	External written examination. 1 hour 30 mins Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS 20% of A level
A2 1: Option A: Food Security and Sustainability or Option B: Food Safety and Quality	External written examination. 2 hours 30 mins Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
A2 2: Research Project	Internal assessment. Students complete a 4000 word research-based project. Teachers mark the projects, and we moderate the results.	30% of A level

### 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 <http://ccea.org.uk/physics/>

**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.

**AIMS OF THE COURSE:** This specification aims to encourage students to:

- develop their interest in and enthusiasm for physics, including developing an interest in further study and careers in the subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem-solving skills;
- develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for third level education.

### OUTLINE OF COURSE and ASSESSMENT:

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.

Content	Assessment	Weightings
AS 1: Forces, Energy and Electricity	Written Examination: 1 hour 45 mins. Consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper	40% of AS 16% of A level
AS 2: Waves, Photons and Astronomy	Written Examination: 1 hour 45 mins. Consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper	40% of AS 16% of A level
AS 3: Practical Techniques and Data Analysis	2 (1 hour) components. Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results. Externally assessed	20% of AS 8% of A level



Content	Assessment	Weightings
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Written Examination: 2 hours. Consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. Externally assessed written paper	24% of A level
A2 2: Fields, Capacitors and Particle Physics	Written Examination: 2 hours. Consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. Externally assessed written paper	24% of A level
A2 3: Practical Techniques and Data Analysis	(1 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	12% of A level

### 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.**



## PHYSICAL EDUCATION

**EXAMINATION BOARD: WJEC** <https://www.wjec.co.uk/qualifications/physical-education/r-gce-asa-physical-education-from-2016/>

**ENTRY CRITERIA:** A 'B' grade at GCSE is essential and an 'A' desirable. Although the topics covered are essentially the same as at GCSE, there is a significant increase in the theoretical depth of study. It is recommended that candidates have a competency in biology or double award science.

**AIMS OF THE COURSE:** This course in physical education will enable learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

### OUTLINE OF THE COURSE AND ASSESSMENT:

Content	Assessment	Weightings
AS 1: Exploring Physical Education	External written examination. 1 hour 45 minutes. Contextualised questions to include multiple choice, data response, short and extended answers.	24% of A level
AS 2: Improving Personal Performance in Physical Education	Non-exam assessment: <ul style="list-style-type: none"> <li>• Practical performance in <b>one</b> activity as a player/performer OR as a coach or official</li> <li>• Personal Performance Profile</li> </ul>	16% of A level
A23: Evaluating Physical Education	External written examination: 2 hours. <ul style="list-style-type: none"> <li>• A range of questions to include data response, short and extended answers</li> </ul>	36% of A level
A24: Refining Personal Performance in Physical Education	Non-exam assessment: <ul style="list-style-type: none"> <li>• Practical performance in <b>one</b> activity as a player/performer OR as a coach or official.</li> <li>• Investigative Research</li> </ul>	24% of A level

**CAREER IMPLICATIONS:** The course provides a sound basis for further study of PE or Sports related studies at a more advanced level. In addition, it will give a deeper insight into possible career opportunities in a world where the sport and leisure industry is ever growing. A few sports related careers could include:

Education, Sports Psychology, Nutrition, Bio-mechanics, Exercise Physiology, Media, Sports Development Officers, Physiotherapy, Personal trainers/fitness Instructors, Adventure Recreation, Aquatic Sports Science, Business in Sport, Health Promotion and Education, Leisure and Recreation Management, Marine Leisure Management, Outdoor and Adventure Education, Sports Analyst and Statistician, Sports Technologist, Sport and Physical Recreation, Sport Sociologist, Sports Coaching, Sports Rehabilitation and Training, Sports Technology, Sports Therapy, Strength and Conditioning, Sports Marketing, Sports Tourism to name but a few!

Studying A level PE also provides an avenue into a wide range of third level courses that are not sport specific including Law, History, Biomedical Science, Environmental Science, Computer Science, Geography, Engineering etc...



## PROFESSIONAL BUSINESS SERVICES

**EXAMINATION BOARD :** CCEA [http://ccea.org.uk/professional\\_business\\_services/](http://ccea.org.uk/professional_business_services/)

**ENTRY CRITERIA:** Good level of English is beneficial but no subject requirements needed

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop their interest in and enthusiasm for professional business services, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem solving;
- carry out practical tasks and present their findings in different formats;
- appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond; and
- progress to relevant higher education programmes.

### OUTLINE OF THE COURSE and ASSESSMENT:

Content	Assessment	Weightings
Unit AS 1: Introduction to Professional Business Services	External written examination: 1 hr 30mins	30% of AS 12% of A-level
Unit AS 2: Human Resource Services	Internal Assessment: Portfolio based on a pre-release case study.	40% of AS 16% of A-Level
Unit AS 3: Financial Decision Making	External written examination: 1 hr 30mins	30% of AS 12% of A-Level
Unit A2 1: Technology in Business	External written examination: 2 hours	18% of A Level
Unit A2 2: Leadership and Management	External written examination: 2 hours	18% of A Level
Unit A2 3: Management Skills & Processes	Internal Assessment: Portfolio of evidence for a project management task	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 [http://ccea.org.uk/religious\\_studies/](http://ccea.org.uk/religious_studies/)

**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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop their interest and enthusiasm for religious studies;
- relate their studies to the local cultural and religious environment and to the wider world;
- draw together different areas of knowledge, skills, understanding, synthesis and evaluation via synoptic assessment;
- develop higher order thinking skills, for example independent learning, creative thinking and problem-solving;
- reflect on and develop their own values, opinions and attitudes in the light of their learning;
- develop the ability to make responsible judgements on significant textual, theological, philosophical and moral issues;
- work with others in groups both locally and further afield;
- develop advanced study skills that help them prepare for third level education and the world of work;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through external assessments that they can understand and evaluate key concepts.

### OUTLINE OF COURSE and ASSESSMENT:

Content	Assessment	Weightings
Textual Studies AS 2: An Introduction to the Acts of the Apostles	External written examination: 1 hour	50% of AS 20% of A level
Religion and Ethics AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics	External written examination: 1 hour	50% of AS 20% of A level
Textual Studies A2 2: Themes in Selected Letters of St Paul	External written examination: 2 hours	50% of A level
Religion and Ethics A2 7: Global Ethics	External written examination: 2 hours	50% of A level

### 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 <http://ccea.org.uk/spanish/>

### 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.

**AIMS OF THE COURSE:** This course aims to encourage students to:

- develop an enthusiasm for and an understanding of the Spanish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Spanish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture.

### OUTLINE OF COURSE and ASSESSMENT:

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.



Content	Assessment	Weightings
AS1: Speaking	Question 1: Students give a presentation based on AS level theme related to an aspect of a Spanish speaking country or community. (approx. 3 mins) Question 2: A general conversation which will focus on issues pertaining to the life and interests of the candidate. (approx. 8 mins)	30% of AS 12% of A level
AS2: Listening, Reading and Use of Language	Section A: Listening (40 mins): Students answer two sets of questions based on two passages recorded on individual CDs. Recording 1: students answer in Spanish Recording 2: students answer in English  Section B: Reading (50 mins): Question 1: Students answer one set of questions in Spanish based on one passage. Question 2: Students translate a passage from Spanish into English  Section C: Use of Language (30 mins): Questions 1, 2, 3 and 4: Students complete a series of short grammatical and lexical exercises. Question 5: Students translate short sentences from English into Spanish.	40% of AS level  16% of A level
AS3: Extended Writing	Students write one essay in Spanish in response to a set film or literary text. (1 hour)	30% of AS level 12% of A level AS: 40% of A level
A21: Speaking	Question 1: students introduce and discuss one individual research project based on either: • a cultural aspect of a Spanish-speaking country or community; • a historical period from the twentieth century of a Spanish-speaking country or community; or • a region of a Spanish-speaking country or community. (approximately 6 mins) Question 2: conversation (approximately 9 mins)	18% of A level
A22: Listening and Reading	Section A: Listening (45 mins): Students answer two sets of questions based on two discrete passages recorded on individual CDs. Recording 1: Students answer in Spanish. Recording 2: Students answer in English.  Section B: Reading (2 hours): Students answer two sets of question and complete one summary exercise and one translation exercise. Question 1: Students complete a gap-filling exercise in Spanish. Question 2: Students answer a set of questions in Spanish based on one passage. Question 3: Students read a passage in Spanish and summarise it in English. Question 4: Students translate a passage from English into Spanish.	24% of A level
A23: Extended Writing	Students write one essay in Spanish in response to a set literary text. (1 hour)	18% of A level A2: 60% of A level

### 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





## TECHNOLOGY AND DESIGN

**EXAMINATION BOARD:** CCEA <http://ccea.org.uk/technology/>

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

**AIMS OF THE COURSE:** This course aims to encourage students to:

- make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often need to be analysed and defined;
- develop a lifelong interest in technology and design;
- develop and sustain their creativity and innovative practice;
- develop higher order thinking skills, for example creative thinking and problem-solving, where appropriate;
- recognise and overcome challenges and constraints when working towards making high quality products;
- draw on a range of skills and knowledge from other subject areas;
- carry out research and present their findings in different formats;
- develop a critical understanding, from a contemporary perspective, of the influence of technology and design;
- draw on their knowledge, understanding and skills in making processes and apply these to a range of technological and design activities;
- develop an understanding of contemporary technology and design practices; and
- use digital technologies and information handling skills to enhance their technological and design capability.

### OUTLINE OF COURSE and ASSESSMENT:

Content	Assessment	Weightings
AS1: Compulsory Design and Materials  Option: Systems and Control <u>or</u> Product Design	One external written examination consisting of two papers. Each paper is 1 hour and there will be a 20 minute break between each paper.  Paper 1: Core area of study. Students answer seven questions from a common core paper.  Paper 2: Specialist Area of Study – Option A Electronic and Microelectronic Control Systems. Students answer two questions that reflect the area of Electronic and Microelectronic Control Systems.	50% of AS 20% of A level
AS2: Coursework: Product Development	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.	50% of AS 20% of A level
A21: Systems and Control or Product Design	External written examination. 2 hours. Students answer two questions from Section A, Electronic and Microelectronic Control Systems	30% of A level
A22: Coursework: Product-System Design and Manufacture	Internal Assessment: Students complete one task, producing a practical outcome with a design folder. Teachers mark the task and CCEA moderate the results.	30% of A level

**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



## BTEC L3 SUBSIDIARY DIPLOMA IN AGRICULTURE

### EXAMINATION BOARD: EDEXCEL PEARSON

<https://qualifications.pearson.com/en/qualifications/btec-nationals/agriculture-2010.html#tab-1>

**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 essential. The ability to research independently, to work well as part of a team, and competent ICT skills would be advantageous. Having B grades in GCSE Science and Geography would also be an advantage.

**AIMS OF THE COURSE:** The Pearson BTEC level 3 qualifications in Agriculture have 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. Lantra, the Sector Skills Council for the environmental and land based industries has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years. Pearson have included these in the development of units that make up these qualifications.

These qualifications are part of a wide suite of environmental and land-based qualifications that Pearson offer, they are designed primarily for 14 to 19 year old learners seeking employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but seek a nationally recognised qualification as part of their career development. The qualifications are aimed at those interested in animal and plant production and land management. The qualifications are made up of discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. Pearson BTEC level 3 qualifications are free to be delivered and assessed in a range of traditional and contemporary models such as full-time, part-time and e-learning and tutors are free to create innovative and creative assessments that fit local requirements whilst maintaining a national standard.

**OUTLINE OF THE COURSE and ASSESSMENT:** The Pearson BTEC Level 3 Subsidiary Diploma in Agriculture consists of optional units with a minimum of 10 credits from Group A and remaining credits from Groups A or B for a combined total of 360 guided learning hours (GLH) or 60 credits for the completed qualification (where at least 45 credits must be at Level 3 or above).

#### YEAR 13:

Unit 1 Understand Animal Anatomy and Physiology  
Unit 2 Understand the Principles of Plant Science  
Unit 3 Understand the Principles of Soil Science

#### YEAR 14:

Unit 30 Understand Grassland Management  
Unit 21 Undertaking Sheep Production  
Unit 10 Understand Agricultural Organic Production

**CAREER IMPLICATIONS:** BTEC level 3 qualifications in Agriculture is ideal if you want to be involved with agricultural work including: animal and plant production; farm supervisory role, managing staff on an arable and livestock farm, livestock and crop specialist; land management jobs that fall within the environmental and land-based sector.



## BTEC L3 SUBSIDIARY DIPLOMA IN CONSTRUCTION AND THE BUILT ENVIRONMENT

### EXAMINATION BOARD: EDEXCEL PEARSON

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Construction-and-the-Built-Environment/2010/Specification/9781446934449\\_BTEC\\_90C\\_CBE\\_Issue\\_8.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Construction-and-the-Built-Environment/2010/Specification/9781446934449_BTEC_90C_CBE_Issue_8.pdf)

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

**AIMS OF THE COURSE:** The Pearson BTEC qualifications in this specification have been developed in the Construction and the Built Environment sector to:

- give education and training for construction and the built environment employees
- give opportunities for construction and the built environment employees to achieve a nationally recognised Level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the construction and built environment sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Construction and the Built Environment
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

**OUTLINE OF COURSE and ASSESSMENT:** 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.



## BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN ENGINEERING

### EXAMINATION BOARD: EDEXCEL PEARSON

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Engineering/2010/Specification/9781446934647\\_BTEC\\_90c\\_L3\\_Eng\\_Iss4.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Engineering/2010/Specification/9781446934647_BTEC_90c_L3_Eng_Iss4.pdf)

**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'.

**AIMS OF THE COURSE:** The BTEC qualifications in this specification have been developed in the engineering sector to:

- give education and training for employees in the engineering industries
- give Engineering employees in the mechanical engineering sector opportunities to achieve a nationally recognised level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the mechanical engineering sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Mechanical Engineering
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### OUTLINE OF COURSE and ASSESSMENT:

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.**

#### Year 13:

Unit 01: Health and Safety in the Engineering Workplace

Unit 06: Electrical and Electronic Principles

Unit 35: Principles and Applications of Electronic Devices and Circuits

#### Year 14:

Unit 10: Mechanical Principles and Applications

Unit 04: 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.



## LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN IT

### EXAMINATION BOARD: OCR

<https://www.ocr.org.uk/qualifications/cambridge-technicals/cambridge-technicals-it-level-3-certificate-introductory-diploma-diploma-subsiary-diploma-extended-diploma-05347-05349-05352-05355-05358/>

**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.

### AIMS OF THE COURSE:

- develop candidates' knowledge and understanding of the ICT sector
- develop skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing employability within the ICT sector.
- develop the ability to work autonomously and effectively in an ICT context.
- 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
- 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.

### OUTLINE OF THE COURSE and ASSESSMENT:

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.

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

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

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.



## LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN SPORTS

### EXAMINATION BOARD: OCR

**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.

### AIMS OF THE COURSE

#### 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.

### 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.



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

