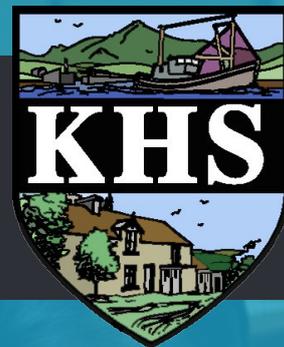


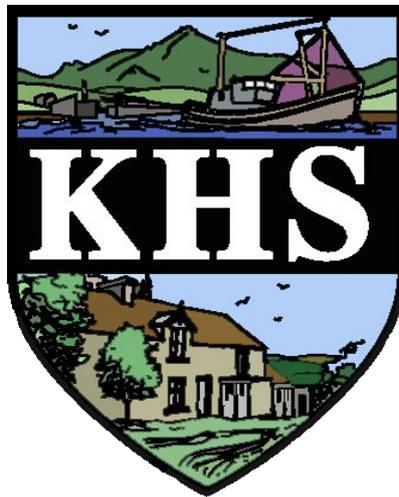
Kilkeel High School

Creating Opportunity • Realising Potential • Developing Individuals



Key Stage 5 Curriculum

2021 – 2023



Creating Opportunity • Realising Potential • Developing Individuals

NOTES FROM OUR PRINCIPAL



Dear Student,

This Sixth Form Booklet has been specially compiled to help you as you transfer from GCSE to post-16 education and begin to prepare for your 'A', 'AS' and / or Applied GCE 'A' choices. In the process you will have to make some important decisions about your subject preferences. Already from your KS 4 Careers' Programme your knowledge and understanding about possible career choices were increased; in the next few weeks you will have to make up your mind as to which route and which subjects would be suitable for you.

In this Booklet you will find:

- Information telling you about the various examination subjects and levels we are able to offer in L6 and U6
- Other subjects and courses which will broaden and enrich your curriculum
- Some helpful advice and guidance about how to choose

Some "DO'S" and "DO NOT'S"

DO

- Read through the Booklet carefully and discuss with your Parents, Teachers, Careers' Staff, and Friends. If there are areas which you do not understand, please contact us and we will offer as much help as we can
- Choose subjects that you enjoy and in which you have had some success

BE CAREFUL

Choosing a subject that fits your idea of a 'glamorous' career may be dangerous; it may be a subject which you find difficult and in which you are not really interested. If this particular subject is a requirement for the career you think you might like, then that career is possibly not the best choice for you.

DO NOT

- Choose subjects because your friends are choosing them or because you think you may have a particular teacher for that subject.

REMEMBER

YOU are the person who will have to do the studying and **NOT** anyone else! The decisions you are about to make are important; please choose **with care**.

Yours faithfully,

V Coert

Principal



Background

Following the review of post-16 provision (in N Ireland by CCEA and the Department of Education), a **Qualifications' Framework** has now been developed in order to clarify the different options available to young people.

The following is a summary:

LEVELS OF ATTAINMENT	GENERAL QUALIFICATION	GENERAL VOCATIONAL QUALIFICATIONS	OCCUPATIONAL QUALIFICATIONS
HIGHER LEVELS 4 & 5	FURTHER & HIGHER EDUCATION / TRAINING / EMPLOYMENT		
LEVEL 3 ADVANCED	GCE "A" & "AS"	APPLIED GCE "A" & "AS"	NVQ 3
LEVEL 2 INTERMEDIATE	GCSE GRADES A* – C	APPLIED GCSE GRADES A* – C	NVQ 2
LEVEL 1 FOUNDATION	GCSE GRADES D – G	APPLIED GCSE GRADES D – G	NVQ 1

Introduction

The range of qualifications provided by Kilkeel High School for the Sixth Form has been developed to:

- allow you to choose programmes which meet your needs and gain credit for your achievements;
- ensure that the qualifications offered to you are worthwhile and valued;
- enable you, where desirable and appropriate, to mix and match different types of qualifications;
- encourage you to achieve qualifications in Key Skills;
- offer clear progression routes into further and higher education, training and employment.** (Sixth Form is not just to prepare you for college/university; it is to encourage you to take your qualifications as far as possible!)



Increased breadth of curriculum is advised for all students. This will involve:

- (a) studying a wider range of subjects;
- (b) increasing the range and types of qualifications which you obtain;
- (c) developing competence in Key Skill areas;
- (d) continuing to participate in the school's Enrichment Programme;
- (e) having access to high quality careers' advice.

How does study at Advanced level differ from GCSE?

- At GCSE, students study 9 / 10 subjects.
- At Advanced level, students study 3/4 subjects, but to much greater depth.
- At A level students, are expected to study for approximately 3 hours a night, 5 nights a week.
- At A level students are expected to take more responsibility for their own work and use Private Study wisely.
- At A level students are expected to apply understanding, to analyse and evaluate. To develop these skills students will need to undertake independent study (e.g. extra questions and/or background reading).



A AND AS GCE SUBJECTS OFFERED

ART AND DESIGN	MATHEMATICS
BIOLOGY	*MOVING IMAGE ARTS
CHEMISTRY	NUTRITION AND FOOD SCIENCE
DIGITAL TECHNOLOGY	*PERFORMING ARTS
ENGLISH LITERATURE	PHYSICS
*FRENCH	PSYCHOLOGY
GEOGRAPHY	RELIGIOUS STUDIES
HEALTH AND SOCIAL CARE	TECHNOLOGY AND DESIGN
HISTORY	

A LEVEL EQUIVALENT SUBJECTS

UNIFORMED PROTECTIVE SERVICES (BTEC - 1X AS/A LEVEL)	
*ENGINEERING (BTEC = 1X AS/A LEVEL)	APPLIED BUSINESS (Level 3 Extended Cert)
PE - SPORT (BTEC - 1X AS/A LEVEL)	

* Subjects offered in conjunction with St. Louis Grammar School

PLEASE NOTE:

As the school is obliged to run all courses in a cost-effective manner, it may be necessary to change the above offer if there is insufficient uptake.



ENRICHMENT PROGRAM

An important aspect of post-16 curriculum provision here in Kilkeel High School has always been the range of enrichment studies which we have offered. Such programmes play a significant part in the general educational, personal and vocational development of our young people. They also provide valuable opportunities for our students to gather evidence for competence in Key Skills, particularly "Working With Others" and "Improving own Learning and Performance."

The following subjects/areas will be available:

- Physical Education & Games
- Personal, Social & Health Education
- Careers' Education
- Peer Tutoring
- PSNI Traffic Branch Presentation
- Volunteering Opportunities

ENTRY REQUIREMENTS

GCE "A" and "AS Courses

FIVE or more GCSE passes at Grades A* - C are required as a **minimum** with **at least** a Grade C in the chosen Sixth-Form subjects (**Grades A*, A and B will always provide a much better base for "A" and "AS" Level Studies.**)

Applied "A" Courses (Advanced GCE)

FOUR GCSE passes at Grades A* - C, including as far as possible **English** and **Mathematics**, are required.

The above are general guidelines. Those students who opt for a combination of GCE "A" / "AS" and Applied "A" subjects will be required to achieve the five or more GCSE passes at Grades A* - C.



ACTION NOW REQUIRED

Students should study this booklet, paying particular attention to the subject descriptions and requirements, and, in consultation with Careers' staff, subject teachers and parents, make their own informed choices.

In L6, four subjects, one from each of four of the five Option Choices, **should be chosen**, leading to 'AS' qualifications or equivalent at the end of the year.

In U6, only **three of these subjects should be continued**, leading to the full 'A' qualification in these subjects.

N.B.

(i) If a student hopes to follow mainly an Applied (Vocational) route, e.g. choosing 2 GCE Equivalence subjects, he/she may opt for only one other subject (to "AS" and "A" Levels.)

(ii) Students with lower GCSE results (mainly Grade C) may opt to follow only three subjects in the L6 year (to 'AS' level).

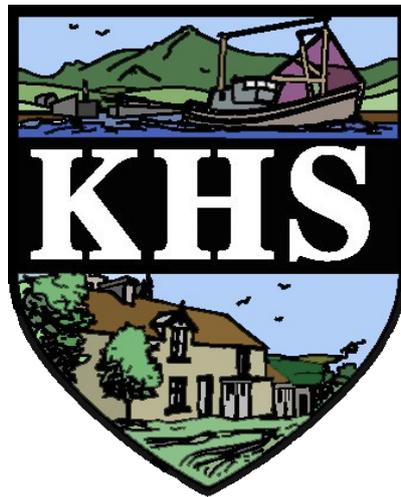
GCSE results will be taken into consideration as well as aspirations for the future when decisions about individual subject choices are being made during the August interviews for Sixth Form entry.

It is essential that the student opts to follow a post-16 programme commensurate with his/her own individual ability.

As always, ALL students wishing to return to school for Sixth Form studies MUST be willing to adhere to the school's rules on behaviour, attendance, appearance and dress!

EDUCATIONAL MAINTENANCE ALLOWANCES

**Sixth-Form students may apply for these allowances
(up to £30 per week) + bonuses (2x £100 each year)**



Careers' Advice

HOW DO I CHOOSE MY SUBJECTS



ADVICE:

When choosing your subjects for "A" and "AS" Levels, you should use EXACTLY the same criteria as you did when you were choosing your subjects for GCSE i.e

1. Choose Subjects Which You Like

You will be studying subjects in considerable depth: therefore, it is only sensible to choose subjects which you will enjoy.

2. Choose Subjects Which You Are Good At

Your school reports will provide a good guide. Nearly everyone performs better when he/she is doing something he/she enjoys and is good at. You should take this into account, but always keep in mind your preferred course or career when you leave school.

3. Find What Studying The Subject Really Involves

There are big differences between Key Stage 3 and GCSE. Look carefully at the subject information in this booklet – look at the way it's taught and assessed. If projects are your forte, for example, a predominantly coursework based GCSE might be a good option. Talk to your current teachers for an honest, informed assessment of your potential in individual subjects.

With new subjects check out whether they share any similarities with other subjects, or with extracurricular activities you currently like. Talk to year 11/12 students about their experiences.

4. Check Your Combination of Subjects

Ensure that the combination of subjects you choose meets the requirements of any careers or courses that you are considering. You can do this and still keep your options open – very few careers or courses specify more than one or two subjects within the overall requirements.

5. Choose Subjects Which You Will Need For Your Career

If you know what you want to do there is no problem. If you have not yet decided on a career, you should try to keep your options open.

WHAT'S ESSENTIAL, PREFERRED & USEFUL?



Bear in mind that some careers and courses need particular 'A' levels.

- Engineering/Technology requires Maths and Physics.
- Medicine requires Chemistry, plus at least one other science – preferably Biology.
- Health care professions such as physiotherapy look for Biology.
- For many degrees like English, French, Maths you will normally need an A level in this subject.
- For others like law, psychology, or economics, no prior knowledge is required, though it's useful to study a similar subject to show your aptitudes and interest.
- For many careers or courses, no subjects are specifically required but some subjects could be useful.
- Vocationally linked 'A' levels in subjects like Business Studies are not required for careers or courses in that area, but can be a useful way of testing out and demonstrating an interest without totally committing yourself to one occupational area.

USEFUL WEBSITES

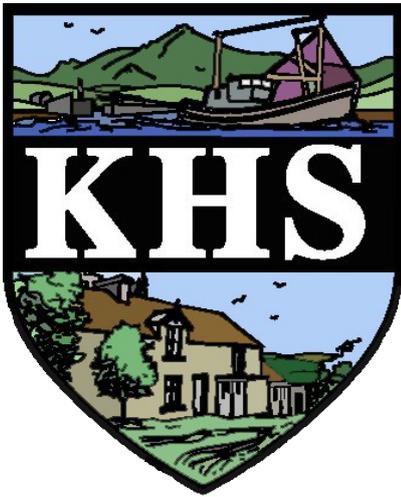
Check out the prospectus on the following sites.

- Queen's University, Belfast – www.qub.ac.uk
- University of Ulster – www.ulster.ac.uk
- Stranmillis University College – www.stran.ac.uk
- Agricultural College (Greenmount and Loughry.) – www.cafre.ac.uk
- Southern Regional College (Newry Tech) – www.src.ac.uk
- South Eastern Regional College (East Down Institute) – www.serc.ac.uk
- Good advice can be found at www.careersserviceni.com

WHAT IS THE RUSSELL GROUP? WHAT ARE FACILITATING SUBJECTS?

The Russell Group is a collection of 24 British public universities which are committed to the highest standards of academic excellence in both teaching and research. Queen's University, Belfast is a member of the Russell Group. The Russell Group has published *Informed Choices*, a guide for students making decisions about their education after the age of 16 (<http://www.russellgroup.org/InformedChoices-latest.pdf>).

Some courses at universities require applicants to have studied certain subjects already, so you should be clear how your choices at school and college may close off certain subjects at university. Within *Informed Choices* they list subjects that are usually considered by universities to be helpful and/or required at A-Level for particular courses. Some A-Level subjects are more frequently required for entry to degree courses than others. They call these subjects "**facilitating**" because choosing them at advanced level leaves open a wide range of options for university study.



**QUEEN'S
UNIVERSITY
BELFAST**

A Guide to NI University Courses

Queens University, Belfast



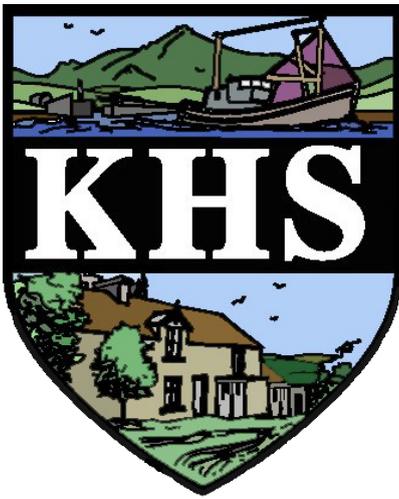
QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Medicine/Dentistry	All Science Subjects Are Recommended	Chemistry plus at least one from: - Biology - Maths - Physics If Biology is not offered at A2, it must be an AS	AAA + A(AS)
Pharmacy/ Pharmaceutical Sciences	Biology	Chemistry plus at least one from: - Biology - Maths - Physics If Biology is not offered at A2, it must be an AS	AAB - BBB
Engineering (All Disciplines)	Mathematics Physics	Maths and one science subject (Physics preferred)	AAB - BBB (Depending on type)
Architecture	Maths, a broad spread of scientific creative and language-based subjects is desirable	No specific subjects. If you do not offer Art at GCSE or A Level, you may be invited for a portfolio interview	AAB
Structural Engineering with Architecture	Physics (Grade B)	Maths and at least one from Biology, Chemistry, Geography, ICT, Physics or Software Systems Development	AAB
Actuarial Science	English, Maths (B)	Maths	A*AA or AAA+ A(AS)
Agricultural Technology	Maths, Chemistry (If not offered at A Level)	Biology or Chemistry	ABB - BBB



QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Chemistry	Maths, Chemistry, and another Science	Chemistry and a Science	BBB
Computing and Information Technology	Maths	Maths or Science Preferred but not Essential	ABB or BBB (with a Science)
Computer Science	Maths	Maths or Software Systems Development (preferred). If not a Science may be offered	BBB ABB (with a Science)
Finance	Maths (B)	Maths	ABB
Human Biology	Biology, Chemistry, Maths	Biology & Chemistry	ABB
Physics	Maths, Physics	Maths & Physics	BBB
Food Quality, Safety and Nutrition/Food Science and Food Security	Biology, Chemistry, Mathematics	Biology or Chemistry (Preferably Both)	ABB - BBB
Linguistics	English	English	ABB
Marine Biology	Biology, Chemistry, Maths	Biology	BBB
Nursing	English, Maths One Science	One Science Preferred but not Compulsory	BBC (Where Science is not Offered) / BCC
Software Engineering	Maths	Maths (Preferred) or Chemistry, Physics, Technology, Software/Computing	BBB (with A Level Maths) ABB (with Chemistry, Physics or Technology)



QUB Course	GCSE Requirements	A Level Requirements	2019 Tariff
Product Design Engineering	Physics (C) for those not offering A Level Physics	Maths and 1 subject from Science (Physics Preferred), Further Maths or Technology	BBB
Zoology	Maths, Chemistry	Biology, Geography, Maths, Physics - Chemistry beyond GCSE is preferable but not essential	BBB
Environmental Biology / Biological Sciences / Biochemistry	Maths, Chemistry	Biology, Geography, Maths, Physics - Chemistry beyond GCSE is preferable but not essential	BBB



A Guide to NI University Courses

Ulster University



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Accounting	Maths (Min B)	Maths (Preferred)	AAB – ABB (without A Level Maths) ABB–BBB (with A Level Maths)
Animation		Art and Design or Technology	BCC – BBB
Architectural Technology & Management		To Include 1 From Maths/Chemistry/Biology/Physics/Technology	BBC
Architecture	Art & Physics		BBB
Biomedical Engineering	Chemistry, Biology and Physics	To Include 1 From Physics/Maths/Chemistry/Technology/Biology	BBB
Biomedical Sciences	Chemistry	Two Science Subjects (see prospectus for details)	BBB
Construction Engineering and Management	Maths and Physics	To Include 1 From Physics/Maths/Technology/Chemistry/ICT/Business Studies/Geography	BBB
Civil Engineering	Physics B for those who have not offered A Level Physics	Maths and 1 From Physics/Technology/Chemistry/Biology/Geography	BBB
Computer Engineering	Maths	One from Physics, Maths, Chemistry, Technology and Design	BBB



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Computer Science	Maths	Applicants with one of the following will receive an offer for lower grades: Mathematics, Physics, Chemistry	BBB
Dietetics	Maths and Chemistry	Two Science subjects from Chemistry/Physics/Maths/Biology/HE/ (Chemistry preferred)	BBB
Electronic Engineering	Maths (Grade A if Technology only offered at A Level)	Maths or one from Physics/Chemistry/Technology	BBB
Engineering (all disciplines)/Energy	Maths (Grade A if Technology only offered at A Level)	Maths or one from Physics/Chemistry/Biology/Technology	BBB
Environmental Health	Maths	Grade A in one of the following: Maths, Physics, Geography, Chemistry, Biology or Home Economics	ABC
Environmental Science/Studies	Maths	Grade A in one of the following: Maths, Physics, Geography, Chemistry, Biology or Home Economics	BCC-CCD
Food and Nutrition		At least one Science subject (HE/Maths/Geography/Biology/ICT counted as Science subjects)	CCC
Health Physiology	Maths & Physics	Grade B in one of the following: Biology, Chemistry, Maths or Physic	BBC



UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Human Nutrition		Two Science subjects (See Prospectus for details)	BCC
Information Technologies	Maths	Applicants with one of the following will receive an offer for lower grades: Maths, Physics, Chemistry	BBB
Nursing (Adult)	Maths and minimum of Single Award Science	No specific subjects	BBC
Optometry		Two Science subjects (A Grade) from Biology/Chemistry/Physics/Maths	AAB
Pharmacy	Chemistry	Chemistry and one from Maths/Biology/Physics	AAB
Sport, Physical Activity and Health	Maths and a Science	One of Biology, Chemistry, Maths, Psychology or Sports Studies	BBC – BBB
Physiotherapy/ Podiatry		Minimum of one Science or Maths	BBB
Radiography/ Radiotherapy	Maths, Physics and Biology or Chemistry	One subject from Biology, Maths, Chemistry or Physics	BBB
Speech and Language Therapy	At least one Science	One subject from English, Maths, one Science, one Foreign Language, Geography, Psychology/ Health and Social Care	BBB
Sports Coaching		Maths and one Science	NA



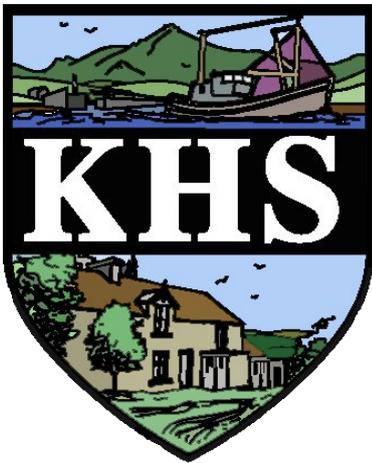
UU Course	GCSE Requirements	A Level Requirements	2019 Tariff
Sports and Exercise Sciences	At least one Science	To include an A Grade from Biology/ Chemistry/Maths/ Sports Studies/ Physics/Psychology	AAB
Stratified Medicine	Maths & Biology	Two Science subjects (See prospectus for details)	BBB
Technology with Design		To include one from Maths/Physics/ Chemistry/Biology/ Technology	BBB

The Following Courses Will Require An A Level In The Subject Specified:

Geography/English/French/History etc.

The Following Courses Have No Specific A Level Requirements

Law/Building Surveying/Social Work/Psychology/Business Management/Business Studies/Media Studies/Journalism/Consumer Studies/Occupational Therapy/Criminology/Hotel and Tourism/Marketing/Sociology/Economics/Human Resources/Leisure and Events Management



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

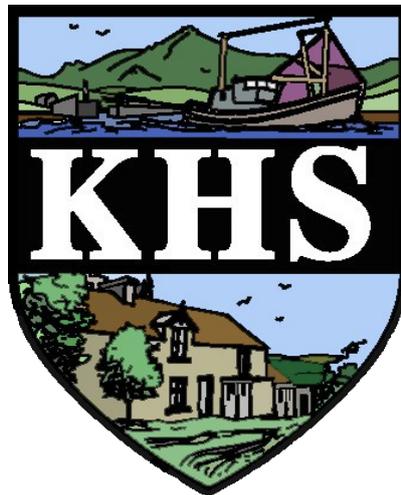
A Guide to NI University Courses

Stranmillis University College

STRANMILLIS COURSE GUIDE



Stranmillis Course	GCSE Requirements	A Level Requirements	2019 Tariff
BEd (Hons) Primary	Minimum C in Maths, English & Science	At least one subject from: Art, English, Geography, History, Maths, Music, Physical Education, Religious Studies, Science	AAB
BEd (Hons) Post Primary Business and Enterprise	Minimum C in Maths & English	Business Studies	BBC
BEd (Hons) Post Primary Mathematics and Science	Minimum C in Maths, English and B in Science	Maths and Physics or Chemistry and Biology	BCC
BEd (Hons) Post Primary Religious Studies	Minimum C in Maths & English	Religious Studies	ABB
BEd (Hons) Post Primary Technology & Design	Minimum C in Maths & English	Technology or Art or Physics	BCC
BEd (Hons) Early Childhood Studies	Minimum C in Maths & English	Curriculum Subjects or Psychology or Health & Social Care	BBB
BEd (Hons) Physical Activity and Sport	Minimum C in Maths, English & Science	Sports Studies/ Biology/HE	BCC



Main Studies

GCE "A" and "AS"

APPLIED GCE & BTec



Examination Board: CCEA

Overview

The study of Art and Design nourishes, enhances and celebrates students' creative, intellectual and artistic abilities. CCEA's new GCE Art and Design course builds on the art, craft and design experiences gained by students who followed GCSE Art and Design or other similar qualifications. The AS (Advanced Subsidiary)/A2 structure of this GCE means you can study for the AS Level award, completing units AS 1 and AS 2 and then decide if you wish to continue to A2 Level where you will complete the two additional units: A2 1 and A2 2. This will lead to an award for the full Advanced GCE.

The new specification (for first teaching in Sep. 2016) includes the following options:

- Art, Craft and Design – Combined Studies
- Photography and Lens-Based Media
- Three-Dimensional Design
- Textiles

Q. Why study GCE Art and Design?

The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in a creative-industries-related field.

This specification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art, craft and design disciplines. It prepares students for further study in art and design or in a related field.

This qualification is designed to promote and reward:

- Independent learning
- Personal development and motivation
- Ability to make creative connections, find alternative approaches and take risks in creating art and design work
- Aesthetic awareness and intellectual capabilities.

Art and Design encourages students to make personal connections, explore their identity, and develop their philosophical and spiritual understanding.

The study of Art and Design has an inherent capacity to develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem solving, resourcefulness, resilience, imagination, empathy, and innovation. Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification.

Q. What do I need to take this course?

The course is designed to promote continuity and progression from the study of Art and Design at GCSE level and other similar art and design qualifications. The AS level builds on but does not depend upon the knowledge, understanding and skills developed at GCSE level. The GCE builds upon the knowledge, understanding and skills developed at AS.



AS LEVEL

Unit	Content	Assessment
AS 1: Experimental Portfolio	<p>This unit provides an opportunity for students to develop creative, investigative, experimental, practical, technical and expressive skills; aesthetic understanding; and contextual and critical knowledge. It is designed to give students space to be creative and learn through visual enquiry without the burden of a specified outcome.</p> <p>Students develop, explore and record ideas. Students base their portfolio on a theme that CCEA issue in a stimulus paper at the beginning of the AS course. The following assessment objectives apply to this unit:</p> <ul style="list-style-type: none"> • AO1 – Knowledge and understanding • AO2 – Creative process • AO3 – Skills • No final outcome 	<p>50% of AS</p> <p>20% of A Level</p>
AS 2: Thematic Outcome	<p>In this unit, students respond a theme that CCEA issue in a stimulus paper at the beginning of the AS course. It includes developmental work and an outcome that stems from the research and exploratory work completed for Unit AS 1. All four assessment objectives are assessed in this unit, but Assessment Objective 4 (Outcome) is weighted more heavily than the other three assessment objectives.</p>	<p>50% of AS</p> <p>20% of A Level</p>

A LEVEL

Unit	Content	Assessment
A2 1: Personal & Critical Investigation	<p>This unit includes both practical and written investigations and the use of theoretical research. Students demonstrate understanding through integrated practical and written forms. The following assessment objectives apply to this unit:</p> <ul style="list-style-type: none"> • AO1 – Knowledge and understanding • AO2 – Creative process • AO3 – Skills • No final outcome <p>Written investigation 1000–3000 words – externally assessed 20% of A2 12% of A level</p> <p>Teachers assess the practical investigation, and CCEA moderate the results. 40% of A2 24% of A level Written and practical work inform each other and are integrated, but are marked separately.</p>	<p>60% of A2</p> <p>36% of A Level</p>



A LEVEL

Unit	Content	Assessment
A2 2: Thematic Outcome	<p>In this unit, students respond to a theme that CCEA issue in a stimulus paper at the beginning of the A2 course. This unit includes developmental work and an outcome which stems from the personal investigation completed for Unit A2 1.</p> <p>Teachers assess students' work, and CCEA moderate the results.</p> <p>All four assessment objectives are assessed in this unit, but Assessment Objective 4 (Outcome) is weighted more heavily than the other three assessment objectives.</p>	<p>40% of A2 24% of A Level</p>

Careers

Animator, Architect, Careers in Art Galleries/Museums, Art Therapist, Display/Window Dresser, Exhibition Designer, Fashion Designer, Fine Artist, Florist, Furniture Designer, Graphic Designer, Hairdresser, Illustrator, Interior Designer, Landscape Designer, Make-up Artist, Packaging Designer, Painter & Decorator, Photographer, Costume/Set Designer, Art & Design Teacher, Careers in Advertising, Model Maker, Jewellery Maker, Web Author/Designer, Nursery School/Early Years Teacher, Sign Writer, Traditional Crafts Worker, Special/Visual Effects Designer Textile Designer, Cartoonist, Cabinet Maker, TV/Film Director, App Designer and more.



Examination Board: CCEA

Overview

The course encourages you to develop skills alongside understanding of concepts and principles in Biology and the thinking skills needed for the use of these in new and changing situations. It emphasises the way in which scientists work and the contributions of science to modern society and the economy. You are also encouraged to recognise the responsible use of Biology in society.

AS LEVEL

Unit	Content	Assessment
AS 1: Molecules & Cells	This unit deals with molecules, enzymes, viruses, cells, cell physiology, continuity of cells and tissues and organs.	37.5% of AS 15% of the total A Level Marks
AS 2: Organisms & Biodiversity	This unit covers transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity with an emphasis on local contexts.	37.5% of AS 15% of the total A Level Marks
AS 3: Practical Skills in AS Biology	External written examination assessing practical skills - 1 hour and internal practical assessment. Students should submit at least seven practical tasks listed in the syllabus.	25% of total AS marks 10% of total A Level Marks

A LEVEL

Unit	Content	Assessment
A2 1: Physiology, Co-ordination and Control & Ecosystems	This unit homeostasis including the kidney and excretion, immunity, co-ordination and control in plants and animals and ecosystems	24% of the total A-Level Marks
A2 2: Biochemistry, Genetics & Evolutionary Trends	This unit covers the biochemical processes of respiration and photosynthesis. Students explore genetics on a number of levels. Students also learn about a variety of phyla in the plant and animal kingdoms.	24% of the total A-Level Marks



A LEVEL

Unit	Content	Assessment
A2 3: Practical Skills in AS Biology	This unit includes a series of required practical tasks and a 1 hour 15 minute written examination assessing practical skills. Students should submit at least five of the tasks listed in the syllabus.	12% of the total A-Level Marks

Careers

Biochemist, Biology Teacher, Botanist, Dietician, Optometrist, Doctor, Ecologist, Environmental Health Officer, Environmental Scientist, Health Care Assistant, Careers in Horticulture, Laboratory Technician, Landscape Architect, Marine Biologist, Microbiologist, Careers in the Ambulance Service, Nutritionist, Pathologist, Pharmacist, Physiotherapist, Radiographer, Veterinary Nurse, Veterinary Surgeon, Zoo Keeper, Zoologist, Biologist, Biotechnologist, Beauty Therapist Nurse, Careers in Forestry, Careers in Agriculture, Oceanographer.



Examination Board: AQA

Overview

A-level (Level 3) Extended Certificate in Applied Business helps you to develop knowledge and understanding of the practices and techniques used within marketing, finance, operations management, human resource management and the links between them. It helps you develop knowledge of the processes, attractions and risks of setting up an enterprise; the relationship between the business and the changing external environment social and ethical issues. The specification also encourages you to contribute to the development of the skills required for success as an entrepreneur, manager or employee; apply numerical and written business techniques to a variety of business contexts; explore business problems and learn to identify possible solutions.

AS LEVEL

Unit	Content	Assessment
1 - Financial Planning & Analysis	In this exam unit, you will get the opportunity to investigate how a business controls and monitors its finances. The emphasis is on management accounting to aid decision-making and the effective management, motivation and development of staff.	Portfolio 33.3% of Final AS Mark
2 - Business Dynamics	In this portfolio assessed unit, you will investigate a case study of a large multi-national company. The emphasis is on a detailed report highlighting the business structure, functions, business opportunities and SWOT analysis.	Portfolio 33.3% of Final AS Mark
3 - Entrepreneurial Opportunities	In this unit pupils will draw up a business plan for a given case study and how they would approach this business idea in order to make sure it becomes a successful business. You will look at how you can capitalise on market opportunities, use your own skills and qualities and the best ways to reach your target audience.	Portfolio 33.3% of Final AS Mark



A LEVEL

Unit	Content	Assessment
4 - Managing and Leading People	In this unit, you will explore how organisations, operating in a changing environment, use managers and employees to meet objectives. You will look at leadership and how managers and employees work together.	External Examination 33.3% of Final AS Mark 1 1/2 hour paper
5 - Developing a Business Proposal	In this unit will select a business idea and develop your proposal. You will outline the marketing, financial, operations and human resources of your idea. You will evaluate how to raise capital and assess the viability of your business idea.	Portfolio 33.3% of Final AS Mark
8 - Marketing Communications	Pupils will explore the most effective ways of marketing their business which they have planned in Unit 5. This will include designing and analysing market research and promotional methods aimed at their chosen target market.	Portfolio 33.3% of Final AS Mark

Careers

Accountant, Actuary, Administrative Assistant, Careers in Advertising, Bank Manager/Officer, Building Society Manager/Clerk, Business Manager, Distribution/Logistics, Administrator, Economist, Careers in Insurance, Investment Analyst, Local Government, Clerical Officer/Assistant, Local Environment Manager, Market Researcher, Careers in Marketing, Retail Manager, Financial Adviser, Civil Service Administrative, Civil Service Executive Officer, Hotel Manager, Quantity Surveyor, Management Consultant, Systems Analyst, Human Resources Officer, Business Development Adviser, TV/Film/Video Producer, Theatre Manager, Buyer/Purchasing Officer, Credit Manager/Controller, Charities Fundraiser/Appeals Manager, Company/Chartered Secretary.



Examination Board: CCEA

Overview

Chemistry at A level will follow the CCEA specification. Further information on Chemistry at A level can be viewed on the CCEA website: www.ccea.org.uk.

Chemistry is the study of the elements and the compounds they form. The spiritual, moral, ethical, social and cultural issues which arise from this study will provide the opportunity for students to discuss and analyse the contribution of Chemistry to society. This will involve a critical appraisal of the use of finite resources, the way in which they are used, and the development of global responsibility for ethical use of advances in Chemistry. The Key Skill of Communication can be used to explore these issues.

AS LEVEL

Unit	Content	Assessment
AS 1: Basic Concepts in Physical and Inorganic Chemistry	Formulae, equations and amounts of a substance; Atomic structure; Bonding and structure; Shapes of molecules and ions; Intermolecular forces; Redox ; The Periodic Table; Group VII (fluoride, chlorine, bromine and iodine); Titrations	35% of AS 17.5% of A Level
AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	Formulae and amounts of a substance; Nomenclature and isomerism in organic compounds; Hydrocarbons – alkanes; Hydrocarbons – alkenes; Halogenoalkanes; Alcohols; Infra-red spectroscopy; Energetics; Equilibrium; Kinetics; Group II elements and their compounds (Mg to Ba); Qualitative analysis	35% of AS 17.5% of A Level
AS 3: Internal Assessment	In this section you will be carrying out practicals, recording results and analysing your findings.	30% of AS 15% of A Level



A LEVEL

Unit	Content	Assessment
A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry	Lattice enthalpy; Enthalpy, entropy and free energy; Kinetics; Equilibrium (including principles from Unit 2); Acid-base equilibria; Isomerism (incorporates examples from Unit 2); Aldehydes and ketones; Carboxylic acids ; Esters, fats and oils; Periodic trends; Environmental chemistry (simple treatment only)	20% of A Level
A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry	Mass spectrometry; Nuclear magnetic resonance spectroscopy; Volumetric analysis; Colorimetry; Chromatography; General properties; Complexes; Oxidation states; Catalytic behaviour; Applications of transition metal complexes; Electrode potentials; Arenes; Amines; Amides; Amino acids; Polymer chemistry	20% of A Level
AS 6: Internal Assessment	This involves practical work at a more advanced level than last year	10% of A Level

Careers

Agricultural Scientist, Chemist, Biochemist, Environmental Health Officer, Scenes of Crimes Officer, Biotechnologist, Pharmacist, Pharmacologist, Pharmacy Technician, Forensic Scientist, Industrial Chemist, Materials Scientist, Oceanographer, Dentist, Medicine, Nature Conservationist, Animal Technician, Metallurgist, Scientific Archaeologist, and many more.



Examination Board: CCEA

Overview

The GCE Digital Technology specification:

- Is made up of a combination of AS and A2 Units;
- Enable progression to study at further and higher education level, training and employment
- Enable candidates to apply their knowledge in realistic ICT and Computing contexts
- Emphasise the development of the transferable skills necessary in a changing and dynamic working environment.

AS LEVEL

Unit	Content	Assessment
1 – Approaches to System Development	In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. The content of this unit underpins the learning that will take place in each of the three subsequent units. Key terms such as software crisis, systems analyst, fact finding techniques, DFD's, test plans, changeovers, RAD, Agile etc. use of Programming environments will be necessary for understanding and practice.	External Written Examination 1 hour 30 minutes 50% of AS 20% of A Level
2 – Fundamentals of Digital Technology	In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. The content of this unit underpins the learning that will take place in each of the three subsequent units. Key terms such as software crisis, systems analyst, fact finding techniques, DFD's, test plans, changeovers, RAD, Agile etc. use of Programming environments will be necessary for understanding and practice.	External Written Examination 1 hour 30 minutes 50% of AS 20% of A Level



A LEVEL

Unit	Content	Assessment
1 - Information Systems	In this unit students learn to extend your previous knowledge from the AS in Fundamental Technologies and learn about the additional areas of Computing such as networks and their protocols, technologies used such as repeaters and how they work. The purpose and use of MAC and IP addresses. How Collision detection works and its importance in a network system. The areas of transmission will be focused, how information is transmitted, checked and error detections applied or corrected. The use of databases is a key element in this section of learning and focuses on Normalisation of data to 3 rd Normal form and also takes into account the use of Entity Relationship Diagrams, DFDs and SQL language. The investigation into Artificial intelligence and the current developments available in Japan and the US at present. The understanding of Expert systems being used through the medical and business professions. The introduction of Cloud Technology and the implication from a legal perspective for all this technology in our lives.	External Written Examination 2 hour 30 minutes 40% of A Level
2 - Application Development	In this unit students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client. Students apply their practical skills to produce a solution and associated detailed documentation for the client. They can adopt a range of approaches. You will be required to understand normalisation to third level, relational database structures, queries and the development of a relational database to implement a model. You will be required to design, implement, test and document solutions to given problems. You will be required to develop and apply project management skills to their work. You will be required to examine and apply standard ways of working in this context.	Portfolio 20% of Final A2 Mark

Careers

Technical Manager, Information Technology Manager, Systems Development Manager, Computer Operator, Data Centre Manager, Network Manager, User Support Manager, Technical Support Manager, Project Manager, Systems Analyst, Business Analyst, Systems Developer/Programmer, Help Desk Supervisor, Help Desk Operator, Information Technology Trainer, PC Support Officer, User Support Analyst, Technical Support Officer, Database Administrator, Network and Communications Analyst, Network and Communications Support Officer, Programmer, Web Designer, Web Analyst, Graphic Designer, Software Engineer, Telecommunications Engineer, Sales Consultant, ICT Teacher/Lecturer, Systems Integrator, Network Administrator, Systems Operator



Examination Board: EDEXCEL

Overview

The GCE in Engineering gives students an understanding of different areas of engineering, helping them to build and apply knowledge within a wide variety of engineering contexts.

The GCE in Engineering helps students to:

- Understand the nature and demands of different areas of engineering
- Develop an understanding of engineering technologies and the complex sub-groups that make up engineering and related industries
- Apply their understanding of engineering and its practical and technological aspects, through project based study of engineering design, production, commissioning and maintenance.

The qualification has an AS/A2 structure. It can take the form of a Single Award AS GCE (3 units) or a Single Award Advanced GCE (6 units) Students design and manufacture engineering products at both AS and A2 level. They will also examine existing engineered products and investigate the role of the engineer in their design or manufacture. The A2 external assessment is based on three practical engineering activities for which Edexcel sets the brief. Students who successfully complete the qualification will be well equipped to move onto degrees, BTEC Higher National Diplomas or NVQs.

AS LEVEL		
Unit	Content	Assessment
1 – Engineering Materials, Processes & Techniques	Students become familiar with a range of engineering materials and processes, and how these can be used to manufacture high quality finished products	Externally Assessed
2 – The Role of the Engineer	Students investigate the role of a professional engineer responsible for the design or manufacture of an engineered product or service	Internally Assessed
3 – Principles of Design, Planning & Prototyping	Students produce a design solution to a client brief and demonstrate its effectiveness through developing a prototype	Internally Assessed

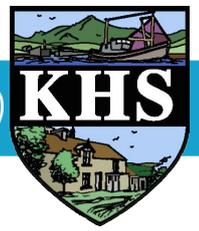


A LEVEL

Unit	Content	Assessment
4 - Applied Engineering Systems	Students look at ways in which a systems approach can be used to provide engineering solutions. Edexcel will set a brief asking students to complete three practical activities under controlled conditions. Teachers mark the work against the assessment criteria in the specification, and Edexcel sample-moderates the work	Externally Assessed
5 - The Engineering Environment	Students learn how regulations and codes of practice affect the design and manufacture of engineering products or services	Internally Assessed
6 - Applied Design, Planning & Prototyping	Students draw upon their newly-gained engineering expertise to design, develop and manufacture an engineering solution to a given client brief	Internally Assessed

Careers

Agricultural engineering technician, Auto electrician, Automotive engineer, Building services engineer, Cad technician, Civil engineer, Civil engineering technician, CNC machinist, Design engineer, Domestic appliance service engineer, Electrical engineering technician, Marine engineer, Materials engineer, Materials technician, Measurement and control technician , Satellite systems technician, Steel erector, Welder, Wood machinist.



Examination Board: CCEA

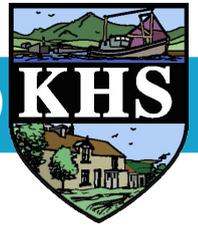
Overview

It is ill-advised to choose English Literature if you do not enjoy reading, not just the texts but also what the critics have written about the texts and the social/historical/cultural backgrounds of the texts!

N.B. You need a Grade 'C' in GCSE English Literature to begin this course but you will find the work much easier with a 'B' or 'A' grade.

AS LEVEL

Unit	Content	Assessment
AS 1 – Poetry and Drama	<p>Section A – Poetry – Frost and Heaney – 1 Hour</p> <p>Compare and contrast two poems by Robert Frost and Seamus Heaney.</p> <p>Section B – Drama – <i>A Streetcar Named Desire</i> – Tennessee Williams – 1 Hour</p>	<p>External Exam – 2 Hours – Closed Book</p> <p>Answer 1 question from a choice of 2</p> <p>Analysis of dramatic methods and context</p> <p>60% AS 24% A Level</p>
AS 2 – The Study of Prose Pre 1900	<i>Frankenstein</i> by Mary Shelley	<p>External Exam – 1 hour – Closed Book</p> <p>Answer 1 Question</p> <p>40% AS 16% A Level</p>



A LEVEL

Unit	Content	Assessment
A21 – Shakespearean Genres Response to a Shakespeare Play	<i>King Lear</i>	External Exam – 1 Hour 30 Mins – Closed Book 20% A Level
A22 – Study of Poetry Pre 1900 Unseen Poetry	Answer 2 questions: Section A – Chaucer Section B – Response to an unseen poem	External Exam – 2 hours Closed Book 20% A Level
A23 – Internal Assessment Prose – Comparative study of 2 novels across a theme	Detailed study of two novels, one of which must be a twenty-first-century novel. Students explore a theme and analyse how writers shape meaning. They also explore the contexts in which each novel was written	Internal Assessment – 2500 word essay 20% A Level

Careers

Barrister, Solicitor, Actor, Copy Writer, Author/Writer, Journalist Editor, Book Publishing, Researcher, Secretary, Public Relations Officer, Script Writer, English Teacher, Technical Writer, Press Officer, Teacher of English as an Additional Language, Editorial Assistant, Personal Assistant, Web Author/Designer, Newspaper Editor, Newspaper Sub Editor, Librarian, Information Officer, Actor, Drama Teacher, Drama Therapist, Nursery School/ Early Years Teacher, Primary School Teacher



Examination Board: CCEA

Overview

Through studying Geography at AS and A2 level, you will learn about

- Geographical concepts and processes;
- Interactions between people and their environment;
- The challenges of sustainability; and
- The importance of attitudes and values

You will become aware of the important relationships between societies, economies, cultures and environments. You will also have the opportunity to relate what you have studied to the world around you.

AS LEVEL

Unit	Content	Assessment
1 - Physical Geography	This unit is concerned with physical processes and systems and the human interaction with them. You will investigate the fluvial environment, local and global ecosystems and the processes that shape weather and climate, all at a range of scales and variety of places.	1 hr 45 min exam 40% of AS 16% of A Level
2 - Human Geography	This unit allows you to investigate how different human systems (including population, settlement and emerging markets) and relationships across our world change over space and through time, again within a variety of places and at a range of scales.	1 hr 15 min exam 40% of AS 16% of A Level
3 - Fieldwork Skills & Techniques in Geography	Through fieldwork, you will be able to identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to enquiry in your geographical studies.	1 hr exam 20% of AS 8% of A Level



A LEVEL

Unit	Content	Assessment
4 - Physical Processes, Landforms & Management	<p>There are 4 options available, of which you study and answer questions on two of them. These are:</p> <ul style="list-style-type: none"> ● Plate Tectonics – Theory and Outcomes – You will develop an understanding of the dynamic nature of crustal movements and related events. The processes of tectonic activity and the potential benefits and detrimental outcomes of natural hazards will be considered whilst you evaluate the effectiveness of their management. ● Dynamic Coastal Environments – you will gain a deeper understanding of coastal systems and process and reflect on the potential changes to this environment with an evaluation of the effectiveness of management strategies. 	<p>1 hr 30 min exam</p> <p>24% of A Level</p>
5 - Process & Issues in Human Geography	<p>There are 4 options available of which you study and answer questions on two of them. These are –</p> <ul style="list-style-type: none"> ● Cultural Geography – You will look at the influence of culture on landscape, the impact of migration and the geography of cyberspace. ● Ethnic Diversity – You will investigate the processes that create and maintain ethnic diversity and how this can be involved in the causes and possible responses to conflict. 	<p>1 hr 30 min exam</p> <p>24% of A Level</p>
6 - Decision Making in Geography	<p>This involves decision making skills in a real world scenario. You identify and analyse appropriate material, examine conflicting values and make and justify recommendations.</p>	<p>1 hr 30 min exam</p> <p>12% of A Level</p>

Careers

Air Traffic Controller, Cartographer, Countryside Officer/Ranger, Geologist, Highways Engineer, Hydrographer, Surveyor, Land Manager, Landscape Architect, Oceanographer, Property Developer, Land Surveyor, Tourist Information Officer, Town Planner, Transport Manager, Travel Agent, Meteorologist, Armed Services, Civil Engineer, Foreign/Travel Correspondent, Geography Teacher, Pilot, Market Researcher, Environmental Health Officer, Careers in Agriculture/Horticulture, Archaeologist, Ecologist, Zoologist, Botanist



Examination Board: CCEA

Overview

In this subject students will gain a broad understanding of health, social care and early years, as well as developing skills, knowledge and understanding linked to the sector. Students will have an opportunity to apply learning in a practical and realistic way and follow a programme of study that enables progression. Health and Social Care is a broad, stimulating, relevant and interesting subject.

AS LEVEL

Unit	Content	Assessment
AS1: Promoting Quality Care	In this unit you investigate how care workers apply the values of care on a daily basis with service users. You also develop an understanding of how legislation impacts on the quality of care delivered in the setting. This unit also focuses on policies, and you will evaluate the effectiveness of policies in promoting quality care.	Internally Assessed 25% of AS 10% of A Level
AS2: Communication in Health & Social Care & Early Years settings	In this unit you will develop knowledge of the different types of communication used in settings and their purpose. You will also study how a range of factors may support effective communication with service users. You have the opportunity to investigate how barriers to communication with service users can be overcome.	Internally Assessed 25% of AS 10% of A Level
AS3: Health & Well-being	In this examined unit you learn about key concepts of health and well-being and the impact of ill health. You will study the various approaches used in health promotion, as well as organisations that contribute, along with the impact of discrimination on health and well-being.	Externally Assessed 25% of AS 10% of A Level 2 Hour Written Paper



A LEVEL

Unit	Content	Assessment
A22: Body Systems & Physiological Disorders	In this unit you examine the circulatory and respiratory systems. You research a physiological disorder and write a report in which you describe the methods used to diagnose the disorder, discuss the treatments available, the care pathways and the practitioners involved. You also analyse the possible effects of the disorder on individuals.	Internally Assessed 15% of A Level
A25: Supporting the Family	This unit provides you with the opportunity to consider the changing family structures in today's society. You also develop an understanding of a range of factors that influence family life and investigate the services available to families and the support they provide.	Internally Assessed 15% of A Level
A23: Providing Services	This examined unit based on pre-release material provides you with an overview of service provision in health, social care and early year's. It gives you an opportunity to examine how policy and legislation influence the provision of care services, for a range of service users.	Externally Assessed 30% of A2 2 hour written paper

Careers

This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in GCE Health and Social Care go on to degree-level study in a variety of subjects such as health related studies, social science, social studies, psychology, child care, health promotion, community care, nursing and/or social work. Other students go on to complete Level 5 qualifications in courses such as Health and Social Care. Some students go straight into employment in the fields of health and social care and early years.



Examination Board: CCEA

Overview

Through studying this course, you will explore the key political, economic and social events that have helped shape today's institutions, governments and societies.

The specification aims to help you:

- Develop an interest in and enthusiasm for history
- Draw together different areas of knowledge, skills and understanding
- Organise and communicate your 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 independent learning, creative thinking and problem-solving, where appropriate
- Develop advanced study skills that help prepare for third level education;
- Provide extended responses and evidence of quality of written communication; and
- Demonstrate through challenging external assessments that you understand and can apply key historical terms, concepts and skills.

AS LEVEL

Unit	Content	Assessment
1 - England 1603 - 49	<ul style="list-style-type: none"> • England in 1603 • Public Finances (1603-1642) • Foreign Policy (1603-1642) • The Court (1603-1642) • Religious Beliefs and Practice (1603-1642) • The Civil War (1642-1646) • The Search for a Settlement with King Charles I (1646-1649) • The Trial and Execution of the King (1649) 	<p>Written Exam - 1 hr 30 mins</p> <p>50% AS</p> <p>20% A Level</p> <p>Answer one short response from a choice of two & two parts of a source-based question, one of which focuses on historical interpretation</p>
2 - The Ascendancy of France in Europe 1660 - 1714	<ul style="list-style-type: none"> • The growing power of France between 1660 and 1689 and the outbreak of the Nine Years' War • The Nine Year's War 1688-97 • The problem of the Spanish Succession 1697-1702 • The War of the Spanish Succession 1702-14 	<p>Written Exam - 1 hr 30 mins</p> <p>50% AS</p> <p>20% A Level</p> <p>Answer two questions from a choice of three. Each question comprises a short response question and an essay</p>



A LEVEL

Unit	Content	Assessment
3 - Crown and Parliament in England 1625 - 1714	<ul style="list-style-type: none"> • Relations between Crown and Parliament (1625-1640) • Relations between Crown and Parliament (1640-1649) o Relations between Crown and Parliament in the reign of Charles II (1660-1685) • Relations between Crown and Parliament in the Reign of James II (1685-1688) • Relations between William and Parliament (1689 -1702) • The reign of Anne (1702-1714) 	<p>Written Exam - 1 hr 15 mins</p> <p>20% A Level</p> <p>One synoptic essay question covering a period of approximately 100 years</p>
4 - Ireland 1607 - 1714	<ul style="list-style-type: none"> • The Catholicising Policies of James II in Ireland and England (1685 - 1689) • Williamite Wars in Ireland (1685 - 1691) • The results of the Conflict (1691 - 1714) 	<p>Written Exam - 2 hr 30 mins</p> <p>40% A Level</p> <p>Two parts of a sources based questions, a historical interpretations question and an essay</p>

Careers

Archaeologist, Archivist, Museum/ Art Gallery Conservator, Museum Curator, Researcher for TV/Film/Other Media, Art/Antiques Restorer, Costume Designer for TV/Film/Theatre, Set Designer for TV/Film/Theatre, Genealogist, Historical Writer/Editor, Journalist, Advocate, Barrister, Legal Executive, Solicitor, Tour Guide, Tourism Officer, Town Planner, Careers in Historic Buildings/Monuments, Teacher, Professional Historian, Actor, Careers in the Diplomatic Service.



Examination Board: CCEA

Overview

'A' Mathematics seeks to consolidate and extend the knowledge, skills and understanding developed in Key Stage 4. It provides a suitable foundation for study in Mathematics in further and higher education and for a range of interesting careers. The specification is structured in a modular format.

Two modules are required for an AS grade and a further two modules are required for an A2 grade. The AS modules are worth 40% of the A level and the A2 modules are worth 60% of the A level.

AS LEVEL

Unit	Content	Assessment
AS 1: Pure Mathematics	The topics covered are: Surds, Indices, Quadratics, Quadratic Inequalities, Simultaneous equations, Remainder and Factor Theorem, Transformation of Graphs, Coordinate Geometry, Binomial Expansion, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors.	External written examination 1 hour 45 mins 60% of AS 24% of A level
AS 2: Applied Mathematics	Mechanics topics covered are: Uniform acceleration, Forces and Newton's laws, Equilibrium, Friction. Statistics topics covered are: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions.	External written examination 1 hour 15 mins 40% of AS 16% of A level



A LEVEL

Unit	Content	Assessment
A2 1: Pure Mathematics	The topics covered are: Further Algebra including Partial Fractions, Modulus Functions, further Transformations of Graphs, Parametric equations, Sequences and series, further Binomial Expansion, further Trigonometry, further Differentiation and Integration, Numerical Methods.	External written examination 2 hour 30 mins 36% of A level
A2 2: Applied Mathematics	Mechanics topics covered are: Variable acceleration, Projectiles, Moments, Impulse and Momentum. Statistics topics covered are: Probability, Statistical distributions, Statistical hypothesis testing.	External written examination 1 hour 30 mins 24% of A level

Careers

Accountant, Actuary, Astronomer, Architect, Bank Manager/Officer, Careers in Buying and Selling, Logistics/Distribution Manager, Economist, Factory Manager, Investment Analyst, Market Research Executive, Accountancy, Technician, Marketing Manager, Medical Researcher, Meteorologist, Production Manager, Shop Keeper, Statistician, Surveyor, Computer Programmer, Quantity Surveyor, Building Society Manager/Clerk, Systems Analyst, Operational Researcher, Chartered Engineer, Insurance, Mathematics Teacher, Engineering, Craftsperson, Financial Adviser, Primary School Teacher.



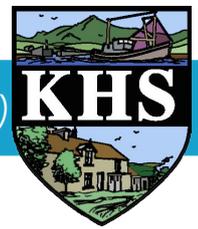
Examination Board: CCEA

Overview

- French A Level will give you a fascinating insight into the world of French, whilst developing the ability to communicate confidently and effectively in French in both speech and writing. You will also learn about the contemporary society, cultural background and heritage of not only France but of other countries and communities where French is spoken.
- If you have an interest and a desire to learn and experience the world around you then you will be well suited to this course! Your own personal development will also benefit greatly from taking GCE French. It will strengthen your confidence and help you gain a positive attitude to learning and independent study.

AS LEVEL

Unit	Content	Assessment
1 – Relationships	<ul style="list-style-type: none"> • Family structures & challenges • Intergenerational issues • Influences on young people 	Speaking 30%
2 – Culture & Lifestyle	<ul style="list-style-type: none"> • Physical well-being; stress; risk-taking behaviour; hobbies and interests; the arts; social media and new technology • Holidays, festivals and tourism 	Listening, Reading & Use of Language 40%
3 – Film or Literature Study	Manon des Sources	Extended Writing 30%



A LEVEL

Unit	Content	Assessment
4 – Young People & Society	Jobs, education and employment; young people and democracy; EU Citizenship and societal attitudes	Speaking 18 %
5 – Our Place in a Changing World	Equality & discrimination; immigration & emigration; multicultural society; conflict; sustainable living and environment	Listening, Reading & Use of Language 24%
6 – Literature & Society	<p>You will also study one of the following texts for written assessment:</p> <ul style="list-style-type: none"> ● Mauriac: Thérèse Desqueyroux ● Pagnol: La Gloire de mon père <p>or</p> <ul style="list-style-type: none"> ● Sartre: Les Mains sales. <p>As part of the speaking test, you will discuss one of the following themes</p> <ul style="list-style-type: none"> ● Region: ● Culture: or ● A Period in 20th century France. 	Extended Writing 18%

Careers

As well as traditional language-based careers, such as travel, tourism, hospitality, customs, teaching, translating, diplomatic service, business, journalism, many Modern Languages' students go on to work in science, engineering, medical careers, retail or personnel management, sales and marketing, financial work, law, public relations, management services or computing.– being able to speak a foreign language opens lots of careers to you! You will have many transferable skills!



Examination Board: CCEA

Overview

Moving Image Arts is the study of films and film-making through the process of making short films. Through hands-on experience, students develop the creative and practical skills needed to make moving image products. Students gain an understanding of the separate art forms that combine to create the cinematic experience: cinematography, editing, art direction, sound design and animation. They also study the language and history of film and animation, through the work of a range of directors and movements.

Q. Why study GCE Moving Image Arts?

The moving image is a key driver of the creative industries. Moving Image Arts is an ideal course for any student wanting to pursue a career in film, TV, games development or internet content provision. It helps students to develop their creative and critical abilities in writing, directing, editing, producing and analysing film works. Students also explore the history of the moving image and its relationship with other art forms and disciplines to inform, inspire and contextualise their work.

Moving Image Arts offers a challenging and rewarding course for students intent on any career path and includes many transferable skills, for example independent thinking, creative thinking, decision making, teamwork and setting and meeting deadlines. It promotes developing creative enterprise, technical literacy, research, analysis and evaluation skills, plus leadership, planning, organisation and people management skills. It offers a solid foundation for progression into higher education and employment.

Q. What do I need to take this course?

Students are not required to possess prior knowledge of or a certain level of attainment in the subject. However, the online examinations for both the AS and A2 courses require students to demonstrate basic keyboarding and word processing skills. A keen interest and enthusiasm for the subject are essential. Students should be self-motivated and keen to learn and share new skills.

AS LEVEL

Unit	Content	Assessment
AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio	Students must produce: <ul style="list-style-type: none"> • Statement of Intention; • Pre-production materials; • A one 3–4 minute narrative film sequence or 1 1/2 – 2 minute animation sequence based on provided stimuli • An evaluation 	24 % of A level 60% of AS Teacher marks coursework, CCEA moderate results
AS 2: Moving Image Arts Critical Response	Students take a 1 hour 30 minute long, online examination with questions on clips from set study areas. Section A–Hitchcock & the Classical Hollywood Style Section B–Formalism: Early European Cinema and American Expressionism	16% of A Level 40% of AS Externally set & Externally Marked



A LEVEL

Unit	Content	Assessment
A2 1: Creative Production and Research: Advanced Portfolio	Students must produce: <ul style="list-style-type: none"> • An Illustrated Essay; • Pre-production materials; • One 4–7 minute long narrative film or 2–3 1/2 minute long animation • An evaluation 	60% of A2 36% of A Level Teachers mark coursework and CCEA moderate results
A2 2: Advanced Critical Response	Students take a two hour and fifteen minute online examination with questions based on clips from set study areas and an unseen script. <ul style="list-style-type: none"> • Section A – Realism: Narrative and Visual Style • Section B – Creative Exercise • Section C – Comparative Analysis 	40% of A2 24% of A Level CCEA Set Exam & Mark It

Careers

This course could lead to careers in: TV production, Video Editing, App Design, Print Journalism, Advertising, Programme Researcher, Broadcast Journalism, Public Relations, Market Researcher, Television/TV/TV Producer, Multimedia Specialist, Film Industry, Online Advertising and Media, Media Analyst, and Animation.

NATIONAL EXTENDED CERTIFICATE IN SPORT



Examination Board: EDEXCEL

Overview

This course provides a broad basis of study for the Sports sector and is designed to provide a sound basis for progression into related pathways of Higher Education, including HND and Degree level Sports courses. The National Extended Certificate is the equivalent of one A-Level.

1 External examination on Anatomy & Physiology Controlled Assessment – External Controlled Task-based on Fitness Training and Programming & Health, Sport and Well-being Coursework – 2 internal assessments – 1 in L6, 1 in U6. (Professional Development in the Sports and Practical Sports Performance)

GCSE PE? It helps but it is not a requirement.

To complete this course successfully you need to...

Work steadily

- Meet deadlines
- Revise thoroughly
- Carry out research independently

Levels of achievement?

Pass (16 UCAS points), Merit (32 UCAS points), Distinction (48 UCAS points)

AS LEVEL

Unit	Content	Assessment
Anatomy & Physiology	Learners explore how the skeletal, muscular, cardiovascular and respiratory systems functions and the fundamentals of the energy systems.	External Exam 1 hr 30 mins 33.5% of Overall Mark
Professional Development in the Sports Industry	Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.	Internal Assessment 16.5% OF Overall Mark



A LEVEL

Unit	Content	Assessment
Fitness Training & Programming for Health, Sport & Well-Being	Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. The task is based on pre-released material by BTEC. You will have time to complete background research on the task before completing the controlled assessment within the time limit.	External Controlled Assessment (task-based) 2hr 30 mins 33.5% of Overall Mark
Optional Unit	The final unit will be an optional unit selected from Sports Leadership, Application of Fitness Testing, Sports Psychology or Practical Sports Performance.	Internally Assessed 16.5% of Overall Mark

Careers

Leisure/Sports Centre Manager, Leisure/Sports Centre Assistant, Physiotherapist, Remedial Gymnast, Sports Instructor/Coach, PE Teacher, Stunt Performer, Health & Fitness Instructor, Children's Holiday Representative, Outdoor Pursuits Instructor, Army, Royal Navy Officer, Royal Navy Rating, Royal Air Force Officer, Royal Air Force Airman/woman, Royal Marines Officer, Royal Marine, Swimming Pool Attendant/Lifeguard, Police Officer, Diver, Sports Journalist, Sports Scientist, Sports Commentator, PE Instructor



Examination Board: CCEA

Overview

The central focus of Nutrition and Food Science education is the health and wellbeing of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs. You need the knowledge, skills and attitudes developed in a study of Nutrition and Food Science to understand and challenge the way society impacts on health and wellbeing.

You will be encouraged to:

- Develop and apply knowledge, understanding and skills to meet human need in a broad range of activities
 - Develop an awareness of the how to manage resources to meet an identified human need in a diverse and ever-changing society
 - Develop higher order critical thinking skills such as problem-solving and decision making
 - Develop personal capabilities such as self-management and working with others become independent and lifelong learners
 - Develop Cross-Curricular Skills of Communication, Using Mathematics and Using ICT
 - Take account of and develop an awareness of rapid technological changes and the growth of scientific knowledge and understanding
 - Carry out research and present their findings in different formats
- Demonstrate through challenging internal and external assessments that they understand and can apply key concepts

AS LEVEL

Unit	Content	Assessment
1 - Principles of Nutrition	<p>Focuses on the study of nutrients and other dietary constituents. Students also study nutritional requirements and current dietary recommendations for each life stage.</p> <p>Protein Fat Carbohydrate Vitamins Minerals Trace-minerals Water and other fluids Nutrition through life Nutrient requirements</p>	<p>50% of AS</p> <p>20% of A Level</p> <p>Written examination - 1 hour 30 minutes</p>
2 - Diet, Lifestyle & Health	<p>Focuses on current research on diet, lifestyle and health.</p> <ul style="list-style-type: none"> ● Eating patterns ● Energy and energy balance ● Diet-related disorders:- <ul style="list-style-type: none"> — Overweight / obesity — Cardiovascular disease — Cancer — Type 2 diabetes — Alcohol — Physical activity 	<p>50% of AS</p> <p>20% of A Level</p> <p>Written examination - 1 hour 30 minutes</p>



A LEVEL

Unit	Content	Assessment
<p>3 – Option A – Food Security and Sustainability OR Option B – Food Safety and Quality</p>	<p>Focuses on the consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice:</p> <ul style="list-style-type: none"> ● Food security ● Food poverty ● Food sustainability ● Food waste ● Changing consumer behaviours <p>OR</p> <p>Focuses on exploring how to secure a safe food supply from the primary producer to the consumer:</p> <ul style="list-style-type: none"> ● Food safety ● Safety through the food chain ● Microbiological contamination ● Chemical contamination ● Additives ● Allergens ● Controls and legislation 	<p>30% of A Level</p> <p>Written Exam – 2 hrs 30 mins</p>
<p>4 – Research Project</p>	<p>Students will choose a research area from <u>any of the other 3 units</u> (AS 1, AS 2 or A2 1) and produce a report of no more than 4,000 words. Teachers mark the projects, and CCEA moderate the results.</p>	<p>30% of A Level</p> <p>Internal Assessment (in class)</p>

Careers

Careers with Ministry of Agriculture, Fisheries & Food Nutritionist, Caterer, Baker, Publican, Butcher, Waiter, Chef/Cook, Confectioner, Consumer Adviser, Dietician, Home Care Organiser, Fishmonger, Food Shop Retailer, Food Writer/Photographer, Health Promotion Officer, Trading Standards Officer, Environmental Health Officer, Home Economist, Fast Food Operative, Restaurant Manager, Demonstrator, Teacher in Food Technology/Catering/Hospitality, Bar Attendant, Careers in Food Manufacturing, Food Guide Inspectors, Food Scientist, Microbiologist, Technical Brewer



Examination Board: CCEA

Overview

Performing arts is a growth industry in Northern Ireland. This AS/A2 level gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.

The specification offers a wide range of skills in both performance and production. The teacher acts as facilitator in helping students to develop their chosen skills and may act as a director for group performances in the absence of a group director.

AS/A2 Performing Arts is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.

AS LEVEL

Unit	Content	Assessment
Developing Skills & Repertoire	<p>This unit gives students the opportunity to develop one discipline within performing arts (from either Performance or Production) and then apply this discipline in a performance context. To develop the discipline, students work individually and in groups of between two and nine. They explore two contrasting extracts of repertoire from a range of existing material including musical scores, set works and published extracts.</p> <p>A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.</p> <p>Students can focus on Dance, Drama, Music, Choreography, Design (set or costume), Direction, Stage Management, Sound or Lighting.</p>	<p>60% of AS</p> <p>24% of A Level</p> <p>Internally Assessed</p> <p>Externally Moderated</p>
Planning & Realising a Performing Arts Event	<p>This unit involves responding to pre-release stimulus material. This will be concept, theme or issue based. Students interpret this stimulus to create a performing arts event that will draw on existing material.</p> <p>Students present their performing arts event to an audience and the external examiner in groups. Each group should consist of between two and nine students. Although each group prepares and presents the work, the external examiner assesses each student as an individual.</p> <p>Performances should last between 10 and 40 minutes, depending on the size of the group.</p>	<p>40% of AS</p> <p>16% of A Level</p> <p>Externally Assessed</p>



A LEVEL

Unit	Content	Assessment
<p>Planning For Employment</p>	<p>This unit gives students the opportunity to develop their understanding of how to find work in their chosen discipline. Students work individually to explore the range and scope of employment opportunities in the performing arts industry. They develop materials that will assist them in gaining employment in their chosen discipline.</p> <p>Students will acquire knowledge and understanding of how to gain work in the performing arts industry by investigating the training required, the jobs available and the role of unions, agents and recruitment agencies in securing work locally and nationally.</p> <p>Students should compile their research in a written report. Students create an employment plan that reflects the knowledge gained through their research.</p>	<p>60% of A2</p> <p>36% of A Level</p> <p>Internally Assessed</p> <p>Externally Moderated</p>
<p>Performing to a Commission Brief</p>	<p>This unit gives students the opportunity to form a production company to realise a performing arts event based on a set stimulus. Students research, promote, plan and perform the event.</p> <p>Students demonstrate their skills in their chosen discipline by realising the stimulus practically for an audience and the external examiner. Students focus on performing or producing original material. They work to an agreed production schedule to meet deadlines.</p> <p>Students decide on a suitable venue for the performance and take account of production, budgetary constraints and target audience.</p>	<p>40% of A2</p> <p>24% of A Level</p> <p>Externally Assessed</p>

THE CREATIVE INDUSTRIES ARE ONE OF THE FASTEST GROWING INDUSTRIES IN N. IRELAND!



Examination Board: CCEA

Overview

Physics at A level will follow the CCEA specification. Further information on Physics at A level can be viewed on the CCEA website: www.ccea.org.uk. The details below were correct when printed but are subject to change.

In Physics you will look at the gravitational fields of the very largest stars to the incredibly small basic particles that join together to form protons and neutrons.

The areas of study in L6th are forces, motion, energy, electricity, waves, quantum physics and health physics. In U6th you will study momentum, oscillations, thermal physics, gravitational, electric and magnetic fields and nuclear physics.

AS LEVEL

Unit	Content	Assessment
1 - Forces, Energy & Electricity	Forces, motion, energy and electricity are dealt with in a very mathematical manner. This builds on work from Years 11 and 12 on the same topics.	40% of AS 16% of A Level
2 - Waves, Quantum Physics, Medical Imaging & Astronomy	Following on from Year 12's work on waves, you will study sound and light. Medical imaging and quantum physics are the only completely new topics this year. The astronomy section deals with the GCSE Earth in Space topic in more detail.	40% of AS 16% of A Level
3 - Practical Techniques & Data Analysis 1	In this section you will be carrying out practicals, recording results and analysing your findings.	20% of AS 8% of A Level



A LEVEL

Unit	Content	Assessment
4 – Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	The first topic examines how materials behave when forces act on them. Thermal physics, circular motion and nuclear physics follow on from Year 11 work in GCSE Physics.	40% of A2 24% of A Level
5 – Fields and their Applications	You will study gravitational, electric and magnetic fields before looking at particle accelerators and quarks – the most basic particles in nuclei.	40% of A2 24% of A Level
6 – Practical Techniques & Data Analysis 2	This involves practical work at a more advanced level than at AS level.	40% of A2 12% of A Level

Careers

Aeronautical Engineer, Architect, Astronomer, Astrophysicist, Automobile Engineer, Building Surveyor, Civil Engineer, Cyberneticist, Electrical Engineer, Flight Engineer, Forensic Scientist, Geophysicist, Laboratory Technician, Land Surveyor, Materials Scientist/Technologist, Medical Physicist, Metallurgist, Meteorologist, Mining Engineer, Nuclear Scientist, Radiographer, Researcher, Structural Engineer, Physics Teacher, Marine Engineer, Optometrist, Recording Engineer, Patent Examiner, Medical Technical Officer, Veterinarian and Doctor.



Examination Board: AQA

Overview

What is Psychology?

Psychology is often defined as the scientific study of behaviour. This means that virtually anything which organisms do, from humans to simple animals, is part of the subject matter of Psychology.

Psychologists have undertaken the task of describing behaviour thoroughly and objectively, and of constructing theories which allow the variety and complexity of behaviours to be related to underlying principles.

These qualifications are linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-Level exams at the end of their A-Level course.

AS LEVEL

Unit	Content	Assessment
Introductory Topics in Psychology (Social Influence, Memory and Attachment)	<p>Types of conformity; conformity to social roles; explanations for obedience; explanations of resistance to social influence; minority influence; the role of social influence in social change.</p> <p>The multi-store model of memory; types of long-term memory; the working memory model; explanations for forgetting; the accuracy of eyewitness testimony and how to improve it.</p> <p>Caregiver-infant interactions in humans; animal studies of attachment; explanations of attachment; types of attachment; cultural variations in attachment; Bowlby's theory of maternal deprivation; the influence of attachment on childhood and adult relationships.</p>	<p>2x 1 1/2 hour papers</p> <p>Each worth 50% of AS</p>
Psychology in Context	<p>Origins of Psychology; learning approaches; the cognitive approach; the biological approach - the division of the nervous system, the structure and function of sensory, relay and motor neurons, the function of the endocrine system; the fight or flight response.</p> <p>Definitions of abnormality; the behavioural, emotional and cognitive characteristics of phobias, depression and OCD; the behavioural approach to explaining and treating phobias; the cognitive approach to explaining and treating depression; the biological approach to treating OCD.</p> <p>Experimental method; observational techniques; self-report techniques; correlations; scientific processes data handling and analysis (quantitative and qualitative data, primary and secondary data, descriptive statistics, presentation and display of data, distributions and introduction to statistical testing).</p>	<p>Papers consist of a mix of multiple choice, short answer & extended writing</p>



A LEVEL

Unit	Content	Assessment
Introductory Topics in Psychology	Social Influence Memory Attachment Psychopathology See AS content	
Psychology in Context	Same as AS content above plus: The psychodynamic approach; Humanistic psychology and Comparison of approaches Localisation of function in the brain and hemispheric lateralisation; Ways of studying the brain and Biological rhythms; Content Analysis; Case Studies; Reliability; Features of science; Reporting psychological investigations; Analysis / interpretation of correlation; Levels of measurement; Content analysis and coding	3x 2 hour Papers
Issues and Options in Psychology	Gender and culture in Psychology; Free will and determinism; the nature-nurture debate; Holism and reductionism; Idiographic and nomothetic approaches and Ethical implications of research and theories Piaget's theory of cognitive development: and stages of intellectual development. The development of social cognition: Selman's level of perspective taking. The role of mirror neurons in social cognition and Theory of Mind as an explanation for Autism. Classification of schizophrenia; Biological explanations for schizophrenia; Psychological explanations for schizophrenia; Drug therapy; Cognitive behaviour therapy and Interactionist approaches Neural and hormonal mechanisms in aggression, including the role of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. Institutional aggression in the context of prisons. Media influences on aggression, including the effects of computer games.	Each worth 33% of A Level Papers consist of a mix of multiple choice, short answer & extended writing

Careers

Art therapist, aviation psychologist, child care worker, clinical psychologist, counsellor, correctional treatment specialist, criminal investigator, crisis counsellor, cognitive psychologist, developmental psychologist, educational psychologist, employment recruiter, engineering psychologist, environmental psychologist, family and marriage therapist, financial aid counsellor, forensic psychologist, grief counsellor, health psychologist, human resources advisor, journalist, lawyer, market researcher, music therapist, neurologist, occupational therapist, probation officer, psychiatric social worker, public relations agent, publishing agent, psychiatrist, recreational therapist, rehabilitation counsellor, social worker, sports psychologist, statistician, teacher, youth worker



Examination Board: CCEA

Overview

A-Level Religious Studies at KHS will help deepen your knowledge and understanding of the Bible through an in-depth study of four key books, as well as develop an appreciation of how the Christian Church formed and developed in the years preceding Jesus' ascension into Heaven. AS/A2 Level RS is designed to help you stretch your thinking, challenge your opinions and evaluate your own beliefs as well as those of others. The course consists of 2 modules, which are studied over the 2 years:

(1) New Testament Textual studies – A study of the Book of Acts, 1st Corinthians and Galatians and Ephesians.

You will undertake a detailed, thorough and in depth analysis of the texts of Acts, 1st Corinthians, Galatians and Ephesians. You will be expected to not only know the main content/themes of these four books, but also understand the cultural and contemporary relevance of them. You will discuss some key issues of theology such as: The Characteristics of the early Christian community in Acts; Mission in the church today; Religious conversions; the Faith v Works debate; the role of the Holy Spirit in the church today; the Gifts of the Spirit and their relevance today and much more.

(2) The Early Church – a study of the beginnings and growth of the Christian Church from the ascension of Jesus until the fourth century.

You will take a look at how that Early Christian Church grew and expanded across the Roman Empire after the ascension of Jesus into Heaven. You will see that despite much persecution from the Emperors of Rome, the Christian faith very quickly grew and spread across the Empire. You will look at some key figures and see how their influence helped to shape the future generations of the church. You will also discuss some key theological issues such as: Persecution in the church today; Religion and politics; Identifying false teachings in the Church; How the Bible was put together; The Trinity; How the early Christians worshipped and many more.

There is also an optional trip to Rome, which really helps to 'bring the course to life' – it certainly is a trip that you won't forget in a hurry!

AS LEVEL		
Unit	Content	Assessment
AS 2	An Introduction to the Acts of the Apostles	2x 1 hr 20 min Exam
AS4	The Origins and Development of the Early Church	40% of A Level



A LEVEL

Unit	Content	Assessment
A2 2	Themes in selected Letters of St. Paul	2x 2 hr Exams
A2 4	Themes in the Early Church and the Church today	60% of A Level

Careers

Law, Solicitor, Social Work, Medicine, Journalism and broadcasting, Counsellor, Publishing, Radio, Television, Film, Ministry, Education, Health and Welfare Ministries, Missionary, Social Services, Minister/Pastor/Priest, Youth work, Church work, Business or marketing, Psychology, Chaplaincy, Foreign service (i.e., diplomatic corps), Health care (e.g., chaplaincy), Police service, Fire Service, Paramedic, Politics, Historian, Event planning, Writer, Charity work, Hospitality, the Service industry, Museums and the arts



Examination Board: EDEXCEL

Overview

Technology and Design is about solving real life problems. It involves students in being creative through their use of a range of materials in order to design and realise solutions.

This course offers students the opportunity to develop a range of skills through the design and making of a project that is chosen by the student in response to a theme set by the examining body. The course is useful for those who are considering a career in any form of design or engineering field.

This course combines well with Mathematics and Physics, Art and Design, Engineering and ICT

This subject is delivered as a 2 year course only – no AS award is offered.

Preferred entry requirements

GCSE Grade C or above in either AQA Design and Technology Resistant Materials, or CCEA Engineering/Manufacturing

A LEVEL

Component 1	Content	Assessment
Principles of Design & Technology	Topics include 1: Materials 2: Performance characteristics of materials 3: Processes and techniques 4: Digital technologies 5: Factors influencing the development of products 6: Effects of technological developments 7: Potential hazards and risk assessment 8: Features of manufacturing industries 9: Designing for maintenance and the cleaner environment 10: Current legislation 11: Information handling, Modelling and forward planning 12: Further processes and techniques.	2 hr 30 min Exam 50% of A Level



A LEVEL

Component 2	Content	Assessment
<p>Independent Design & Make Project</p>	<p>Students individually and/or in consultation with a client/end user identify a problem and design context.</p> <p>Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.</p> <p>Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.</p> <p>Students will realise one potential solution through practical making activities with evidence of project management and plan for production.</p> <p>Students will incorporate issues related to sustainability and the impact their prototype may have on the environment</p> <p>Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others</p> <p>Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical and environmental impacts.</p>	<p>Externally Assessed Coursework</p> <p>50% of A Level</p> <p>40 Page Design Folder to include a working prototype of the product being designed</p>

Careers

Product Designer, Design Assistant, Retail Display Assistant, Model Maker, Fashion Designer, Landscape Architect, Jewellery Designer, Textile Designer, Wood Carver, Landscape Gardener, Metal Engraver, Potter, Glassmaker, Construction Craftsperson, Construction Technician, Shop Fitter, Engineering Technician, Chartered Engineer, Engineering Craftsperson, Cartographer, Orthotist/Prosthetist, Dressmaker, Design and Technology Teacher, Craft Designer, Blacksmith, Primary Teacher, Occupational Therapist, Interior Designer, Special Effects Designer, Graphic Designer, Dental Technician, Set Designer, Costume Designer



Examination Board: EDEXCEL

Overview

****TO BE CONFIRMED****

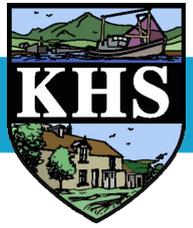
The Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Services is intended to support progression to further study. Its primary purpose is to support post-16 learners in accessing higher education, and ultimately for learners to progress to employment in the uniformed protective services or related areas. It is ideal for learners who want to learn about the uniformed protective services sector alongside other fields of study with a view to progressing to higher education, either to a course related to uniformed protective services or to a course related to one of the other chosen fields of study.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers from the uniformed protective services sector have also been involved and consulted so that the qualification content is appropriate and consistent with current practice for learners who choose to enter direct employment in the sector.

The qualification gives learners the knowledge, understanding and skills that will prepare them for further study or training.

AS LEVEL

Unit	Content	Assessment
Behaviour and Discipline in the Uniformed Protective Services	In this unit, you will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. In completing the assessment for this unit, you can draw on your learning from across the programme.	2 hr External written Exam 33.5% of Extended Cert 67% of Certificate
Professional Development in the Uniformed Protective Services	You will research the different possible careers and the job roles in the protective services. You will have the opportunity to analyse your own skills and identify how to develop them into a career through the use of a career plan, researching your chosen career to understand how to access and progress within it. The unit allows you to take part in application and interview assessment activities, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific technical knowledge and skills required to access and progress in the uniformed protective services, and then develop an action plan towards achieving your selected career aim.	Internal 16.5% of Extended Cert 33% of Certificate

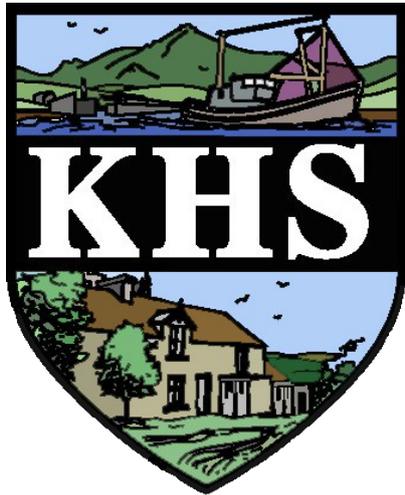


A LEVEL

Unit	Content	Assessment
Teamwork, Leadership & Communication in the Uniformed Protective Services	<p>In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective team member while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient. In completing the assessment tasks for this unit, you can draw on your learning from across your programme.</p>	<p>Internal Assessment 33.5% of Extended Cert</p>
Introduction to Criminology	<p>In this unit, you will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour. You will also explore the various methods of crime prevention in England and Wales. You will investigate the various sets of crime statistics that explain the extent of crime in England and Wales, and you will look at the impact of crime on society, exploring concepts such as 'fear of crime' and how this may manifest itself in both individuals and communities. You will determine why, according to criminological theories, that certain groups are more likely to commit crimes than others. You will look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, you will explore how those who have been victims of crime or who have witnessed crime, and those who may be at risk of threats and intimidation, can be supported by the uniformed protective services, other public services and other related bodies.</p>	<p>Internal Assessment 16.5% of Extended Cert</p>

Careers

In addition to the uniformed protective services sector-specific content outlined above, the qualification requires learners to develop the transferable and higher-order skills, such as research, presentation and communication skills, discipline and the ability to be resourceful and work collaboratively, that are highly regarded by higher education and employers.



Enrichment Programme

Overview

The aim of Careers Education, Information, Advice and Guidance (CEIAG) is to enable you to become an effective career decision maker and to equip you with the skills to manage your own career development successfully and confidently.

Through the activities you carry out, you will get to know your strengths, interests, values, hopes and aspirations. You will also be given opportunities to consider how these can influence your future lifestyle, education and employment opportunities.

Careers lessons will incorporate the following key elements:



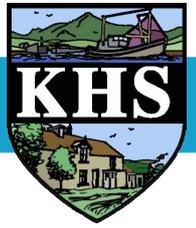
.....and will focus on three key areas:

Self-Awareness and Development - identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

Career Exploration - acquiring and evaluating information, and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

Career Management - developing skills in career planning, and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

The Careers Department is equipped with a wide range of resources to assist you with your career exploration and planning. You will attend University Open Days, UCAS convention, and listen to a range of talks from employers and past pupils. You will also have the opportunity to participate in work experience.



Overview

In Sixth Form, you are encouraged to take part in Physical Education on a Wednesday afternoon. A wide range of activities is on offer and these take the form of many leisure activities, with which YOU can continue when they leave school.

Activities on offer include (You will choose 2 or 3 of these sports)

- Leisure Activities 1 (Badminton , Pool , Table Tennis)
- Leisure Activities 2 (Rounders, American Football, Volleyball)
- Swimming (at the local Leisure Centre)
- Squash (at the local Leisure Centre)
- Fitness Suite (at the Planet Pulse Gym in Kilkeel Leisure Centre)
- Power –Walking
- Hockey
- Football
- Basketball

Everyone will take part in Fitness Tests, Cross-country, House Matches & Athletics during the course of the year.

PSNI TRAFFIC BRANCH PRESENTATION

Overview

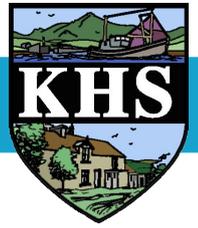
This is aimed at new drivers in order to give awareness to road safety, the risks involved in driving and how to avoid them.

MILLENNIUM VOLUNTEERS

Overview

You can volunteer in the community and become involved with the Millennium Volunteers' Scheme run by the school in association with their staff.

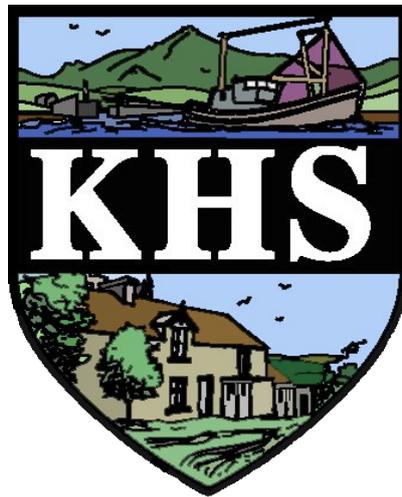
MV is all about getting you recognition for your volunteering - you get certificates backed by the Department of Education after you complete your first 50, 100 and 200 hours of volunteering. You can then use these when updating your CV or filling out job or UCAS applications to make yourself stand out.



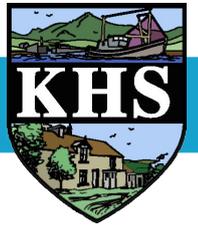
Overview

Our school operates a system whereby members of L6 can gain invaluable experience by volunteering to support pupils in other classes for one period per week. This can be a great addition to any personal statement, especially those considering employment involving working with young people, teaching, social work, nursing or those who just need a little more evidence of their personal qualities. Mrs McGregor co-ordinates this scheme.





August Arrangements



Senior Staff will be in school on:

10th & 12th August 2021

to help you with problems, offer advice
and provide further information

INTERVIEWS

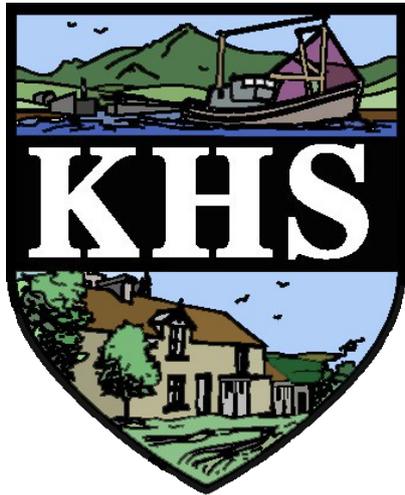
Interviews will take place on

Monday 23rd August & Tuesday 24th August*
for all prospective Sixth-Form students.

Parents are welcome to attend.

***PLEASE make an appointment at the office as soon
as GCSE results are known!***

**alternative times may be arranged*



Recent Results

RECENT RESULTS



2016

A LEVEL	75% Passes (A* - C) & 97% Passes (A* - E)
	90% of Students Gained 2 or more Passes (A* - E)
	98% of Students Gained 1 or more Passes (A* - E)
AS LEVEL	82% Passes (A* - E)

2017

A LEVEL	79% Passes (A* - C) & 99% Passes (A* - E)
	98% of Students Gained 2 or more Passes (A* - E)
	100% of Students Gained 1 or more Passes (A* - E)
AS LEVEL	92% Passes (A* - E)

2018

A LEVEL	86% Passes (A* - C) & 99% Passes (A* - E)
	100% of Students Gained 2 or more Passes (A* - E)
	100% of Students Gained 1 or more Passes (A* - E)
AS LEVEL	80% Passes (A* - E)

2019

A LEVEL	55% Passes (A* - C) & 90% Passes (A* - E)
	98% of Students Gained 2 or more Passes (A* - E)
	100% of Students Gained 1 or more Passes (A* - E)
AS LEVEL	86% Passes (A* - E)

2020 **

A LEVEL	89% Passes (A* - C) & 99% Passes (A* - E)
	98% of Students Gained 2 or more Passes (A* - E)
	100% of Students Gained 1 or more Passes (A* - E)
AS LEVEL	99% Passes (A* - E)

**Centre Assessed Grades