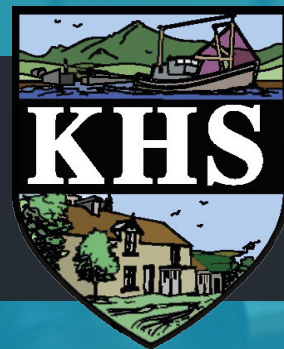


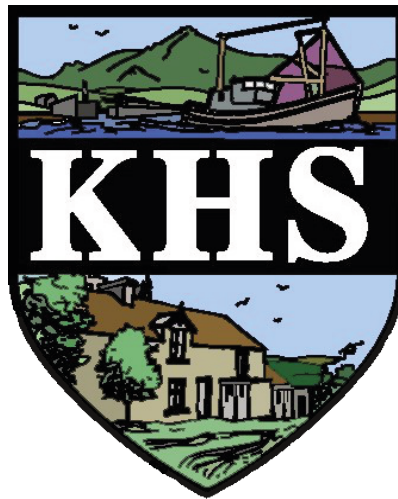
# Kilkeel High School

Creating Opportunity • Realising Potential • Developing Individuals



## Key Stage 5 Curriculum

2023–2025



**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	ENVIRONMENTAL TECHNOLOGY

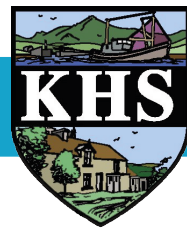
## A LEVEL EQUIVALENT SUBJECTS

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)	TRAVEL & TOURISM (BTEC – 1X AS/A LEVEL)
HOSPITALITY (BTEC LEVEL 3)	

\* 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 PROGRAMME

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
- Sign Language

# ADMISSIONS POLICY



Students wishing to enter sixth form study in Kilkeel High must;

- Be committed to the ethos, aims, policies and regulations of the school;
- Clearly demonstrate previous good attitudes to learning corresponding with the high standards at Kilkeel High School. This includes a good attendance record, a record of good behaviour and a good academic work ethic. The Principal, on behalf of the Board of Governors, will determine the standards expected.
- Show evidence of good conduct, attendance, punctuality and contribution to the extra curricular life of the school.

Any pupil wishing to enter Sixth Form is expected to have a satisfactory attendance rate of 95% or higher and a record of co-operative behaviour. This will be determined by:

- a. Sims.net
- b. Where a pupil has been suspended on more than one occasion during their GCSE Years then they may be deemed not to have had a record of co-operative behaviour
- c. Reference may also be made to the end of term reports and any interim reports which have been written during Year 11 and 12 including, for example, repeated failure to submit work by deadlines.

Where any of the above conditions (a-c) have not been met, the Principal may refuse admission or admit a pupil conditional upon interview between the pupil, their parents and the Principal and acceptance of a contract.

- d. Submit an application and have an interview with a member of the Kilkeel High School Senior Leadership Team to choose an appropriate course of study including suitable choices.

Students who gain admission to Sixth Form are expected to take 3 or 4 subjects to Level 3 qualifications and will sit externally set examinations at the end of Year 13. They will then proceed with the study of subjects to A2 level and will again be externally assessed at the end of Year 14.

Universities vary concerning the number of AS subjects they require. However, high demand courses such as Medicine, Veterinary Medicine, Dentistry and Law specify 4 AS subjects in Year 13, as do high demand universities such as Cambridge and Oxford. Students should carry out their own research on specific requirements for their chosen courses. Additionally, guidance can be provided by careers staff.

The BTEC / AQA Level 3 Certificates option offers a vocational route. Some pupils benefit greatly from opting for applied courses as this raises their level of achievement.

- QUB will accept one applied course in an applicant's academic profile with the exception of degree courses in Pharmacy, Medicine and Dentistry. Queen's does not ask students to achieve UCAS points, they ask for grades or the grade equivalent. They do not focus on the overall level achieved – instead they will specify the exact number of Distinctions and Merits required for each unit.
- The University of Ulster accepts BTEC Level 3 Extended Certificates and the AQA Level 3 Extended Certificates. The Admissions Department will specify the exact number of Distinctions and Merits required for each unit.





Within the School we offer a flexible range of qualifications to suit most individual needs.

Students must have at least 5 x GCSE C grades (or equivalent) in order to progress to Sixth-Form study. Points are awarded as follows:

GRADE	POINTS
A*	4
A	3
B	2
C	1.5
D	1
E	0.5
9	4
8	3
7	3
6	2
5	1.5
4	1
3	0.5
2	0
1	0
Prince's Trust	2
OS D2	1.5
OS M2	1
OS P2	0.5



Pupils entering Year 13 can study the following options or a combination of these options:

- Option 1      4 AS                              20+ GCSE Points
- Option 2      3 AS                              12–19 GCSE Points
- Option 3      3 AS                              8–11 GCSE Points      (must choose at least 1 Applied Subject)
- Option 4      2 AS and CoPE\*      6+ GCSE Points

Please note:

- Students must have at least 5 x GCSE C-grades (or equivalent) in order to progress to Sixth-Form study.
- Students require at least a grade C in GCSE English Language OR GCSE Mathematics. These subjects must be repeated in Sixth Form if a grade C or higher has not been achieved in Year 12.
- Pupils must have at least a grade C, but preferably an A\*, A or B in the subjects to be studied at AS level.

\*(CoPE – The Level 3 Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification. CoPE at Level 3 has recognition from UCAS and is worth 16 UCAS points (comparable to a B grade at AS Level). CoPE aims to assess and develop a student's personal skills. Through a series of projects, students will find themselves challenged in a variety of ways e.g. personal confidence, team working skills, learning how they learn, presenting skills, debating and researching. Students learn how to interact in an adult like manner and are encouraged to shoulder a high level of responsibility for their learning. Through this learner driven curriculum, learners experience projects that are beyond the normal experiences of a classroom, in doing so, enriching their CV and increasing their employability.)

Year 13 pupils are also required/able to complement their studies by participation in some of the following pursuits:

- Repeat either English Language or Mathematics if a grade C has not been achieved in GCSE.
- Careers Education is compulsory for one period a week, and private careers research is strongly encouraged and essential for UCAS applications and interview performance.
- Participation in a Study Skills Programme / Day.
- Additional Education/Personal Enrichment can also be achieved through:
  - assisting in the production of the School Magazine.
  - participating in leisure activities.
  - participating in the numerous other extra-curricular activities e.g. Duke of Edinburgh Award Scheme, Sports Clubs, Peer Tutoring, Charity Work, Paired Reading Scheme, Mentoring, etc.
  - assisting in the staging of the various School Productions e.g. Musicals, Dramas, Concerts, etc.
  - participating in various services to the wider community which are organised by or in association with the school.



## **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).

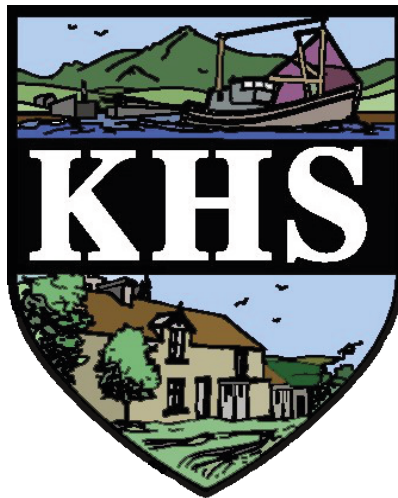
**GCSE results will be taken into consideration as well as aspirations for the future when decisions about individual subject choices are being made during the August interviews for Sixth Form entry.**

**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.

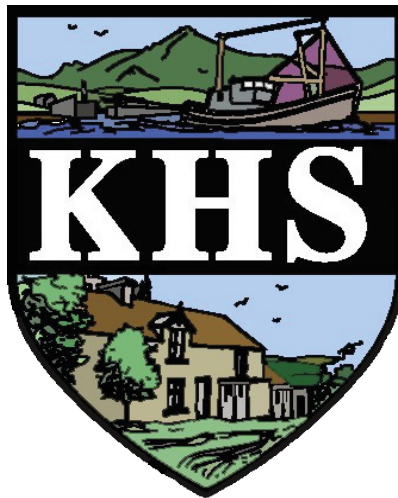
- Queen's University, Belfast – [www.qub.ac.uk](http://www.qub.ac.uk)
- University of Ulster – [www.ulster.ac.uk](http://www.ulster.ac.uk)
- Stranmillis University College – [www.stran.ac.uk](http://www.stran.ac.uk)
- Agricultural College (Greenmount and Loughry.) – [www.cafre.ac.uk](http://www.cafre.ac.uk)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





**Main Studies**

**GCE "A" and "AS"**

**APPLIED GCE & BTEC**

## 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
<b>AS 1: Experimental Portfolio</b>	<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"> <li>• AO1 – Knowledge and understanding</li> <li>• AO2 – Creative process</li> <li>• AO3 – Skills</li> <li>• No final outcome</li> </ul>	<p>50% of AS</p> <p>20% of A Level</p>
<b>AS 2: Thematic Outcome</b>	<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
<b>A2 1: Personal &amp; Critical Investigation</b>	<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"> <li>• AO1 – Knowledge and understanding</li> <li>• AO2 – Creative process</li> <li>• AO3 – Skills</li> <li>• No final outcome</li> </ul> <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</p> <p>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
<b>A2 2: Thematic Outcome</b>	<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
<b>AS 1: Molecules &amp; Cells</b>	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
<b>AS 2: Organisms &amp; Biodiversity</b>	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
<b>AS 3: Practical Skills in AS Biology</b>	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
<b>A2 1: Physiology, Co-ordination and Control &amp; Ecosystems</b>	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
<b>A2 2: Biochemistry, Genetics &amp; Evolutionary Trends</b>	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
<b>A2 3: Practical Skills in AS Biology</b>	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.



# EXTENDED CERTIFICATE IN APPLIED BUSINESS



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
<b>1 – Financial Planning &amp; Analysis</b>	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
<b>2 – Business Dynamics</b>	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
<b>3 – Entrepreneurial Opportunities</b>	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

# EXTENDED CERTIFICATE IN APPLIED BUSINESS



## A LEVEL

Unit	Content	Assessment
<b>4 – Managing and Leading People</b>	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
<b>5 – Developing a Business Proposal</b>	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
<b>8 – Marketing Communications</b>	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](http://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
<b>AS 1: Basic Concepts in Physical and Inorganic Chemistry</b>	External Written Examination  1 hour 30 mins  Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS  16% of A Level
<b>AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry</b>	External Written Examination – 1 hour 30 mins  Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS  16% of A Level
<b>AS 3: Basic Practical Chemistry</b>	Practical Booklet A consists of a variety of practical tasks (25 marks). Students take the assessment in the laboratory.  1 hour 15 mins  Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (55 marks). Students take the examination in an examination hall.  1 hour 15 mins	20% of AS  8% of A Level



## A LEVEL

Unit	Content	Assessment
<b>A2 1: Further Physical and Organic Chemistry</b>	<p>External written examination</p> <p>2 hours</p> <p>Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks)</p>	<p>40% of A2</p> <p>24% of A Level</p>
<b>A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry</b>	<p>External written examination</p> <p>2 hours</p> <p>Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks)</p>	<p>40% of A2</p> <p>24% of A Level</p>
<b>A2 3: Further Practical Chemistry</b>	<p>Practical Booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory.</p> <p>1 hour 15 mins</p> <p>Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall.</p> <p>1 hour 15 mins</p>	<p>20% of A2</p> <p>12% of A Level</p>

## 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.

## 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
<b>1 – Approaches to System Development</b>	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
<b>2 – Fundamentals of Digital Technology</b>	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
<b>1 – Information Systems</b>	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 <sup>rd</sup> 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
<b>2 – Application Development</b>	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



## 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
<b>1 – Engineering Materials, Processes &amp; Techniques</b>	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
<b>2 – The Role of the Engineer</b>	Students investigate the role of a professional engineer responsible for the design or manufacture of an engineered product or service	Internally Assessed
<b>3 – Principles of Design, Planning &amp; Prototyping</b>	Students produce a design solution to a client brief and demonstrate its effectiveness through developing a prototype	Internally Assessed

## A LEVEL

Unit	Content	Assessment
<b>4 - Applied Engineering Systems</b>	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
<b>5 - The Engineering Environment</b>	Students learn how regulations and codes of practice affect the design and manufacture of engineering products or services	Internally Assessed
<b>6 - Applied Design, Planning &amp; Prototyping</b>	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
<b>AS 1 – Poetry and Drama</b>	<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>
<b>AS 2 – The Study of Prose Pre 1900</b>	<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
<b>A2 1 – Shakespearean Genres</b>  <b>Response to a Shakespeare Play</b>	<i>King Lear</i>	External Exam – 1 Hour 30 Mins – Closed Book  20% A Level
<b>A2 2 – Study of Poetry Pre 1900</b>  <b>Unseen Poetry</b>	Answer 2 questions:  Section A – Chaucer  Section B – Response to an unseen poem	External Exam – 2 hours  Closed Book  20% A Level
<b>A2 3 – Internal Assessment Prose – Comparative study of 2 novels across a theme</b>	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

### Overview

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

This specification allows you to:

- develop your interest in science and technology along with an enthusiasm for environmental action;
- appreciate how science and technology can contribute towards a sustainable economy and society;
- develop your awareness of the complex interdependency between human populations and the environment on a local and global scale;
- understand the concept of sustainability and the role of environmental technology in society;
- apply your skills to relevant work-related scenarios;
- develop decision-making skills;
- research, develop and present your findings in a variety of formats;
- develop advanced study skills in preparation for third level education; and
- demonstrate your understanding and application of key concepts through challenging internal and external assessments.

### AS LEVEL

Unit	Content	Assessment
<b>AS 1: The Earth's Capacity to Support Human Activity</b>	<p>In this unit you will:</p> <ul style="list-style-type: none"> <li>• find out about the impact of declining fossil fuel supplies and options for reducing global dependency on crude oil;</li> <li>• examine the acrogeneration, distribution and storage of electricity from non-fossil fuel sources;</li> <li>• consider renewable energy technologies on a micro level;</li> <li>• discover the effects of fossil fuel use and the need to develop more sustainable sources of energy;</li> <li>• carry out practical activities in relation to aspects of three major renewable energy sources: wind, solar and biomass; and</li> <li>• take account of health and safety practices when carrying out practical work.</li> </ul>	<p>External written examination 2 hours 25% of A Level</p>
<b>AS 2: Internal Assessment – Renewable Energy Technologies</b>	<p>In this unit you will:</p> <ul style="list-style-type: none"> <li>• apply the knowledge and understanding that you gained in AS 1 to a practical context;</li> <li>• research renewable energy sources and evaluate the technical, environmental and economic aspects of the energy output from wind, solar and biomass; and</li> <li>• submit a technical report, relating to a realistic scenario task, in three sections: <ul style="list-style-type: none"> <li>- desktop research;</li> <li>- practical investigation; and</li> <li>- discussion and recommendations.</li> </ul> </li> </ul>	<p>Internal Assessment</p> <p>Externally moderated</p> <p>50% of AS 25% of A Level</p>



## A LEVEL

Unit	Content	Assessment
<b>A2 1: Building and Managing a Sustainable Future</b>	<p>In this unit you will:</p> <ul style="list-style-type: none"> <li>● examine a range of new and existing technologies and management systems that have the potential to support society's move toward a more sustainable way of living;</li> <li>● examine waste management processes (including bioremediation) and using low-carbon sources for society's transport needs;</li> <li>● investigate issues related to the environmental performance of buildings; and</li> <li>● explore the sustainable development needs of urban and rural communities; and take account of health and safety when carrying out all practical work.</li> </ul>	<p>External written examination</p> <p>2 hours 25% of A Level</p>
<b>A2 2: Internal Assessment – Environmental Building Performance and Measurement</b>	<p>In this unit you will:</p> <ul style="list-style-type: none"> <li>● apply the knowledge and understanding gained in A2 1 to a practical context;</li> <li>● consider the sustainability performance of a building; and</li> <li>● apply the Code for Sustainable Homes (CSH) system to a specific construction.</li> </ul>	<p>Internal Assessment You will produce a technical report relating to the environmental performance of a local building.</p> <p>25% of A Level</p>

## Careers

Environmental Technology will help you to make informed decisions and choices in everyday life. You can study Environmental Technology with a variety of other subjects. This can lead to a range of opportunities in higher education or a rewarding career.



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
<b>1 – Physical Geography</b>	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
<b>2 – Human Geography</b>	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
<b>3 – Fieldwork Skills &amp; Techniques in Geography</b>	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
<b>4 – Physical Processes, Landforms &amp; Management</b>	<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"> <li>● 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.</li> <li>● 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.</li> </ul>	<p>1 hr 30 min exam</p> <p>24% of A Level</p>
<b>5 – Process &amp; Issues in Human Geography</b>	<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"> <li>● Cultural Geography – You will look at the influence of culture on landscape, the impact of migration and the geography of cyberspace.</li> <li>● 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.</li> </ul>	<p>1 hr 30 min exam</p> <p>24% of A Level</p>
<b>6 – Decision Making in Geography</b>	<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

## 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
<b>AS1: Promoting Quality Care</b>	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
<b>AS2: Communication in Health &amp; Social Care &amp; Early Years settings</b>	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
<b>AS3: Health &amp; Well-being</b>	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
<b>A22: Body Systems &amp; Physiological Disorders</b>	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
<b>A25: Supporting the Family</b>	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
<b>A23: Providing Services</b>	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.

## 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
<b>1 – England 1603 – 49</b>	<ul style="list-style-type: none"> <li>• England in 1603</li> <li>• Public Finances (1603–1642)</li> <li>• Foreign Policy (1603–1642)</li> <li>• The Court (1603–1642)</li> <li>• Religious Beliefs and Practice (1603–1642)</li> <li>• The Civil War (1642–1646)</li> <li>• The Search for a Settlement with King Charles I (1646–1649)</li> <li>• The Trial and Execution of the King (1649)</li> </ul>	<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 &amp; two parts of a source-based question, one of which focuses on historical interpretation</p>
<b>2 – The Ascendancy of France in Europe 1660 – 1714</b>	<ul style="list-style-type: none"> <li>• The growing power of France between 1660 and 1689 and the outbreak of the Nine Years' War</li> <li>• The Nine Year's War 1688–97</li> <li>• The problem of the Spanish Succession 1697–1702</li> <li>• The War of the Spanish Succession 1702–14</li> </ul>	<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
<b>3 – Crown and Parliament in England 1625 – 1714</b>	<ul style="list-style-type: none"> <li>• Relations between Crown and Parliament (1625–1640)</li> <li>• Relations between Crown and Parliament (1640–1649) o Relations between Crown and Parliament in the reign of Charles II (1660–1685)</li> <li>• Relations between Crown and Parliament in the Reign of James II (1685–1688)</li> <li>• Relations between William and Parliament (1689 –1702)</li> <li>• The reign of Anne (1702–1714)</li> </ul>	<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>
<b>4 – Ireland 1607 – 1714</b>	<ul style="list-style-type: none"> <li>• The Catholicising Policies of James II in Ireland and England (1685 – 1689)</li> <li>• Williamite Wars in Ireland (1685 – 1691)</li> <li>• The results of the Conflict (1691 – 1714)</li> </ul>	<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.

## Overview

This qualification is for students who would like to pursue a career in the hospitality industry. It gives learners the opportunity to gain progress in the hospitality sector.

The qualification covers:

- The substantial scale and diversity of hospitality in the UK
- The exploration of classification systems within the sector
- The organisation and structure of businesses operating in the industry
- The purpose of support functions in hospitality such as finance and marketing
- The qualification has been structured to allow learners maximum flexibility in selecting optional units so that their particular interests and career aspirations in the hospitality sector can be reflected in their career path
- It also provides learners to progress to higher education, it provides credit and UCAS point for entry to University

## Mandatory AS Level

Unit	Content	Assessment
<b>The Hospitality Industry</b>	Exploring the vast and diverse hospitality industry and the opportunities it provides for employment and career prospects	Practical assessment Written assessment

Unit Optional	Content	Assessment
<b>Providing Customer Service in Hospitality</b>	Providing the learner with skills both practical and theoretical skills for the significance of excellence in customer service in the hospitality industry	Practical assessment Written assessment
<b>Contemporary World Cuisine</b>	Providing the learner with skills both practical and theoretical skills for the significance of excellence in customer service in the hospitality industry	Practical assessment Written assessment
<b>Planning and Managing an Event</b>	The learner will build skills on organising a hospitality event. They will be an integral part of the planning, organising, managing and reviewing an event	Practical assessment Written assessment



## Mandatory A2 Level

Unit	Content	Assessment
<b>Principles of Supervising Customer Service Performance in Hospitality</b>	Pupils gain the skills of supervising operations in a hospitality environment	Practical assessment Written assessment
<b>Providing Customer Service in Hospitality</b>	Providing the learner with all aspects of customer service in the hospitality industry, front of house skills and knowledge	Practical assessment Written assessment

Unit Optional	Content	Assessment
<b>Asian - Food</b>	Pupils gain the skills of being able to prepare, cook and present a range of Asian dishes to a quality served in a restaurant	Practical assessment Written report
<b>Personal Selling and Promotional Skills for Hospitality</b>	Pupils will gain skills and experience in a broad range of promotional activities to sell and market products from the hospitality industry	Practical assessment Written report

## Careers

Professional chef / Front of house manager / Conference Centre manager / Event manager / Accommodation manager / Head housekeeper / Head barista / Hotel receptionist / Marketing manager





Examination Board: Pearson

## Overview

This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

## BASIC UNITS

Unit	Content	Assessment
<b>1 Information Technology Systems</b>	In this externally assessed unit, you will explore how computer hardware, digital devices, and relevant software combine to form small- and large-scale systems. You will develop your understanding of how Information Technology systems (IT systems) can be used in vocational contexts to solve problems and/or meet the needs of organisations and users. You will need to be able to analyse the impact of IT systems, evaluate the effectiveness of systems in a range of contexts and, where appropriate, suggest and plan improvements to current solutions. You should be able to make justified recommendations for the solutions you propose.	External written examination  2 Hours
<b>2 Creating Systems to Manage Information</b>	You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme.	External Vocational Task  Day 1 – 3 Hours



## FURTHER UNITS (PROVISIONAL EXAMPLES OF UNITS THAT MIGHT BE OFFERED)

Unit	Content	Assessment
<b>3 – Using Social Media in Business</b>	You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts. Understanding how to use social media for business purposes is useful for employment in information technology and in a variety of business sectors. Also, social media skills are closely linked with web and mobile applications development. This unit gives you a starting point for progression to roles such as social media specialist, content developer and web developer.	Internally Assessed Through Project Work
<b>5 – Data Modelling</b>	In this unit, you will investigate the fundamentals of the decision-making process. You will find out how using data modelling provides the computational ability to compare consequences, and determine a preferred course of action. You will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making. You will examine a scenario and then design, develop and test a spreadsheet; you will review your spreadsheet and make refinements based on user feedback, providing an evaluation of the effectiveness of the alternatives produced. The skills developed in this unit are useful for progression to computing or business-related higher education courses and for use in decision making in the workplace	Internally Assessed Through Project Work

## Careers

Information Technology Manager, Data Centre Associate, Network Assistant, User Support Manager, Technical Support Manager, Project Manager, Systems Analyst, Systems Developer, Help Desk Supervisor, Help Desk Operator, Information Technology Trainer, PC Support Officer, User Support Analyst, Technical Support Officer, Network and Communications Analyst, Network and Communications Support Officer, Sales Consultant, ICT Teacher/Lecturer, Systems Integrator, Network Administrator, Systems Operator, Hardware Support.



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
<b>AS 1: Pure Mathematics</b>	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
<b>AS 2: Applied Mathematics</b>	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
<b>A2 1: Pure Mathematics</b>	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
<b>A2 2: Applied Mathematics</b>	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
<b>1 – Relationships</b>	<ul style="list-style-type: none"> <li>• Family structures &amp; challenges</li> <li>• Intergenerational issues</li> <li>• Influences on young people</li> </ul>	Speaking  30%
<b>2 – Culture &amp; Lifestyle</b>	<ul style="list-style-type: none"> <li>• Physical well-being; stress; risk-taking behaviour; hobbies and Interests; the arts; social media and new technology</li> <li>• Holidays, festivals and tourism</li> </ul>	Listening, Reading & Use of Language  40%
<b>3 – Film or Literature Study</b>	Manon des Sources	Extended Writing  30%



## A LEVEL

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

## 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
<b>AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio</b>	Students must produce: <ul style="list-style-type: none"> <li>• Statement of Intention;</li> <li>• Pre-production materials;</li> <li>• A one 3–4 minute narrative film sequence or 1 1/2 – 2 minute animation sequence based on provided stimuli</li> <li>• An evaluation</li> </ul>	24 % of A level  60% of AS  Teacher marks coursework, CCEA moderate results
<b>AS 2: Moving Image Arts Critical Response</b>	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
<b>A2 1: Creative Production and Research: Advanced Portfolio</b>	Students must produce: <ul style="list-style-type: none"> <li>• An Illustrated Essay;</li> <li>• Pre-production materials;</li> <li>• One 4–7 minute long narrative film or 2–3 1/2 minute long animation</li> <li>• An evaluation</li> </ul>	60% of A2  36% of A Level  Teachers mark coursework and CCEA moderate results
<b>A2 2: Advanced Critical Response</b>	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"> <li>• Section A – Realism: Narrative and Visual Style</li> <li>• Section B – Creative Exercise</li> <li>• Section C – Comparative Analysis</li> </ul>	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
<b>Anatomy &amp; Physiology</b>	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
<b>Professional Development in the Sports Industry</b>	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
<b>Fitness Training &amp; Programming for Health, Sport &amp; Well-Being</b>	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
<b>Optional Unit</b>	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

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



## A LEVEL

Unit	Content	Assessment
<b>3 – Option A – Food Security and Sustainability</b> <b>OR</b> <b>Option B – Food Safety and Quality</b>	<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"> <li>• Food security</li> <li>• Food poverty</li> <li>• Food sustainability</li> <li>• Food waste</li> <li>• Changing consumer behaviours</li> </ul> <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"> <li>• Food safety</li> <li>• Safety through the food chain</li> <li>• Microbiological contamination</li> <li>• Chemical contamination</li> <li>• Additives</li> <li>• Allergens</li> <li>• Controls and legislation</li> </ul>	<p>30% of A Level</p> <p>Written Exam – 2 hrs 30 mins</p>
<b>4 – Research Project</b>	<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

# GCE PERFORMING ARTS



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
<b>Developing Skills &amp; Repertoire</b>	<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>
<b>Planning &amp; Realising a Performing Arts Event</b>	<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
<b>Planning For Employment</b>	<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>
<b>Performing to a Commission Brief</b>	<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](http://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
<b>1 – Forces, Energy &amp; Electricity</b>	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
<b>2 – Waves, Quantum Physics, Medical Imaging &amp; Astronomy</b>	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
<b>3 – Practical Techniques &amp; Data Analysis 1</b>	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
<b>4 – Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b>	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
<b>5 – Fields and their Applications</b>	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
<b>6 – Practical Techniques &amp; Data Analysis 2</b>	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.

## 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
<b>Introductory Topics in Psychology (Social Influence, Memory and Attachment)</b>	<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>
<b>Psychology in Context</b>	<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 &amp; extended writing</p>



## A LEVEL

Unit	Content	Assessment
<b>Introductory Topics in Psychology</b>	Social Influence   Memory   Attachment Psychopathology   See AS content	3x 2 hour Papers  Each worth 33% of A Level  Papers consist of a mix of multiple choice, short answer & extended writing
<b>Psychology in Context</b>	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	
<b>Issues and Options in Psychology</b>	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.	

## 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

## 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, 1<sup>st</sup> Corinthians and Galatians and Ephesians.

You will undertake a detailed, thorough and in depth analysis of the texts of Acts, 1<sup>st</sup> 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
<b>A2 2</b>	Themes in selected Letters of St. Paul	2x 2 hr Exams
<b>A2 4</b>	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

# GCE TECHNOLOGY AND DESIGN



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
<b>Principles of Design &amp; Technology</b>	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
<b>Independent Design &amp; Make Project</b>	<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

# BTEC LEVEL 3 TRAVEL AND TOURISM



Examination Board: Pearson

## Overview

This qualification provides students with an opportunity to study Travel and Tourism as an alternative qualification to an A-Level and is ideal for students who are interested in the travel industry or the world of business. It is made up of 4 units, of which 3 are mandatory and 2 are externally assessed. This qualification is designed to support students who are interested in learning about the Travel and Tourism Industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in Travel and Tourism related subjects. It is ideal for you if you are interested in learning about the fundamentals of the sector alongside other fields of study, with a view to progressing to a degree programme related to travel and tourism or to one of a wide range of other higher education courses.

## BTEC Level 3 National Certificate Equivalent to AS Level

Unit	Content	Assessment
<b>Unit 1 – The World of Travel and Tourism</b>	This unit covers the key components and scale of the travel and tourism industry, using data to analyse key trends and their impact.	External assessment  Written examination set and marked by Pearson.  1.5 hours.  75 marks.
<b>Unit 3 – Principles of Marketing in Travel and Tourism</b>	This unit allows students to investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of their own design.	Internal Assessment  Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism. Examine the impact that marketing activities have on the success of different travel and tourism organisations. Carry out market research in order to identify a new travel and tourism product or service. Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives



## BTEC Level 3 National Certificate Equivalent to A2 Level

Unit	Content	Assessment
<b>Unit 2 – Global Destinations changing popularity of global destinations.</b>	This unit allows students to develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.	<p>External Assessment</p> <p>A task set and marked by Pearson and completed under supervised conditions. Learners are given information two weeks before a supervised assessment period in order to conduct research.</p> <p>The supervised assessment period is undertaken in a single session of three hours. 60 marks.</p>
<b>Unit 9 – Visitor Attractions</b>	This unit allows students to develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.	<p>Internal Assessment</p> <p>Investigate the nature, role and appeal of visitor attractions. Examine how visitor attractions meet the diverse expectations of visitors. Explore how visitor attractions respond to competition and measure their success and appeal.</p>

## Careers

There are a wide range of career opportunities which will arise from studying Travel and Tourism, from working on the ground at an airport managing the customers' experience or in the air as cabin crew, marketing or business management, travel agent, visitor attractions manager, sales, events, hospitality, and finance to name but a few.

# BTEC LEVEL 3 UNIFORMED PROTECTIVE SERVICES



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
<b>Behaviour and Discipline in the Uniformed Protective Services</b>	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
<b>Professional Development in the Uniformed Protective Services</b>	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

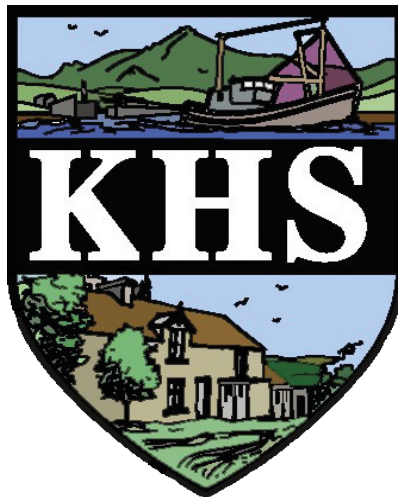


## A LEVEL

Unit	Content	Assessment
<b>Teamwork, Leadership &amp; Communication in the Uniformed Protective Services</b>	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.	Internal Assessment  33.5% of Extended Cert
<b>Introduction to Criminology</b>	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.	Internal Assessment  16.5% of Extended Cert

## 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.



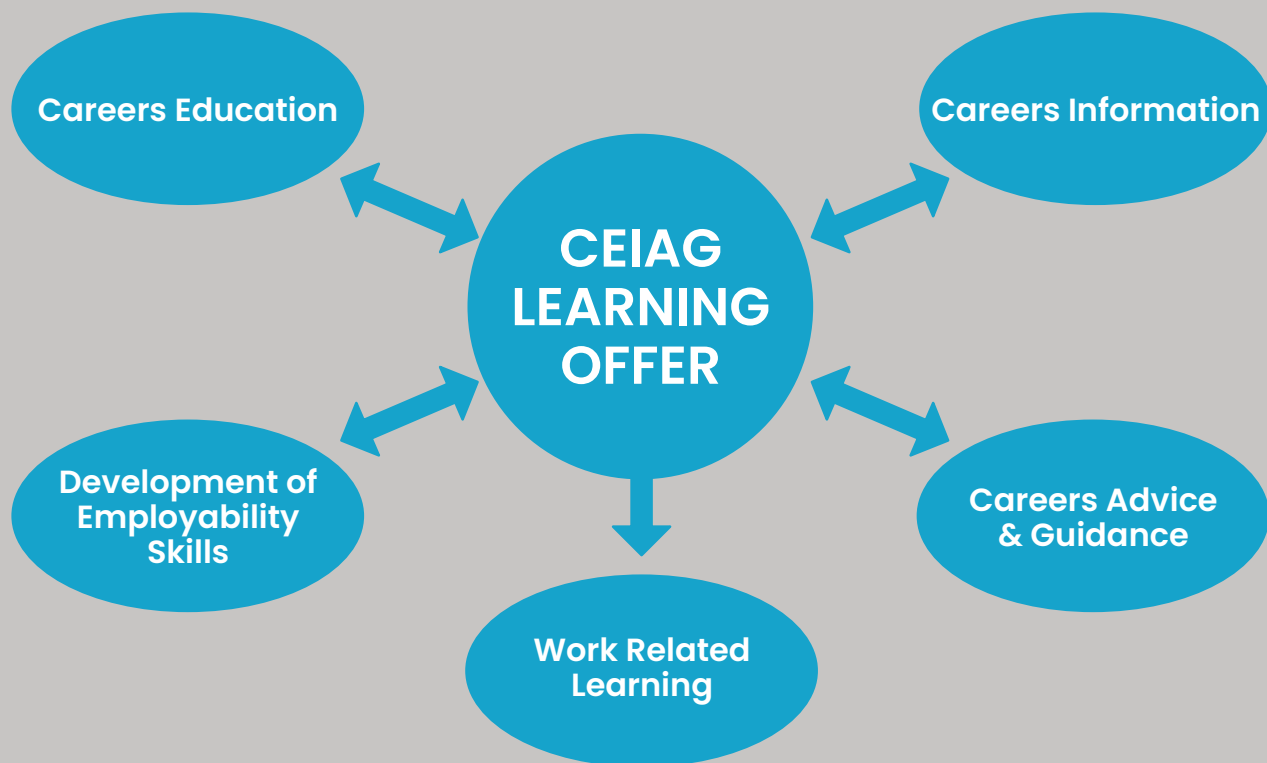
# Enrichment Programme

## 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

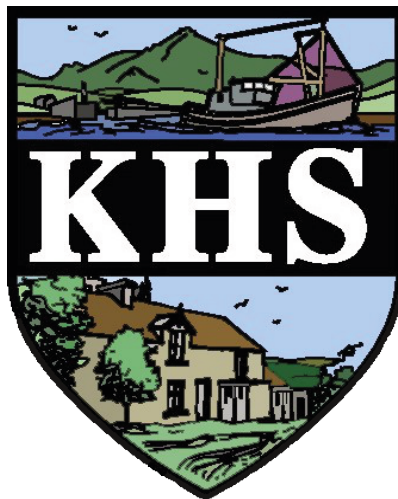
You can volunteer in the community and become involved with the Millennium Volunteers' Scheme run by the school in association with their staff.

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.

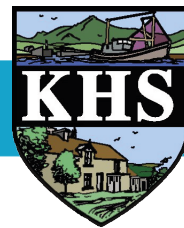
## Overview

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:  
Thursday 24th & Friday 25th August 2023  
to help you with problems, offer advice  
and provide further information

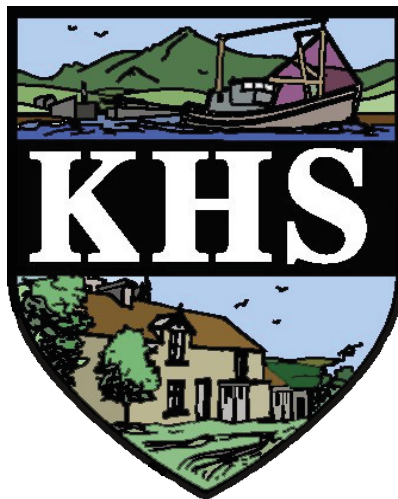
## INTERVIEWS

Interviews will take place on  
Thursday 24th & Friday 25th August 2023\*  
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



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	77% Passes (A* - C) & 97% 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)
2021	
A LEVEL	91% Passes (A* - C) & 100% 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	97% Passes (A* - E)
2022	
A LEVEL	86% Passes (A* - C) & 100% 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	96% Passes (A* - E)

\*\*Centre Assessed Grades