

# DOWN HIGH SCHOOL



## Sixth Form Courses

2025-27

## *Dear Prospective Sixth Form Student*

Thank you for considering Down High School for Sixth Form study in September 2025 and for coming along this afternoon. Every year, we welcome many students from local 11-16 schools - and other schools - into our expanded 6th Form and all the opportunities opened up by the post-16 experience on offer in Down High. Many pupils from your current school have joined us in recent years and thrived, both academically and socially, before progressing to a wide range of university or further education courses and the world of work.

Down High School offers a wide range of academic and applied AS-A2 courses to suit all preferences. You will also get the opportunity to participate in our extra-curricular pursuits. Many students who joined last year or the year before have represented Down High on the sports field or in one of our many musical ensembles, not to mention the other lunchtime or after-school societies that meet throughout the week.

What has really impressed the students who, like yourselves, have looked around for new challenges is the fact that Down High is truly a friendly place. If you are offered a place in Down High School in August, you will be welcomed warmly by your new classmates and taught by teachers who care passionately both about their subjects and the welfare of the pupils that they teach. You will receive excellent support from our pastoral staff and careers advisers.

We value the fact that you have explored our website and information on Sixth Form. This booklet provides information about the courses on offer and gives additional guidance on the Sixth Form experience.



**Principal**

## About this booklet

This booklet is designed to give you information on the structure of Sixth Form study and the courses available in the Sixth Form at Down High School.

Section 1 provides you with some general information on A-Level study and a list of the courses currently available. In Section 2 a brief description of each subject is provided to help you make the right choice.

### Section 1: A-Level Study – General Information

For entry into Year 13, you should be aiming to achieve as many GCSE points as you can. We score GCSE points as follows using the actual GCSE grades obtained: A\*=5, A=4, B=3, C\*=2, C=1. You will also need *at least* a grade C in English and Mathematics to progress into 6<sup>th</sup> Form. Our admissions criteria for 6<sup>th</sup> Form are on the school website, but because many A-Level courses require **at least** a B at GCSE to access the A-Level class, you should certainly be aiming for more than the six passes mentioned in these criteria.

A-Levels are very different to GCSE. In Year 13 pupils **normally take three or four subjects**. An AS level for NI CCEA qualifications is equivalent to 40% of a full A-level course. All our courses are provided by CCEA, exception for:

- A-Levels in Sociology, Drama and PE are offered through the Welsh Board (WJEC), which uses the same AS 40%/A2 60% structure as CCEA A-Levels.
- We also offer a two-year WJEC Level 3 qualification in Tourism. For Tourism, you will be awarded with a Certificate at the end of Year 13 and the A-Level equivalent Diploma at the end of the two years. These qualifications are valued by many universities (including QUB and UU) for a number of their courses.
- Computer Science is offered through AQA. This is a decoupled A-Level which means that whilst students will sit important exams which improve their programming skills at the end of Year 13, their A2 grade is based on their A2 examinations only.

In Year 14 it is normal to focus on **three** subjects and take these to full A2 level (or a combination of A-Levels and Level 3 Tourism). **It is a requirement that students study at least 3 subjects in Year 14.**

Sixth Form study requires more depth; you will find Sixth Form studies **more demanding** than GCSEs, but you should expect – and relish – this challenge. You will be expected to work with greater independence, display higher levels of personal organisation, self-motivation and maturity, and develop a broader range of skills and qualities.

Applied A-Levels in **Health and Social Care** and **Moving Image Arts** are well established in the Year 13 curriculum. These **Applied A-Level** courses are more accessible to pupils who might find traditional A-level subjects too exam-focused. They do not contain as much theoretical content but require pupils to demonstrate a broader range of skills, since a larger proportion of the marks available are awarded for coursework. These courses should not be regarded as easier than traditional A-levels; indeed success in them will require pupils to be very well organised to meet a large number of challenging deadlines. Nevertheless, for a pupil who struggles with subjects that are assessed fully by

examination, it may be appropriate for him or her to consider taking one or more of these Applied A-Levels. Since they are closely related to an area of the world of work, you may find them to be very relevant to your needs.

Applied A-Levels are accepted for entry to most university courses, but you should check with individual universities if you plan to apply to some high demand courses at top institutions.

We recently introduced A-Level Digital Technology. GCSE Digital Technology has two pathways: Programming and Multimedia (formerly ICT). The Digital Technology course provides a pathway for further study for pupils that followed the Multimedia route. Pupils that studied the Programming route will be more suited to progress to the Software Systems Development A-Level.

**The full range of courses available for A-level study is shown below.**

**Further Mathematics** is marked \*. Pupils and parents should note that selecting Further Maths means studying the entire Maths A-Level in Year 13 before embarking on Further Maths AS and A2 in Year 14. While some additional timetabled classes are established for pupils doing the Further Maths option, the pace of the course is necessarily fast and significant homework will need to be set in order to help cover the course content.

**It should also be noted that care should be taken when making your A-Level choices as some universities have criteria which disallow certain combinations of subjects. Information on this can be found on the university undergraduate pages of the university website, prospectuses or at [www.ucas.com](http://www.ucas.com)**

**The Careers Department is also available for consultation should you require clarification.**

## **Courses Available at A-Level**

<b>Art &amp; Design</b>	<b>Government and Politics</b>	<b>Physical Education</b>
<b>Biology</b>	<b>Health and Social Care</b>	<b>Physics</b>
<b>Business Studies</b>	<b>History</b>	<b>Religious Studies</b>
<b>Chemistry</b>	<b>Mathematics</b>	<b>Sociology</b>
<b>Computer Science</b>	<b>Further Mathematics*</b>	<b>Spanish</b>
<b>Digital Technology</b>	<b>Moving Image Arts</b>	<b>Technology and Design</b>
<b>English Literature</b>	<b>Music</b>	<b>Theatre Studies/Drama</b>
<b>French</b>	<b>Nutrition and Food Science (formerly called HE)</b>	<b>Tourism Level 3</b>
<b>Geography</b>		

You should note that subjects will run in accordance with demand. **If there are insufficient numbers in any course it may not run.**

## Course Choice and Career

In preparing to choose subjects for Sixth Form study you should be aiming for a balance between these important factors:

- Your academic interest and capability
- Your personal qualities
- The implications of subject choice on your future career plans

When choosing your subjects, you should remember that you are an individual and your combination of subjects should reflect your interests and abilities. Your choice must **not** be influenced by what your friends are doing or what other people want you to do. For certain courses, some A-Level subjects may be deemed essential or desirable. As an example, to apply for Medicine, all three sciences (either singly or at Double Award) will need to have been studied at GCSE. Maths at A-Level is generally regarded as essential for an Engineering degree; Physics is essential for some Engineering courses in some universities but desirable in others.

When in doubt about what to choose for post-16 study, always select a subject in which you are interested and in which your level of ability is at least good, not average, because the reality is that A-Level study is demanding.

Success at A-Level depends not only on hard work, but also on how well-equipped you are to cope with the subjects you choose. In order to ensure that you have acquired sufficient knowledge and skills to meet the demands of your chosen AS Level subjects and to secure a place in those subjects in Y13, it will often be necessary for you to obtain at least a 'B' grade at GCSE in either the chosen subject or related subjects. Our experience shows that an overall B grade in a Science subject at GCSE can mask the fact that, in some cases, this grade was achieved through a good practical assessment and the exam element was, in fact, a C. Therefore, access to Biology, Chemistry and Physics requires **at least** a B grade in the theory papers of that subject at GCSE and **at least** a B grade has been awarded overall. The science subjects are significantly more difficult when you get to A-Level, so speak to your teachers if you are considering choosing one of the sciences.

## Employers

From a careers perspective, employers are looking for individuals who are not only academically educated to a high standard but those who also possess common sense and a wide variety of transferable skills. Some of these sought-after skills include the ability to act on instructions, solve problems, interact effectively with others in a team situation, and a willingness to be versatile.

## Choosing the Right Courses

It is expected that students will take **three or four AS Levels (or a combination of AS courses and Level 3 Tourism)** in Y13 leading to three A2 Levels in Y14.

The school encourages most people in Year 13 to start their year studying four subjects. This allows you to "dip your toe in the water" for each subject; to start with three leaves you with nowhere to go if one of the subjects proves challenging or is not to your liking after all. Choosing four subjects in Year 13

gives you the potential for accumulating UCAS points and more flexibility when choosing which three to continue with in Y14, but there is very little point in stretching yourself to breaking point and choosing four AS subjects if you are going to be struggling to cope. The reality is that universities require three A-Levels for entry, but you will need to achieve the appropriate grades to progress to Year 14 and the fourth subject can often be the insurance grade you need – especially if one of your other subjects is one of those where the jump between GCSE and A-Level is greatest (for example, in the science subjects).

For courses such as Medicine, Veterinary and Dentistry - or if you are interested in applying to courses in the Republic of Ireland - you are advised to speak to a member of the Careers team.

Students scoring 12-17 points or fewer at GCSE will take three subjects in Year 13 (this might include Level 3 Tourism) since the additional study time will help them cope with the increased academic demands at A-Level. It is very important that full consideration is given to your choices at this stage as you would be committing to those three subjects for two years in order to obtain three A-Levels at the end of Y14. Any student scoring between 18-23 points at GCSE may wish to consider studying a fourth AS-Level. Advice should be sought about this option. Any student scoring 24 or more points at GCSE is advised to study a fourth AS-Level course. (Since the introduction of the C\* grade at GCSE in 2019, GCSE points are scored as follows using the actual GCSE grades obtained: A\*=5, A=4, B=3, C\*=2, C=1).

### **Timetabled non-examination classes**

In addition to your A-Level subjects, your weekly timetable will include the following compulsory classes:

Careers/RE	2 periods (personal development and careers)
Games:	3 periods (Wednesday afternoons)

Students also have an opportunity to become involved in a Community Action programme, where you can make a contribution to the learning of pupils in the junior school in a variety of subjects and settings. Voluntary service opportunities in the community are also available for students. Students may also volunteer to mentor younger pupils during their mutual non-timetabled periods.

### **Extra-curricular activities**

In addition to the academic side, you should also consider your non-academic input both inside and outside of school. It is important for you to realise that prospective employers and university tutors attach a great deal of importance to what students do in their spare time. A-Level grades will only give an indication of your academic ability, but hobbies and other activities provide an insight into your personality and personal qualities. You could be involved in sport, community work, join the School Magazine Committee, attend meetings of the Current Affairs society, join the choir, orchestra, etc. Think about how you might boost your UCAS Personal Statement, but also how engagement in extra-curricular activities can enhance your connection with school.

Remember to look at all your options, discuss them with others, research career opportunities and make an informed decision.

## **Entry into Sixth Form**

**The following criteria for Entry into sixth form and for entry into Year 14 are taken from our admissions Admission Policy for Entry to Sixth Form which is accessible on our school website.**

There are 3 conditions to be satisfied for entry into Lower Sixth.

### **(a) Disciplinary and Attendance Record**

Entry into Lower Sixth will be conditional upon a satisfactory disciplinary record and attendance record, particularly in Years 11 and 12. Pupils disqualifying themselves for return on the grounds of unsatisfactory behaviour will be informed by the end of the academic year. The school reserves the right to contact the previous school of a student in order to acquire a behaviour report and attendance record. Places offered are conditional on a satisfactory disciplinary and behaviour record. In the case of a pupil who has been suspended or expelled from a previous school it will not be possible to consider the application.

### **(b) Overall GCSE Performance**

At least six GCSE passes at grade C or above, including a grade C or above in English Language or a grade C or above in Mathematics.

### **(c) Individual Subject Requirements**

Pupils must take the equivalent of at least three A Level subjects and must meet the individual subject requirements, most commonly a GCSE grade B or higher in that subject or in a specified alternative subject. For some subjects, with a high proportion of the marks awarded through coursework, pupils will be required to have a good record of meeting GCSE coursework deadlines and to have achieved grade B or above in any two GCSE subjects.

## **Entry requirement for transition from Lower Sixth Form to Upper Sixth Form**


Entry to Upper Sixth is dependence on a satisfactory disciplinary and attendance record. To move from Lower Sixth to Upper Sixth students should have achieved at least 100 UCAS points from the three A Levels or other Level 3 courses that they choose to study in Year 14 (AS grade A = 60 points, B = 50 points, C = 40 points, D = 30 points, E = 20 points. BTEC Distinction = 60 points, BTEC Merit = 40 points, BTEC Pas = 20 points).



Pupils are required to study at least three subjects at Down High School in Year 14 classes. The school reserves the right to require a student to repeat Year 13 if results at AS fall short of 100 UCAS points in the subjects he/she is hoping to pursue in Year 14 or if attendance falls below 94%. Depending on individual grades, a repeated Year 13 will be subject to a change or changes to his/her choice of subjects. Entry into Year 14 is also dependant on a satisfactory disciplinary record and a record of regularly meeting coursework and other deadlines.

<b>DOWN HIGH SCHOOL GCSE CRITERIA FOR ACCESS TO SIXTH FORM SUBJECTS      2025 entry</b>	
Beside each subject the essential GCSE criteria for study in Lower Sixth are outlined. (Other qualifications and aptitudes that would be advantageous, but not essential, are stated in brackets.)	
<b>SUBJECT</b>	<b>GCSE REQUIREMENT FOR STUDY AT AS-LEVEL</b>
ART	Grade 'B' or better in Art, plus a record of meeting coursework deadlines.
BIOLOGY	Grade 'B' or better in Biology as a single subject OR grade 'BB' in Double Award Science, with <b>at least</b> a 'B' grade required in all written papers sat. (A pass grade in Chemistry is helpful but not essential if Biology is taken as a single subject.)
BUSINESS STUDIES	Grade 'B' in GCSE Business Studies or Business Communications Systems. Alternatively, if you have not studied Business Studies or Business Communication systems, a 'B' grade in English and Maths is essential.
CHEMISTRY	Grade 'B' or better in Chemistry as a single subject OR grade 'BB' in Double Award Science, with <b>at least</b> a 'B' grade required in all written papers sat. (Grade 'B' in Mathematics is helpful but not essential.)
COMPUTER SCIENCE	Grade 'B' or better in GCSE Digital Technology [Programming Route] if it was studied, AND Grade A or better in Maths. If GCSE Digital Technology [Programming Route] has not been studied, then Grade A or better in Further Maths is essential. Career opportunities are greatest when this subject paired with A-Level Mathematics.
DIGITAL TECHNOLOGY	Grade 'B' or better in GCSE Digital Technology. If you have not studied GCSE Digital Technology a Grade B or better in GCSE Mathematics is essential.
DRAMA/THEATRE STUDIES	Grade 'B' or better in English, History, RS or Geography. (GCSE Drama OR experience of dramatic productions is helpful but not essential.)
ENGLISH LITERATURE	Grade 'B' or better in English Literature OR Grade 'A' or better in English Language.
FRENCH	Grade B in French GCSE (Higher Tier entry in Listening, Reading and Writing papers).
GEOGRAPHY	Grade 'B' or better in Geography.
HEALTH & SOCIAL CARE	Two GCSE 'B' grades in any subjects plus a record of meeting coursework deadlines. To ensure pupils can access the coursework element, a C* in any of English Language, English Literature, RS or History is essential.
NUTRITION AND FOOD SCIENCE – H.E.	GCSE Food and Nutrition is not essential, but if you did do the subject for GCSE, at least a Grade 'B' is needed. If you didn't do Food and Nutrition for GCSE, you will need either a 'B' in Biology, Chemistry or 'BB' in DA Science.
HISTORY	Grade 'B' or better in History <b>or</b> Grade 'A' in English Language or English Literature.





<b>DOWN HIGH SCHOOL</b>	
<b>GCSE CRITERIA FOR ACCESS TO SIXTH FORM SUBJECTS 2025 entry</b>	
Beside each subject the essential GCSE criteria for study in Lower Sixth are outlined. (Other qualifications and aptitudes that would be advantageous, but not essential, are stated in brackets.)	
<b>SUBJECT</b>	<b>GCSE REQUIREMENT FOR STUDY AT AS-LEVEL</b>
GOVT & POLITICS	Grade 'B' or better in History, English or Religious Studies.
MATHEMATICS	Grade A in Mathematics from a combination of <b>M4 AND M8</b> <u>only</u> (not M4/M7 or M3/M8) <b>or</b> Grade B in Mathematics with at least a B in GCSE Further Maths.
FURTHER MATHS	Grade 'A' in GCSE Further Mathematics.
MOVING IMAGE ARTS	Two GCSE 'B' grades in any subjects, a 'C' grade in English Language or Literature plus a record of meeting coursework deadlines.
MUSIC	Grade 'B' in GCSE Music and <b>at least</b> grade 4 in Music. (By the AS exam period at least grade 5 is required for the full range of marks to be accessible. Grade 6 will be needed for the full range of marks to be accessed at A2 level.)
PHYSICAL EDUCATION	You must have a Grade 'B' in Biology, Chemistry or Physics or 'BB' in DA Science, AND either a demonstrable commitment to competitive sport OR a Grade B at GCSE PE.
PHYSICS	Grade 'B' or better in Physics as a single subject OR grade 'BB' in Double Award Science, with <b>at least</b> a 'B' grade required in all written papers sat. Also, pupils will need an 'A' (M4 and M8 pathway) with only Maths GCSE (i.e. not Further Maths); 'B' in Maths and 'C*' in Further Maths for pupils with both.
RELIGIOUS STUDIES	Grade 'B' or better in Religious Studies or Grade 'B' in English or Grade 'B' in History.
SOCIOLOGY	Grade 'B' or better in History, English, Religious Studies or Geography.
SPANISH	Grade B in Spanish GCSE. Higher Tier entry in Listening, Reading and Writing papers.
TECHNOLOGY	Grade 'B' or better in Technology at GCSE <b>and</b> at least a grade B in Maths.
LEVEL 3 TOURISM	Two GCSE 'B' grades in any subject plus a record of meeting coursework deadlines. To ensure pupils can access the coursework element, a C* in any of English Language, English Literature, Geography, RS or History is essential. A B grade and a C* star grade <u>may</u> be deemed appropriate for entry into these courses, depending on the overall subject pathway a pupil takes. An offer of a place will be based upon discussions with the Principal or a Vice-Principal before the start of term.

<p><b>SUBJECT:</b></p> <p><b>Art and Design</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS: This specification aims to encourage students to develop:</b></p> <ul style="list-style-type: none"> <li>• Intellectual, imaginative, creative and intuitive capabilities</li> <li>• Investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• Aesthetic understanding and critical judgement</li> <li>• Independence in generating, refining and communicating their own ideas, intentions and personal outcomes</li> <li>• Interest in, enthusiasm for and enjoyment of art, craft and design</li> <li>• Experience of working with a broad range of media</li> <li>• Knowledge of art, craft and design media and technologies in contemporary and past societies and cultures</li> </ul>		
<p><b>SPECIFICATION SUMMARY AS is made up of 2 parts;</b></p> <p><b>AS 1 Experimental Portfolio</b>  Theme based: students develop, explore and record ideas. Teachers assess students' work, and CCEA moderate their marks. Work displayed in sketchbook format.  <b>Weighting 50% of AS. 20% of A Level</b></p> <p><b>AS 2 Personal Response</b>  Students present a personal outcome in response to the set theme They will bring this to completion during a 10 hour controlled test. Teachers assess students' work, and CCEA moderate their marks.  <b>Weighting 50% of AS. 20% of A Level</b></p> <p><b>A2 1 Personal and Critical Investigation</b>  Written and practical work inform each other and are integrated, but marked separately  Teachers assess the practical investigation and CCEA moderate their marks  <b>Weighting 40% of A2. 24% of A Level</b>  Written investigation 1000-2000 words – externally assessed  <b>Weighting 20% of A2. 12% of A Level</b></p> <p><b>A2 1 Thematic Outcome</b>  Students present a personal outcome in response to the set theme They will bring this to completion during a 15 hour controlled test.  Teachers assess students' work, and CCEA moderate their marks  <b>Weighting 40% of A2. 24% of A Level</b></p>		
<p><b>SKILLS PROMOTED:</b></p> <p><b>Self-Management, Working with Others, Self-expression, Creativity and Problem Solving</b>  Students will be encouraged to, for example: • record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks.</p> <ul style="list-style-type: none"> <li>• plan their 10-hour examination period;</li> <li>• share materials and resources and consider health and safety guidelines;</li> <li>• participate effectively in teams when developing collaborative artworks or consulting with clients on a brief or artists in their work place</li> <li>• explore a theme or compare the work of artists or designers; and</li> <li>• respond to the demands, constraints and parameters of set briefs, projects or commissions.</li> </ul>		
<p><b>EMPLOYABILITY:</b>  The study of Art and Design creates a pathway to a future career in the creative industries. The creative industries are one of the fastest growing sectors of the UK economy. contributing almost 90 billion GVA (gross value added. GVA in the creative industry is forecast to grow to £128bn by 2025 (3.9% year on year increase) and to generate one million new creative jobs by 2030. In Northern Ireland creative industries employ over five percent of the entire workforce contributing nearly £1bn GVA.  Northern Ireland has world leading expertise in the sector including:  Advertising, Architecture, Craft design (ceramics/jewellery), Graphic design, Product design, Creative technologies (video games/animation/software design), Filmmaking (make-up/ costume/ set design), Fashion design, Textile design, Museums and galleries, Photography and Visual arts.  A wide range of STEM careers such as engineering now also require creative, artistic and design skills. Students with a qualification in Art and Design are highly regarded in the employment market for their high level of creativity and problem solving skills.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Ms S McWilliams HOD</b></p>

<p><b>SUBJECT:</b></p> <p><b>Biology</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>		
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To develop interest in and enthusiasm for Biology, including an interest in further study of the subject.</li> <li>• To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society</li> <li>• To appreciate the effects of human impact on biodiversity and explore ways in which these impacts can be addressed.</li> </ul>			
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Molecules and Cells.</b></li> <li>• <b>Organisms and Biodiversity.</b></li> <li>• <b>Assessment of Practical Skills.</b></li> </ul>			
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Physiology and Ecosystems.</b></li> <li>• <b>Biochemistry, genetics and evolutionary trends.</b></li> <li>• <b>Assessment of Practical skills.</b></li> </ul>			
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS: Two 1Hr 30 written papers. One practical internal assessment (lab book). One hour written practical paper. 40% of A level.</b></p> <p><b>A2: Two 2Hr 15 written papers. One practical internal assessment (lab book). 1Hr 30 written practical paper. 60% of A level.</b></p>			
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• <b>Effective handling of scientific data and information.</b></li> <li>• <b>Independent learning to include maintenance of lab books and production of effective revision materials.</b></li> <li>• <b>Analysis, application and evaluation of information.</b></li> <li>• <b>Practical skills including dissections.</b></li> </ul>			
<p><b>EMPLOYABILITY:</b></p> <ul style="list-style-type: none"> <li>• It opens doors into disciplines and careers such as: <b>Research, Health Care, Environmental management and conservation, Education, Biotechnology, Forensic science, Politics and policy, Business and industry, Economics, Mathematics, and Science writing and communication.</b></li> <li>• STEM opportunities; Live communication with scientists and hands on experience of using latest laboratory techniques.</li> </ul>			
<p><b>For further information, please contact:</b></p>			<p><b>Mrs L Henderson Head of Biology</b></p>



<b>SUBJECT:</b>  <b>Chemistry</b>	<b>EXAM BOARD</b>  <b>CCEA</b>	
<b>SUBJECT AIMS:</b> <ul style="list-style-type: none"> <li>To develop an interest in and enthusiasm for chemistry</li> <li>Develop essential knowledge and understanding of the different areas of the subject and how they relate to each other</li> <li>Appreciate how society makes decisions about scientific issues and how the subject contributes to the success of the economy and society.</li> </ul>		
<b>AS TOPICS:</b> <ul style="list-style-type: none"> <li>Basic Concepts in Physical and Inorganic Chemistry</li> <li>Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry</li> <li>Basic Practical Chemistry</li> </ul>		
<b>A2 TOPICS:</b> <ul style="list-style-type: none"> <li>Further Physical and Organic Chemistry</li> <li>Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry</li> <li>Further Practical Chemistry</li> </ul>		
<b>ASSESSMENT (including weighting):</b>		
<b>AS</b>		
UNIT	ASSESSMENT	% of AS
AS1	1hr 30 min exam Multiply choice and structure questions	40 % (16% A2) Summer Exam
AS2	1 hr 30 min exam Multiply choice and structure questions	40 % (16% A2) Summer Exam
AS3	1hr 15 min practical exam 1hr 15 min written practical paper	20 % (8% A2) Summer exam
<b>A2</b>		
UNIT	ASSESSMENT	% of A2
A2 1	2 hours Multiply choice and structure questions	40% A2 24% of A level
A2 2	2 hours Multiply choice and structure questions	40% A2 24% of A level
A2 3	1hr 15 min practical exam 1hr 15 min written practical paper	20% A2 12% of A level
<b>SKILLS PROMOTED:</b> Chemistry helps to develop skills like adaptability, creativity, curiosity, tenacity and analytical skills. Chemistry also develops competence and ability in practical, mathematical and problem-solving skills.		
<b>EMPLOYABILITY:</b> Careers in chemistry are everywhere. Chemistry is essential for careers in Chemical Sciences, Medicine, Veterinary Science, Dentistry, Pharmacy, Pharmaceutical Industry and Chemical Engineering. Many other disciplines like Law, Accountancy, Food Science and Physiotherapy welcome students with a background in chemistry.		
<b>For further information, please contact:</b>		<b>Mr J Geddis</b>

<p><b>SUBJECT:</b></p> <p><b>Computer Science</b></p>	<p><b>EXAM BOARD:</b></p> <p><b>AQA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop Problem-Solving Skills:</b> to equip students with the ability to analyse, design and implement algorithms and programs that solve a variety of real-world problems, fostering robust analytics and logical thinking skills.</li> <li>• <b>Understand Core Principles:</b> to provide a thorough understanding of the fundamental principles of computer science, including programming, data structures, algorithms, databases, and the theory of computation, ensuring a solid foundation for further student or professional work in the field.</li> <li>• <b>Apply Computational Thinking:</b> to encourage students to apply computational thinking to a range of practical and theoretical challenges, promoting the ability to break down complex tasks, model systems, and evaluate solutions effectively and efficiently.</li> </ul>		
<p><b>AS TOPICS:</b></p> <p><b>Paper 1: Fundamentals of Programming</b></p> <ul style="list-style-type: none"> <li>• Introduction to Programming (data types, program control structures, variables/constants, arithmetic operations, relational operations, Boolean operations, string manipulation, exception handling, subroutines/functions, etc.)</li> <li>• Procedural-oriented programming</li> <li>• Fundamentals of data structures (single- and multi-dimensional arrays, fields, records, and files)</li> <li>• Systematic Approach to Problem-Solving (aspects of software development including analysis, design, implementation, testing and evaluation)</li> <li>• Theory of computation (problem-solving, creating algorithms, abstraction, and decomposition)</li> </ul> <p><b>Paper 2: Fundamentals of Computer Systems</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of data representation</li> <li>• Hardware and Software</li> <li>• Classification of programming languages</li> <li>• Logic Gates and Boolean Algebra</li> <li>• Fundamentals of computer organisation and architecture</li> <li>• Consequences of uses of computing</li> <li>• Fundamentals of communication and networking</li> </ul>		
<p><b>A2 TOPICS:</b></p> <p><b>Paper 1: Advanced Programming and Theory of Computation</b>          In addition to the topics above for AS Paper 1, the following topics will be studied:</p> <ul style="list-style-type: none"> <li>• Fundamentals of algorithms (Graph-traversal, tree-traversal, reverse Polish, search algorithms, sorting algorithms and optimisation of algorithms)</li> </ul> <p><b>Paper 2: Advanced Computer Systems and Database Management</b>          In addition to the topics above for AS Paper 2, the following topics will be studied:</p> <ul style="list-style-type: none"> <li>• Fundamentals of databases (conceptual models and entity relationship modelling, relational database, normalisation, SQL and client-server databases)</li> <li>• Big Data</li> <li>• Fundamentals of functional programming</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b>  <b>AS Units equate to 100 % of the AS-Level Grade</b>  <b>AS: Paper 1 – Fundamentals of Programming (50%): 1 Hour 45 minutes On-screen exam</b>  <b>AS: Paper 2 – Fundamentals of Computer Systems (50%): 1 Hour 30 minutes Written exam</b>  <b>The A2 units equate to 100% of the overall A-Level Grade</b></p>		

**A2: Paper 1 – Advanced Programming and Theory of Computation (40%): 2 Hours 30 minutes On-screen exam**  
**A2: Paper 2 – Advanced Computer Systems and Database Management (40%): 2 Hours 30 minutes Written exam**  
**A2: Non-exam Assessment (20%): Project-based portfolio of evidence.**

**SKILLS PROMOTED:**


- **Analytical Thinking:** enhances the ability to systematically analyse problems, identify their components, and understand how different elements interact.
- **Problem-Solving:** develops the capability to design, implement, and evaluate solutions for complex and diverse challenges, through programming and algorithm design.
- **Logical Reasoning:** strengthens the ability to apply logical steps and processes to solve problems and understand systems, which is fundamental in writing efficient code and debugging.
- **Attention to Detail:** promotes precision in coding, debugging, and testing, ensuring that programs function correctly and efficiently.
- **Creativity and Innovation:** encourages innovative thinking and creativity in designing new software, developing algorithms, and finding unique solutions to problems.
- **Collaboration and Communication:** fosters teamwork and communication skills, as many computer science projects require collaboration with others, including writing clear documentation and explaining technical concepts to non-specialists.

**EMPLOYABILITY:**

There are opportunities for IT and computing graduates across many industries carrying out a range of roles. This can lead to employment in a range of industries, including retail, financial services, telecommunications, broadcast media, digital media, manufacturing, transport, tourism, the public sector and healthcare.

**For further information, please contact:**

**Mr C McGloin**  
**Head of Department**

<p><b>SUBJECT:</b></p> <p><b>DIGITAL TECHNOLOGY</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To develop a genuine interest in digital technology, gain an understanding of the systems development process and gain an awareness of a range of technologies and an appreciation of the potential impact</li> <li>• To develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology</li> <li>• To participate in developing an application while adhering to the systems development process, carry out research and development, and present findings in a range of appropriate formats</li> </ul>		
<p><b>AS TOPICS: AS 1 – Approaches to Systems Development</b></p> <ul style="list-style-type: none"> <li>• Reasons for system development</li> <li>• Analysis, design, development and testing stages</li> <li>• Traditional and alternative development approaches</li> <li>• Managing software projects</li> <li>• Security considerations when developing projects</li> <li>• Introduction to Programming (Integrated Development Environments and program structures)</li> </ul> <p><b>AS 2 – Fundamentals of Digital Technology</b></p> <ul style="list-style-type: none"> <li>• Data representation (bits and bytes)</li> <li>• Data and Information</li> <li>• Data Validation and Verification</li> <li>• Hardware and Software</li> <li>• Web Technology and Multimedia</li> </ul>		
<p><b>A2 TOPICS: A2 1 – Information Systems</b></p> <ul style="list-style-type: none"> <li>• Network resources (including Protocols, Transmission media, Error detection and correction)</li> <li>• Database Fundamentals (Flat-file vs Relational database structure)</li> <li>• Normalisation and ER Models</li> <li>• Structured Query Language (SQL)</li> <li>• Applications of digital technology (including AI, Expert Systems, Natural Language and Robotics)</li> <li>• Cloud Computing</li> <li>• Individual, Social and Legal Considerations</li> </ul> <p><b>A2 2 – Application Development</b></p> <ul style="list-style-type: none"> <li>• Effectively manage a substantial project developing a data management system (using MS Access)</li> <li>• Produce evidence of a full project lifecycle (analysis, design, development, testing and evaluation)</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS: Unit 1 – Approaches to Systems Development (20% - External Written Exam)</b></p> <p><b>AS: Unit 2 – Fundamentals of Digital Technology (20% - External Written Exam)</b></p> <p><b>A2: Unit 1 – Information Systems (40% - External Written Exam)</b></p> <p><b>A2: Unit 2 – Application Development (20% - Internal Assessment)</b></p>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• Effective communication (communicating technical concepts to a non-technical audience as well as developing writing skills for technical documentation and reports)</li> <li>• Technical Proficiency (understanding effective use of hardware/software, knowledge of computer architecture and networking fundamentals as well as understanding data structures and algorithms)</li> </ul>		




- Digital Literacy (Ability to navigate and use digital devices, such as computers, smartphones, and tablets, effective use of web browsers, search engines, and online communication tools and awareness of online privacy and security best practices)
- Self-Management (planning, target setting, monitoring and reviewing progress and effectively managing time)
- Critical Thinking and Problem Solving (Analytical skills to diagnose and solve digital technology-related issues, logical reasoning and troubleshooting abilities and creativity in designing innovative solutions)
- Numeracy (understanding mathematical language, calculations, estimations, interpretation of results and present data in a variety of formats)


**EMPLOYABILITY:**

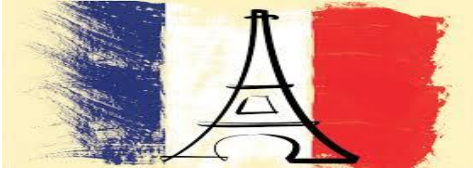
Studying digital technology can significantly enhance employability by providing a valuable skill set that is in high demand across various industries as technology plays a crucial role in modern society. Careers available through the studying of Digital Technology include Software Developer/Engineer, Data Analyst/Data Scientist, Cybersecurity Analyst/Engineer, Network Administrator, Database Administrator, IT Support Specialist, Web Developer/Designer, Cloud Solutions Architect, Artificial Intelligence (AI) Engineer, Digital Marketing Specialist, Project Manager, Business Analyst, Quality Assurance Engineer/Tester, E-commerce Specialist, Game Developer, Healthcare IT Specialist, Financial Analyst, Robotics Engineer, IT Consultant and Teaching/Training.


**For further information, please contact:**

**Mr C McGloin  
Head of Department**


<p><b>SUBJECT:</b></p> <p><b>DRAMA AND THEATRE STUDIES</b></p>	<p><b>EXAM BOARD</b></p> <p><b>WJEC</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre</li> <li>• Develop an understanding and appreciation of how the social, cultural and historical contexts of plays have influenced the growth of drama, theatre &amp; film</li> </ul>		
<p><b>AS TOPICS:</b></p> <p><b><u>Unit 1 Theatre Workshop</u></b>          Students are assessed on either acting or design</p> <ul style="list-style-type: none"> <li>• Students create a <b>reinterpretation</b> of an extract from a text featuring the working methods of a practitioner – we use Brechtian techniques</li> <li>• This Unit is internally assessed and externally moderated (recorded and sent to WJEC)</li> </ul> <p><b><u>Unit 2 Text in Theatre</u></b>          A series of questions based on <b>one</b> performance text; chosen text to be confirmed.</p>		
<p><b>A2 TOPICS:</b></p> <p><b><u>Unit 3 Text in Action</u></b>          Students are assessed on either acting or design          Students create <b>two</b> pieces of theatre based on a stimulus supplied by WJEC:</p> <ul style="list-style-type: none"> <li>• A devised piece using the techniques of Bruiser Theatre Company</li> <li>• An extract from a text in a different style chosen by the students (usually Naturalism)</li> <li>• Students are assessed by a visiting examiner</li> <li>• Students choosing design must also give a non-assessed <b>5-10 minute</b> presentation of their design to the examiner (costume or set); completion of a written creative log</li> </ul> <p><b><u>Unit 4 Text in Performance</u></b>  <b>Two</b> questions, based on <b>two different</b> texts – chosen texts to be confirmed.</p>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS</b>          Unit 1 – 24% of qualification (90 marks)          Unit 2 – 16% of qualification (60 marks)</p> <p><b>A2</b>          Unit 3 – 36% of qualification (120 marks)          Unit 4 – 24% of qualification (95 marks)</p>		
<p><b>SKILLS PROMOTED:</b>          Students who study this course will enhance their skills in:          Creative thinking; Teamwork &amp; collaboration; Analysis; Presentation skills; Planning; Communication – both verbal and written</p>		
<p><b>EMPLOYABILITY:</b>          Aside from a career in Performance, other examples include: Theatre stage manager or Director; Community Arts Worker; Teacher; Media Researcher; Television Production; Theatre Manager; Arts Administrator; Drama Therapist; Broadcast Presenter; Law; Project and Events Management</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Miss P Mills</b></p>


<p><b>SUBJECT:</b> English Literature</p>	<p><b>EXAM BOARD</b> CCEA</p>	
<p><b>SUBJECT AIMS:</b> This specification aims to encourage students to:</p> <ul style="list-style-type: none"> <li>• engage critically and creatively with a substantial body of texts and ways of responding to them;</li> <li>• develop and apply effectively their knowledge of literary analysis and evaluation;</li> <li>• explore the contexts of the texts they are reading and others' interpretations of them;</li> <li>• deepen their understanding of the changing traditions of literature in English;</li> <li>• carry out independent research and present personal responses in the form and language appropriate to literary study;</li> <li>• develop advanced study skills that help them prepare for third level education;</li> <li>• demonstrate through challenging internal and external assessments that they understand and can apply key concepts; and</li> <li>• nurture a lifelong interest in English literature.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• AS 1: The Study of Poetry 1900–Present (Philip Larkin and Elizabeth Jennings) and Drama 1900–Present (<i>A Streetcar Named Desire</i>)</li> <li>• AS 2: The Study of Prose Pre 1900 (<i>Wuthering Heights</i> or <i>The Scarlet Letter</i>)</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• A2 1: Shakespearean Genres (Tragedy: <i>Othello</i>)</li> <li>• A2 2: The Study of Poetry Pre 1900 (Keats) and Unseen Poetry</li> <li>• A2 3: Internal Assessment (comparing and contrasting two novels, one of which must be 21<sup>st</sup> century)</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS</b></p> <ul style="list-style-type: none"> <li>• AS 1: The Study of Poetry 1900–Present (Philip Larkin and Elizabeth Jennings) and Drama 1900–Present (<i>A Streetcar Named Desire</i>) 60% of AS; 24% of A Level.</li> <li>• AS 2: The Study of Prose Pre 1900 (<i>Wuthering Heights</i> or <i>The Scarlet Letter</i>) 40% of AS; 16% of A Level.</li> </ul> <p><b>A2</b></p> <ul style="list-style-type: none"> <li>• A2 1: Shakespearean Genres (Tragedy: <i>Othello</i>) 20%</li> <li>• A2 2: The Study of Poetry Pre 1900 (Keats) and Unseen Poetry 20%</li> <li>• A2 3: Internal Assessment of 2500 words (Comparing and contrasting two novels, one of which must be 21<sup>st</sup> century) 20%</li> </ul>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using ICT</li> <li>• Self-management</li> <li>• Working with others</li> <li>• Problem solving</li> </ul>		
<p><b>EMPLOYABILITY:</b> Through the study of English Literature you will be given the opportunity to explore a varied range of texts, from classical literature to modern dramatists and novelists. You will build on your experiences at GCSE and develop your ability to write concisely and with confidence.</p> <p>A qualification in English Literature will help you to develop vital communication and analytical skills that will be valuable in any prospective career. English Literature is a very useful facilitating subject in relation to Law, Marketing, Public Relations and Media.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs S Cooper</b></p>

<p><b>SUBJECT:</b></p> <p><b>French</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• develop an enthusiasm for and an understanding of the language and culture in a variety of contexts and genres;</li> <li>• communicate confidently, clearly and effectively in the French language for a range of purposes; and</li> <li>• acquire knowledge and advanced skills that will help them progress to further study, higher education or employment.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Relationships</b> - different family structures; • roles, responsibilities and relationships within families; • challenges for families; • intergenerational issues; and • influences on young people, for example peers, family and friends.</li> <li>• <b>Culture and Lifestyle</b> - physical well-being, for example diet or exercise; • risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports; • dealing with stress and challenges, for example school or examinations; • hobbies and interests, for example sport or music; • the arts, film, fashion and design; • social media and new technology; and • holidays, festivals and tourism.</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Young People in Society</b> • part-time jobs; • education and employment; • career planning – aspirations and/or intentions; • young people and democracy; • European citizenship – advantages, disadvantages and opportunities; and • societal attitudes and young people.</li> <li>• <b>Our Place in a Changing World</b> • equality/inequality and discrimination/prejudice; • poverty at home and abroad – causes, consequences and measures to combat it; • immigration and emigration – causes, benefits and related issues; • multicultural society and cultural identity – benefits and challenges; • causes, consequences and resolution of conflict; and • sustainable living and environmental issues.</li> </ul>		
<p><b>ASSESSMENT (including weighting): AS –Speaking – 30%, Listening / Reading – 40%, Writing - 30% (40% of A Level)</b>  <b>A2 – Speaking – 30%, Listening / Reading – 40%, Writing – 30% (60% of A Level)</b></p>		
<p><b>SKILLS PROMOTED:</b> You will be encouraged to develop your conversational and communication skills and learn how to cope in practical situations when you travel to France or another French-speaking country. Learning a modern language is a vital part of your studies as it helps you in other skill areas such as learning how to express yourself and communicate well, doing presentations, working with other people and writing accurately.</p>		
<p><b>EMPLOYABILITY:</b> Aside from the traditional areas of translation and teaching, Modern Languages are frequently seen as providing the skill set for computing when combined with Mathematics. Languages also provide valuable support to those studying Business, International Relations, International Studies and European Studies, all of which develop cultural and language awareness that is vital to global business operations. This is particularly the case when combined with History and Government &amp; Politics. Languages combined with University studies in Law provide a strong foundation for working in Government and in international business. Modern European languages also provide the foundation from which the languages of the emerging economies in countries such as Brazil, Russia, India and China can be learned.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs L Brown (HoD)</b></p>

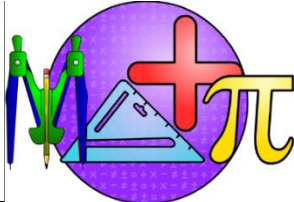
<p><b>SUBJECT:</b></p> <p><b>Geography</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <p>This specification aims to encourage students to:</p> <ul style="list-style-type: none"> <li>• develop a lifelong interest in Geography;</li> <li>• draw together different areas of knowledge, skills and understanding;</li> <li>• develop higher order thinking skills, for example independent learning, creative thinking and problem-solving;</li> <li>• apply their knowledge and skills to real world situations;</li> <li>• work with others in groups;</li> <li>• carry out research and present their findings in different formats;</li> <li>• develop advanced study skills that help them prepare for third level education;</li> <li>• provide extended responses and evidence of quality of written communication; and</li> <li>• demonstrate that they understand and can apply key concepts.</li> </ul>		
<p><b>AS TOPICS:</b></p> <p>Geography examines the links between people and their environments, and the AS/A2 course concentrates on contemporary issues and problems that are affecting our world today. AS Geography will consist of three modules:</p> <p>AS1: Physical Geography including processes and human interactions in fluvial environments; ecosystems; and the atmosphere.</p> <p>AS2: Human Geography population; including challenges for urban and rural environments; and processes of development including globalisation.</p> <p>AS3: Fieldwork Skills and Techniques in Geography</p>		
<p><b>A2 TOPICS:</b></p> <p>The AS Geography course aims to develop students' understanding of geographical concepts and processes to help them interpret our changing world. There is considerable emphasis on the interactions between natural and human systems.</p> <p>The A2 course builds on AS and covers a number of topics and concentrates on management issues:</p> <p>A2 1: Physical Processes, Landforms and Management</p> <p>A2 2: Processes and Issues in Human Geography</p> <p>A2 3: Decision Making in Geography</p>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS 40%    A2 60%</b></p> <p>Both AS and A2 are examined through written papers only. Fieldwork carried out as part of the course will be tested through these written papers. At AS level the fieldwork component investigates the sand dune systems at Murlough Nature Reserve. The A2 examination includes a Decision-Making exercise which will test student ability to process information; present arguments and counterarguments; and justify conclusions.</p>		
<p><b>SKILLS PROMOTED:</b></p> <p>Geography provides both skills and knowledge that are relevant in today's changing workplace. AS and A2 Geography include a considerable range of transferable skills important to employers including, in addition to those above, ICT and data handling/manipulation skills; research and independent enquiry skills; communication and presentation; creative thinking; and teamwork.</p>		
<p><b>EMPLOYABILITY:</b></p> <p>The study of Geography complements both scientific and arts subjects and therefore can lead to jobs in a wide variety of disciplines. Geographers develop a whole range of employability skills including numeracy, teamwork through field trips, analytical skills and a technical ability through using various specialist computing applications such as Geographical Information Systems. The subject cultivates a world view and a cultural sensitivity. These all potentially help a geographer to stand out in the labour market. Employers require the mix of technical and social skills people receive from studying Geography, which they see as very <b>transferable</b>. Eg. cartographer, emergency management specialist, environmental lawyer, surveyor, diplomat, landscape architect, human resources manager, transportation planner, agricultural policy advisor....and many, many more.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs J Smyth</b> <b>Head of Geography</b></p>





<p><b>SUBJECT:</b></p> <p>Health and Social Care</p>	<p><b>EXAM BOARD</b></p> <p>CCEA</p>	
<p><b>SUBJECT AIMS:</b>  <b>To give pupils an insight into the health care industry and develop an interest in the health, social care and early year's sectors.</b></p> <p>Learn about concepts of health and well-being, growth and development and the factors that affect health and well-being.</p>		
<p><b>AS TOPICS:</b>          Promoting Quality Care, Communication, Health and Well-Being</p>		
<p><b>A2 TOPICS:</b>          Providing Services, Health Promotion, Supporting the Family</p>		
<p><b>ASSESSMENT (including weighting):</b>          AS - Students produce two written reports based on practice in a health, social care or early years setting that they have experienced. Teachers mark the coursework, and CCEA moderate the results. These assessment tasks are worth 50% of the AS level. Students will also sit one external written examination where they answer three compulsory questions. This is worth 50% of the AS level.</p> <p>A2 - Students produce two written reports. Teachers mark the coursework, and CCEA moderate the results. These assessment tasks are worth 30% of the A2 level. Students will also sit a 2 hour external written examination. This is worth 30% of the A2 level.</p>		
<p><b>SKILLS PROMOTED:</b>          Develop higher order thinking skills, creative thinking and problem-solving skills.</p>		
<p><b>EMPLOYABILITY:</b>          The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad based qualification gives students the opportunity to study a range of subjects relevant to these sectors. Healthcare is the fastest growing job sector. An extensive range of careers exist in the Health, social care and early year's sectors for example, physiotherapy, occupational therapy, radiography, speech therapy, midwifery, health visiting, nursing, social work and teaching.</p> <p>During Year 13, it is recommended that all Health and Social Care students obtain work experience in the sector. This could be during their free periods, before or after school, during Games (<i>if they aren't part of a school sports team</i>) or at the weekend.</p>		
<p>For further information, please contact:</p>		<p>Mrs McKee          Head of Department</p>


<p><b>SUBJECT:</b></p> <p><b>HISTORY</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To develop pupils' knowledge and understanding of the past and how it has been interpreted</li> <li>• To develop pupils' skills in communication, problem solving and critical analysis</li> <li>• To encourage pupils to become effective and independent learners with enquiring minds.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Germany 1919-45. Students examine the history of Germany between 1919 and 1945. In the first section, students focus on the Weimar Republic from 1919 to 1929. In the second section, students analyse the decline of the Weimar Republic and the rise of Hitler and the Nazi Party from 1929 to 1933. In the third section, students examine political, economic and social developments in Nazi Germany up to 1939. In the fourth section, students focus on the political, economic and social consequences of the war on Nazi Germany and the occupied territories in Eastern Europe by 1945.</li> <li>• Russia 1914-41. Students focus on the causes of the Russian Revolutions of 1917. They analyse the reasons why the Tsarist regime collapsed in February 1917 and why the Bolsheviks were able to seize power in October 1917. Students then assess how the Bolsheviks consolidated their rule with their victory in the Civil War. Students also evaluate the aims and consequences of Lenin's economic policies in the period 1917–24. The option concludes with a study of Stalinist Russia. Students focus on why Stalin emerged as Lenin's successor by 1929, assess the aims and consequences of Stalin's economic policies and analyse the most important features of Stalin's dictatorship.</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• The American Presidency 1901-2000 – Students examine how, starting from a position of apparent weakness at the start of the century, the institution was invigorated by the presidencies of the two Roosevelts and Woodrow Wilson in the context of the two World Wars and the Great Depression. They also investigate how presidential power was greatly increased in the nuclear age when the United States took on the role of leader of the Free World. Students examine how this trend was halted, if not reversed, by the experiences of Vietnam and Watergate, until the revival of presidential and indeed national prestige under Ronald Reagan. Students then explore how his immediate successors benefited to some extent from Reagan's work of restoration.. (20% of A-Level))</li> <li>• Ireland 1778-1803 – this fascinating period of history shows how Irish politics and society was influenced by both the American and French Revolutions as you study the Volunteers, United Irishmen, Defenders and the Orange Order in the period leading up to the Rebellion of 1798. You will also study the Act of Union and Robert Emmet's Rising in Dublin in 1803. (40% of A-Level)</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p>AS 2 Written examinations 40%</p> <p>A2 2 Written examinations 60%</p>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Analysis</li> <li>• Managing Information</li> <li>• Self-Management</li> <li>• Working with Others</li> </ul>		
<p><b>EMPLOYABILITY:</b></p> <p>The skills developed in History are highly valued by a wide range of sectors and employers including Business, Administration, Law and the Media.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs C Wood (HoD)</b></p>





<p><b>SUBJECT:</b></p> <p><b>A Level Mathematics</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To understand mathematics and mathematical processes to promote confidence, foster enjoyment and provide foundation for further study;</li> <li>• To extend range of mathematical skills and techniques;</li> <li>• To understand how different areas of mathematics are connected;</li> <li>• To apply mathematics in other fields of study;</li> <li>• To make logical and reasonable decisions when solving problems and communicate solutions clearly;</li> <li>• To construct mathematical proofs;</li> <li>• To solve problems in familiar or unfamiliar contexts;</li> <li>• To use diagrams and graphs to aid solution to problems;</li> <li>• To interpret solutions and communicate their interpretation correctly;</li> <li>• To use technology such as computers and calculators effectively and recognise when such equipment is inappropriate;</li> <li>• To take responsibility for their learning and the evaluation of their own mathematical development.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>AS1 Pure:</b> Algebra and Functions, Co-ordinate geometry in (x,y) plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors.</li> <li>• <b>AS2 Mechanics and Statistics:</b> Quantities and units in mechanics, Kinematics, Forces and Newton's Laws, Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions,</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>A21 Pure:</b> Further development of the following AS1 topics: Algebra and Functions, Co-ordinate geometry in (x,y) plane, Sequences and Series, Trigonometry, Differentiation, Integration, along with Numerical methods.</li> <li>• <b>A22 Mechanics and Statistics:</b> Kinematics, Moments, Impulse and Momentum, Probability, Statistical distributions, Statistical hypothesis testing.</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b>  <b>AS 1:</b> One paper 1 hour 45 minutes worth 60% of AS and 24% of A2  <b>AS 2:</b> One paper 1 hour 15 minutes worth 40% of AS and 16% of A2   <b>A2 1:</b> One paper 2 hours 30 minutes worth 36% of A2  <b>A2 2:</b> One paper 1 hour 30 minutes worth 24% of A2</p>		
<p><b>SKILLS PROMOTED:</b>  Analytical, problem solving, numerical, investigative, communication, IT, logical thinking, teamwork, perseverance, critical thinking, time management, working independently.</p>		
<p><b>EMPLOYABILITY:</b>  Engineer, Accountant, Actuary, Software Developer, Computer Programmer, Game Designer, Doctor, Pharmacist, Research, Teacher, Statistician, Systems Analyst, Pilot, Financial Planner, Banking, Government, Space/Aircraft industry</p>		
<p><b>For further information, please contact:</b></p> <ul style="list-style-type: none"> <li>• Your class teacher or</li> <li>• Ms A Droogan (Head of Mathematics Department)</li> </ul>		


<p><b>SUBJECT:</b></p> <p><b>A Level Further Mathematics</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To understand mathematics and mathematical processes to promote confidence, foster enjoyment and provide foundation for further study;</li> <li>• To extend range of mathematical skills and techniques;</li> <li>• To understand how different areas of mathematics are connected;</li> <li>• To apply mathematics in other fields of study;</li> <li>• To make logical and reasonable decisions when solving problems and communicate solutions clearly;</li> <li>• To construct mathematical proofs;</li> <li>• To solve problems in familiar or unfamiliar contexts;</li> <li>• To use diagrams and graphs to aid solution to problems;</li> <li>• To interpret solutions and communicate their interpretation correctly;</li> <li>• To use technology such as computers and calculators effectively and recognise when such equipment is inappropriate;</li> <li>• To take responsibility for their own learning and the evaluation of their own mathematical development.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>AS1 Pure:</b> Further Algebra and Functions, Complex Numbers, Matrices, Vectors.</li> <li>• <b>AS2 Mechanics and Statistics:</b> Hooke's Law, Work and Energy, Power, Circular Motion, Further particle equilibrium, Resultant and relative velocity, Further circular motion, Gravitation, Dimensions, Sampling, Probability, Statistical distributions, Bivariate distributions.</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>A2 1 Pure:</b> Proof, Further algebra and functions, Complex numbers, Further calculus, Polar co-ordinates, Hyperbolic functions, Differential equations,</li> <li>• <b>A2 2 Mechanics and Statistics:</b> Simple harmonic motion, Damped oscillations, Centre of mass, Frameworks, Further circular motion, Linear combinations of independent variables, Sampling and estimation, The t-distribution, <math>\chi^2</math> tests</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS 1 Pure:</b> One paper 1 hour 30 minutes worth 50% of AS and 20% of A level</p> <p><b>AS 2 Applied:</b> One paper 1 hour 30 minutes worth 50% of AS and 20% of A level</p> <p><b>A2 1 Pure:</b> One paper 2 hours 15 minutes worth 30% of A level</p> <p><b>A2 2 Applied:</b> One paper 2 hours 15 minutes worth 30% of A level</p>		
<p><b>SKILLS PROMOTED:</b></p> <p>Analytical, problem solving, numerical, investigative, communication, IT, logical thinking, teamwork, perseverance, critical thinking, time management, working independently.</p>		
<p><b>EMPLOYABILITY:</b></p> <p>Engineer, Accountant, Actuary, Software Developer, Computer Programmer, Game Designer, Doctor, Pharmacist, Research, Teacher, Statistician, Systems Analyst, Pilot, Financial Planner, Banking, Government, Space/Aircraft industry</p>		
<p><b>For further information, please contact:</b></p> <ul style="list-style-type: none"> <li>• Your class teacher or</li> <li>• Ms A Droogan (Head of Mathematics Department)</li> </ul>		


<p><b>SUBJECT:</b></p> <p><b>MOVING IMAGE ARTS</b></p>	<p><b>EXAM BOARD:</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• develop creative and critical abilities in writing, directing, editing, producing and analysing film works.</li> <li>• develop creative enterprise, technical literacy, research, analysis and evaluation skills, plus leadership, planning, organisation and people management skills.</li> <li>• provide a solid foundation for progression into higher education and employment within the film and television industries.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory</b> - Section A – Hitchcock and the Classical Hollywood Style, Section B – Formalism: Early European Cinema and American Expressionism</li> <li>• <b>Practical Portfolio</b>– Investigate Realist and Formalist filmmaking techniques Students must produce: <ul style="list-style-type: none"> <li>○ a Statement of Intention detailing plans for creation of a personal film or animation influenced by the work of selected filmmakers</li> <li>○ pre-production materials including script, shotlist, storyboard and director's notebook</li> <li>○ a 3–4 minute narrative film sequence or 1½ – 2 minute animation sequence based on provided stimuli; and</li> <li>○ an evaluation of the success of the film in relation to stated intentions</li> </ul> </li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory</b> Section A – Realism: Narrative and Visual Style, Section B – Creative Exercise, Section C – Comparative Analysis</li> <li>• <b>Practical Portfolio</b>– Advanced techniques in research and production Students must produce: <ul style="list-style-type: none"> <li>○ an Illustrated Essay detailing plans for creation of a personal film or animation influenced by the work of selected filmmaker</li> <li>○ pre-production materials including script, shotlist, storyboard and director's notebook</li> <li>○ a 4-7 minute narrative film sequence or 2 - 3.5 minute animation sequence; and</li> <li>○ an evaluation of the success of the film in relation to stated intentions</li> </ul> </li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS</b>  <b>Theory (critical response)</b> Students take a 1.5hr long, online examination with questions on clips from set study areas. (16% of A level)  <b>Practical Portfolio (detailed above)</b> Teachers mark the coursework and CCEA moderate the results (24% of A level)</p> <p><b>A2</b>  <b>Theory (critical response)</b> Students take a 2.25hr long, online examination with questions on clips from set study areas and an unseen script. (24% of A level)  <b>Practical Portfolio (detailed above)</b> Teachers mark the coursework and CCEA moderate the results (36% of A level)</p>		
<p><b>EMPLOYABILITY:</b></p> <p>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. Moving Image Arts is a key driver of the creative industries. It is an ideal course for any student wanting to pursue a career in film, TV, games development or internet content provision.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs B McCabe</b> <b>(Subject Coordinator)</b></p>

<p><b>SUBJECT:</b></p> <p><b>MUSIC</b></p>	<p><b>EXAM BOARD:</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <p>If you have a keen interest in <b>music</b> or are looking to pursue a career in <b>music</b>, <b>A Level Music</b> teaches students to develop performance and composition skills and to further develop knowledge of a variety of <b>music</b>. Musicians need to be performing at a Grade 5 standard at least on entering the course and if you have not completed GCSE Music grade 5 theory is required.</p>		
<p><b>AS TOPICS:</b></p> <p><b>Music for Orchestra 1700–1900</b>  <b>Sacred Vocal Music (anthems)</b>  <b>Secular Vocal Music (musicals)</b></p>		
<p><b>A2 TOPICS:</b></p> <p><b>Music for Orchestra in the Twentieth Century</b>  <b>Sacred Vocal Music (mass/requiem mass)</b>  <b>Secular Vocal Music 1600 to the present day</b></p>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS</b>  A solo performance at a level equivalent to at least Grade 6 standard of 5 to 7 minutes duration and a viva voce assessed by a Visiting Examiner (13% A level)  An internally assessed composition task or composition task with music technology of 1½ to 2½ minutes' duration (13% A level)  1-hour test of aural perception and a 2 hour written examination (14% A level)</p> <p><b>A2</b>  A solo performance at a level equivalent to at least Grade 7 standard of 8 to 10 minutes duration and a viva voce assessed by a Visiting Examiner (19.5 A level)  An internally assessed composition task or composition task with music technology of 2 to 3 minutes' duration (19.5 A level)  1 hour test of aural perception and a 2 hour written examination ( 21% A level)</p>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• Develop the knowledge, understanding and skills needed to communicate effectively as a musician;</li> <li>• Reflect critically on your own work and the work of others; and</li> <li>• Progress to further study and/or employment</li> </ul>		
<p><b>EMPLOYABILITY</b></p> <ul style="list-style-type: none"> <li>• Instrumentalists, singers, accompanists, conductors, composers and arrangers.</li> <li>• Music teaching jobs in Schools, Further education and in Music colleges and Peripatetically.</li> <li>• Employment in the recording industry and media as a composer, producer or sound engineer or presenter or researcher</li> <li>• Instrument making and repair</li> <li>• Arts management, music publishing, musicology and music journalism.</li> </ul>		
<p><b>For further information, please contact:</b></p>		<p><b>Miss R Quin</b>  <b>(Acting Head of Music)</b></p>


<p><b>SUBJECT:</b></p> <p><b>NUTRITION AND FOOD SCIENCE</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To develop and demonstrate knowledge, understanding and skills of factors which impact upon us as humans – for example, diet and health; resource management to meet human needs in a diverse and ever changing society.</li> <li>• Examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Principles of Nutrition</li> <li>• Diet, Lifestyle and Health</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Food Security and Sustainability</li> <li>• Research Project</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS</b> Two external written examinations, 1 hour 30 minutes each. Students answer all short questions in Section A and a choice of extended writing questions in Section B. Each module is worth 50% of the AS qualification.</p> <p><b>A2</b> One external written examination, 2 hours 30 minutes. Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B. This exam is worth 30% of the A level.</p> <p>Internal assessment - Students complete a 4000-word research-based project of their own choice. Teachers mark the projects, and CCEA moderate the results. This assessment task is worth 30% of the A level.</p>		
<p><b>SKILLS PROMOTED:</b> Critical thinking skills (problem-solving and decision making); self-management and teamwork, cross-curricular skills (Communication, Using Maths, Using ICT) and research skills.</p>		
<p><b>EMPLOYABILITY:</b> Nutrition and Food Science is very useful in relation to jobs in the Agri-Food sector, one of employment sectors in the Northern Ireland economy experiencing the strongest growth. Many Food Science courses will also require a science at A-Level.</p>		
<p>For further information, please contact:</p>		<p>Mrs McKee (Head of Department)</p>


<p><b>SUBJECT:</b></p> <p><b>PE</b></p>	<p><b>EXAM BOARD:</b></p> <p><b>WJEC</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• To provide students with the opportunity to explore a broad range of topics within Physical Education and Sport.</li> <li>• To encourage and reward students for long term commitment to improved sporting performance.</li> <li>• To help students learn how to analyse performance and consider ways of improving performance.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Exercise physiology</li> <li>• Performance analysis and training</li> <li>• Sport psychology</li> <li>• Skill acquisition</li> <li>• Sport and society</li> <li>• Practical Performance</li> </ul>		
<p><b>A2 TOPICS:</b></p> <p>As at AS but more depth in each topic</p>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS:</b> 60% Examination (1 x 1 ¾ hour paper), 40 % Non-exam assessment including practical performance in chosen sport and as a coach/official plus completion of personal performance profile. (The AS year accounts for 40% of the A Level qualification).</p> <p><b>A2:</b> 40% based on AS attainment, 36% Year 14 Examination (1 x 2-hour paper), 24 % Practical performance as performer, coach or official in chosen sport plus completion of one piece of investigative research.</p>		
<p><b>SKILLS PROMOTED:</b></p> <p>Sport specific skills          Analysis skills          Digital skills – capturing video footage, storing footage.          Presentation skills          Written communication skills</p>		
<p><b>EMPLOYABILITY:</b></p> <p>The most common courses that A-level PE students pursue at University are Sports Science, Physiotherapy, Podiatry and Teaching.</p>		
<p><b>For further information, please contact:</b></p>	<p><b>Mr Pentland/Miss Hill/Mr Knox</b></p>	


<p><b>SUBJECT:</b> <b>Physics</b></p>	<p><b>EXAM BOARD</b> <b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• Promoting and cultivating a deep understanding of and curiosity for the world and space around us.</li> <li>• Developing problem solving skills and thinking strategies, deepening critical and clear thinking.</li> <li>• Equipping pupils to access a wide spectrum of careers whilst becoming future leaders and thinkers, positively impacting upon society.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Forces, Base Units, Electricity, Momentum, Moments.</li> <li>• Unit 2: Waves, Lenses, Vision, Quantum, Wave-Particle duality and Astronomy.</li> <li>• Unit 3: Practical Techniques and Practical Theory including sources of error, uncertainties by calculation and graphical analysis.</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Deformation of Solids, Thermal Physics, Harmonic Motions, Atomic and Nuclear Physics including Fission and Fusion Technologies.</li> <li>• Unit 2: Gravitational, Electric and Magnetic Fields, Capacitors, Particle Accelerators and Fundamental Particles.</li> <li>• Unit 3: Practical Techniques and Practical Theory.</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS (40% overall):</b> Units 1&amp;2: 2x1h45min exams, 40% of AS, 16% of A Level (each). Unit 3: 2x1hr components, one practical, one theory, 20% of AS combined. In total Unit 3 equates to 8% of the final A Level grade.</p> <p><b>A2 (60% overall):</b> Units 1&amp;2: 2x2hr exams, with each exam worth 24% of A Level. Unit 3: 2x1hr components, one practical, one theory. 12% of A Level. (All exams externally marked.)</p>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• Developing logical and conceptual thinking skills.</li> <li>• Developing pupils' mathematical skills and application.</li> <li>• Developing teamwork, leadership and communication skills.</li> <li>• Developing an appreciation of the scientific method.</li> <li>• Developing initiative and problem-solving skills.</li> </ul>		
<p><b>EMPLOYABILITY:</b></p> <ul style="list-style-type: none"> <li>• Physics demonstrates an individual's ability to deal with complexity and varied forms of information whilst often working as a team. A skill that has crossover in every workplace.</li> <li>• Traditional careers include the engineering and medical disciplines but with growing Space, Energy, Data, IT and AI sectors Physics can be a pathway into all these careers.</li> </ul>		
<p><b>For further information, please contact:</b></p>		<p><b>Mr A Miller (HoD)</b></p>


<p><b>SUBJECT:</b></p> <p><b>RELIGIOUS STUDIES</b></p>	<p><b>EXAM BOARD</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>To enable students to think and reflect critically on their studies whilst developing their own values, opinions and attitudes in the light of their learning.</li> <li>To develop the ability to make responsible judgements on significant theological and ethical issues.</li> </ul>		
<p><b>AS TOPICS: The CCEA Course is followed by all students.</b> The AS modules seek to build upon the foundations of GCSE both in content and skills.</p> <ul style="list-style-type: none"> <li>The two units of study are ‘<b>The Foundations of Ethics, with Reference to Medical Ethics</b>’ (Unit 7) and ‘<b>The Origins and Development of the Early Church</b>’ (Unit 4)</li> <li>Topics include the development of the Early Church, persecutions in the first two centuries and those which take place currently. In the Ethics module topics such as Euthanasia, Abortion and the Decalogue will be considered.</li> </ul>		
<p><b>A2 TOPICS: CCEA course.</b></p> <ul style="list-style-type: none"> <li>The two units of study are again Ethics and Early Church.</li> <li>The Early Church module considers Modern Christian writers eg CS Lewis, heresies, schisms and secularisation in the modern world.</li> <li>The Ethics module looks at topics such as human rights, feminism and crime and punishment.</li> <li>At Year 14 an additional area of study is the ‘Synoptic Assessment’ which encourages students to reflect on their understanding of the subject as a whole. It considers faith, morality and the state, conscience, freedom and tolerance.</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS 40% of the full A-Level grade. Two written exam papers - 1hr 20mins.</b></p> <p><b>A2 60% of the full A-Level grade. Two written exam papers - 2hrs.</b></p>		
<p><b>SKILLS PROMOTED:</b></p> <p>Religious Studies aims to develop a wide range of practical and critical thinking skills. Students develop their capacity to reason, reflect and analyse abstract ideas and arguments, they develop communication and teamwork skills as well as problem solving and leadership abilities. Students also learn to research and read independently, prepare for presentations and develop the necessary confidence for working under pressure.</p>		
<p><b>EMPLOYABILITY:</b></p> <p>Graduates in Theology or Religious Studies are highly sought-after in the modern workplace. Our students gain a strong academic training in critical thinking skills and have the ability to work with a wide range of people and issues. They have also acquired the maturity to make informed, well-balanced arguments and judgements - a highly valued skill in the context of employment.</p> <p>On leaving school our students find themselves in a wide range of professions such as law, social work, medicine/nursing, publishing, teaching and youth work.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Miss L Tate (Head of RS)</b></p>



<p><b>SUBJECT:</b> Spanish</p>	<p><b>EXAM BOARD</b>  CCEA</p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• develop an enthusiasm for and an understanding of the language and culture in a variety of contexts and genres;</li> <li>• communicate confidently, clearly and effectively in the Spanish language for a range of purposes; and</li> <li>• acquire knowledge and advanced skills that will help them progress to further study, higher education or employment.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• <b>Relationships</b> - different family structures; • roles, responsibilities and relationships within families; • challenges for families; • intergenerational issues; and • influences on young people, for example peers, family and friends.</li> <li>• <b>Culture and Lifestyle</b> - physical well-being, for example diet or exercise; • risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports; • dealing with stress and challenges, for example school or examinations; • hobbies and interests, for example sport or music; • the arts, film, fashion and design; • social media and new technology; and • holidays, festivals and tourism.</li> </ul>		
<p><b>A2 TOPICS: Young People in Society</b> • part-time jobs; • education and employment; • career planning – aspirations and/or intentions; • young people and democracy; • European citizenship – advantages, disadvantages and opportunities; and • societal attitudes and young people.</p> <ul style="list-style-type: none"> <li>• <b>Our Place in a Changing World</b> • equality/inequality and discrimination/prejudice; • poverty at home and abroad – causes, consequences and measures to combat it; • immigration and emigration – causes, benefits and related issues; • multicultural society and cultural identity – benefits and challenges; • causes, consequences and resolution of conflict; and • sustainable living and environmental issues.</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b>  <b>AS –Speaking – 30%, Listening / Reading – 40%, Writing -30% (40% of A Level)</b>  <b>A2 – Speaking – 30%, Listening / Reading – 40%, Writing – 30% (60% of A Level)</b></p>		
<p><b>SKILLS PROMOTED:</b>          You will be encouraged to develop your conversational and communication skills and learn how to cope in practical situations when you travel to Spain or another Spanish-speaking country. Learning a modern language is a vital part of your studies as it helps you in other skill areas such as learning how to express yourself and communicate well, doing presentations, working with other people and writing accurately.</p>		
<p><b>EMPLOYABILITY:</b>          Aside from the traditional areas of translation and teaching, Modern Languages are frequently seen as providing the skill set for computing when combined with Mathematics. Languages also provide valuable support to those studying Business, International Relations, International Studies and European Studies, all of which develop cultural and language awareness that is vital to global business operations. This is particularly the case when combined with History and Government &amp; Politics. Languages combined with University studies in Law provide a strong foundation for working in Government and in international business. Modern European languages also provide the foundation from which the languages of the emerging economies in countries such as Brazil, Russia, India and China can be learned.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mrs L Brown (HoD)</b></p>

<p><b>SUBJECT:</b></p> <p>Sociology</p>	<p><b>EXAM BOARD</b></p> <p>WJEC</p>	
<p><b>SUBJECT AIMS:</b>          Studying Sociology offers insight into social and cultural issues. It will help you develop a multi-perspective and critical approach to understanding issues around culture, family, crime, religion, childhood and social power.</p>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Acquiring Culture</li> <li>• Understanding Sociology and Sociological methods of Enquiry</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Power and Control</li> <li>• Social Inequality and Applied Methods of Sociological Enquiry</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS – Two written papers (1 hour 15 for AS1 and two hours for AS) – 40% of the full qualification</b></p> <p><b>A2- Two written papers (2 hours for Unit 1 and 2 hours 15 minutes for Unit 2) – 60% of the full qualification</b></p>		
<p><b>SKILLS PROMOTED:</b>          Communication Skills / Interpersonal Skills / Analytical Skills / Problem Solving          Cross-Cultural Understanding / Leadership Skills / Research Skills</p>		
<p><b>EMPLOYABILITY:</b>          Law / Business / Administration / Health and Welfare Service / Education          Journalism / Public Relations / Police / Marketing / Research / Politics</p>		
<p><b>For further information, please contact:</b></p>	<p><b>Mr J Gunson (Coordinator)</b></p>	

<p><b>SUBJECT:</b></p> <p><b>Technology and Design</b></p>	<p><b>EXAM BOARD:</b></p> <p><b>CCEA</b></p>	
<p><b>SUBJECT AIMS:</b></p> <ul style="list-style-type: none"> <li>• develop subject knowledge, understanding and skills in relation to technology and design;</li> <li>• demonstrate a critical and analytical approach to problem-solving; and</li> <li>• make informed decisions about further learning opportunities and career choices within the sector.</li> </ul>		
<p><b>AS TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Design and Materials</li> <li>• Systems and Control</li> <li>• Internal Assessment – Product Development</li> </ul>		
<p><b>A2 TOPICS:</b></p> <ul style="list-style-type: none"> <li>• Systems and Control</li> <li>• Internal Assessment – System Design and Manufacture</li> </ul>		
<p><b>ASSESSMENT (including weighting):</b></p> <p><b>AS:</b> External written examinations: Paper 1: Core area of study Paper 2: Specialist area of study Each paper is one hour long. There will be a 20 minute break between papers – 50% of AS and 20% of A level. Internal assessment: You will produce a design folder and a practical outcome. Externally moderated - 50% of AS and 20% of A level.</p> <p><b>A2:</b> External written examination: You will answer two questions on your specialist area of study, i.e. electronic systems and control. The paper is two hours long – 30% of A level. Internal assessment: You will produce a design folder and a practical outcome. Externally moderated – 30% of A level.</p>		
<p><b>SKILLS PROMOTED:</b></p> <ul style="list-style-type: none"> <li>• develop creative and innovative ideas;</li> <li>• develop higher order thinking skills;</li> <li>• recognise and overcome challenges;</li> <li>• develop design and making skills;</li> <li>• study a specialist area of technology and design in depth;</li> <li>• develop an understanding of contemporary design and technology practices; and</li> <li>• develop ICT skills in communication, graphics and making.</li> </ul>		
<p><b>EMPLOYABILITY:</b></p> <p>The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design. This can provide you with a useful basis for entry into careers such as product design, engineering, graphic design, teaching and architecture.</p>		
<p><b>For further information, please contact:</b></p>		<p><b>Mr M Patton (HoD)</b></p>

<p style="text-align: center;"><b>SUBJECT:</b> <b>Level 3 Applied Extended Certificate in Tourism</b></p>	<p style="text-align: center;"><b>EXAM BOARD</b> <b>WJEC</b></p>									
<p><b>SUBJECT AIMS:</b> The tourism industry is one of the biggest growth sectors in the local economy. This course supports learners to understand the local, national and global tourism industry, and enables them to develop a broad range of skills and qualities required by the industry.</p>										
<p><b>TOPICS and ASSESSMENT:</b></p> <p>Students will complete three units in Year 13:  <b>Unit 1:</b> The Global Tourism Industry. (mandatory)  <b>Unit 4:</b> Global Destinations. Internal assessment  <b>Unit 6:</b> Digital Marketing for Tourism and Events. Internal Assessment</p> <p>Students complete three further units in Year 14:  <b>Unit 9:</b> Ireland as a Tourist destination (mandatory)  <b>Unit 5:</b> Planning, Co-ordinating and Running an Event. (provisional)  <b>Unit 7:</b> Employment in Tourism and Events. (provisional)</p> <p>Unit 1 is assessed through a written examination, and Unit 2 is assessed by a Controlled Assessment that is marked by WJEC. Each of the optional units are assessed by Controlled Assessment that is marked internally and moderated externally.</p> <p>Links to the Tourism industry have been developed with trips, in the past, to the Grand Central Hotel, local Visitor Information Centre and other local businesses as well as visits to the SSE Arena, Giant's Causeway and Salhouse Hotel Ballycastle.</p>										
<p><b>Weighting</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Year 13:</td> <td style="width: 25%;">Unit 1: 20%</td> <td style="width: 25%;">Unit 4: 15%</td> <td style="width: 25%;">Unit 6: 15%</td> </tr> <tr> <td>Year 14:</td> <td>Unit 9: 20%</td> <td>Unit 5: 15%</td> <td>Unit 7: 15%</td> </tr> </table>			Year 13:	Unit 1: 20%	Unit 4: 15%	Unit 6: 15%	Year 14:	Unit 9: 20%	Unit 5: 15%	Unit 7: 15%
Year 13:	Unit 1: 20%	Unit 4: 15%	Unit 6: 15%							
Year 14:	Unit 9: 20%	Unit 5: 15%	Unit 7: 15%							
<p><b>SKILLS PROMOTED include:</b></p> <ul style="list-style-type: none"> <li>• creativity and innovation</li> <li>• problem solving, planning and organising</li> <li>• critical thinking, analysis and evaluation</li> <li>• independence, teamwork and professionalism</li> </ul>										
<p><b>EMPLOYABILITY:</b> The qualification will prompt research, investigation and consideration of many aspects of tourism which will promote an understanding of the career opportunities available. The qualification has been designed to support access to Higher Education undergraduate degree courses such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tourism Management</li> <li><input type="checkbox"/> Marketing</li> <li><input type="checkbox"/> Business</li> <li><input type="checkbox"/> International Tourism</li> <li><input type="checkbox"/> Event Management</li> </ul> <p>The qualification will also enable learners to gain the required understanding and skills to be able to consider employment within a wide spectrum of tourism sectors.</p>										
<p><b>For further information, please contact:</b></p>	<p><b>Mrs J Smyth (Head of Geography)</b></p>									

## ADDITIONAL COURSES

All students take the following compulsory course in Year 13. These courses are not examined.



### 1. COURSE TITLE - CAREERS / PERSONAL DEVELOPMENT

Careers Education is a compulsory module aimed at building self-awareness and confidence through teamwork activities and self-marketing exercises. Students are given the chance to develop interpersonal skills through presentations and interview techniques. Decision-making is one of the 3 key skills explored together with a range of other transferable skills. University application procedures are dealt with in detail as well as alternatives to Higher Education. All pupils participate in a Work Experience programme, Mock Interviews in the Spring term and group guidance interviews in specific career areas.

This personal development and preparation for life beyond school course is a combination of visiting speakers and teacher-convened classes, looking at a wide spectrum of topics e.g. community responsibility, financial responsibility, safe driving, alcohol, drugs, faith issues etc.

### 6<sup>TH</sup> FORM COMMUNITY ACTION PROGRAMME

Down High School's Community Action Programme is designed to give students an opportunity to **volunteer** and make a difference to the work of a wide range of local organisations. Possible roles could include assisting with sports coaching, homework clubs, nurseries, primary schools, nursing homes, hospitals, charity shops, churches, conservation groups, animal welfare groups, community associations and other voluntary organisations.

To be eligible to participate in the scheme you need to have consecutive private study periods on a given morning or afternoon and be prepared to spend **at least one hour** assisting in the host organisation. The onus is on you to organise your own placement and transport.

Participating in the Community Action Programme will allow you to make a positive difference in the local community, help you to develop as a person and strengthen your university application and employability.