



Assumption Grammar School

St Colman's High & Sixth Form College

Ballynahinch

POST - 16 PROSPECTUS

WELCOME FROM ASSUMPTION GRAMMAR SCHOOL & ST COLMAN'S HIGH & SIXTH FORM COLLEGE

Thank you for considering the Post-16 curriculum at Assumption and St Colman's. We offer a wide range of courses (31 AS & 14 Applied courses) and our outcomes for students are outstanding. We will provide you with all the advice, encouragement and support that you will need to be successful. In an increasingly competitive world, you are going to need higher qualifications and we will help you achieve them.

You are now approaching another important transition in your education, which will affect your chosen career path and future. Your choice of AS/A2 subjects is largely determined by your GCSE results but it is vital you consider possible third level courses you are applying for, and also what subjects you need for certain pathways and professions. I would advise you to do a great deal of research and look up the entry requirements for courses you are interested in.

The aim of this booklet is to give you an overview of the subjects we offer at AS/A2. I would advise you to read over it carefully and if you have any further queries, ask the Head of Department or your subject teacher you will be more than willing to offer more information relating to their field. Course content, types of assessment, module and linear approaches are all things you might want to consider.

With thirty nine subjects at A-Level and equivalent level to choose from, our highly skilled teachers specialise in Post-16 education, delivering excellent teaching and learning.

Please be aware the transition from GCSE to AS/A2 can be challenging, as you are expected to study in a more in-depth way and carry out much more independent study and revision.

Assumption Grammar School and St Colman's High and Sixth Form College, as members of the Ballynahinch Learning Community, are currently the only providers of Post 16 within the locality.

This year, and as we move forward, the Leadership Teams from our two schools have been working hard to increase the quality and quantity of collaboration at Post 16 Level.

If you are ambitious to achieve highly and complete A Level and equivalent Level 3 courses, we would be delighted to welcome you and guide you to success.



Peter Dobbin

Principal

Assumption Grammar School

Mark Morgan

Principal

St Colman's High

& Sixth Form College

Choosing to come to Assumption Grammar School or St Colman's Sixth Form College is a great decision. We make it our priority to ensure all students are carefully guided throughout their studies. We have a tutor team who monitor and support attendance, attainment and attitude. Predicted grades are checked against target grades to ensure that consistent progress is made.

In Post-16, students are given the independence to control their own study time, and students found to be underachieving are given extra support and guidance from the Post 16 team to help them improve their performance to expected levels. Parents are regularly contacted and supported via termly reviews and/or meetings. Any concerns are quickly relayed to the home via tutors and pastoral leaders.

What we expect from you

A successful career in Post 16 is dependent upon:

- Commitment to the course, e.g. effective use of private study time. You will be treated as an adult by the staff and also be expected to take more responsibility and control over your studies.
- High standard of attendance - the school expects a minimum of 95% attendance.
- Punctuality to school and lessons. Students on the school roll are still in full-time education and full attendance is required for all sessions. Punctuality and registration is part of your personal responsibility.
- Support for the school in its standards of uniform and behaviour.
- You will be expected to put a significant amount of time into your studies by completing additional research at home.

Careers and Higher Education guidance

All pupils in Year 13 and 14 have regular time-tabled Careers lessons. Within the Careers programme emphasis is placed on the development of personal awareness and the skills related to educational training and occupational opportunities. Pupils are encouraged to make informed decisions and choices relating to Personal Career Planning. Year 13 is largely a preparation year for making choices and a considerable amount of time is devoted to researching options and preparing to write Personal Statements for entry to High Education. Year 14 is mostly devoted to UCAS applications until Christmas and preparing for transition to third level education and the world of work afterwards.

The Careers Departments work with students to ensure successful applications are made to Colleges and Universities. We regularly get students accepted at Queen's, University of Ulster and other top Universities. Students are also taken to higher education fairs and open days.

Applying for a place

Anyone who wishes to continue his or her education after the age of 16 is advised to find out what Assumption Grammar School and St Colman's Sixth Form College can offer you:

St Colman's High & Sixth Form College

Come for a tour of the college or if you have any questions about the options provided here contact Cathal Rice (Director of Post 16) on 02897562518 or email crice612@c2kni.net.

Assumption Grammar School

If you have any questions about the options provided here contact Linda Mc Menamin (Assistant Principal - Post 16) on (028) 9756 2250 or email lmcmemin944@assumption.ballynahinch.ni.sch.uk

Option forms for current Year 12 students

You will receive a draft option form. Completing and returning this form is extremely important. We will analyse the choices all students make and may re-arrange the option blocks to meet student needs. It is important to indicate interest in a subject early. Whilst we fully support your child with the adequate subjects, on occasions nil returns for a subject, or a very small number of students indicating that they wish to opt for a subject means the subject may not run in that year.

Please note:

1. Entry to Post 16 is dependent on you having shown a positive attitude to learning in Year 12.
2. These course options are provisional, depending on demand they may change.
3. Entrance criteria may change depending on demand (if a course is oversubscribed, priority will be given to students with the highest grades).



THE TRANSITION PROCESS

There are many differences which will make studying in the Post 16 a rewarding and enjoyable experience. It is important to make the most of your time, and this means not only working hard with your academic studies, but also becoming involved in the many other opportunities on offer. Today, both universities and employers prefer to see evidence of students demonstrating life long leadership skills or having participated in activities in the school or wider community.

Some of the differences from GCSE to Post -16 education include:

- There are purpose built Post 16 Study Rooms and access to the school's secure Wifi to allow students to work and study throughout the school.
- You will be focusing on fewer subjects but studying in far greater depth. In order to do this, you will have study periods on your timetable to provide you with the opportunity to do additional research.
- Your form tutor will mentor you throughout your time in the Post 16 through regular interviews.
- You will participate in an enrichment programme which offers a range of sporting options, recreational activities and work experience. The activities help you to develop skills and are a valuable addition to your CV and/or UCAS personal statement. They will also help you to relax from your studies.
- You will be given the opportunity to be involved in the various leadership roles. You will be involved in a peer-mentoring scheme assisting students in Key Stage 3 and 4.

The right courses for you

Your choice of Post 16 courses depends on a range of considerations such as:

- Your GCSE qualifications
- Your career aspirations
- Your subject interests

Level 3 Courses

A Level courses are mainly exam based, BTEC/Cambridge Technical courses are assessed via portfolio evidence and assessed practical work.

Entry Requirements

- Students wishing to study 'AS' qualifications will usually need to have achieved at least a grade 'B' in their chosen subject.
- Students following a full package of 'AS' qualifications will normally also have at least 5 GCSEs at grade 'C' or above. Where students have fewer grades at this level, a personalised package of Level 2 qualifications can be put together to suit the learner's profile.
- BTEC & Cambridge Technical Level 3 courses will require students to attain a range of 'C' GCSE passes.
- All students are expected to take GCSE Maths and GCSE English if they do not have a grade C or above.

What is a BTEC/Cambridge Technical?

BTECs and Cambridge Technicals are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, A levels in schools and colleges. They are recognised by schools, Colleges, Universities, employers and professional bodies across Northern Ireland and the United Kingdom.

The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

BTECs and Cambridge Technicals are equivalent to A levels and are highly valued by Universities, Further Education Colleges and employers alike. A Level 3 vocational qualification is also useful for students who go on to pursue further vocational studies at college.

Student Choice

- Students choose a maximum of 4 AS levels in Year 13. Usually three of these subjects will be taken at A2 level in Year 14.
- Alternatively, students may choose Level 3 BTEC or Cambridge Technical courses or a combination of the three.
- You should research the combinations that you propose to study before committing yourself.
- **NOTE:** If you decided to study Hairdressing or Children's Care, Learning and Development at Level 3 this will be your only subject choice and will require two days work placement.
- You should look at the likely subject requirements of future employers or university admissions tutors. It is important you choose subjects in which you have a genuine interest.
- Progression to Y14 courses will depend on performance in Y13.

BTEC/OCR Cambridge Technical Equivalents

Level 3	UCAS Points	A-Level
Distinction*	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E



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Business and ICT

ICT

School: St Colman's High & Sixth Form College

Examination Board: OCR

Specification: Cambridge Technical Introductory Diploma in ICT

Why study ICT?

ICT is one of the most commonly taken Level 3 courses and its popularity is increasing!

It concerns the use of ICT within today's society and how life is changing through the increasing use of computers.

You will be taught what the issues are around the growth of ICT and about the technology that drives this growth. You will also be asked to consider what effect these will have and whether these changes are for the better or worse.

What will I learn about?

During this course you will:

- Gain advanced skills in a wide variety of software packages.
- Develop strong problem solving skills.
- Learn essential report writing and research skills.
- Create a range of projects that covers Game development, Web design and Graphic Images.
- Develop the ability to analyse, appraise and make critical judgments in using ICT.
- Obtain a qualification that will make you attractive to future employers.

How is it taught?

There is no requirement to have taken ICT at GCSE level. The course includes a large coursework portfolio, which will be worth 100% of the final mark. The course asks you to produce advertising material for an organisation such as a hairdressers or restaurant. This would include a billboard and magazine using image manipulation software and designing a website. The most successful projects solve real life problems and will equip students with the type of skills that many organisations require them to use in the working environment.

How will I be assessed?

Portfolio based coursework in each of the following:

Unit 1 – Communication in the IT Industry

Unit 2 – Information Systems

Unit 10 - Developing Computer Games

Unit 12 – Website Production

Unit 19 - Spreadsheet Modelling

Unit 27 - Digital Graphics

Pathways to future careers/courses

The course is designed to develop advanced ICT skills and knowledge, which are desirable to employers and could enhance career opportunities. It is a subject that fits in well with other A Level subjects or can act as a stand-alone extra. In particular, ICT would benefit being studied alongside subjects such as Media, Science or Business Studies as a career path.

Entry requirements

5 A* - C



Computer Science

School: Assumption Grammar School

Examination Board: WJEC

Specification: AS and A Level
Computer Science

Why study Computer Science?

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century.

What will I learn about?

The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Because computers solve problems to serve people, there is a significant human side to computer science as well.

How is it taught?

Computer science demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level. The high-level programming language that we learn these skills through is Python.

We use electronic textbooks, notes and sample paper questions with model answers to develop our understanding of the theory of Computer Science. All resources are made available to the students on our courses through G-Suite applications.

How will I be assessed?

AS Unit 1: Fundamentals of Computer Science

Written Exam - 2 hours

AS Unit 2: Practical Programming to Solve Problems.

On-Screen Examination - 2 hours

A2 Unit 3: Programming and System Development

Written Examination - 2 hours

A2 Unit 4: Computer Architecture, Data, Communication and Applications
Written Examination - 2 hours

A2 Unit 5: Programmed Solution to a Problem

Non-Exam Assessment

Pathways to future careers/courses

There are numerous creative, fun, and interesting jobs and careers in computing fields. The IT industry offers many different roles and career paths which appeal to a wide range of skills and interests from coding to graphic design to IT consulting.

Entry requirements

GCSE Computer Science or Digital Technology (Programming) – Grade B
GCSE Mathematics – Grade B
OR:
GCSE Mathematics – Grade A



Digital Technology

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS and A Level Digital Technology

We use electronic textbooks, notes and sample paper questions with model answers to develop our understanding of the theory of Digital Technology.



Why study Digital Technology?

From smartphones and Wi-Fi, to hashtags and instant messaging: over the last 20 years, technology has dramatically changed the way in which we live and communicate. Does your interest in technology extend beyond the hardware? Are you curious about how digital information is spread? Maybe you just want to know more about computers and how, when and why people use them? If so, Digital Technology is the course for you!

What will I learn about?

Digital Technology isn't all about computers. Whilst Computer Science focuses on theory and programming, Digital Technology takes a broader approach and focuses on how we use technology - including computers and programs as well as the way in which digital information is communicated. You will develop solid practical skills in programming, database security and networks. Digital Technology will help you build project management and numeracy skills and will also encourage you to think logically in order to solve problems.

How is it taught?

Students use common office applications to develop skills in a variety of software packages. We also use high level programming languages, HTML and CSS to learn skills in coding and web development.

How will I be assessed?

AS 1 Approaches to System Development

1 hour 30 minute external examination

AS 2 Fundamentals of Digital Technology

1 hour 30 minute external examination

A2 1 Information Systems

2 hour 30 minute external examination

A2 2 Application Development

Internal assessment of a project

Pathways to future careers/courses

A university or college course in IT will give you good IT knowledge and excellent analytical and problem-solving skills. This means that when it comes to potential careers, the world is pretty much your oyster.

IT graduates could also look for employment in the media (broadcast engineer, multimedia broadcaster, sound technician) military (armed forces technical officer, intelligence officer, satellite technician) or finance (credit analyst, commodity broker, financial risk analyst).

Entry requirements

GCSE Mathematics – Grade B

GCSE Digital Technology (formerly ICT) is not a prior requirement to study this course however AS/A2 Digital Technology is suitable for pupils who have studied GCSE Digital Technology

Business

School: St Colman's High & Sixth Form College

Examination Board: OCR

Specification: Cambridge Technical Introductory Diploma in Business Studies

Why study Business Studies?

Business is a major part of everyone's life and anybody who has a good idea about how businesses work are at an immediate advantage in the future. By studying Business you will have transferable skills that are in high demand for a range of pathways. All of us have experience of using businesses throughout our lives as consumers and this serves as some basic understanding before you start the course.

What will I learn about?

During this course you will:

- Develop practical skills and a theoretical understanding of the business world.
- Investigate business areas including Accounting, Marketing, Human Resource Management and Business Resources.
- Investigate local and national businesses
- Develop critical thinking skills and analytical skills
- Develop essential business skills including leadership, presentation, teamwork and research skills
- Develop transferable skills that are essential in the workplace and in further education.

How is it taught?

This is a two year course which is assessed through portfolio work and externally moderated. There is no requirement to have studied Business at GCSE. Portfolio work is based on real life businesses and will include group work, independent research and presentations.

How will I be assessed?

The full course consists of 6 units of study with a total of 60 credits

Unit 1 – The Business Environment
10 credits

Unit 2 – Business Resources
10 credits

Unit 4 - Business Accounting
10 credits

Unit 9 – Creative Product Promotion
10 credits

Unit 10 – Market Research in Business
10 credits

Unit 12 – Recruitment and Selection in Business
10 credits

Pathways to future careers/courses

This course equips you well for University or employment in a wide range of industries. Business is a diverse subject which supports other areas of study including Social Sciences, Humanities and IT. Career options include Accounting & Tax, Advertising & Marketing, Finance, Entrepreneurship, Management, Human Resource Management, Banking, Retail, Insurance and Business Information Systems.

Entry requirements

5 A* - C



Business Studies

School: Assumption Grammar School

Examination Board: CCEA

Specification: GCE Business Studies



Why study Business Studies?

Business A Level enables pupils to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does. The recently updated specification is dynamic and engaging, taking a holistic approach to the subject and investigating and analysing a wide range of contemporary business issues, from globalisation to business ethics.

The qualification will require you to develop decision-making skills and engage in critical thinking and analysis of core business functions, which will equip you for study and employment in a wide range of business-related areas.

What will I learn about?

AS1: Introduction to Business. This unit would be of particular interest to any prospective entrepreneurs as it focuses on starting up and establishing a business. Topics covered range from forms of business ownership to motivation.

AS2: Growing the Business. The focus of this unit is on expanding a business and entails looking at aspects such as marketing and finance.

A2 1 : Strategic Decision-Making. This unit focuses on improving the performance of larger businesses and as such, covers topics such as organisational culture and company accounts.

A2 2: The Competitive Business Environment. Here the emphasis is on understanding the possible impact of

external factors on businesses and how they might best react.

How is it taught?

We use a wide range of resources from traditional textbooks, to business websites and social media outlets that help reflect the dynamic nature of the subject. Much emphasis is placed on teaching good examination technique and to this end past paper questions are used extensively. We also arrange visits by speakers from local industry and run industrial visits to local businesses such as Coca Cola.

How will I be assessed?

AS1: External written examination, 1 hour 30 minutes;

AS2: External written examination, 1 hour 30 minutes;

A2 1: External written examination; 2 hours,

A2 2: External written examination; 2 hours,

Pathways to future careers/courses

This A Level will get you started in business and give you the skills and knowledge to progress to Higher Education, indeed many of our pupils go on to study business-related degrees at university. A level Business Studies will benefit those wishing to pursue careers in management, marketing, accounting, human resources and self-employment, amongst others.

Entry requirements

C grades in GCSE English and Mathematics

Hospitality

School: St Colman's High & Sixth Form College

Examination Board: Edexcel

Specification: BTEC Level 3
Subsidiary Diploma in Hospitality

Why study Hospitality?

It is a popular course with successful results (100% achieve A – E equivalent). Hospitality is a growing sector and very important to the Northern Ireland economy. According to industry experts the hospitality sector in Northern Ireland has the potential to create up to 5,000 jobs in the next 10 years.

What will I learn about?

Unit 1

The Hospitality Industry

You will develop an overview of the hospitality industry. You will explore the internal structure of hospitality businesses.

You will also look at the range of functions used by hospitality organisations to support business and develop growth.

Unit 2

Principles of supervising customer service performance in hospitality, leisure, travel and tourism.

You will explore the role of the supervisor in providing customer service and their part in building teams that can deliver effective customer service.

Unit 3

Providing customer service in hospitality.

You will develop an understanding of the role of communication, presentation and team work in customer service in hospitality. You should be able to provide customer service to meet the needs of customer in different hospitality situations.

Unit 10

European Food

You will learn about the equipment, methods and commodities to prepare and cook different examples of European food. You will also evaluate the quality of European dishes.

Unit 12

Contemporary World Food

You will plan menus taking into account current developments in contemporary world food. You will also prepare, cook and present contemporary world dishes and evaluate their quality.

Unit 17

E-business for Hospitality.

You will gain knowledge and understanding of e-business in the hospitality industry, the benefits, impacts and barriers to the development of e-business within hospitality businesses and features of effective hospitality websites.



Unit 22

Planning and Organising an event.

You will produce a proposal for an event from a client brief. You will plan and stage an event and review its success.

How is it taught?

Pupils will produce coursework portfolios in 7 units. They will also participate in role plays and practical cookery sessions. Visits to industry will be an important part of their learning.

How will I be assessed?

This course is equivalent to one GCE A Level. There is no exam and all work is assessed internally. The course is assessed by coursework and practical activities.

Pathways to future careers/courses

This course gives learners the knowledge, understanding and skills they need to prepare for employment. It will be advantageous to students when pursuing a career in the hospitality industry. It is a specialist, vocationally related qualification ideal for those who have a clear view of their future career or who want to progress to higher education. It is an alternative to A Levels and accepted as an entry requirement for universities and further education colleges and highly valued by employers.

Entry requirements

5 A* - C



Travel and Tourism



School: St Colman's High & Sixth Form College

Examination Board: Edexcel

Specification: Level 3 Subsidiary Diploma

Why study Travel & Tourism?

Are you a people person? Are you fascinated by the tourism industry? Do you like to experience new cultures? Travel and tourism is a rapidly changing industry that requires employees with an enthusiastic approach to people. The industry is about working hard and playing hard, with good incentives. This is a two-year course for students who have the enthusiasm to work with people from all walks of life and possibly get the chance to travel as part of your job. Whether you would like to go straight to work within the industry or progress to higher education, this course can prepare you for both.

What will I learn about?

- Investigating the Travel and Tourism Sector
- The Business of Travel and Tourism
- The UK as a Destination
- Customer Service in Travel and Tourism
- Preparing for Employment in Travel and Tourism
- Retail Travel Operations

How is it taught?

There is no requirement to have taken Travel and Tourism at GCSE level. The course is delivered by industry specialists through a variety of teaching methods including presentations, talks and interactive workshops.

This course has strong industry links with organisations such as the National Trust, Tayto, Oasis Travel and individuals such as Cabin Crew and Pilots providing first hand expertise to students throughout the term.

The course provides students with the opportunity to participate in educational study visits both on and off site.

How will I be assessed?

You will be expected to complete coursework in order to gain the qualification. You will be finding out about how the Travel and Tourism industry is made up and how it functions. Most of the units are assessed internally by means of assignments, which are based on practical tasks taught in the context of real jobs and careers in the Travel sector.

Pathways to future careers/courses

It is a subject that fits in well with other A Level subjects in particular it would benefit subjects such as Business Studies and Hospitality as a career path. You can progress to Higher Education course or employment. The course prepares you for to either work within the industry or progress to higher education. You will receive support from the college to apply to university.

Entry requirements

5 A* - C



STEM Subjects

Life and Health Sciences



School: St Colman's High & Sixth Form College

Examination Board: CCEA

Specification: AS & A LEVEL Life and Health Sciences

Why study Life and Health Sciences?

This new applied qualification responds to the needs of the growing life and health sciences sector in Northern Ireland. Life and health science related industries make up over 25% of Northern Ireland's total economic output. They include a diverse range of businesses and employment opportunities, from pharmaceutical and chemical to the National Health Service.

What will I learn about?

Units offered include fundamentals of science, working in the science industry, scientific practical techniques, perceptions of science, and chemical laboratory techniques. Students will benefit from being immersed in an exciting range of specialised scientific units, such as Medicine, Drugs and Clinical Trials and Enabling Technology, which reflect and complement the opportunities this sector provides.

How is it taught?

The course consists of six taught units, four of which are tested one in A/S year and one in A2 year. Choice of units is subject to change.

How will I be assessed?

This course is assessed through a combination of examination and portfolio of evidence prepared by candidates across a range of assignments including practical write-ups, presentations and research. AS Single Award candidates complete three compulsory units two of which are exam based and one is portfolio. AS Double Award candidates complete six compulsory units, three of which are exam based and three are portfolio. A2 follows a similar pattern with some choice in one of the three Single Award and two of the six Double Award units selected.

Pathways to future careers/courses

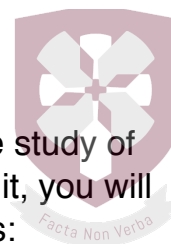
Life and Health Science is a good choice for students considering higher education in any Science-based course, including: Biochemical Sciences, Chemistry, Food Technology, Human Physiology, Nursing, Sports Science, Materials Science, and Medical Physics. Career opportunities for students who study A-level Applied Science include: the chemical industries, healthcare, medical and laboratory-based Science, sports and leisure sectors and food and catering industries.

Entry requirements

GCSE Double Award Science Grade BB

GCSE Single Award Science Grade A

Applied Science (BTEC)



School: St Colman's High & Sixth Form College

Examination Board: Pearson BTEC

Specification: BTEC Level 3 National Extended Certificate in Applied Science

life is an essential part of the study of human physiology. In this unit, you will focus on three body systems: musculoskeletal, lymphatic and digestive.

Why study Applied Science (BTEC)?

Designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science.

What will I learn about?

Principles and Applications of Science

This unit covers some of the key science concepts in biology, chemistry and physics. Scientists and technicians working in science and science-related organisations must have a good understanding of core science concepts

Practical Scientific Procedures and Techniques

This unit introduces you to standard laboratory equipment and techniques, including titration, colorimetry, calorimetry, chromatography, calibration procedures and laboratory safety.

Science Investigation Skills:

Advancement in science and technology has produced great benefits for society. This advancement depends on research and investigative approaches in science and technology.

Physiology of human body systems:

The human body is a complex mix of organs and organ systems. Knowledge of how they function to maintain human

How is it taught?

This course covers some of the key science concepts in biology, chemistry and physics. A strong grasp of these concepts will enable you to use and apply this knowledge and understanding in vocational contexts when studying other units within this specification. You will use investigative skills, including planning, recording and interpreting data, analysing and evaluating findings in order to test a hypothesis to inform further research and development.

How will I be assessed?

AS Level

1½ hr Exam Summer Year 13
Internally assessed assignments

A2 Level

A task set and marked by the exam board and completed under supervised conditions.

Pathways to future careers/courses

The 2010 National Strategic Skills Audit identified problems in filling associate or 'para' professional and skilled technician roles in a number of sectors identified, including: health care, oil, gas, electricity, chemicals, pharmaceuticals, and transport equipment (UKCES, 2010).

Entry requirements

5 GCSEs at A* - C

Mathematics & Further Mathematics



School: Assumption Grammar School

Examination Board: CCEA

Specification: GCE AS & A-Level Mathematics and GCE AS & A-Level Further Mathematics

Why study Mathematics?

Studying Mathematics at A Level offers a challenging and stimulating course which provides a sound basis for those intending to follow a mathematical subject at University. It also complements most other subjects, particularly the Sciences, including Geography, Psychology and Sociology. Many students successfully combine Mathematics with Arts subjects whereas others take the subject as part of an A Level programme required for entry to Science, Engineering and Medical courses in further and higher education. Courses in AS and A-Level Further Mathematics are available too.

What will I learn about?

Pure Mathematics

The topics covered at A Level build on those covered at GCSE. Algebra, geometry and trigonometry, statistics and probability are all developed further, and there are new areas for study in differential and integral calculus, logarithms and exponentials, methods of proof and numerical analysis. The emphasis in this section of the course is developing the ability to reason logically to construct rigorous mathematical arguments to solve problems.

Applied Mathematics

Mathematical modelling of the forces acting on objects and of the motion that these forces either cause or prevent is developed in the Mechanics component of the Applied Mathematics sections of the course. In the Statistics component, as well as looking at how to collect, present and interpret statistical information, students will learn about standard probability distributions which model real-life phenomena.

How is it taught?

A combination of individual study, teacher-led instruction and some group activity is used as appropriate to the area of Mathematics being studied. We use a series of textbooks which contain exercises to give students the opportunity to apply their knowledge and understanding to problem solving. Some web-based resources, developed by MEI, are available too. Students are encouraged from the outset to develop their own notes on each topic on the course which promotes ownership of their learning.

How will I be assessed?

All assessment is by written examination at the end of each year. There are two written papers to be taken at the end of each year – one in Pure Mathematics and one in Applied Mathematics.

Year 13

AS1: Pure Mathematics 1 hr 45 min
24%

AS2: Applied Mathematics 1 hr 15 min
16%

Year 14

A21: Pure Mathematics 2 hr 30 min
36%

A22: Applied Mathematics 1 hr 30 min
24%

Students taking AS Mathematics only take Units AS1 (60%) and AS2 (40%). Examination papers consist of structured questions which address course content directly and requires the application of mathematical techniques, methods and understanding to both familiar and unfamiliar contexts.

Pathways to future careers/courses

The skills gained from studying Mathematics or any STEM subject at A level or degree level cannot be understated as they are in high demand by employers. Research shows that employees with A-Level Mathematics earn on average 7% to 11% higher salaries than similar employees without it.

A wide range of subjects in both STEM and non-STEM fields are underpinned by Mathematics. Having a broad mathematical knowledge and secure technical ability will help the transition from sixth-form to higher education in a very wide range of subjects. Together with good mathematical skills, employers are looking for the ability to work in a team, communicate effectively and show initiative and these are skills which a course in A-Level Mathematics develops.

Entry requirements

GCSE Mathematics (including T4 or equivalent) at grade A (340 UMS or better). GCSE Further Mathematics is strongly recommended but not essential for AS and A-Level Mathematics but a grade A is required for AS and A-Level Further Mathematics.



Chemistry

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL
Chemistry

Why study Chemistry?

The understanding and application of chemistry is essential in our modern world. Everything you use on a daily basis will have been developed by a chemist. As our modern world develops further, we need to find ways to feed a growing population, cure new diseases and manage the world's energy resources. Chemistry holds the answers to all these big questions. Studying GCE Chemistry will allow you to learn about new technologies which are being developed. Throughout the course you will build on your GCSE knowledge and develop a deeper understanding of the atom and the properties and analysis of different substances. You will also be developing your practical skills and ability to work with others as you and your peers synthesise and analyse many different substances.

What will I learn about?

Unit AS 1: Basic concepts in Physical and Inorganic Chemistry

Unit AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

Unit AS 3: Basic Practical Chemistry

Unit A2 1: Further Physical and Organic Chemistry

Unit A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

Unit A2 3: Further Practical Chemistry

How is it taught?

Teacher produced notes.

Supplemented with textbooks and revision guides.

Lots of past paper questions.

How will I be assessed?

Students sit three units at the end of Year 13 and three at the end of Year 14. Each year two units are examination papers and the third is the practical assessment.

Pathways to future careers/courses

A GCE qualification in Chemistry will allow you to develop many important skills – for example analytical skills, working in a team and problem solving. You will be recognised as someone who has worked with determination to achieve the qualification. Chemistry opens doors to many varied careers; this is because the subject requires such a broad skill set.

A GCE in Chemistry will give you many options for either pursuing the subject further or for studying in an area which is related to Chemistry. Many of the careers are laboratory-based but there are also a large number which are not.

Finally, one of the biggest industries which Chemistry can lead to is chemical engineering.

Entry requirements

At least a Grade B in all Chemistry Units at GCSE.

At least a Grade B in Mathematics at GCSE.



Physics

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Physics

Why study Physics?

"Physics allows us to write with a piece of chalk on a blackboard the very structure of the universe and the shape of it. I mean... What's not to love?"

Dara O'Briain.

Do you want to investigate the limits of space, the beginning of time and everything in between? If you have enjoyed Physics at GCSE level and have attained a good grade, this may be the subject for you! This qualification is for students with an interest in science and strengths in Physics and Maths at GCSE. It is best suited to students who aspire to university level education in a broad range of related disciplines from physics research to medicine.

Studying Physics deepens our understanding of the smallest detail of the world around us. Physicists are at the forefront of the pursuit of solutions to some of the biggest questions facing science and technological sectors today. Physics is more than a subject - it trains your brain to think beyond boundaries.

What will I learn about?

In the AS units, students learn about the physical quantities required in all branches of the subject. They extend their understanding and application of Newtonian mechanics and electricity. Students use a wave model to explore aspects of light and sound. They also

investigate the concept of quantum physics. In the section on astronomy, students learn about the size and age of our universe.

Students who continue to A2, explore circular and oscillatory motion. They investigate the deformation of solids under the action of a force and consider the important engineering consequences. Students use the kinetic model to explain the behaviour of gases. They also undertake a practical investigation of the concept of heat capacity and one aspect of heat flow. They explore atomic and nuclear physics and study models and the instability of nuclides, leading to important social and economic considerations for modern society.

How is it taught?

The Physics department use a wide range of teaching strategies. Each student is provided with a course specific textbook, revision guide and specially written booklets with past paper questions. Class time is spent doing a combination of theory and experimental work to support the theory. In addition, there is individual practice for the practical exam, in year 13 this consists of four 15 minute investigations on topics such as oscillations and measurement. We also have a trip to Armagh planetarium in year 13 which supports the topic of Astronomy.



How will I be assessed?

At AS, two written exams focus on the content of the specification. A third exam addresses the practical nature of the subject and specification. Students take a practical exam and a theory paper on analysing data.

A2 has the same assessment structure as AS except for the synoptic assessment, which assesses the students' understanding of the connections between the different elements of the subject.

Pathways to future careers/courses

Physics is an excellent subject for a variety of career paths. Students develop competence in a range of research, practical problem solving and mathematical skills. All of these are highly regarded in further and higher education as well as in the workplace. It is particularly suitable for those seeking to study Architecture, Astronomy, Energy, Engineering, Finance, Games Design, Geophysics, Physics, Science and Technology. It is also relevant for careers in healthcare.

Recently, A-level Physics students from Assumption have progressed to university to study a range of courses including Accountancy, Actuary, Astronomy, Engineering, Finance, Geothermal Physics, Mathematics, Medicine, Physics, and Veterinary Science.

Entry requirements

GCSE Physics or GCSE Double Award
Grade B.

GCSE Mathematics.



Biology

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Biology

Why study Biology?

Studying Biology gives a greater understanding of and respect for all the living organisms that share our planet. It allows an insight into many areas including health, food production, conservation and DNA technology. It also provides an appreciation of how society makes decisions about scientific issues and how Biology contributes to the success of the economy and society.

What will I learn about?

The course is divided into four theory units, two in AS and two in A2. There is also a practical unit in each year. The first unit in AS is Molecules and Cells and it covers, biological molecules, enzymes, cells, viruses, cell physiology, continuity of cells, and tissues and organs. These are core concepts in Biology and underpin many of the other topics covered in the course. The second unit in AS is, Organisms and Biodiversity and it covers transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity with an emphasis on the local environment.

The first unit in A2 is Physiology, Co-ordination, Control and Ecosystems and it covers, homeostasis, immunity, coordination and control in plants and animals, and ecosystems.

The second unit in A2 is Biochemistry, Genetics and Evolutionary Trends and it covers, respiration, photosynthesis, DNA as the genetic code, gene technology, inheritance and plant and animal kingdoms.

The Practical Skills units include a series of required practical assessments that are designed to build essential skills that are required for future laboratory based work either at university or in employment.

Through all these units there is an emphasis on gaining a deeper understanding of living organisms and their interactions with the environment. The course also gives an insight into some of the recent developments in biology such as antibiotic resistance, epigenetics and gene technology.

How is it taught?

We use textbooks and specially written workbooks with past paper questions. Resources are also available in Google Classroom, including presentations, videos, revision material and past paper questions. Throughout the course, time is spent on past paper questions with an emphasis on perfecting examination technique.

As there is a large practical element to the course, time is spent on developing practical skills and carrying out investigation work. We also organize educational visits, which include an ecology fieldwork study and trips to W5 for A Level lectures and workshops.



How will I be assessed?

The AS theory units are assessed through two written papers, which are completed in May/June. The papers are both 1 hour and 30 minutes and comprise of seven or eight short answer questions and one essay question. Both these papers are worth 37.5% of the total AS course.

Unit 3: Practical Skills, is assessed through a 1 hour and 15 minute, written examination. Students also complete seven practical tasks and record evidence of these tasks, which are marked by teachers and moderated by CCEA. The AS is worth 40% of the total A2 result.

The A2 course is assessed in the same format, however the theory papers are 2 hours and 15 minutes and comprise eight or nine short answer questions and one essay.

Unit 3: Practical Skills, is assessed through a 1-hour and 15 minute written examination. However, students only need to complete five practical tasks and record evidence of these tasks, which are marked by teachers and moderated by CCEA.

Pathways to future careers/courses

AS/A level Biology can lead to a wide variety of careers. These include; medicine, veterinary, dentistry, pharmacy, biomedical, agriculture, ecology, forensic science, physiotherapy, teaching, research and many more.

Entry requirements

A grade B in GCSE Biology or BB (with a grade B in both the Biology units) in Double Award Science.



Technology & Design

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL
Technology & Design

Why study Technology?

This course will appeal to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands. It will also appeal to those who enjoy working in a practical environment, learning new life skills. Students who enjoy ICT will appreciate the opportunity to use industry specific software and further their skills in both programming and CAD. Technology and Design appeals to students who have an interest in STEM and wish to enhance their knowledge of technological advances and how they will impact upon their future.

What will I learn about?

During the course students will develop their knowledge and understanding of how technology will impact upon their lives and how it will mould the future in terms of products, materials and processing techniques. Students will also have the opportunity to learn about electronics and programming. Students will develop the ability to investigate, analyse and experiment with ideas through the design and manufacture of products which reflect the theory outlined in the specification.

How is it taught?

CCEA have produced teaching resources tailored to the Design and Materials element of the specification. The school has produced electronics booklets which are again tailored to the specification. These resources, in conjunction with past examination papers are used to teach and reinforce the theory and examination technique required for the examination.

How will I be assessed?

AS1 - This unit is assessed by a 2 hour examination paper. This unit contributes 50 % (25 % at A2).

AS2 - This unit represents 45 hours work and contributes 50% (25 % at A2) of the total marks and is internally assessed and externally moderated.

A2 1 - Assessment is by means of a 2hr examination. This unit contributes 25% of the marks.

A2 2 - This unit contributes 25 % of the marks and is internally assessed and externally moderated.

Pathways to future careers/courses

The course provides a good foundation for those who wish to follow a career in the wide world of engineering, product and industrial design, manufacturing etc. For example, Communications Engineering, Electronic Engineering, Power Generation, Robotics, Healthcare Technology, Software Engineering, Civil & Structural Engineering, Chemical Engineering and Mechanical Engineering, Product Design.

Entry requirements

GCSE Technology & Design Grade B



Nutrition & Food Science



School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Nutrition and Food Science

Why study Nutrition and Food Science?

Nutrition and Food Science is a particularly relevant subject today as we have become increasingly concerned about issues such as obesity, food allergies, public health and food security. Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others. This qualification provides a basis for further study of health, nutrition and food science and related subjects and also for those seeking employment in a wide range of careers.

What will I learn about?

AS level consists of two units;

Unit 1 Principles of Nutrition

Unit 2 Diet, Lifestyle and Health

At A2 level a further two units are studied;

Unit 1 Food Safety and Quality

Unit 2 Research-based Assignment

For example; sugar consumption in primary school children; physical activity levels of teenage girls; sleep deprivation and adolescents; folic acid supplementation or binge drinking.

How is it taught?

As the subject content regularly changes to keep up with recent developments in the area of nutrition and health we do not study from a textbook. Instead, we use specially written booklets clearly structured with learning outcomes and past paper questions. At A2 level, students are provided with substantial individual support to complete their research project. Students also have the opportunity to complete the RSPH Level 2 Award in Nutrition for Health on a visit to Loughry College.

How will I be assessed?

AS 1 - Exam (1 hour 30mins.)

AS 2 - Exam (1 hour 30mins.)

A2 1 - Exam (2 hours 30mins.)

A2 2 - Research based assignment

Pathways to future careers/courses

Nutrition and Food Science is an excellent subject for a wide range of careers. These include Dietetics / Nutrition / Sports Nutrition; Health Promotion; Medicine / Nursing / Health Visitor; Food Product Development; Food Technology; Food Science; Food Safety / Quality Assurance; Food Marketing; Environmental Health Officer; Home Economist/Home Economics Teacher.

Entry requirements

GCSE Home Economics / Food and Nutrition Grade B



Social Sciences

Single Award Health and Social Care

School: Assumption Grammar School & St Colman's High & Sixth Form College

Examination Board: CCEA

Specification: GCE Applied Health and Social Care (Single Award)

Why study Health and Social Care?

This course offers students the opportunity to develop skills, knowledge and understanding that provide a broad educational basis that will advantage them when entering into employment or higher education within the health and social care sector.

What will I learn about?

AS Unit 1 portfolio (10% of final mark): Promoting Quality Care

You will investigate examples of poor practice in a health, social care or early years setting. You will also research the impact of legislation on care settings and how care workers apply the care value base in their daily work.

AS Unit 2 portfolio (10% of final mark): Communication in Care Settings

You will be given the opportunity to develop your communication skills by carrying out either a one-to-one and group interaction. You will also complete a report on the communication skills you observed in a health, social care or early years setting.

AS Unit 3 exam unit (20% of final mark): Health and Well-Being

You will learn about a range of concepts related to health and well-being. You will investigate how a range of factors e.g. drugs, income and housing affect health and well-being. Organisations which contribute to health and well-being are investigated and health promotion campaigns are researched.

A2 Unit 3 exam (30% of final mark): Providing Services

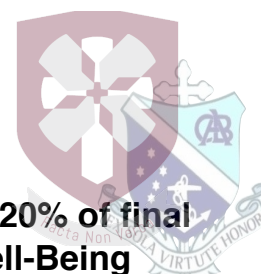
You will research the job roles of a range of health, social care and early year's practitioners. The effect of legislation on service provision is also investigated. You will also research the needs of different client groups and how they access a range of services.

A2 Unit 4 portfolio (15% of final mark): Health Promotion

In this unit you will explore the way health professionals work with clients to improve their health and well-being. You will also have the opportunity to plan and carry out a small scale health promotion campaign that reflects a current government priority within your own school.

A2 Unit 5 portfolio (15% of final mark): Supporting the Family

This unit gives you the opportunity to investigate the functions of the family and explore how family structures have changed. You will also research how a range of services meet family needs. Issues such as poverty and domestic violence are also addressed and you will research how the government supports families facing problems.



How is it taught?

We use specially written booklets providing information relating to each unit of study. Time is dedicated to teaching correct technique for answering the variety of questions with useful examples used effectively. Class time is often spent in discussing significant issues in relation to health and social care.

The students will spend time in a health and social care placement where they will be able to put their knowledge into practice. This experience will provide the basis to their coursework assignment.

How will I be assessed?

At AS one external exams worth 20% and two internal portfolios work 20%.

At A2 one external exam worth 30% and two internal portfolios work 30%.

Pathways to future careers/courses

You may progress to third level education.

This course provides a sound foundation for degree courses in nursing, social work and other health related qualifications. However, it attracts the same UCAS points as other A Level subjects and can be used to gain entry into most third level courses.

Entry requirements

Grade B GCSE Health and Social Care/
Home Economics/ Child development/
Psychology/ Sociology

Or

Grade B GCSE English



Double Award Health and Social Care



School: St Colman's High & Sixth Form College

Examination Board: CCEA

Specification: GCE Applied Health and Social Care (Double Award)

Why study Health and Social Care?

This course offers students the opportunity to develop skills, knowledge and understanding that provide a broad educational basis that will advantage them when entering into employment or higher education within the health and social care sector.

What will I learn about?

AS Unit 1 portfolio (10% of final mark): Promoting Quality Care

You will investigate examples of poor practice in a health, social care or early years setting. You will also research the impact of legislation on care settings and how care workers apply the care value base in their daily work.

AS Unit 2 portfolio (10% of final mark): Communication in Care Settings

You will be given the opportunity to develop your communication skills by carrying out either a one-to-one and group interaction. You will also complete a report on the communication skills you observed in a health, social care or early years setting.

AS Unit 3 exam unit (20% of final mark): Health and Well-Being

You will learn about a range of concepts related to health and well-being. You will investigate how a range of factors e.g. drugs, income and housing affect health and well-being. Organisations which contribute to health and well-being are investigated and health promotion campaigns are researched.

AS Unit 4 portfolio (10% of final mark): Safeguarding Children

In this unit students produce a written report and an information resource for staff working in an early years setting. You will research psychology theories and developmental norms on a child aged one to eight.

AS Unit 5 exam unit (20% of final mark): Adult Service Users

This unit allows you to gain an insight into the needs of specific adult client groups e.g. older people or clients with learning disabilities. You will also investigate how a range of services meet these needs.

AS Unit 6 portfolio (10% of final mark): Holistic Therapies

You will be given the opportunity to investigate the holistic approach to the treatment of various medical conditions. You will also research a range of holistic therapies and evaluate their effectiveness.

A2 Unit 1 portfolio (15% of final mark): Applied Research

This unit gives you the opportunity to study in depth a health, social care or early years topic by carrying out your own individual research. You will learn about the research process and complete a research report.

A2 Unit 2 portfolio (15% of final mark): Body Systems and Physiological Disorders

You will have the opportunity to monitor the body systems of two individuals and gain an understanding of how the body functions. You will also investigate a physiological disorder, how it is diagnosed, the treatments available and the practitioners involved in their care.

A2 Unit 3 exam (30% of final mark): Providing Services

You will research the job roles of a range of health, social care and early year's practitioners. The effect of legislation on service provision is also investigated. You will also research the needs of different client groups and how they access a range of services.

A2 Unit 4 portfolio (15% of final mark): Health Promotion

In this unit you will explore the way health professionals work with clients to improve their health and well-being. You will also have the opportunity to plan and carry out a small scale health promotion campaign that reflects a current government priority within your own school.

A2 Unit 5 portfolio (15% of final mark): Supporting the Family

This unit gives you the opportunity to investigate the functions of the family and explore how family structures have changed. You will also research how a range of services meet family needs. Issues such as poverty and domestic violence are also addressed and you will research how the government supports families facing problems.

A2 Unit 7 exam (30% of final mark): Human Nutrition and Dietetics

In this unit you will study the dietary needs of a wide range of client groups. You will also investigate the link between diet and various diseases such as diabetes and coronary heart disease. Food safety regulations are also investigated.

How is it taught?

There is no requirement to have taken Health and Social Care at GCSE level. The course includes eight large coursework portfolio and four exam units over two years.

How will I be assessed?

At AS two external exams worth 40% and four internal portfolios work 40%. At A2 two external exams worth 60% and four internal portfolios work 60%.

Pathways to future careers/courses

You may progress to third level education. This course provides a sound foundation for degree courses in nursing, social work and other health related qualifications.

Entry requirements

5 A*- C

Sociology

School: Assumption Grammar School & St Colman's High & Sixth Form College

Examination Board: AQA

Specification: AS & A LEVEL
Sociology

Why study Sociology?

Sociology is the study of people in social groups, and sociologists study the social behaviour of people. It is a social science that examines the impact of social action and the institutions in society. We investigate issues relating to Religion, The Media, Family Life, Education, Politics, Law, and Crime in order to understand how individuals and groups live in an ever changing, diverse, multicultural world. In class, expect lively and topical debate and discussion, and the examination of popular culture through media, film, television and music.

What will I learn about?

EDUCATION WITH METHODS IN CONTEXT (AS Level)

In this unit we examine Gender, Ethnicity and Social Class and their impact on educational success, Education Reform, and the methods used by sociologists.

RESEARCH METHODS & TOPICS IN SOCIOLOGY – FAMILIES & HOUSEHOLDS (AS Level)

In this unit we examine Family Diversity, Marriage, Divorce and Separation, Family Law, Childhood, and Domestic Violence.

EDUCATION WITH THEORY AND METHODS (A Level)

In this unit we examine Gender, Ethnicity and Social Class and their impact on educational success, Education Reform, and the methods used by sociologists.

TOPICS IN SOCIOLOGY - BELIEFS IN SOCIETY & FAMILIES & HOUSEHOLDS (A Level)

In this unit we examine World Religions, Sects and Cults, New Religious Movements, Women and Religion, Ethnicity and Religion, and Fundamentalism. We also examine Family Diversity, Marriage, Divorce and Separation, Family Law, Childhood, and Domestic Violence.

CRIME & DEVIANCE WITH THEORY & METHODS (A Level)

In this unit we examine Gender & Crime, Corporate & Environmental Crime, The Media & Crime, Explanations for Crime & Deviance and the Criminal Justice System.

How will I be assessed?

Students will study five units of work over two years. There are five exams in total over two years. There is no coursework component.

Pathways to future careers/courses

Students who study Sociology are interested in careers ranging from Teaching, Nursing, Social Work, Criminology and Policing, Law, Politics, Journalism and Health and Social Care.

Entry requirements

5 A* - C

GCSE English Language Grade C



Psychology

School: Assumption Grammar School

Examination Board: AQA

Specification: AS & A LEVEL

Psychology

Why study Psychology?

Psychology is a popular degree choice as it addresses an area which is of obvious interest to many students. In addition, it provides skills and knowledge that employers value, while also giving flexibility in terms of future career choices. Given the nature of this subject, students will develop high level literacy and numeracy skills.

Psychology is classified as a science subject.

What will I learn about?

It involves performing and reviewing experiments, analysing results, researching and evaluating previous studies across a wide range of areas. At AS (or A Level Year 1), these include Cognitive, Biological, Social and Developmental Psychology, Psychopathology and Research Methods. A Level Year 2 includes Gender, Aggression and Schizophrenia. The topics focus on theories and models developed to help us understand a wide range of human behaviours. Additionally, there are a number of classic studies that are covered including Milgram's Obedience studies, Zimbardo's Prison Simulation research, Ainsworth's Strange Situation Test and Harlow's research with rhesus monkeys.

How is it taught?

Psychology is taught in an ICT room as the textbook is an online version and pupils are given the login details to access this at home. We also use booklets with past questions to impart knowledge and understanding of the models and studies required. We provide a wide range of digital resources including videos, images and podcasts. All our resources are available in a Google Classroom and students are expected to access this room regularly.

How will I be assessed?

PLEASE NOTE AS AND A LEVEL ARE SEPARATE QUALIFICATIONS. PSYCHOLOGY IS NOT A MODULAR COURSE. AS DOES NOT CONTRIBUTE TO THE A LEVEL QUALIFICATION.

For candidates choosing to follow the AS course in 1 year. Pupils opting for this would complete this qualification at the end of Year 13

- Two papers taken in May/June of AS year 1
- Each paper is 1 hour 30 min
- Each paper is worth 50% of the final AS level mark
- Questions are comprised of a series of structured questions, stimulus material and extended answers.



For candidates choosing to follow the A Level course over 2 years – all papers are sat at the end of Year 14. This is a two-year linear course, with NO AS option. Pupils are entered for the AS examinations as a form of assessment and review of progress (see above for details on assessment). This is a separate, stand-alone qualification, not linked to the final A Level qualification.

The structure of A Level is as follows:

- Three papers taken in May/June of Year 2, each paper is Two Hours
- Each paper is worth 33.3% of the final A Level mark
- Questions are comprised of a series of essay and structured questions. For some sections candidates are given a choice on the papers (A Level Unit 3)

Pathways to future careers/courses

Psychology offers candidates either a vocational or a general route in terms of future careers. This gives candidates the obvious advantage of flexibility in terms of deciding what they want to do next. Some examples of professions include:

- Clinical Psychology
- Teaching
- Educational Psychology
- HR Officer
- Forensic Psychology
- Management
- Occupational Psychology
- Nursing
- Health Psychology
- Advertising
- Counsellor
- Civil Service
- Sports Psychology

Entry requirements

- Grade B in English Language, in order to be able to structure extended questions
- Grade B in Mathematics in order to calculate/interpret statistical and graphical results.
- Grade B in a Science subject as Psychology is classified as a Science.

Children's Care Learning and Development



School: St Colman's High & Sixth Form College

Examination Board: City and Guilds

Specification: Level 3 Diploma in Children's Care Learning and Development (CCLD)

Why study Children's Care?

The Level 3 Diploma prepares you to work with children and young people in a supervisory role in a range of settings, including schools, nurseries, and day care. Working in Early Years can provide a satisfying and flexible career that is centred on meeting the social, emotional and educational needs of Children and Young People.

What will I learn about?

Whilst completing this qualification you will develop your knowledge and understanding about children and young people across the 0 – 19 age range. Your core areas are:

- Communication
- Health & Safety
- Child Development
- Equality & Diversity
- Working in Partnership
- Safeguarding Children & Young People
- Reflecting on Practice and Personal Development.

How will I be assessed?

Practical work and experience is an integral part of the course and you will be required to complete a minimum of 2 days per week in a childcare setting with the remainder of the week in school. You will produce a portfolio of evidence which will include, assessor

reports of observed practice, assignments, reflective practice accounts and independent research.

Pathways to future careers/courses

On successful completion of Level 3 you can move directly to employment as a Classroom Assistant in a Primary School, Nursery Nurse, Day Care Practitioner or progress to Foundation Degree in Early Years.

Entry requirements

1. Students must be aged 17-18 years old.
2. Students seeking admission will either have successfully completed Level 2 CCLD or have completed a year of study in Year 13 and have recommendations from teacher.
3. Students must have either GCSE English and Maths or Level 2 Essential Skills in Literacy and Numeracy. In certain circumstances consideration may be given to Students who are in a position to achieve L2 Literacy and L2 Numeracy in the first year of the course.
4. Students seeking admission to Level 3 must have a satisfactory disciplinary record, good attendance and punctuality.
5. Students transferring to St Colman's High and Sixth Form College must present a copy of their most recent Year 13 Report.



Humanities

History

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL History

Why study History?

There are many reasons why people choose to study History. For many of us, History is simply fascinating. One only has to look at the preponderance of History on television, in novels and on our cinema screens to see how much interest there is in the story of the past at all levels. History is still one of the most popular choices at University level. Reading, writing and debate will thoroughly prepare students for third level study and employment.

What will I learn about?

AS 1 Germany 1918-1945.

(50% of AS: 20% of A level)

This ever popular module examines Germany's recover after defeat in WW1. It then focuses on the rise of the Nazis and the resumption of conflict in 1939.

AS2 Italy 1871-1943.

(50% of AS: 20% of A level)

This module examines the development of Italy as a European power; its disastrous involvement in WW1 and the rise of Italian Fascism under Benito Mussolini during the 1920s and 1930s.

A2 1 American Presidents 1900-2000.

(20% of A level)

This great new course tracks the fortunes of US presidents from Teddy Roosevelt at the turn of the century up to Bill Clinton at the close of the 20th century.

A2 2 Ireland 1778-1803.

(40% of A level)

This fascinating module examines momentous events in Ireland which occurred against the backdrop of the American and French Revolutions.

How is it taught?

Students will be provided with current textbooks and extensive notes prepared by teachers who specialise in teaching particular modules. Students will be encouraged to read around each module topic and to discuss and debate topics in class.

How will I be assessed?

AS 1 Germany

External written examination

AS 2 Italy

External written examination

A2 1 American Presidents

External written examination

A2 2 Ireland

External written examination

Pathways to future careers/courses

History is an excellent subject for a variety of career paths. History specific careers would include: Archaeology, Tourism, Archive work, Television/Film set design, Costume Design, Museum Curating, Architecture, History Teaching, Historical Research and Politics. History is also excellent preparation for those wishing to pursue Law as a career. Similarly, Journalists and Broadcasters would need a strong background in History to be successful.

Entry requirements

GCSE History Grade B or

GCSE English Language Grade B



Geography

School: Assumption Grammar School & St Colman's High & Sixth Form College

Examination Board: CCEA

Specification: AS & A LEVEL Geography

Why study Geography?

This qualification is for students who are interested in the world around them.

There are topics to suit and interest everybody. A Level Geography is highly valued by employers and Higher Education Institutes because students acquire a wide range of skills, in report writing, investigation, in the analysis and interpretation of data and in justifying decisions. It is also considered an additional science subject.

What will I learn about?

How people are affected by natural phenomena such as rivers, ecosystems, weather and natural hazards. How human activity has shaped the world through the study of population, migration, settlement and development studies. Students will have the opportunity to carry out their own fieldwork investigation and to develop key geographical and statistical skills.

How is it taught?

The course allows students to develop their prior subject knowledge, understanding and skills through studying key themes of physical and human Geography. Students will participate in fieldwork opportunities and develop higher order thinking skills, independent learning, creative thinking

and problem-solving which are valued in the workplace.



How will I be assessed?

All units are assessed through external written assessment. There will be 3 compulsory exams at AS Level, followed by 3 compulsory exams at A2 Level. Topics and the % weightings are as follows:

AS 1 Physical Geography (16%)

AS 2 Human Geography (16%)

AS 3: Fieldwork Skills and Techniques in Geography (8%)

A2 1: Physical Processes, Landforms and Management (24%)

A2 2: Processes and Issues in Human Geography (24%)

A2 3: Decision Making in Geography (12%)

Pathways to future careers/courses

Geography offers students the opportunity to move into a wide variety of careers. It is an important access subject to Arts, Business, and Social Science courses at university. Careers include teaching, planning, surveying, environmental management and cartography which use Geography directly. Many geographers pursue careers in tourism, agriculture, business, politics, architecture and public relations.

Entry requirements

5 A* - C

GCSE Geography Grade B

Government & Politics

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL

Government and Politics



Why study Government & Politics?

Is it possible to understand the world we live in without studying Government and Politics? In an era when political earthquakes like the election of Donald Trump as US President, the Brexit referendum and the collapse of government in Northern Ireland affect us all, it is important to be well informed and to understand how such decisions come about. The aim of this subject is to give students a deeper and more informed insight into the political systems, institutions and party conflicts in Britain, Northern Ireland, the United States and other parts of the world.

What will I learn about?

The Government and Politics of Northern Ireland

We will be looking at the system of government established under the Good Friday Agreement of 1998 and how it has worked – or failed to work – in practice. The political conflicts between the main parties – Sinn Féin, DUP, SDLP, UUP, Alliance etc. will be examined along with the performances of the Assembly and Executive at Stormont.

The British Political Process

We will look at how the Prime Minister maintains power and the role of the Cabinet, Government and other parts of the Executive. The role of Parliament, both Commons and Lords, will be studied along with issues such as party

conflict, law making and scrutiny. Also the role of judges, including the Supreme Court, in modern political life is considered. We will also consider the impact Brexit is having on the British

How is it taught?

Pupils who enjoy keeping abreast of current affairs and debating and arguing about issues will find this subject most enjoyable. Class time is often spent in discussing significant contemporary issues and how they can be used to illustrate points we learn about in the course. We organise a number of educational visits including to Stormont, Westminster and other locations. We compete annually in the EU mock Parliament held in Stormont.

How will I be assessed?

The CCEA AS specification offers a stimulating course of study of two modules which can be sat in May/June. There are short, definition type questions, identify and explain questions and longer essay type challenges.

Pathways to future careers/courses

Politics is particularly suitable for those seeking to study Law, History or Journalism. It is relevant for jobs in Management, Teaching, Public Relations, Business, Publishing and the Civil Service. It imparts skills of reasoning, analysis, evaluation and empathy – all vital for today's labour market.

Entry requirements

GCSE English Language Grade B

Religion

School: St Colman's High & Sixth Form College
Examination Board: CCEA
Specification: AS & A LEVEL Religion

Why study Religion?

This subject offers students the opportunity to learn about, discuss, evaluate and learn from religious beliefs, practices and values. It allows opportunities for students to engage with challenging questions about the meaning and purpose of life, peoples place in society and the world around them.

What will I learn about?

Unit AS 4: The Origins and Development of the Early Christian Church to AD 325.

In this unit, students explore the beginning, growth and development of the Christian Church in the first three centuries. Students will focus on the causes and course of persecution, the development of early Christian thought and the contribution of Christian apologists.

Unit AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics.

In this unit, students explore the themes and principles that are foundational to Christian ethics. Students learn about the origins and development of each ethical theory, focusing on the contribution of key writers and ethicists. The focus on medical ethics includes: human infertility, surrogacy and embryo research.

Unit A2 4: Themes in the Early Church and Church Today.

Students learn about the changing nature of authority and church government and the challenges of heresy. This is linked to leadership, organisation and challenges to belief. Students also learn about the impact of theologians and apologists.

Unit A2 7: Global Ethics.

At the start of this unit, students focus on moral theory. This includes the origins and development of virtue ethics and a study of free will, determinism and libertarianism. The moral theory underpins the study of global ethics, focusing on topical issues in the world today.

How is it taught?

Religious Studies is 100% exam based.

How will I be assessed?

Two external exams at the end of Year 13 worth 40% of the overall A-Level.
Two external exams at the end of Year 14 worth 60% of the overall A-Level.

Pathways to future careers/courses

Religious Studies opens up a wide variety of opportunities for further and higher education. As a subject it facilitates the pursuit of interesting and rewarding careers for example in Law and Teaching.

Entry requirements

GCSE Religious Studies Grade C
GCSE English Language Grade C



Religion

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Religion

Why study Religion?

Studying GCE Religious Studies will help develop your understanding of religious beliefs, practices and values. From this you will be encouraged to reflect upon your own attitudes and those of others, to the topics under consideration. By studying Religious Studies, you will be able to engage with challenging questions concerning the meaning and purpose of life which will help you develop your own beliefs and values.

What will I learn about?

Unit AS 2: An Introduction to the Acts of Apostles

This unit explores the beginnings of the Church of the New Testament, tracing the journey of the gospel. The list of references is not exhaustive and candidates may refer to other material in Acts in their assessment responses. In addition, candidates are required to explore the relationship of Acts with other aspects of human experience.

Unit AS 7: Religious Ethics: Foundations of Ethics; Medical and Global Ethics

This unit explores a number of themes and principles that are foundational to religious ethics: foundations, natural law, situation ethics, bioethics, sexuality and life after death issues. In addition, at AS level students are required to explore the relationship of this unit with other aspects of human experience.

How is it taught?

We use textbooks and a specially designated Google Classroom. All our resources are posted on this site so that students can access them in their own time or from home. We use past paper questions to inform students on the nature of questions in the examination. Students are encouraged to read newspapers and watch the news to keep up to date with current ethical issues. Class time is often spent in discussing significant contemporary issues and how they can be used to illustrate points we learn about in the course.

How will I be assessed?

At the end of your AS Course - Assessment will take the form of two 1 hour 20 minutes externally assessed written papers.
There is no coursework.

Pathways to future careers/courses

Religious Studies will allow pupils to go on to study Theology and Philosophy. There are an increasing number of students in Ireland taking Chaplaincy Courses, leading to employment in schools, hospitals and the other medical institutions.

Students of Religious Studies can go on to have careers in: Teaching, Medicine/ Nursing, Law, Police; Public Service, Counselling, Journalism, Social Work, Charity Organisations, Youth & Community Work.

Entry requirements

GCSE Religious Studies Grade B
GCSE English Language Grade B



English Literature

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL English Literature



Why study English Literature?

This course will deepen your interest, understanding and enjoyment of literature and encourage you to become an accomplished, discerning reader. This course builds on skills developed in GCSE English Literature and English Language. Enjoyment of reading and discussing literature, along with a willingness to study independently, are essential for success in this subject. Students who study English Literature at A Level will develop skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. The students will develop the ability to articulate creative, informed and relevant responses to questions on literary texts using the appropriate terminology.

What will I learn about?

You will study prose, poetry and drama ranging from the eighteenth century to the present day. Students who have a keen interest in reading and a curiosity about the individual in society over the course of history will reap real enjoyment from the study of this subject at this level.

AS students will study nineteenth century prose and twentieth century poetry and drama. At A2 level, pupils will have the opportunity to study and explore a Shakespearean play and then study nineteenth century poetry. Controlled Assessment provides the

opportunity for students to explore themes in comparative works of twentieth century and contemporary fiction. This module provides the opportunity for independent research and writing which will help prepare pupils for study at third level education.

How is it taught?

There is a major focus on the development of discursive skills in the A level English classroom. The ability to form a coherent and persuasive argument is a key component of many of the written papers so these skills are first nurtured in group and class discussions. Students are given the opportunity to contribute to discussion in a meaningful way in order to promote a dynamic and invigorating learning environment. Students are given very clear guidance and support in learning the skills necessary to answer examination style questions and write essays on a regular basis to practise and hone the required techniques. A level pupils participate in the National Poetry Aloud Competition, Christopher Tower Poetry Writing Competition and the Stranmillis University College Essay Writing Competition.

How will I be assessed?

The AS1 module will be examined in a two hour examination in May/June. Section A will be open book and Section B will be a closed book examination. The A2 course will be examined through two closed book examinations of two and two and half hours respectively. In addition there is a controlled assessment module which will be examined through a final essay of 2,000 words.

Pathways to future careers/courses

English Literature is very versatile in complementing the study of subjects such as History, Religion, Languages, Politics or Theatre Studies at A Level and at third level education.

- It can help to lead you to a degree in Law, the Arts, Education, Humanities, Business, Media and Communication.
- If you are interested in a career in Journalism and the Media, a qualification in GCE English Literature is a good basis for further training in these areas.
- Many English graduates go into law, general management, human resources, research and marketing, and the public services.

Entry requirements

GCSE Religious Studies Grade B
GCSE English Language Grade B





Languages

French

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL French

Why study French?

Learning a language boosts a student's potential in terms of employability, as it can offer that extra competitive edge over others. French is considered an international language not only because it is spoken in dozens of countries, but also because it is one of the official working languages in many international organizations, including: Council of Europe, European Commission, United Nations (UN), International Red Cross, Médecins Sans Frontières, North Atlantic Treaty Organization (NATO) etc...

What will I learn about?

At AS we develop the language learnt at GCSE and study topics (Relationships, Culture and Lifestyle) related to the experiences of young people at home and in France. Grammar is an important focus as we aim to consolidate and expand on the foundation work put into place in KS4. Part of the course is made up of the study of a French film.

At A2 we develop the language skills acquired in Year 13. The two contexts are: Young People in Society and Our Place in Changing World. Part of the course is made up of the study of a literary text. Pupils are given considerable assistance in learning how to read a text in the original language and in so doing gain enjoyment as well as develop the ability to write about the text.

How is it taught?

Each topic is studied in the context of present-day life in France and extensive use is therefore made of up to date material in textbooks, magazines, videos and the Internet. Classes are varied and include working on texts, discussing a wide range of topics, grammatical work, translation, study of a film (y13) and a novel (y14). Students have an extra individual class dedicated to oral work with the French assistant.

How will I be assessed?

The AS examination constitutes 40% of A Level

- Speaking (Unit AS 1),
- Listening, Reading and Use of Language (Unit AS2),
- Extended Writing (Unit AS3), based on a film study.

The A2 examination constitutes 60% of A Level

- Speaking (Unit A2 1),
- Listening, and Reading (Unit A2 2),
- Extended Writing (Unit A2 3), based on a novel.

Pathways to future careers/courses

Studying French at A level will provide a good basis for translating, interpreting, teaching, working within businesses and organisations dealing with Europe or within a global institution or company. However, it also offers a worthwhile foundation for those students who wish to pursue courses in other academic disciplines and careers such as law, business or international banking, travel and tourism, journalism and media.

Entry requirements

A at GCSE is advisable, a good B is a minimum requirement.



Irish

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Irish

Why study Irish?

GCE Irish will give you a fascinating insight into the Irish language and culture. Whilst developing the ability to communicate confidently and effectively in Irish in both speaking and writing, you will also learn about contemporary society, cultural background and the rich heritage of Irish-speaking communities and countries.

What will I learn about?

The 2 AS themes are (i) Relationships and (ii) Culture & Lifestyle. In 'Relationships', we learn about and discuss topics such as the changing shape of the family, intergenerational issues, and influences on young people. In 'Culture & Lifestyle', we learn and discuss topics such as, physical well-being (diet & exercise), risk-taking behavior (smoking, drugs, extreme sports), dealing with stress & challenges, social media & new technology, holidays festivals & tourism and the arts, film, fashion & design.

How is it taught?

The department uses a wide range of teaching strategies. We use handouts, which we put together from a variety of sources, for each topic on the syllabus, including a wide range of contemporary on-line, newspaper and magazine articles (including video-clips from on-line media sites) in the Irish language. Students are timetabled for 1 class each week with the Language Assistant to develop their spoken Irish.

There is an annual AS/A2 overnight residential to Bunbeg in the Donegal Gaeltacht. We have links with BBC Gaeilge and students are invited to get involved by becoming audience members in programmes that are produced using the Irish language for the BBC. As part of the school's Enrichment programme, A-level Irish students visit local primary schools to teach Irish to primary pupils.

How will I be assessed?

AS 1: Speaking – 30% of AS

AS 2: Listening, Reading & Writing – 40% of AS

AS 3: Extended Writing – 30% of AS

A2 1: Speaking - 18% of A2

A2 2: Listening, Reading & Writing – 24% of A2

A2 3: Extended Writing - 18% of A2

Pathways to future careers/courses

There are many careers for which a language, including Irish, is a useful and relevant qualification, such as:

- Arts Development jobs
- Speech & Language Therapy
- Civil Service jobs
- Tourism & Heritage services
- Teaching
- IT (language software development)
- Translation & Interpreting
- Media / Journalism

Learning a language also gives students opportunities to develop their confidence, independence, communication skills, presentation techniques.

Entry requirements

GCSE Irish Grade B



Spanish

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Spanish

Why study Spanish?

A-level Spanish helps students develop confident, effective communication skills in Spanish and a thorough understanding of the culture of countries and communities where Spanish is spoken.

Learning a language will bring you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve your communication and interpersonal skills, which are highly sought after by employers, colleges and universities.

What will I learn about?

We will study a variety of topics related to the themes of relationships and culture and lifestyle. For example, we may discuss how family life is changing or how fashion influences young people today. We will obviously look at the mechanics of the language, how each article, noun, adjective, adverb, verb, conjunction etc. are put together to form an accurate sentence. We will study either a novel (Como agua para chocolate) or a film (Solas) and you will be given the skills to write an essay on this.

How is it taught?

We use the Nelson Thornes / Kerboodle textbook, Spanish for AQA and its associate grammar booklet for study of the themes and language. You will also be given extensive notes for the literature / cinema elements of the course. Your teacher will guide you as to how to write an essay, complete a translation effectively, write a presentation or answer oral questions with fluency and confidence.

How will I be assessed?

The AS Spanish is assessed in 3 examinations:

1. An oral consisting of a presentation and a conversation
2. An assessment of listening, reading and grammar skills
3. An essay about a book or a film

Pathways to future careers/courses

There are opportunities to study abroad through Erasmus+, Da Vinci or other International programmes. A qualification in GCE Spanish enables you to consider a range of employment opportunities such as teaching, tourism, broadcasting, marketing, enterprise and business. GCE Spanish will also benefit you in areas such as financial services, information technology, journalism, engineering, international Non-Governmental Organizations and government bodies.

Entry requirements

Preferably A at GCSE Spanish (B as a minimum requirement)





Physical Education

Physical Education

School: Assumption Grammar School

Examination Board: AQA

Specification: AS & A LEVEL Physical Education



Why study PE?

By Studying Physical education will help you to develop the skills, knowledge, and competencies to not only live a healthy active lifestyle. The AQA exam board allows students to play on your practical strength and gain dynamic theoretical and practical skills for further education or work. The topics you will study will reflect the contemporary changes in the sporting world today.

What will I learn about?

Applied physiology

Here you develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.

Skill acquisition and sports psychology

This section focuses on how skill is acquired and the impact of psychological factors on performance. You will develop a knowledge and understanding of the principles required to optimise the learning of new, and the development of existing, skills.

Sport and society and technology in sport

In this section you will develop knowledge and understanding of the interaction between, and the evolution of, sport and society as well as understanding, interpreting and analysing data and graphs relating to

participation in physical activity and sport.

How is it taught?

Physical Education is taught using a combined teacher led, peer led and independent learning approach. Students work from a number of resources including AQA textbook and revision books. PowerPoints and homework assignments are loaded on to Google Classroom. Google Classroom is also used for students to upload work as well as receive feedback. All learning is consolidated using past paper questions. Students are encouraged to keep abreast with current sporting developments in the wider world.

How will I be assessed?

At the end of the two year course there are two exams plus a non-exam assessment of a practical performance in physical activity and sport.

Pathways to future careers/courses

Sports Scientist
Sports Psychologist
Sports Management
Education
Sports Official
Sports Journalist
Sports Marketing
Sports Nutritionist
Physiotherapist
Professional sportsperson
Sports coach/consultant
Diet and fitness instructor
Personal trainer

Entry requirements

GCSE Physical Education Grade B

Sport Studies

School: St Colman's High & Sixth Form College

Examination Board: OCR

Specification: Cambridge Technical Introductory Diploma in Sport

Why study PE?

PE covers a vast range of theoretical components and gives the students an insight into the increasingly popular world of Sports Science.

It addresses the role of PE in today's society and allows students to comprehend the detailed planning behind professional sport.

What will I learn about?

During this course you will:

- Gain advanced knowledge in areas of PE.
- Develop a variety of problem solving skills.
- Improve your time management and organisational skills.
- Create a range of assessment projects that uses various ICT programmes.
- Develop your comprehension and interest in various areas of PE.
- Obtain a qualification that will make you attractive to future employers.

How is it taught?

The students learn the theoretical components for each unit from the class teacher. The students will then complete a set number of tasks in a variety of forms to complete the assessment requirements as set out by the examination board. There is no exam, therefore the unit portfolios make up 100% of the final mark. There are seven units to complete over the two years (four in Year 13 and three in Year

14). The grading of each task and each overall unit is set as a 'pass', 'merit' or 'distinction' with a 'distinction star' being possible at the end of the overall course.

How will I be assessed?

Unit 1 – Principles of Anatomy & Physiology in Sport

Unit 2 – Sports Coaching

Unit 3 - Current Issues in Sport

Unit 4 – The Physiology of Fitness

Unit 6 – Psychology for Sports Performance

Unit 7/11 – Practical Team/Individual Sports

Unit 15 – Sports Injuries

Pathways to future careers/courses

PE at Level 3 can lead you to study a degree in Sports Science, which is a growing industry with many jobs attributed to it: Physiotherapist, Sports Psychologist, PE Teacher, Nutritionist, Strength & Conditioning Coach, Sports Coaching, Fitness Instructor, Sports Physiologist, Dietician, Sports Administration, Sports Development Officer, Sports Analyst, Sporting Journalism, Drugs in Sport Education & Welfare, Sporting Events Organiser, Sports Science Research & Development, and Sports Technology Designer.

Entry requirements

5 A*- C





Creative and Expressive Arts

Art & Design

School: Assumption Grammar School & St Colman's High & Sixth Form College

Examination Board: CCEA

Specification: Revised GCE in Art and Design

Why study Art?

Those students who choose A Level Art usually hope to pursue a career in the creative industries by means of following a pathway through Art College or they may wish to use their final grade for UCAS and hopefully gain entry to a third level course in university

Usually, those students who select Art and Design A' Level, have completed and gained a Pass grade at GCSE Level Art and Design or an equivalent Key Stage 4 course.

Through studying CCEA GCE Art and Design, students have the opportunity to:

- develop an interest and enthusiasm for art, craft and design;
- gain knowledge and understanding of art, craft, design and media(including technologies) in contemporary and past cultures;
- gain experience in working in a broad range of media (including traditional and new media and technologies)
- gain an awareness of different roles, functions, audiences and consumers of art, craft and design practices; and
- develop and enhance their creative, intellectual and artistic abilities.

This is a new specification that includes the following options:

- Art, Craft & Design - Combined Studies

- Photography and Lens Based Media
- Three Dimensional Designs
- Textiles



What will I learn about?

The GCE Art and Design is available at two levels: AS and A2. Students can take the AS course as a final qualification or as the first half of the A Level qualification. Students who wish to obtain a full level qualification must also complete the second half of the course which is referred to, as A2.

The course is comprised of four units: two at AS and two at A2

AS 1 Experimental Portfolio

AS 2 Personal Response

A2 1 Personal & Critical Investigation

A2 2 Thematic Outcome

How is it taught?

At Post 16 Level, all decisions regarding ideas and development are made through ongoing discussion and “one on one” critiques between teacher and student.

This course is 100% coursework. Students will submit portfolio based work for assessment at the end of their AS year to achieve a “cash in” grade. If a student proceeds to A2, the AS grade (40%) and A2 grade (60%) are combined to achieve the final A 'level grade.

Any student hoping to attain the higher level grades needs to spend additional time working at home and after school. The statutory timetabled periods during school give invaluable teaching time but additional time must be spent, if students hope to reach the CCEA

standard in terms of the consistent levels of quality and the amount of work required. Excellent attendance is also essential at this level.

How will I be assessed?

Students must

- develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops
- record in visual and or/other forms, ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress and:
- present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
- Two Practical Units and A2 1 Essay externally moderated.

Pathways to future careers/courses

This course is designed to develop a range of creative skills which will enable the students to produce a portfolio, this is required for applying to Art College. Students can apply for a one year Foundation Course in Art and Design or Direct Entry to Degree courses during Year 14. Given the upsurge in the creative industries in Northern Ireland there is a growing demand for creative graduates of moving image, animation, set design, product design and theatrical make-up. Art college graduates can also follow career pathways such as architecture, fashion design, jewellery design, teaching and small business enterprises, which feeds into our tourist industries.

Entry requirements

GCSE Art Grade B and Above
BTECH Merit and Above



History of Art

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL History of Art

Why study History of Art?

GCE History of Art gives us insights into how artworks have helped shape and give expression to individuals and societies over time. It complements the practice of art and design and connects to a range of other subjects, including technology, history, politics, philosophy and religion. Studying History of Art will help you develop visual literacy in the increasingly visual culture we live in. History of Art is often studied along with Art and Design. It gives you the understanding, knowledge and vocabulary to develop your own artistic practice in a very informed way and supports your application to art college or to study Architecture. It also develops your intellectual capacity.

What will I learn about?

AS: Early Renaissance Italian Art; Lens-Based Art 1835–1900; Arts and Crafts Movement/Art Nouveau 1860-1910

A2: High Renaissance Art; Abstraction 1910-1945; Textiles and Fashion Design 1900-1945; Visual Analysis and Interpretation

How is it taught?

The specification introduces specific questions on visual analysis and interpretation. Teaching and learning will include visits to galleries, discussion and debate in groups, reading and analysing a range of exhibition reviews

and commentaries. Pupils will be taught to use frameworks for formal analysis.



How will I be assessed?

Pupils sit two examination papers in May/June of AS (one hour thirty minutes each) and two papers in A2 (two hours each.) Pupils will answer one question from a choice of three in each paper. The four assessment objectives for this specification include testing students' ability to: source, select and recall material to demonstrate knowledge effectively; demonstrate understanding through analysis and make substantiated judgements and sustained discussion and/or arguments; present a clear and coherent response; and apply knowledge and understanding of the relationships between aspects of art historical study.

Pathways to future careers/courses

A GCE in History of Art provides a solid foundation for further study of art, craft and design and humanities subjects. It also leads to employment opportunities in a diverse range of areas in the arts and creative industries such as architecture and arts administration. Future careers might include working as a curator, editing and publishing, writing and reviewing, film and television, museum, heritage and restoration work, lecturing or teaching, and wide ranging opportunities in the arts and creative industries.

Entry requirements

It is not necessary to have studied Art to GCSE level. This specification assumes no previous knowledge of History of Art

Media

School: St Colman's High & Sixth Form College

Examination Board: WJEC

Specification: Media Studies GCE A/AS

Why study Media?

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have a real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

What will I learn about?

Course objectives:

- Enhance learners own knowledge of the media and its role in their daily lives.
- Engage with media products and concepts using appropriate technical and creative skills.
- Explore production processes, technologies and other relevant contexts.
- Become independent in research skills developing their own views and interpretations.

How is it taught?

There is no requirement to have taken Media at GCSE level but a C or above in GCSE English is preferable.

Assessment is both internal and external. There are a total of 4 units, 2 AS units and 2 A2 units.

AS Unit 1

Written examination: Investigating the Media.

Selling Images-Advertising & Music Video

News in the Online Age

Film Industries-From Wales to Hollywood

AS Unit 2

Coursework: Creating a Media Production.

A2 Unit 3

Written examination: Media in the Global Age.

Television in the Global Age

Magazines-Changing Representations

Media in the Digital Age-Video Games

A2 Unit 4

Coursework: Creating a Cross-Media Production

Pathways to future careers/courses

Advertising and marketing industries both value media studies graduates, recruiting them into media planning and advertising account management, copywriting and market research.

Alternatively, other suitable careers can be found within broadcasting, producing or presenting radio or television, as well as producing magazines, newspaper and internet content.

Progression: HND courses/ Degree Courses

Entry requirements

5 A*- C



Journalism

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A2 level

Journalism in the Media and Communications Industry

Why study Journalism?

GCE Journalism in the Media and Communications Industry is an applied qualification designed to develop the knowledge, understanding and skills required to work in journalism. Students can discover what it is like to work as a reporter, researcher, photographer, photojournalist, subeditor, anchor, camera operator or sound technician.

What will I learn about?

GCE Journalism in the Media and Communications Industry allows students to explore the dynamic and rapidly changing world of Journalism. Students will get the opportunity to learn about and practise the core journalism skills of interviewing, writing and reporting.

How is it taught?

GCE Journalism students have the opportunity to apply their skills to relevant work-related scenarios in print and feature portfolio work. They will work independently and in group settings. The coursework pieces comprise of researching, developing and presenting findings in a range of formats including print, online and broadcast platforms. Through coursework pieces students demonstrate their understanding and application of key concepts. Students are offered the opportunity to take part in workshops provided by industry

professionals. Classes comprise of discussion and exam preparation during which students investigate real stories and current affairs. Support and guidance is provided for students to complete coursework pieces.

How will I be assessed?

In the AS unit Journalism in Print Communications Industry, the main topics for study include The Development of Industry and Technology, Language Forms and Conventions, Audience and News Value, Ownership, Law and Ethics in Print Journalism. They will sit a 2 Hour exam.

Also at AS Students will develop real journalistic skills and a working understanding of Media Concepts, Professional Roles, Researching and News Gathering Skills, Writing Skills and Techniques, Technical and Presentational Skills in Print Journalism by completing a Print Portfolio for the coursework unit which is 60% of AS.

Pathways to future careers/courses

This course provides students with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries. Students will have the opportunity to develop a wide range of skills valued by employers including critical thinking, versatility in a broad range of writing styles, presentation skills and the ability to use a range of production technologies.

Entry requirements

GCSE English Language Grade B



Moving Image Arts

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Moving Image Arts

Why study Moving Image Arts?

Whether accessed through Cinema, Television, DVD or the Internet, moving images act as a primary source of information and knowledge about the world around us. Visual literacy is now critical to understanding and interpreting contemporary society. Students will learn applicable skills that prepare them for further study and careers in the creative industries, one of the fastest growing employment sectors in NI.

What will I learn about?

By studying Moving Image Arts, you will study three areas of film style: Classical Hollywood Style; Formalism; and Realism. You will learn the creative and technical skills of moving image production including how camera, lighting, mise-en-scene, sound (including music) and editing are used to create emotion, mood and audience response. You will use your study to inform and inspire your own creative practice.

How is it taught?

At AS you will produce a Portfolio exploring the Classical Hollywood Style, Realism and Formalism, including:

- A Statement of Intention (including a synopsis and an evaluation);
- Pre-production materials; and
- One 3-4minute narrative film sequence (or 1.5-2minute sequence if animated) produced in response to stimulus provided by CCEA.

At A2, you will produce an Advanced Portfolio exploring your own original creative idea and researching the techniques of a chosen film practitioner, including:

- An illustrated essay (including a synopsis and an evaluation);
- Pre-production materials; and
- One complete, 4-7minute narrative film (or 2-3.5minute film, if animated).

How will I be assessed?

Creative Portfolios are marked by teachers and moderated by CCEA.

You will also sit an Online Examination. Worth 40% of each level, at AS you will sit an examination of 1 hour 30 minutes requiring shorter recall and longer analytical answers in response to unseen film clips taken from the set study areas.

Pathways to future careers/courses

This course is a great opportunity for students to acquire and develop the creative and practical skills necessary for making Moving Image Arts products. In Northern Ireland, the film and television industry is a rapidly growing sector, which is now providing a variety of employment opportunities for those with knowledge of the industry and applicable skills.

Entry requirements

Achieved a grade B or higher in GCSE English Language or;
Achieved a grade C in English Language and a grade B or higher in GCSE Art and Design, Drama, ICT or Music.



Drama & Theatre Studies



School: Assumption Grammar School

Examination Board: Edexcel

Specification: AS & A LEVEL Drama & Theatre Studies

What will I learn about?

Component 1 : Devised Drama

- Devise an original performance
- Use one key extract from a scripted performance text and a theatre practitioner as stimuli for the original performance
- Centre/pupils have choice of text and practitioner
- Performer or designer routes available

Component 2: Text in Performance

- A group performance/design realisation of one key extract from an already scripted performance text
- Centre/pupils have choice of text but it must be recognised as 'culturally relevant'
- A monologue or duologue performance/design realisation from one key extract from a different performance text to the group and devised plays

Component 3: Theatre Makers in Practice

Section A is a Live Theatre Evaluation – centre/pupils have a choice of performance

Section B is a practical and theoretical exploration and study of a complete performance text focusing on how this may be realised for performance
Set text for this is Peter Shaffer's *Equus*

Section C is a practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner. Set text for this is Aristophanes' *Lysistrata*.

How will I be assessed?

Component 1 : Devised Drama

- Written portfolio required to accompany performance
- The portfolio should document the strategies undertaken by pupils to create their original performance
- This is internally marked and externally moderated

Component 2: Text in Performance

- Externally assessed by a visiting examiner
- Group performance/design realization is worth 36 marks
- Monologue or duologue/design realization is worth 24 marks

Component 3: Theatre Makers in Practice

- Written examination

Pathways to future careers/courses

Drama is often a necessary subject choice for the following career paths:

- Drama Teaching
- Theatre Director
- Stage Manager
- Lighting/Sound Technician
- Actor
- Costume Designer
- Set Designer

Entry requirements

Essential: Grade B in English GCSE

Desirable: Grade B in Drama GCSE

Music

School: Assumption Grammar School

Examination Board: CCEA

Specification: AS & A LEVEL Music

Why study Music?

The study of Music is both intellectually and musically demanding but immeasurably rewarding. It requires you to engage in a broad range of practical and academic activities including performance, composition, analysis and research. Studying Music also allows you to grow as a performer. You will experience a wealth of opportunities to develop your musical skills with other musicians and composers.

What will I learn about?

At both AS and A2 level there are three units of work. The first deals with performing music. You will prepare a recital for a visiting examiner, which is equivalent to Grade 5 or above standard of the various examining boards. The second is the coursework element in which you work during the year to complete a composition for any resources lasting about two minutes. The third element concentrates on listening to music. During this part of the course we spend time in classes listening to music from a wide range of styles and cultures, concentrating on aural analysis and appreciation. We also study several pieces of set musical material which falls into three 'Areas of Study', 'Orchestral Music', 'Vocal Music' and 'Musicals'.

How is it taught?

The 'Performance' element is taught by an individual vocal or instrumental tutor who works with you to prepare a recital

performance in the third term. For 'Composition' you will develop your own ideas for a creative piece of work in any style and for any resources with guidance and advice being available from the class teacher. Classes also study the prescribed material for the course looking in detail at the structure and context of the set pieces.

How will I be assessed?

The recital performance is assessed by a visiting examiner in the third term. Your composition needs to be completed by the end of April and is internally assessed by the class teacher. The listening element consists of two tests at the end of each year. An 'Aural Perception' test mixes questions on unheard musical examples with questions on the set works followed by a written examination which includes short questions on an extract from the score of one of the orchestral set pieces and an 'extended writing' question relating to music from the other areas of study.

Pathways to future careers/courses

Students who go on to study Music at a university or Music college often progress to become self-employed musicians, performers, composers, teachers, academics, music therapists, studio-managers or sound engineers. Other opportunities related to music include arts administration, music production, specialist magazine journalism, music librarianship or music publishing.

Entry requirements

GCSE Music Grade B



Hairdressing

School: St Colman's High & Sixth Form College

Examination Board: Vocational Training Charitable Trust

Specification: N.V.Q. Level 3 Diploma in Hairdressing (QCF)

Why study Hairdressing?

To work effectively as an advanced hairdresser/stylist.

What will I learn about?

- Promote and sell products and services to clients
- Health and safety
- Cut women's hair to create a variety of looks
- Style and dress hair using a variety of techniques
- Colour hair to create a variety of looks

- Hairdressing consultation support for colleagues

How is it taught?

Through working in a realistic salon environment and demonstration.

How will I be assessed?

Practical assessments carried out on paying clients.

Pathways to future careers/courses

Full time position in a commercial salon
Product manufacturing and training professional
Television/film/media work

Entry requirements

N.V.Q. Level 2 in Hairdressing
Good communication skills
High standard of personal presentation





Level 2 Options

Media

School: St Colman's High & Sixth Form College

Examination Board: OCR

Specification: OCR Cambridge Technical Level 2 Extended Certificate in Media

Why study Media?

The creative industries are an important growth area in Northern Ireland, bringing significant cultural and economic benefits. Digital Media offers a wide range of units to reflect the range of opportunities available within the Media sector. It is an ideal foundation for students, providing them with understanding of Media through engagement with media products, production processes and technologies. This leads to the application of practical and creative skills that transfer easily into the workplace.

What will I learn about?

This qualification offers understanding by empowering students to work with media products, production processes and technologies. This leads to practical and creative skills that transfer into the workplace.

Unit choices cover a range of media including print, web, radio, television, film, animation and gaming.

How is it taught?

There is no requirement to have taken ICT or Media at GCSE level. The course includes a large coursework portfolio, which will be worth 100% of the final mark. Much of the work will be done in class but you will be expected to do some in your own time.

The most successful projects solve real life problems and will equip students with the type of skills that many organisations require them to use in the working environment.

How will I be assessed?

Media is 100% coursework based. Your teacher will set deadlines for you to work towards. You will have 3 units to complete over one academic year.

Pathways to future careers/courses

The majority of students progress on to a Level 3 course in ICT or Media to further their studies at St Colman's.



Public Services

School: St Colman's High & Sixth Form College

Examination Board: Edexcel

Specification: BTEC Level 2 Diploma in Public Services

Why study Public Services?

This Public Services Diploma Level 2 course is designed to equip students with a practical and theoretical foundation for careers in the public services. Students will gain an understanding of this industry in general and an insight into the various career options available to them. We have close links with the Police Force, Fire Service, Military and other public sector organisations. Students will also take part in practical team building exercises and leadership activities, which include visits to the Services.

What will I learn about?

Course units include:

- The role and work of the Public Services
- Working skills in the public sector services
- Citizenship, society and the Public Services
- Crime and its effects on society and individuals
- Employment in the Public Services
- Health, fitness and lifestyle for the Public Services

Outdoor activities will form an important part of the course

How is it taught?

Lectures, workshops, group work and practical sessions.

How will I be assessed?

Assignments throughout the course include reports, exams, projects, presentations, practical work, oral work and time constrained assignments along with a range of outdoor activities.

Pathways to future careers/courses

The majority of students progress on to a Level 3 course in St Colman's.



Sport Studies

School: St Colman's High & Sixth Form College

Examination Board: OCR

Specification: Cambridge Technical Extended Certificate in Sport (Level 2)

Why study Sport Studies?

This extended certificate will award the student the equivalent of one GCSE. PE covers a range of theoretical components and gives the students the opportunity to raise their GCSE profile.

What will I learn about?

During this course you will:

- Gain knowledge in areas of PE.
- Develop a variety of problem solving skills.
- Improve your time management and organisational skills.
- Create a range of assessment projects that uses various ICT programmes.

How is it taught?

The students learn the theoretical components for each unit from the class teacher. The students will then complete a set number of tasks in a variety of forms to complete the assessment requirements as set out by the examination board. There is no exam, therefore the unit portfolios make up 100% of the final mark. There are four units to complete over the one year. The grading of each task and each overall unit is set as a 'pass', 'merit' or 'distinction' with a 'distinction star' being possible at the end of the overall course.

How will I be assessed?

Unit 1 – Practical Sport

Unit 2 – Anatomy & Physiology of Sport

Unit 5 – Development of Personal Fitness

Unit 8 – Injuries in Sport

Pathways to future careers/courses

PE at Level 2 can lead you to study a Level 3 course in PE. It can also enable you to work in a gym, fitness suite or as a personal trainer. It can enhance your knowledge of practical skills to foster any coaching ambitions.



Retail Knowledge



School: St Colman's High & Sixth Form College

Examination Board: Edexcel

Specification: BTEC Level 2 Diploma Retail Knowledge

Why study Beauty Services?

This course is aimed at students who have an interest in working in the retail industry. It aims to enthuse and inspire learners to consider a career in the retail sector.

The BTEC Qualification allows learner to engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

What will I learn about?

Examples of topics covered include

- Understanding the business of retail
- Understanding Customer Service in the retail sector
- Understand how a retail business maintains health, safety and security on its premises
- Understand the retail selling process
- Understand the control, handling and replenishment of stock in a retail business
- Understand how individuals and teams contribute to the effectiveness of a retail business
- Planning an enterprise activity
- Running an enterprise activity

How is it taught?

Learners will be encouraged to interact with real customers and to gain knowledge and practice from their own experiences. Learners will be encouraged to evaluate their experiences of dealing with customers. The course will be covered by the learner observing experienced sales colleagues and by visiting similar and different retail stores to observe other sales people. The reading of sales technique literature and books is recommended. Role-play activity can act as positive encouragement and learners should take time to reflect on their performance and make recommendations for future experience.

How will I be assessed?

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed - giving learners the opportunity to demonstrate skills developed in applied scenarios.

Pathways to future careers/courses

The majority of students progress on to a Level 3 course in Hospitality or Travel & Tourism to further their studies at St Colman's.

Hairdressing

School: St Colman's High & Sixth Form College

Examination Board: Vocational Training Charitable Trust

Specification: N.V.Q. Level 2 Diploma in Hairdressing (QCF)

Why study Hairdressing?

To enhance your hairdressing skills and knowledge.

What will I learn about?

- Health and safety
- Give a positive impression of yourself
- Advise and consult with clients
- Shampoo and condition hair and scalp
- Change hair colour
- Cut hair
- Style and finish hair
- Set and dress hair

How is it taught?

In a practical salon environment and through demonstration.

How will I be assessed?

Assessed on clients in a realistic working environment.

Pathways to future careers/courses

Progress to Level 3 Hairdressing.

Working as a stylist in a salon.

N.V.Q. Level 3 in theatrical hair and makeup.

Entry requirements

Minimum of 4 GCSE.

Good communication skills.

Personal presentation of a high standard.



Hair & Beauty Services



School: St Colman's High & Sixth Form College

Examination Board: Vocational Training Charitable Trust

Specification: Level 2 Diploma in Hair and Beauty Services (QCF)

Why study Hair & Beauty?

It will give students an insight into both hair and beauty services, designed to develop your practical skills

What will I learn about?

- The art of dressing hair
- Apply makeup
- Provide manicure treatments
- Provide pedicure treatments

- Follow health and safety practice in the salon
- Shampoo and Condition the Hair and scalp
- Salon Reception Duties
- The Art of Colouring Hair
- Create an image based on a theme within the hair and beauty sector

How is it taught?

Through working within a realistic salon environment and demonstration.

How will I be assessed?

Assessment will take place whilst completing your practical skills within the salon environment.

Pathways to future careers/courses

You can progress into specific hair or beauty qualifications at both level two and three.

Entry requirements

Minimum of 4 GCSE.
Good personal presentation.
Good communication skills.





Enrichment Courses

Curriculum Support & Enrichment

We offer excellent levels of pastoral and academic support. Students will meet regularly with their form tutor for one to one mentoring. They will be supported as they prepare for their next step, whether it is higher education, further training at college or applying for a job.

Teachers will work with students to ensure that they are studying courses at an appropriate level to maximise their chances of achieving good grades.

Students can access a range of support strategies. The Post 16 team can help to develop effective independent learning skills. There are a variety of literacy enrichment and support packages to help develop and enhance their skills:

Students intending to pursue a Higher Education pathway are encouraged to



take CoPE. CoPE is a useful preparation for university. It focuses strongly on key issues in the contemporary world and it has a wider range of subject matter than most students encounter in many other areas of Post 16 study. It helps to enhance a range of skills which are particularly valuable not only at A level but also for the requirements of Higher Education.

In this current climate, students will need to work hard to ensure that they stand out from the other candidates. University admissions tutors and employers will be looking for a range of skills, not just a set of exam results. Candidates who can demonstrate that they have led activities or contributed to team success will be particularly attractive.



Careers

Both sites have Careers Libraries with many books, university prospectuses and other resources and is open for browsing throughout the school day. The Careers notice boards are used for Employer and University notices as well as other material relevant to Sixth Form students. Careers events will be also be announced in Assembly, Social Media, email and in Form Class; for example, Careers and Higher Education Conventions, University Open Days or talks by University representatives and other visitors.

During the academic year there will be a Careers Programme during timetabled periods, for which you must attend, as well as a Year 14 UCAS session and one-on-one interviews. There is a work experience programme, which encourages Lower Sixth students to set up a placement in a career area of interest. The Schools also source some placements which can be made available to students. This is a very worthwhile experience, even if you discover something you do not want to do! It develops your knowledge of the workplace and ensures that you interact with other people in a professional environment, which gives you a more realistic idea of the world of work.

Over the next two years you will also need to develop your personal skills and capabilities, perhaps even employability skills. You can do this through your academic subjects, co-curricular activities and extra-curricular activities with the goal of making yourself a well-rounded person and a competitive applicant. Assumption and St Colman's provide lots of activities, both inside and outside the classroom, so make sure you use some of them. There are many activities you can undertake outside school, volunteering in Charity Shops, mentoring, homework clubs, youth groups or nursing homes. We offer a wealth of leadership opportunities for students to develop their skills. The Student Council is an important example. The main aim of our Students' Council is to provide a forum for students to represent their views, on matters pertaining to school life, through a formal group of student representatives. It aims to provide meaningful leadership opportunities for pupils, and although not a decision making body, it will allow for the views of students to be expressed and heard by other members of the school community.



CoPE

Examination Board: CCEA

Specification: Certificate of Personal Effectiveness Level 3

Why study CoPE?

1. Receive UCAS points
2. 100% success rate in St. Colman's
3. Develop skills needed for third level education
4. No exam 100% coursework
5. Develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness
6. Broaden your experience and manage your learning through enrichment activities
7. Receive formal recognition and accreditation

What will I learn about?

During this course you will complete six coursework units:

Unit 1: Working with Others: To include charity work

Unit 2: Improving Own Learning and Performance: Including completion of First Aid training

Unit 3: Problem Solving

Unit 4: Planning and Carrying out a Piece of Research

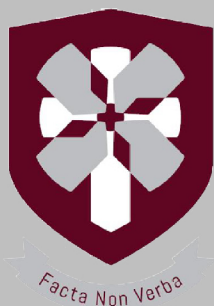
Unit 5: Communication through Discussion

Unit 6: Planning and Giving an Oral Presentation

How is it taught?

This course is 100% coursework and requires you to provide evidence of the three challenges. Evidence must be provided in order to meet the assessment standards. You will be assessed on your ability to meet the criteria for each of the six units through each challenge.





Assumption Grammar School

ST COLMAN'S

HIGH & SIXTH FORM COLLEGE

BALLYNAHINCH



Principal: Mr Mark Morgan
St Colman's High & Sixth Form College
Crossgar Road
Ballynahinch
Co. Down
BT24 8XS

Tel: 028 97562518

Web: www.stcolmans.co.uk
Facebook: www.facebook.com/StColmanHigh

Principal: Mr Peter Dobbin
Assumption Grammar School
24 Belfast Road
Ballynahinch
Co. Down
BT24 8EA

Tel: 028 9756 2250

Web: www.assumptiongrammar.org.uk
Facebook: www.facebook.com/assumptionlive

