

# **ST. COLMAN'S**

## **HIGH & SIXTH FORM COLLEGE**

### **POST - 16 PROSPECTUS**



# WELCOME TO

## ST COLMAN'S HIGH & SIXTH FORM COLLEGE

Thank you for considering the Post-16 College at St Colman's. We offer a wide range of courses and our relationships with students are excellent. 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.

We will continue to ensure the highest standards of education are provided for every Post-16 student with a personalised timetable that allows a pathway to future careers. We work with students to help them secure the best grade that they can achieve. Students enjoy a range of leadership and enrichment opportunities that help to develop their wider skills. This helps students to develop their unique skills and characteristics to give them the edge in the next stage of their careers. A programme of Information, Advice and Guidance, informs students about University pathways. Students also have access to our Careers Guidance Team. Our Post-16 team is dedicated to ensuring an effective climate for learning and maximising student progress.

The school building provides excellent facilities for teaching and learning provision.

With over thirty subjects at Level 2 and 3 to choose from, our highly skilled teachers specialise in Post-16 education, delivering excellent teaching and learning. In the College's last report, inspectors found that "the quality of education provided by St. Colman's was Very Good and the school is meeting very effectively the educational and pastoral needs of the learners." These, combined with our distinctive multi faith ethos, mean that all of the ingredients are here for you to achieve the best possible grades and realise your aspirations. We will also guide and prepare you for your future after College – whether you choose Higher Education, an Apprenticeship, a Gap Year or the world of work - our expertise and know how will prove invaluable to you.

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 3 course, we would be delighted to welcome you and guide you to success.



**Mark Morgan**  
Principal

Choosing to come to 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.



**Cathal Rice**  
Director of Post 16

### **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.

### **Higher Education guidance**

Our Careers Department works 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.

### **What can we offer you at St. Colman's Sixth Form College?**

- AS, A2, Vocational Level 3 and GCSE courses
- A commitment to personalised learning
- Over 200 students on roll
- A high success rate with very low drop out
- Friendly and supportive staff
- Excellent facilities and equipment

## **Applying for a place at St Colman's Sixth Form College**

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

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](mailto:crice612@c2kni.net)

### **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 St Colman's 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 is a purpose built Post 16 Study Room 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.

It is vital students have a clear vision of their next steps following their GCSE examinations. We take great care in guiding you into the correct path.

### **Step 1:**

St. Colman's Year 12 students have opportunities to speak to staff and pupils about the types of courses available. Visits around the centre can be arranged for other prospective students and their parents

### **Step 2:**

Attend the Post 16 Open Evening in April to speak to subject teachers about the options available.

### **Step 3:**

On GCSE Results Day staff will be available to give advice on the best route forward once students receive their results. Enrolment and option choices are made on this day.

### **Step 4:**

At the start of term in September, students should arrive at St. Colman's for enrolment and counselling about an individual curriculum to suit their needs. Sessions on study skills and time management will be delivered to prepare students for the more independent learning style needed at Post 16. In September 2017, parents are invited to an Induction Session where we outline our expectations and will answer any questions or concerns you may have.

### **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/Vocational courses are assessed via portfolio evidence and assessed practical work.

### **Level 3 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 Level 3 courses will require students to attain a range of 'C' GCSE passes.
- All students are expected to take GCSE Maths and iGCSE English if they do not have a grade C or above.

### **What is a BTEC?**

BTECs 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. BTECs 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.

The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace. Level 3 BTECs are designed as specialist qualifications for students who have a clear view of their future career or are seeking progression to higher education.



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

### Student Choice

- Students choose a maximum of 3 AS levels in Year 13. Usually all of these subjects will be taken at A2 level in Year 14.
- Alternatively, students may choose Level 3 BTEC courses or a combination of AS level and BTECs.
- 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 Equivalents

BTEC Level 3	UCAS Points	A-Level
Distinction*	140	A*
Distinction	120	A
Merit	80	C
Pass	40	E





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# Business and ICT

# ICT

**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?

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

# Business Studies

**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

# Hospitality

**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

**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?

- Assignments
- Presentations
- Study visits

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.

This gives you the chance to explore the opportunities offered in that sector, and to acquire appropriate vocational skills.

All of the assignments are externally moderated by Edexcel and an overall grade of a Pass, Merit, Distinction or Distinction star will be awarded upon completion of the course.

### **Pathways to future careers/courses**

The course is designed to develop advanced Travel and Tourism skills and knowledge, which are desirable to employers and could enhance career opportunities.

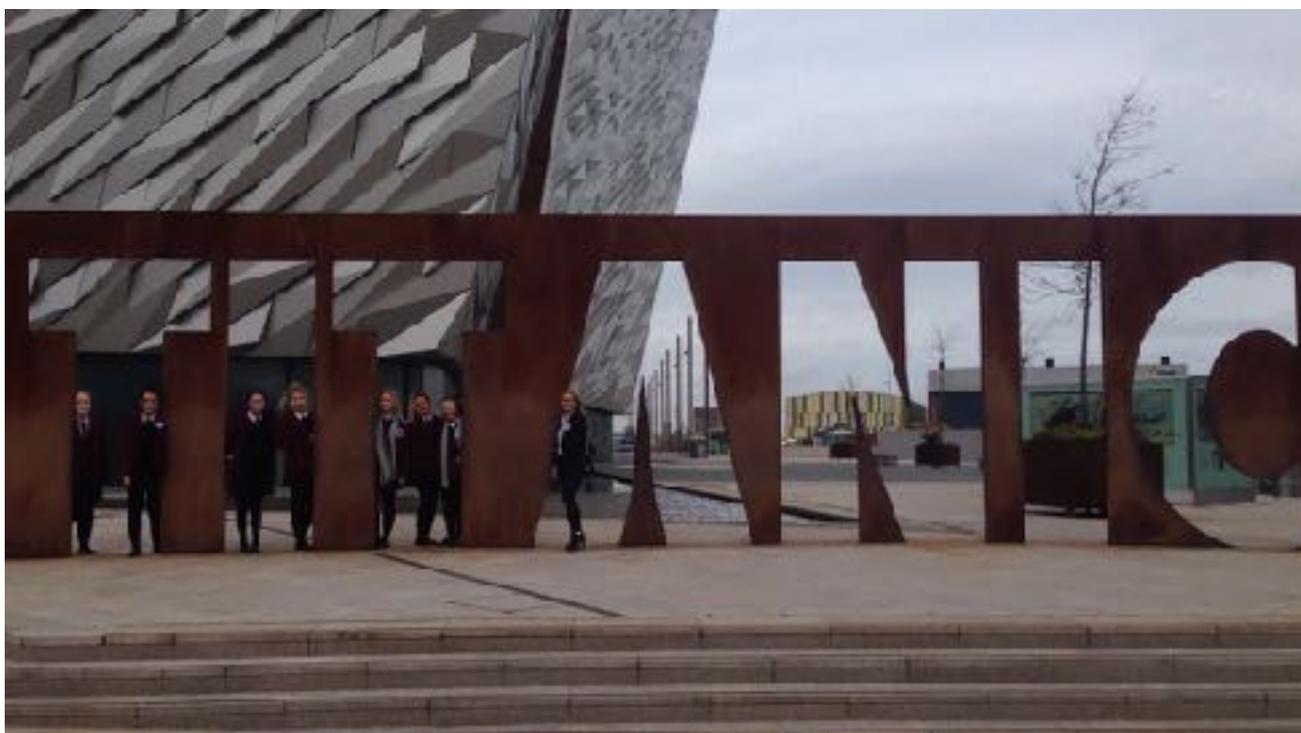
It is a subject that fits in well with other A Level subjects in particular it would benefit subjects such as Business Studies and Hospitality as a career path.

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

**Examination Board:** CCEA

**Specification:** AS & A LEVEL life and hHealth 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 writeup, presentations and research.



## 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)

**Examination Board:** Edexcel

**Specification:** BTEC Level 3

Subsidiary Diploma in Applied Science

## Why study Applied Science (BTEC)?

The applied science industry offers huge potential for learners interested in the sector. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, pharmaceutical, utilities, automotive, agri-food and bioscience.

## 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.



## How is it taught?

The Edexcel BTEC Level 3 Subsidiary Diploma in Applied Science is a 60-credit and 360 guided learning hour (GLH) qualification that consists of two mandatory units plus optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

## How will I be assessed?

This course is assessed through the portfolio of evidence prepared by candidates across a range of assignments including practical write-up, presentations and research.

## 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

**Examination Board:** CCEA

**Specification:** AS & A LEVEL  
Mathematics

## Why study Mathematics?

Mathematics continues to be one of the most popular subjects taken at A-Level at Assumption Grammar School. The nature of the subject facilitates the development of higher-order thinking skills which form an excellent foundation for university and beyond. If you have done GCSE Additional Maths then you are already at an advantage as you will have some experience of the AS Level content, so this will be a natural choice for you; if not, then you are still welcome on the course provided that your performance in GCSE Maths is a A\* standard.

## What will I learn about?

**Core Maths 1:** AS module containing the rudimentary content and skills required in advanced maths such as algebra, calculus and geometry.

**Core Maths 2:** Extending C1 to include coordinate geometry of curves, logarithms, trigonometric functions, series and some applications of calculus.

**Mechanics:** Applications of maths to physical situations, including the study of forces and their effects, vectors, dynamics, collisions, equilibrium, etc.

**Core Maths 3:** A2 pure maths module focusing on advanced methods such as rational functions, parameterisation and numerical integration.

**Core Maths 4:** Final A2 module completing the theory of trigonometric and general function theory, further methods of integration and trigonometric identities.

**Statistics:** Summary statistics, statistical inference, discrete and continuous random variables, expectation algebra, probability distributions.

## How is it taught?

Students are encouraged through a range of teaching techniques to develop responsibility for their own learning.

## How will I be assessed?

### AS

C1 1½ hr Exam January Year 13  
C2 1½ hr Exam Summer Year 13  
M1 1½ hr Exam Summer Year 13

### A2

C3 1½ hr Exam January Year 14  
C4 1½ hr Exam Summer Year 14  
S1 1½ hr Exam Summer Year 14

## Pathways to future careers/courses

AS/A2 Level Mathematics is essential for a degree in any type of Engineering, Accountancy and desirable for any Science based course at university. Knowledge of further mathematical skills will open up many opportunities in Management-based employment.

## Entry requirements

GCSE Mathematics Grade A\*  
Desirable: GCSE Additional Mathematics

# Chemistry

**Examination Board:** CCEA  
**Specification:** AS & A LEVEL  
Chemistry

## Why study Chemistry?

It's how Science works. If you have enjoyed Chemistry at GCSE, you will love this course. A qualification in AS/A2 Chemistry demonstrates that you have:

- Good analytical skills.
- The ability to learn high level information.
- An organised and logical approach to problem solving and practical situations.

These skills are transferable to a number of careers which is why it is highly valued by universities and employers.

## What will I learn about?

### Unit AS 1: Basic concepts in Physical and Inorganic Chemistry

This module contains units on atomic structure and bonding as well as the shapes adopted by molecules and ions and the intermolecular forces existing between them. There is a general introduction to the periodic table with an in-depth study of Group VII. Redox reactions are introduced while analytical chemistry consists of acid-base titrations. Basic calculations and equations are an integral unit of this module.

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

Organic Chemistry forms a major part of this unit with work on the chemistry of alkanes, alkenes, haloalkanes and alcohols. There is a qualitative introduction to equilibrium and kinetics while thermochemistry is covered in some depth. The analytical chemistry aspects are covered by IR spectroscopy and qualitative analysis. There is also further work on basic calculation.

## How is it taught?

Students will be taught using a wide range of teaching techniques that will aim to develop students so they are capable of learning independently or in the classroom. Practical lessons are incorporated whenever possible to further cement understanding and application

## 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

The content of this specification includes the fundamental key concepts of Chemistry needed for progression into higher education and employment.

## Entry requirements

GCSE Chemistry Grade B  
GCSE Double Award Science Grade BB with Grade A in the Chemistry paper.

# Physics

**Examination Board:** AQA

**Specification:** AS & A LEVEL Physics

## Why study Physics?

This subject would suit pupils with an enquiring mind, a desire to understand why things behave as they do, an ability to question theories and an enthusiasm for hard work. Communication is also important as the ability to convey ideas, both verbally and in writing, is an essential skill for Physicists

The course contains a significant element of mathematics and for this reason it is important that pupils have studied Additional Mathematics.

## What will I learn about?

The AS course consists of three units:-

**Unit 1:** Particles, quantum phenomena and electricity

**Unit 2:** Mechanics, materials and waves

**Unit 3:** Investigative and practical skills in Physics

The A2 course consists of a further three units:-

**Unit 4:** Fields and further mechanics

**Unit 5:** Nuclear and Thermal Physics plus one of the following options

1. Astrophysics
2. Medical Physics
3. Applied Physics
4. Turning Points in Physics

**Unit 6:** Investigative and practical skills in Physics

## How is it taught?

While studying these units, you will develop practical skills that include planning experiments, collecting data, analysing experimental results and making conclusions. You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings, and the ways in which society uses science to make decisions.

## How will I be assessed?

### AS Unit 1 & 2:

Written exam 1 hr 15 minutes consisting of 6 or 7 structured questions.

### Unit 3:

Students will complete a Practical Skills assessment (PSA) and an Investigative Skills Assessment. Both of these will be marked by the teacher.

### A2 Unit 4:

Written exam lasting 1 hr and 45 minutes. Section 25 multiple choice; section 2 containing 5 structured questions

### Unit 5:

Written exam of 1 hr and 45 minutes consisting of 5 structured questions on Nuclear and Thermal Physics and 5 structured questions.

### **Unit 6:**

The investigative and practical skills will be centre assessed in a similar fashion to the AS assessment. It is expected that candidates will be able to use and be familiar with more “complex “laboratory equipment or techniques deemed suitable at A”

This unit will also be teacher assessed

### **Pathways to future careers/courses**

Physics results are used to differentiate between high calibre students by top universities, medical and veterinary colleges. It is an ideal subject for the Armed Forces, Engineering, Chemists, Mathematics, Airline Pilots & Accountants. The knowledge that Physics is a high calibre A level also makes students desirable to all areas of industry and commerce.

### **Entry requirements**

GCSE Physics Grade B  
For Double Award BB  
with Grade A in the  
Physics paper.



# Biology

**Examination Board:** CCEA

**Specification:** AS & A LEVEL Biology

## Why study Biology?

Before reading any further you should ask the question:- Why do I want to study A Level Biology?

Your answer should contain at least the first two of the following three reasons;

- I like finding out about living organisms and how they work
- I am an observant and logical person and have found that I can get good results in examinations of this subject
- It would be an advantage to have an A Level or AS Level in Biology for my chosen career.

If this is the case then Biology may well be the subject for you and you should read on!

## What will I learn about?

### Module 1: Molecules and Cells

In this unit you will learn about molecules, enzymes, DNA technology, viruses, cells, cell physiology and continuity, leading to tissues and organs.

### Module 2: Organisms and Biodiversity

In this unit you will learn about transport and exchange mechanisms in plants and mammals, adaptation of organisms and biodiversity with an emphasis on local contexts.

### Module 3: Internal Practical Assessment

Students must carry out two practical tasks in which their ability to complete the following tasks is assessed;

- Implement a sequence of instructions
- Record and communicate
- Interpret results
- Evaluate the design of the practical tasks

### A2 Module 1: Physiology and Ecosystems

In this unit you will learn about Homeostasis, Immunity, Coordination and Control in plants and animals and ecosystems.

### A2 Module 2: Biochemistry, Genetics and Evolutionary Trends.

In this unit you will learn about Respiration, Photosynthesis, DNA as the Genetic Code, Plant and animal kingdom.

### A2 Module 3: Internal Practical Assessment

Students plan and carry out an investigation practical task that tests a simple scientific hypotheses. Students must design their own investigation and are assessed in the following skill areas;

- Planning
- Implementing and recording
- Analysis and interpretation

### How is it taught?

The course being offered in September 2016 will be modular in structure. The specification has been devised by CEA. In Year 13, we will follow the AS specification. This will consist of three units. The first two units are theoretical and the third is assessed coursework.

### How will I be assessed?

#### AS 1: Molecules and cells

1 Hr 30 mins written examination, externally assessed

#### AS 2: Organisms and Biodiversity

1 Hr 30 mins written examination, externally assessed

#### AS 3: Assessment of practical skills in AS Biology

Internal practical assessment

#### A2 1: Physiology and Ecosystems

2 Hr written examination, externally assessed

#### A2 2: Biochemistry, genetics and evolutionary trends

2 Hr written examination, externally assessed

#### AS 3: Assessment of investigational and practical skills in Biology

Internal practical assessment

### Pathways to future careers/courses

#### Career options

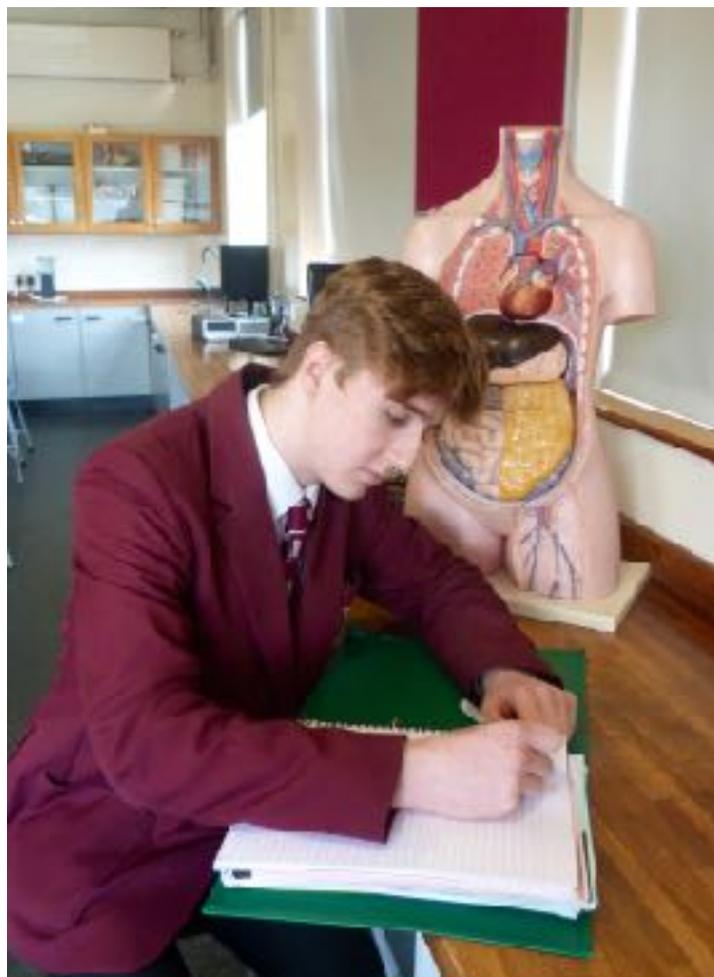
AS/A Level Biology can lead to a wide variety of careers. These include;

- Medicine
- Dentistry
- Pharmacy
- Nursing
- Agriculture
- Ecology
- Forensic science
- Physiotherapy
- Teaching

#### Entry requirements

GCSE Biology Grade B

For Double Award BB with Grade A in the Biology paper.



# Technology & Design

**Examination Board:** CCEA  
**Specification:** AS & A LEVEL  
Technology & Design

## Why study Technology?

AS Level Technology and Design is a logical progression from GCSE and any student considering this subject should have followed such a course. They should be able to exercise initiative and imagination yet be resourceful and practical.

## What will I learn about?

**AS1 - Product Design and Practice:** Product Design and Systems and Control – Develops the knowledge of materials and product design. Section B covers electronics and builds upon the knowledge gained at GCSE.

## AS2 Coursework: Product Development:

The candidate will choose from a list of themes supplied by the examining board and analyse an existing product or system. This will take the form of a written and graphical folder of ten A3 sheets. This will be accompanied by a model or prototype of a development of an existing product.

## A2 1 Systems and control:

Builds upon the knowledge gained in AS1, to develop electronic systems which may be implemented into practical coursework.

## A2 2 Coursework: Product – System, Design and manufacture:

Candidates will be required to design and manufacture a product or system. They must identify a problem or need, design and produce a product which has an energy source, a control system and an output. A portfolio should accompany the product with written and graphical information. This folder should not be more than twenty A3 pages, and represents 60 hours of work.

## How is it taught?

As 40% of the final marks are derived from project work, they need to have the ability to work on their own, setting their own deadlines.

In the first year of the course (Year 13), students take two units leading to the award of AS if a full course is not to be followed.

At this point the award of AS may be obtained by those students who do not wish to proceed to the full A level qualification.

## 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

**Examination Board:** CCEA

**Specification:** AS & A LEVEL Nutrition and Food Science

## Why study Nutrition and Food Science?

Nutrition and Food Science at AS and A2 level builds upon the knowledge, understanding and skills developed in GCSE Home Economics. 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

#### Unit 1: Principles of Nutrition

- Macro and micro-nutrients including; Protein, Fat, Carbohydrate, Vitamins, Minerals, Water and other fluids.
- Nutrition through life
- Nutrient requirements

#### Unit 2: Diet, Lifestyle and Health

Current research in relation to;

- Eating patterns
- Energy balance
- Diet related disorders including overweight and obesity; cardiovascular disease; cancer and type 2 diabetes.
- Alcohol consumption and health
- Physical activity and health

### A2

#### Unit 1: Food Safety and Quality

- Food Safety as a public health priority
- Safety through the food chain
- Microbiological contamination of food
- Chemical contamination of food
- Food Additives
- Food Allergens
- Food safety controls and legislation

#### Unit 2: Research-based Assignment

- A 4,000 word report on a research project. The student's chosen research area should come from AS 1, AS 2 or A2 1.

## 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

- Dietician/Nutritionist
- Health Promotor
- Food Scientist
- Quality Assurance/Control
- Manager
- Hospitality or Retail Manager
- Nurse/Health Visitor
- Environmental Health Officer
- Home Economist/Home Economics Teacher
- Food Marketer
- Food Product Development

## Entry requirements

GCSE Home Economics Grade B



## **Social Sciences**

# Single Award Health and Social Care

**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.

### A2 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?**

There is no requirement to have taken Health and Social Care at GCSE level.

The course includes:

- Four large coursework portfolio
- Two exam units over two years.

### **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**

5 A\* - C



# Double Award Health and Social Care

**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. Students will also investigate the potential impact of 'Transforming Your Care' on Service provision based on the future models for integrated health and social care.

### **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 years 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 worth 40%. At A2 two external exams worth 60% and four internal portfolios worth 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

**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. In class, 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. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research. 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

**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. It involves performing experiments, analysing results, researching and evaluating previous studies across a wide range of areas. These include Cognitive, Biological, Social and Developmental Psychology, Individual differences and Research methods.

## **What will I learn about?**

**Human Memory:** short-term memory and long-term memory, how we remember and forget e.g. looking at eyewitness testimonies. Perception e.g. visual illusions

## **Developmental Psychology**

The development and variety of attachments between infants and mothers and the effects of deprivation and extreme privation e.g. considering the effects of day care on a child's development MODULE.

## **Physiological Psychology**

The causes and effects of stress on the body and ways of coping with stress. Research into sleep and bodily rhythms.

## **Individual Differences**

Definitions and explanations of abnormality and in particular considering the causes and effects of anorexia and bulimia nervosa. Diagnosing and treating mental disorders including schizophrenia and depression.

## **Social Psychology**

The influence that others have on us leading to conformity and obedience to authority. Key studies include Milgram's obedience study and an assessment of the ethics of such research carried out on humans. Research into prejudice and forming relationships.

## **Research Methods**

Consider a range of quantitative and qualitative research methods, research design and implementation and the ability to analyse statistical data and graphical representations.

## **Comparative Psychology**

Investigate the use of animal behaviour to determine and explain human behaviour and a consideration of the ethical implications of this.

## **Perspectives**

Issues and debates in Psychology including the nature/nurture debate, gender biases, free will and determinism.

### How will I be assessed?

**AS Structure:** There are two AS examinations and they are comprised of a series of structured questions, stimulus material and extended answers. Each AS paper is 1 hour 30 min. The AS qualification makes up 50% of the A level qualification.

**A2 Structure:** There are two A2 examinations and they are comprised of a series of essay and structured questions. For most sections candidates are given a choice on the papers. There is no coursework component in A Level Psychology.

### Pathways to future careers/courses

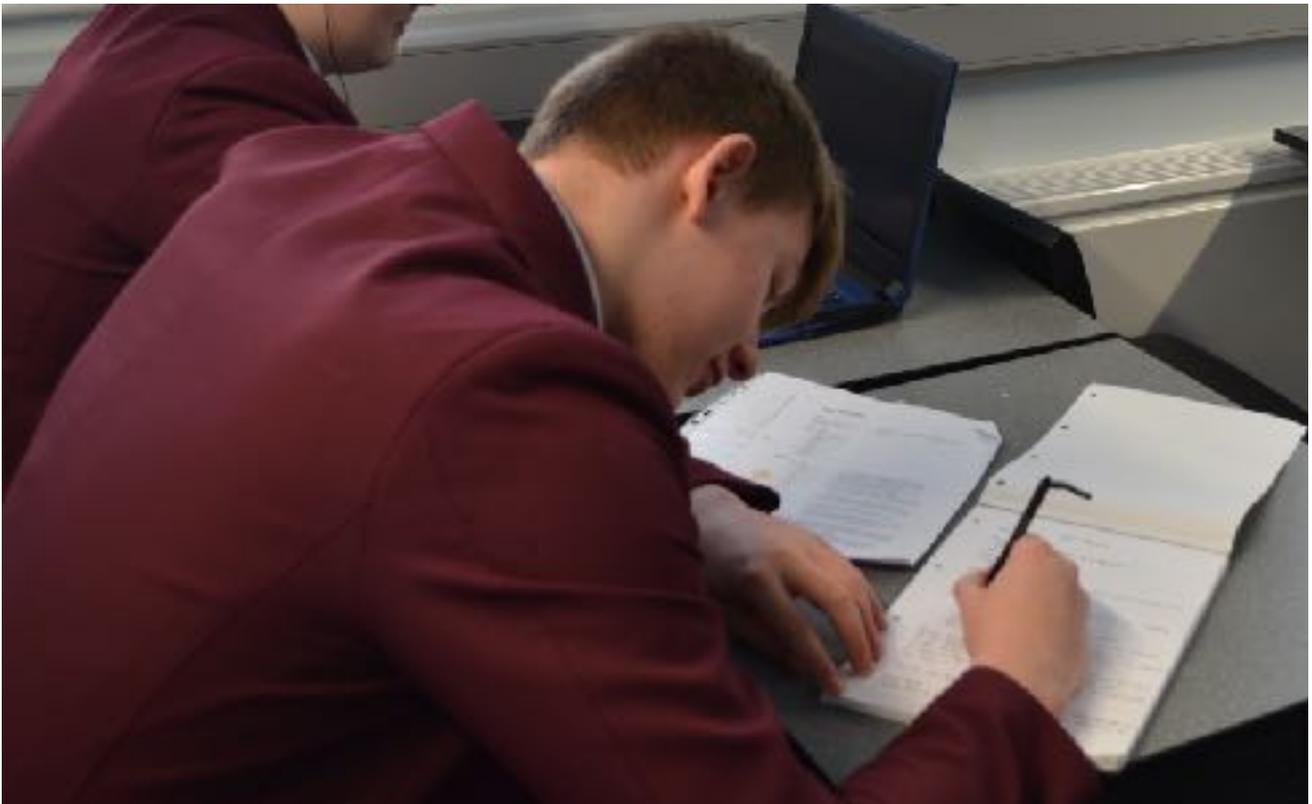
Psychology offers candidates either a vocational or a general route in terms of future careers. This gives candidates the obvious advantage of flexibility in terms of deciding what they want to do next. Some examples of professions include:

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

### Entry requirements

GCSE English Language Grade B

GCSE Mathematics Grade C



# Children's Care Learning and Development

**Examination Board:** City and Guilds

**Specification:** QCF 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 for 21 Units, (16 mandatory and 5 optional), 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

**Examination Board:** CCEA

**Specification:** AS & A LEVEL History

## Why study History?

Maybe you are enjoying the GCSE course and you want to develop your knowledge and understanding of the people and events that have influenced the history of these islands.

Maybe you are thinking about a university course or career for which History would be extremely useful.

Maybe you want to develop important educational skills: comprehension of information, the ability to analyse situations and to present clear, logical arguments orally and in writing.

## What will I learn about?

### AS1

History students will study:

- Germany 1918-1945

### AS2: Conflict and Change in Europe

History students will study one of the following:

- Challenge and Crisis in Ireland 1821-1867 (Daniel O’Connell, the Potato Famine, and the Fenians)
- Italy 1914 – 1943 (The rise of Italian Fascism – Mussolini)

### A2 1: Change Over Time

Year 14 History students will study one of the following:

- Unionism and Nationalism in Ireland 1800-1900
- Clash of Ideologies 1900-2000 (Europe)

### A2 2: Historical Investigations and Interpretations

Year 14 History students will study one of the following:

- Ireland 1775-1800
- Partition of Ireland 1900-1925

### How will I be assessed?

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

### Pathways to future careers/courses

The skills and knowledge you learn when studying History are valuable in themselves, making History a keystone subject. They are also highly sought after by employers. A number of students each year choose to continue their enjoyment of History at university by taking a History or a History related degree. History graduates gain employment in a range of fields. The most popular of these are currently law, business and finance, national and local government, non-governmental organisations (both national and international), journalism and publishing, the media, teaching, library and museum work, and research-based careers of all kinds.

### Entry requirements

GCSE History Grade C

# Geography

**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

**Examination Board:** CCEA

**Specification:** AS & A LEVEL

Government and Politics

## Why study Government & Politics?

The aim of this subject is to give pupils a deeper and more informed insight into the political institutions and philosophies of Northern Ireland and Great Britain.

In an era when political decisions affect almost every facet of human life, it is important to be well informed and to know how decisions are made and what roles the various institutions play in this process.

## What will I learn about?

### The Government and Politics of Northern Ireland

This unit would be of interest to anyone wanting to find out what has been happening in this part of the world over the last three decades. We will be looking among other things at the reaction of the main political parties to power sharing, decommissioning and police reform in the light of the St. Andrews Agreement, as well as trying to find out if the agreement has fulfilled the task for which it was designed.

### The British Political Process

This unit is concerned with what goes on in Westminster where the Prime Minister and his Cabinet propose policy. We will look at how the PM maintains power and how others, both in his own party and the opposition try to limit his influence. The role of judges in modern political life is also considered; in particular we will be looking at some recent judicial inquiries such as Scott, Nolan and Lawrence. We will also

consider the impact the European Union has on the British political process

## How is it taught?

Pupils who enjoy keeping abreast of current affairs and debating and arguing about issues that are important in every day life will find this subject most enjoyable. A lot of the work will be done in your own time since class time is spent generally in discussing significant contemporary issues and in pointing out some of the approaches you can take to further your own independent study.

## How will I be assessed?

The CCEA AS specification offers a stimulating course of study of two modules which can be sat in January and June.

## Pathways to future careers/courses

Politics is an excellent subject for a variety of career paths. It is particularly suitable for those seeking to study Law, History or Journalism. It is relevant for jobs in Teaching, Public Relations, Business, Publishing and the Civil Service.

## Entry requirements

GCSE English Language Grade B

# Religion

**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?

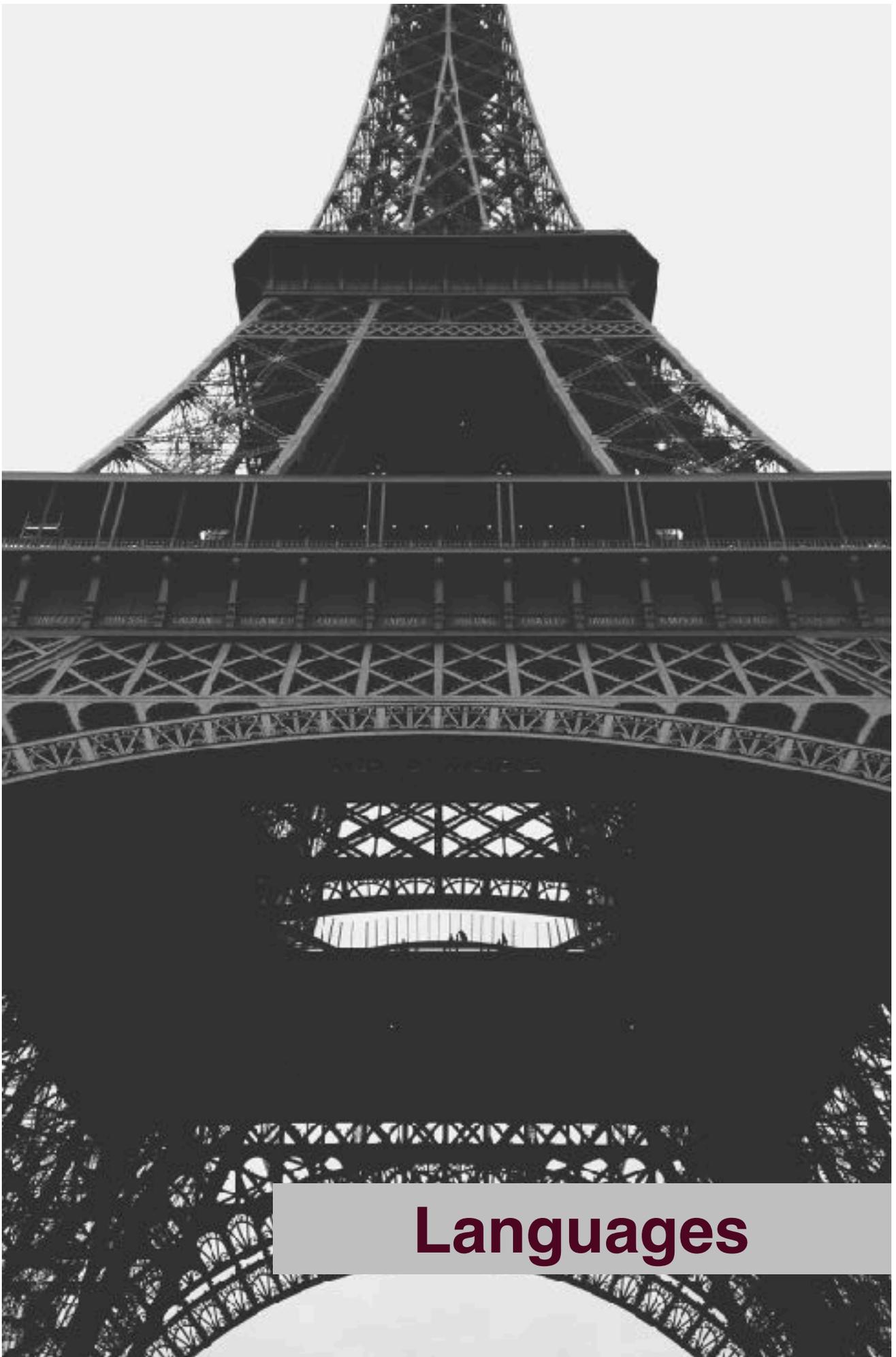
Two external exams at the end of Year 13 worth 40% of the overall A-Level.  
Two external exams at the end of Year 14 worth 60% of the overall A-Level.

## 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



# Languages

# French

**Examination Board:** CCEA

**Specification:** AS & A LEVEL French

## Why study French?

A successful student of French at AS and A2 Levels will work with her teacher to build on the skills acquired in preparation for GCSE but it will be important to be self-motivated and to develop the ability to work independently. We would be keen that students visit France (or a French speaking country) during the course of the two years to A Level; whilst this is not essential it is extremely helpful in improving speaking and listening skills, as well as giving students first-hand experience of France.

## What will I learn about?

In the first term we develop the language learnt at GCSE and study topics (Relationships, Health and Lifestyle & Young People in society) related to the experiences of young people at home and in France. Each one is studied in the context of present-day life in France and French-speaking countries and extensive use is therefore made of up to date material in textbooks, magazines, videos and the Internet.

Part of the course is made up of the study of a literary texts or theme (e.g. a 20th century novel). 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?

French AS Level is a one-year course with nine classes per week and a further period for conversation practice with the French Language Assistant. The 9 lessons per week in Year 14 develop the language skills acquired in Year 13 applying them to a wider range of topic areas including for example local and global citizenship (multiculturalism, immigration, politics etc) and environmental issues. Pupils continue to have one lesson per week with the French assistant and are offered regular practice in reading, writing and listening.

## How will I be assessed?

Two external exams at the end of Year 13 worth 50% of the overall A-Level. Two external exams at the end of Year 14 worth 50% of the overall A-Level.

## Pathways to future careers/courses

Studying French at A level will provide a good basis for courses and careers specialising in languages (e.g. translating, interpreting, working within businesses and organisations dealing with Europe, teaching), but it also offers a worthwhile additional skill to students who hope to pursue study or careers in other areas (e.g. law, business, travel and tourism, journalism) or who are simply looking for a contrast to other subjects chosen in Years 13 & 14.

## Entry requirements

GCSE French Grade B



**Physical Education**

# Physical Education

**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

**Examination Board:** CCEA

**Specification:** Revised GCE in Art and Design (First Teaching Sept 2016)

## 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



# Media

**Examination Board:** WJEC

**Specification:** Media Studies GCE A/AS

## Why study Media?

In today's society we are increasingly expecting more and more media content to be available; up to date, and as easily accessible as possible.

Whether surfing the internet iPhones or computers, TV or radio these industries require skilled professionals to research and produce the content.

## 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.

MS1 (AS) Media Representations & Responses. An external exam worth 50%. Unit aims to provide candidates with a framework for analysing the media. Exploring representations and audience responses.

MS2 (AS) Media Production Processes. Internal coursework worth 50%. Unit aims to develop student's technical skills by producing a script for an opening scene Horror Film. Students must produce a DVD to accompany the script and promote the film by producing a poster.

MS3 (A2) Media Investigation & Production. An internal piece of coursework worth 50%. Unit aims to develop the knowledge and skills acquired at AS. Candidates will be able to demonstrate the importance of research in informing media production. Students will produce a four minute film which reflects their area of research, Candidates conclude by evaluating the process.

MS4 (A2) Media-Text, Industry and Audience, external 50%. Unit aims to develop candidates' knowledge and understanding of the relationship between media texts, their audiences and the industries which produce and distribute them.

## How will I be assessed?

MS1 (AS) Media Representations & Responses (50% External assessment)

MS2 (AS) Media Production Processes (50% Internal assessment)

MS3 (A2) Media Investigation & Production (50% Internal assessment)

MS4 (A2) Media-Text, Industry and Audience (50% External assessment)

**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



# Music

**Examination Board:** CCEA

**Specification:** AS & A LEVEL Music

## Why study Music?

This subject would suit someone who enjoys the three key areas of listening to, performing and writing music. During the course you will cover all of these but choose to specialise in a particular area of interest or expertise.

## What will I learn about?

At AS level there are two units of work. In AS1 you will perform and compose with one acting as a core activity and the other as a subsidiary. AS2 deals with listening to music. During the course we study five compulsory pieces of music as part of a consideration of the different sound and styles of music throughout history. You can then choose from a list of optional areas of study

## How is it taught?

Pupils who actively participate in music should really enjoy the course and are encouraged to take part in all aspects of music making in the department. Once students reach graded exams at Grade 6 and beyond UCAS points are awarded for success at this level. There are lots of opportunities to play in groups of all sorts and both attend and participate in concert performances in school and a variety of other venues including the main concert halls in Belfast.

## How will I be assessed?

AS1 prepare a recital programme to be performed for a visiting examiner who will be looking at how you have used technical control at around Grade 5 standard to create your performance and how you have interpreted and communicated the style of music.

AS2 is all examined in an aural perception test covering the set works, some questions on unheard music, and a written paper on the score of one set work and your chosen area of study.

At A level, the core elements and options are similar but are obviously further developed with the demands for performance and composition being greater and more unheard music being tested in the listening paper.

## Pathways to future careers/courses

A level music is a highly respected course which is acceptable for University Entrance in all the usual disciplines. For some the subject can lead to a career in Music, but it is also enjoyed and appreciated by those who wish to maintain and develop their interest in music, their creativity and to extend their cultural interest and awareness.

## Entry requirements

GCSE Music Grade B

# Hairdressing

**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

**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.



# Prince's Trust Achieve Programme

**Examination Board:** Prince's Trust

**Specification:** Achieve Programme

## Why study Achieve?

Achieve is a new education programme, launching in August 2016, which is aimed at helping 16 to 19-year-olds to succeed in education. It brings together the best of former xl and Fairbridge programmes. Education should prepare young people for the positive futures they want, but many young people experience issues with attendance, attainment and motivation. The Achieve programme will help young people get back on track, engage and succeed in education.

## What will I learn about?

On the programme, young people learn vital skills for learning and life, achieve The Prince's Trust PDE Qualification and explore topics across five engaging and relevant modules:

- Personal and social development
- Life skills
- Community project
- Enterprise project
- Preparation for work

Achieve is delivered with the support of Delivery Partners across the UK.

## How is it taught?

### Personal and social development:

Working in small groups, we encourage the young people to get to know each other and share their experiences

### Life skills:

We give young people the tools they need to handle a range of relevant life situations through engaging and interactive sessions.

### Community project:

Students discover what opportunities there are in their local community and work with the group to make a change

### Enterprise project:

Put the group's skills to the test to lead a project that allow them to set up a mini enterprise and make a profit

### Preparation for work:

Students explore career opportunities and help the group find the information they need to get to where they want to be

## How will I be assessed?

Students will be assessed for the level at which they meet the standards for each unit. All learning outcomes need to be successfully met to pass a unit. There are no external assessments (exams) for these qualifications. Assessment is by means of a portfolio which is internally assessed and quality assured and externally moderated.

## Pathways to future careers/courses

90% of young people in Northern Ireland who complete the programme moved into further education or employment with the large majority continuing their studies in St. Colman's Sixth Form College in Level 3 subjects.

# Physical Education

**Examination Board:** OCR

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

## Why study PE?

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.

# Beauty Services

**Examination Board:** Edexcel

**Specification:** Level 2 N.V.Q. Diploma in Beauty Services

## Why study Beauty Services?

To enhance your knowledge in beauty services and treatments.

## What will I learn about?

- Health and safety
- Promoting products and services
- Reception duties
- Develop and maintain effectiveness at work
- Provide facial treatments
- Enhance the appearance of eyelash and eyebrows
- Carryout waxing services
- Provide makeup services
- Provide manicure and pedicure services

## How is it taught?

Within a realistic salon environment and through demonstrations.

## How will I be assessed?

By carrying out treatments FOR paying clients within a salon.

## Pathways to future careers/courses

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

N.V.Q. Level 3 in Beauty Services.

Working full time as a professional beauty therapist.

Advancing on into specialised treatments such as nail technician/ makeup artistry.

## Entry requirements

Minimum of 4 GCSE .

Professional presentation of a high standard.

Good communication skills.



# Hairdressing

**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

**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.

# Children's Care, Learning and Development

**Examination Board:** City and Guilds  
**Specification:** QCF Level 2 Diploma in Children's Care Learning and Development (CCLD)

## Why study CCLD?

The Diploma will give the learner a good foundation of knowledge and skills in both understanding all aspects of children's needs and also practical skills of how to work with young children.

## What will I learn about?

- An understanding of child development and how to support children's needs
- How to work as part of a child care team
- Develop your skills in planning and carrying out play and learning activities with children

- Develop an understanding of how to provide a stimulating and safe environment for children

## How is it taught?

Learners will be in work placement 2 days per week from September to June, in either a playgroup, Day Nursery, Nursery School, or Primary 1,2 or 3 in a Primary School.

## How will I be assessed?

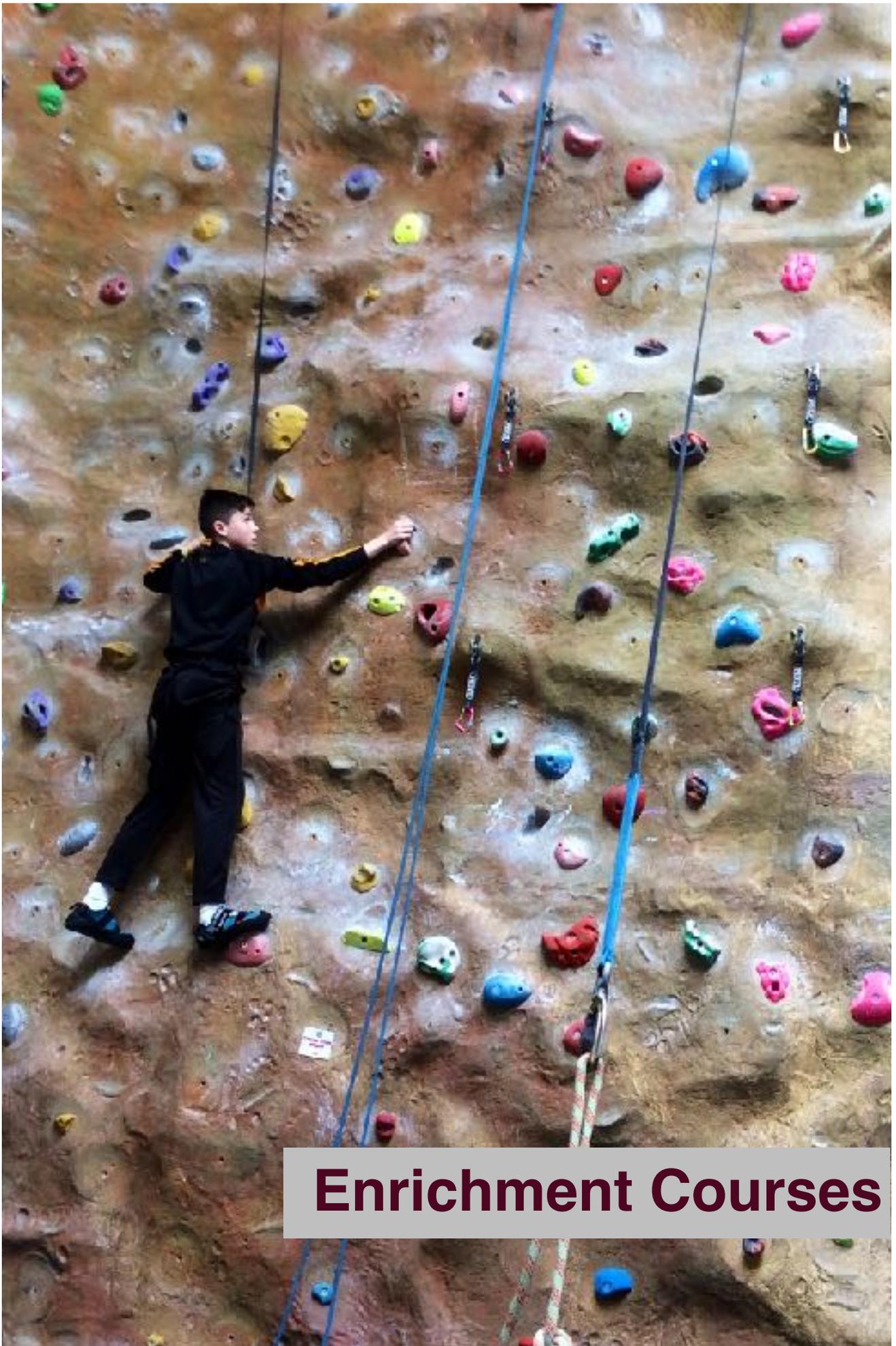
Written work will include assignments, case studies, evidence of group work and independent research.

To achieve Level 2 you will also be observed in real work situations by your assessor.

## Pathways to future careers/courses

QCF Level 2 Diploma will suit you if you want to work in a supporting role as a Nursery Assistant, Creche / Playgroup worker or Classroom Assistant in a Primary School. It will also allow you to progress to Level 3 Diploma CCLD and to secure a career working with children.





**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.

There is a regular information, advice and guidance presentation to help inform students as they plan for the next stage of their careers. 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 who have a grade D in English or Maths will attend English iGCSE or Maths GCSE lessons to prepare for the November or June re-sit slot.



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.



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.

There is a wide range of activities and trips on offer. Extra-curricular activities can help students to learn something new without the pressure of exams. They can also help make a student a more attractive candidate for a job or university. Students are able to choose from a wide selection of recreation opportunities. Activities include: Duke of Edinburgh Award, Sports Teams, Paired Reading in Primary Schools, and many more.

# The Student Council

The students help organise the annual Formal. Students can engage in a broad range of charity work. Over the last few years students have enjoyed a range of trips and visits. There is an annual University Open Day visit, at Queen's University, Belfast and University of Ulster, Jordanstown. We have a long running exchange programme with Belgium.

They contribute to the organisation of numerous social events throughout the year and also plan and carry out fund raising activities for charity. The Forum also plays a prominent role in the annual Open Evenings for students and parents, and act as mentors for the new junior students and new Post 16 students.



# 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.







# ST COLMAN'S

## HIGH & SIXTH FORM COLLEGE

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