

# Strangford Integrated College



**Strangford  
Integrated  
College**

*In hoc signo vinces*

**Sixth Form Options Booklet  
2024**

## **Introduction**

Deciding on subjects to study at Sixth Form is a very important decision, and therefore a lot of thought and consideration must be given to this process. Here at Strangford Integrated College, it is our priority to ensure that we provide as much advice and guidance as possible to students and parents as they make these vital choices. Each student will be given details of each subject including: an overview of the subject, how the subject is assessed, the examination board used, and the career pathways that will follow, including university, apprenticeships, employment and alternative routes.

## **Overview of course requirements GCE Level**

These courses are made up of two externally examined modules: one at AS Level in Year 13 and the other at A2 Level in Year 14. These courses generally have an additional coursework element that will be completed throughout each year respectively. These courses are graded in the traditional A\* - U method and will open up doors to a range of universities and colleges across the UK and beyond as well as apprenticeship and employment opportunities.

## **BTEC Level 3 Subsidiary**

These courses differ from traditional A-Levels in that there is a greater focus on coursework, with the majority of assessment in this format. This means that students can work on tasks throughout Year 13 and 14 with very little external assessment in the form of an examination.

Because of the large amount of coursework in these courses, students should consider choosing no more than 2 BTEC qualifications at A-Level study to ensure workload is not too heavy throughout the year.

## **BTEC Level 3 Double Award**

These courses follow the same structure as the BTEC Level 3 Subsidiary courses but are equivalent to two A-Level qualifications. Students will be assessed in the same way as the Level 3 Subsidiary, but the workload and portfolio of evidence will be doubled to achieve the qualification.

BTEC subjects are ideal for students who are more suited to coursework than exams. These subjects are graded slightly differently than traditional A-Levels. These subjects open doors to a range of universities and colleges across the UK and beyond as well as apprenticeship and employment opportunities. However, it is important to note that a small number of university courses will not accept more than 1 BTEC qualification. If you already have a specific university or college course in mind, you should check the entry requirements. Most students will study 3 subjects in Year 13, however students who have achieved outstanding grades at Year 12 may be considered for 4 choices. When choosing these subjects, students should carefully consider the subjects they enjoy, subjects that maximise their ability and subjects that support the pathway for their chosen career.

## Entry requirement for Academic AS study at Strangford Integrated College

It is our overriding aim that our students embark in the best course of study. We will look for clear evidence that the student is academically capable of benefiting from the courses of study that we offer. Appropriate evidence will be based on the results of the GCSE examinations and careers advice and guidance will be available to help in student choices.

It is important to note that Sixth Form courses offered at Strangford Integrated College are demanding and require a high level of independent study. Therefore, we have to consider not just your academic achievement but also your prospective career path, skills, attributes and the likelihood of success.

Entry requirements for ALL students applying to Sixth Form at Strangford:

- **Grade C or above in GCSE English Language & GCSE Mathematics**
- **Minimum of 5 GCSEs (including English and Maths) at grades A\*-C and/or BTEC level 2 at grades Distinction\* .Pass**
- **Minimum entry requirement of preferred subjects should be met. This will usually be a GCSE grade B or BTEC Level 2 Merit. (This information can be found throughout the booklet)**



## University Applications

At the end of Year 13, Strangford Integrated College students will begin the process of applying to universities and colleges through the UCAS system. This system requires students to produce a personal statement and confirm GCSE and A- Level grades. In addition to this, the UCAS Team at the College will work with individual students to complete a reference that accompanies the application to universities.

Universities offer a wide range of courses that will suit students with varying skill sets and qualifications. Each course will require students to have a certain amount of UCAS points. These points are gained through subjects studied at Sixth Form and the higher the grade achieved, the greater amount of UCAS points earned.

### UCAS Points Explained

A Level Grade	BTEC Grade	UCAS Points
A*	Distinction*	56
A	Distinction	48
B		40
C	Merit	32
D		24
E	Pass	16

Grades achieved for all subjects at the end of Year 14 will give students a combined total of UCAS points. If students achieve the minimum grade entry requirements for the course, then the university may decide to give the student an offer of a place at their university.

## Careers Guidance

The most valuable things you can do to help with your career planning are:

Be open to ideas and explore all your options.	Develop your skills by taking part in clubs and activities, both within and outside of school - this will help you when you are applying for courses or jobs.
Base your choices and decisions on your aspirations and abilities.	Talk to your teachers and attend any careers events organised by the college
Be aware of all the options available, including those in education, employment and training	Make the most of your Careers classes in school

## How can parents help?

To make a successful career choice, it is crucial that you and your child are aware of current and future employment opportunities. There are job opportunities across all occupations in Northern Ireland but the following areas have been highlighted as being extremely important to the Northern Ireland economy:

Business and financial services (including accountancy, corporate recovery, financial analysts)	CNC machine operatives, mechanical and electrical engineering skills.
ICT - particularly software development skills, database,	Renewable energies and recycling
Agri-food sector (including lab technicians, food scientists, biotechnologists, quality managers, food marketing and production)	Land use and environmental engineering
Advanced manufacturing and engineering	Health and life sciences (biotechnology, pharmaceuticals, biomedical technologies, life applications technologies, nutraceuticals and biomedical devices)
Creative and digital media	Creative and digital media

Our students are making important decisions at this time which may affect future employment prospects. In terms of job opportunities, STEM subjects offer many openings however, it would be foolish to choose these subjects if strengths lie in Arts and Humanities subjects. There are many college courses for which there are no specific subject requirements. If you have not yet decided on a particular course of study, then consider carefully the careers which your course of A-Level study may exclude and seek advice from a careers teacher.

It is important for our students to recognise that they are not on their own. There are a wide range of people within the school that they can discuss their career pathways and subject choices with. These include:

- Careers Teacher
- Careers Adviser
- Form Teacher
- Subject Teachers
- Head of Year

In Careers lessons your son/daughter has had the opportunity to develop a career plan which has included identifying:

- What subjects they are good at.
- What subjects they enjoy.
- Job research — requirements for certain jobs & roles.
- Their learning style.

The purpose of these learning opportunities is to help each student to make informed subject choices for A-Level and identify where their employability strengths lie.

To best support your son/daughter in this important transition period we recommend that you discuss with him/her their career plan and assist them in making appropriate choices.

Key School Contacts:

Head of Careers - Mr A Coffey ([acoffey316@c2ken.net](mailto:acoffey316@c2ken.net))

Careers Service N.I Advisers -Kathy Dutton ([kathy.dutton@economy-ni.gov.uk](mailto:kathy.dutton@economy-ni.gov.uk))

-Gillian Young ([gillian.young@economy-ni.gov.uk](mailto:gillian.young@economy-ni.gov.uk))

## **Collaboration at Strangford Integrated College**

At Strangford College, we seek to provide students with a wide-ranging curriculum that caters for interests and capabilities. In addition to the subjects provided 'in house', we also offer a range of subjects through our partner schools, meaning that our Sixth Form students can select up to 1 subject in collaboration with another centre. When doing this, students will attend Strangford College and visit one of our collaboration partners to study for the A-Level qualification. This is normally done over 2 mornings per week and transport can be provided for our students to and from Strangford College.

Subjects generally\* offered through collaboration are:

BTEC Level 3 Engineering	BTEC Level 3 Hospitality
BTEC Level 3 Child Care	

\*The courses listed on this page are usually available but are dependent on availability and demand in other collaboration centres.

## Brief Overview of Entry Requirements

	Essential Criteria	Desirable Criteria
Art	Grade B or above in GCSE Art and Design	Grade C or above in GCSE English
Biology	Grade <b>C</b> or above in GCSE English and Maths. Grade <b>B</b> in GCSE Biology or grade <b>A</b> in the Biology modules of GCSE Double Award Science. <b>Students who study Single award science are unfortunately unable to study Biology at A level.</b>	GCSE <b>C</b> Chemistry
Business	Grade C or above in GCSE English and Maths	Grade C or above in GCSE BCS or Business Studies
Technology and Design	Grade B in GCSE Technology and Design	Grade <b>C*</b> or above in GCSE English and Maths.
English	Grade B in GCSE English or English Literature	Grade B in English Literature
French	Grade-B in GCSE French Grade C in GCSE English	
Geography	Grade B or above in GCSE Geography	Grade B in English Language and Grade <b>C*</b> in Maths
Health and Social Care	Grade B in English Language Grade <b>C*</b> in GCSE – Single Award or Double Award Science /GCSE Biology/GCSE Chemistry or GCSE Physics	Grade <b>C*</b> in GCSE Child Development Grade <b>C*</b> in GCSE Health and Social Care  Grade B in Single Award Science/ Double Award /GCSE Biology / GCSE Chemistry or GCSE Physics Willingness to undertake a HSC related work placement.
History	Grade <b>C*</b> or above in GCSE English Grade <b>C*</b> or above in GCSE History.	
ICT	Grade C or above in GCSE English and Grade B or above in GCSE Maths	Grade B (or equivalent) or above in ICT or Computer related subjects.
Life and Health Sciences	Grade C or above in GCSE English and Maths.  Grade B in GCSE Biology <b>and</b> Chemistry or Grade BB in GCSE Double Award Science.  <b>Students who study Single award science are unfortunately unable to study Life and Health Sciences at A level.</b>	
Maths	Grade A in GCSE Mathematics, following the CCEA M4/M8 module combination or equivalent.	Grade C in GCSE Further Mathematics (highly desirable).
Media Studies	Grade C or above in GCSE English Language.	

Moving Image Arts	Grade C in English and MIA	Studied MIA at GCSE Level
Performing Arts	Grade C or above In GCSE English.	For Performance candidates it is useful to have been successful in Drama, Dance, Music or Performing Arts at GCSE level; for Production candidates, GCSE Art or Technology may be useful. Willingness to be involved in extra-curricular activities and must be willing to attend the theatre, sometimes in the evening.
Protective Services	Grade C or above in GCSE English and Maths	Grade 'Pass' or above in BTEC Level 2 Sport or Public Services Willingness to be involved in after school activities
Religious Studies	Grade C or above in GCSE RE (Full Course) Grade C or above in GCSE English	
Sport	Grade C in GCSE Science and Grade C in GCSE English	Level 2 Merit in BTEC Sport or Grade C or above in GCSE PE
Travel and Tourism	Grade C or above in English and Maths	Grade C or above in Geography and/or Business Studies



# Information on Courses



# Art and Design

## Exam Board: CCEA

### What do I need to know, or be able to do, before taking this course?

Essential - Grade B or above in GCSE Art and Design.

Desirable - Grade C or above in GCSE English.

### What will I learn?

AS — Unit 1 - Experimental Portfolio - 50% AS (20% Total A Level)

Unit 2 - Personal Response - 50% AS (20% Total A Level)

A21 — Personal and Critical Investigation — 60% A2 (36% Total A Level)

includes written investigation (2000 words) 20% of A2 (12% A Level)

A2 2 - Thematic Outcome — 40% A2 (24% Total A Level)

### What other skills will I develop?

A Level Art and Design teaches and encourages students to:

- Develop creativity and independent thought;
- Express themselves visually;
- Be imaginative and explore possibilities;
- Communicate ideas through a variety of methods and media.

### What can I do after I have completed the course?

A Level Art and Design can lead to a foundation degree in Art and Design or directly to degree courses in a number of specialist areas. It can lead to more technical and vocational courses at Further Education Colleges.

### Career options

Architecture, Fine Art, Graphic Design, Textiles and Fashion Design, Interior Design, Ceramics, Film and Media, Photography, Teaching, Web Design and New Media and many others

It is also valued by other occupations at many levels. Companies value creativity; Imagination and good design is fundamental to generating business and standing out from the crowd, This is developed throughout all components of the A Level course.

**Head of Department:** Mrs Beattie



# Biology

## Exam Board: CCEA

### What do I need to know or be able to do before taking this course?

Grade C or above in English and Maths at GCSE level. Minimum grade B in GCSE Biology or grade A in the Biology modules of GCSE Double Award Science. A grade **C** or above in GCSE Chemistry would be desirable. Students who study Single award science are unfortunately unable to study Biology at A level.

### What will I learn?

Year 13 AS level (40% of A level). Students study the following three units:

Unit 1 — Molecules and Cells

Unit 2 — Organisms and Biodiversity

Unit 3 — Practical skills in AS Biology

All three units are externally assessed. The practical work in Unit 3 is also assessed internally.

Year 14 A level (60% of A level). Students study the following three units:

Unit 1 — Physiology, Co-ordination and Control and Ecosystems

Unit 2 — Biochemistry, Genetics and Evolutionary Trends

Unit 3 — Practical skills in Biology All three units are externally assessed. The practical work in Unit 3 is also assessed internally.

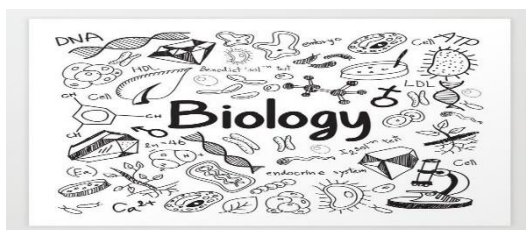
### What other skills will I develop?

A level Biology encourages students to develop communication skills (talking, listening, reading and writing) as well as giving them the opportunity to work with others, develop self-management skills and problem solve.

### What can I do after I have completed this course?

This A-level Biology qualification would provide students with a good foundation at which to study Biology related courses at University or in Higher Education. Students may embark on a career within health services, agriculture, environmental protection, the food industry and education.

**For further information please speak to:** Mr McLean/Miss Morrison/Mrs van der Schyff



# **BTEC Business Studies (Single Award)**

Exam Board: Edexcel

## **What do I need to know or be able to do before taking the course?**

Students need to have received a grade C in both English and Mathematics GCSE in order to be able to cope with the demands of the course. It is also beneficial, although not essential, if students have studied GCSE Business Studies or Business Communication Systems.

## **What will I learn and what skills will I develop on this A level course?**

In Year 13 students undertake 2 units:

### **Unit 1 — Exploring Business**

Students have the opportunity to explore many businesses in detail as they look at their purpose, structure and the effect of the external environment, they also study up-to-date businesses as they look at the importance of innovation. This unit will be assessed internally as students are set tasks to complete, unit 1 is 25% of the full A- Level.

### **Unit 3 — Personal and Business Finance**

This unit is an external assessment which is split into two parts; personal finance and business finance. Personal finance prepares students as they progress into adulthood as savings, investments and money management are studied. The second part, business finance allows students to explore how a business manages money as they prepare and analyse business accounts. This unit is assessed by a written examination which is worth 34% of the full A-Level.

### **In Year 14 students take 2 units.**

### **Unit 2 — Developing a Marketing Campaign**

This topic looks at the dynamic topic of marketing which is vital for a business's survival and growth. This unit is assessed externally, the students receive preliminary information two weeks prior to the assessment, during this time they will carry out research. Unit 2 is also 25% of the full A-Level.

### **Unit 8 - Recruitment and Selection Process**

This short unit is worth 16% of the overall A2 course, it is assessed internally. The unit prepares students for the world of work as it looks at a business's most vital resource; employees. Students study the importance of employees, this also includes a more practical element as students get the opportunity to prepare, undertake and review recruitment and selection interviews.

## **What other skills will I develop?**

During year 13 and 14 you will develop a range of skills such as problem solving as we develop ideas for businesses to improve and continue to grow. Students will develop independent learning as they pick their own businesses to research as well as improving oral and written communication through completing assessments. Unit 3 also gives students a solid understanding of the importance of managing finances not only for a business but also for them as an individual.

## **What can I do after I have completed the course?**

This qualification in Business Studies can open many opportunities for students, such as higher and further education opportunities in areas such as accountancy, marketing and enterprise.

**Head of Department:** Miss D Hanna

# English Literature

## Board: CCEA

### What do I need before taking this course?

Students must have taken GCSE English Literature, alongside GCSE English Language achieving at least a B grade in these studies. Students who have not studied English Literature at GCSE, **must seek permission from the Head of Department for consideration**. You must have an ability to analyse the language, the structure of texts and be skilful in forming arguments and communicating ideas and comments clearly.

### What will I learn?

In your AS Level, you will study for two externally assessed examined units, which comprised 40% of your total GCE A Level in English Literature.

- AS1 – The Study of Poetry 1900-present and Drama 1900-present  
**2 hour examination – poetry is open book / drama is closed book**  
Students will study:
  - Poetry – an anthology of poems from Robert Frost and Seamus Heaney
  - Drama – a study of Arthur Miller's *The Crucible*
- AS2 – The Study of Prose Pre 1900  
**1 hour examination / closed book**  
Students will study:
  - Prose – a study of Mary Shelley's *Frankenstein*

In your A2 Level, you will study for two externally assessed examined units and a non-exam assessment, which comprises 60% of your total GCE A Level in English Literature.

- A21 – Shakespearean Genres  
**1 hour 30 minute examination / closed book [responding to a stimuli extract]**  
Students will study:
  - Shakespearean Tragedy – King Lear
- A22 – The Study of Poetry Pre-1900 and Unseen Poetry  
**2 hour examination / closed book**  
Students will study:
  - Poetry – Emily Dickinson
  - Unseen Poetry
- A23 – Non-exam assessment  
**2500 word essay**  
Students will study:
  - The genre of dystopia through *The Road* by Cormac McCarthy
  - A collection of other dystopian novels including *The Handmaid's Tale* by Margaret Atwood

### What other skills will I develop?

With a focus on a range of literary genres from different contexts and time periods, this course will help develop analytical and evaluative skills. You will harness a number of transferable skills that include independent study, research, critical thinking and writing skills. An A Level in English Literature illustrates your ability to write with criticality and draw connections between literary periods and contexts.

### What can I do after I have completed the course?

English can lead to many university courses but it is also held in high regard by many employers due to the vast range of skills required and developed throughout the A Level course.

**Head of Department:** Mr McCartney

# French

## Board: CCEA

### What do I need to know before taking this course?

CCEA AS French allows students to progress with their language skills in order to obtain a more natural and competent level of fluency. It aims to enable students to:

- develop an enthusiasm for and an understanding of the language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the French language for a range of purposes; and
- acquire knowledge and advanced skills that will help them progress to further study, higher education or employment.
- Language learning can open up a world of opportunities to students.
- A Grade B in **GCSE French** and a passion for French and English literature.

### What will I learn?

This specification is made up of two parts: AS and A2. Students may take the AS as a stand-alone qualification without progressing to A2. However, to gain the full GCE students must complete the AS and A2 units. The AS units make up 40% of the full A level qualification and the A2 units make up 60%.

<b>AS</b>	<b>A2</b>
Relationships	Young People in Society
Culture and Lifestyle	Our Place in a Changing World

### Film/ Literature

For AS, students study the contemporary novel '**No et Moi**' by Delphine de Vigan. This is why it is important to have a high level of written literacy and a passion for literature.

For Unit AS 3: Extended Writing, students write one essay, in French, based on their chosen set work.

In A2 French students learn about topics around the themes of Future plans and careers, Young people in society, Poverty and Social Justice, Immigration and Racism and the Occupation of France during the Second World War.

The A2 literary text is Francois Mauriac's '**Thérèse Desqueyroux**'

For Unit A2 3: Extended Writing, students write one essay, in French, based on their chosen set work.

**Head of Department Mrs Boomer**

# Geography

## Board: CCEA

It is necessary to have completed a GCSE in Geography and to have achieved a B grade or above.

### What will I learn?

#### **Year 13 - AS Level (40% of full A Level)**

There are three units:

- Unit 1 — Physical Geography: fluvial (river) environments, ecosystems and atmospheric processes (40% of AS / 16% of A Level)
- Unit 2 — Human Geography: population, rural/urban environments and development (40% of AS / 16 % of A Level)
- Unit 3 - Fieldwork Skills & Techniques in Geography (20% of AS / 8% of A Level)

#### **Year 14 — A2 Level (60% of full A Level)**

A2 also comprises three units:

- Unit 1 - Physical Processes, Landforms and Management (24% of A level)
- Unit 2 — Processes in Human Geography (24% of A Level)
- Unit 3 — Decision Making in Geography (12% of A Level)

There is an examination for each unit and no coursework. Students are also required to attend a field trip, providing opportunities for the development of fieldwork skills and techniques.

### What other skills will I develop?

A Level Geography encourages awareness and understanding of various global issues. It also encourages criticality and reflective thinking, as well as developing research skills and techniques.

### What can I do after I have completed the course?

Geography may lead to a degree in Geography or Environmental Science or a variety of other university courses. It is held in high regard by many employers due to the skills developed throughout the course which include: communication, decision making, enquiry, problem solving, research, data collection and the ability to work as part of a team.

A Level Geography also complements the study of science or humanities; therefore A Level Geographers may pursue various careers, including engineering, environmental science, law, logistics, management, media, teaching and town planning. Essentially A Level Geography will keep doors open to a wide variety of career options, while encouraging the development of a range of vital, transferable skills.

**Head of Department** : Mrs Greenaway



# Health and Social Care

Board: CCEA

## What do I need to do, before taking this course?

The most important aspect is a lively and enquiring mind, an interest in health and social care issues, a willingness to explore new ideas and an ability to communicate your ideas effectively. It would be useful although not essential, to have completed GCSE Child Development.

At least a grade C\* in English is essential due to the high coursework demands but preferably a grade B, as well as a grade C\* in SA Award. /Double Award science. Students will be required to do a placement outside of school to complete the coursework. This is a CCEA requirement.

## What will I learn?

The course is split into six modules. Three modules are studied in Year 13 and three in Year 14. These are added together to give the final overall grade. 40% of the grade is awarded at the end of Year 13 and 60% at the end of Year 14. The modules are either assessed by an external examination and marked by CCEA, or coursework tasks.

<u>Year 13</u>	<u>Year 14</u>
Unit 1 Promoting Quality Care (Coursework — 25%)	Unit 10 Care Practice and Provision (External Exam — 30%)
Unit 2 Communication in HSC and Early Years Settings (Coursework — 25%)	Plus two further coursework modules - either Health Promotion/Applied Research Body Systems / Physiological Disorders
Unit 3 Health and Well Being (External Exam — 50%)	Supporting the family (70%)

## What other skills will I develop?

The course promotes key transferable skills (Communication, Using Mathematics, ICT, Thinking Skills and Personal Capabilities). The course focuses on application of knowledge in a range of situations as this is an essential skill working in HSC. You will also be expected to be able to research independently and reference all work in order to complete assignment work to the standards needed at A Level.

This course will help you to develop a range of skills. You will be expected to communicate orally in class as well as in written coursework. All assignment work is completed using ICT skills.

**Head of Department:** Mrs Morrison



# History

## Exam Board: CCEA

### What do I need to do before taking this course?

A grade C\* or above in GCSE English and a C\* or above in History is essential.

### What will I study?

AS Level	A Level
Unit 1: <b>Germany 1919-1945</b> (20% of A Level) 1hr 30 min exam including sources	Unit 1: <b>Clash of Ideologies in Europe</b> 1900-2000 (20% A Level) 1hr 15 min exam
Unit 2: <b>Russia 1914-1941</b> (20% of A Level) 1hr 30 min exam	Unit 2: <b>Partition of Ireland 1900-1925</b> (40% of A Level) 2hr 30 min exam including sources

### What other skills will I develop?

Through following this course, you will have the opportunity to:

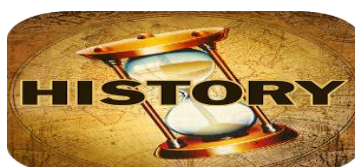
- Develop skills that are valuable and transferable.
- Develop your critical thinking skills through researching, organising information, evaluating evidence, arguing a case and reaching balanced conclusions.
- Become skilled in writing in a clear and coherent way.
- Appreciate different interpretations of the past.
- Develop a better understanding of significant historical events and be better informed about current affairs.

These are skills which are highly desired by employers and will help you in further education and to succeed in your chosen career as well as in everyday life.

### What can I do after I have completed the course?

History can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. If you wish to continue with your study of History at degree level, you will need to complete the full A Level course comprising the two units at AS together with the two at A2. Many History students go on to have interesting and challenging careers, for example in the media, politics, library or information work, writing or editorial work, teaching, lecturing, business or civil service. An interest in history may direct you to perhaps a more specialist career as an archaeologist, archivist working in a records office, historical researcher, solicitor, barrister, museum curator or genealogist.

**Head of Department:** Mrs Newman



# IT (Cambridge Technical)

Exam Board: OCR

## What do I need to do before taking this course?

We recommend that students should have achieved a Grade C or above in GCSE IT. However, the course welcomes students who are willing to work hard and apply themselves.

## What will I learn?

This course consists of two centre-assessed units with practical and wider project based assessment opportunities as well as three examined units on the Fundamentals of IT, Global Information and Cyber Security. This award offers a broad-based introduction to IT.

## What other skills will I develop?

This course teaches and encourages students to:

- Develop creativity and independent thought using IT
- Develop technical skills to enhance creativity
- Develop logical thinking and practical application of IT
- Express and enjoy exploring ideas for solutions to IT problems
- Communicate using a variety of methods, media, and programs
- 

## What can I do after I have completed the course?

This course can lead to further study in IT related areas in Higher Education, Higher National Diploma, Further Education or direct employment and apprenticeship/university placement through employers. It can also lead to a career in IT related industries and is a very useful and valuable subject for most workplaces. It is an essential modern literacy skill, in line with English and Maths that all employers wish to see.

Jobs in the industry: Business Analyst, Computer Service Technician, Cyber Security Specialist, Data Analyst, Data Centre Technician, Data Scientist, Multimedia Developer, Programmer, Software Developer, Web Developer.

**Head of Department:** Mr Ferdowsian

# **Life and Health Sciences**

Exam Board: CCEA

## **What do I need to do before taking this course?**

Grade C or above in English and Maths at GCSE level. Minimum grade B in GCSE Chemistry and Biology or Grade BB in GCSE Double Award Science. Students who study Single award science are unfortunately unable to study Life and Health Science.

## **What will I learn?**

Year 13 AS Level (40% of A Level). Students study the following three units:

Unit 1 - Experimental Techniques

Unit 2 - Human Body Systems

Unit 3 - Aspects of Physical Chemistry in Industrial Processes

Unit 1 is internally assessed. Units 2 and 3 are each assessed by an external exam.

Year 14 A Level (60% of A Level). Students study the following three units:

Unit 1 - Scientific Method, Investigation, Analysis and

Evaluation Unit 2 - Organic Chemistry

Unit 5 - Genetics, Stem Cell Research and Cloning

Unit 1 is internally assessed. Units 2 and 5 are each assessed by an external exam.

## **What other skills will I develop?**

A Level Health and Life Science encourages students to develop communication skills (talking and listening, reading and writing) as well as giving them the opportunity to work with others, develop self-management skills and problem solve.

## **What can I do after I have completed the course?**

This Single Award Science qualification which when studied alongside another Science related qualification would provide students with a good foundation with which to study Health and Life Science related courses at a University or Higher Education. Students may embark on a career within the Pharmaceutical, Chemical industry or the National Health Service

**For more information please speak to:** Mr McLean/Miss Morrison/Mrs van der Schyff

# Mathematics

## Exam Board: CCEA

### **What do I need to know or be able to do before taking the course?**

Students need to have achieved a grade A in GCSE Mathematics, following the CCEA M4/M8 module combination or equivalent. It is also highly desirable that students have completed a GCSE in Further Mathematics with at least grade C.

### **What will I learn and what skills will I develop on this A level course?**

There is a mixture of purely algebraic topics as well as mechanics (investigating how objects move in different situations) and statistics (investigating patterns in data and how likely an event is to take place).

You will be trained to work through extended questions logically, providing a clearly structured answer which takes account of the information given and selecting the appropriate method to use. You will develop your use of mathematical language and symbols to condense your explanations. You will also be required to develop stronger problem-solving skills as different parts of the course are linked together to successfully answer questions.

### **What examinations will I have to take to get my qualification?**

There is no coursework, just examinations in the summer of Year 13 and Year 14.

Year 13 has two examinations (1 hour 45 minutes and 1 hour 15 minutes) worth 40% of the final A level grade;

Year 14 has two examinations (2 hours 30 minutes and 1 hour 30 minutes) worth 60% of the final A level grade.

### **What can I do after I have completed the course?**

A level Mathematics may lead to studying Mathematics at university but also a number of other courses where Mathematics is an important element, e.g. Engineering, Computing, Physics, Finance. Many employers will recognise an ability to solve problems and communicate your solutions clearly as an important transferable skill — a good grade in A level Mathematics is strong evidence of this.

(CCEA A level Further Mathematics is also offered to particularly strong candidates outside the normal timetable.)

**Head of Department:** Mr Bellinger

# Media Studies

## Exam Board: Eduqas

### What do I need to know, or be able to do, before taking this course?

A minimum of Grade C\*+ in GCSE English Language is required in order to take this 'A' Level. It is desirable that you have experience of academic GCSEs due to the wealth of new information this subject involves, but a “can do” attitude and a willingness to embrace the exciting concepts of identity, gender, society, politics and control which products we consume daily have upon us, all, as audiences and consumers.

A Level Media Studies provides students with an academic rigour and insight into the workings of the world around them through a variety of media modalities and applying the approaches of social and philosophical thinkers - A Level Media Studies is a popular A Level student choice.

### How am I assessed?

As a linear A-Level subject, students are required to sit two examinations at the end of Year 14:

- Component One — Media Productions, Industries and Audiences — 2h 15mins [35%]
- Component Two — Media Forms and Products in depth — 2h 30 min [35%]
- Component Three - Cross-Media Production [30%] – Non-exam assessment (coursework)

Through all components, students will develop an insightful knowledge of the four underpinning principles of Media Studies including:

- **Media Language** — the codes which create media texts in a visuals, sounds, language and camera choices. Media language create and builds products.
- **Representations** — how media creates/ represents reality to us through choices which shape ideals and affixes stereotypes to particular groups of people due to the inherent inequalities of power in society. Studies look at identity, gender, ethnicity and class groups.
- **Media Industries** — the workings of the media and its institutions and how culturally we are living in a world of multinational corporations who produce content with the premise of profit and power. Studies look at corporations and how they yield power globally and how difficult it is to tackle the power of major companies.
- **Audiences** — how audiences are targeted, positioned and appealed to through media texts. Audiences have a number of uses from media, but studies explore whether audiences have more power in the digital world of today.
- **Media contexts** — how society, culture and the historical era impacts upon media products. Contexts are important as society and its values tend to be presented in media products.

Some of the media forms, through set texts you will explore includes:

<u>Advertising &amp; Marketing:</u> Tide (1950s) Superhuman 2020 Paralympic advert Kiss of the Vampire (1960s)	<u>Music Videos:</u> Beyonce: Formation Vance Joy: Riptide	<u>Newspapers:</u> Daily Mirror — Partygate focus The Times — Partygate focus
<u>Film Industry:</u> Black Panther I, Daniel Blake (specialist film)	<u>Radio</u> Have you heard George's podcast?	<u>Video Games</u> Assassin's Creed franchise
<u>Television:</u> Black Mirror San Junipero S3 E4 The Returned S1 E1	<u>Magazines</u> Vogue July 1965 edition The Big Issue 25th anniversary edition	<u>Online Media:</u> KSI Attitude

Overall, studying Media brings with it a variety of enriching opportunities from being able to academically respond to a variety of essay style tasks to having the creative “know how” to respond to different briefs. A Level Media Studies is a subject that will increase your awareness of your place and identity in an ever changing world of media, content and commercialisation. With students in the subject previously moving into third level courses including: Broadcasting / Journalism / Media / Film Production / Costume and Make-up / Digital Media. Students tend to appreciate the world that media unlocks right in front of them, with many finding it a natural A Level to accompany literary studies.

**Head of Department:** Mr McCartney



# Moving Image Arts

## Exam Board: CCEA

The CCEA GCE Moving Image Arts specification is unique in the UK, giving students the opportunity to develop and refine their creative, technical and expressive skills as filmmakers and explore and analyse film styles and movements from around the world.

Students develop an advanced critical and applied understanding of film language, exploring both formalist and realist styles and techniques taken from a variety of world film movements, practitioners and contexts.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

In the AS units, students learn about the Classical Hollywood Style, Realism and Formalism.

Students who continue to A2 are encouraged to further experiment and explore their ideas as creative filmmakers.

The specification has four units:

Unit AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio

Unit AS 2: Critical Response

Unit A2 1: Creative Production and Research: Advanced Portfolio

Unit A2 2: Advanced Critical Response.

### What will I learn?

We have divided this course into four units: two units at AS level and two units at A2. This section sets out the content and learning outcomes for each unit. At both AS and A2, students choose to make their product as either:

- Film: fictional live action narrative; or
- Animation: rostrum, stop motion or CGI\* animated narrative. At both AS and A2, there are two key theoretical areas:
  - Realism – the Classical Hollywood Style or continuity style and the realist tradition in cinema history, including the documentary aesthetic, Italian Neo-Realism and the French New Wave; and
  - Formalism – the expressive use of the film medium in all its formal or technical elements such as lighting, shot composition, editing, music, set design and sound. Other key areas of study:
- Film language underpins all aspects of the course and provides the vocabulary and focus that enables students to apply creative skill and critical enquiry effectively to their study and practice.
- Students develop a creative and practical understanding of the craft of the moving image by studying and applying the different technical roles and working practices involved in moving image production (for example, director, cinematographer, editor, art director or set designer).

### What other skills will I develop?

You will develop your oral and written communication skills, as well as your self-confidence in presenting to an audience and working collaboratively as well as leadership skills. You will also develop your skills of self-management, decision-making and working with other students towards agreed goals. You will also be encouraged to approach tasks creatively, looking for new and

unusual solutions to challenges, all skills which are essential in a range of careers. This course complements study in a range of other subject areas.

### **What can I do after I have completed the course?**

This course can lead to further study in the fields of Film/Moving Image courses in Higher Education at Degree or HND level. It can also lead to a career in the arts industries, television/film or other media. The skills are also applicable to many other professions such as teaching, business and social work.

**Head of Department:** Mrs Beattie





# Performing Arts

## Exam Board: CCEA

### What do I need to know or be able to do before taking the course?

In order to get the most out of this course it is recommended that you have achieved a Grade C or above in GCSE English. For Performance candidates it is useful to have been successful in Drama, Dance, Music or Performing Arts at GCSE level; for Production candidates GCSE Art or Technology may be useful, but not essential. You will need to have the desire to be involved in extra rehearsals and extra-curricular activities. Attending the theatre is a compulsory aspect of this course. This course is entirely coursework based and has **no written exams**.

### What will I learn?

This specification aims to encourage students to develop knowledge and understanding of:

- The techniques and approaches required in one or more performing arts areas of study
  - Working methods linked to industry practice
  - How their own skills and aptitudes could be best employed in further study and/or work within related sectors
  - The breadth of the sector through exploring its products and processes
  - The outcomes of industry practice in terms of people, products, services and contexts; and
  - The social, historical and cultural influences

### What other skills will I develop?

You will develop your oral and written communication skills, as well as your self-confidence in presenting to an audience. You will also develop your skills of self-management, decision-making and working with other students towards agreed goals. You will also be encouraged to approach tasks creatively, looking for new and unusual solutions to challenges, all skills which are essential in a range of careers. This course complements study in a range of other subject areas.

### What can I do after I have completed the course?

This course can lead to further study in the fields of Performing Arts courses in Higher Education at Degree or HND level. It can also lead to a career in the performing arts industries, television or the media. The skills are also applicable to many other professions such as teaching, business and social work.

**Head of Department:** Ms Turnbull





# **BTEC Sport**

## **Exam Board: Edexcel**

### **What do I need to know, or be able to do, before taking this course?**

Standard 6th Form entry requirements apply. A Grade C in Science and English as essential. Although not essential, BTEC Sport or GCSE PE is desirable.

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

Candidates will study 4 units. Three of these are mandatory covering the following areas:

#### **Unit 1 — Anatomy and Physiology**

##### **External Assessment – Examination – 1 Hour 30 Minutes**

In this unit you will learn about the different components and effects of training on the ;

- Skeletal System
- Muscular System
- Respiratory System
- Cardiovascular System
- Energy Systems

#### **Unit 2 — Fitness Training and Programming for Health, Sport and Well-being**

##### **External Assessment – Examination - 2 Hours**

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a clients health and well-being.

Learners must learn a variety of knowledge and apply this to a specific scenario in extended answers.

#### **Unit 3 — Professional Development in the Sports Industry**

##### **Internal Assessment – Coursework**

Learners will explore the knowledge and skills required for different career pathways in the sports industry.

#### **Unit 5 -Application of Fitness Testing**

##### **Internal Assessment – Coursework**

In this unit you will:

- Understand the principles of fitness testing
- Explore fitness tests for different components of fitness
- Undertake evaluation and feedback of fitness test results

### **What other skills will I develop?**

Throughout the Award, within both participation in and assessment of practical delivery and classroom participation, a wide range of transferable skills are obtained and developed, to include;

communication skills, team work, self discipline, time management and motivational skills. IT skills will be developed through research and coursework submission.

A wide range of skills desirable to both potential employer and university will be introduced and nurtured throughout the duration of the Award.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

**What can I do after I have completed the course?**

Students who have chosen this course have gone on to pursue a foundation degree at SERC gaining entry into Sports Science or Sports Studies degrees in the University of Ulster, Loughborough College as well as many other universities.

Many occupations use the skills gained from this sporting qualification, such as PE teaching, physiotherapy, fitness instruction, sports coaching, sports development, the Armed forces, nursing, firefighting, the PSNI and sports nutrition.

**Heads of Department:** Mrs G Gibson

# GCE Technology & Design - Product Design

## Exam Board: CCEA

### What do I need to know, or be able to do, before taking this course?

Due to the demands of this course, you must have attained grade B or above in GCSE Technology and Design in order to be considered.

- A good grade in GCSE Mathematics & English (C\* or above)
- A high degree of skill in Solidworks (CAD) and freehand sketching.

There are **4 components** to this course split over 2 years; 2 components are at AS and 2 at A2 level and they carry different weightings. The AS overall grade counts for 40% of your overall A-Level and A2 counts towards 60% of your overall grade.

In Year 13 and Year 14 pupils complete the following in each year:

- AS Unit 1: an externally assessed exam which is 2 hours long (worth 50% of AS or 20% of overall A-Level).
- AS Unit 2: an internally assessed and externally moderated Design and Make Project (worth 50% of AS or 20% of overall A-Level).
- A2 Unit 1: an externally assessed exam which is 2 hours long (worth 30% of overall A-Level).
- A2 Unit 2: an internally assessed and externally moderated Design and Make Project (worth 30% of overall A-Level).

### What other skills will I develop?

Design and Technology enables students to identify, consider and solve problems through creative thinking, planning and design through working with different media, materials and tools. The course will help you develop your oral, written and graphical communication skills as well as your ICT skills. It is a course that encourages you to take risks and so become more resourceful, innovative, enterprising and capable.

### What can I do after I have completed the course?

Design and technology can set you up for a career in a wide variety of industries such as fashion, product or graphic design, engineering, manufacturing, architecture, information technology and even education.

**Head of Department:** Ms Currid



# **BTEC Travel and Tourism**

## **Exam Board: Edexcel**

### **What do I need to know, or be able to do, before taking this course?**

The Travel and Tourism course consists of coursework, an external written examination and a controlled assessment. Standard 6th Form entry requirements apply. A grade C or above at GCSE English and Maths is recommended for students considering this course, due to the literacy and numeracy requirements of the course. Having completed GCSE Geography or Business Studies is desirable.

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

Candidates will study 4 units.

#### **Unit 1 - The World of Travel and Tourism**

This unit provides learners with the fundamental tools and foundation to study other units in the course. Learners will explore the scale of the Travel and Tourism industry, and its key components. Learners will utilise data to analyse key trends and the impact these trends have on the Travel and Tourism industry. This unit is externally assessed by a written examination which is 1.5 hours in length.

#### **Unit 2 - Global Destinations**

Learner will focus on the features and appeal of global destinations, travel planning and the factors that impact the popularity of these destinations. This unit is externally assessed through a controlled assessment.

#### **Unit 3 - Principles of Marketing in Travel and Tourism**

Within the unit, learners will investigate the use of marketing in the Travel and Tourism industry, and how to meet customer expectations. Learners will be required to utilise this information to design their own promotional campaign. This is an internally assessed unit.

#### **Unit 9 - Visitor Attractions**

This unit focuses on a variety of physical and built visitor attractions, their appeal, commercial success and how they cater for diverse visitor needs. Learners will also analyse how these visitor attractions deliver a visitor experience. This is an internally assessed unit.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

### **What other skills will I develop?**

A wide range of skills which are desirable to potential employers and universities will be developed and enhanced throughout the Travel and Tourism course. Through the completion of coursework, an external written examination and controlled assessment, learners will have the opportunity to develop and enhance transferable and employability skills. These skills include; independent learning, active research, self-discipline, time-management, communication skills. Learners will also have the opportunity to develop their IT skills.

### **What can I do after I have completed the course?**

Students who have chosen this course have gone on to pursue a foundation degree at SERC or gained entry into Travel and Tourism or Hospitality degrees in a range of universities including

Queen's University and the University of Ulster. The Travel and Tourism course can also be utilised to obtain sufficient UCAS points for other higher education courses. Many occupations use the skills gained from this qualification, such as; events, tourism or business management, human resource officer and marketing executive.

**Head of Department:** Mrs J Greenaway



# **BTEC Uniformed Protective Services (Single Award)**

## **Exam Board: Edexcel**

### **What do I need to know or be able to do before taking the course?**

This course is comprised of 2 units completed in Year 13 and a further 2 in Year 14. These courses are made up of a mixture of coursework and external written examination, so students should be able to study and complete a range of assessment methods.

Students should also know that fitness testing makes up a part of this course, therefore students with an interest in Sport or similar subjects will also enjoy this course.

### **What will I learn and what skills will I develop on this A Level course?**

The BTEC Level 3 in Protective Services examines the role of the public services (such as Police, Fire Service and the Armed Forces) in the UK. The course covers topics such as leadership, teamwork, and understanding discipline in the public services. It also looks at the command structure in public services and how the public services plan and manage major incidents, as well as UK citizenship and diversity.

Time management skills will be developed as this course depends on consistent steady work to complete the assignments, Group work is utilised during the course, so teamwork and collaboration skills are developed throughout.

### **What examinations will I have to take to get my qualification?**

BTEC Qualifications are generally assessed through a range of coursework tasks and external examinations. These are vocationally based and allow students to understand what working in the public services would look like.

The BTEC qualifications in this specification are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for school based learning.

### **What can I do after I have completed the course?**

Protective Services, in addition to other complementary A Levels could lead to Higher Education courses in university in the following areas:

- Public Services
- Uniformed and Public Services
- Public Services and the Community e Leadership and Management

Alternatively, this subject will provide an insight into a career in the Protective or Armed Forces.

**Head of Department:** Ms Hanna



# **BTEC Uniformed Protective Services (Double Award)**

## **Exam Board: Edexcel**

### **What do I need to know or be able to do before taking the course?**

This course is equivalent to two A-Level qualifications and is designed to support students who want to study Public Services as the main element alongside another area of complementary or contrasting study. The Double Award Diploma broadens and expands the specialist work-related focus from the Single Award Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Students should also know that fitness testing makes up a part of this course, therefore students with an interest in Sport or similar subjects will also enjoy this course.

### **What will I learn and what skills will I develop on this A level course?**

This qualification in Protective Services is targeted at learners who would like to gain employment in the public services sector and have been developed to provide further training and education and progression opportunities within this sector. The qualification will develop learners' abilities through the knowledge and skills gained in the programme and are suitable for learners who would like to know more about employment in uniformed or non-uniformed public services.

### **What examinations will I have to take to get my qualification?**

BTEC Qualifications are generally assessed through a range of coursework tasks and external examinations. These are vocationally based and allow students to understand what working in the public services would look like.

The BTEC qualifications in this specification are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for school-based learning.

### **What can I do after I have completed the course?**

Public Services, in addition to other complementary A Levels could lead to Higher Education courses in university in the following areas:

- Public Services
- Uniformed and Public Services
- Public Services and the Community
- Leadership and Management

Alternatively, this subject will provide an insight into a career in the Protective Services or Armed Forces

**Head of Department:** Ms Hanna