



Ashfield Girls' High School

Year 12
Choices for
Sixth form
2022

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Making the Choice

By **Monday 21st March 2022** you will have to make certain choices if you wish to return to Year 13.

The process of planning for the next school year will begin shortly, when you receive this booklet outlining the courses which we hope to offer in September 2022.

I would ask you to discuss this booklet and the courses you wish to follow with your teachers and your parents.

You will then have an opportunity to communicate with the Vice-Principal, Mrs Bowers (Head of Careers), Mr Cuttle (Careers Dept) and Heads of Department about your choices. A final decision on your courses can then be made when the results of your year 12 examinations are known.

Once the timetable blocks are created you will be asked to complete the appropriate form later this term to indicate your preferences for the school year 2022/23.

Entry into Sixth Form is dependent on achieving a minimum of;

- 5 GCSEs at grades A*-C, or
- 4 GCSEs at grades A*-C, plus 1 BTEC at Level 2 graded MERIT, or
- 3 GCSEs at grades A*-C, plus 2 BTECs at Level 2 graded MERIT.

Please note that a Level 2 PASS in OCN IT or OCN Applied Science will be accepted as an equivalent to a GCSE or BTEC qualification.

Please note that Occupational Studies qualifications or Prince's Trust (Personal Development & Employability) qualification, cannot be accepted as an equivalent, for purposes of admission.

In the meantime, I would urge you to make the most of the remaining months of your GCSE courses by making study your priority. I would also like to take this opportunity to wish you well with your post-16 choices.

Mr P McClintock
Vice Principal

Important Dates:

Friday 4th March 2022: Year 12 Subject Fair (Pupils only).

Monday 7th March 2022: Provisional Option choice sheets to be returned to form teacher.

Monday 21st March 2022: Final choice sheets to be returned to form teacher.

Introduction

This booklet contains information about each of the AS/A-Level/BTEC subjects from which you may choose. You will spend a long time studying each of your subjects, so it is well worth taking time to find out all you can about them, before you make your final choices. What you should do is:

- find out all you can about the kinds of career you might be interested in
- read the relevant pages in this booklet
- talk to pupils already doing the subjects at AS/A-level/BTEC
- talk to your teachers
- talk to your parents
- talk to a careers adviser

No matter what subjects you choose, you will find AS/A-level/BTEC work very different to GCSE. Here are some differences you will find:

- there is more work in 3 or 4 AS/A-levels/BTECs than in 8/9 GCSEs
- you will be expected to use your own initiative
- you have to apply your knowledge to a greater extent, not just learn facts
- there will be a considerable amount of reading 'around the subject'
- too much commitment outside schoolwork, for example a part-time job, may prevent you from being as successful as you could have been.

Some questions to consider:

1. Do I enjoy the subject?

This is a very important question, since you will spend a long time studying each of your AS/A-level subjects.

2. Am I good at the subject?

If you're not sure about this, ask your teacher. Certain subjects may require a grade B at GCSE level. Certainly if you obtain lower than a grade C in the subject at GCSE you will not be considered for that subject at A-level/BTEC.

3. Do I need the subject for the university course which I want to do?

Talk to Mrs Bowers, Mr Cuttle or a careers adviser if you are unsure about this.

What courses are available?

AS level GCE courses

These courses are equal to one-half of an A level and are taken in Year 13. **(Life and Health Sciences is the only Double Award offered in Ashfield Girls' High)**

A2 level GCE courses

These courses are a continuation of AS level and are generally more difficult than those at AS level. They are only taken in Year 14 following successful completion of the AS level course in that subject. Results at AS level and A2 level combine to give a final A level grade points total.

BTEC courses

BTECs are an established and highly successful alternative to A-Level. The Level 3 award is equivalent to one A-Level.

Educational Maintenance Allowance (EMA)

This is a financial incentive from the government that some pupils may be entitled to. It is a **means tested** award for good attendance, effort and attitude in school. It is for Year 13 & 14 pupils in full time education. Thankfully, receipt of this award DOES NOT affect benefits that parents may receive, such as child benefit.

Action required:

- All Year 12 pupils are encouraged to complete the EMA application form during May and post it off
- If awarded the EMA, pupils require a current bank account in their name

EMA Contacts: call 0300 200 7089
 or email ema_ni@slc.co.uk

Non-class time

Final arrangements for non-class time will be clarified when you receive your timetable in September.

Study Periods



During the week you will have some periods allocated to study. These periods will be indicated on your timetable and attendance to study periods is essential. Your subject teachers will set work or give guidance on activities which can be completed within this study time.

Other classes

Careers periods will also be included in your timetable. These classes are essential to provide pupils with a broad and informed view of their lives and roles as good citizens.

Career Path/Progression

Students return to Sixth Form study for a variety of reasons:

- ❑ to gain additional qualifications
- ❑ to remain in full-time study until suitable employment is found
- ❑ to obtain qualifications to enable them to gain admission to Further and Higher Education Institutions

The main **Further Education Colleges** to which Ashfield students apply are:

- **Belfast Met** (Belfast Metropolitan College)
- **SERC** (South Eastern Regional College)

Belfast Met and SERC provide a range of courses up to HND/Degree Level. Details of courses can be found online and in the individual college's prospectus, copies of which are available in the Careers Department; applications are made online. Those wishing to apply for *some* of the foundation degree courses need to apply through UCAS, while applications to other courses will be made to Belfast Met or SERC directly in November.

Those students wishing to continue their studies at **university** in Northern Ireland can apply to Queen's University or Ulster University. Ulster University provides courses at the following campuses:

- ❑ Jordanstown
- ❑ Coleraine
- ❑ Belfast
- ❑ Magee, Londonderry

(The course you wish to study at Ulster University will determine which of the campuses you will attend.)

Some students opt to study at universities in Scotland, England and Wales and, while you may require less points or lower grades to gain admission to some courses, you must bear in mind the additional expense incurred in studying on the mainland. You must also remember that courses in Scottish universities normally require **FOUR** years of study instead of the normal **THREE** in England, Wales and Northern Ireland.

You will need the equivalent of 3 A Levels at Grade C or above to gain admission to the majority of university courses.

If it is your intention to study at university at the end of Year 14, you must start preparations in Year 13. A copy of each of the prospectuses of UK universities is available in the Careers Department and in the school library, as well as online.

It is essential that you are aware of the entrance requirements to any course of study, either at college or university, and that you are on track to achieve those qualifications. Be aware that universities in England, Scotland and Wales currently charge tuition fees of up to £9,250 per annum while Northern Ireland universities charge £4,530 per annum.





What are Transferable Skills?

Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school. They are 'portable skills'.

People usually think about their transferable skills when applying for a job or when thinking about a career change. Employers often look for people who can demonstrate a good set of transferable skills.

The good news is that you already have transferable skills – you've developed such skills and abilities throughout your life, at school, at home and in your social life.

It is often important that you can identify and give examples of the transferable skills that you have developed – this will go a long way to persuading prospective employers that you are right for the job.

Most people will have at least three different careers during their working life and many of the skills used in one will be transferable to another.

Each subject has its own set of transferable skills as follows:

Art & Design

- team-working
- visual presentation
- imagination
- self-motivation and self-management
- organisation and planning
- the ability to work independently
- an appreciation of diversity
- interpersonal and social skills
- creativity and resourcefulness
- ability to be reflective.

Professional Business Services

- an understanding of organisational behaviour and structure
- analytical and critical thinking
- decision-making
- a creative approach to problem-solving
- persuasive written and oral communication
- numeracy and the ability to research
- interpret and use business and financial data
- self-resilience
- initiative and the ability to manage time
- projects and resources
- appreciation of the causes and effects of economic and other external changes.

Design & Technology

- practical & technological skills
- creative solutions by solving real life problems
- self-management in project work
- effective planning
- critical analysis skills and decision making skills
- investigating, realising, experimenting and problem-solving

English Literature

- independent working
- time management and organisation
- planning and researching written work
- articulating knowledge and understanding of texts, concepts and theories
- leading and participating in discussions
- negotiation and team working to present ideas and information
- effectively conveying arguments and opinions and thinking creatively
- using your judgement to weigh up alternative perspectives
- critical reasoning and analysis
- using ICT

Geography

- team work and investigative skills through fieldwork
- awareness of local, national & global issues and ethical responsibility
- numerical, graphical & ICT skills
- problem solving skills

BTEC Health and Social Care

- written and oral communication
- the ability to work both independently and in a team
- effective analysis of a situation and problem-solving
- managing conflict
- effective time management
- negotiating plans and goals
- advocacy
- report writing
- research and data analysis
- information technology

History/ Government & Politics

- research and analysis skills
- presentation skills
- the ability to interpret and synthesise information and formulate questions and solve problems
- the ability to understand the meaning of complex written documents
- organisational and time management skills
- team-working and communication skills
- writing skills, including accurate referencing and the ability to construct a reasoned argument
- ICT skills
- empathy and the ability to understand people and take on others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself

BTEC ICT

- ability to adapt to a changing environment
- problem-solving and change management skills
- ability to understand and respond to user/customer requirements
- planning and organisational skills
- ICT skills
- ability to contribute to a team objective
- commercial awareness and business acumen
- project management experience
- negotiation and influencing skills.
- ICT skills

Media Studies

- critical analysis
- research
- a broad commercial and cultural awareness of the media and creative industries
- teamwork
- initiation and development of creative work in writing, audiovisual or other electronic media
- a flexible, creative and independent approach to tasks
- the ability to work to a brief and meet deadlines
- communication of information across different mediums
- ICT skills

Moving Image Arts

- ability to initiate, develop and realise distinctive and creative work in various media such as digital photography and audiovisual formats
- ability to work flexibly and independently with self-discipline and self-direction
- communication skills and the ability to present an argument
- how to evaluate and reflect on your own work
- teamwork
- project management (including financial awareness)
- problem-solving
- working to a deadline
- entrepreneurship
- research
- technical skills such as ICT
- media production and web-based technologies

Music

- analytical, critical thinking
- research
- writing, communication and presentation skills
- powers of memory, physical dexterity and concentration
- teamwork
- self-management- physical and mental self-discipline
- performing under pressure
- planning – organising and working towards a project
- critical reflection – giving and receiving criticism, learning from mistakes and striving for improved performance
- ICT skills – through use of standard software packages, the internet and email

BTEC Performing Arts

- confidence
- self-presentation
- teamwork and collaboration
- time-management and organisational skills
- self-awareness
- self-discipline
- an open mind and the ability to move beyond boundaries and experiment with different ideas
- communication skills
- analytical, critical and research skills
- the ability to cope with criticism and learn from it

Religious Studies

- research and analysis skills
- presentation skills
- the ability to interpret and synthesise information and formulate questions and solve problems
- the ability to understand the meaning of complex written documents
- organisational and time management skills
- team-working and communication skills
- writing skills, including accurate referencing and the ability to construct a reasoned argument
- ICT skills
- empathy and the ability to understand people and take on others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself

Life & Health Sciences

- communication skills – through report writing and presentations
- team-working skills – through group projects
- organisational skills
- ability to confidently handle masses of diverse data and to draw conclusions
- problem-solving, project and time management skills
- self-reliance, initiative and business awareness
- reasoning – you can construct logical arguments, apply analytical skills and grasp complex problems
- numeracy – you gain skills in using mathematics to find solutions to scientific problems, create mathematical modelling and interpret and present information graphically
- practical skills – you plan, execute and report experiments, using technical equipment and paying attention to detail
- ICT skills – this includes specialist software

BTEC Sport/ Travel and Tourism

- research and data analysis
- work on own initiative and as part of a team
- presentation and oral communication skills, including report writing
- time management and planning
- effective problem-solving
- professionalism and customer focus
- a good understanding of information technology

Careers

Careers Using Art & Design

- Animator
- Architect
- Careers in Art Galleries / Museums
- Art Therapist
- Display / Window Dresser
- Exhibition Designer
- Fashion Designer
- Fine Artist
- Florist
- Furniture Designer
- Graphic Designer
- Hairdresser
- Illustrator
- Interior designer
- Landscape Designer
- Make-up Artist
- Packaging Designer
- Painter & Decorator
- Photographer
- Costume / Set Designer
- Art & Design Teacher
- Careers in Advertising
- Jewellery Maker
- Web author/designer
- Nursery School / Early Years Teacher
- Sign Writer
- Model Maker
- Traditional Crafts Worker
- Special / Visual Effects Designer
- Textile Designer
- Cartoonist
- Cabinet Maker
- TV / Film Director

Careers Using Professional Business Services

- Business Development Manager
- Buyer
- Chartered Accountant
- Commercial Assistant
- Corporate Investment Banker
- Data Analyst
- Digital Entertainment Consultant
- Financial Adviser
- Humans Resources Officer
- Manager
- Logistics Engineer
- Management Consultant
- Market Research Analyst
- Marketing Communication Manager
- Marketing Executive
- Media Planner
- Merchandiser
- Operational Researcher
- Property Manager
- Public Relations Officer
- Research Analyst
- Retail Manager
- Risk Manager
- Sales Executive
- Supply Chain Co-ordinator
- Systems Analyst
- Wealth Manager

Careers Using Design & Technology

- Product Designer
- Design Assistant
- Retail Display Assistant
- Model Maker
- Fashion Designer
- Landscape Architect
- Jewellery Designer
- Textile Designer
- Wood Carver
- Landscape Gardener
- Potter
- Glassmaker
- Construction Craftswoman
- Construction Technician
- Shop Fitter
- Engineering Technician
- Chartered Engineer
- Engineering Craftsperson
- Cartographer
- Picture Framer
- Foundry Pattern Maker
- Technology & Design Teacher
- Wood Carver
- Landscape Gardener
- Metal Engraver
- Picture Framer
- Dressmaker

Careers Using English Literature

- Barrister
- Solicitor
- Actor
- Copy Writer
- Author/Writer
- Journalist
- Editor-Book Publishing
- Researcher
- Secretary
- Public Relations Officer
- Script Writer
- English Teacher
- Technical Writer
- Press Officer
- Teacher of English as a Foreign/Second Language
- Editorial Assistant
- Personal Assistant
- Web Author/Designer
- Newspaper Editor
- Newspaper Sub Editor
- Librarian
- Information Officer
- Drama Teacher
- Drama Therapist
- Nursery School/Early Years Teacher
- Primary School Teacher

Careers Using Health & Social Care

- Education Psychologist
- Careers in the Ambulance Service
- Au Pair/Parent's Help
- Dietician
- Nurse
- Health & Safety Officer
- Health Visitor
- Midwife
- Nanny
- Nursery Nurse
- Reflexologist
- Manager of Volunteers
- Charity Worker
- Youth Worker
- Careers in Complementary Medicine
- Social Worker
- Teacher
- Dental Nurse
- Dental Hygienist
- Radiographer
- Health Education Officer
- Speech and Language Therapist
- Ergonomist
- Care Manager/Assistant
- Occupational Therapist
- Playgroup Organiser/Assistant
- Physiotherapist
- Medical Technical Officer

Careers Using History/Government & Politics

- Archaeologist
- Archivist
- Museum / Art Gallery conservator
- Museum Curator / Keeper
- Art Gallery Keeper
- Museum Attendant
- Genealogist
- Historical Writer / Editor
- Journalist
- Advocate
- Barrister
- Legal Executive
- Solicitor
- Researcher for TV/Film/Other Media
- Art / Antiques Restorer
- Costume Designer for TV/Film/Theatre
- Set Designer for TV/Film/Theatre
- Tour Guide
- Tourism Officer
- Town Planner
- Careers in Historic Buildings/Monuments
- Antiques Dealer
- History Teacher
- Professional Historian/University Lecturer
- Museum Education Officer
- Actor
- Careers in the Diplomatic Service

Careers Using BTEC ICT

- Technical Manager
- Information Technology Manager
- Systems Development Manager
- Computer Operator
- Data Centre Manager
- Network Manager
- User Support Manager
- Project Manager
- System Analyst
- Business Analyst
- Help Desk Supervisor
- Help Desk Operator
- Information Technology Trainer
- PC Support Officer
- User Support Analyst
- Technical Support Officer
- Database Administrator
- Network and Communications Analyst
- Network and Communications Support Officer
- Programmer
- Web Analyst
- Graphic Designer
- Software Engineer
- Telecommunications Engineer
- Sales Consultant
- ICT Teacher / Lecturer
- Systems Integrator
- Network Administrator
- Systems Operator
- Web Designer

Careers Using Life and Health Sciences

- Careers in Agriculture
- Careers in the Ambulance Service
- Beauty Therapist
- Biochemist
- Biomedical Scientist
- Biotechnologist
- Computational Biologist
- Ecologist
- Environmental Health Officer
- Environmental Scientist
- Forensic Scientist
- Careers in Forestry
- Health Care Assistant
- Industrial Chemist
- Laboratory Technician
- Marine Biologist
- Materials Scientist
- Materials Scientist / Technologist
- Metallurgist
- Microbiologist
- Careers in Complementary Medicine
- Nature Conservationist
- Nurse
- Nutritionist
- Careers in Food, Science and Technology
- Medical Technical Officer
- Oceanographer
- Radiographer
- Research Scientist
- Scientific Archaeologist
- Veterinary Nurse
- Zoo Keeper
- Zoologist

Careers Using Media Studies

- Careers in Advertising
- Cinema Manager
- TV/Film/Video Director
- Editor - Books/Magazines/Newspapers
- Disc Jockey
- Entertainment Manager
- Film/TV Camera Operator
- TV Floor Manager
- Journalist
- Careers in marketing
- Media Consultant
- Photo Journalist
- Radio/TV Presenter
- Press Officer
- TV/Film/Video/Radio Producer
- Public Relations Officer
- Publicist
- Researcher
- Rock Group Manager
- Scriptwriter
- Sound Recordist
- Studio Manager
- Careers in the Theatre
- Careers in the recording Industry
- Web Site Manager
- Broadcast Engineer
- Printer
- Production Assistant
- Writer
- Market Researcher

Careers Using Music

- Television Producer / Director
- Sound Technician / Operator – TV / Film / Video / Theatre
- Radio Studio Manager
- Disc Jockey
- Television / Radio Presenter
- Television / Radio Researcher
- Videotape Editor
- Stagehand / Roadie
- Musician
- Music Teacher / Coach
- Music Therapist
- Music Instrument Maker , Repairer
- Radio Producer
- Singer
- Composer
- Piano Tuner / Technician
- Orchestra Secretary
- Music Retailer
- Music Librarian
- Music Publisher
- Conductor
- Careers in the Recording Industry
- Actor
- Music Critic
- Floor / Stage Manager
- Nursery School / Early Years Teacher
- Primary School Teacher
- Manager / Administrator – Orchestra/Opera/Ballet Company
- Acoustic Engineer/ Technician

Careers Using BTEC Performing Arts

- Acrobat/Circus Artist
- Actor
- Artist Management
- Artistic Director
- Audio-Visual technician
- Broadcast Engineer
- Broadcast Journalist
- Camera Operator
- Choreographer
- Cinematographer
- Comedian
- Community Arts Worker
- Costume Designer
- Dance Teacher
- Dancer
- Dramatherapist
- Entertainment Agent
- Events Management Executive
- Fashion Model
- Journalist
- Lighting Designer
- Make Up Artist
- Marketing Manager
- Music Therapist
- Personnel Manager
- Prop Maker
- Public Relations Officer
- Radio Presenter
- Radio Programme Writer
- Screenwriter
- Secondary School Teacher
- Set Designer
- Special Effect Co-ordinator
- Stage Manager
- Theatre Director
- Theatre Technician
- TV Presenter
- Video Editor

Careers Using Religious Studies

- Accountant
- Advertising Executive
- Advice Worker
- Archivist (Museums and Libraries)
- Barrister
- Charity Officer
- Civil Service Administrator
- Community Development Worker
- Counsellor
- Editorial Assistant
- Further Education Lecturer
- Human Resources Manager
- Investment Banker
- Journalist
- Personnel Adviser
- Politician
- Primary School Teacher
- Publisher
- Recruiter
- Religious Ministry
- Sales Account Manager
- Sales Person
- Secondary School Teacher
- Social Worker
- Solicitor
- University Lecturer
- Youth Worker

Careers Using BTEC Sport

- Leisure/Sports Centre Manager
- Leisure/Sports Centre Assistant
- Professional Sports Person
- Sports Instructor/Coach
- Health & Fitness Instructor
- Children's Holiday Representative
- Outdoor Pursuits Instructor
- Royal Air Force Officer
- Exercise Referral Specialist
- Sales Person – Sports Shop
- Police Officer
- Diver
- Sports Journalist
- Sports Scientist
- Sports Commentator
- PE Instructor – Armed Services
- Sports Development Officer
- Strength & Conditioning Coach
- Swimming Pool Attendant/Lifeguard
- Army Officer
- Royal Navy Officer
- Circus Performer
- Youth Worker
- Royal Air Force Airwoman
- Army Servicewoman
- Travel & Tourism Manager

Careers Using Travel & Tourism

- Tourist Information Officer
- Tourist Information Centre Assistant
- Tourist Information Centre Manager
- Travel Agency Clerk/Manager/Consultant
- Holiday Resort Representative/Courier
- Tourism Officer
- Airline Cabin Crew/Flight Attendant
- Tourist Guide
- Careers in the Hospitality Industry
- Airport Ground Staff
- Tour Coach Driver
- Tour Manager
- Holiday Centre Worker
- Careers in Museums/Art Galleries
- Careers in Historical Buildings
- Theatre/Cinema Administration/Management
- Outdoor Pursuits Manager
- Tour Operator
- Theme Park Manager
- Theme Park/Fairground worker
- Youth & Community Worker
- Events Manager/Coordinator
- Entertainment Manager

GCE Art & Design



Examination Board WJEC

Criteria Requirements GCSE Art & Design – Grade C or above

Assessment

Year 13	<p>AS Unit 1 – Personal Creative Enquiry 40% (120 marks) One term (Sept-Jan) of work using a range of art materials with a variety of themes</p> <p>Two terms (Feb-June) of work based on a personal theme and final outcome</p> <p>Final outcome realised April - May of Year 13</p>
Year 14	<p>A2 Unit 2 – personal Investigation 36% (160 marks) One term (Sept-Jan) of work on portfolio and an illustrated essay (1000 words maximum)</p> <p>Final outcome realised in Jan of Year 14</p> <p>Unit 3 – Externally Set Assignment 24% (100 marks) Exam paper released early Feb and choices of themes given</p>

Careers	Graphic Designer, Illustrator, Web Designer, Film Concept Artist, Animator, App & Games Designer, Teacher, Lecturer, Print-maker, Painter, Architect, Interior designer, Fashion designer, Sculptor, Jewellery designer, potter, Photographer, Art Historian, Art Restorer, Stained glass artisan, Textile artist, Production designer, Hairdresser, Scenery painter, Window dresser, Beauty therapist.
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Any other Information	This course is for students who want to have a career which is relevant to the Art Industry. The AS level MUST be completed with an A2 level for the full qualification.
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For further information contact **Mrs McKeag** – Head of Department



Examination Board CCEA

Criteria Requirements

It is recommended that students have studied GCSE Business Studies, however not essential. Skills developed in GCSE Maths are also relevant.

Assessment

Year 13

In Year 13 the following units are completed:

- | | | |
|--------|---|---------------------|
| Unit 1 | Introduction to Professional Business Services | External Exam |
| Unit 2 | Human Resource Services | Internal Assessment |
| Unit 3 | Financial Decision Making | External Exam |

Both exams are in the summer term of Year 13.

Year 14

In Year 14 the following units are completed:

- | | | |
|--------|--|---------------------|
| Unit 1 | Technology in Business | External Exam |
| Unit 2 | Leadership and Management | External Exam |
| Unit 3 | Project Management Skills and Processes | Internal Assessment |

Both exams are in the summer term of Year 14.

Careers

This qualification in Professional Business Services will provide you with a broad experience of the range of services provided by this growth industry. You will acquire knowledge and skills in key areas within professional business services that could lead to future study and/or related employment or apprenticeship.

Any other Information

Students are expected to have excellent attendance. They must read around the subject to ensure they can achieve the top assessment criteria.

For further information contact **Mrs Hoey** – Head of Department or **Mrs McLees**



Examination Board CCEA

Criteria Requirements

GCSE DA Science (CC) or GCSE SA Science (B) or Technology & Design (B) or Geography B).

Assessment

Year 13

AS Unit 1: The Earth's capacity to support human activity

External written exam - 20% (1hour 30 mins)

AS Unit 2: Renewable energy technologies.

Students produce a technical report relating to the use of renewable energy including solar, wind and biomass. (4000 words) 20%

Year 14

A2 Unit 3: Building and Managing a Sustainable Future

External written exam - 30% (2 hours)

A2 Unit 4: Environmental Building Performance and Measurement

Students produce a technical report relating to the environmental performance of a local building. (4000 words) 30%

Careers

Environmental Engineering; Environmental Science, Sustainability and Environmental Management, Architecture; Conservation,

Many employers would recognise STEM skilled employees as having added value in the workplace.

For further information contact **Mr Carr** – Head of Department or **Mrs Donaldson**



Examination Board WJEC

Criteria Requirements

Grade B or above in GCSE English Literature and English Language.

Assessment

Year 13

AS Level is studied and assessed in two units:**AS Unit 1: Prose and Drama**

Jane Eyre by Charlotte Bronte and *A Streetcar Named Desire* by Tennessee Williams are studied in this module. The texts are assessed in a two-hour, closed book examination.

Enrichment: Pupils will have the opportunity to attend a live stage production and will take part in a full day of study-based lectures at Stranmillis University.

AS Unit 2: Poetry Post-1900

The work of two contemporary poets, *Field Work* by Seamus Heaney and *Skirrid Hill* by Owen Sheers, are analysed and compared in this unit. They are assessed in a two-hour, open book examination.

Enrichment: Pupils will visit the Seamus Heaney HomePlace as part of their study of local poetry.

Year 14

A2 Level is studied and assessed in three units:**A2 Unit 3: Poetry pre-1900 and Unseen Poetry**

Unit 3 comprises of the analysis *The Merchant's Prologue and Tale* by Geoffrey Chaucer and a wide selection of unseen poetry. The unit is assessed in a two-hour, closed book examination.

A2 Unit 4: Shakespeare

The Tempest by William Shakespeare is studied in Unit 4. Knowledge and understanding of the play, and the context in which it was written, are assessed in a two-hour closed-book examination.

A2 Unit 5: Prose study

This coursework unit is internally assessed and externally moderated. A 2500-3500 word assignment will be completed based on the reading of two prose texts by different authors on a common theme. One novel must be published pre-2000 and the other post-2000, for example *The Handmaid's Tale* (1985) by Margaret Atwood and *The Road* (2006) by Cormac McCarthy.

Careers

Studying A level English Literature allows students to develop vital analytical and written skills, whilst building their confidence in reading and interpreting texts. Students are studying English Literature alongside STEM subjects in order to showcase all their skills and to stress to universities that they are articulate and confident communicators. The Russell Group regard Literature as a very desirable subject, particularly for those wanting to get into high demand courses.

In addition, it will have a positive impact on your other writing based subjects.

Careers include: business management, education, human resources, media and publishing, law, psychology and public relations.

For further information contact **Mr Ferguson** – Head of Department



Examination Board CCEA

Criteria Requirements Grade B or above in Geography GCSE. If Geography has not been studied, Grade B or above in English, History or Science could be acceptable.

Assessment

Year 13

AS 1: Physical Geography – External written examination (40% of AS, 16% of A level).
Content includes:
Processes that shape fluvial environments, human interaction in fluvial environments, global biomes, small scale ecosystems, the processes that shape our weather and climate, weather in the British Isles, global weather issues.

AS 2: Human Geography – External written examination (40% of AS, 16% of A level).
Content includes:
Population data, population change, population and resources, settlement change, planning in rural environments, urban challenges, measuring development, reducing the development gap, emerging markets.

AS 3: Fieldwork Skills and Techniques in Geography – External written examination (20% of AS, 8% of A level).
In this unit, students become actively involved in collecting geographical data first-hand through fieldwork

Year 14

A2 1: Physical Processes, Landforms and Management – External written examination (24% of A level).
Students choose two of these four options:
Option A: Plate Tectonics – Theory and Outcomes
Option B: Tropical Ecosystems – Nature and Sustainability
Option C: Dynamic Coastal Environments
Option D: Climate Change – Past and Present

A2 2: Processes and Issues in Human Geography– External written examination (24% of A level).
Students choose two of these four options:
Option A: Cultural Geography
Option B: Planning for Sustainable Settlements
Option C: Ethnic Diversity
Option D: Tourism

A2 3: Decision Making in Geography– External written examination (12% of A level).
Students develop decision-making skills in a real world scenario.

Careers

Teacher • Social worker • Youth and community worker • Emergency services manager • FE or university lecturer • Planner • Housing manager • Surveyor • Urban regeneration officer • Local government services • Estate agent • Town planner • Transport officer • Environmental engineer • Construction or property lawyer • Environmental consultant • Conservation officer • Conservation worker • Environmental health officer • Architect or urban planner for sustainable projects • Environmental engineer • Landscape architecture

For further information contact **Mrs Stewart** – Head of Department, **Ms Doherty** or **Mrs Parks**

GCE Government & Politics



Examination Board CCEA

Criteria Requirements

Grade C or above in GCSE English Language is essential.
Grade C or better in GCSE History would be beneficial but not essential.

Assessment

Year 13

AS 1: The Government and Politics of Northern Ireland – external written examination with one source and four questions (40% of AS, 16% of A level)

AS 2: The British Political Process – external written examination with five questions (60% of AS, 24% of A level)

Year 14

A2 1: A Comparative Study of the Government and Politics of the USA and the UK. – external written examination with one source and six questions (35% of A level)

A2 2: Political Power – external written examination with one source and five questions (25% of A level)

Careers

Studying Government & Politics is an excellent preparation for many careers and can open up opportunities for employment in areas such as politics, political research, business, finance, government services, education, journalism, the media and public services.

Any other Information

“Be the change you want to see in this world” – Mahatma Gandhi

Few subjects are as relevant to our everyday lives as Government and Politics. Our lives are affected at every level by political decisions, whether we are aware of this or not. Studying Government and Politics provides an understanding of local, national and international political systems. It gives students a real insight into the world in which they live. Students learn how the political decisions that affect our lives are made and who has the power and authority to make those decisions.

Government and Politics is a challenging and rewarding subject that suits any student who is interested in people, power and fairness in society. Studying Government and Politics helps students develop valuable analytical and evaluation skills as they debate topical and controversial issues, form their own political opinions and study different ideological viewpoints.

For further information contact **Miss Dunlop** – Head of Department, **Miss Lee, Mr Burns** or **Mrs Traynor**.



Examination Board Pearson

Criteria Requirements

Grade C or above in GCSE English Language preferable.
Grade C or better in GCSE Child Development would be beneficial but not essential.

Assessment

Year 13

Level 3 RQF National – Extended Certificate course

There are 2 units completed in Year 13.

Assessment is through a variety of assignments, written reports, and external exams.

Unit 2: Working in health and social care (120 Guided Learning Hours)

Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. You will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need.

****This unit will be assessed through one external examination of 80 marks lasting 1 hour and 30 minutes.***

Unit 11: Psychological Perspectives (60 GLH)

Learners explore key theoretical perspectives that have been put forward on psychological and physical development and how they are applied in different health and social care settings. This knowledge is useful in developing your understanding of how these perspectives have formed the basis of different techniques to manage behaviours, and the therapeutic and other interventions used in the health and social care sector. These activities will help you gain the skills necessary for progression to higher education in many subject areas including psychology, health and social care, nursing and medical practice.

****This unit is assessed through completing two written reports.***

Year 14

There are 2 units completed in Year 14.

Unit 1: Human Lifespan Development (90 GLH)

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development, and human health.

****The unit will be assessed through one external examination of 90 marks lasting 1 hour and 30 minutes.***

Unit 5: Meeting Individual Care and Support Needs (90 GLH)

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. This unit will be useful if you are intending to pursue a career in social care or healthcare, for instance as a social worker or health visitors, practice nurse or occupational therapist. The unit will also be invaluable if you wish to progress to higher education, to degrees in areas such as health and social care management, social work and nursing.

****This unit is assessed through completing two written reports.***

Careers

There are a vast range of possible career paths including:

Educational Psychologist, Careers in the Ambulance Service, Au Pair/Parent's Help, Dietician, Nurse, Health & Safety Officer, Health Visitor, Midwife, Nanny, Nursery Nurse, Occupational Therapist, Playgroup Organiser/ Assistant, Reflexologist, Manager of Volunteers, Charity Worker, Youth Worker, Careers in Complementary Medicine, Social Worker, Teacher, Dental Nurse, Dental Hygienist, Radiographer, Medical Technical Officer, Health Education Officer, Speech and Language Therapist, Dispensing Optician, Care Manager/ Assistant

Any
other
Information

In the BTEC units there are opportunities during the teaching and learning to give learners practice in developing employability skills:
cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.

intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.

interpersonal skills: self-management, adaptability and resilience, self-monitoring, and development.

All BTEC qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently.
- the ability to research actively and methodically.
- to be able to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. A BTEC extended certificate provides a vocational context in which learners can develop the knowledge and skills required for degree courses, including:

- reading technical texts, effective writing, analytical skills
- preparation for assessment methods used in degrees.
- Further information can be obtained from the following link:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-SocialCare/2010/Specification/9781446934623_BTEC_90c_L3_HSC_L3_Iss4.pdf

For further information contact **Mrs James** – Head of Department



Examination Board	CCEA
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Criteria Requirements	Grade B or above in GCSE History. Grade B or above in English Language is also essential.
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Assessment

Year 13	<p>Two external written examinations (each worth 50% of AS and 20% of full A level). Both examinations last 1 hour 30 minutes.</p> <p>Both examinations will take place in May of Year 13.</p> <p>AS 1: Historical Investigations and Interpretations Germany 1919-1945</p> <p>AS 2: Historical Conflict and Change Russia 1914-41</p>
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Year 14	<p>Two external written examinations:</p> <ul style="list-style-type: none"> • A2 1 lasts for 1 hour 15 mins and is worth 20% of the A level • A2 2 lasts 2 hours 30 mins and is worth 40% of the A level <p>Both examinations will take place in June of Year 14.</p> <p>A2 1: Change Over Time The American Presidency 1901-2000</p> <p>A2 2: Historical Investigations and Interpretations Partition of Ireland 1900-1925</p>
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Careers	<p>Through following this course, you will have the opportunity to develop skills that are transferable and are highly sought after by employers.</p> <p>You will have the opportunity to develop your skills and increase your self-confidence through research, having a questioning approach to evidence, arguing a case, reaching balanced conclusions based on evidence and writing a clear and coherent way.</p> <p>Many History students go on to have interesting and challenging careers, for example in the media, law, politics, policing, teaching, nursing, business, finance or the civil service.</p>
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Any other
Information

“History teaches everything, including the future” – Alphonse de Lamartine,
poet, writer and politician.

GCE History builds on the foundations laid at GCSE level, but will help students improve as effective and independent learners and as critical and reflective thinkers. History develops the ability to undertake independent research and promotes analytical and problem-solving skills, as well as verbal and written communication skills. In GCE History, pupils develop their thinking and writing skills and learn to construct clear, logical, concise and convincing arguments.

These are skills which will help students succeed at university level and which will give them an advantage in today’s competitive job market.

For further information contact **Miss Dunlop** – Head of Department, **Miss Lee**, **Mr Burns** or **Mrs Traynor**.

BTEC Level 3 National Extended Certificate in Information Technology

Examination Board | Pearson Edexcel

Criteria Requirements

It is recommended that pupils wishing to study ICT at Post 16 level have a Grade C or above at GCSE level in this subject. Pupils may also have achieved a pass at Level 2 ICT. Whilst it is not essential to have studied the subject at GCSE or Level 2, it is, in our experience and judgement, an advantage to have done so. There is also a considerable amount of written work therefore it is desirable that you have achieved a C grade in GCSE English Language to be able to cope with the demands of the course.

Assessment

Year 13

Successful completion of the following units will enable you to achieve a grade in this subject.

- Unit 2 - Creating Systems to Manage Information
- Unit 6 - Website Development

Year 14

Successful completion of the following units, along with the Year 13 units will enable you to achieve a grade in this subject.

- Unit 1 – Information Technology Systems
- Unit 3 – Using Social Media in Business

Careers

ICT is central to all organisations and IT professionals work everywhere. If you are interested in a job in computing, a large number of employers are interested in recruiting you. These range from computer manufacturers, software and systems consultants to every kind of manufacturing, retailing, banking, insurance public sector organisations (local government and the health service).

Any other Information

This course is intended for students who are interested in developing a career in IT and has a strong emphasis on computer systems, designing websites and multimedia productions. This qualification is assessed internally by coursework assignments and externally by way of a practical and written exam. The BTEC Level 3 in IT is equivalent to one A Level.

For further information contact **Mrs C Walker** – Head of Department

GCE Life and Health Sciences (Single Award)



Examination Board | CCEA

Criteria Requirements

It is expected students following the Single Award A-level will require at least **Grades C*C*** at GCSE Double Award Science. It is preferred that pupils will have attained a **Grade C** in GCSE English and Maths.
Please note: The Single Award qualification is NOT suitable for a pupil who studied GCSE Single Award Science.

Assessment

The qualification is mainly Biology and Chemistry based however there is one Physics Unit that we will study in Year 14 and AS Unit 1 will involve some practical Physics also.
PLEASE NOTE: In each Year there are 2 exam units and one portfolio unit.

Year 13

All units are worth the same % towards the overall Grade. The following units will be taken:

AS Unit 1 - Experimental Techniques
AS Unit 2* - Human Body Systems
AS Unit 3* - Aspects of Physical Chemistry in Industrial Processes
Units marked with an asterisk (*) will be assessed by examination.
All other units will be internally assessed through portfolio evidence.

Year 14

All units are worth the same % towards the overall Grade. The following units will be taken:

A2 Unit 1 - Scientific Method, Investigation, Analysis and Evaluation
A2 Unit 2* - Organic Chemistry
A2 Unit 3* - Medical Physics
Units marked with an asterisk (*) will be assessed by examination.
All other units will be internally assessed through portfolio evidence.

Summary of Subject Content

Any other Information

(Portfolio) AS Unit 1 – Experimental Techniques

In this unit students develop skills in performing a range of experimental techniques useful in all fields of science, biology, chemistry and physics.

(Exam) AS Unit 2 – Human Body Systems

This unit gives students the opportunity to learn about how human body systems work and how they support good health. A healthy body is fundamental to good quality of life. To maintain good health a balanced diet that meets the energy and nutritional needs of the

individual is key, as is regular physical exercise. Healthcare professionals perform assessments of how well human body systems are functioning. These assessments can, for example, provide information on whether an individual may have a disease or may need to make changes to their diet. In this unit students consider some health and fitness measurements used to monitor the activity of the body. They also investigate what is considered to be a healthy diet for different groups, for example children, the elderly and pregnant women.

(Exam) AS Unit 3 – Aspects of Physical Chemistry in Industrial Processes

In this unit students develop skills in performing calculations in chemistry. Students can also apply their knowledge of energetics, kinetics and equilibrium in the industrial manufacture of chemicals.

(Portfolio) A2 Unit 1 – Scientific Method, Investigation, Analysis and Evaluation

In this unit, students have opportunities to describe what makes an investigation scientific

Choose, plan and carry out a scientific investigation, communicate their results and conclusions, and evaluate their work.

(Exam) A2 Unit 2 – Organic Chemistry

In this unit of work you will study basic reactions within organic chemistry.

This unit of work is divided into three distinct areas - nomenclature, structure and isomerism within organic compounds, uses of alkanes, alkenes and alcohols in industry and common polymers, their uses and safe disposal. You will consider the uses of organic compounds in contributing to an increasing carbon footprint. You will have the opportunity to understand the preparation of a simple organic compound and evaluate its purity.

(Exam) A2 Unit 3 – Medical Physics

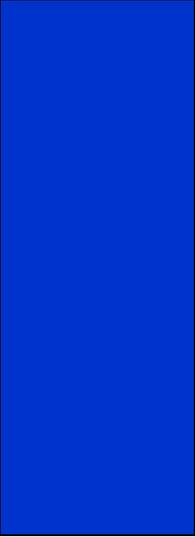
This unit enables students to appreciate the physical principles used in healthcare applications for medical monitoring, diagnosis and treatment. The unit includes physiological measurement, non-invasive imaging techniques and the medical use of radioactive isotopes.

Students develop an understanding of principles and techniques, the effectiveness of applications, and health and safety considerations.

The AS and Advanced GCE in Life and Health Sciences has been designed to encourage students to:

- develop their interest in and enthusiasm for science, including developing an interest in further study and careers in research science;

Any other
Information

- 
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
 - develop competence in a range of practical, mathematical and problem solving skills;
 - develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
 - develop essential knowledge and understanding of different areas of the subject and how they relate to each other
 - ***develop advanced study skills that help them prepare for third level education in a variety of courses leading to many science related careers as well as job opportunities that do not require science specifically however benefit from learning scientific skills***

For further information contact **Mrs Sharpe** – Head of Department

GCE Life and Health Sciences (Double Award)



Examination Board | CCEA

Criteria Requirements

It is expected students following the Double Award A-level will require at least **Grades C*C*** at GCSE Double Award Science. It is preferred that pupils will have attained a **Grade C** in GCSE English and Maths.
The Double Award qualification is preferred for pupils to gain entry into higher level Science courses.

Assessment

The qualification is mainly Biology and Chemistry based however there is one Physics Unit that we will study in Year 14 and AS Unit 1 will involve some practical Physics also.
PLEASE NOTE: In each Year there are 2 exam units and one portfolio unit.

Year 13

All units are worth the same % towards the overall Grade. The following units will be taken:

- AS Unit 1** - Experimental Techniques
- AS Unit 2*** - Human Body Systems
- AS Unit 3*** - Aspects of Physical Chemistry in Industrial Processes
- AS Unit 4** - Brain Science
- AS Unit 5*** - Material Science
- AS Unit 6** - Medicine, Drugs and Clinical Trials

Units marked with an asterisk (*) will be assessed by examination. All other units will be internally assessed through portfolio evidence.

Year 14

All units are worth the same % towards the overall Grade. The following units will be taken:

- A2 Unit 1** - Scientific Method, Investigation, Analysis and Evaluation
- A2 Unit 2*** - Organic Chemistry
- A2 Unit 3*** - Medical Physics
- A2 Unit 5*** - Genetics, Stem Cell Research and Cloning
- A2 Unit 7** - Oral Health and Dentistry
- A2 Unit 9** - Analytical Chemistry Techniques

Units marked with an asterisk (*) will be assessed by examination. All other units will be internally assessed through portfolio evidence.

Any other Information

Summary of Subject Content at AS level

(Portfolio) AS Unit 1 – Experimental Techniques

In this unit students develop skills in performing a range of experimental techniques useful in all fields of science, biology, chemistry and physics.

(Exam) AS Unit 2 – Human Body Systems

This unit gives students the opportunity to learn about how human body systems work and how they support good health. A healthy body is fundamental to good quality of life. To maintain good health a balanced diet that meets the energy and nutritional needs of the individual is key, as is regular physical exercise. Healthcare professionals perform assessments of how well human body systems are functioning. These assessments can, for example, provide information on whether an individual may have a disease or may need to make changes to their diet. In this unit students consider some health and fitness measurements used to monitor the activity of the body. They also investigate what is considered to be a healthy diet for different groups, for example children, the elderly and pregnant women.

(Exam) AS Unit 3 – Aspects of Physical Chemistry in Industrial Processes

In this unit students develop skills in performing calculations in chemistry. Students can also apply their knowledge of energetics, kinetics and equilibrium in the industrial manufacture of chemicals.

(Portfolio) AS Unit 4 – Brain Science

In this unit students study the science of the mind and brain. They explore the fundamentals of the structure of the brain, relevant physiological and psychological conditions, and research methods and techniques employed in the field of neuroscience.

Any other
Information

(Exam) AS Unit 5 – Material Science

In this unit, students learn about a variety of physical properties that can be measured and used to describe and select different materials. They relate these properties to microscopic structure and investigate a variety of different material groups, ranging from biomaterials to nanostructures and semiconductors.

(Portfolio) AS Unit 6 – Medicine, Drugs and Clinical Trials

In this unit students explore the problems associated with developing new medicines and how they must be controlled. They consider the role of medicines and their importance in everyday life. They also investigate how different medicines are developed and trialled by the pharmaceutical industry and synthesised from chemical and natural sources. They discover the importance of maintaining high standards in the quality of a medicine and evaluate the safety and effects of medicines and need for monitoring.

(Portfolio) A2 Unit 1 – Scientific Method, Investigation, Analysis and Evaluation

In this unit, students have opportunities to describe what makes an investigation scientific

Choose, plan and carry out a scientific investigation, communicate their results and conclusions, and evaluate their work.

(Exam) A2 Unit 2 – Organic Chemistry

In this unit of work you will study basic reactions within organic chemistry.

This unit of work is divided into three distinct areas - nomenclature, structure and isomerism within organic compounds, uses of alkanes, alkenes and alcohols in industry and common polymers, their uses and safe disposal. You will consider the uses of organic compounds in contributing to an increasing carbon footprint. You will have the opportunity to understand the preparation of a simple organic compound and evaluate its purity.

(Exam) A2 Unit 3 – Medical Physics

This unit enables students to appreciate the physical principles used in healthcare applications for medical monitoring, diagnosis and treatment. The unit includes physiological measurement, non-invasive imaging techniques and the medical use of radioactive isotopes. Students develop an understanding of principles and techniques, the effectiveness of applications, and health and safety considerations.

(Exam) A2 Unit 5 – Genetics, Stem Cell Research and Cloning

In this unit you will understand the make-up of DNA and how evidence for its structure was determined. You will have the opportunity to discuss the process of DNA replication and how it links to genetic engineering and gene therapy. The social, ethical and economic implications of genetic engineering can be evaluated and related to modern day use of genetics in the form of genetic fingerprinting and stem cell technology.

(Portfolio) A2 Unit 7 – Oral Health and Dentistry

This unit gives students the opportunity to learn about the structure and function of the mouth and its component parts. Good oral health is underpinned by effective dental hygiene and supported by the work of dental healthcare professionals in preventing, treating and rectifying dental problems, such as tooth loss. In this unit students learn how dental caries and periodontal disease can develop and how these are treated. They also consider the impact of tooth loss as a result of these diseases. They learn about the roles of key dental healthcare professionals and about the application and function of materials used in dentistry.

(Portfolio) A2 Unit 9 – Analytical Chemistry Techniques

In this unit students will develop skills in performing a range of analytical chemical techniques to include; volumetric analysis, chromatography and colorimetry. It will be assessed through the production of a portfolio.

The AS and Advanced GCE in Life and Health Sciences has been designed to encourage students to:

- develop their interest in and enthusiasm for science, including developing an interest in further study and careers in research science;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem solving skills;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- ***develop advanced study skills that help them prepare for third level education in a variety of courses leading to a range of science related careers as well as numerous job opportunities that do not require science specifically however benefit from learning scientific skills***

For further information contact **Mrs Sharpe** – Head of Department



Examination Board WJEC

Criteria Requirements

Students who have studied GCSE Media or Moving Image Arts will build on their knowledge at A Level. Ideally, students choosing Media Studies will have a grade C in English Language.

Assessment

Year 13

AS Unit 1 Investigating the Media.
Written examination: 2 hours 30 minutes
24% of qualification 100 marks

The exam consists of three sections.

Section A: Selling Images- Advertising and Music Video
Section B: News in the Online Age
Section C: Film Industries- from Wales to Hollywood

AS Unit 2: Creating a Media Production
Non-exam assessment
16% of qualification 80 marks

Students create a media production including research and an evaluation.

Year 14

A2 Unit 3: Media in the Global Age
Written examination: 2 hours 30 minutes
36% of qualification 90 marks

The exam consists of three sections.

Section A: Television in the Global Age
Section B: Magazines- Changing Representations
Section C: Media in the Digital Age- Video Games

A2 Unit 4: Creating a Cross-Media Production
Non-exam assessment
24% of qualification 80 marks

Students create a cross media production including investigative research and a critical analysis.

Careers

With the growing television and film industry in N Ireland, A level Media Studies equips students with a broad range of knowledge and skills which would be beneficial in the following careers areas:
TV/ film producer, advertising, events organiser, public relations officer, social media manager, media planner, magazine journalist, film maker amongst many more.

Any other Information

A Level Media Studies also offers students access to a wide range of extra curricular experiences involving media specialists.

For further information contact **Ms Rossborough** – Head of Department



Examination Board CCEA

Criteria Requirements

Pupils should have studied GCSE Music and preferably achieved a grade C or above. They should have a knowledge of staff notation. Pupils should play an instrument and be in a position to perform at approximately grade 4 standard by the end of year 13, though this is not compulsory.

Assessment

Year 13

The course is divided into three areas:
AS 1: Performing – externally assessed by a visiting examiner. Includes a solo performance and a short discussion with the examiner about performance issues.
AS 2 : Composing – internally assessed & externally moderated: compositions may be created with or without the use of technology, but must have a written commentary to explain the processes undertaken.
AS 3: Responding to Music - two external written examinations. Paper 1 a test of aural perception (1 hour), paper 2 written (2 hours).

Year 14

The course is divided into three areas:
A2 1: Performing - externally assessed by a visiting examiner. Includes a solo performance and a short discussion with the examiner about performance issues.
A2 2 : Composing - internally assessed & externally moderated: compositions may be created with or without the use of technology, but must have a written commentary to explain the processes undertaken.
A2 3: Responding to Music - two external written examinations. Paper 1 a test of aural perception (1 hour 15 minutes), paper 2 written (2 hours).

Careers

Many career choices are open to a music student including: song writing, performance, recording and producing, sound engineer, tour manager and business manager for musicians, teaching (both instrumental and classroom based), music therapy, DJ-ing, radio presenter, talent scout, band manager, music journalist, and many more. For ideas on possible careers look up www.careersinmusic.com

Any other Information

- Performance must be led by a professional tutor and pupils
- are expected to attend weekly lessons and allow for a minimum of 20 minutes practice each day.
- Composition will be teacher led –some class time will be allocated to guidance in this task, but pupils are required to complete much of this work outside class time.
- Examination material will be based on various areas of study, within which pupils will study specific pieces of music. They will be asked questions about these pieces and also unheard music which is connected to their areas of study.

For further information contact **Mrs Lyons** – Head of Department



Examination Board | Pearson

Criteria Requirements | It is not essential to have studied Drama at GCSE. Grade C or above in GCSE English Language is recommended.

Assessment

Year 13

The extended certificate is the equivalent to one A Level. There are four units, of which three are mandatory and two are external. Mandatory content (83%) External assessment (58%).
 The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts.
 The pupils will study the three following mandatory units:

Investigating Practitioners' Work
Developing Skills and Techniques for Live Performance
Group Performance workshop

The pupils will then study the 'Improvisation' optional unit

Year 14

Investigating Practitioners' Work: Externally assessed
 This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions over three hours. You will have a four week period in order to carry out research and preparatory work. For the assessment you will investigate and critically analyse the work of two practitioners in response to the task set by the awarding body. At least one practitioner must be selected from the list in section A of the essential content

Developing Skills and Techniques for Live Performance: Internally assessed
 This unit serves as an induction into the performing arts where you will develop the appropriate skills and techniques in acting. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience.

Careers | This course may lead to careers in the following; Acting, Choreographer, Voc Coach, Box office assistant, Properties master, Cooperate trainer/role play, TV/Film extra, Children's party co-ordinator, Sales and Public relations/

For further information contact **Ms McHugh** - Head of Department

BTEC Uniformed Protective Services



Examination Board Pearson

Criteria Requirements

It is recommended that students have studied GCSE LLW and achieved grade A* -C.
Due to the high content of portfolio based work, students need to have achieved satisfactory standard in GCSE English Language.

Assessment

Year 13

External Assessment:
Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Internal Assessment:
Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services

Year 14

Internal Assessment:
Unit 12: Introduction to Criminology

Unit 15: Police Powers and the Law

Careers

This course is designed and targeted for students who would like to gain employment in the public services sector. Therefore, ideal for anyone who wishes to pursue a career in the Police, Fire or Rescue Services, the Armed Forces, Justice Services, Local Authorities, the Education sector, the Civil Service and National Government. Alongside the other appropriate GCE courses, students could continue their studies in Applied Psychology and Criminology, Social Work, Fire Engineering, Forensic Science or Law.

Any other Information

Students must attend all classes and participate in all group tasks. Deadlines must be met throughout the course and students should read around the subject to ensure they can achieve all of the assessment criteria.

For further information contact **Mrs Christy** – Head of Department

GCE Religious Studies



Examination Board CCEA

Criteria Requirements

It is recommended that pupils wishing to study AS/A2 level in RS have a Grade A*, A or B at GCSE level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is advised that you have achieved a Grade A or B in English Literature or English Language.

Assessment

Year 13

AS 2: An Introduction to the Acts of the Apostles
AS 4: The Origins and Development of the Early Christian Church to AD 325

- Two 1 hour 20 minute external written examinations
- Each paper is worth 50% of AS and 20% of A level

Year 14

A2 2: Themes in Selected Letters of St Paul
A2 4: Themes in the Early Church and the Church Today

- Two 2 hour external written examinations
- Each paper is worth 50% of A2 and 30% of A level

Careers

Pupils who study A Level Religious Studies could pursue a variety of careers. These include teaching, medicine, law, public services, counselling, journalism, sales and marketing companies. Other careers available relate to ministry, social work, charity organisations, youth and community work, libraries/museums, politics and administration. Many of our past pupils have continued their studies of Theology at Queen's University and Belfast Bible College. Others past pupils have continued further education in other humanity subjects. Most recently a past pupil is currently training to become a secondary teacher of RS in Stranmillis University College.

Any other Information

Pupils who study Religious Studies are challenged to develop their thinking skills and build their confidence in communicating viewpoints. They will be given opportunities to develop their essay writing skills, explore and evaluate issues of belief and become independent learners. These are valuable skills needed for further education and the workplace.

For further information contact **Mrs Craig** - Head of Department or **Mrs Christie**



Examination Board Pearson

Criteria Requirements

Pupils hoping to study on this course must have achieved a 'C' grade in English and should have a Pass grade in BTEC Sport Level 2.

Assessment

Year 13

External Assessment:
Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Internal Assessment:
Unit 3: Professional Development in the Sports Industry- 2 assignments

Year 14

External Assessment:
Unit 1: Anatomy and Physiology

Internal Assessment:
Unit 5: Application of Fitness testing- 2 assignments

Careers

Students with a BTEC in Sport will have access to a wide range of possible careers and higher education opportunities. You will have the choice of either going on to further education to complete HNDs or degrees related to sports/leisure, or you may choose to go directly into employment, as you will develop transferable skills and key skills that employers are looking for. Careers that a BTEC in Sport could lead to include Sports Coaches, Physiotherapists, PE Teachers, and Sports Therapists.

Any other Information

Pupils wanting to study this course should have keen interest in sport and should be attending after school clubs. High levels of participation in Key Stage 4 PE is essential.

For further information, contact **Mrs Hewitt** - Head of Department or **Mrs McClintock**

BTEC Level 3 National Extended Certificate in Travel and Tourism



Examination Board

Pearson

Criteria Requirements

Grade B or above in Geography would be beneficial but not essential. If Geography has not been studied, Grade C or above in English, History or Business Studies could be acceptable.

Assessment

Overall

- 360 guided learning hours
- Equivalent in size to one A level
- 4 units of which 2 are internally assessed and 2 are externally assessed
- External assessment (58%)

This qualification is design to support learners who are interested in learning about the travel and tourism industry alongside other fields of study.

Year 13

2 units

Unit 1: **The World of Travel and Tourism**
Unit 9: **Visitor Attractions**

Unit 1 is a *written examination* set and marked by Pearson
Unit 9 is *internally assessed*.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

Year 14

2 units

Unit 2: **Global Destinations**

Unit 3: **Principles of Marketing in Travel and Tourism**

Unit 2 is a *task set and marked by Pearson and completed under supervised conditions*. Learners are given information two weeks before a supervised assessment period in order to carry out research.

Unit 3 is *internally assessed*.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

Careers

Expedition leader • Travel agent • Exhibitions coordinator • Leisure centre management • Heritage site manager • Eco Tour guide • Tourist information officer • Visit (London) guide • Civil servant for DCMS (Dept for culture, media, sport) • Travel writer • TV researcher • Holiday representative • Cultural arts officer 2012 • TEFL (Teaching English as a Foreign Language) teacher

For further information contact **Mrs Stewart** - Head of Geography Department , **Mrs Parks** or **Ms Doherty**

Subjects delivered by Ashfield Boys' High School

GCE Moving Image Arts

Examining Board: CCEA

Course Outline: Moving Image Arts is an exciting A level that incorporates two key moving image art forms:

Film (Live action fictional narrative films); and *Animation* (Rostrum, stop motion and CGI animated narrative films). GCE Moving Image Arts is made up of two levels: AS and A2. The AS course will make up 40% of your overall A level and the A2 course will make up 60% of the overall A level.

**Whilst previous experience in a creative subject, such as Art, MIA or Media would be advantageous, it is not compulsory. Pupils should have a creative interest in Film, Film-making, Art and /or Photography.*



Assessment:

AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio; 60% of AS

You will produce a **Foundation Portfolio** exploring the Classical Hollywood Style, Realism and/or Formalism, including:

- a statement of intention (including a synopsis and an evaluation);
- pre-production materials; and
- one 3–4 minute narrative film sequence (or 1½ – 2 minute sequence if animated) produced in response to stimulus provided by CCEA.

A2 1: Creative Production and Research: Advanced Portfolio 60% of A2

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

- an illustrated essay (including a synopsis and evaluation);
- pre-production materials; and
- one complete 4–7 minute narrative film (or 2–3½ minute film if animated).

AS Unit 2 & A2 Unit 2: There will also be an online exam at the end of each year. This exam assesses your ability to recall parts of the course content and also to answer longer analytical answers in response to unseen film clips taken from the set study areas.

Skills Developed:

By studying Moving Image Arts you will:

- develop the skills of a screen writer, director, production designer, cinematographer and editor with full creative ownership of your own filmmaking process;
- explore a wide range of moving image styles and movements, broadening your critical understanding and enjoyment of a rich history of film culture;
- learn how to experiment and confidently use digital technologies, applying techniques, skilfully and purposefully; and

- use an impressive range of skills for employment, including working from your own initiative, planning and managing schedules, equipment and human resources, providing leadership and creative direction and demonstrating innovative problem-solving abilities and strategic thinking.

Entry Criteria: Preference will be given to a GCSE grade C in MIA or another IT/creative subject

Progression Routes:

Pupils can progress on to creative technologies and film making courses in further education or can seek employment within the ever-growing Film Industry in Northern Ireland.

Useful Websites: <https://ccea.org.uk/post-16/gce/subjects/gce-moving-image-arts-2016>

GCE Mathematics

Examining Board: CCEA

Course Outline:

GCE Mathematics is split into two AS modules (40%) and two A2 modules (60%). Candidates will sit two modules in June of Year 13 and two in June of Year 14. Pure Mathematics covers content such as proofs, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, vectors, calculus and numerical methods. Applied Mathematics covers content such as sampling, presenting and interpreting data, probability, statistical distributions, statistical hypothesis testing, kinematics, forces, momentum and impulse and Newton's Laws

Assessment:

Year 13

AS Modules	Assessment	Results, weightings
AS 1: Pure Mathematics	External Exam	24% of A Level
AS 2: Applied Mathematics	External Exam	16% of A Level

Year 14

A2 Modules	Assessment	Results, weightings
A2 1: Pure Mathematics	External Exam	36% of A Level
A2 2: Applied Mathematics	External Exam	24% of A Level

Entry Criteria:

GCSE Mathematics grade A

OR

GCSE Mathematics Grade B **AND** GCSE Further Mathematics Grade C

Useful Websites:

<https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018>

GCE Photography

Examining Board: WJEC

Course Outline: Candidates will produce practical and critical/contextual work in one or more areas including: photographing people; places; still-life, documentary photography; photojournalism; experimental imagery; photographic installation; fashion photography, digital imaging; moving image (video, film, animation).

** Whilst previous experience in a creative subject, such as Art, MIA or Media would be advantageous, it is not compulsory. Pupils should be willing to learn how to use Photoshop or another form of photo manipulation software, and to work independently when necessary.*



Assessment:

AS

At AS candidates are introduced to a variety of experiences employing a range of media, processes and techniques appropriate to the chosen area of study:

- AS Unit 1 Coursework Portfolio. 40%

A2

• A2 Unit 2 Personal Investigation: candidates are required to build upon the knowledge, understanding and skills gained in AS with a greater depth of study. 36%

- A2 Unit 3 Externally set assignment. 24%

Skills Developed:

Candidates will be required to demonstrate skills in all of the following:

- The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- The ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in Photography
- Appreciation of viewpoint, composition, depth of field and movement; time-based, through such techniques as sequence or 'frozen moment'
- The appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography
- Understanding of techniques related to the developing and printing.

Entry Criteria: Experience of an IT/creative subject

Progression Routes:

Pupils can progress onto higher education in Photography or into a variety of creative subject areas.

BTEC Level 3 National Extended Certificate in Business (Single Award)

Examining Board: Pearson

Course Outline:

Becoming knowledgeable about how businesses operate helps **increase your competitiveness in the job market** and to understand how the businesses and governments drive our world economies. Business Studies is **highly desirable for many careers** whether they are directly business related or will be **useful to complement another career path**.

The qualification **is recognised and accepted by both universities and employers**. The **course fits well with most other subjects** as it includes so many different areas of study.



Business Studies is a dynamic and relevant subject which will show you how businesses approach marketing, finance, production, personnel, management and strategic decision-making. You will look at how factors in the outside world affect business and society.

In a government report on areas of importance in the NI economy 2018-2028 Business and Financial Services are rated in the top 3 as important for future growth. A BTEC National in Business can lead to university study within the business field. **Regardless of what type of employment you end up doing in later life, it will be within one type of business or another**, so knowledge of the business world will be beneficial in knowing how things work. Due to its relevance in modern society and the breadth and depth of study, Business Studies is an ideal subject for preparation for many degree programmes. It is also a valuable subject for employment as you will have a firm grounding of the day-to-day running of a business.

Business graduates can be found in every employment sector, which in itself demonstrates the relevance of the subject and its application in employment today.

UNITS in Year 13

1: Exploring Business: Assessed via Assignment Mrs C Moore/ Mrs L Cassidy

2: Developing a Marketing Campaign: Assessed via Controlled Assignment Mrs C Moore/ Mrs L Cassidy

UNITS in Year 14

3: Personal and Business Finance – Assessed via Examination Mrs C Moore/ Mrs L Cassidy

8: Recruitment and Selection Process – Assessed via Assignment Mrs C Moore/ Mrs L Cassidy

Assessment:

This qualification has 2 units in Year 13 and 2 in Year 14. Two Units are internally assessed with assignments, one unit is assessed by an assignment under teacher supervision/controlled conditions and the final unit is assessed in an examination. Students are graded Pass, Merit, Distinction and Distinction *. These grades are achieved on the successful completion of assignments and examination.

Entry Criteria:

Preference will be given to those students who have achieved a Level 2 Pass in Business.

Progression:

The flexibility of Business as a subject means that it is useful combined with many other subjects such as Engineering, Mathematics, Science and Sport to name a few – all our students will progress into business employment regardless of what industry they choose to work within. Many students will continue to study business at university while others are well suited to enter employment with Higher Level Apprenticeships in Deloitte, PWC, Kainos, BT, etc. The subject is a perfect match for almost any combination of subjects or for employment in a wide variety of careers. Specific career paths followed include: law, accountancy, administration, marketing, insurance, management and the civil service.

(Preference will be given to pupils who have a Pass in Business)

Useful Websites: www.pearson.org.uk www.tutor2u.net

BTEC Level 3 National Extended Certificate in Engineering (Single Award)

Examining Board: Pearson

Course Outline:

BTEC Level 3 RQF Extended Certificate in Engineering is a vocational qualification developed in collaboration with Universities, Employers and Professional Bodies to help pupils attain the right blend of technical and academic skills employers and universities look for in developing pupils' confidence to become highly skilled, work ready individuals enabling the next step into their future career path.

Assessment:

BTEC Level 3 RQF Extended Certificate in Engineering is equivalent to one GCE (A Level). The qualification is made up of:

- Unit 1 – Engineering Principles – External Assessment.
- Unit 2 – Delivery of Engineering Processes Safely as a Team – Internal Assessment.
- Unit 3 – Engineering Product Design and Manufacture – External Assessment Task.
- Unit 44 - Fabrication Manufacturing Processes - Internal Assessment.

All internally assessed units are carried out via short tasks (practical with some written) undertaken in class. The external assessments are composed of:

Unit 1 – Engineering Principles is undertaken via a written examination.

Unit 3 – Engineering Product Design and Manufacture is via a practical design / manufacture externally set task.

Entry Criteria:

- Level 2 Certificate in Engineering: Level 2 Pass or above.
- GCSE Mathematics: Grade C or above.

(If the course is oversubscribed, preference will be given based on the pupil's overall Level 2/ GCSE grade profile.)

Skills Developed:

Engineering analytical skills developed in solving particular engineering scenarios whilst developing knowledge of modern engineering processes and manufacturing techniques developing good practice practical engineering skills culminating in the manufacture of a fabricated structure.

Progression:

BTEC Level 3 Engineering can lead to a varied choice of possible career paths. Engineering employers widely recognise BTEC Level 3 Engineering as a relevant vocational qualification which will give you a head start 28

from other applicants that do not have a relevant Engineering qualification. Additionally, Technical Colleges and Universities recognise BTEC Level 3 Engineering as entry requirements for a wide range of courses including Higher National Certificate Courses together with Degree courses.

Useful Websites: BTEC Nationals | Engineering (2016) | Pearson qualifications

BTEC Level 3 National Extended Certificate in Applied Science

Examining Board: Pearson

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

4 Units delivered over two years. Two external assessments and two internal assessments.

Equivalent in size to one A Level.



Assessment:

Year 13: 2 Mandatory units

Unit Name	Assessment Method
Principles and Applications of Science 1	External assessment
Practical Scientific Procedures and Techniques	Internal assessment

Year 14: 1 Mandatory Unit and 1 Optional units

Unit Name	Assessment Method
Science Investigation Skills	External assessment
Physiology of Human Body Systems	Internal assessment

Entry Criteria:

- Level 2 Certificate in Science: Level 2 Pass or above or
- GCSE Science Single Award/ Double Award: C/ CC

If the course is oversubscribed, preference will be given based on the pupil's overall Level 2/ GCSE grade profile.

Useful Websites:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2010.html>

“Each different. Each talented. All valued.”



Principal: Mrs Louise Hanvey BSc (Hons) PGCE, PQHNI, PGDH

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