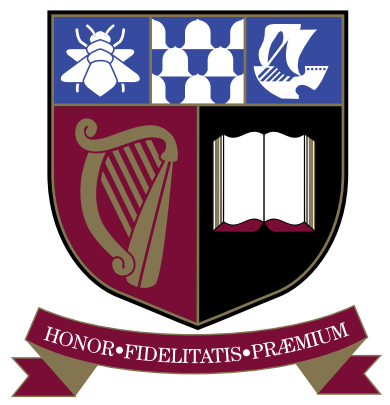




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# SIXTH FORM SUBJECT BOOKLET 2024

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## WELCOME FROM THE PRINCIPAL



I am delighted to introduce you to the 2024 Key Stage 5 Subject Choice Information Booklet. This booklet, as well as other relevant information provided by our Careers Department, will help guide you through the process of selecting your pathways for the next academic year at Victoria College.

The subject choices you make on entry to Year 13 are an important decision that will require careful thought and consideration. Perhaps more significantly, however, they are an exciting opportunity for you to consider the impact you can make in the next two years at Victoria – and beyond into the world of work.

I wish you all the best in selecting your Subject Choices for 2024/2025.

Mrs K Quinn Principal

## WELCOME FROM THE HEAD OF CAREERS



This is a challenging but exciting time for you as you are about to embark upon the next stage of your educational journey. During the careers programme, you have been exploring future pathways in Modern Apprenticeships and Higher Level Apprenticeships and Further and Higher Education.

In addition, interviews conducted by the Northern Ireland Careers Service and by the Careers department are ongoing. You have been encouraged to explore the A level/BTEC L3 subjects and grades required for progressing to Further and Higher Education and you now have a greater appreciation that the choices you make now will have an impact in the longer term. Success at GCSE is necessary to facilitate progression on to Level 3 qualifications (A level or BTEC L3). You are encouraged to choose strategically in order to keep future options open.

In most cases you now know which subjects you need to select in order to facilitate your future pathways. This booklet is an essential tool in helping you to arrive at that decision. You are very welcome to make an additional appointment with the Careers department should you wish to discuss your choices in more detail.

We are always here to help. Good luck with your choices!

Mr RA O'Brien Head of Careers

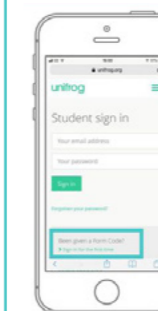
## THE SIXTH FORM CURRICULUM

On completion of GCSE/BTEC L2 examinations, it is important that pupils choose the most appropriate pathway to prepare them for the future. Most Year 12 pupils will wish to stay at Victoria College and avail of the courses outlined in this booklet. Parents and pupils should be aware that whilst the College offers access to a range of courses in the Sixth Form, these courses will only be delivered where viable. Some courses may be delivered in collaboration with another school in the South Belfast Area Learning Community.

## EXTRA-CURRICULAR AND CEIAG PROVISION

Pupils who proceed to Sixth Form study in the College will be provided with opportunities to develop their cross-curricular skills, critical thinking and personal capabilities through a varied extra-curricular programme and work-related learning. Work placements and mock interviews are organised alongside Oxbridge conferences, visits to Open Days, presentations from FE and HE Institutions and employers and access to residential taster events. Early applicants (Oxbridge, Medicine, Vet Science and Dentistry) are provided with additional assistance. Pupils are encouraged to apply for many schemes including the Sutton Trust, Trinity College Dublin Feasibility Study, Queen's Pathway programme, Nuffield Foundation, All-Ireland scholarships and internships including those at Deloitte or PWC. The Careers Education, Information, Advice and Guidance (CEIAG) programme ensures that pupils understand their strengths, appreciate the latest labour market information and are aware of the requirements for Further and Higher Education, Higher Level Apprenticeships or the world of work. There is also a focus on the preventative curriculum which deals with a range of issues including mental health, new driver safety and e-safety. Relevant resources including prospectuses are stored in the Careers Resource Centre. The College also makes full use of online resources including **Career Starter**, **Career A-Z**, **Career Ideas** and most notably **Unifrog**, an online platform where pupils can research future options, explore MOOCs, record their competencies, assess their personality profile or plan their personal statement or CV. Parents/guardians can also access the platform.

## Parents and guardians, get signed up!



Go to [www.unifrog.org/student](http://www.unifrog.org/student) and click 'Sign in for the first time'

You'll be asked for some details and a form code.

This is what you need:

**PARENTSVCBE**

After signing up, log into Unifrog using your email address and password via the student sign-in page!

unifrog

## THE PROCEDURE FOR CHOOSING YOUR POST-16 SUBJECTS

The Parents' Consultation meetings in March provide an opportunity for pupils and parents to consult with staff before indicating the three or four subjects they would like to study in the Sixth Form. Pupils should also discuss their subject choice with family and friends, teachers and Careers staff. Pupils are also being interviewed by the Careers Department. Careers lessons allow pupils access to appropriate information, advice and guidance. In addition, pupils are participating in remote careers interviews with the NI Careers Service, co-ordinated by the Deputy Head of Careers, Mr Thompson. Pupils are required to submit their subject choices by the date indicated on the form, 11th March 2024. In August when pupils receive their GCSE results, interviews are held where necessary to finalise subject choices.

## UNIVERSITY ENTRY REQUIREMENTS

Requirements for degree courses can vary widely – consult [ucas.com](http://ucas.com) or [cao.ie](http://cao.ie). Pupils should choose subjects which are required for their chosen degree followed by those which they enjoy and in which they are likely to achieve top grades. UCAS applicants who intend to apply for high demand courses, including Medicine, Veterinary Science and Dentistry, and other courses at Russell Group universities may consider studying four subjects at AS level (or BTEC L3), provided that their GCSE profile supports this.

Pupils should note that applicants for some CAO courses in the Republic of Ireland may need to study four subjects to A2 level in order to accumulate the necessary points. However, in most cases three A2 subjects and one additional AS subject will suffice. There are 25 bonus CAO points available for A level Mathematics. In general, pupils who have achieved less than 24 points at GCSE will study three AS level (or BTEC L3) subjects in Year 13, which they will continue with in Year 14.

The AS level (or BTEC L3) examination taken at the end of Year 13 normally represents a substantial weighting in terms of the overall qualification, and examination results should normally be declared on the UCAS and CAO forms. These results are used to inform predicted grades.

A maximum of one BTEC subject is acceptable for all courses at Queen's University Belfast except for Medicine, Dentistry and Pharmacy. Refer to university websites. Most UK universities have no restrictions on the number of BTECs. Pupils intending to apply to universities in the Republic of Ireland should not opt for BTEC courses.

Please also refer to these sources of information below:

### UK Universities via UCAS:

[www.unifrog.org](http://www.unifrog.org)  
[www.ucas.com](http://www.ucas.com)  
[www.prospects.ac.uk](http://www.prospects.ac.uk)  
[www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)  
[www.unistats.direct.gov.uk](http://www.unistats.direct.gov.uk)  
[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)  
[www.nidirect.gov.uk/campaigns/careers](http://www.nidirect.gov.uk/campaigns/careers)  
[www.ukcoursefinder.com](http://www.ukcoursefinder.com)  
[www.whatuni.com](http://www.whatuni.com)  
[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)  
[www.studenthut.com](http://www.studenthut.com)  
[www.university.which.co.uk](http://www.university.which.co.uk)  
[www.universitycompare.com](http://www.universitycompare.com)  
[www.open.ac.uk](http://www.open.ac.uk)  
[www.education.guardian.co.uk/universityguide](http://www.education.guardian.co.uk/universityguide)  
[www.opendays.com](http://www.opendays.com)  
[www.studentfinancenai.co.uk](http://www.studentfinancenai.co.uk)  
[www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2019-update](http://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2019-update)

### Republic of Ireland Universities via CAO:

[www.qualifax.ie](http://www.qualifax.ie)  
[www.cao.ie](http://www.cao.ie)

### Universities Abroad:

[www.eunicas.co.uk](http://www.eunicas.co.uk)  
[www.studyoptions.com](http://www.studyoptions.com)  
[www.studyineurope.eu](http://www.studyineurope.eu)

### Advice for Parents:

<http://www.cao.ie/index.php?page=parents>  
<https://www.ucas.com/undergraduate/applying-university/ucas-undergraduate-advice-parents-and-guardians>

## CRITERIA FOR TRANSFER INTO YEAR 13 SEPTEMBER 2024/SIXTH FORM ADMISSION

The Board of Governors of the College recognises the demands of Sixth Form study and will consider applications from those Candidates who have achieved an academic profile that adequately equips them for A level study and will make a positive contribution to the life of Victoria College. Candidates should demonstrate their ability to fulfil these criteria by providing an academic profile and general school record as described below.

### YEAR 13 ENTRY

1. Priority for entry to Sixth Form courses will be given to pupils already enrolled at Victoria College. All pupils enrolled in Year 12 at the College who meet the following criteria will have a right to a place in the Sixth Form.

#### 1.1 Academic Profile

The essential minimum criteria for entry to Year 13 are as follows:

- i A minimum of 7 GCSEs at grade C or 4 or higher to include English and Mathematics.
- ii In the first instance Candidates with 14 points or higher will be admitted. Thereafter if places are available Candidates will be admitted on a descending scale to a minimum of 10 points. GCSE points are allocated as shown in the table below:

CCEA Grades	English Exam Board Grades	GCSE Points
A*	9	4
A	8 / 7	3
B	6	2
C*	5	1.5
C	4	1

For a short course GCSE the points awarded in that subject are halved.

- iii Candidates must study a minimum of three AS subjects. Candidates wishing to study four AS-levels are required to gain over 24 points.
- iv Candidates should display a high level of competence in the AS subject chosen. If the AS chosen was taken at GCSE, then a B grade is a minimum requirement (except in Mathematics where the minimum requirement is grade A, and in Biology, Chemistry and Physics where the minimum requirement is grade A or Double Award Science AA). In the event of a class being oversubscribed, priority will be given to those Candidates who have taken the subject to GCSE level and the grade

attained. In the case of a subject which is not offered at GCSE, the grade in an allied subject will be the determining factor.

#### 2. Attitudes and Behaviour Record

Candidates must demonstrate their ability to make a positive contribution to the College by satisfying the following criteria:

- Behaviour: Not more than one suspension in Years 11 and 12.

#### 3. Criteria for any extra places made available by the Department of Education for admission into Year 13 (Sixth Form)

The Department of Education (DE) may, on request, increase the number of pupils that the College can admit to Year 13. Places that become available in this way shall be allocated only to Candidates who meet the basic eligibility criteria for Sixth Form study (as above - ref 1.1) and shall be allocated in the order determined by the criteria to be applied in the order set down.

- Pupils who have most recently completed Year 12 in Victoria College.
- Candidates from other schools where admission to an extra place in Victoria College has been agreed by DE.

The Department's policy on extra Sixth Form places is generally to grant places to a school to extend its ability to admit returners, who meet the College's Sixth Form admissions criteria, to Year 13. The Department also grants extra Sixth Form places to schools for young people from other schools who otherwise would not be able to pursue their post-16 course choices at a suitable school without undertaking an unreasonable journey.

The key test applied by the Department when deciding whether or not to award additional places to the enrolment number of a school for external Candidates seeking a place in that school's Sixth Form is whether or not a Candidate can pursue their post-16 course choices at a suitable school, with places available, without undertaking an unreasonable journey (defined as a journey that cannot be taken within one hour or is further than 15 miles).

To determine the type of school that is suitable for a Candidate, DE first considers all schools to be one of 4 types: (i) denominational (ii) non-denominational (iii) integrated and (iv) Irish-medium. A school requesting an extra place for a post-16 Candidate will belong to one of these 4 types and DE will consider any other school or school from this same type as suitable for the

Candidate. DE will also consider as suitable for the Candidate any school from the same type as the type of school that the child attended in Year 12.

#### 4. Special Consideration

Special consideration will be given to Candidates under the following circumstances:

- 4.1** A medical or other problem that may have temporarily affected a Candidate's academic performance. Applications for Special Consideration should be supported by appropriate independent documentary evidence.
- 4.2** If a Candidate fails to meet criterion 4.1 above for a reason which the Principal considers to be substantial and sufficient to allow a judgement that the Candidate would be likely to benefit from the academic courses provided and be able to contribute positively to the life of the College.

#### ENTRY TO REPEAT YEAR 13

Pupils who meet the following criteria will be considered eligible to repeat Year 13:

##### Pupils who:

- i have attended Year 13 in Victoria College in the previous academic year;
- ii have extenuating circumstances (i.e. medical or other problems which may have affected their performance in Year 13);
- iii are recommended by the Principal as being able to benefit from repeating Year 13 at the College.

In exceptional circumstances a final decision to admit a pupil to repeat Year 13 may be referred to the Board of Governors.

Parents should note that examination and other fees applicable during the year to be repeated must be paid by the parents/guardians in advance of the pupil being admitted to the year to be repeated.

#### WAITING LIST POLICY

Should a vacancy arise after places have been finalised, all applications for admission to the relevant year group that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until the 30th June of the year following application.

A Candidate's name will be automatically added to the list and the College will contact parents/guardians in writing if a Candidate gains a place in the College by this method. Parents/guardians are asked to contact the College if they wish a Candidate's name to be removed from the list.

It should be noted that all those who have applied previously, but who have failed to obtain a place in the College, will have their application held open until 30 June of the year following application when their application will be deemed to have lapsed.

## ART AND DESIGN (CCEA)

Students of A level Art and Design will explore their creative potential to express responses to the world around them. One thing most students have in common is a visual appreciation of their environment and they will learn different ways of conveying that vision through various media including decorative arts, sculpture, graphic design, ceramics, textiles and photography.

From a theoretical point of view, students will also consider how art forms have developed over time and how they relate to their literary, social and political contexts. The course will also provide creative skills valued by many employers.

AS Units	Content	Assessment & Weighting
AS 1 Experimental Portfolio:	An opportunity for students to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. A theme prescribed by CCEA will serve as a stimulus for coursework explorations. Students will be able to select and manipulate a range of art media, techniques and processes which best reflects their individual ability and personal achievement in relation to the assessment objectives for this course. Students will explore the work of practising artists and develop their own understanding of the creative industries and the opportunities available to them within it.	50% of AS level 20% of A level
AS 2 Personal Response	Students will consolidate ideas from Unit 1 and complete a final response within a 10 hour supervised examination period.	50% of AS level 20% of A level



A2 Units	Content	Assessment & Weighting
A2 1 Personal and Critical Investigation coursework	Personal Investigation (coursework) in response to a theme prescribed by CCEA. A further opportunity to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. The work students choose to present in an area of art, craft and design should stem from strengths and personal interests. Work will consist of visual investigations and written investigations (including an extended essay).	Written Element: 20% of A2 level 12% of A level Practical Studies: 40% of A2 level 24% of A level
A2 2 Thematic Outcome	Students will consolidate ideas from Unit 1 and complete a final response within a 15 hour supervised examination period.	40% of A level 24% of A level

How is this subject taught and assessed?	Although there are some theoretical elements to the course, in essence it is a very practical course. Work is done independently under guidance. There is an element of coursework over the two years but there will also be a timed practical examination in which students are required to complete a piece of work.
What key skills and capabilities will I develop?	The study of Art and Design develops a range of skills for students, not only drawing and painting techniques but also appreciation of art and the ability to critique the works of others. Students learn how to self-manage and work to a deadline, how to respond to a brief, think creatively, problem-solve and make decisions.
Tertiary education prospects	Students often progress to study Art and Design at university or college leading to careers in design, architecture and graphics amongst other career paths.
Career and employability prospects	Many students go on to start their own business in different craft areas or exhibit their own art works. Others develop careers in architecture, photography, film making, design and construction as well as teaching at school and tertiary level.
Entry Requirements	Grade B is required in GCSE Art and Design.

Mrs H. Clarke (Head of Art & Design)



## BIOLOGY (CCEA)

Students will learn all about life on the planet - human, plant and animal. The specification involves a wide variety, ranging from how plants get their energy, to how the human heart works, to how biological systems relate to ecology and the environment.



AS Units	Content	Assessment & Weighting
AB11	AS Unit 1: Molecules and Cells: Molecules, Enzymes, Viruses, Cells, Cell Physiology, Continuity of Cells and Tissues and Organs.	External written examination 1 hour 30 minutes. Students answer 6-8 structured questions and an essay. 37.5% of AS level 15% of A level
AB12	AS Unit 2: Organisms and Biodiversity: Transport and Exchange Mechanisms, Adaptation of Organisms, and Biodiversity with an emphasis on local contexts.	External written examination 1 hour 30 minutes. Students answer 6-8 structured questions and an essay. 37.5% of AS level 15% of A level
AB13	AS Unit 3: Assessment of AS Practical Skills.	Internal practical assessment and an external written examination (1 hour) assessing practical skills. 25% of AS level 10% of A level

A2 Units	Content	Assessment & Weighting
AB21	A2 Unit 1: Physiology, Coordination and Control, and Ecosystems: Homeostasis, Immunity, Co-ordination and Control in plants and animals, and Ecosystems.	External written examination (2 hours) Students answer 6-9 structured questions and an essay. 24% of A level
AB22	A2 Unit 2: Biochemistry, Genetics and Evolutionary Trends: Respiration, Photosynthesis, DNA as the Genetic code, Gene Technology, Genes and Patterns of Inheritance, Mechanisms of Change, Kingdom Plantae and Kingdom Animalia.	External written examination (2 hours) Students answer 6-9 structured questions and an essay. 24% of A level
AB23	A2 Unit 3: Assessment of Practical Skills.	Internal practical assessment and an external written examination (1 hour 15 minutes) assessing practical skills. 12% of A level

<b>How is this subject taught and assessed?</b>	Theory and practical experiments in the laboratory. Some practical work will be assessed by the teacher and will form a small part of the final grade. The remainder of the grade involves written examinations.
<b>What key skills and capabilities will I develop?</b>	Analysis, evaluation, problem-solving and research, as well as practical skills, such as using a microscope, handling apparatus and fieldwork.
<b>Tertiary education prospects</b>	A level Biology opens up a large range of university courses including Medicine, Dentistry, Pharmacy, Veterinary Science, Nursing, Physiotherapy, Biomedical Science and Food Technology.
<b>Career and employability prospects</b>	Biology is essential for a diverse range of careers, such as Medicine, Pharmacy, Dentistry, Veterinary Science, Optometry, Physiotherapy, Biomedical Science, Environmental Science, Food Technology, Conservation and a range of professions allied to Medicine.
<b>Entry Requirements</b>	Grade A is required in GCSE Biology or AA is required in Double Award Science.

**Mrs C. Smyth** (Head of Biology)



## BUSINESS STUDIES (CCEA)

Students are encouraged to develop knowledge and understanding of the practices and techniques used within marketing, finance, operations management and human resource management. Students are supported in considering the links between these areas and the processes, attractions and risks of setting up an enterprise, including the relationship between the business and the changing external environment, along with social and ethical issues in business.

The specification also encourages candidates to contribute to the development of the skills required for success as an entrepreneur, manager or employee, and support students in being able to apply numerical and written business techniques in a variety of business contexts. Students are given opportunities to explore business problems and learn to identify possible solutions.

AS Units	Content	Assessment & Weighting
AS 1 Introduction to Business	This unit introduces students to the business world. It begins as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students are expected to become familiar with different business ownership structures and the key stakeholder groups which may have an interest in how a business is managed.	50% of AS level 20% of A level
AS 2 Growing the Business	Students will acquire a critical understanding of the marketing process, marketing strategy and the use of e-Business. Students will build an appreciation of the role of accounting and financial information in business decision making and financial control.	50% of AS level 20% of A level

A2 Units	Content	Assessment & Weighting
A2 1 Strategic Decision-Making	Students will gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. They must also be able to analyse the importance of accounting and financial information in making strategic business decisions.	30% of A level
A2 2 The Competitive Business Environment	Students will develop an appreciation of the importance of ethics and sustainability on business decision-making and culture. They will also evaluate the influence of stakeholders on business operations.	30% of A level

<b>How is this subject taught and assessed?</b>	2 x 1 hour 30 minutes external examination papers 2 x 2 hours external examination papers
<b>What key skills and capabilities will I develop?</b>	Key skills and capabilities include application of Number, Communication, Information and Communication Technology, Problem-Solving, and Working with Others.
<b>Tertiary education prospects</b>	Business Studies combines well with social sciences and the humanities, with foreign languages, with mathematics and science.
<b>Career and employability prospects</b>	The qualification will require students to develop decision-making skills and engage in critical thinking and analysis of core business functions, which will equip them for further study and employment in business-related areas.
<b>Entry Requirements</b>	Grade B is required in GCSE Business Studies. If you have not studied Business Studies at GCSE, please see the Head of department.

**Mr E. Thompson** (Head of Business Studies)

## CHEMISTRY (CCEA)

Chemistry is about understanding the fundamental nature of life from a chemical point of view. Students learn the skills to work in a laboratory, acquire knowledge about the theories of Chemistry and test some of those

theories in practice. A Chemistry qualification can take you anywhere and demonstrate you have the qualities to succeed in scientific and non-scientific careers.

AS Units	Content	Assessment & Weighting
AS1– Basic Concepts in Physical and Inorganic Chemistry	<ul style="list-style-type: none"> <li>– Formula, Equations and Amounts of Substance.</li> <li>– Atomic Structure, Bonding and Intermolecular Forces.</li> <li>– Shapes of Molecules and Structure.</li> <li>– Redox.</li> <li>– Halogens.</li> <li>– Acid-Base Titrations.</li> <li>– Qualitative Tests.</li> </ul>	40% of AS level 16% of A level
AS 2 – Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	<ul style="list-style-type: none"> <li>– Formula and amounts of substance.</li> <li>– Nomenclature and Isomerism in Organic Compounds.</li> <li>– Alkanes, Alkenes, Halogenoalkanes, Alcohols and Infra-red Spectroscopy.</li> <li>– Energetics, Kinetics and Equilibrium.</li> <li>– Group II and their compounds.</li> </ul>	40% of AS level 16% of A level
AS 3 – Basic Practical Chemistry	<p>This unit is timetabled and students take the examination under controlled conditions.</p> <p>Part A consists of a variety of practical tasks – students complete this assessment in the laboratory.</p> <p>Part B consists of a variety of questions testing knowledge of practical techniques, observations and calculations – students complete this assessment in an examination hall.</p>	20% of AS level 8% of A level

A2 Units	Content	Assessment & Weighting
A2 1 – Further Physical and Organic Chemistry	Lattice Enthalpy, Enthalpy, Entropy and Free Energy, Rates of Reaction, Equilibrium, Acid-Base Equilibria, Isomerism, Aldehydes and Ketones, Carboxylic Acids and their derivatives, Aromatic Chemistry.	40% of A2 level 24% of A level
A2 2 – Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	Mass and NMR Spectroscopy, Volumetric Analysis, Chromatography, Transition Metals, Electrode Potentials, Amines, Amides, Amino Acids and Polymer Chemistry, Chemistry in Medicine.	40% of A2 level 24% of A level
A2 3 –Basic Practical Chemistry	<p>This unit is assessed under controlled conditions.</p> <p>Part A consists of a variety of practical assessments completed in the laboratory.</p> <p>Part B consists of a variety of questions testing knowledge of practical techniques, observations and calculations – this is assessed in an examination hall.</p>	20% of A2 level 12% of A level

How is this subject taught and assessed?	Students learn the theory and practice of the subject, observing practical demonstrations and carrying out supervised experiments. There are six assessment units: four externally assessed examination papers and two practical based assessment units which are also externally assessed.
What key skills and capabilities will I develop?	Communication, application of number, data analysis, working with others, investigation, manipulative skills, independent learning, problem solving, interpretation, evaluation and curiosity.
Tertiary education prospects	Many courses require the study of Chemistry, such as Medicine, Pharmacy, Dentistry, Veterinary Science, Food Science, Chemistry, Chemical Engineering, Forensics and the Pharmaceutical industry.
Career and employability prospects	Students with A Level Chemistry or a Chemistry degree are highly regarded in the labour market for their thinking and problem-solving skills. As a result, they find employment in careers such as those mentioned above, and a wide range of careers including Journalism, Accountancy, Business, and Finance.
Entry Requirements	Grade A is required in GCSE Chemistry or AA is required in Double Award Science.

Mrs M. Stewart (Head of Chemistry)



**ENGLISH LITERATURE (CCEA)**

A level English Literature is a dynamic course in which students will study the work of some of the greatest writers in English of poetry, prose and drama. Texts studied will range from medieval English poetry to contemporary women's fiction.

AS Units	Content	Assessment & Weighting
AS 1 The Study of Poetry 1900-Present and Drama 1900-Present	Section A: Poetry Hughes and Plath. Section B: Drama Miller The Crucible.	AS English Literature Unit 1 is a closed book examination. Each essay is worth 30% of AS making 60% of the marks available for AS and 24% of A level.
AS 2 The Study of Prose Pre 1900	Shelley Frankenstein.	AS English Literature Unit 2 is a closed book examination. The essay is worth 40% of the marks available for AS and 16% of A level. AS English Literature is worth 40% of the final A level grade.

A2 Units	Content	Assessment & Weighting
A2 1: Shakespearean Genres	The Winter's Tale.	Two external examination papers A2 1 20% of A level
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	Chaucer The Wife of Bath's Tale or Emily Dickinson Selected Poetry.	A2 2 20% of A level
A2 3: Internal Assessment	The Modern Novel.	A2 3: one 2,500 word coursework essay – 20% of A level A2 English Literature is worth 60% of the final A level grade

How is this subject taught and assessed?	This subject is taught 9 hours per cycle with continuous assessment, course work, and external examination.
What key skills and capabilities will I develop?	Communication skills including: writing for a range of purposes and audiences; reading for pleasure and understanding; working with others; problem solving; setting long and short term goals; researching; drafting, planning and reviewing; the application of logical analysis; the framing of coherent argument; creative and original thinking.
Tertiary education prospects	A level English Literature is a rigorous subject suited to those degree courses which require the application of logic, analysis and interpretation of evidence. It is a qualification of high academic value. A qualification in English Literature is useful and desirable in all courses that require skills in verbal and written communication. Such courses include Law, Journalism, Marketing, Media Studies, History, and Politics. Many Medical/Science Faculty tutors may also view wider reading outside the traditional sciences as an asset.
Career and employability prospects	A qualification in English is desirable in many public and private sector occupations. Notably: Education and Training; Law; Public Relations; The Creative Arts; Marketing; Publishing.
Entry Requirements	Grade B is required in GCSE English Literature.

Mr D. McCracken (Head of English)

**GEOGRAPHY (CCEA)**

To study Geography is to explore the world around us and how we interact with it. Geography is the study of the earth: its landscapes, people, places and environments. It encompasses both its physical features and its political and cultural characteristics.

This qualification is for students who are interested in the world around them. They will have the opportunity

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

AS Units	Content	Assessment & Weighting
Unit AS:1 Physical Geography	In AS 1 students will study human interaction in fluvial environments, human impact on ecosystems, and weather and climate including global weather issues such as El Niño and hurricanes.	AS:1 1 hour 15 minutes examination
Unit AS:2 Human Geography	In AS 2 they will study aspects of natural population change including the need for fertility policies, planning in rural areas, and the challenges posed in urban areas both in MEDCs and LEDCs.	AS:2 1 hour 15 minutes examination
Unit AS:3 Fieldwork Skills and Techniques	AS 3 gives students the opportunity to take part in primary data collection relevant to a chosen geographical issue or question.	AS:3 1 hour examination  The AS level is worth 40% of the overall A level qualification. All units are assessed through external written assessment.

A2 Units	Content	Assessment & Weighting
Unit A2:1 Physical Processes, Landforms and Management.	Students will explore key themes including the processes responsible for and challenges posed by earthquakes and volcanoes, the processes shaping our coastline, global climate change, and the need for sustainable planning policies to manage global climate change.	All modules are 1 hour and 30 minutes in length.
Unit A2:2 Processes and Issues in Human Geography	In A2 2 students will study cutting edge themes such as tourism and the need for sustainability in both settlements and tourism.	The A2 is worth 60% of overall A level grade.
Unit A2:3 Decision Making in Geography	In A2 3 students will investigate real life issues in a decision making exercise.	All units are assessed through external written assessment.



How is this subject taught and assessed?	Two teachers will teach the AS and A2 course. One teacher who specialises in the physical components of Geography will teach the pupils AS: 1 and A2:1 and another who specialises in the human components will teach modules AS: 2 and A2:2. The third module will be taught by both teachers. All modules are assessed through external written examinations.
What key skills and capabilities will I develop?	Students will acquire skills in report writing, investigation, in the analysis and interpretation of complex data and in justifying complex decisions. These are skills which are valued in further and higher education, as well as in the workplace.
Tertiary education prospects	Geography opens up a wide range of opportunities for further and higher education including: Geography, Environmental Science, Town Planning and GIS (Geographical Information Systems).
Career and employability prospects	Geography graduates lend themselves to a wide range of jobs. They may go into Geography related careers such as Urban Regeneration, Geographical Information Analyst and Conservation, or they may apply their skills to a range of other industries, including Law, Management Consultancy and Marketing.
Entry Requirements	Grade B is required in GCSE Geography.

Mrs C. Oliver (Head of Geography)



## GOVERNMENT AND POLITICS (CCEA)

Students will acquire knowledge and understanding of the structures of authority and power within the United Kingdom and how these may differ from those of other political systems around the world.

Students will also learn about our individual rights within society as a whole and explore different beliefs, attitudes and perceptions in order to make judgments on a wide range of political concepts.

AS Units	Content	Assessment & Weighting
AAQ11 Government and Politics of Northern Ireland	The government of Northern Ireland and the Northern Irish political parties.	AS1 - 40% Examination only
AAQ12 The British Political Process	The inter-relationships of the Executive, Legislature and Judiciary, Prime Minister, House of Commons, House of Lords, and the British legal system.	AS2 - 60% Examination only

A2 Units	Content	Assessment & Weighting
AAQ21A Comparative Government: The United Kingdom and the United States of America	The United Kingdom and the United States of America including: US Constitution, Supreme Court Legal rights, House of Representatives, the Senate, Presidency, and Political Power.	A21 - 60% Examination only
AAQ22A Political Power and Political Ideas	Theories of power such as Marxism, Elitism and Feminism. The factors involved in the exercise of power such as war, coercion and stability.	A22 - 40% Examination only

How is this subject taught and assessed?	There is no coursework component in this course. The subject is assessed externally in examinations with the weighting mentioned previously.
What key skills and capabilities will I develop?	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary. This will be a very beneficial skill to assist with critical thinking and problem solving across all subject areas and pupils will increase their literacy skills.
Tertiary education prospects	Government and Politics is an A level named by Russell Group universities as a subject useful for a variety of degree courses in the Arts, Humanities, Law, Social Sciences and Business.
Career and employability prospects	Government and Politics helps facilitate entry to a wide number of degrees leading to employment in business and the legal world, to name but a few.
Entry Requirements	Grade B is required in a relevant GCSE subject eg History, English.



Mr C. Luney (Head of Politics)

## HEALTH AND SOCIAL CARE DOUBLE AWARD (CCEA)

This applied course is equivalent to two A levels, pupils will do the single award course and also do 6 additional units, as cited below. This course is suited to pupils who would like to pursue a career in the caring sector. Pupils will gain many opportunities to volunteer with a range of clients.

AS Units	Content	Assessment & Weighting
AS 4: Safeguarding Children	This unit introduces pupils to the difficult and sensitive issues regarding child protection.	25% Portfolio (Internal assessment)
AS 5: Adult Service Users	In this unit, pupils focus on the range of adult service users who require support, assistance or treatment from health and social care services.	50% Examination (Externally Assessed)
AS 6: Holistic Therapies	Pupils investigate the holistic approach to managing various medical conditions and compare the medical approach.	25% Examination (Externally Assessed)

A2 Units	Content	Assessment & Weighting
A2 1: Applied Research	Pupils will do an individual research project on a topic that is HSC based and of interest to the pupil.	25% Portfolio (Internal assessment)
A2 2 Body Systems and Physiological Disorders	Pupils learn about the structure, function and control mechanisms of two major body systems.	25% Portfolio (Internal assessment)
A2 6: Understanding Human Behaviour	This unit focuses on psychological explanations of human behaviour and the influence of socio-economic factors on depression, aggression, stress, eating disorders and phobias.	50% Examination (Externally Assessed)

<b>How is this subject taught and assessed?</b>	This is assessed through two external examinations and four detailed portfolios over the two year period and is equivalent to two A levels.
<b>What key skills and capabilities will I develop?</b>	You will develop communication, caring, team working, literacy, numeracy, creative, evaluative and reasoning skills. With the capability of working with a variety of clients including children, people with disabilities and older people.
<b>Tertiary education prospects</b>	Nursing, Teaching, Social Work, Occupational Therapy, Speech Therapy, Physiotherapy, Youth and Community Work, Working with Disabilities, Early Years, Nursery Nurse or Care Assistant.
<b>Career and employability prospects</b>	Careers in Health Care and Social Care makes up a large percentage of employment today, particularly with an aging population and more people wanting to live within the community.
<b>Entry Requirements</b>	Please refer to the Head of Subject to discuss the suitability of this subject at Year 13.



Mrs Á. Loane (Head of Health & Social Care)

## HEALTH AND SOCIAL CARE SINGLE AWARD (CCEA)

This is an applied subject equivalent to one A level. The course is 50% portfolio and allows for the pupil to gain practical experience; all pupils will have opportunities to volunteer within a variety of settings.

AS Units	Content	Assessment & Weighting
AS 1: Promoting Quality Care.	This unit explores how the values of care and legislation impacts care settings and their clients.	25% Portfolio (Internal assessment)
AS 2: Communications in Health, Social Care and Early Years Settings	Pupils explore communication skills and techniques in different settings plus improving their own skills.	25% Portfolio (Internal assessment)
AS 3: Health and Well-Being	This is an examination unit in May with an emphasis on health and ill health and the factors that affect our well-being.	50% Examination (Externally Assessed)

A2 Units	Content	Assessment & Weighting
A2 3: Providing Services	In this unit pupils develop knowledge and understanding of service provision in health, social care and early years in NI.	50% Examination (Externally Assessed)
A2 4: Health Promotion	Pupils plan, implement and evaluate a health promotion activity.	25% Portfolio (Internal assessment)
A2 5: Supporting the Family	In this unit, pupils focus on changing and evolving family structures in today's society and develop an understanding of factors that influence family life.	25% Portfolio (Internal assessment)

<b>How is this subject taught and assessed?</b>	This is assessed through two external examinations and four detailed portfolios, which are internally assessed. Pupils will visit a variety of HSC settings and benefit from a range of guest speakers.
<b>What key skills and capabilities will I develop?</b>	You will develop communication, literacy, numeracy, creative, evaluative and reasoning skills and the capability to work with clients including children, people with disabilities and older people.
<b>Tertiary education prospects</b>	Nursing, Teaching, Social Work, Occupational Therapy, Speech Therapy, Physiotherapy, Youth and Community Work, Working with Disabilities, Early Years, Nursery Nurse or Care Assistant.
<b>Career and employability prospects</b>	Careers in Health Care and Social Care.
<b>Entry Requirements</b>	Please refer to the Head of Subject to discuss the suitability of this subject at Year 13.

Mrs Á. Loane (Head of Health & Social Care)

## HISTORY (CCEA)

By studying History you will be able to build upon your knowledge and understanding of past events and the impact on those events on our world today. This in turn gives you a better understanding of the consequences of past actions on civilisations and a greater empathy for people of different cultures today. History is much

more than reading about past events. This course can help develop and deploy a range of important skills such as collecting and evaluating information, independent thought, weighing up the evidence that you have found and putting a case together to support your conclusions..

AS Units	Content	Assessment & Weighting
AS 1:	Historical Investigations and Interpretations: England 1509-58.	External written examination 1 hour 30 mins 50% of AS level 20% of A level
AS 2:	Historical Conflict and Change: Italy's Quest for Great Power Status 1871-1943.	External written examination 1 hour 30 mins 50% of AS level 20% of A level

A2 Units	Content	Assessment & Weighting
A2 1:	Change over Time: Clash of Ideologies in Europe 1900-2000.	External written examination 1 hour 15 mins 20% of A level
A2 2:	Historical Investigations and Interpretations: England 1558-1603.	External written examination 2 hours 30 mins 40% of A level

<b>How is this subject taught and assessed?</b>	All units are assessed by written examination, including the evaluation of evidence and essay writing. There is no coursework. In class pupils will be expected to: analyse evidence, take part in group discussion, carry out independent study by reviewing work, writing notes and doing reading, present topics and their findings to the class.
<b>What key skills and capabilities will I develop?</b>	Studying History helps to equip students with many of the skills needed in further and higher education and the workplace. It develops thinking and writing skills, teaching students to construct clear, logical, concise and convincing arguments. It develops the ability to undertake independent research and promotes analytical and problem-solving skills, as well as verbal and written communication skills.
<b>Tertiary education prospects</b>	History is a versatile subject which is most often required by top universities. It complements many different courses with transferrable skills, relying on careful examination of evidence, thoughtful construction of arguments and critical thinking.
<b>Career and employability prospects</b>	History allows students to develop skills that are transferable and highly valued by employers. It also prepares them for the further study of History at advanced level, or vocational training. Many history students go on to have interesting and challenging careers, for example in Media, Politics, Law, Architecture, Journalism, Teaching, Lecturing, Business or the Civil Service. An interest in history may direct you to a perhaps a more specialist career as an archaeologist, archivist working in a records office, historical researcher, museum curator or genealogist.
<b>Entry Requirements</b>	Grade B is required in GCSE History.

Mrs N. McMurray (Head of History)

## INFORMATION TECHNOLOGY

### BTEC Level 3 National Extended Certificate in Information Technology (Pearson)

BTEC Information Technology is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide

range of higher and further education courses. It follows a practical unit-by-unit approach with a combination of teaching styles including Internal assignments, External Tasks, Written examinations and Synoptic Units.

Units	Content	Assessment & Weighting
Unit 2: Creating Systems to Manage Information (90 GLH)	This will be a task set and marked by Pearson completed in school under supervised conditions. It will be completed using a computer and submitted electronically. It will be based around Relational Databases.	25% Externally set and assessed
Unit 3: Using Social Media in Business (90 GLH)	In this unit, students will investigate the impact of Social Media on business, develop a plan to use Social Media in a business and finally implement the use of Social Media in a real business.	25% Internally assessed

Units	Content	Assessment & Weighting
Unit 1: Information Technology Systems (120 GLH)	This is a written examination, set and marked by Pearson covering digital devices in IT systems, Transmitting Data, Operating Online, Protecting Data and Information, Impact of IT Systems and IT Issues.	33% External examination
Unit 6: Website Development (60 GLH)	Students will investigate website development principles and design and develop a website using scripting languages to meet client requirements. The students will produce a completed website and a report showing evidence of understanding web design principles, design and evaluation of the completed website.	17% Internally assessed

<b>How is this subject taught and assessed?</b>	Students will be assessed in a range of ways, from externally set and marked examinations, to externally assessed task and internally assessed portfolios.
<b>What key skills and capabilities will I develop?</b>	Key skills in ICT, communication and numeracy will all be developed by completion of this course.
<b>Tertiary education prospects</b>	This course will provide an excellent introduction to Information Technology courses at University, and will give students who perform at a high level a gateway into a wide range of courses.
<b>Career and employability prospects</b>	This course has been developed in conjunction with employers from across the United Kingdom, reflecting many of the skills that they require from young people entering employment, including teamwork, creative thinking and presentation skills.
<b>Entry Requirements</b>	Grade B is required in GCSE Digital Technology.

Mr N. Kavanagh (Head of ICT)

## LIFE AND HEALTH SCIENCES (CCEA)

GCE Life and Health Sciences is an innovative, cohesive science qualification developed in partnership with industry to support the future workforce needed in the Life and Health Sciences sector in Northern Ireland. This sector account for over 25% of Northern Ireland's total economic output and includes a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

This specification aims to encourage students to develop their interest in and enthusiasm for science, including developing an interest in further study and careers in research science. It allows students to develop competence in a range of practical, mathematical and problem-solving skills and develop and demonstrate a deeper understanding of how science works.

AS Units	Content	Assessment & Weighting
Unit AS 1: Experimental Techniques	<ul style="list-style-type: none"> <li>- Chemistry Skills.</li> <li>- Physics Skills.</li> <li>- Biology Skills.</li> </ul>	Internal Assessment - Core Unit 33.34% of AS level 13.34% of A level
Unit AS 2: Human Body Systems	<ul style="list-style-type: none"> <li>- Cardiovascular system.</li> <li>- Respiratory system.</li> <li>- Homeostatic mechanisms and how these are monitored.</li> <li>- Nutrition and physical exercise in maintaining good health.</li> </ul>	External written examination (1 hour 30 minutes) - Core Unit 33.33% of AS level 13.33% of A level
Unit AS 3: Aspects of Physical Chemistry in Industrial Processes	<ul style="list-style-type: none"> <li>- Chemical calculations.</li> <li>- Volumetric analysis.</li> <li>- Energetics.</li> <li>- Kinetics.</li> <li>- Equilibrium.</li> <li>- Industrial processes.</li> </ul>	External written examination (1 hour 30 minutes) - Core Unit 33.33% of AS level 13.33% of A level

A2 Units	Content	Assessment & Weighting
Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation	<ul style="list-style-type: none"> <li>- The scientific method.</li> <li>- Scientific investigation.</li> <li>- Scientific analysis.</li> <li>- Scientific evaluation.</li> </ul>	Internal Assessment - Core Unit 20% of A level
Unit A2 2: Organic Chemistry	Nomenclature, structure and isomerism in organic compounds <ul style="list-style-type: none"> <li>- Hydrocarbons, alkanes.</li> <li>- Hydrocarbons, alkenes.</li> <li>- Alcohols.</li> <li>- Polymers.</li> <li>- Spectroscopic techniques.</li> <li>- Making and purifying organic compounds – the preparation of aspirin.</li> <li>- Making nylon.</li> </ul>	External written examination (1 hour 45 minutes) - Core Unit 20% of A level

A2 Units	Content	Assessment & Weighting
Unit A2 5: Genetics, Stem Cell Research and Cloning	<ul style="list-style-type: none"> <li>- DNA and the genetic code</li> <li>- Process of DNA replication</li> <li>- Meiosis</li> <li>- The application of genetic engineering Insulin and Factor VIII.</li> <li>- Social, ethical and economic implications of genetic engineering.</li> <li>- Gene therapy.</li> <li>- Treatment of genetic conditions via gene therapy.</li> <li>- Gene cloning.</li> <li>- Genetic fingerprinting.</li> <li>- Stem cell technology.</li> </ul>	External written examination (1 hour 45 minutes) - Optional Units 20% of A level
How will this be assessed?	The students must complete <b>six</b> units, three at AS level and three at A2. Four units are externally assessed and two are assessed through the completion of detailed practical portfolios.	
What key skills and capabilities will I develop?	This course enables students to develop competence in a range of practical, mathematical, problem-solving skills and advanced study skills that help them prepare for higher education. The course allows students to develop an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.	
Tertiary education prospects	Life and Health Sciences was developed to support the Life and Health Sciences sector in Northern Ireland. The qualification allows students to access a range of third level courses such as Biological Sciences, Biomedical Science, Biomedical Engineering, Food and Nutrition, Geography, Nursing, Midwifery, Occupational Therapy, Psychology, Physiotherapy, Paramedic Science, Speech and Language Therapy and Sports Studies.	
Entry Requirements	A combination of a B grade and C* grade are required from GCSE Biology and GCSE Chemistry.	

**Mrs M. Stewart** (Teacher in Charge of Life and Health Sciences)

## MATHEMATICS (CCEA)

Mathematics is split into Pure Mathematics and Applied Mathematics (Mechanics and Statistics). Pure Mathematics covers topics including algebra, trigonometry and calculus. Mechanics is the mathematical study of how objects move and

how structures are held together. Topics studied include motion, forces, Newton's Laws of motion, linear momentum and moments. Statistics is the part of mathematics which deals with the collection and interpretation of numerical data.

AS Units	Content	Assessment & Weighting
Unit AS 1: Pure Mathematics	Unit AS 1: Pure Mathematics Algebra and functions, Co-ordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors.	External written examination (1 hour 45 minutes) 60% of AS level 24% of A level
Unit AS 2: Applied Mathematics	Unit AS 2: Applied Mathematics Section A: Mechanics (50% of assessment) Quantities and units in mechanics, Kinematics, Forces and Newton's Laws. Section B: Statistics (50% of assessment) Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions. Further Mathematics / A-level Mathematics in one year. Details are available from the Mathematics Department.	External written examination (1 hour 15 minutes) 40% of AS level 16% of A level



A2 Units	Content	Assessment & Weighting
Unit A2 1: Pure Mathematics	Unit A2 1: Pure Mathematics Algebra and functions, Co-ordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Differentiation, Integration, Numerical Methods.	External written examination (2 hours 30 minutes) 36% of A level
A2 2:	Unit A2 2: Applied Mathematics Section A: Mechanics (50% of assessment) Kinematics, Moments, Impulse and momentum Section B: Statistics (50% of assessment) Probability, Statistical distributions, Statistical hypothesis testing.	External written examination (1 hour 30 minutes) 24% of A level

How is this subject taught and assessed?	Pure Mathematics and Applied Mathematics are taught separately in Year 13 and 14.  Assessment in each year is by two written examinations. The A2 assessment units include some synoptic assessment. There is no coursework.  It is strongly recommended that a minimum of a grade A in GCSE Mathematics (modules M4 and M8) is needed to study AS Mathematics.
What key skills and capabilities will I develop?	<ul style="list-style-type: none"> <li>- Using Mathematics.</li> <li>- Communication.</li> <li>- Using ICT.</li> <li>- Problem solving.</li> <li>- Logical thinking.</li> <li>- Self-management.</li> </ul>
Tertiary education prospects	Examples include: Mathematics, Accountancy, Actuarial Science, Finance, Statistics, Computer Programming, Engineering, Medicine, Dentistry and Teaching.
Career and employability prospects	Accountancy, Finance, Statistics, Computer Programming, Engineering, Medicine, Dentistry and Teaching.
Entry Requirements	Grade A is required in GCSE Mathematics.

Miss L. Scott (Head of Mathematics)

**MODERN LANGUAGES (CCEA) (French 5650, Spanish 5750)**

The study of a ML allows students to communicate clearly and effectively, in a wide range of contexts, with people from other countries and also gives an insight into the

culture and history of the countries where the language is spoken. Linguists develop skills and capabilities which are highly valued by employers and universities.

AS Units	Content	Assessment & Weighting
Unit 1: Speaking SFR 1 / SEP 1	Prepared presentation. General conversation.	30% of AS level 12% of A level
Unit 2: Listening, Reading and Use of Language SFR 2 / SEP 2	Listening comprehension. Reading comprehension. Translation into English. Use of language (4 grammatical/lexical exercises and a translation of short sentences from English into the target language).	40% of AS level 16% of A level
Unit 3: Extended Writing SFR 3 / SEP 3	One essay based on the study of one set work (a film or a literary text).	30% of AS level 12% of A level No coursework

A2 Units	Content	Assessment & Weighting
Unit 1: Speaking AFR 1 / AEP 1	Introduction and discussion based on an individual research project. General conversation.	18% of A level
Unit 2: Listening and Reading AFR 2 / AEP 2	Listening comprehension. Reading comprehension. Summary exercise. Translation into the target language.	24% of A level
Unit 3: Extended Writing AFR 3 / AEP 3	One essay based on the study of a literary text.	18% of A level No coursework



<b>How is this subject taught and assessed?</b>	Most lessons are based on written and recorded stimuli which provide a focus for vocabulary development and grammar practice, enabling students to improve their understanding of the language and the quality of their written and spoken production. The weekly conversation classes, in groups of two or three, are designed to develop oral proficiency. Pupils attend language and/or film workshops at QUB when possible.  Modern languages are assessed through a combination of listening and reading comprehension tasks, translations, essays, presentations and conversation.
<b>What key skills and capabilities will I develop?</b>	Language learning equips students with higher order thinking skills such as the ability to work independently, research, evaluate, analyse and communicate clearly and confidently. Language students have a high level of literacy, excellent interpersonal and problem-solving skills and solid IT competence.  The study of languages at Advanced level equips students with lifelong learning skills which will encourage the acquisition of further knowledge.  Languages contribute to the cultural and linguistic richness of our society, to personal fulfilment, mutual understanding, commercial success and international trade and global citizenship.
<b>Tertiary education prospects</b>	Tertiary education courses favoured by linguists include Languages, Law, Accountancy, Geography, Politics, Teaching or Journalism.  Whichever university course students choose, achieving a qualification in a ML will be an advantage should they decide to spend a year abroad, for example as part of the EU Erasmus exchange programme. An increasing number of universities are offering courses combined with a language.
<b>Career and employability prospects</b>	The skills listed above are highly valued and recognised by employers in an increasingly global business and social community. A working knowledge of modern foreign languages is particularly valued in sectors such as broadcasting, journalism, international NGOs and Government bodies, engineering, teaching, tourism, marketing, enterprise and business, financial services and Information Technology.
<b>Entry Requirements</b>	Grade B is required at GCSE in the Modern Language selected.

**Mrs C. O'Sullivan** (Head of Modern Languages)

## MUSIC (EDUQAS)

At A-Level, pupils can choose whether to major in performance or composition. Pupils will focus on the three key areas of performance, composition and appraising music. Pupils should be enthusiastic musicians with a willingness to explore a variety of

musical styles. A background in reading music is beneficial. However, if a pupil has not developed this skill yet A-level music is still an option if they are willing to work hard to catch up in this area.

AS Units	Content	Assessment & Weighting
Performance	Pupils are expected to perform a minimum of 2 pieces (between 6 and 8 minutes). One piece needs to reflect the characteristics of one Area of Study (see below). Pupils must perform one piece as a soloist.	Pupils perform for a visiting examiner at the end of the course (May) This unit is worth 30%
Composition	Pupils complete two compositions one of which music reflect characteristics associated with the Western Classical Tradition in response to a choice of briefs set by the exam board. The two compositions must last between 4 ½ - 7 minutes. The second composition is a free composition.	40% of AS level 16% of A level
Appraising	Pupils look in detail at two areas of study: A: The Western Classical Tradition with a detailed study of one set work. C: Musical Theatre	30% of AS level 12% of A level No coursework



Mrs A. Harrison (Head of Music)

A2 Units	Content	Assessment & Weighting
Performance	Pupils should be performing at Grade 6 standard by the end of Y14. <b>Option A</b> – 35% – Between 10 – 12 minutes – Minimum of three pieces – One must be as a soloist – Two pieces must be related to separate areas of study <b>Option B</b> – 25% – Between 4-6 minutes – Minimum of two pieces – One piece must be related to an area of study	Pupils perform for a visiting examiner at the end of the course (May).  This unit is worth 35% or 25%.
Composition	<b>Option A</b> – 25% – Two compositions – Between 4-6 minutes – One composition must be related to an Area of Study in response to a brief set by the board <b>Option B</b> – 35% – Three compositions – Between 8-10 minutes – Two compositions must be related to an Area of Study, with one as a response to a brief set by the board	Pupils submit mp3 files and written accompaniment (score or description) at the end of the course.  This unit is worth 35% or 25%.
Appraising	Areas of study: 1. Western Classical Tradition 2. Musical Theatre 3. Into the Twentieth Century  This will be examined in the following ways: – Set work analysis with a score – Extended responses on wider context – Unprepared extracts of music with and without a score – Comparison questions	Pupils are assessed in one exam that has a mixture of written and listening questions:  1. Set work analysis with a score. 2. Extended responses on wider context 3. Unprepared extracts of music with and without a score 4. Comparison questions  This unit is worth 40%.
Entry Requirements	Grade B is required in GCSE Music.	

## NUTRITION AND FOOD SCIENCE (CCEA)

Nutrition, diet-related disorders, food safety and food quality are significant issues that are gaining greater recognition by government, healthcare professionals and consumers. Given the current food issues and the growth of the Northern Irish food industry, there could not be a better time to develop knowledge

and understanding of Nutrition and Food Science. Studying for this qualification that will provide a sound foundation for further study and employment. It is of great benefit to have studied GCSE Home Economics. However, if a pupil has not done so, it is desirable to have achieved a B grade in GCSE Biology and/or Chemistry.

AS Units	Content	Assessment & Weighting
AS 1: Principles of Nutrition	The key nutrients, their requirements and current dietary recommendations across the life span.	External written examination (1 hour 30 minutes) 50% of AS level 20% of A level
AS 2: Diet, Lifestyle and Health	You will explore diet-related disorders and the impact these have on health. This will involve the study of current research in relation to diet, lifestyle and health.	External written examination (1 hour 30 minutes) 50% of AS level 20% of A level

A2 Units	Content	Assessment & Weighting
A2 1: <b>Option 1:</b> Food Security and Sustainability or <b>Option 2:</b> Food Safety and Quality	<b>Option 1:</b> Consumer behaviour in relation to food purchasing decisions and develop a critical appreciation of the issues affecting our food supply, how they impact upon the environment, and the ethical implications.  <b>Option 2:</b> The methods and importance of securing a safe food supply from the primary producer to the consumer.	External written examination (2 hours 30 minutes) 30% of A level
A2 2: Research Project	You will choose an area of personal interest from either AS1, AS2 or A21 and carry out a 4,000 word research project.	Internal assessment 30% of A level



<b>How is this subject taught and assessed?</b>	AS units are assessed via written examinations, while the A2 assessment consists of one written examination and one internally assessed (externally moderated) research-based assignment.
<b>What key skills and capabilities will I develop?</b>	<ul style="list-style-type: none"> <li>- Application of knowledge, understanding and skills.</li> <li>- Critical analysis skills.</li> <li>- The ability to gather, organise, select and evaluate acquired knowledge and present and justify an argument.</li> <li>- Using mathematics, communication, IT, Problem-solving &amp; Working with others.</li> </ul>
<b>Tertiary education prospects</b>	Food Science, Food Quality, Safety and Nutrition, Sports Nutrition, Dietetics, Food/ Agricultural Sustainability and Security, Teaching, Law, Food Technology, Health Promotion, Environmental Health, Consumer Management and Food Innovation, Product Development, Media, Marketing and Biosciences.  This subject is also recognised as a science by some universities for other science-based career paths.
<b>Career and employability prospects</b>	The subject can open up a range of possibilities in the world of work, for example: Dietician, Nutritionist, Teacher, Lawyer (could for example specialise in sustainability), Food Technologist, Product Developer, Quality Assurance Manager, Brand Manager, Product Buyer, Packaging Designer, Health Promotion Officer, Environmental Health Officer, Marketing Associate, Hospitality Manager or Researcher.
<b>Entry Requirements</b>	Grade B is required in GCSE Nutrition and Food Science.

**Mrs R. Pollock** (Head of Nutrition and Food Science)



## PERFORMING ARTS (CCEA)

Performing Arts is a growing industry in Northern Ireland. This GCE specification gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare

for employment, further training and/or study. The course not only prepares pupils for work in the sector, but for employment and further study in any field which exhibits communication and creative skills.

Content	Assessment	Weighting
AS 1: Developing Skills and Repertoire	Internally assessed Externally moderated. A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.	60% of AS 24% of A Level
AS 2: Planning and Realising a Performing Arts Event	Externally set pre-release stimulus material. Externally assessed. Supporting document in three sections produced under controlled conditions. Live performance and/or presentation.	40% of AS 16% of A Level
A2 1: Planning for Employment	Internally assessed Externally moderated. A record of work, including a written report in three sections, promotional portfolio and evaluation.	60% of A2 36% of A Level
A2 2: Performing to a Commission Brief	Externally set pre-release stimulus material. Externally assessed. A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation. The evaluation is to be produced under controlled conditions. Live performance and/or presentation.	40% of A2 24% of A Level

<b>How is this subject taught and assessed?</b>	Performing Arts will be taught through a combination of practical work and theory. The nature and value of the assessment for each unit is outlined in the table above.
<b>What key skills and capabilities will I develop?</b>	The course promotes a wide range of transferrable skills which can be utilised in many areas of work and further study beyond those directly linked with the performing arts industries. These include delivering presentations, working in a group, scheduling rehearsals and meetings to meet deadlines, offering feedback to others, script-writing, performing in front of an audience and relating creative ideas to others.
<b>Tertiary education prospects</b>	Performing Arts is relevant to a wide range of university courses including Drama, English, Arts Management, Media, Journalism, Teaching, Social Work and Film Studies.
<b>Career and employability prospects</b>	Due to the interactive and presentational aspect of this course, it would be suitable for any pupil who wants to follow a career path in which working creatively with others and speaking in public may be relevant including careers in the media, journalism, arts industries, teaching, social work, marketing and advertising.
<b>Entry Requirements</b>	Grade B is required in GCSE Drama.

Mrs K. Martin (Head of Drama)

## PHYSICS (CCEA)

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and quantum physics, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives, from healing joints, to curing cancer, to developing sustainable energy solutions.



AS Units	Content	Assessment & Weighting
AS 1: Forces, Energy and Electricity	In the AS units, students learn about the physical quantities required in all branches of the subject. They extend their understanding and application of Newtonian mechanics and electricity. Students use a wave model to explore aspects of light and sound and Medical Physics. They also investigate the strange world of quantum physics and investigate the size and age of our universe through the study of Astronomy.	16% of A level
AS 2: Waves, Photons and Astronomy		16% of A level
AS 3: Practical Techniques and Data Analysis		8% of A level

A2 Units	Content	Assessment & Weighting
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Students who continue to A2, explore circular and oscillatory motion. They investigate the deformation of solids under the action of a force and consider the important engineering consequences. Students the behaviour of gases the flow of heat. They explore atomic and nuclear physics, Einstein's famous equation $E=mc^2$ , leading to important social and economic considerations for modern society.	24% of A level
A2 2: Fields, Capacitors and Particle Physics		24% of A level
A2 3: Practical Techniques and Data Analysis		12% of A level

<b>How is this subject taught and assessed?</b>	The Physics A level is taught through both individual and group work with a large practical element. The subject is assessed by two written and one practical examination at the end of both Years 13 and 14. There is no coursework.
<b>What key skills and capabilities will I develop?</b>	Students develop competence in a range of research, group work, practical, analytical, problem solving and mathematical skills. All of these are highly regarded in further and higher education as well as in the workplace.
<b>Tertiary education prospects</b>	Of all the subjects listed for degree entry, Physics came second only to Mathematics in the number of times it was listed as essential in a recent report by twenty of the leading UK universities. Not only is Physics a preferred subject for university, it is also the first step towards careers in not just Engineering and Science, but also Medicine, Finance, Law, Architecture and Journalism.  A Physics A level is essential to study Physics at university but also for many branches of engineering, electronics and meteorology. It is advantageous to study Physics if you are intending to follow a career in Medicine or Biochemistry.  Pupils who hope to follow a career in a completely unrelated area such as Law or Accountancy may chose Physics because they enjoy it or because it is highly regarded by universities as a test of problem-solving ability and logical thought.
<b>Career and employability prospects</b>	Physicists are employed in a wide a varied number sectors after graduating. Some remain in the field of Physics as lecturers or research scientists or the space industry others apply the skills they have learnt to other fields in careers as programmers, computer games designers and software development professionals, engineers, finance and investment, analysts and advisers, secondary teaching professionals, chartered and certified accountants.
<b>Entry Requirements</b>	Grade A is required in GCSE Physics or AA is required in Double Award Science.

Mr M. Donaghy (Head of Physics)

## RELIGIOUS STUDIES (CCEA)

A level Religious Studies considers the fundamental questions of human life: existence, morality, suffering, faith, experience and the ethical and philosophical aspects relating to such issues.

AS Units	Content	Assessment & Weighting
Unit AS7: Foundations of Ethics with special reference to issues in Medical Ethics	Deontological approaches to moral decision making: Christian Scriptures, Natural Law. Teleological approaches to moral decision making: Utilitarianism, Situation Ethics. Life and Death Issues: Abortion, Euthanasia. Developments in Bio-Ethics: Assisted Conception, New Reproductive Technology. Students will be required to critically reflect on the issues from both units in relation to human experience.	Two 1 hour 20 minute externally assessed written papers. Each paper is worth 50% of AS and 20% of A level
Unit AS8: An Introduction to the Philosophy of Religion	Arguments for the existence of God: Ontological and Cosmological. God, atheism and the problem of evil: theodicy and its critique. The problem of miracles: A critique of biblical concepts and the contribution of science to the debate. Religious experience and its credentials: Types of religious experience, mystical experience in particular, scientific challenges and natural explanations. Students will be required to critically reflect on the issues from both units in relation to human experience.	

A2 Units	Content	Assessment & Weighting
Unit A27: Global Ethics	Moral Theory: Virtue Ethics and the challenges presented by Relativism, Freewill, Determinism and Libertarianism. Global Rights: Christian and Secular perspectives on the nature of Human Rights, sexual identity, gender related issues and animal rights. Global Issues: War and Peace and Punishment. Environmental issues: Conservation, stewardship. Synoptic Assessment Theme: Conscience, Freedom and Tolerance.	Two 2 hour externally assessed written papers. Each paper worth 50% of A2 and 30% of A level.
Unit A28: Themes in the Philosophy of Religion	Religious language, science and religious belief: a critique of philosophical language eg: univocal, analogical, logical positivism, verification, truth, world-view. An analysis of the impact of different paradigms ie: evolution, creationism and intelligent design. The afterlife, body, soul and personal identity: A critical evaluation of belief in the afterlife including; dualism, materialism, immortality, resurrection, reincarnation and near death experiences. Religion and morality: A consideration of the relationship between religion and morality including – Euthyphro dilemma, categorical imperative, atheistic approaches, social conditioning and theistic arguments. Synoptic Assessment Theme: Faith, Freedom and Atheism.	

## SOCIOLOGY (WJEC)

<b>How is this subject taught and assessed?</b>	Taught: resources available on school sharing forums, power-point, discussion, research tasks, extended reading, and sharing ideas via an internal school discussion channel. Assessed: oral questioning, essays timed in class and as homework tasks, internal and external examination.
<b>What key skills and capabilities will I develop?</b>	Students develop competence in a range of skills, including: Oral communication: for example: class debates and discussions. Written communication: improving their own learning and performance, for example redrafting essay responses, using appropriate language and terminology in complex tasks and context. Information gathering: reflection, selection, deployment, investigation, evaluation and analysis. Information and communication technology: for example: use of video conferencing to communicate with other learners. Problem solving: for example, understanding complex arguments. Working with others: for example, group work. Developing: cultural, spiritual, social, economic, scientific and environmental awareness.
<b>Tertiary education prospects</b>	A qualification in this subject is highly regarded by the Russell Group of universities. The skills above can be applied to any field of study at tertiary level, though candidates might consider courses in the following fields: law, medicine, business management, education, social sciences, theology, philosophy, and economics.
<b>Career and employability prospects</b>	This subject naturally supports careers which deal directly with people and human concerns: the Legal profession, Medical profession, Social Work, Teaching, Business Management, Personnel, Politics and Local Government, Youth Work and Religious Ministry.
<b>Entry Requirements</b>	Grade B is required in GCSE Religious Studies.

Mrs R. Elwood (Head of Religious Studies)

Sociology A level will focus on contemporary society and fosters the development of critical and reflective thinking with a respect for diversity. Study develops a student's awareness of the importance of structural institutions such as the family, education and the criminal justice system and smaller group social interactions, in explaining social behaviour. Students will develop their own sociological awareness through a more active engagement in the contemporary social world.

The study of Sociology encourages students to:

- acquire knowledge and understanding of contemporary social processes and change
- appreciate the significance of theory and concepts in sociological debates
- understand, analyse and evaluate sociological research methods
- examine social identity, status, roles and responsibilities in society

- develop a lifelong interest and intellectual investment in social issues

Through study in all units the learner will develop the ability to demonstrate essential skills such as communicating their knowledge and understanding of key concepts and issues of sociological theory and methodology. Learners will be taught to select, interpret, apply and evaluate their knowledge and understanding in a range of theoretical and practical contexts.

The following concepts and theoretical issues will be covered across the specification:

Social order, social control; social change; conflict and consensus; social structure and social action; the role of values; the relationship between sociological issues and contemporary social policy.

AS Units	Content	Assessment & Weighting
Unit 1: Culture and Identity and Families & Households	Students must study the following two core themes: <ul style="list-style-type: none"> <li>• Socialisation, culture and identity.</li> <li>• Social differentiation, power and stratification.</li> <li>• A range of research methods such as qualitative and quantitative.</li> <li>• The role and function of education in contemporary society.</li> </ul>	Paper 1 (Unit 1) Culture and Family (Acquiring Culture) 1 hour 15 minutes (60 marks) 15% of A level
Unit 2: Research Methods and Education	<ul style="list-style-type: none"> <li>• Patterns of differential attainment and participation with reference to social class, gender and ethnicity.</li> <li>• Contemporary social policy with regard to education.</li> <li>• The influence of material factors, cultural factors and processes such as labelling within the education system and in wider society on patterns and trends in educational attainment.</li> <li>• Theoretical perspectives of education.</li> </ul>	Paper 2 (Unit 2) Research methods with Education (Topics in Sociology) 2 hours (90 marks) 25% of A level

A2 Units	Content	Assessment & Weighting
Unit 3: Crime and Deviance (Power and Control)	Students will develop theoretical elements from AS study and further investigate the use of research methods. Students are expected to be familiar with explanations of the following content for crime and deviance:	A2 Paper 1 (Unit 3) Crime and Deviance 2 hours (70 marks) 25% of A Level
Unit 4: Social Inequality Research Methods	<ul style="list-style-type: none"> <li>• patterns of the social distribution of crime and deviance related to social class, gender, ethnicity and age.</li> <li>• measuring crime.</li> <li>• definitions of crime and deviance as social constructs including the role of the media.</li> <li>• the influence of theories and explanations on social policy.</li> <li>• theories and explanations of crime and deviance.</li> </ul>	A2 Paper 2 (Unit 4) Social Inequality and Applied Methods of Sociological Enquiry. 2 hours 15 minutes (100 marks) 35% of A Level

<b>How is this subject taught and assessed?</b>	The course is taught in four different modules, two in year 13 (AS) and two in year 14 (A2). There are opportunities for class debate and the development of critical thinking. The course is assessed through written examinations.
<b>What key skills and capabilities will I develop?</b>	Critical analysis; self-management; problem-solving and decision-making; logical argumentation and debating skills; confidence building and presentation skills.
<b>Tertiary education prospects</b>	Many students go on to study Sociology at university either as the major or joint component of their degree and find that this assists in their understanding of a range of concepts and perspectives. Research methods study provides an excellent foundation for third level studies.
<b>Career and employability prospects</b>	Career pathways include social work, law practice, teaching, social science research, management consultancy, human resources, market research analyst, media planner, policy analyst, public relations specialist and the civil service.
<b>Entry Requirements</b>	Grade B is required in a relevant subject at GCSE e.g. History, English or Religion.

**Dr C Poland** (Head of Sociology)

## SPORT (PEARSON BTEC LEVEL 3)

Pearson BTEC Level 3 Extended Certificate in Sport is a two-year qualification which is equivalent to one A Level in terms of UCAS points. The assessment of this course is based upon four units. Two are compulsory examination based externally assessed units and two are in the form of assignments which are assessed internally.

This course is an excellent lead into university courses such as Sport and Exercise Science or Sports Studies and involve many important skills such as group tasks, independent learning, ICT led research and time and self management.

Units	Content	Assessment & Weighting
Unit 1: Principles of Anatomy and Physiology in Sport	This unit covers the following body systems in detail; Skeletal System, Muscular System, Respiratory System, Cardiovascular System and Energy Systems. The final section is a long question that links two body systems and assesses the student's ability to relate the systems.	Examination 50% of AS level (20% of A level)
Unit 2: The Physiology of Fitness	This unit is broken down into 2 sections; Part A and Part B. Part A is supplied a week before the examination and allows students to plan and prepare possible questions and content that might be asked in the examination. Part B is a written examination under controlled conditions in which you can use your research notes planned previously.  Part A covers topics such as lifestyle factors and their effect on wellbeing, recommendation to promote health, screening process for programming fitness plans and training methods to assist the programmes.	External set task/exam completed in May
Unit 5: Application of Fitness Testing	This unit is assessed through several assignments including planning a series of fitness tests for multiple sports performers, safely conducting fitness tests for the components of fitness and creating and assessing a fitness profile for a selected sports performer.	Internally assessed assignments
Unit 3: Professional Development in the Sports Industry	This unit is assessed internally by a series of tasks. These tasks include examining and researching two career pathways in sport, taking on the role of an interviewer for a perspective job and then also the role of the interviewee.  The unit provides insight and experience for interview situations, developing skills such as confidence, appropriate dress and self evaluation post interview.	Internally assessed assignments

<b>How is this subject taught and assessed?</b>	The subject involves both external examinations (lower 6th) and internal assignments (upper 6th). It is taught through a variety of classroom based teaching, practical skills and role play scenarios.
<b>What key skills and capabilities will I develop?</b>	Leadership, team work, problem-solving, communication skills, research skills, use of ICT, meeting deadlines and self organization.
<b>Tertiary education prospects</b>	Relevant postgraduate study in Sociology, Sports Studies/Science, Sport and Nutrition and or PGCE for teaching PE. Sports Management, Sports Leadership and the Fitness industry would also be appropriate avenues for this qualification.
<b>Career and employability prospects</b>	The BTEC lends itself to careers such as Sports Management, Sports Science, Sports Nutrition, Sports Development and PE teaching.
<b>Entry Requirements</b>	It is strongly recommended for students to have achieved a grade B or more in GCSE PE to provide the necessary foundation for the BTEC course.

**Mrs H Willis** (Head of Sport)

## TECHNOLOGY & DESIGN (CCEA)

GCE Technology and Design course will appeal to students interested in engineering, in products in general or in product design and development in particular. In this course, students explore technology and design in a range of different contexts and scenarios, from the

home and community to the world of business and industry. The course appeals to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands.

AS Units	Content	Assessment & Weighting
Product Design (AAV11B)	A study of product design including materials and their processing.	Examination 50% of AS level (20% of A level)
Product Development (AAV12)	Students must analyse an existing product with a view to redesigning it or an aspect of it.	Coursework 50% of AS level (20% of A level)

A2 Units	Content	Assessment & Weighting
Product Design (AAV21B)	An in-depth study of Systems and Control in Product Design.	Examination 50% of A2 level (30% of A level)
Product Design and Manufacture (AAV22)	Students must design and manufacture a technological product or system.	Coursework 50% of A2 level (30% of A level)

<b>How is this subject taught and assessed?</b>	This subject is taught by a mixture of teacher-led, class based activities and 'hands-on' practical work. Students sit two examinations: one at AS and one at A2 level. The examinations will last two hours and will be externally assessed. Students will also have to complete two coursework units: one at AS and one at A2 level. The coursework will be internally assessed by the teacher but externally moderated.
<b>What key skills and capabilities will I develop?</b>	Application of Number, Communication, Improving Own Learning and Performance, Information and Communication Technology, Problem-Solving, Working with Others.
<b>Tertiary education prospects</b>	A range of courses within the fields of Product Design and Engineering.
<b>Career and employability prospects</b>	Any areas of Product Design or Engineering e.g. (aeronautical, design and development, electrical or mechanical engineering).
<b>Entry Requirements</b>	Grade B is required in GCSE Technology and Design.

**Mrs K. DeMellion** (Head of Technology & Design)

## TRAVEL AND TOURISM (PEARSON BTEC LEVEL 3)

The specification aims to help students understand the different elements which make up the tourism industry and the component industries and interrelationships within this sector. They will also gain an insight into the role travel and tourism plays within the business environment and develop knowledge about career opportunities. This subject is designed to provide learners with the underpinning knowledge,

understanding and skills associated with the travel industry. Whilst this course is suited to students who wish to consider a career in the travel and tourism industry, the qualifications gained will provide a broad basis for further or higher education or for moving into employment. At the end of this two year course pupils will achieve a BTEC Level 3 Certificate in Travel and Tourism which is equivalent to one GCE A-Level grade.

AS Units	Content	Assessment & Weighting
Unit 1: World of Travel and Tourism	Types of travel and tourism and the diverse organisations that make up the industry. Scale, new innovations and the external factors that challenge its operations.	External exam completed in May/June. Option to re-sit in January 2022.
Unit 2: Global Destinations	Global destinations. Pupils will make travel plans for customers with differing needs and make informed travel choices. Factors and trends that influence the appeal of global destinations and why appeal may change over time.	External set task completed under supervised conditions.
Unit 3: Principals of Marketing in Travel and Tourism	This unit focuses on how successful marketing campaigns are developed for use by travel and tourism organisations to attract and engage customers. Pupils will be able to look at organisation's customer service and marketing strategies before developing their own marketing plan for use by travel and tourism organisations.	Internally assessed
Unit 4: Visitor Attractions	Different types of visitor attractions and how they meet visitor needs. With an ever-increasing market comes competition between different attractions. Pupils will appreciate the actions taken by different organisations in order to attract first-time visitors to their attraction and maintain them as repeat visitors, as well as how organisations fund themselves.	Internally assessed

How is this subject taught and assessed?	Pupils will be assessed externally and internally. One external examination will be completed in May/June with the option of re-sitting in January.
What key skills and capabilities will I develop?	Leadership, team work, problem-solving, communication skills- with a strong customer focus, IT skills, ability to research, presentation skills and the ability to work to deadlines.
Tertiary education prospects	Relevant postgraduate study in this field includes courses with an emphasis on management skills, particularly in areas such as hospitality and sustainability. Therefore, degrees which focus upon marketing and human resources may be desirable for students who complete this course.
Career and employability prospects	The travel and tourism sector comprises of many different industries and sub-industries. Students interested in careers in hotel management, food service management, business marketing and human resource, or as tour operators or flight attendants etc. The skills developed whilst studying GCE Travel and Tourism can be applicable and transferable to a wide range of careers linked to this ever growing industry.
Entry Requirements	There are no specific GCSE requirements for this course.

Mrs C. Oliver (Head of Geography)

## FREQUENTLY ASKED QUESTIONS

- Q1. How many points do I need to get back into Year 13?**  
For September 2024 you will need to have achieved a minimum 14 points from at least 7 GCSEs which must include English and Mathematics. Full details of the Criteria for Internal Transfer into Year 13 are found at the beginning of this booklet.
- Q2. How should I choose my Sixth Form courses?**  
Initially you need to consider which subjects are required at A level/BTEC L3 for the university or college courses you wish to apply for. You also need to consider which subjects you feel confident you can achieve highly in and enjoy. Think about the subjects where you achieved higher grades at GCSE and those you wish to study in greater depth.
- Q3. What new subjects can I study in the Sixth Form?**  
At GCE A level we offer Business Studies, Government & Politics, Health & Social Care (Single or Double Award), Life and Health Sciences, Professional Business Services, and Sociology. At BTEC Level 3 we offer Information Technology, Sport and Travel and Tourism.
- Q4. What GCSE grades do I need to take a subject at AS level?**  
GCSE grades required to study a subject at A level or BTEC L3 are indicated on the subject pages.
- For pupils who have not studied a subject at GCSE level, Heads of Subject will consider your performance in a related subject, for example:
- |                                |                            |
|--------------------------------|----------------------------|
| <b>Business Studies</b>        | - <b>Mathematics</b>       |
| <b>Government and Politics</b> | - <b>English/History</b>   |
| <b>Health and Social Care</b>  | - <b>English/Science</b>   |
| <b>Performing Arts</b>         | - <b>English</b>           |
| <b>Travel and Tourism</b>      | - <b>Geography/English</b> |
- Q5. How many subjects will I study in the Sixth Form?**  
You will study 3 or 4 subjects in Lower Sixth followed normally by three subjects in Upper Sixth. A small number of pupils study four subjects in the Upper Sixth. If you have achieved less than 24 points at GCSE you will study 3 subjects in Year 13.
- Q6. What happens if the subject I want to do is oversubscribed?**  
Class size will be limited in subjects. The following criteria are used if a subject is oversubscribed:
- The pupil must have taken the subject at GCSE level (if applicable)
  - GCSE results in the subject or allied subject i.e. A\*/9, then A/8/7 or B/6.
  - In the event of having to choose between grades A\*/9, A/8/7 or B/6, the breakdown of the GCSE marks will be taken into account.
- Priority will be given to those pupils who have already indicated an interest in the subject. Pupils changing their minds in August will be placed on a waiting list.
- Q7. Apart from AS level or BTEC L3 subjects, what else will be on my timetable in Year 13?**  
You will follow a dedicated Careers programme and you will be expected to attend Form Time and Assemblies. A range of extra-curricular opportunities including work-related learning will be available in addition to timetabled lessons.
- Q8. How is studying in the Sixth Form different from GCSE?**  
The most notable difference in the Sixth Form is the reduced number of subjects. You will study either 3 or 4 subjects. You will have periods of supervised study during which you will be required to work independently and take responsibility for your own learning. This is excellent preparation for university and your subject teachers will advise you how best to use your study time. Other differences include the increase in workload, the depth of detail, the greater reliance on independent learning, self-management and application of knowledge.
- Q9. What other opportunities are there in the Sixth Form?**  
At Post-16 you are encouraged to avail of the wide range of opportunities to represent the College, to attend courses, conferences and workshops, or to get involved in community service programmes or volunteer activities. This is an important aspect of your personal development and crucial when preparing your UCAS personal statement. It is important that you are proactive and gain as many experiences as possible in order to develop the necessary skills and attributes which employers and Higher Education Institutions are looking for. There is a comprehensive Careers programme throughout the Sixth Form. In Year 13 you will have the opportunity to develop your leadership skills and to apply for a leadership role within the school community as a Mentor, Librarian or Prefect and member of the Senior School Council. In Year 13 you will participate in Work Experience in the summer term. Teamwork and communication skills are developed through the sports programme. Pupils successfully apply for places in widening participation programmes including the Nuffield Foundation, All-Ireland scholarships, UNIQ and the Pathway Queen's programme. Pupils successfully apply for places

in widening participation programmes including the Nuffield Foundation, All-Ireland scholarships, UNIQ and the Queen's Pathway programme.

**Q10. If my AS level (or BTEC L3) grades are not what I need, can I repeat them?**

Resits are often available to Year 14 students in June. However, you should take into consideration the workload of the examinations at the time. If you wish to resit units, you must complete the appropriate Resit Form available from the Examinations Officer at the beginning of Year 14. There will be an entry fee and administrative charge per unit, payable in advance to the Examination Office.

**Q11. If during the year I want to drop or change a subject, can I do so?**

Whilst this may be possible, in most cases it is not advisable. It is better to follow advice and choose wisely in the first instance. Senior staff and the Careers staff will discuss this with you and your subject teachers and the final decision rests with the Principal. All students must pursue a minimum of three subjects at AS and A2 level or BTEC equivalent.

**Q12. Can I change my choice of subjects after the GCSE results are published?**

In August there will be an opportunity for you and your parents to meet with a member of the Careers Department and SLT to discuss any change of subject choice. You will be sent details of this in June. You may change your subject choice provided that:

- it fits into the timetabled blocks (details will be sent to you).
- there is room in the class and it is not oversubscribed.
- you have achieved the required grade at GCSE level.

**Q13. What happens if the subject I want to study is undersubscribed?**

There should be a minimum of 10 students in a class to ensure that it will be delivered. Where the uptake for a subject is low it may be delivered in collaboration with another school in the South Belfast Area Learning Community or Belfast Metropolitan College.

**Q14. How do A level and BTEC L3 qualifications compare in terms of UCAS?**

UCAS TARIFF EQUIVALENCES OF  
BTEC against GCE A Level

BTEC Subsidiary Diploma Grade Descriptor	UCAS Tariff Points	A2 Level GCE Descriptor
Distinction *	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E



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